

ACADEMIC REPS Handbook



A message from your VP Education



As your Vice President Education, I am excited to welcome and congratulate you on becoming an Academic Rep!

This is a fantastic opportunity to represent your peers, develop your skills and make a real impact.

The student voice you represent truly matters and by working closely with the University, you'll help ensure that student feedback is heard and that our learning experience continues to improve.

Thank you for stepping up and getting involved! I look forward to working with you all. Please don't hesitate to say hi or to get in touch if you have a question or need support.

Email: education.union@stir.ac.uk

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Student Voice at the Students' Union

Stirling Students' Union supports, develops and represents students throughout your time at University.

From first-year Undergraduates to PhD students writing up their theses, we are your Students' Union. We're the home of your student experiences and voice at Stirling University and you're automatically one of our members!



Student Voice Contact List

VP Education - Katie Parker

education.union@stir.ac.uk

Student Voice Manager - Jeremy Harvey

jeremy.harvey@stir.ac.uk

Student Representation Coordinator - Lucy Hogben

lucy.hogben@stir.ac.uk

Sustainability Development Coordinator - Gabi Brame

gabi.brame@stir.ac.uk

Advocacy Coordinator - Kenny Thompson

kenny.thompson@stir.ac.uk

Advocacy Caseworker - Jenni Glen

jenni.glen@stir.ac.uk

*If directing students to either Kenny or Jenni for casework, please use
advice.union@stir.ac.uk*



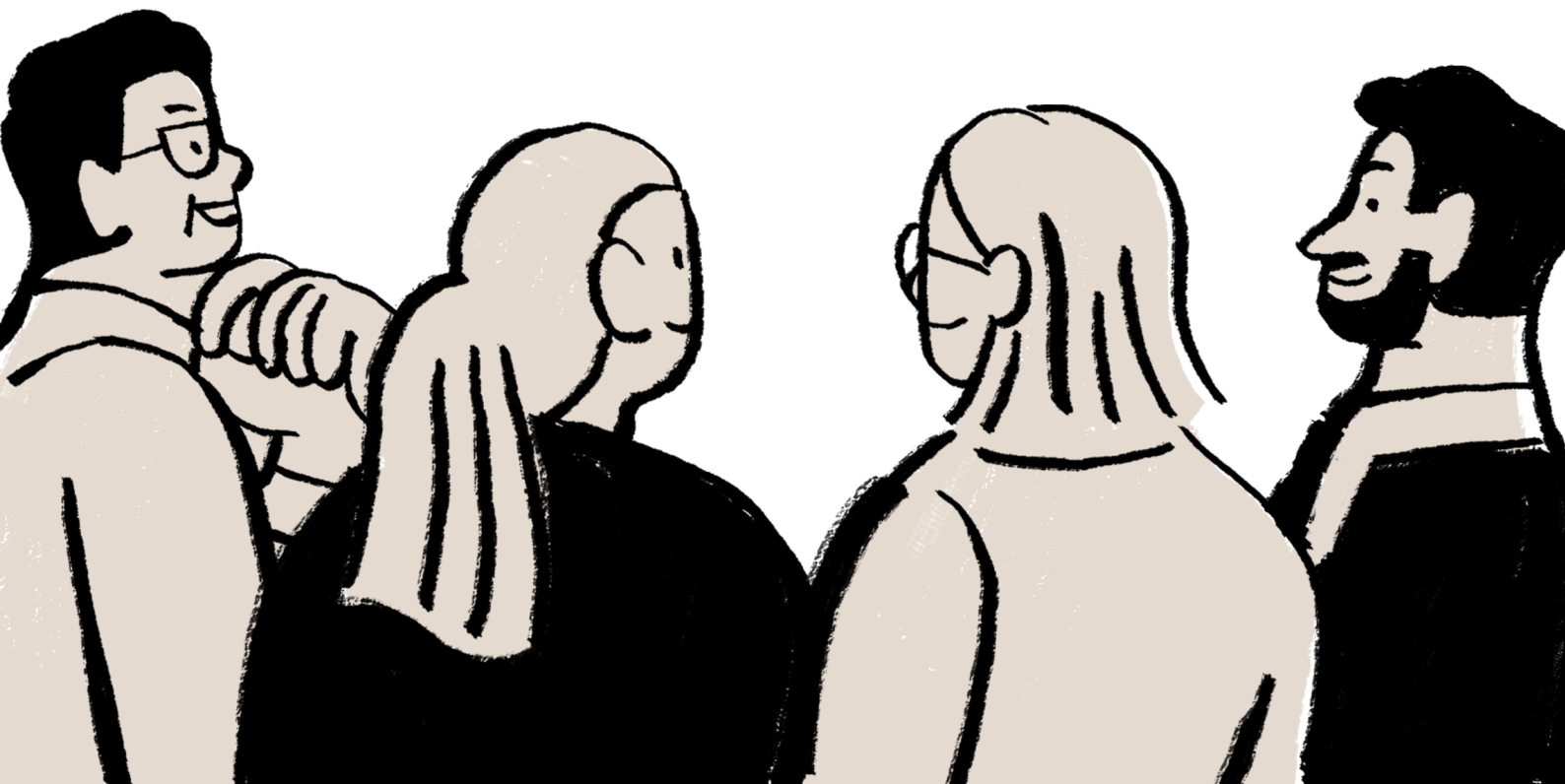
Student Representation at Stirling

Academic
Reps

Faculty
Officers

Volunteer
Officers

Sabbatical
Officers



Sabbatical Officers



Ellie, Student President

- Continue work on tackling Gender-Based Violence
- Improve campus accessibility and EDI
- Bridge the communication gap between students and the University of Stirling

- Improving collaboration between clubs through my “President Pairs” initiative
- Celebrating clubs through “Stirling Sport Spotlight,” giving them the exposure and recognition they deserve
- Providing sports students with valuable employability, mental and physical well-being workshops
- Provide opportunities for all students to participate and thrive in our sports community that so many students love!



