Agenda

- Welcome and Attendance
- Minutes Ratification
- Challenges to Order Paper
- Dates to Note
  - Register to Vote Stall: 2nd April in Atrium
  - Easter Weekend: 3rd – 6th April
  - Scottish Election Hustings (Debate Society): 8th April in C.LTA4
  - SU Awards: 9th April
  - Vishu Festival: 14th April
  - Big Stirling Tree Plant: 15th & 16th April
  - Student Council: 22nd April
  - RATE Awards: 7th May
  - Scottish Parliamentary elections: 7th May
  - Student Leader Training: W/C 11th May
  - Mental health Awareness Week: W/C 11th May
- Elections & Resignations: Spring Elections 2026-27 Results
  - Sabbatical Officers:
    - Union President – Ellie Hammond
    - Sports President – Harry Sawdon
    - VP Communities – Isadora Barbosa Fernandes
    - VP Education – Katie Parker
  - Campaign Officers:
    - Housing Officer – Ben Alker
    - International Officer – Reha Afzal
    - Sustainability Officer – AC Cooper
    - Open Officer (AI) – Will Pein
- Reports
  - Vice President of Communities
  - Arts Volunteer Officer
  - Co-Curricular Officer
  - Housing Officer

- o International Officer
  - o Media Officer
  - o Sustainability Officer
- Updates, discussion and decision topics
  - o Updates, Discussion & Decision Topics
    - ▪ Skills Taxonomy & Framework with Clare Wilson, Associate Dean for Learning and Teaching (Faculty of Natural Sciences)
    - ▪ Student Groups and Curriculum: Connecting Student-Led Activity with Academic Learning
    - ▪ CPR Training (Wednesday 15th April @ 2:30pm)
    - ▪ AGM Reminder
    - ▪ Student Leader Training
    - ▪ Playlist for SU Awards
    - ▪ Card Machine for Societies: Book via the Society Finances and Grants page
    - ▪ Shadowing your VP Communities
- Any Other Business
- Date of Next Meeting: The new societies forum will be announced closer to start of next academic year.
- Reserved business

Student Groups and Curriculum

Connecting Student-Led Activity with Academic Learning

Introduction

Student-led societies and sports clubs are valuable environments for developing transferable and discipline-specific skills (e.g., leadership, digital, teamwork, budgeting, communication, and more), yet they are underutilised and often disconnected from curriculum.

Many societies are already engaging with academic departments (e.g., delivering talks, co-designing events, supporting subject-based communities through study groups and workshops, etc.), but this good practice is not consistently captured or shared.

This proposal outlines a more structured approach to surfacing skills, understanding existing curriculum links, and embedding new touchpoints between societies and academic learning.

Objectives

1. Identify the skills students develop through society involvement.
2. Understand existing examples of curriculum engagement within societies.
3. Create intentional, sustainable touchpoints between societies and academic programmes.
4. Enhance collaboration between societies, departments, and employability services.

By adopting this approach, we can improve student retention, integration, academic performance, self-esteem, and employability. This will benefit both students and staff.

Proposed Framework

Step 1: Identify Existing Society Curriculum Activity

Before introducing new structures, it is important to understand what is already happening.

Actions

Conduct an audit of student groups to identify:

- existing links with academic departments,

- co-designed events, workshops, talks, and/or mentoring schemes,
- existing divisional support and opportunities for additional support (funding, promotional help, guest contributions, equipment use, studio/storage space)
- and how societies perceive their impact on discipline-based learning.

To achieve this, we can use society forums and the Societies Executive Committee to pinpoint informal curriculum connections and then produce a summary of good practice that highlights successful partnership models and shows opportunities for replication or expansion.

Step 2: Skills Mapping Across Societies

Activities will be mapped to graduate attributes and recognised skill sets.

Methods

- Provide student group committee members with self-assessment questionnaires and skills audits.
- Facilitate workshops on identifying and translating skills.
- Creation of a Student Group - Skills Dictionary linking common society tasks to competencies.

We have already put much of this into practice in collaboration with Careers and WBL through workshops and sessions for student leaders. This can be further developed by incorporating into Student Leader Training days and perhaps a digital video archive for committees to access throughout the academic year.

A consistent skills framework should be applicable across all societies, but we may wish to adapt the framework to better accommodate groups with strong discipline-specific activities.

Step 3: Embedding Structured Curriculum Touchpoints

Building on the existing collaborations identified in Step 1, the proposal introduces touchpoints that departments can adopt.

Proposed Touchpoints:

1. Module level signposting. Academic staff reference society experiences as critical for personal and professional development, both during inductions and through Canvas.
2. Guest contributions from societies during inductions. Examples might include Psychology Society members speaking about peer-support initiatives, finance and tech societies (SMIF, Women in Business, Stirling Entrepreneurs) presenting real projects, AirTV giving a tour of their studio for Film and Media students, etc.

3. Academic Skills Advisors encourage students to discuss society involvement as part of their development.
4. Introduce peer-learning agreements and other kinds of discipline-specific partnership schemes to formalise what some societies already do, such as mentoring first-year students and hosting revision events.

Step 4: Reflective Practice and Continued Employability Integration

Students will be supported to articulate their learning through:

- Skills worksheets given to groups after major events, campaigns, and other activities.
- Employability workshops tailored to committee roles.
- Continued work on sessions that show students how to capture evidence for CVs, assessments, and job interviews.

Step 5: Staff and Student Group Partnerships

To ensure sustainability:

- Identify a named staff member from each academic division and professional department whose role it is to liaise with student groups.
- Establish regular partnership meetings to plan activity, share expectations, and develop opportunities.
- Societies could produce an annual skills and engagement summary shared with departments and the Students' Union to report impact. SU could include this in their reaffiliation requirements after AGMs.