SU Greenwich BIG PLAN
Outcomes Framework

1.0 About this plan

Icarus has been commissioned to work with the Students' Union of the University of Greenwich (SUUG) to create an outcomes framework. The framework will assist SUUG to assess and report the impact of its work. The process of creating the outcomes framework has involved:

- Desk review of SUUG business planning documentation and student survey data
- Rapid review of other published data about Students' Unions and impact measurement
- A series of meetings with SUUG managers to develop the outcomes framework and theory of change.

This report presents progress to date and suggests the final steps for completion of this phase of the work. It includes a summary of key messages from Icarus' research, a draft Theory of Change and a draft outcomes framework.

2.0 Impact and outcomes: what the terms mean

It is important that there is a shared understanding across SUUG managers of the impact measurement language. Key terms are therefore defined in the table below.

Impact measurement	The process of measuring, understanding and reporting on the value created by the Students Union.
Theory of Change	A comprehensive description and illustration of how and why a desired change is expected to happen in a particular context. It focuses on mapping out the relationship between what you do (your activities) and how these lead to your desired goals being achieved.
Outcomes framework	Sets out the outcomes you are working towards for your members, as well as the indicators that will help you evaluate your progress towards those outcomes.
Goals	The statements that describe what you ultimately want to accomplish as a result of what you do.
Outcomes	The changes for individuals, organisations, partners or other stakeholders as a result of what you do.
Sub outcomes	The outcomes broken down into a number of constituent elements, all of which describe more detailed changes you are seeking to bring about as a result of what you are doing.
Indicators	Information that allows the progress of your work to be measured.

3.0 What we found out from our research

3.1 Benefits of impact measurement

The research highlighted that there is support within the NUS for a greater focus on impact measurement. It is suggested that impact measurement brings financial, democratic, strategic and political benefits.

Block grants may be higher for those SUs that demonstrate impact	"Student Unions that are able to demonstrate their impact to their institution, and how they are in a unique position to enhance the student experience, are seeing a rise in their block grants."[1]
Students will engage if they believe their SU makes a difference	"It is very difficult to convince students to engage in an organisation that is unable to articulate what difference it makes to the lives of its members."[2]
SUs can use impact data to take a hard look at what they do	"After all, there's little value of 4000 students voting in a referendum if the policy is never enacted, or training an army of course reps who make no improvements to students' learning experience." [3]
SUs can use the data to demonstrate how students contribute to society	If the student movement is going to build a counter narrative that students and their institutions make a valuable contribution to society… then it is crucial that the student movement is better placed to evidence this claim."[4]

3.2 Process of impact measurement

The impact measurement guide developed by NUS and New Economics Foundation suggests five stages of impact measurement[5]. We recommend this is adjusted slightly (stage 1 and 2 are swapped) and less emphasis is placed on measuring attribution as this is very hard to do in practice. We propose that SUUG follow the process outlined below - stage 1 is the focus of this report.

	Plan
Stage 1	Decide what changes you want to measure - define your outcomes
Stage 2	Identify the activities that are likely to contribute to your outcomes
	Do
Stage 3	Select indicators and collect data
Stage 4	Analyse data and consider attribution
	Review
Stage 5	Communicate and embed the learning

3.3 Challenges of impact measurement
Our review also suggested that many Student Unions struggle with impact measurement. We looked at published impact information from a number of Student Unions and noticed the following:

- A number of Student Unions confuse outcomes with outputs

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[1] NUS. *Impact and Students' Unions (p.2)*
[2] Ibid.
[3] Ibid.
[4] Ibid.
[5] NUS (2015) *Measuring your impact: a reference for student unions*

- An over-emphasis on outputs in impact reports
- Limited data about outcomes
- An over reliance on quantitative data in impact reports
- Impact reports are difficult to read and dominated by data about targets.

This suggests that SUUG has an opportunity to position itself as an exemplar of good impact measurement practice; other Student Unions are likely to be very interested in SUUG's approach.