Harry, Sports President



Katie, VP Education

- Improving community and belonging in academic life
- Fixing Academic Feedback
- Improving Artificial Intelligence guidance and literacy
- Strengthening the student voice through Academic Representatives

- Improving student wellbeing and access to support
- Building stronger community connections across campus
- Promoting equality and visibility for all groups
- Addressing cost-of-living challenges
- Advocating for better and more reliable transport



Isadora, VP Communities

Faculty Officers

Faculty of Arts, Humanities and Social Sciences

- UG: Atreyo Lahiri
- PGT: Ellie Sinclair
- PGR: Prarthana Kolamunna Galanage

Faculty of Natural Sciences

- UG: Sophia Ali
- PGT and PGR: to be confirmed

Faculty of Health, Sport and Society

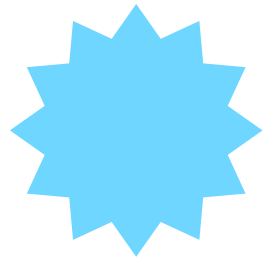
- UG: Connor Walker and Lucy Pirrie
- PGT: Serah Sandhu
- PGR: Regan Ott

Stirling Business School

- UG: Sakshi Sharma
- PGT: Sharmilla Seetharaman
- PGR: Karwan Mustafa



Breakdown of Faculties



Faculty of Arts, Humanities and Social Sciences	Humanities Law, Politics, and Social Sciences Communication
Faculty of Health, Sport and Society	Education and Social Work Public Health Sport Health Sciences
Faculty of Natural Sciences	Psychology Computing Science & Maths Life and Environmental Sciences
Stirling Management School	No Schools

Each School has a number of Subject Areas, each of which contain programmes.

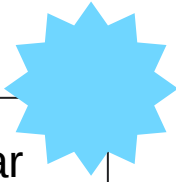
For example, Life and Environment Sciences contains Aquaculture and Biological Sciences.

For various reasons, SBS does not have any School level hierarchy, but the subject areas are equivalent.

We are still waiting final confirmation on how this works.

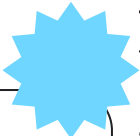


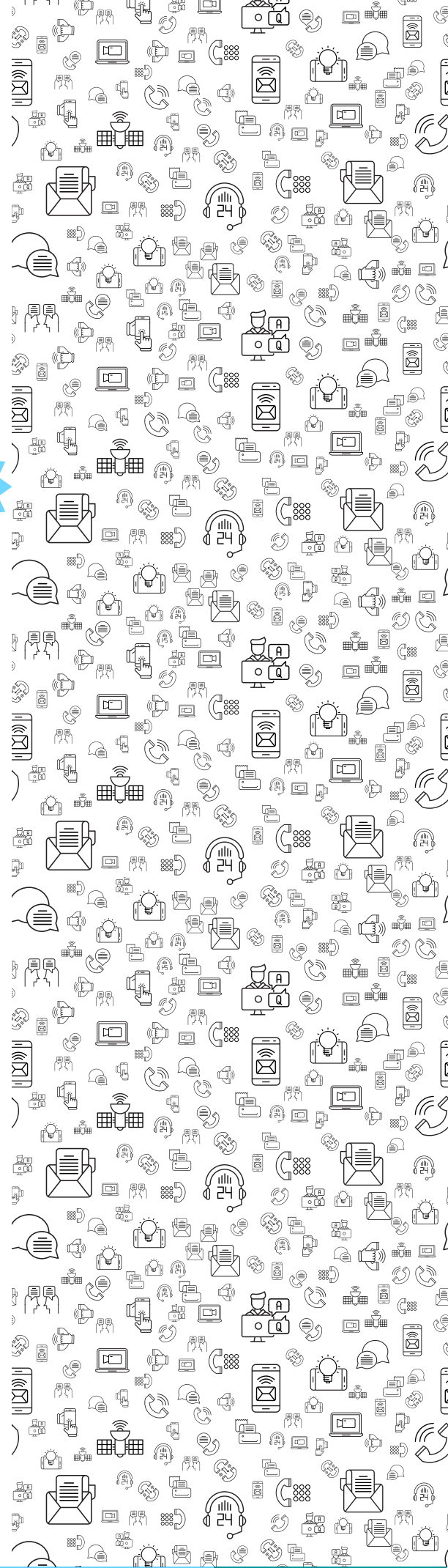
What is the Academic Representative Role?



