

Class Rep Training

2024-25

*Inspiring today's **Learners** and tomorrow's **Leaders***



Training outcomes:

BY THE END OF THIS SESSION YOU WILL...



1. Understand the skills and responsibilities of a class representative.



2. Know how to plan & lead a discussion, collect views, and present minutes to others.



3. Be able to explain why liberation is important.

Training outcome 1: Understand the skills and responsibilities of a class representative.

WHAT IS A CLASS REP?

- 'Rep' is short for representative - this means your job is to **represent the views of others** in your class.
- Your job is to collect the views of the people you represent, discuss them with other class reps and see how we can **make change happen**.
- This is about you **helping others** in College to get what **they** want.



Training outcome 1: Understand the skills and responsibilities of a class representative.

SKILLS NEEDED TO BE A SUCCESSFUL CLASS REP



Communication

(be effective in both verbal and written communication)

Organisation

(be able to plan, organise and deliver to set timescales)

Public Speaking

(be a confident and professional speaker)

Team Work

(be able to work well and efficiently with others)

Motivation

(be able to inspire others)

Problem Solving

(be able to find solutions to difficult issues)

ATTRIBUTES NEEDED TO BE A SUCCESSFUL CLASS REP



Dependable

(be trustworthy and reliable)

Adaptable

(be able to adjust to new conditions)

Productive

(be able to use your own initiative)

Cooperative

(be able to assist in working towards a common goal)

Professional

(be able to represent your course)

Positive











(be constructive and optimistic)



TASK 1:

In Page 1 of your workbook, rate your skills and attributions at the start of your training. You will rate these again towards the end of the year to see which skills and attributes have developed.

CLASS REP YEAR PLAN 2024-25

Date	Room	Time	Activity	Compulsory/Optional
Wednesday 16th October 2024	Employer Hub Suite 2	12pm-1pm	Toastie Talks 	Optional
4th – 8th November 2024 (1 week window)	Various	Various	Class Rep Training 	Compulsory
11th – 15th November 2024 (1 week window)	Various	Various	Run your Class Rep Discussion & submit minutes 	Compulsory
Wednesday 20th November 2024	Employer Hub Suite 3	9am-1pm	Student Conference 	Compulsory
Wednesday 18th December 2024	Employer Hub Suite 2	12pm-1pm	Donut Debate 	Optional
Wednesday 5th February 2025	Employer Hub Suite 2	12pm-1pm	Toastie Talks 	Optional
24th Feb – 7th March 2025 (2 week window)	Various	Various	Run your Class Rep Reflective Discussion & submit minutes 	Compulsory
Wednesday 12th March 2025	Employer Hub Suite 3	9am-1pm	Reflective Student Conference 	Compulsory
Wednesday 2nd April 2025	Employer Hub Suite 2	12pm-1pm	Donut Debate 	Optional
Wednesday 14th May 2025	Employer Hub Suite 3	12pm-1pm	Celebration Event 	Compulsory

Training outcome 1: Understand the skills and responsibilities of a class representative.

YOUR ROLE AND RESPONSIBILITIES

1. **Take part** in and complete compulsory class rep training

Without training you cannot act as a Class Rep.

2. **Plan and Lead** class rep discussions with your class including a write-up of items discussed (using the discussion minutes google form provided via Teams)

You will be given a timeframe in which to hold your discussion (a 1 or 2-week window).
It is your responsibility to plan & deliver your discussions and write-up/submit the minutes before the upcoming conference.

3. **Attend** compulsory student conference events and **present** selected items from your class rep discussion minutes

Failure to attend compulsory events will result in withdrawal from Class Rep duties (*unless an exception is accepted*).

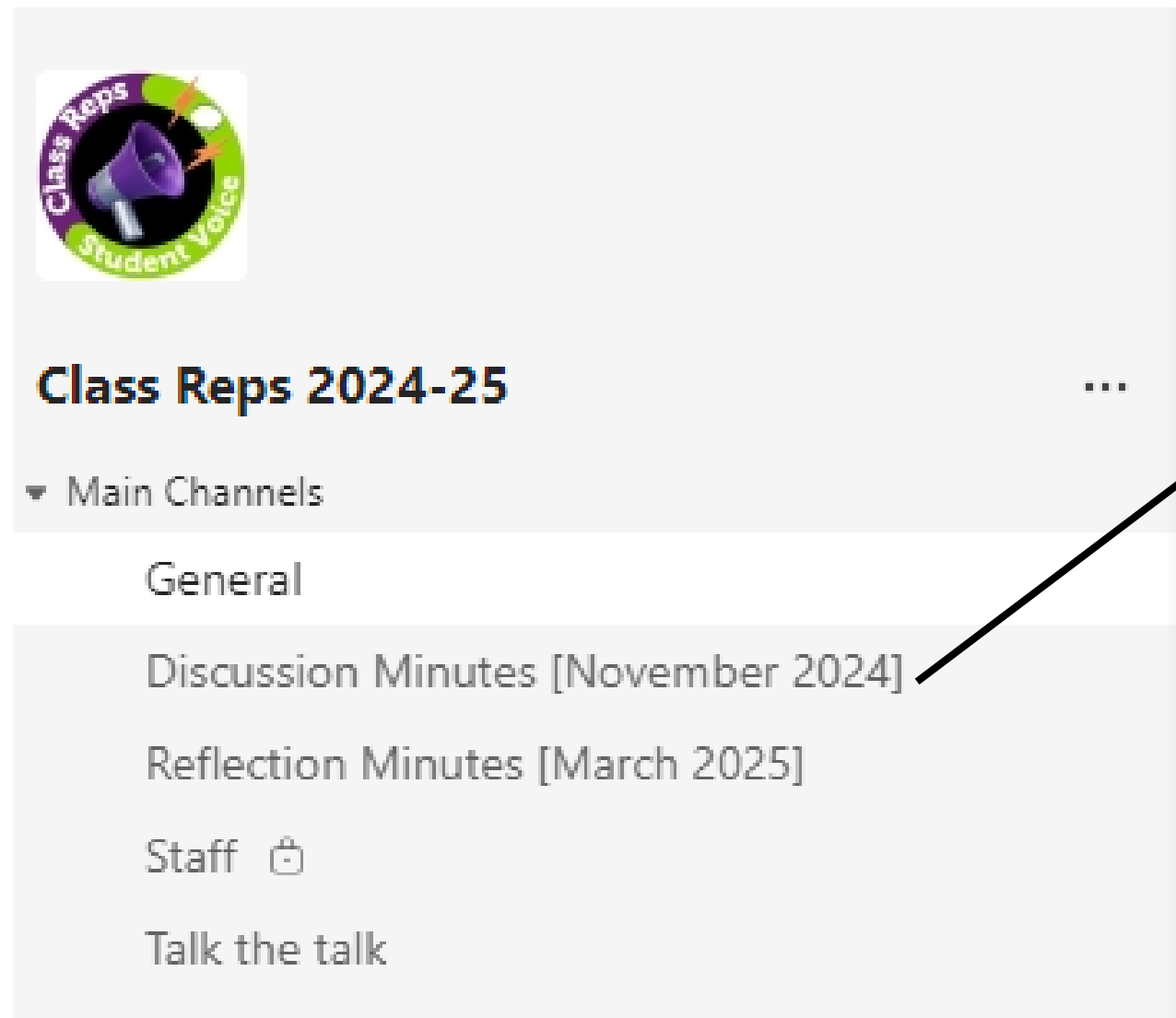
4. **Maintain communication** throughout the academic year with peers and staff

Most communication will be via Microsoft Teams.
It is your responsibility to keep up to date with messages/updates and respond where necessary.