3.4 Student priorities

We reviewed results of the recent survey of SUUG's members.[6] We understand the key findings to be as follows:
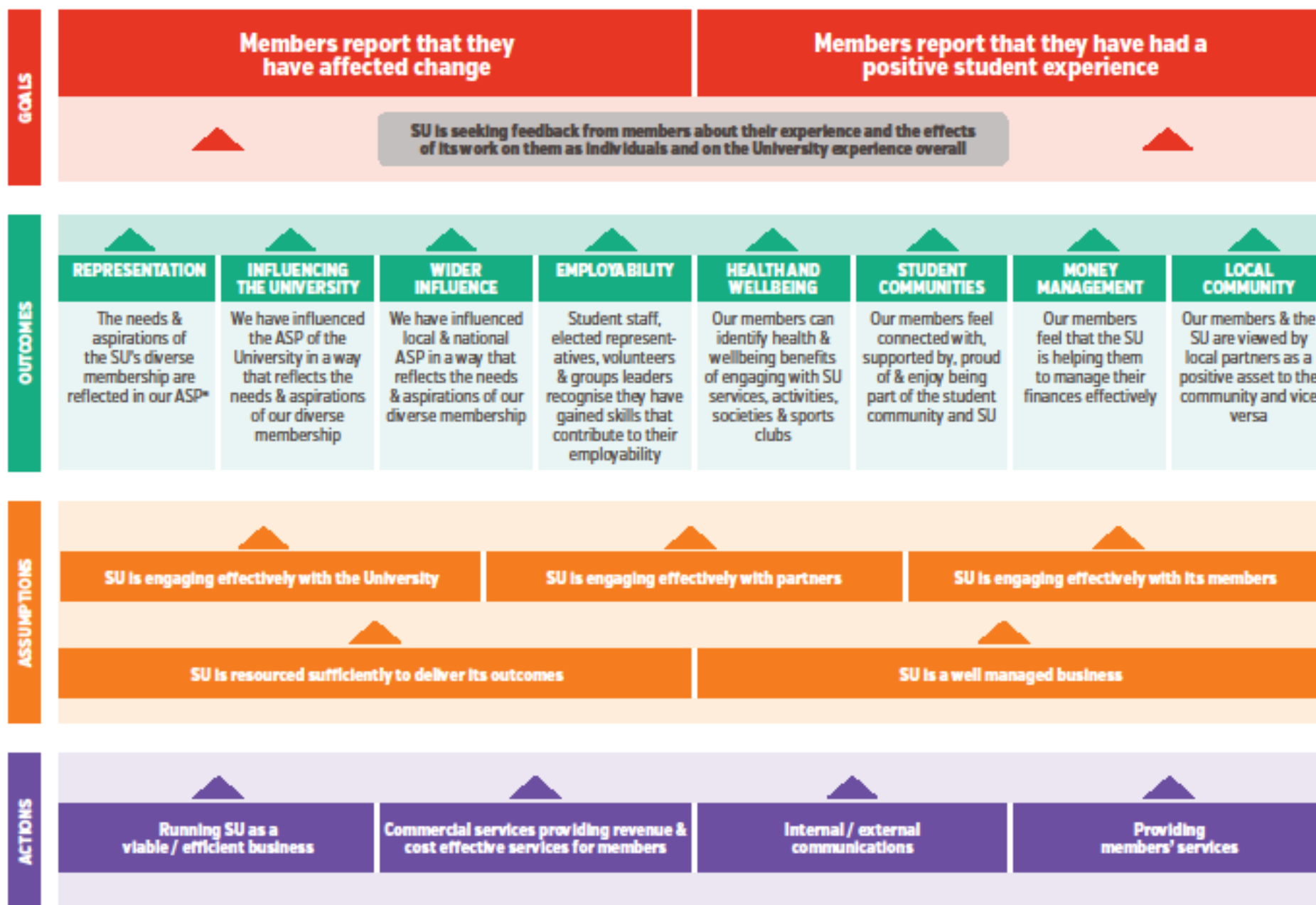
- A large proportion of students don't consider themselves to be 'typical students'
- Key concerns are finance and career and employability, and balancing life and studies
- Quality of teaching is also a concern
- 1 in 5 have seriously considered leaving – main reasons given were lack of money and not feeling they belonged. Those with a disability and carers are less likely to say they feel happy, and those with a disability are more likely to seriously consider leaving
- Confidence about power to influence the Students' Union is low and very few want involvement with the SU
- Although students believe the advice service is very important, less than half are aware of what the SU offers in terms of advice
- Employment and employability are considered as important provision whereas alcohol related services and provisions are least important.

