

School representative (psychology)



Rebecka Ranthe

School representative (psychology)
(with Foundation Year) (first year)

Why do you want to do this role?

I want to go from being a Course rep to becoming a School rep because I care about the student experience at UEL. I want to be of service to promote change, strengthen student voices, and ensure they are heard. So that I can advocate for student feedback to bring about adjustments and improvements at UEL. I want this role because there is always room to enhance the student experience and make UEL an even better and more enjoyable place to study. I came to UEL to study Psychology, wanting to make people's lives and mental health better after I graduate. But I also find myself while studying, also wanting to make people's lives at UEL better too.

Why should students vote for you?

As course rep since autumn 2022, I have proactively raised student concerns and feedback to the appropriate UEL staff and departments as they arise. But also, starting as a foundation student in 2021, I would always stand my ground and speak to staff and services about student concerns or feedback around my course. I go the extra mile to ensure students are aware of the support available at UEL, and I am vocal when the support and services at UEL require improvements. Early intervention in problem-solving and preventing issues from arising when possible. This is important in preventing students learning and well-being from deteriorating. I am an advocate for mental health and want to advocate for students' well-being while they study with UEL. I believe this to be vital for your engagement in your studies at UEL, but also in extra curriculum activities and making friendships that can last beyond your Uni degree. If you vote for me, you will have someone assertive and will ensure you are heard and taken seriously.

What are your main priorities?

The quality and accessibility of learning support for all students (both on-campus and distance learning), regardless of individual differences such as but not limited to disability, race, and age. This includes meeting the requirements and adjustments for students with a Teaching and Learning Support Record (TSLR). Students are receiving adequate support in their studies from UEL academic staff.

Improving on-campus study facilities, such as having more dedicated quiet study spaces for individual studying and spaces for combined group work. Working towards improving the assistive technology facilities and policies for students with extenuating circumstances.

Encouraging an on-campus community outside lectures, particularly at the Stratford campus. With lectures and students back on campus, I would like to work towards rebuilding that community post-lockdown through student societies, events and extra curriculum activities to bring together students with common goals and interests.

Having more focus groups and ways of actively gathering feedback from students on a more regular basis. And from this present feedback to make changes much sooner. As every student has a uniquely different experience at UEL, their input can help make UEL a more inclusive place to study.