Training outcome 1: Understand the skills and responsibilities of a class representative.

CLASS REP TEAMS AREA

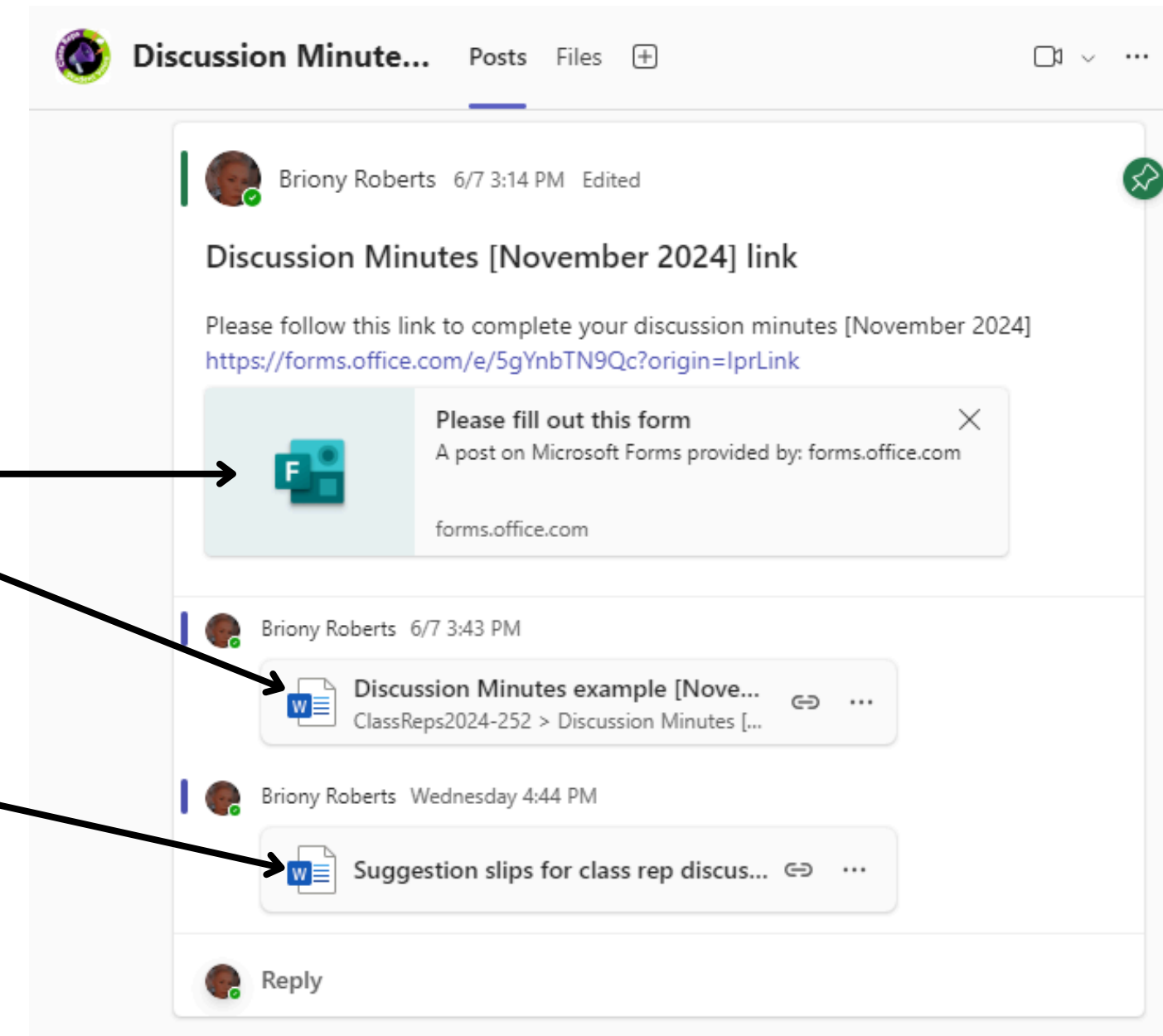
You will be added to the Teams area after your training session



Use this channel to complete your November Discussion Minutes

The pinned post in this channel includes:

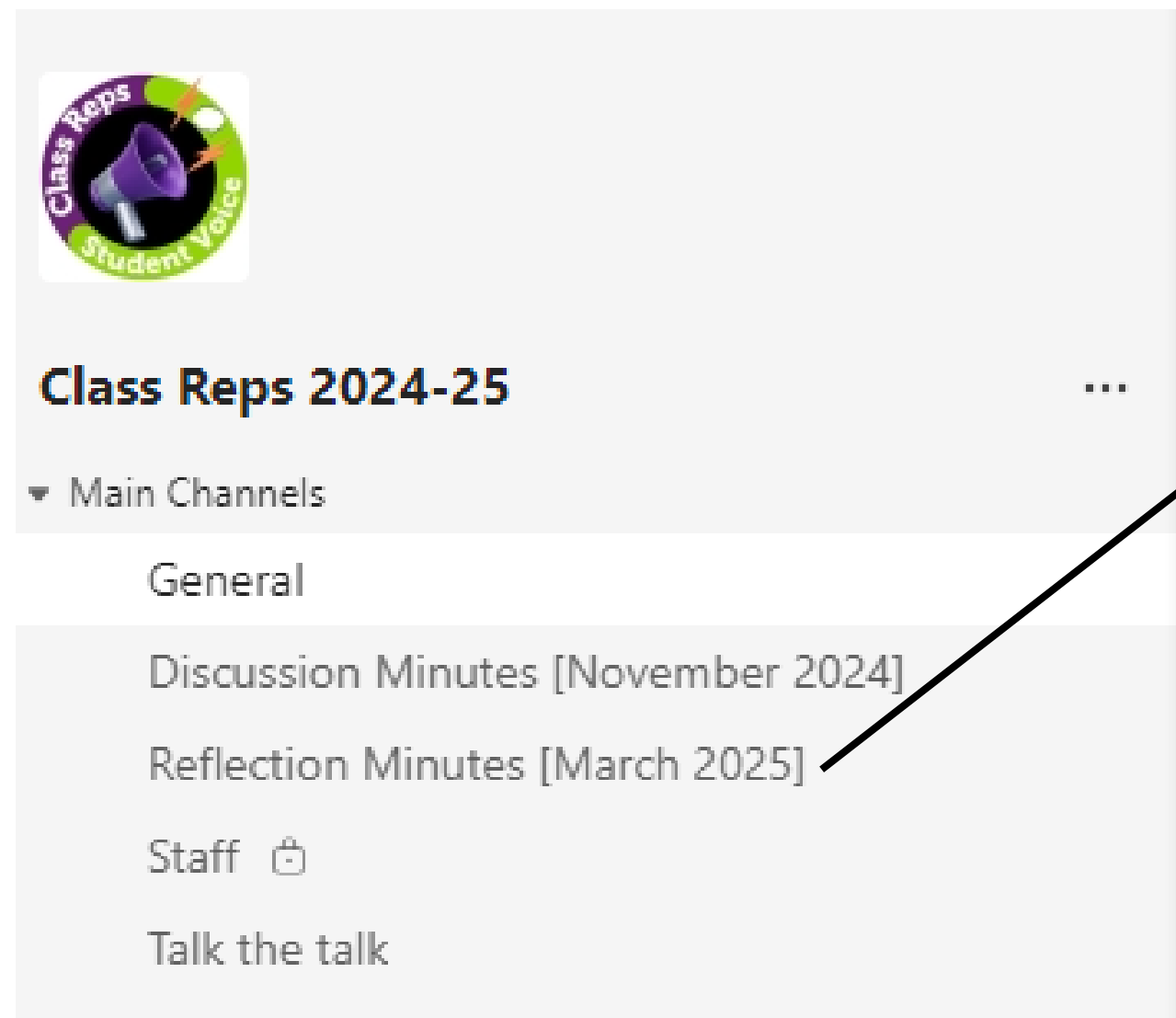
- The google form to submit your discussion minutes
- A completed form example
- Suggestion slips to print out if you want to use these in your discussions



Training outcome 1: Understand the skills and responsibilities of a class representative.

CLASS REP TEAMS AREA

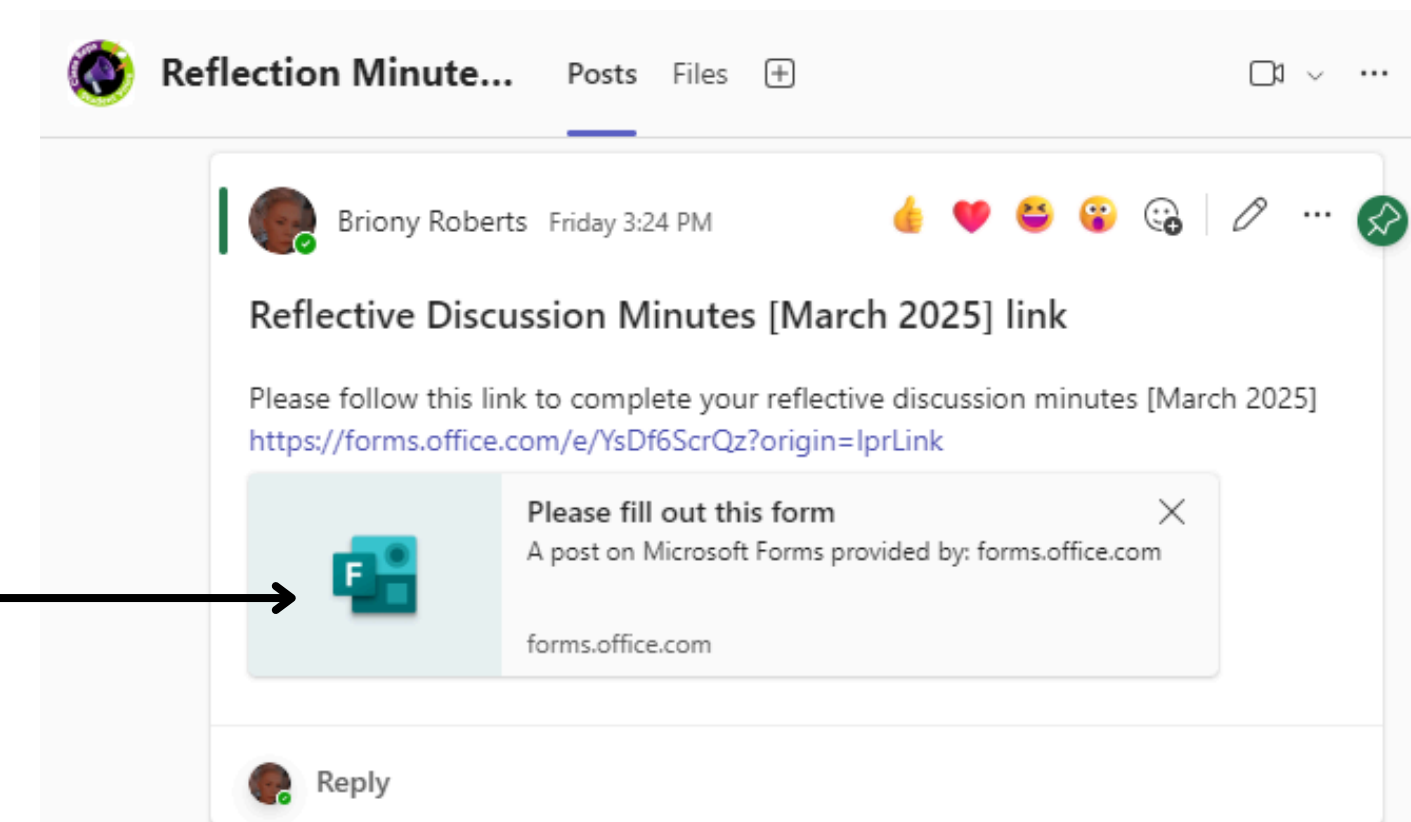
You will be added to the Teams area after your training session



Use this channel to complete your Reflective Discussion Minutes (March)

The pinned post in this channel includes:

- The google form to submit your reflective discussion minutes

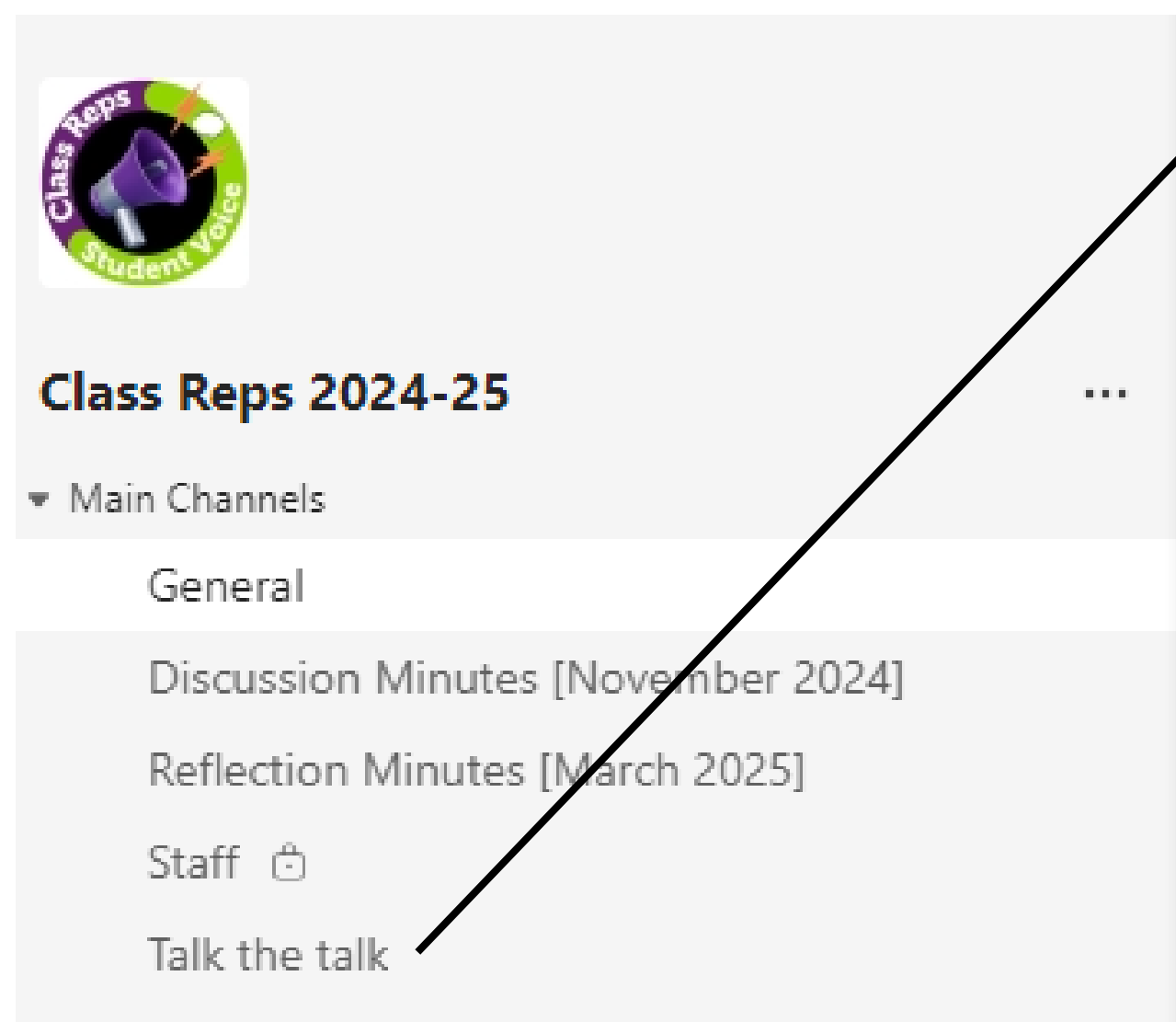


Training outcome 1: Understand the skills and responsibilities of a class representative.

CLASS REP TEAMS AREA

You will be added to the Teams area after your training session

FREE COURSE

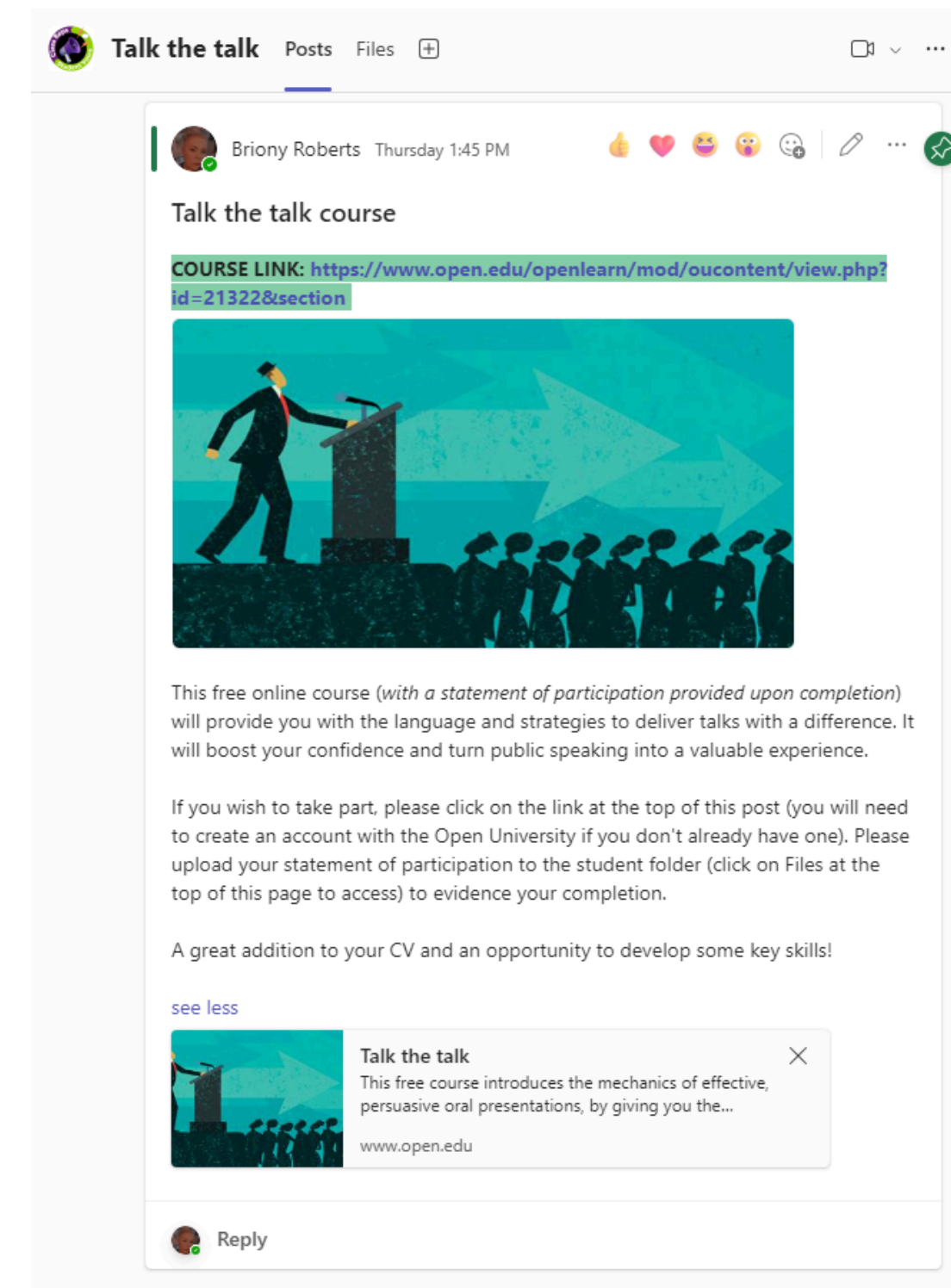


Use this channel to complete an **optional** free online course

This course will provide you with the language and strategies to deliver talks with a difference. It will boost your confidence and turn public speaking into a valuable experience.

