

**Education Executive Minutes**

Date & time	25 January 2022 – 17:30
Location	Tommy's Lounge
Attendance	Maia Jarvis (VP Education) – Chair Henn Warwick (President) Alice Goode (VP Wellbeing & Diversity) Toby Bates (School Rep - Business & Management) Leia Davies-Vale (School Rep – Life Sciences & the Environment) Josh Yewman (School Rep – Engineering, Physics and Mathematical Sciences) Ananya Krishna (School Rep – Humanities) Nalissa Wilkinson (School Rep – Law & Social Sciences)  Phill Dowler (Student Voice Manager) Lauryn Fleming (Academic Communities Coordinator) – Secretary
Apologies	Olivia Earl (School Rep – Performing & Digital Arts)

Item	Action	Responsible	Due
3	NW and MJ to email academics from Law and Social Sciences about module change issues	NW and MJ	ASAP
4	AG to circulate information or already existing ideas to LDV	AG	ASAP
5	Members to read papers and contact AG with feedback	School Reps	ASAP
6	School reps to send any other feedback or thoughts to PD	School Reps	ASAP
7	MJ to send spreadsheet into Teams chat for School Reps to populate	MJ	ASAP
7	LF to contact school reps and academic departments with details of 360 feedback review	LF	31 <sup>st</sup> Jan

Item	Notes	Action
1. Welcome	MJ welcomes members.	
2. Officer Update	Personal Tutoring MJ meeting with Vice Principal to discuss progress and personal tutoring will form one workshop for the Student Voice Conference taking place in during W/C 14 <sup>th</sup> February.	

	<p>LGBT+ History Month Outlines events including creativity showcase and that emails have been sent to promote. MJ also encourages members to promote and share with friends before submissions close on 26<sup>th</sup> January an at 5pm. MJ notes that it is different to usual VP Ed work but is looking forward to delivering the campaign in February.</p> <p>CeDAS MJ notifies School Reps that Gerrard (lead learning developer) said he would reach out to them.</p> <p>LDV suggests that the best way to increase engagement is through social media. Not all students are aware of CeDAS so it would be useful to promote courses that already exist.</p> <p>MJ agrees with LDV and identifies that students need to have an awareness of CeDAS in order to contribute student voice.</p> <p>TB notes that Business and Management reps are interested in getting a wide range of voices and understanding of how to get further engagement. Been in meetings and spoken to relevant staff members and has been informing reps about the support CeDAS can provide.</p>	
3. School Rep Update	<p>LDV notes that changes to exam processes in LSE were well received once students understood the reasons behind them. LDV has been contacted by some LSE department reps who would like to share their feedback and get involved.</p> <p>TB has had meetings with B&amp;M course reps and is getting them involved In decision making. TB notes that department staff are beginning to tailor certain modules into specific career oriented pathways to increase skill base to prepare for the world of work.</p> <p>MJ appreciates that students felt as though changes would negatively impact their learning but after sharing feedback with dept, their concerns were taken into account and acknowledged in order to modify and create positive change which landed well with students.</p>	

	<p>AK notes humanities going well and has been working on some initiatives with the Director of Student Experience. Confirmation of UG assessment support panel on 9<sup>th</sup> Feb (part of manifesto) involving a range of staff and reps which is aimed at the whole UG hums school and hoping to hold a PG equivalent after reading week. It has been noted that not many seminars take place international building so reps are being encouraged to make more use of it and also working with head of Humanities to create a School newsletter.</p> <p>JY is working with relevant staff to launch an EPMS newsletter to improve communication which is to be written by a member of the school's office and to be sent bi-weekly. JY has added exam FAQs onto all Moodle page for all departments. JY raises an issue around the social use of learning spaces which causes disruption and the School are identifying the best solution to prevent this.</p> <p>NW notes that School staff have been in contact regarding student employability and they are working on ways to integrate this into whole school. NW has been meeting with academic reps who are overall satisfied with online exams. NW raises an issue around timetable clashes and swapping modules mid-way through the term.</p>	<p>NW and MJ to email department to follow up issues around module changes</p>
<p>4. Supporting Women, BAME and low-income background students</p>	<p>LDV shares early plans for setting up support for underrepresented students and opened discussion to members.</p> <p>LDV notes that it should be student focussed and led if possible but clarifies that it is to be run differently to other established groups In the SU. Staff are showing interest in getting involved and the plans are to continue into future years to benefit perspective students and increase representation. Key staff in LSE, Student Voice and Academic Reps have been contacted and their participation and support is welcomed.</p> <p>LDV notes that it would support underrepresented students to apply for jobs and undertake Postgraduate study. Students would have the opportunity to network with each other and invite guest speakers to talk to students who they can identify with.</p>	

