Education Executive Minutes

Date & time	1st March 2022, 17:00-19:00
Location	MS Teams
Attendance	Maia Jarvis (VP Education) – Chair Henn Warwick (President) Alice Goode (VP Wellbeing and Diversity) Alex Parry (VP Societies and Sports) Ananya Krishna (School Rep – Humanities) Nalissa Wilkinson (School Rep – Law and Social Sciences) Joshua Yewman (School Rep – Engineering, Physics and Mathematical Sciences) Olivia Earl (School Rep – Performing and Digital Arts) Sampada Kotcherlakota (Commuting Students Collective) Lauryn Fleming (Academic Communities Coordinator) - Secretary
Apologies	

Item	Action	Responsible	Due
2	Feed back to College suggestions for better engagement and thoughts on camera on policy	MJ	ASAP
3	List of EDI related concerns to be sent to AG	JY	ASAP
3	MJ to receive a list of module codes impacted by no breaks in long lectures.	School Reps	ASAP
3	MJ to receive extenuating circumstances email	NW	ASAP
4	Feedback will be taken to relevant members of staff (via RH100 on 03/03 and meeting with with Tracey and Jon Howden-Evans on 04/03)	MJ	03/03/22
5	Feedback taken to College regarding presentation of student charter.	MJ	ASAP
6	Keep School Reps up to date with department rep responses and involvement.	MJ	Ongoing

Item	Notes	Action
1. Welcome	MJ welcomes members	
2. Officer Update	MJ opens discussion around engagement and cameras in sessions and asks how members think students would react to a camera on policy/	

	how do they think students would engage more in general?	
	AK notes that the question of engagement has been a topic in humanities SSC and agrees that it ties into the attendance issue which has been prominent around college. AK sees the benefits of students turning cameras on but for a lot of people it's inconvenient and suggests that if students are forced to use cameras they're unlikely to not attend.	
	MJ agrees that students don't always want to	
	NW- Agrees that a camera on policy isn't very inclusive as it could cause issues for students who don't have easy access to a camera.	
	MJ- agrees that there are issues and backlash with a camera on policy.	
	HW asks MJ how the College would intend on enforcing this policy.	
	MJ notes that the policy isn't being properly discussed as the question has risen after a student emailed College saying that they'd benefit from a camera on policy. College could make it mandatory as they are aware of the engagement problem but are currently considering the options. MJ notes the backlash might outweigh the benefit if enforced and asks how something like this could be sanctioned?	
	JY suggests that this policy would be contradicting the college's premise of wanting to have students back in seminar rooms and lecture halls within overall college directional policy view with the move back to in person learning.	
	MJ notes that the College are aware that online learning isn't going to disappear. There will be some form of online learning going forward and they want to increase engagement. MJ asks what ideas can combat that.	
	JY asks how having a camera on relates to engagement? There is a disparity between the lecturer being able to see a student and engaging - what's the difference between having camera on and listening or camera off and listening?	
	MJ suggests that it's a false understanding, perhaps more of a perception that if a lecturer	

		can see faces then it feels more like there are people in the room. MJ notes that the idea of having cameras on might create an environment where students feel more comfortable to speak in an inclusive space. MJ reiterates that it's not something that College are seriously considering and more of a way for the College to gain feedback around engagement. NW notes that there might be potential for students to be more distracted with cameras on. AK suggests that the content itself could be more engaging if seminars are taking place online rather than enforcing a camera on policy. Introducing more interactive content via Kahoot or similar could be beneficial rather than learning from a PowerPoint full of information. OE suggests that students might be attending online because they're unwell so if they are already taking a step by attending an online class, having cameras on would be too much to ask. MJ- has already spoken to Elaine from college and explained that the introduction of the policy wouldn't be worth it for the small amount of engagement that this might increase.	ACTION- MJ to take forward suggestion about more engaging content
3.	School Rep Update	JY has had a conversation with newly elected Electronic Engineering PGT Department Rep where a few issues were raised including CeDAS underrepresentation at the start of welcome week. There is a conflict between ISG and Computer Science where lecturers aren't communicating and there is lots of overlap of content being taught. Students have 3 hour lecturers without breaks and if students miss that lecture, it takes them a day to catch up. Lots of students are concerned that lectures are too long at 3 hours and sometimes overrunning by 30 minutes. MJ agrees that long lectures without breaks is concerning. JY has already raised this with the department but got an unsatisfactory response. OE has been tackling issues since September around registering attendance although Music are starting to make progress through discussing the introduction of a QR code sticker which would allow students to scan on their way into a lecture.	ACTION: List of EDI issues which will be sent to Alice which has been collating over last couple of months. ACTION: JY has a list of module codes which will be sent to Maia along with any more information around lack of breaks.