If you wish to take part, click on the pinned link on this channel (you will need to create an account with the Open University if you don't already have one).

You can upload your statement of participation to the student folder (click on Files at the top of this page to access) to evidence your completion.

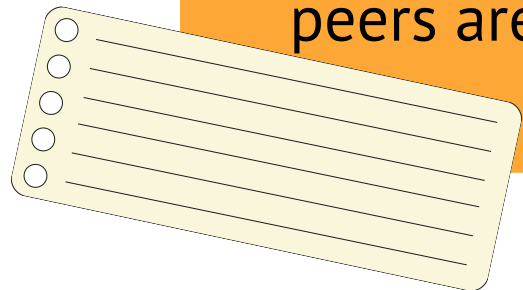


Training outcome 2: Know how to plan & lead a discussion, collect views, and present minutes to others.

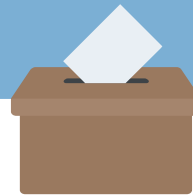
COLLECTING VIEWS & SUGGESTIONS (ITEMS)

You are required to collect the views & suggestions (items) that your class bring forward during class discussions, there are many ways that you can do this...

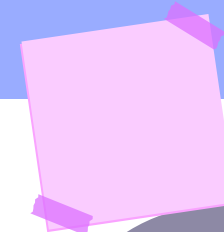
Use **Suggestion Slips** (provided in Teams) - these are useful if your peers aren't very talkative!



Create a **Suggestion Box** so that peers can drop in ideas anonymously



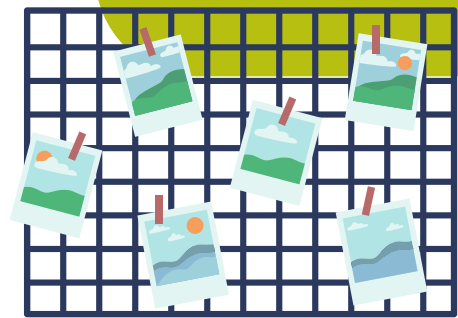
Use **post-it-notes** during an open discussion (we will use this during training)



Create and handout **questionnaires** (either digital or physical)



Create an **opinion wall** in your classroom



Have an **informal chat** and gather ideas verbally all in one go!



The choice is yours, **choose what will work best for you & your peers!**



Training outcome 2: Know how to plan & lead a discussion, collect views, and present minutes to others.

PLANNING YOUR FIRST CLASS REP DISCUSSION

Before you run
your discussion

- Talk with your tutor to organise a suitable time to run a class rep discussion with your class (during Tutorials may be a good suggestion).
 - Timeframe provided = **11th - 15th November 2024 (1 week window)**
- Prepare any resources you want to use during the discussion (i.e anonymous suggestion slips).

CLASS REP DISCUSSION (NOVEMBER)

What you'll do

1. Introduce the topics to your class (**Food, Resources, Student Support, College Life**) and encourage them to individually create **one item** for each topic.
2. Make a note of/collect **all items** for each topic (*written notes/suggestion slips/questionnaires etc...*)
3. Ask your class to vote on **one item for each topic** - once you have 4 items, ask your class to think of a **suggested solution** to each item provided.
4. All 4 items (along with a suggested solution for each) will then be written up in your discussion minutes on a Google Form via Teams.



Training outcome 2: Know how to plan & lead a discussion, collect views, and present minutes to others.

DISCUSSION MINUTES

- Go to pages 3-5 of your workbook to view an example of a completed discussion minutes Google Form

Items

Please add items raised and suggested solutions provided by your peers in the correct categories below.

5. Food item:

Add one item for this category.

9/13 people in our class agree that we should have more vegan and vegetarian options in The Lounge.

6. Food suggested solution:

Add the suggested solution discussed with your peers for the item raised above.

Meet with The Lounge manager to discuss vegan and vegetarian options and how we can increase these.

Item guidance/questions to ask for **Food**:

- are we lacking in any particular items?
- are students happy with the options currently on offer?
- are students happy with the cost of items?
- are students able to find/access food and drink they want during lunch and or breaks?

Training outcome 2: Know how to plan & lead a discussion, collect views, and present minutes to others.

DISCUSSION MINUTES

- Go to pages 3-5 of your workbook to view an example of a completed discussion minutes Google Form

7. **Resources item:**

Add one item for this category.

85% of our class agreed that the college would benefit from gender-neutral toilets on campus to support transgender/non-identified gender students.

8. **Resources suggested solution:**

Add the suggested solution discussed with your peers for the item raised above.

Raise this item at the conference to see how other reps respond - discuss with class rep lead how this can be implemented.

Item guidance/questions to ask for **Resources:**

- do students feel they have all the necessary resources to complete their course?
- are students happy with the social spaces we have on campus?
- are students happy with the learning environments they are in and the resources provided?
- do students agree that the WIFI is sufficient?

Training outcome 2: Know how to plan & lead a discussion, collect views, and present minutes to others.

DISCUSSION MINUTES

- Go to pages 3-5 of your workbook to view an example of a completed discussion minutes Google Form

9. **Student Support item:**

Add one item for this category.

Everyone in our class agreed that we should have access to employment/volunteering opportunities so that we can be supported to apply for jobs.

10. **Student Support suggested solution:**

Add the suggested solution discussed with your peers for the item raised above.

Speak to class rep lead to see how this could be created at the conference.

Item guidance/questions to ask for **Student support:**

- do students feel well supported in general?
- do students who require additional learning support have access to this?
- do students feel supported outside of curriculum learning (e.g. pastoral, financial, social etc.)?
- are students able to access tutor support as part of their main course/maths/English?

Training outcome 2: Know how to plan & lead a discussion, collect views, and present minutes to others.

