



Manifesto for VP for Academic Affairs

Please read and follow the following **guidelines** cautiously.

1. Answer each question with a maximum of 150 words per question.
2. Don't delete any question.
3. Feel free to include colours, graphics, images, links, etc.
4. Submit completed form in both Word and PDF format to elections@tudublinsu.ie before Nominations close.

1. Please introduce yourself. What would you like students to know about you?

My name is Yogesh Gupta, and I've had the privilege of serving as your VP for Academic Affairs this year. Over the past term, I've spent a lot of time working directly with students, Class Reps, and academic staff to make sure issues raised by students are followed through and addressed at university level.

I strengthened Class Representative engagement through structured orientations and consistent meetings, helping secure over 70% Class Rep coverage across TU Dublin, significantly higher than in previous years and ensuring stronger student representation across programmes. I have supported students with programme and fee-related issues while consistently advocating for student academic interests at university committees.

Throughout my term, I have pushed for improvements including fair repeat exam fees, reliable module registration systems, timely assessment feedback, and expanding work placement opportunities across programmes.

I am seeking a second term to build on this progress, deliver on ongoing initiatives, and continue strengthening a truly student-centred academic experience at TU Dublin.

2. How would you ensure that the student voice is heard? What does it mean to you?

Student voice means ensuring that student feedback does not end at consultation but leads to visible action and accountability. During my term, I strengthened communication between students, Class Representatives, and academic leadership through regular Class Rep meetings and direct engagement with cohorts across



campuses. I have worked to ensure concerns raised by students are formally brought to programme boards, faculty meetings, and university committees, followed up consistently until progress is made. Issues such as registration challenges, assessment feedback timelines, and programme concerns were addressed through this approach.

In a second term, I will further strengthen feedback systems by empowering Class Reps, improving transparency on outcomes of student feedback, and promoting students' right to evaluate lecture delivery and learning materials. Every student should feel confident that their voice shapes real academic decisions at TU Dublin.

3. What do you think is the largest barrier in terms of third level education? What will be your priorities when advocating for students on those education related issues in TU Dublin?

One of the largest barriers in third level education is when academic systems fail to align with students' practical realities. Challenges such as module registration difficulties, financial pressures including repeat exam fees, delayed assessment feedback, and limited access to work placements can directly impact student progression and success.

During my term, I have actively raised issues affecting students, including registration system failures that prevented students from enrolling in modules, and the need for fairer academic policies. My advocacy has focused on addressing structural issues rather than temporary solutions.

In a second term, my priorities will include improving registration processes, advocating for fair academic costs, ensuring timely feedback on assessments, and expanding work placement opportunities across programmes. Students should be supported by efficient systems that enable them to focus on learning and academic achievement.

4. How will you ensure the quality of education in TU Dublin remains student focused?

Ensuring quality education remains student focused requires continuous engagement between students and academic decision-making structures. Throughout my term, I have represented students across university committees, ensuring student perspectives directly inform discussions on teaching, assessment, and programme delivery.

I have consistently promoted the importance of timely assessment feedback and advocated for students' right to evaluate lecture delivery and learning materials, ensuring teaching quality reflects student learning needs.



In a second term, I will continue strengthening collaboration between Class Representatives, programme teams, and academic leadership so as to make improvements in the student academia life. I will also advocate for greater transparency so students can clearly see how their feedback leads to change.

5. How will you support students during exams' periods?

Exam periods are often the most challenging time for students, requiring both academic and wellbeing support. During my term, I have worked to ensure student concerns around assessments and exam scheduling are raised directly with university management.

Alongside institutional advocacy, I will continue running on-campus exam support campaigns, including distributing snacks and water to students during exam periods while directly engaging with students to understand any academic or exam-related issues they may be facing. These interactions with students will help me investigate the issues students have and would lead me to resolve them in time.

I will also advocate for clear communication around exam timetables, fair assessment planning, and accessible academic supports so students feel informed, supported, and confident throughout their exams.

6. What would you like your legacy to be as VP for Academic Affairs?

My goal is to leave behind a stronger and more effective academic representation system that continues benefiting students long after my term ends. Over the past year, I have worked to ensure student feedback leads to tangible outcomes, whether through improved Class Representative engagement, raising academic concerns at decision-making levels, or advocating for fairer academic policies.

I would like my legacy to be a culture where students feel empowered to speak up, Class Representatives are active and well-supported, and academic systems respond efficiently to student needs. Progress made on issues such as registration processes, assessment feedback timelines, and expanded placement opportunities should become lasting institutional improvements.

Ultimately, I hope to be remembered as a VP who ensured student voices were not only heard but translated into meaningful and lasting change at TU Dublin.

7. How will you ensure that as many Class Reps as possible are elected and are adequately trained for the role?



Class Representatives are the foundation of effective student representation, and strengthening this system has been a key priority during my term. This year, I delivered structured Class Rep orientations and regular engagement sessions, helping achieve over **70% Class Rep coverage across TU Dublin**, significantly improving representation compared to previous years.

As I joined the team later in the previous cycle, I was limited in my ability to plan the Class Rep election process from the beginning. If re-elected, I will be involved from the planning phase, allowing for earlier promotion, stronger coordination with faculties, and a more structured rollout of elections across all campuses. This will minimise the chances of errors or operational challenges.

With my project management expertise, I will deliver a well-planned and efficiently executed Class Rep election campaign, ensuring strong participation and successful representation across TU Dublin.

8. Is there anything that you would like to add?

Serving as VP for Academic Affairs has been one of the most rewarding responsibilities of my time at TU Dublin. Over the past year, I have worked to ensure that academic representation delivers real outcomes for students, whether through addressing registration challenges, advocating for fair academic policies, or supporting students facing programme and fee-related issues.

A second term would allow continuity in ongoing initiatives already in progress, including improvements to academic systems, expansion of work placement opportunities, and initiatives such as Upskill Week aimed at supporting students beyond the classroom.

I remain committed to accessible leadership, transparency, and regular engagement with students across all campuses. My focus will continue to be simple: listening to students, representing them effectively, and ensuring their academic experience at TU Dublin continues to improve.