OE has been working on engagement across 3 departments and shares that there are lots of new modules being introduced next year. Lack of breaks in lectures is an issue with some being 2 hours long; this was raised at SSCs but not much has changed. This feeds into the broader issue of reps giving ideas and enacting change which is positively received but rarely actioned and if things are actioned, Olivia isn't made aware. There have also been issues around a lack of communication with department reps which means it's challenging to collect their feedback. OE has been working on setting up PDA Instagram and newsletter which will hopefully up and running over next few weeks.

MJ reminds reps that when they are writing reports, they can be honest in the fact that they haven't heard from department reps and refers to proposed academic representation changes which will hopefully encourage more communication between reps.

AK shares that the Head of Humanities is going to send out an email to check up on students and make them aware strikes are ending by 3rd March. AK has heard of issues around breaks in lectures in English and History and is also having problems with communication with department reps. Reps are currently trying to set up trans awareness group which is due to progress on 9th March. AK has been working with department reps on a creative takeover trying to get students involved with a suggestion box to go into the common room. The 2022/23 school rep will be responsible for checking the suggestion box and students will provide their name and email so they can be contacted once feedback has been taken into account and actioned.

AG notes that she is happy to support lecture break issues and email to be sent to college.

NW notes that there are problems with modules switches. NW had a meeting with staff about this but no real solution was identified apart from applying for extenuating circumstances. Department is planning on having an employability panel. There are also issues with feedback quality across the school and with engagement in terms of SSC attendance.

JY has sent an email to James Knowles regarding ways to increase engagement and

	asks members for feedback. JY forwarded email to MJ and HW to review outside of the meeting.	Action: NW to forward Maia email about extenuating circumstances.
	MJ- asks if there is likely to be any movement with module switch policy and NW notes that there will be no change this year. Agrees that attendance system isn't working but would appreciate being kept updated with QR system from reps.	
4. Personal Tutoring	MJ shares presentation from SVC Personal Tutoring workshop and asks members what they would like Personal Tutorials to cover.

AK has a very good relationship with Personal Tutor (PT). PT sends emails and offers video meetings to check in on tutees. AK suggests that it would be useful for PT to ask final years if they could provide employability/ progression support which could cover conversations around pursuing Postgraduate study, going into work, reference for job applications. It would also be useful for PT to ask if tutees need any help and answer questions about coursework/ signpost to CeDAS/ discuss extenuating circumstances etc which could all be covered in 30 minute session.

MJ- agrees that we can't expect PT to know everything but should there be a handbook provided to PT which cover things opportunities/ schemes that students can engage with.

SK has had discussions around how the department can train PT and how they can guide tutees on dissertation work etc.

JY echoes what has been said in relation to PT making an effort to reach and agrees that there doesn't always seem to be a proactive effort from PT to engage with students.

MJ agrees that for core sessions it should be the PT responsibility to reach out to tutees. MJ mentioned that College are discussing making PT sessions timetabled which might ensure more engagement from both parties.

OE acknowledges that lecturers are busy and asks whether there is something that can be done within the academic rep scheme to inform students what their tutors are for and when they should be contacted. PT are useful for final year students for support with applying for Masters and jobs. | |

	MJ- agrees that the purpose and expectations should be more explicit. Timetabled PT sessions should help with the workload issue.	
	NW agrees that there is an issue is lack of proactivity, PT have office hours but they are open to everyone with the same PT so there is potential for other tutees to arrive during a PT session taking place.	
	MJ agrees there should be an opportunity for tutees to take place on a 1:1 bases which could be organised via polls or a booking system.	
	OE notes that one of the biggest issues is inconsistency as some tutors take this a lot more seriously than others so not all students can share in the same positive experiences of the PT system.	
	MJ asks 'how would you describe the role of a PT?'	
	JY notes that PT should check in on student wellbeing so the tutee to be assured that there is someone there to talk to and provide guidance while building a relationship and creating trust.	
	MJ asks 'what is good about the personal tutorials you have had?' and 'what would you like to be different about your personal tutorials?'	
	JY notes that the problem in EPMS is that PT leave and students are being left without a PT so are unsure of who to go to for help.	
	MJ agrees that there needs to be a system in place in the event of a PT leaving and how to provide a seamless transition from one to the next.	
	AK notes that one issue with PT is when there are strikes as students aren't aware of who they can contact if theirs is unavailable. AK has known of students who are applying for postgraduate study and in need of a reference but unsure who they can contact it their PT is on strike.	
	JY has been informed that students should go to school admin team so they can be supported as much as they can if PT on strike.	
	MJ notes that there doesn't seem as though there is clear communication to students about	