DISCUSSION MINUTES

- Go to pages 3-5 of your workbook to view an example of a completed discussion minutes Google Form

11. **College Life** item:

Add one item for this category.

75% of our class would like to take part in clubs and/or activities (outside of their main qualification) while at College

12. **College Life** suggested solution:

Add the suggested solution discussed with your peers for the item raised above.

Create a clubs and activities survey for all LMC students to see if other students are interested and what they would like to take part in.

Item guidance/questions to ask for **College Life**:

- do students feel safe on campus?
- do students feel welcomed by all on campus?
- do students want to participate in clubs or activities outside of their main qualification?
- do students understand and feel they have access to all support services on offer on campus (e.g. careers advice, student money, pastoral support, resources, learning support etc.)?

DISCUSSION MINUTES

Question: What if your peers **can't think of/don't have anything to raise** for one or more of the topics provided?



Ask your peers to provide a **positive comment** on something they are really pleased/with happy about!

Example:

Resources Topic Item:

90% of our class agree that we have up-to-date and relevant recourses to help us achieve our qualification (specifically in practical).

Suggested solution:

N/A



Training outcome 2: Know how to plan & lead a discussion, collect views, and present minutes to others.

DISCUSSION MINUTES

Selecting which items to discuss at the Conference

13. Select **two** of the items above that you would like to discuss at the Student Conference in November *

Please select at most 2 options.

- ☐ Food item
- ☒ Resources item
- ☐ Student support item
- ☒ College life item

After you have input all four items, select which **two** you would like to discuss with other Reps during the upcoming conference (select two which you feel are most important, or which two your peers 'shouted loudest about'!

All four items are submitted, however, each Rep can only discuss two due to time restraints.

Training outcome 2: Know how to plan & lead a discussion, collect views, and present minutes to others.

LETS RUN A DISCUSSION & CREATE MINUTES!

Together we will run a discussion and create our minutes (so you can get a real feel for the activities you will soon be leading!)

Your training coordinator will act as a Class Rep.

1. Individually create **one item for each topic** on the post-it-notes provided.



**FOOD
RESOURCES
STUDENT SUPPORT
COLLEGE LIFE**

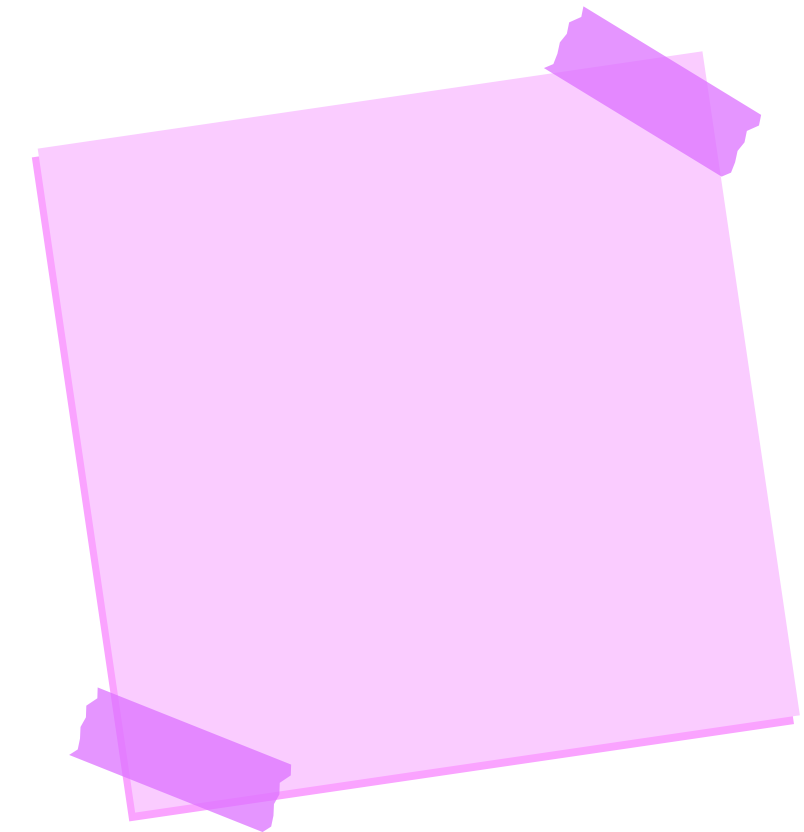
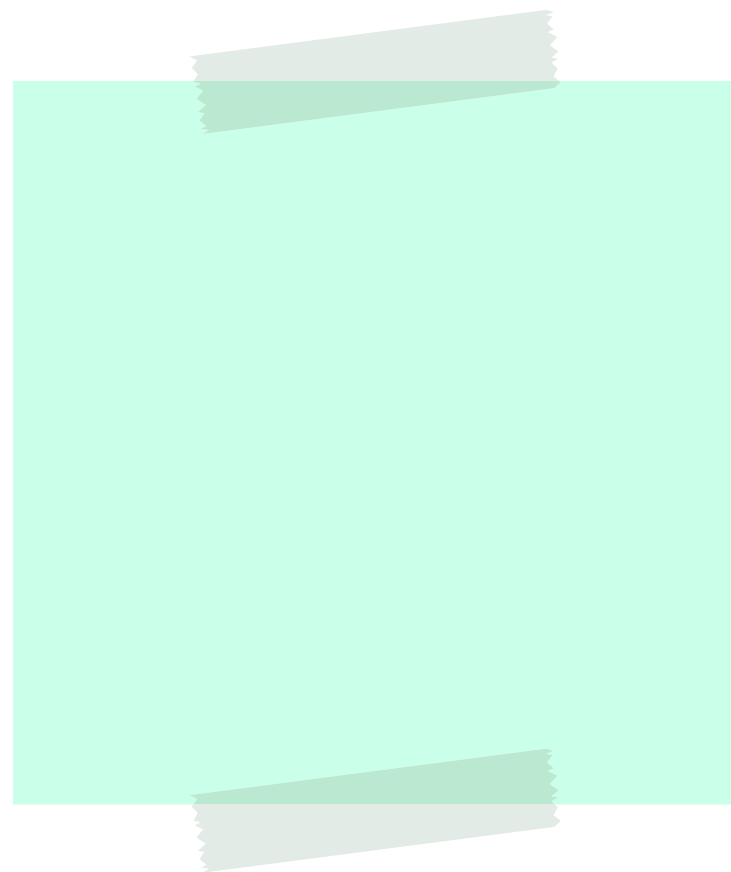
Training outcome 2: Know how to plan & lead a discussion, collect views, and present minutes to others.

LETS RUN A DISCUSSION & CREATE MINUTES!

Together we will run a discussion and create our minutes (so you can get a real feel for the activities you will soon be leading!)

Your training coordinator will act as a Class Rep.