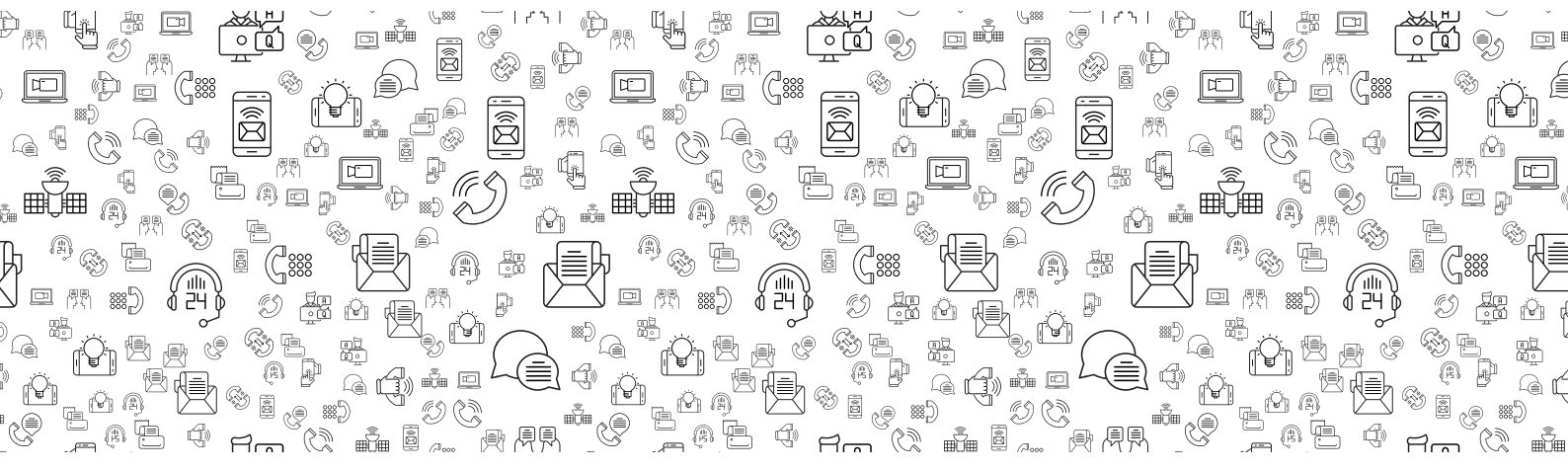
- To represent your programme and year group's views and opinions on issues that are affecting them, particularly on matters relating to learning and teaching.
- To provide both positive and constructive feedback to staff on students' experiences.
- To liaise between staff and students, sharing feedback and responses.
- To continuously improve the student learning experience by helping find solutions to problems, in partnership with staff and other Student Reps
- Play a role in the analysing and contextualising of other sources of data, such as Module Feedback Data and NSS Action Plans
- To chair the Student Staff Voice Committee

How do I gather feedback?

- 
- Paper Feedback: bring a feedback box to class
 - QR Codes during class
 - Approaching people before class or after
 - Use social media
 - Create whatsapp groups
 - Shout-outs in lectures



Areas to focus on for feedback gathering



Areas to focus on for feedback gathering (cont.)

Curriculum	Course content; course design and development; optional and compulsory modules; learning outcomes; placements; study abroad opportunities; inclusive curriculum; sustainability in the curriculum.
Resources, Environment and Technologies	Library; IT; Virtual Learning Environment (VLE); learning spaces; course resources; digital technologies such as equipment and software; external learning environments; study spaces.
Learning and Teaching Delivery	Teaching methods; mode of study; independent and group work; contact time; class sizes; staff development; inclusive learning and teaching practices; peer learning.
Progression and Achievement	Induction; support between levels of study; individual academic progress; personal and professional development; employability; transitions to further study; articulation; recognition of achievement.
Assessment and Feedback	Assessment methods; frequency of assessments; marking criteria; consistency of marking; formative assessment and feedback; authentic assessment; quality and timeliness of feedback; assessment and feedback support.
Community and Belonging	Learning community; social opportunities; peer support; sense of belonging; community spaces; inclusive communities; student-led communities; local community engagement.
Student Partnership	Student representation system; student partnership in decision making; students' association; course evaluations; student surveys; student voice policies; student engagement in quality processes; hearing diverse student voices; student-led projects and initiatives.
Support and Guidance	Academic support; personal support; disability services; mental health and wellbeing services; support for diverse student groups; financial support; support for students with additional needs for learning.
Organisation and Management	Admissions processes; communication; timetabling; student administration; governance; transport; accommodation; complaints and concerns; equality, diversity and inclusion processes and policies; equality monitoring.

Curriculum

- A. To what extent does the course design involve student input and in what ways do students have the opportunity to work in partnership with staff to amend and enhance the curriculum?
- B. Do students understand why they are learning content and does the curriculum clearly link to the assessment of the module?
- C. Is the course as a whole structured cohesively and logically, with clear links between modules and stages of learning?
- D. Are students given clear guidance on the content of optional modules and their respective pathways through the course as a whole?
- E. In what ways do all subject areas aim for an inclusive curriculum which reflects the diversity of communities and equips students to contribute to a diverse world? Does the curriculum allow for and encourage engagement from students from all backgrounds and demographic areas?
- F. To what extent is there co-operation and co-ordination between the institution and external partners to allow for work-related experience and learning to run as smoothly as possible?
- G. In what ways are opportunities for personal and professional skills development embedded within the curriculum? In which ways can students develop attributes as part of their course of study which are relevant to their wider life outside of the education sphere?
- H. Is course content reviewed regularly to ensure it remains up to date and accurate?
- I. How does the content and delivery of the curriculum embed sustainable development, addressing social, environmental, and economic concerns throughout the course?
- J. Is the course content evidence-informed through the use of current professional learning, scholarship, and research?

