

Guidance

- Your report should be 1000 words or fewer. You should write in all three sections, but it is up to you to decide how much weight to give each section.
- Your report should be submitted one week before the date of each Scrutiny Panel. Completed reports should be emailed to r.nadeem@guild.bham.ac.uk or l.gill@guild.bham.ac.uk
- You will have two minutes at the beginning of each Scrutiny Panel meeting to supplement your report with a verbal update.

Officer:	LGBTQ+ Students' Officer
Date of panel:	9/12/20

Written Statement action plan

This section is for you to track your progress on your written statement priorities, as outlined in your action plan. The “context” section of the document can remain the same for each panel.

Written Statement Item #1	
Expansion- Cultivate safe spaces and encourage growth among communities across campus	
Context:	I believe that the best way to tackle problems of exclusion and misinformation is by facilitating collaboration and mutual education between groups.
Progress:	I created and facilitated an event that was part of the LGBTQ+ Association's Black History Month activities. Conversation between Politics society, Black and ethnic minorities officer/society, and LGBTQ+ officer/association. I aim for this focus on democracy, Intersectionality and open discussion between groups to continue and develop throughout the year. I have participated in CAL community social for new LGBTQ+ students. Since our last Scrutiny Panel meeting, I have been supporting the cultivation of safe spaces by helping the LGBTQ+ Association put on

Written Statement Item #2	
Education- Ensure staff receive information and training regarding LGBTQ+ issues such as pronoun usage and microaggressions	
Context:	In my experience as a student from minority identity groups, I have experienced several incidents of lecturers/teaching staff being uninformed on LGBTQ+ issues, women's issues etc. I want to be able to tackle this
Progress:	<p>Hindsight leads me to say I would include students in this manifesto point, and I have been acting in this regard. I have engaged in some educational activities aimed at students and staff, International Pronouns Day, I devised a presentation, and helped Wei write and prepare an educational video.</p> <p>I will be providing an educational training session for Student Mentors on the issues that LGBTQ+ students face at university.</p> <p>As per the suggestion of the Scrutiny Panel, after completing my first LGBTQ+ training with the student mentors, I have begun to look into ways to expand this. I am currently waiting on some feedback from the student mentors regarding the training, and I have the support of my FTO buddy Rebecca in expanding the training to other student staff groups</p>

Written Statement Item #3	
Health- aid the officer team in lobbying the university for mental health provision- ensuring that the needs of LGBTQ+ students are represented	
Context:	Having both utilised the University's mental health services myself, and with the knowledge I have of the mental health needs of LGBTQ+ students I want to ensure these are included in any conversations about the improvement of mental health provisions.
Progress:	I decided the best way to gain information regarding the LGBTQ+ student experience with the University's mental health services is to speak to them directly. I am in the process of organising an LGBTQ+ student's Fact Finding Commission, I aim to hold a caucus or focus group after the findings, and hope to be able to release the report and make recommendations to the University in February.

Role and responsibilities

This section is for you to write about any projects you have been working on or meetings you have been to that you think are of particular importance to your remit.

Meeting / project	Outcome for students
LGBT Mentoring scheme	I have been involved in the LGBT mentoring scheme, getting to know those running it, and attending their launch meeting, as well as advertising the scheme to students. The outcome for students is that <i>more</i> are aware of the programme and can benefit from this.
Autumn elections engagement	Working with the Guild and other full-time officers to provide information to students and improve their engagement with the Autumn elections- through Live Q&A's, presentations, and drop-in sessions.
LGBTQ+ Conversation Corners	I held conversation corners for LGBTQ+ students and supported the LGBTQ+ Association in running other identity-specific conversation corners. The outcome for students being that they had a safe space to meet others and to ask questions or gain support where they need it.

Ideas and policy

This section is for you to report on progress made to ideas and Guild policy that you have been mandated to work on. You only need to update your actions taken. You can also add ideas or policy as they are passed through the year.

Idea / policy	Action taken since last Panel
LGBTQ+ Association	As it is mandated that the LGBTQ+ officer is involved with the Association, I have been working with the Association to improve upon issues of exclusion and the student experience with the Association as mandated in my role description (byelaw 7). Improving the student experience and engaging in active anti-racist work

Other student issues, meetings or projects to note:

- In my capacity as a Not On Ambassador I have been participating in discussions with other officers about expanding the Not On Campaign, including Not On November. Adapting the campaign to an online format that ensures engagement and a positive learning environment.
- Since our last meeting I have had to concentrate more on my studies, hence the amount of work produced since we last met is not significant. However, the work for LGBTQ+ History Month is beginning, I am trying to find the best balance between my studies and ensuring that students know I am here and that I am active in trying to improve the LGBTQ+ students' experience.
- Some of the LGBTQ History Month plans I have include an LGBTQ+ Focussed Not On workshop, a series of student spotlights showing how the diverse cultures and backgrounds of students at UoB also reflects their LGBTQ+ identity.