These findings have informed our emphasis on employability, money management, wellbeing, influence and inclusion within the outcomes framework.

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[6] NUS Insight (2015) Strategic Planning Research: A report for Students' Union, University of Greenwich: survey of 590 students

THEORY OF CHANGE

GOALS

Members report that they have affected change	Members report that they have had a positive student experience

SU is seeking feedback from members about their experience and the effects of its work on them as individuals and on the University experience overall

OUTCOMES

REPRESENTATION	INFLUENCING THE UNIVERSITY	WIDER INFLUENCE	EMPLOYABILITY	HEALTH AND WELLBEING	STUDENT COMMUNITIES	MONEY MANAGEMENT	LOCAL COMMUNITY
The needs & aspirations of the SU's diverse membership are reflected in our ASP*	We have influenced the ASP of the University in a way that reflects the needs & aspirations of our diverse membership	We have influenced local & national ASP in a way that reflects the needs & aspirations of our diverse membership	Student staff, elected represent-atives, volunteers & groups leaders recognise they have gained skills that contribute to their employability	Our members can identify health & wellbeing benefits of engaging with SU services, activities, societies & sports clubs	Our members feel connected with, supported by, proud of & enjoy being part of the student community and SU	Our members feel that the SU is helping them to manage their finances effectively	Our members & the SU are viewed by local partners as a positive asset to the community and vice versa

ASSUMPTIONS

SU is engaging effectively with the University	SU is engaging effectively with partners	SU is engaging effectively with its members

SU is resourced sufficiently to deliver its outcomes	SU is a well managed business

ACTIONS

Running SU as a viable / efficient business	Commercial services providing revenue & cost effective services for members	Internal / external communications	Providing members' services

*ASP - Activities, Services and Policies

5.0 The outcomes framework

GOALS	REPRESENT our members and help them EFFECT CHANGE			Ensure our members have the best STUDENT EXPERIENCE				
OUTCOMES	**1. REPRESENTATION** The needs and aspirations of the SU's diverse membership are reflected in our activities, services and policies (ASP)[7]	**2. INFLUENCING THE UNIVERSITY** We have influenced the activities, services and policies of the university in a way that reflects the needs and aspirations of our diverse membership	**3. WIDER INFLUENCE** We have influenced local and national activities, services and policies university in a way that reflects the needs and aspirations of our diverse membership	**4. EMPLOYABILITY** Student staff, elected representatives, volunteers and group leaders recognise they have gained skills that contribute to their employability	**5. HEALTH AND WELLBEING** Our members can identify health and wellbeing benefits of engaging with SU services, activities, societies and sports clubs	**6. STUDENT COMMUNITIES** Our members feel connected with, supported by, proud of and enjoy being part of the student communities and SU	**7. MONEY MANAGEMENT** Our members feel that the SU is helping them to manage their finances effectively	**8. LOCAL COMMUNITY** Our members, and the SU as an organisation, are viewed by local partners as a positive asset to the local community and vice versa
SUB OUTCOMES	1.1 Governance systems and structures are followed and regularly appraised to ensure they are fit for purpose. 1.2 A strategy is being followed to understand and grow number and diversity of our members participating in elections. 1.3 Elected representatives and student volunteers are representative of our diverse membership. 1.4 The SU staff support elected	2.1 Elected representatives recognise they have the skills to influence the university. 2.2 The activities, campaigns and insights of the SU have influenced the university's ASP. 2.3 The SU and the university report they have a strong working relationship and they can evidence positive changes resulting from this partnership.	3.1 Elected representatives recognise they have the skills to contribute at a local and national level. 3.2 Insights from SU activities and campaigns are shared with local and national partners. 3.3 The activities, campaigns and insights of the SU have influenced local and national ASP.	4.1 Our members have implemented many varied initiatives[9] that contribute towards employability. 4.2 Our members can evidence the impact of their initiatives and how they contribute towards their employability. 4.3 There are many varied volunteering opportunities for our members within the SU that contribute towards employability. 4.4 Systems are in place for the	5.1 SU services are of a high quality and fit for purpose. 5.2 There are many varied SU activities, societies and sports clubs that contribute towards our members' health and wellbeing. 5.3 Our members who engage in societies and sports clubs reflect the diverse membership. 5.4 Food and drink offered by the SU includes healthy options. 5.5 The SU has helped promote healthy	6.1 Elected officers, volunteers and group leaders are ambassadors for the SU. 6.2 There are opportunities to connect online that reflect the needs / aspirations of our members. 6.3 The diverse range of our members feel that the physical and online spaces are accessible, welcoming and relevant to their needs / aspirations. 6.4 There are opportunities to celebrate student	7.1 The SU is making progress towards being a London Living Wage Employer to put money back into students' pockets. 7.2 The SU offers many varied paid opportunities to our members. 7.3 Our members who seek advice from the SU believe they are managing their finances better as a result. 7.4 Our members believe that SU services and activities, societies and sports clubs offer value for money.	8.1 SU spaces are used by the local community. 8.2 The SU generates income from the use of SU spaces by the local community. 8.3 Our members are engaging with services in the local community because of the SU. 8.4 Local partners are aware of, and have trust in, the SU. 8.5 Local partners can identify benefits of engaging students.