Resource, Environment and Technologies

- A. Are course materials accessible to all and provided in a variety of formats appropriate to the mode of study? Are costs associated with the course and wider student life communicated in advance to prospective students, such as the cost of field trips, materials, placements, and textbooks?
 - B. To what extent are learning and teaching resources, both physical and digital, kept up to date, relevant, and of industry/discipline standard?
 - C. How does the strategic development of learning and teaching resources take into account the devices students have available and prefer to use to access the course?
 - D. Do students have equity of access to library resources (both physical and digital), including sufficient subject-specific provision, within all levels of study and subject areas?
 - E. How are students and staff supported and trained to use learning resources and technologies effectively? To what extent is this support visible, regularly signposted, and provided consistently across all subject areas and levels of study?
 - F. To what degree are spaces for learning fit for purpose, adaptable, accessible, and designed with and for students?
 - G. In what ways is consideration given to the suitability of external learning environments, such as placement, field trip and work-related learning locations, and do students feel safe and able to participate in off-campus settings?
 - H. Do students have access to individual and group study spaces and are spaces provided that promote community learning, both online and in person?
 - I. Do students have access to subject-specific spaces and equipment, such as labs, studios, theatres, and computing rooms, both during and out with class time?
 - J. In what ways is the virtual learning environment effective and accessible for all? Is the layout and structure of the VLE consistent across courses and services so that online resources are simple to find?
- 

Learning and Teaching Delivery

- A. Do staff use a variety of different methods of teaching and explain to students the benefits of each for their learning?
- B. To what extent is consideration given to the mode of study of the module (e.g. in-person, online, hybrid), including what level of flexibility can be given to the student to engage?
- C. In what ways are approaches to learning and teaching accessible and inclusive? Are teaching methods suited to the diverse learning strategies of students and adapted to a wide range of learning profiles and preferences?
- D. Are students supported to undertake self-directed learning and what opportunities are there to learn independently outside the classroom?
- E. What opportunities do students have to take part in group work during their course, with clear learning outcomes and assessment methods communicated to students? Does the course includes opportunities for peer learning?
- F. In what ways is teaching delivery designed to be engaging, with opportunities for interactive learning?
- G. What opportunities do courses contain to undertake learning in realistic contexts, such as through placements, fieldwork, lab-based work, and working on industry projects within the classroom?
- H. Do students have sufficient contact time with staff to support effective learning? Do staff consider suitable methods of teaching to make the most productive use of contact time?
- I. How are staff supported to enhance their teaching practice and support for the student learning experience through participation in continuous professional development?
- J. In what ways do staff facilitate a respectful, constructive and compassionate learning environment and are they mindful of the wider context of students' lives, experiences and identities?

Progression and Achievement

- A. How is the prior learning of students recognised by the institution and does it allow the student to enter the institution at the level which best reflects this prior learning? This learning may have been gained through formal qualifications, through a workplace, or through life experiences.
- B. Are all students provided with a comprehensive and supportive induction to the institution and the course, including students joining the institution at a later stage in the course?
- C. How are students supported in the transition between different levels of study, such as from school to college/university, HNC to HND, further education to higher education, pre-honours to honours, and undergraduate to postgraduate study?
- D. In what ways does the institution support students to identify, develop and achieve their personal academic and developmental goals?
- E. Does the institution have in place processes and procedures to inform students of their individual progress and to identify and support students who require additional support?
- F. Does the institution monitor progression and attainment rates by course and demographic area and put in place strategies to support student success?
- G. In what ways are students provided with advice and guidance on the decisions they can take regarding pathways through learning, including support on navigating processes to change courses or institutions?
- H. Are students encouraged to engage with the careers services from the start of their course and are resources provided throughout the duration of the course to help guide their next steps on to a career or future study?
- I. Are there a variety of roles and responsibilities available through the institution and students' association where students can enhance their personal and professional development, such as student rep roles, opportunities to sit on committees, society leadership positions, and student internships?
- J. What systems are in place to recognise and reward students' achievements gained both within and outside of the course? How are students supported to reflect on the skills and attributes they have gained and are equipped to use and discuss them with employers and the wider community?