		PT on strikes so this process needs to be made more explicit to students.	
5.	Student Charter	MJ gives context about 2019 student charter and asks members for their opinions around what it covers, what it's missing and how it's presented. JY notes that the SU marketing team provide information heavy documents in an accessible way but this isn't the case with this document. MJ notes that college are looking at renewing the charter as it was last updated in 2019. JY notes that it is set out in a clinical way and the document seems to be a box ticking exercise but could be presented and structured in a lot more of a student friendly and accessible format. MJ notes that it has been identified that college comms are very 'official' looking.	ACTION- take JY point forward regarding improvements to presentation of charter.
6.	Module Option Open Forums	MJ outlines purpose of initiative and asks members for feedback and thoughts. AK notes that lecturers didn't want students to discuss module options at welcome week as they didn't want them to talk badly of lecturers. AK suggests that something could be included within academic communities work to support this. MJ asks whether it would be useful to have a live document for students to note modules they've done and modules they're interested in. AK notes that the document might be useful for first years to help them understand content and which modules are optional and compulsory etc. MJ notes that it might be more useful for department reps to decide whether there is a google form depending on their specific courses and number of module options available etc. AG suggests linking up different departments within a school perhaps via a MS Teams channel for department reps to help signpost students such as joint honours to gain an understanding of modules in different departments. MJ asks if school reps have capacity or interest in being kept aware of updates with this initiative. AK- notes some modules are intercollegiate (Classics, History, English) so suggests including	Keep school reps up to date with department rep responses

	the opportunity for these students to share their experience.	and involvement.
7. Delivery of Education	MJ explains that the College are beginning conversations around 2022/23 delivery of education. MJ asks 'how do you think teaching should be delivered next year?' and 'what do you think the College's policy on online attendance should be?' JY- agrees with split between online and in-person. It's been proven that hybrid learning is a feasible option within HE, however there needs to be more clarification of what is online and what is in-person? Eg when some in person classes are also being live streamed. MJ asks whether there should be more flexibility or should it be more fixed? High flex with three options - asynchronous, in person and live but online. JY notes that the choice of being able to decide learning style and method of engaging with learning should be in students hands. The students are paying for their education so the choice should be the theirs. MJ notes that there are differences within the student body in the fact that some students want all face-to-face and others want flexibility with a hybrid approach. AK notes that from a Humanities perspective, online lectures and recorded seminars would be useful. When lectures are very information heavy and not recorded, it can be difficult for students to follow fully understand the content. MJ agrees that the system might vary school by school. HW notes that general feedback received from students is that online lectures are good accompanied with in person seminars and that interacting in a seminar group in person has reported to be better than online. HW states that in terms of policy, the College needs to exhibit empathy and understanding. If attending online is better for a student for a particular reason then the College should respect this. NW notes that lots of classes this year have been in person which is useful because exams are in	

	person. For those lectures that are in person, there should be an alternative online option for students who are mature/carers etc so they can easily access the material. SK agrees that within the PIR department, it is useful to have online lectures so students don't miss out on important content if they aren't able to attend. MJ agrees that it is important to be empathetic for students who aren't able to come in person but also cater for students who want to be on campus and in person. Academy aren't ready to go high-flex and neither is our technology but there is a budget now to make improvements.	
8. Academic Communities	AP gives context around project and identified themes for academic societies and purpose statement then opens up for members to provide feedback. JY agrees with the statement as President of Comp Soc. Comp Soc is focussed on being an academic support society which is student led and independent of college but still linked to department. AK notes that History Soc have had issues with lecturers attending events and asks how Socs get in contact with lecturers and whether there is any guidance the SU can provide to get academic support and integrate the employability aspect. AP notes that the SU have identified inconsistency across departments with lecturer involvement. JY notes that Comp Soc is privileged in terms of its relationship with department as they receive full support, access to rooms, buildings, equipment and lecturers to give talks etc but there seems to be disparity between level of commitment between some departments and others in terms of academic societies. AP notes that departments need to agree to supporting societies so the SU can hold them to account. HW asks whether it would be useful for the SU to include a message about signposting because if these communities are here to make students	

	more employable then could they be signposted to services like careers for extra support? JY notes that there seems to be an interesting relationship between the SU academic societies and academic societies that aren't affiliated with SU. AP notes that if societies don't have support from the SU then they should have support from department and the purpose of academic communities is to help bridge the gap and allow societies to receive support from both the SU and the department.	
9. Policy Enquiry: Postgraduate Taught Experience	AP outlines purpose of policy enquiry and asks members to encourage PGT students to complete the survey which was launched on Monday 28th February.	
10. AOB	MJ thanks members for attending and providing insightful contributions.	