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[7] Activities, services and policies (ASP) includes all of the work undertaken by the organisation in question, both internally and externally
[9] The term 'student initiatives' includes student enterprise and setting up new groups, clubs and societies

GOALS	REPRESENT our members and help them EFFECT CHANGE			Ensure our members have the best STUDENT EXPERIENCE				
OUTCOMES	**1. REPRESENTATION** The needs and aspirations of the SU's diverse membership are reflected in our activities, services and policies (ASP)[7]	**2. INFLUENCING THE UNIVERSITY** We have influenced the activities, services and policies of the university in a way that reflects the needs and aspirations of our diverse membership	**3. WIDER INFLUENCE** We have influenced local and national activities, services and policies university in a way that reflects the needs and aspirations of our diverse membership	**4. EMPLOYABILITY** Student staff, elected representatives, volunteers and group leaders recognise they have gained skills that contribute to their employability	**5. HEALTH AND WELLBEING** Our members can identify health and wellbeing benefits of engaging with SU services, activities, societies and sports clubs	**6. STUDENT COMMUNITIES** Our members feel connected with, supported by, proud of and enjoy being part of the student communities and SU	**7. MONEY MANAGEMENT** Our members feel that the SU is helping them to manage their finances effectively	**8. LOCAL COMMUNITY** Our members, and the SU as an organisation, are viewed by local partners as a positive asset to the local community and vice versa
	representatives[8] with information about current local and national issues relevant to our members. 1.5 Elected representatives believe they have the skills to be effective representatives 1.6 Every campaign is scoped effectively and well managed, utilising a project plan that outlines the evidence base, proposed activities, communications plan, monitoring and impact measurement measures. 1.7 SU insights are utilised and have			training, coaching, personal development and support of student staff, elected representatives, volunteers and group leaders[10]. 4.5 There are opportunities for student staff, elected representatives, volunteers and group leaders to progress through different roles and there is evidence of this progression. 4.6 Student staff, elected representatives and volunteers have acquired rewards, awards and	behaviours among our members.	communities and enable the sharing and showcasing of successes.		

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[8] The term 'elected representatives' includes all student representatives including academic representatives and sabbatical officers

[10] The term 'group leaders' includes those who run sports clubs and other societies

GOALS	REPRESENT our members and help them EFFECT CHANGE			Ensure our members have the best STUDENT EXPERIENCE				
OUTCOMES	1. REPRESENTATION The needs and aspirations of the SU's diverse membership are reflected in our activities, services and policies (ASP)[7]	2. INFLUENCING THE UNIVERSITY We have influenced the activities, services and policies of the university in a way that reflects the needs and aspirations of our diverse membership	3. WIDER INFLUENCE We have influenced local and national activities, services and policies university in a way that reflects the needs and aspirations of our diverse membership	4. EMPLOYABILITY Student staff, elected representatives, volunteers and group leaders recognise they have gained skills that contribute to their employability	5. HEALTH AND WELLBEING Our members can identify health and wellbeing benefits of engaging with SU services, activities, societies and sports clubs	6. STUDENT COMMUNITIES Our members feel connected with, supported by, proud of and enjoy being part of the student communities and SU	7. MONEY MANAGEMENT Our members feel that the SU is helping them to manage their finances effectively	8. LOCAL COMMUNITY Our members, and the SU as an organisation, are viewed by local partners as a positive asset to the local community and vice versa
	influenced the ASP of colleagues and partners. 1.8 Our members can identify the impact the SU makes.			accreditations for their work.				