Assessment and Feedback

- A. Is the format and timing of assessments strategically planned across the course and does this process considers a range of factors including student wellbeing, avoiding clustering of assessments, and external requirements?
 - B. Is the format and timescale of assessments clearly communicated at the beginning of the module?
 - C. Are a range of assessment methods offered across the course which accommodate the diverse needs of the student body? Do assessments allow accommodations for those with additional needs for learning?
 - D. To what extent do assessments map to the learning outcomes of the course and capture the knowledge and skills covered in the curriculum?
 - E. How do courses provide an opportunity for students to receive formative feedback in advance of a summative assessment, such as through class activities, receiving feedback on a draft assignment, or through the use of ungraded assessment?
 - F. How do students know how to access support if they are having challenges completing assessments? Are students aware of the associated processes they can access, such as applying for extensions, and are these processes simple and accessible to navigate?
 - G. To what extent are assessment criteria clear, fair, and applied consistently? Is there an agreed marking framework which is shared with the student at the start of the module so that they have clear expectations of their assessment?
 - H. Is feedback given in a timely manner and provided in sufficient time for it to be used on the next assessment?
 - I. Is feedback specific, in-depth, constructive, and actionable, with clear suggestions for how the student can improve?
 - J. Does the institution have an appeals process which students know about and understand how to access? How are students who undertake an appeal kept informed throughout the process and do they understand why the final decision has been made?
- 

Community and Belonging

- A. In what ways do all students have the opportunity to participate in social and academic communities, and to feel included and that they belong?
 - B. What opportunities do students and staff have to collaborate as part of a learning community within their course and subject area?
 - C. What social opportunities are there for students to get to know other students outside of class, including students on other courses?
 - D. To what extent are community spaces accessible to all students, with principles of universal design employed when planning events or projects?
 - E. How are students studying at a distance included in institutional and students' association communities? Are dedicated online spaces established to build community and belonging, such as forums, online chat platforms, and video conferencing spaces?
 - F. How are students and staff supported to feel safe and welcome in their learning spaces? Is there an effective and accessible process for reporting bullying, harassment, and discrimination?
 - G. Are students and staff mindful of their responsibilities to one another and foster a positive, respectful, kind, and inclusive environment?
 - H. Are students informed and respectful of the diverse community of their student and staff body? In what ways does the institution value and celebrate the unique experiences and ideas that each individual can bring to the community?
 - I. What opportunities do students have to engage with local communities within the curriculum and outside it? Do students, staff, and community groups work in partnership on shared goals?
 - J. In what ways does the institution and students' association enable the creation and support of student-led communities?
- 

Student Partnership

- A. In what ways do students work in partnership with staff to make changes to the student experience. How do students and staff engage in genuine dialogue to explore challenges and develop solutions together and do students and staff value the expertise each brings to the discussion?
- B. How do staff work with students to design, deliver, and analyse a variety of methods for understanding the student learning experience? Are there multiple opportunities for students to share their views and ideas throughout the course?
- C. How can students identify actions that have been taken as a result of their feedback? How can they be confident that their views are taken seriously and result in change at a local and strategic level?
- D. Is there a well-functioning student rep system which enables students to communicate their experiences to the institution and the students' association and to make change? Are student reps trained and supported to successfully undertake their roles and to represent their student body most effectively?
- E. How does the institution and students' association ensure that the voices of all students are heard, however and wherever they learn? Are mechanisms in place to engage with students who may face additional barriers in accessing education or who are traditionally underrepresented in further and higher education?
- F. Does the institution have a systematic approach to capturing the student voice and are individual staff, course teams, and professional services teams supported to use it effectively? Are systems joined up and can issues be escalated through the institution's processes and committees?
- G. To what extent are student views integral to strategic decision making? Do students play a key role in identifying themes and priorities at all levels of the institution and in enacting changes?
- H. Do students and staff have access to data and evidence about the student experience at a course, department, and institution level? In what ways are students supported to analyse and interpret this information alongside staff in order to identify priority areas for change?
- I. Is there a strong, autonomous, and sustainable students' association that works in partnership with the institution to improve the student experience? To what degree are they a key partner in quality and institutional decision making, including through self-evaluation processes and enhancement planning?
- J. How are students recognised and rewarded for the role they have played in student partnership and for the impact they have made on current and future students.
- 

Support and Guidance

- A. To what extent are support services, including disability services and services to support students' mental health and wellbeing, available, visible, and joined up? Are services accessible to all learners, including online and for those with a wide range of access requirements?
- B. Are there sufficient support services available proportionate to the needs of the student body and can services be accessed in a timely manner?
- C. How are students made aware of the variety of support services available to them and how do they know how and when they can access them? Is academic, pastoral, and financial support signposted to students during induction and consistently throughout the course of study?
- D. Do all students, at all levels of study, have a key contact within the institution who they can go to for initial support and to ask for advice? Do staff have dedicated time set aside in their schedule to provide academic and/or pastoral support to students?
- E. Are all staff trained to accurately and sensitively signpost students to the right support?
- F. Are students who require additional support for learning and student life provided with a range of support based on individual needs? Is support for students with additional needs monitored regularly and re-evaluated to adapt to any changing needs of the student?
- G. What access do students have to academic skills resources and support across a range of topics, such as referencing, time management, critical thinking, statistical techniques, study skills, and good academic practice and avoiding academic misconduct?
- H. What systems are in place to identify and support individual students who are at risk, as well as to identify trends across the student body and plan developments to strategically improve the student experience cross-institution?
- I. Is the institution and the students' association aware of potential financial barriers to accessing course opportunities or extracurricular roles and in what ways do they consider how to remove these barriers?
- J. Are students signposted to services external to the institution, such as local and national organisations offering mental health support and financial advice?