2. Collecting the items raised we will collectively vote on one item for each topic.



Training outcome 2: Know how to plan & lead a discussion, collect views, and present minutes to others.

LETS RUN A DISCUSSION & CREATE MINUTES!

Together we will run a discussion and create our minutes (so you can get a real feel for the activities you will soon be leading!)

Your training coordinator will act as a Class Rep.

3. Now that we have one item for each topic we need to think of a **suggested solution for each.**



Training outcome 2: Know how to plan & lead a discussion, collect views, and present minutes to others.

LETS RUN A DISCUSSION & CREATE MINUTES!

Together we will run a discussion and create our minutes (so you can get a real feel for the activities you will soon be leading!)

Your training coordinator will act as a Class Rep.

4. We are ready to submit our minutes!



Training outcome 2: Know how to plan & lead a discussion, collect views, and present minutes to others.

WHAT HAPPENS NEXT?

1. All items submitted by class reps in November will be collated into one document.
2. This document is shared with the Senior Leadership Team (SLT) and any other relevant staff in December.
3. SLT/staff will provide feedback on each item and these will come with a status attached (either **Not Met**, **In Progress**, or **Resolved**) in January.
4. All feedback is collated and **shared with all class reps in February** via Teams.
5. You will use this feedback to run a **Reflective Discussion** with your peers in **Feb/March** and submit Reflective Discussion minutes in preparation for the Reflective Conference in March.

Training outcome 2: Know how to plan & lead a discussion, collect views, and present minutes to others.

REFLECTIVE DISCUSSION (MARCH)


What you'll do

1. Introduce the feedback you have received on each item raised to your peers.
2. Ask your peers to reflect and comment on the feedback you have received for each item (***Food, Resources, Student Support, College Life***)
3. All reflective comments will be written up in your reflective discussion minutes on a Google Form via Teams.



8. Feedback received from SLT/staff on the **resources** item you raised in November: 


Enter your answer

9. What is the **status** of this item? 

☐ Not met

☐ In progress

☐ Resolved

10. **Reflective comments** from your peers on the feedback above: 

Enter your answer

Training outcome 3: Be able to explain why liberation is important.

LIBERATION



What is Liberation?

Identifying the barriers that stand in the way of certain groups within society, and working to **reduce or remove these barriers**. This could be a physical barrier, difference in learning, mental health issue or discrimination of sexual preference or gender.

Individuals in liberation groups can face **bullying, harassment, isolation and even violence**, which can lead to them feeling unsafe and having less opportunities than others.

At College, these issues can lead to lower academic achievement, lack of interest in study, low mental well-being and higher drop-out rates. **As a Class Rep, you will be working towards liberation and helping to ensure that every student at Lancaster & Morecambe College has the same chance and opportunity.**

Training outcome 3: Be able to explain why liberation is important.

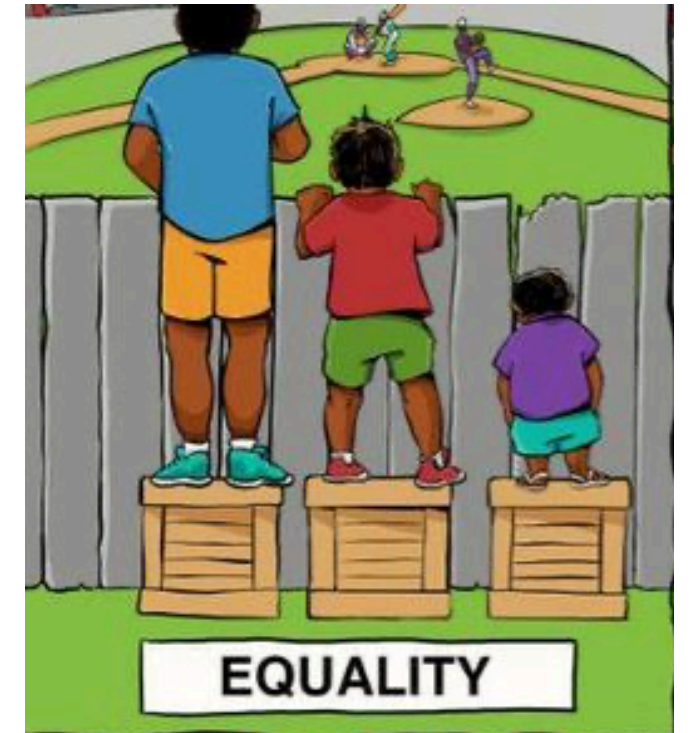
LIBERATION



Equality

All members of society being treated the same, regardless of their differences.

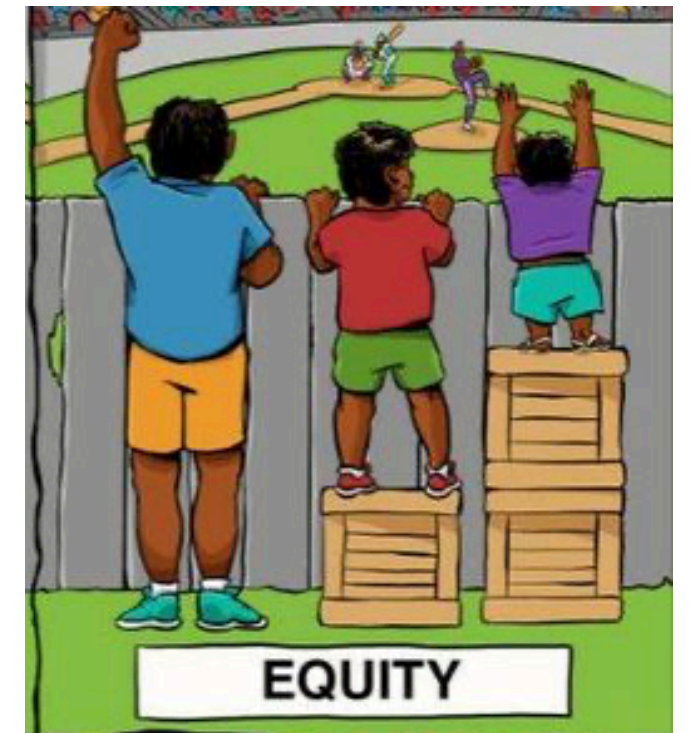
In the image to the right, all three people have been given the same box, regardless of their individual needs. This means that only two of the three can watch the baseball game.



Equity

Recognising the differences that exist between different members of society, and making sure that **a system is in place which allows everyone to have the same opportunities**.

In the image to the right, each person is given a box according to their personal needs, so that they are all able to watch the baseball game.



Training outcome 3: Be able to explain why liberation is important.