6.0 SU ACTIVITIES FINAL

Outcome	Work area	Alignment with sub outcome/s	Now	Think	Long Term	Strategic Lead
1. REPRESENTATION	Undertake a full democratic review of the union and implement recommendations.	1.1, 1.2, 1.3	X	X	X	KD

The needs and aspirations of the SU's diverse membership are reflected in our activities, services and policies (ASP)[11]	Understand the needs of students re. affordability of studying and living in London.	1.4		X	X	KD, SB
	Promote, empower and equip student officers as leaders and representatives.	1.5, 1.6	X			JS, KD
	Understand who our members are, what their needs are and what help they need from us.	1.7		X	X	SB
	Research the needs and demographics of campuses and ensure ASP meets member needs across the sites.	1.8	X		X	SB
	Provide dedicated training to staff enabling them to support elected representatives with e.g. policy work, project management etc.	1.4	X			JS, KD, MM
2. INFLUENCING THE UNIVERSITY We have influenced the activities, services and policies of the university in a way that reflects the needs and aspirations of our diverse membership	Build an informed network of student representatives that are able to effectively have their voice heard.	2.1		X	X	KD
	Develop a strong academic representation programme run by the SU.	2.3	X			KD
	Build a structure to harness and influence relationships at multiple leadership levels across the University.	2.3; 2.4	X	X		JS, KD
	Build credibility of the SU with key University stakeholders and manage expectations appropriately.	2.4	X		X	JS, KD, LC, SB, KS, MM
	Equip student leaders with the skills to influence University stakeholders effectively.	2.1	X			KD
	Be the source of information on student trends.	2.3	X	X	X	SB, LC
	Showcase the work of the SU, the work of the SU representatives and be transparent with how we use our resources outlining the change we make.	2.2		X	X	KD, SB
3. WIDER INFLUENCE We have influenced local and national activities, services and policies university in a way that reflects the needs and aspirations of our diverse membership	Set the internal mechanisms to support our members to influence and change wider NUS policy and leadership.	3.3	X		X	HD
	Work to build the brand of SU Greenwich at conferences, events etc. to be recognised as a developing London Union and attracting great talent to our Union.	3.2, 3.3	X		X	JS, SB, MM
	Build relationships with key local Greenwich businesses and charities.	3.2	X	X	X	LC, JS
	Promote, empower and equip student officers as leaders and representatives to act as leaders and contribute at a local and national level	3.1	X			KD
4. EMPLOYABILITY Student staff, elected representatives, volunteers and group leaders recognise they have	Make a clear SU volunteer offer to our members.	4.3	X	X	X	KD, MM
	Build a strong working partnership with the Employment and Careers Service and Faculty teams.	4.1		X	X	KD, **PRES**
	Outline a strategy to help our members bust the employment myths and communicate to employers their skills.	4.1	X	X	X	LC, MM
	We actively explain and run activities for students to demonstrate how working with and taking part in SU activity contributes to their future employability	4.2	X			KD, GK UNION

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[11] Activities, services and policies (ASP) includes all of the work undertaken by the organisation in question, both internally and externally