Organisation and Management

- A. To what extent are admissions processes informative, responsive, easily accessible, and fair? Can students follow the progress of their application?
- B. Are organisational structures and systems transparent and well-signposted to allow for easy navigation by students?
- C. Are course and exam timetables set and communicated to students in a timely manner, with any changes clearly communicated to students with advance notice?
- D. In what ways does the institution have a strategic approach to student communications, which allows for relevant, accurate and timely information-sharing?
- E. What systems and procedures are in place to provide alternative access to learning and teaching during emergency circumstances.
- F. Does the institution have fair and consistent policies and procedures, and are these regularly measured and reviewed to ensure improvements are being made to the experiences and outcomes of all students? Is new and updated policy and practice equality impact assessed to consider the impact of changes across all student groups and demographics?
- G. Does the institution have an equality, diversity and inclusion strategy and uphold inclusive practices throughout the creation and delivery of its processes and procedures? To what degree is support for equality, diversity, inclusion, and wellbeing effectively resourced at the individual, departmental, and institutional level?
- H. Does the institution have an effective complaints procedure, which is well-advertised, simple to navigate, transparent, and sets clear expectations for all individuals involved?
- I. When planning teaching and learning, how does the institution take into account logistical considerations such as transport options, time to travel between classes, and students' needs and circumstances?
- J. Does the institution have a strategic approach to the development of their size and shape, considering related factors such as availability of accommodation, sufficient access to services and resources, and impact on class sizes?

How to structure feedback?



is for Accurate

Be specific and provide evidence



is for Balanced

Use sandwich method - good, bad and good



is for Constructive

Provide solutions



is for Diplomatic

Avoid personal comments



Examples of good and bad feedback

GOOD

When staff don't regularly wear microphones in lectures, it makes it difficult for students in the back of the room and students with hearing disabilities to hear

I've received feedback that some feel the curriculum is out of date and not relevant to what students want to do after their degree. We would like to work with you to explore how we could incorporate current examples relating to our career goals

BAD!

Mark in his lectures never wears a microphone!

Students find this curriculum not useful!

Where to share your feedback?

FORMAL

As an academic rep you will be invited to attend SSFCs (student staff feedback conversations) to share your feedback. If you **are unable to attend, please** send your feedback to the contact of your division.

Steps to prepare for a formal feedback session:

- The agenda should be sent in advance, outlining the structure and key topics.
- If you would like to raise any specific issues, ask whoever is arranging the meeting to add it to the agenda to make sure it is given full attention.
- You may also wish to read the minutes from previous meetings. If you don't have access to them, just ask your Faculty Office.

You can also share your feedback with module coordinators, division ADLTs, Faculty officer whenever you feel is appropriate

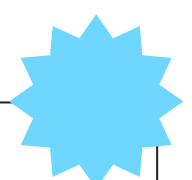
INFORMAL

IMPORTANT

Even if you don't agree with the feedback, as an academic rep you need to be able to provide unbiased information to your lecturers.

A vertical border on the left side of the page, composed of a repeating pattern of various school-related icons. These include books, pencils, paper clips, flasks, paint palettes, globes, protractors, rulers, and circular grade markers containing 'A+', 'C', and 'D'.

Staff Student Voice Committee (SSVC)

A light blue, multi-pointed starburst graphic located in the top right corner of the text box.

Each Faculty holds Staff Student Voice Committee meetings each semester for Academic Representatives and staff to meet and discuss issues or concerns.

- These are organised in different ways by each faculty
- Academic Reps gather feedback from their classmates and present any issues at the meetings
- Please attend all your SSVC meetings if possible – if you cannot attend please reply to the invitation to let your faculty know, and provide written feedback from your programme.

Staff Student Voice Committee - sample agenda

Agenda SSFC/FAC INITIALS/No of Agenda
Date of Meeting



FACULTY OF XXXXXXXXXXXX

Division of xxxxx

UG Division (Student Staff Feedback Committee – Programme)

A meeting of the UG Division Staff Student Feedback Committee will be held on

Date, time & venue

AGENDA

Clerk: xxxxx

1.	Welcome and Introductions Introduction of student representatives and staff members		
2.	Record of previous meeting and actions - Review and approve the record the last meeting - Note status of actions		Minutes of Last Meeting Action Note/Action Tracker
3.	Student Feedback: from Student Representatives Student representatives to raise issues and provide feedback either per module/programme/cohort		Supporting Papers
4.	Student Feedback: from Module Evaluation & Surveys To note feedback and actions from NSS, EMC, Module Evaluation (as required)		Supporting Papers
5.	Operational Matters Update on operational matters e.g attendance monitoring, assessment, learning resources, timetable		
6.	Curriculum Proposals for new courses or changes to existing curriculum		Supporting Papers
7.	Any Other Competent Business		
8.	Date of the next meeting:		

Staff Student Voice Committee - sample meeting notes

Notes of Meeting SSFC/FAC INITIALS/No of Agenda
Date of Meeting



FACULTY OF XXXXXXXXXXXX

Division of xxxxx

UG Division (Student Staff Feedback Committee – Programme)

Notes of Meeting of the UG Division Staff Student Feedback Committee will be held on

Date, time & venue

Clerk: xxxxx

Present: Prof Jane Smith (JS), Dr Liz Jones (LJ), Dr Sam McDonald (SM), Mrs Ann White
etc.....