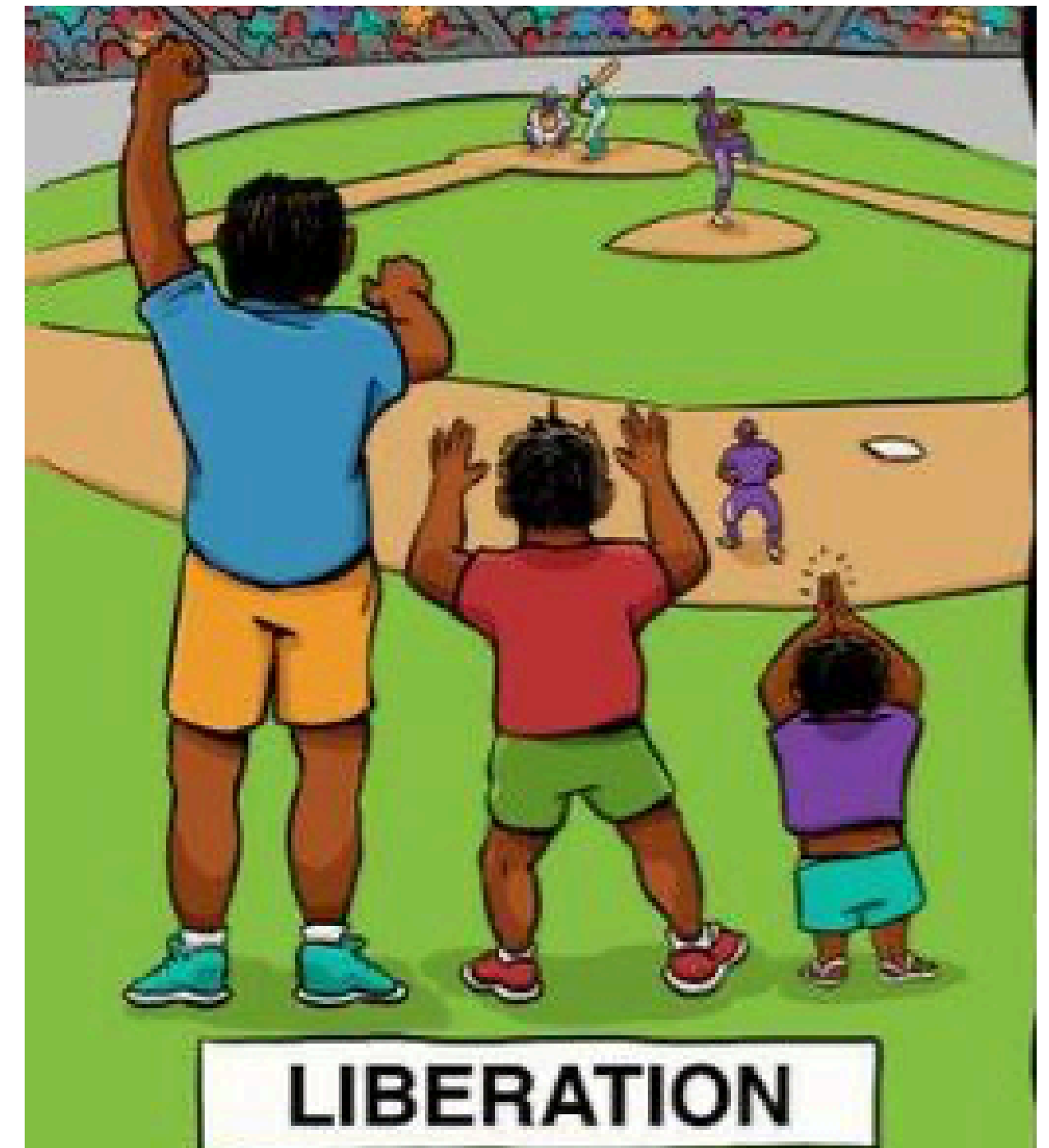
LIBERATION



Liberation

Having barriers completely removed.

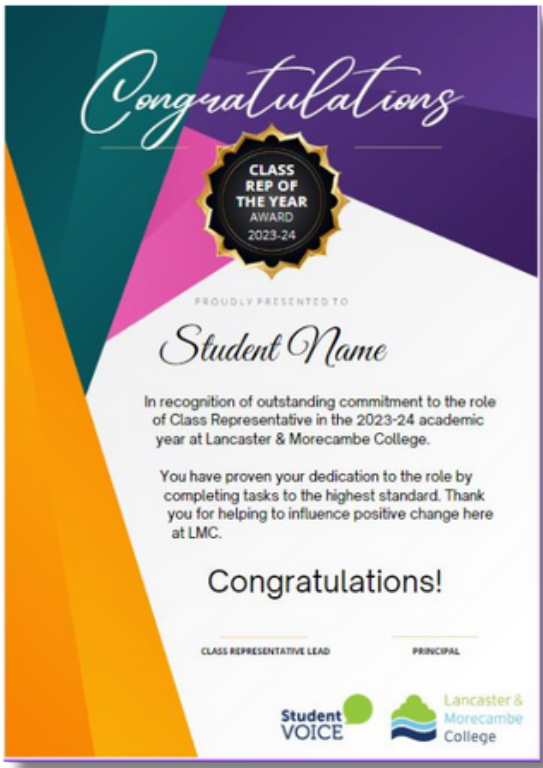
In the image to the right, each person is able to watch the baseball game, without the need for boxes or 'leg-ups'. This is the preferable option, as it allows everyone to be respected for their individual needs, and means that no one needs to ask for additional measures to have the same chance or opportunities.



Training outcome 3: Be able to explain why liberation is important.

CLASS REP CERTIFICATES

When you have completed your class rep duties you will be awarded with a **certificate!** One Class Rep will be awarded the '**Class Representative of the Year**' for outstanding commitment to the role!



Activity	Attended/completed	No attendance/not completed	Credits achieved
Class rep training (October) Learning the skills required to become a successful class rep	20	0	
Class rep discussion (October/November) Organised and lead by class reps with their tutor group. Discussion minutes completed and submitted to Class Rep Lead	20	0	
Student conference (November) Presenting discussion minutes and taking part in activities	20	0	
Reflective discussion (February) Organised and lead by class reps with their tutor group. Reflective discussion minutes completed and submitted to Class Rep Lead	20	0	
Reflection conference (March) Presenting reflective discussion minutes and taking part in activities	20	0	
Total credits achieved			

Gold Certificate (100 credits)
Silver Certificate (80 credits)
Bronze Certificate (60 credits)



**WELCOME
TO THE TEAM**

Your training is now
complete!

1. Collect your **Class Rep badge**
2. Collect a **Class Rep Learner Agreement form** (this needs to be read through and signed by yourself and your tutor. If you are under 18 years of age this will also need to be signed by a parent/guardian/carer. Please bring the completed form to the Student Voice/Resources desk in the Hex)