gained skills that contribute to their employability	Set up a SU training and development team/ programme to develop student leaders and staff, including reward and recognition	4.4, 4.6		X	X	JS, LC, KD, MM
	Learn from the wider charity sector to improve transferability of our staff.	4.5			X	MM
	Explore the opportunity of setting up a SU job shop to provide jobs to our members.	4.1	X	X	X	LC
5. HEALTH AND WELLBEING Our members can identify health and wellbeing benefits of engaging with SU services, activities, societies and sports clubs	Deliver a proactive SU run student advice service that focuses on preventive, triage and information based services.	5.1	X			KD
	Support Student Groups and Societies to provide activities that improve their health and wellbeing, help our members make friends and improve retention. • Measure how taking part in sport at Greenwich improves students' health and wellbeing • Take time to understand the role of societies in improving student health and wellbeing outcomes.	5.2	X	X	X	KD, SB
	Explore need for SU counselling service.	5.1		X	X	MV
	Run student led, SU supported clubs and societies.	5.2	X	X	X	CT, VPSA
	Run the ResLife halls of residence programme.	5.2			X	KD
	Protect and strengthen the health and wellbeing of student leaders to ensure they are the best they can be and able to manage stress/ anxiety/ large work load.	5.1; 5.5	X			KD, MV, HD, MM
	Review SU outlets menu to ensure we offer healthy food options across our services.	5.4	X			SJ/KC
	Understand the diversity of members engaging in societies and sports clubs and have a strategy in place to address gaps.	5.3		X	X	SB, CT, VPSA
6. STUDENT COMMUNITIES Our members feel connected with, supported by and enjoy being part of the student communities and SU	Develop SU spaces that support social learning and fun.	6.4	X	X	X	JS, KD, LC
	Offer safe and fun spaces (physical and digital) that our members enjoy being in and can connect together online	6.3, 6.4	X	X	X	SB, LC, GK UNIONS
	Equip our student staff to become ambassadors of the SU, through the skills taught by the SU.	6.2	X	X	X	LC, MM
	Create opportunities for members to share experiences e.g. Varsity, Awards, liberation months, Welcome	6.2, 6.5	X			JS
7. MONEY MANAGEMENT Our members feel that the SU is helping them to manage their finances effectively	Set up a dedicated finance planning / advice offer within SU advice service.	7.3		X	X	KS, MV
	Be transparent with SU finances from an organisational to group level.	7.4	X	X	X	KS
	Offer good quality paid SU jobs to students and attract excellent external talent.	7.1; 7.2	X	X	X	JS
	Outline how the SU saved money for students.	7.4	X			KS, KD, LC
8. LOCAL COMMUNITY	Build strong partnerships with local community leaders to build expertise and relationships.	8.4; 8.5		X	X	JS

Our members, and the SU as an organisation, are viewed by local partners as a positive asset to the local community and vice versa	Provide great venues that local community groups want to hire.	8.1; 8.2	X	X	X	LC
	Utilise volunteer opportunities in the community for Greenwich students.	8.3; 8.5		X	X	KD
	Develop / influence the London agenda re student needs e.g. rents, travel.	3.3		X	X	SB, HD
	In partnership with the University, build a strategic partnership with Carlton Athletic and UoG Partner Colleges.	8.4; 8.5	X	X	X	JS, OFFICERS

Organisational Strategy Development

People Strategy	MM, JS
Commercial Strategy	LC, KS
Communications Strategy	SB
Social Media Strategy	SB
Investment Stagey	KS
Audit and Risk	KS
Member Insights Strategy	SB

7.0 Indicators

TEMPLATE for measure

Aim	
Outcome	
Sub-outcome	
Priority Activity	

Operational Plan
Is this new activity? Building on exciting activity or keeping what we have?
Who? | What? | Where? | When?| Why? | How?
SMART Objectives Specific | Measured| Achievable/ Attainable | Relevant | Timed
Resource Required – People or money (estimates)
Indicators – How do we know we've been successful/ made a difference?

8.0 Evaluation methods

We have suggested questions for the following methods:
- Student survey
- Student Group Leaders
- Elected Officers
- Key University stakeholders

We have also suggested a couple of questions that should be added to existing methods:
- Staff survey
- Group membership form

We recommend that the following focus groups draw on questions that are included in the survey for that particular stakeholder group:
- Elected Officers
- Target audiences in membership

Student survey

How often: Annually
When: TBC
How: Electronic link – incentivised

Questions	Outcome	Sub outcome
Demographic questions: Age Ethnicity Sexuality Qualification/year Carer/parent; UK/Non-UK Full time / part time Distance learning / on-campus learning Travelling time to university Term time living arrangements		
Approximately how often, if at all, have you visited one or more of the following so far this term **(List of spaces/sites: Bar etc.)** Response options: Every day, Almost every day, Fairly often, Occasionally, Rarely, Not at all	Student Communities	6.2 and 6.3

How much do you agree with the following statements about Student Union spaces:
Response options: Strongly agree to Strongly disagree
 	
  o **The spaces are welcoming**
  o **The spaces are easy to get to**
  o **The spaces meet my needs**
 	
How do you think the SU spaces could be improved?
Response option: open text
	Student communities	6.2 and 6.3

In the last month, how many times have you used the Student Union website Response options: Every day, Almost every day, Fairly often, Occasionally, Rarely, Not at all	Student Communities	6.2 and 6.3