1.	Apologies	Clerk to note apologies
2.	Record of previous meeting and actions <i>Notes were approved as an accurate record Actions were reviewed and updated</i>	<i>Clerk to note if record was approved. Actions on tracker will be updated at the meeting</i>
3.	Student Feedback: from Student Representatives <i>Student representatives to raise issues and provide feedback either per module/programme/cohort</i>	<i>Any actions to be added to tracker. Note of discussion to be a summary and not verbatim</i>
4.	Student Feedback: from Module Evaluation & Surveys <i>To note feedback and actions from NSS, EMC, Module Evaluation (as required)</i>	<i>Any actions to be added to tracker. Note of discussion to be a summary and not verbatim</i>
5.	Operational Matters <i>Update on operational matters e.g attendance monitoring, assessment, learning resources, timetable</i>	<i>Any actions to be added to tracker. Note of discussion to be a summary and not verbatim</i>
6.	Curriculum <i>Proposals for new courses or changes to existing curriculum</i>	<i>Any actions to be added to tracker. Note of discussion to be a summary and not verbatim</i>
7.	Any Other Competent Business	
8.	Date of the next meeting:	

Feedback Loop



Close the feedback loop, by letting students know how their feedback has been acted upon or why issues haven't been addressed. You can do this through social media or by in-person.

Details of student feedback and outcomes will be shared on Canvas for the cohort by staff members.

How to chair a Student Staff Voice Committee

- Introduce yourself and welcome everyone
- Allow others to introduce themselves if it's your first time or if there are new faces
- Talk briefly through the Agenda or Topic if you have one
- Allow others to contribute and ask questions
- Ensure you keep to time
- Talk briefly through the Agenda or Topic if you have one



A vertical pattern of various school and office supplies, including books, pens, pencils, rulers, and a globe, arranged in a repeating sequence. The items are drawn in a simple, sketchy style with black outlines and are scattered across a white background. The pattern is repeated vertically, creating a continuous design. At the bottom of the image, there is a solid green bar on the left and a solid pink bar on the right.

University of Siirling Students' Union
Student Advice Service

Student Services Hub

Academic Rep of the month!



Every month, your VP Education and Faculty Officer will nominate an Academic Rep of the Month.

To be nominated engage with your Faculty Officer, and your VP Education!

To do that, attend SSVCs, interact with your faculty officer, engage with Education forums, be a voice for your classmates...

This award will be announced every month on the Academic Rep LinkedIn page - Stirling Academic Rep and our social media.

Important Dates

- w/c 12th October: Level Social Activity
- 28th Sept 5-6pm: Education Forum
- w/c 2nd November: Faculty Social Activity
- w/c 9th Nov: SSVC meetings



Transcript Recognition

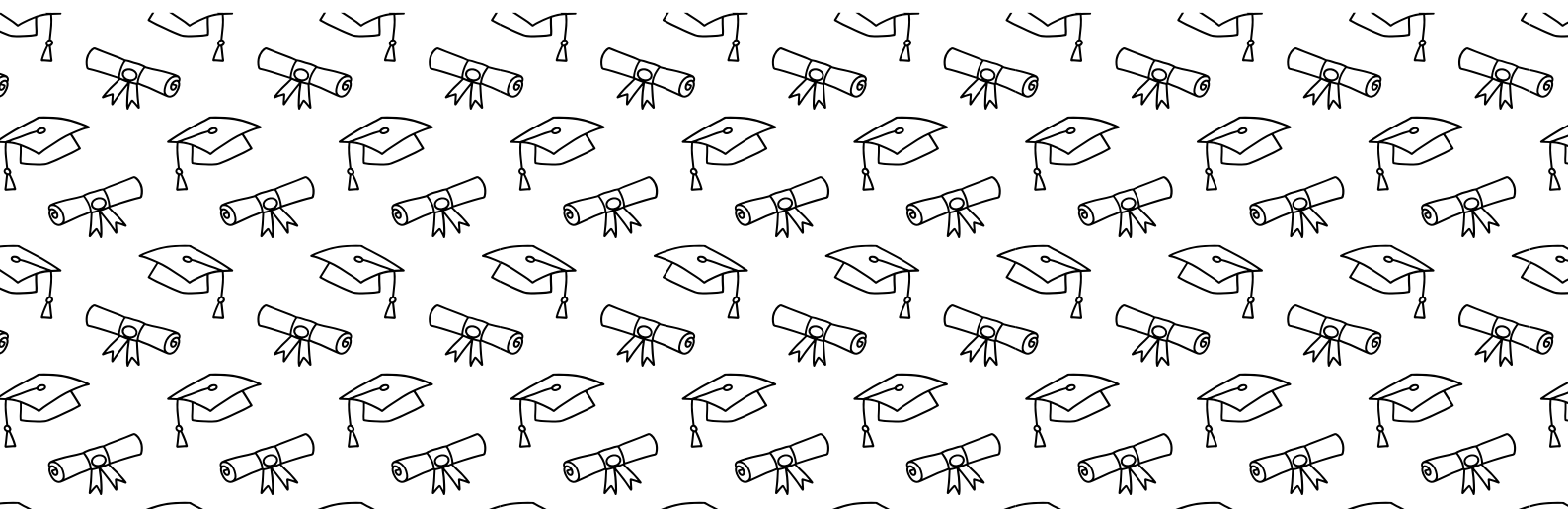
You must do all mandatory activities, and at least 2 (two) optional activities