How much do you agree with the following statements about Student Union website:
Response options: Strongly agree to Strongly Disagree
 	
   ○ **The website is welcoming**
   ○ **The website is easy to use**
   ○ **The website provides the information / function that I need**
 	
How do you think the SU website could be improved?
Response option: open text
	Student communities	6.2 and 6.3

Please select from the list below which Student Union services or functions, if any, you are aware of: Response options: List of services/functions	Representation	1.7
How important is it for you that the Student Union offers the following services/functions: Response options: Important, unimportant, neither	Representation	1.7
How satisfied are you with any services/functions that you have used? Very satisfied, satisfied, dissatisfied, I haven't used this	Representation	1.7
What services do you think the Students Union could provide, that it isn't already providing, that would benefit you? Response option: open text	Representation	1.7

Are you a member of a group or society?
Response option: Yes/No
 	
If Yes (use skip logic), **to what extent do you agree with the following statements**:
Response options: Strongly agree to Strongly Disagree
 	
   ○ **Being a member has a positive impact on my physical health**
   ○ **Being a member has a positive impact on my mental health**
   ○ **It helps me feel connected with other students**
   ○ **I enjoy being involved in the group/s or society/s**
   ○ **I have made new friends as a result of being involved in a group / society.**
	Health and wellbeing	5.2

Questions	Outcome	Sub outcome
To what extent do you agree with the following statements Response options: Strongly agree to Strongly Disagree o **The food and drink offered by the Student Union includes healthy options.**	Health and Wellbeing	5.4
To what extent do you agree with the following statement: Response options: Strongly agree to Strongly Disagree o **There are many and varied volunteer opportunities within the Student Union.**	Employability	4.3
Do you volunteer in any of the following settings? Response Options: Student union, local community, outside the local community	Local Community	8.3
If answer 'local community' then ask: **Did you find out about this opportunity through the Student Union?** Yes/No	Local Community	8.3
If answer yes to 'Student Union' **How much do you agree with the following statements:** Response options: Strongly agree to Strongly Disagree o **Volunteering with the Student Union has made me more employable.** **Can you explain why you have given this answer** Response options: open text	Employability	4.3
Have you been involved in the ResLife programme? Response options: Yes/No **What benefits, if any, have you gained from being involved in the ResLife programme?** Response options: open text	Health and wellbeing	5.2

Student Group Leaders Survey

How often: Annually
When: Conference?
How: Electronic link – incentivized

Questions	Outcome	Sub outcome

How much do you agree with the following statements: Response options: Strongly agree through to Strongly disagree	Student communities	6.1

- o **I recognise the benefits of being involved in the Student Union**
- o **I tell other students about the benefits of being involved in the Student Union.**

How much do you agree with the following statements: Response options: Strongly agree through to Strongly disagree	Student communities	6.4

- o **Our group has shared and showcased some of our achievements to other Student Union groups/members**

How much do you agree with the following statements: Response options: Strongly agree through to Strongly disagree	Employability	4.4

- o **There are sufficient opportunities for me to access training to develop my role as a group leader.**

Have you accessed training?
Response options: Yes/No

If yes, how did it help you?
Response options: open text

If no, why not?
Response options: open text

In what ways, if any, could training be improved?
Response options: open text

	Employability	4.4

How much do you agree with the following statements:
Response options: Strongly agree through to Strongly disagree

- o **There are opportunities for me to access personal development support/coaching to develop my role as a group leader.**

Have you received coaching/personal development support?
Response options: Yes/No

If yes, how did it help you?
Response options: open text

If no, why not?

Response options: open text

In what ways, if any, could coaching/personal development support be improved?
Response options: open text

How much do you agree with the following statements: Response options: Strongly agree through to Strongly disagree	Employability	4.2
o **Being a group leader has made me more employable**		
Why do you say this? Response options: open text		

Elected Officers Survey

How often: Annually
When: Mid term?
How: Electronic link – incentivized

Questions	Outcome	Sub outcome
How much do you agree with the following statements about your role: Response options: Strongly agree through to Strongly disagree	Student communities	6.1
o **I recognise the benefits of being involved in the Student Union** o **I tell other students about the benefits of being involved in the Student Union**		
How much do you agree with the following statements about your role: Response options: Strongly agree through to Strongly disagree	Influencing the University	2.1
o **I am confident that I have the skills needed to influence the university**		
Is there anything else that the Student Union can do to increase your capacity to influence the university? Response option: open text		
How much do you agree with the following statements about your role: Response options: Strongly agree through to Strongly disagree	Influencing the university	2.2

- o **I have had opportunities to influence the university**

In what ways have you been able to influence the university?
Response options: open text

How much do you agree with the following statements about your role:
Response options: Strongly agree through to Strongly disagree

| | Wider influence | 3.1 |

- o **I am confident that I have the skills needed to have wider influence beyond the university**

Is there anything else that the Student Union can do to increase your capacity to have wider influence beyond the university?
Response options: open text

How much do you agree with the following statements about your role:
Response options: Strongly agree through to Strongly disagree

| | Influencing the university | 2.2 |

- o **I have had opportunities to influence ASP at a wider level, beyond the university.**

Can you give examples?
Response option: open text

How much do you agree with the following statements about your role:
Response options: Strongly agree through to Strongly disagree

| | Representation | 1.5 |

- o **The Student Union has helped me to develop my skills to be effective representative.**

How much do you agree with the following statements about your role:
Response options: Strongly agree through to Strongly disagree

| | Employability | 4.4 |

- o **There are opportunities for me to access training to develop my skills as an elected rep.**

Have you accessed training?
Response options: Yes/No

If yes, how did it help you?
Response option: open text

If no, why not?
Response option: open text

In what ways, if any, could training be improved?
Response option: open text

How much do you agree with the following statements about your role: Response options: Strongly agree through to Strongly disagree	Employability	4.4

  o **There are opportunities for me to access personal development support/coaching to develop my skills as an elected rep.**

Have you received coaching/personal development support?
Response option: Yes/No

If yes, how did it help you?
Response option: open text

If no, why not?
Response option: open text

In what ways, if any, could coaching/personal development support be improved?
Response option: open text

How much do you agree with the following statements about your role: Response options: Strongly agree through to Strongly disagree	Employability	4.2

  o **Being an elected rep has made me more employable.**

Why do you say this
Response option: open text

How much do you agree with the following statements: Response options: Strongly agree through to Strongly disagree	Representation	1,4

  o **The student union has provided me with usable information about local and national issues relevant to members.**
  o **I use this information to inform your campaigns and how**

What more could the Student Union have done to ensure you have access to usable information about local and national issues?
Response options: open text

Questions	Outcome	Sub outcome
How much do you agree with the following statements: Response options: Strongly agree through to Strongly disagree o **I am adequately supported to follow the Governance systems and procedures** **Could anything more be done to support you with this?** Response options: open text	Representation	1.1

How often: Annually
When: TBC
How: Electronic link

Questions	Outcome	Sub outcome
How much do you agree with the following statements about your role: Response options: Strongly agree through to Strongly disagree **The information and insights provided by the Student Union have influenced the University's activities, strategies & policies.** **Please provide some examples** Response option: open text	Influencing the University	2.2

How much do you agree with the following statements about your role:
Response options: Strongly agree through to Strongly disagree
 	
   o **The student reps have the skills needed to engage with the University and have influence.**
   o **There is a strong working relationship between the Student Union and the University.**
   o **There is a strong academic representation programme run by the student union.**
 	
Why do you say this and can you give some examples?
Response option: open text
	Influencing the university	2.1

Have you shared insights from the student union with your local and national partners? Response options: Yes/No	Representation	1.7
Can you give examples? Response option: open text		

How much do you agree with the following statements about your role: Response options: Strongly agree through to Strongly disagree	Employability	4.1
o **The Student Union, working with the University, has implemented varied initiatives that contribute towards employability.**		
Can you give examples? Response option: open text		

Additional questions for the staff survey

Questions	Outcome	Sub outcome
How much do you agree with the following statements about your role: I recognise the benefits of being involved in the Student Union I tell other students about the benefits of being involved in the Student Union	Student communities	6.1
(For staff supporting elected officers) I have the knowledge and skills to ensure that elected reps have information about current local and national issues relevant to our members	Representation	1.4

Additional questions for Group Membership Form

Questions	Outcome	Sub outcome
Demographic questions: Age Ethnicity Sexuality Qualification/year Carer/parent; UK/Non-UK Full time / part time Distance learning / on-campus learning Travelling time to university		