Mandatory:

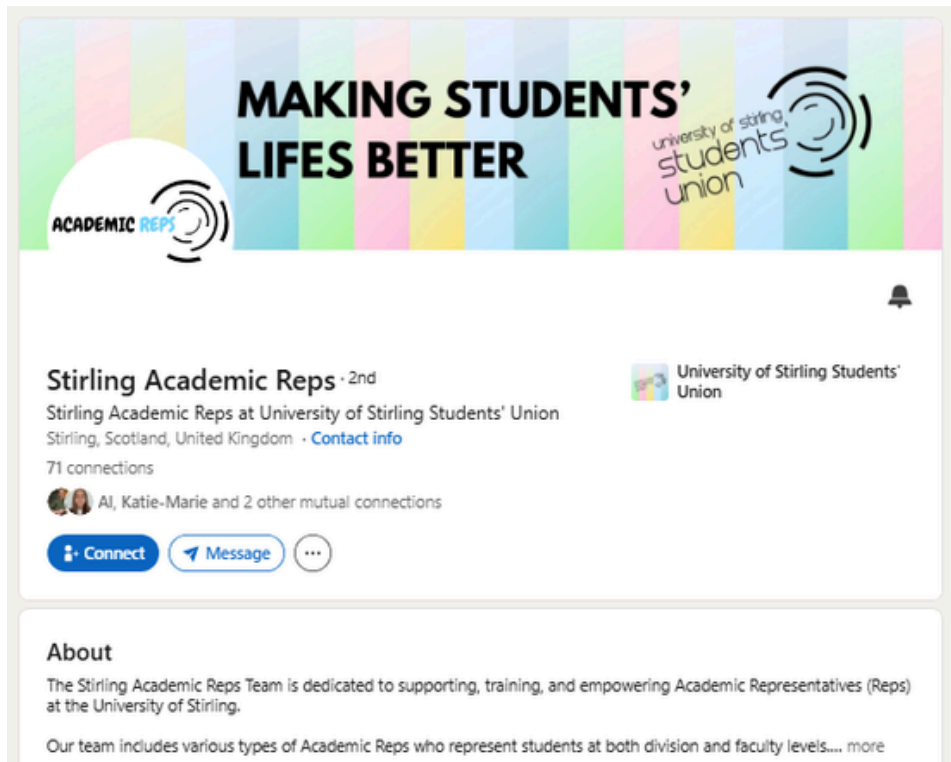
- Provide written/verbal feedback for each SSVC meeting
- Do the online training and submit your Academic Rep training activity

Optional:

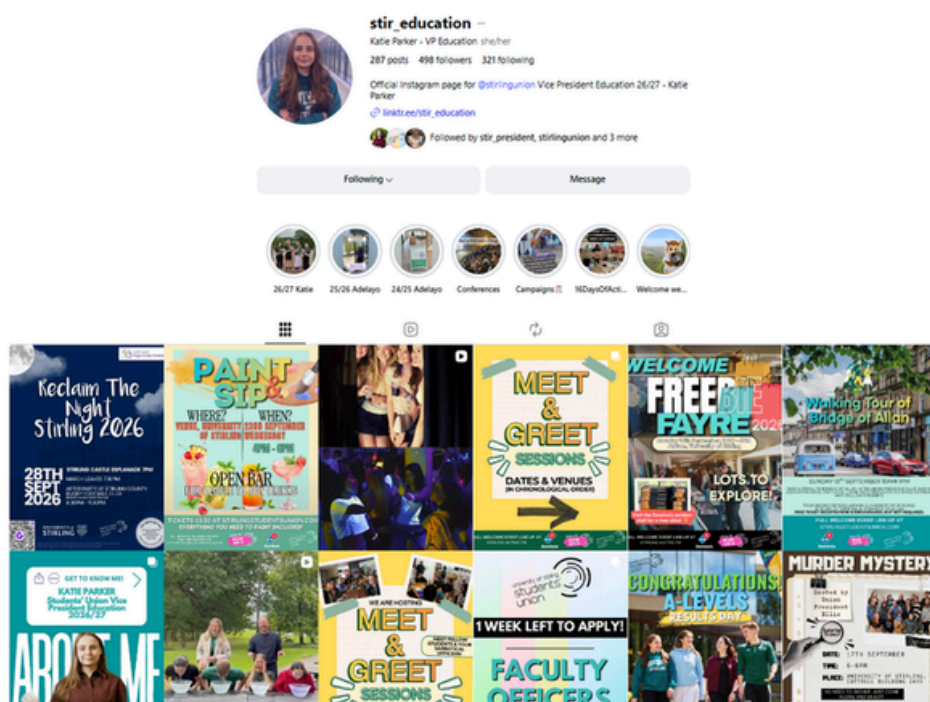
- Attend in-person training
- Attend a Faculty Social Activity
- Be a member of an Academic Society
- Attend all Education Executive Forum
- Attend Sustainability Ambassador Training
- Provide an end of year report



Keep in touch!



LinkedIn: Stirling Academic Reps



Instagram: @stir_education