	<p>AG suggests contacting the careers department to share already existing resources and projects to support and offer thoughts.</p> <p>MJ opens the discussion and reassures members that similar work is also being discussed at college level.</p> <p>MJ mentions the inclusive education committee and its aims to narrow the attainment gap and the importance of mentoring for minority and underrepresented students.</p> <p>LDV notes that the School are willing to support the initiative and that it would be beneficial for staff from minority groups to be involved so students can identify with them.</p> <p>JY notes that there has been contact with EPMS EDI director and that the small focus groups with female population within EPMS are to be introduced to see where the school could improve in engaging and supporting these students.</p> <p>AG notes that surveys are sent to staff and suggests that JY could request access to them.</p> <p>LDV encourages any further involvement from members.</p>	<p>Action- AG to circulate information or already existing ideas to LDV.</p>
<p>5. Freedom of Speech</p>	<p>AG states that the purpose of bringing this item to the meeting is to collect feedback.</p> <p>AK asks whether it would it be useful to include Freedom of Speech in future student training so reps and student leaders have an awareness of the policy.</p> <p>PD notes that there is no confirmation as to when it will come into action.</p> <p>LDV agrees that it would be helpful to identify what can/can't be done.</p> <p>AG asks how students would go about filing complaints if necessary and notes that something needs to exist to hold people to account.</p> <p>AG notes that it is something that needs navigating while balancing SU values.</p>	<p>Action: members to read papers and contact AG with feedback</p>

<p>6. Academic Representation &amp; SSCs</p>	<p>PD informs members that this is the first presentation of the proposal. PD, MJ and LF have worked on proposal but input from members would be useful.</p> <p>Key points:</p> <ul style="list-style-type: none"> <li>• Partners must actively include students in quality, assurance and enhancement through development of educational experience via academic representation</li> <li>• Outlines purpose and structure of current Academic representation and SSC at RHSU.</li> <li>• Academic Representation sits within SU strategic plan which highlights goals and targets regarding improvement to students' education.</li> <li>• Mention of Academic Representation review which was carried out in 2017 and many recommendations are still relevant now.</li> <li>• Draft plans for the future includes re-evaluating RHSU structure, removal of department rep role and introduction of senior course rep role.</li> <li>• Outlines the role descriptions and responsibilities of the roles within the proposed structure as well as recruitment process and changes to the structure.</li> <li>• Introduction of Course Action Meetings (CAM). Aim to produce ongoing course action logs, solution focussed spaces and identify actions to change feed which would replace the use of minutes.</li> <li>• Talks through SWOT analysis of proposal.</li> </ul> <p>PD opens opportunity for questions from members</p> <p>LDV agrees that one live document will help to improve communication within the school as a result of senior course reps. Has to be done for it to be successful, communication in academic representation with students and staff should be improved regardless of changes to structure or not. Time frame relating to recruitment could be altered as there is a long time over summer where there are no reps other than school reps/ VP Ed in post.</p> <p>AK agrees that meeting every 4-6 weeks would be better than termly meetings and</p>	
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	<p>would prevent rushing feedback collection while helping to close the feedback loop.</p> <p>JY notes that lots of actions have been ongoing since September last year and there is an issue with the current system regarding actions and SSC minutes.</p> <p>TB notes that the current structure is good in terms of minutes and papers but there are issues with attendance. TB asks whether senior course reps could be selected by department leaders for progression and continuity benefits rather than self sign-ups.</p> <p>NW notes that receiving SSC minutes can be unreliable. Agrees that senior course rep shouldn't be self sign-up. Might lead to lots of sign ups for senior course reps who might not be effective.</p> <p>PD emphasises that main recruitment for senior course reps would be for returning academic reps rather than open to all students.</p> <p>PD asks members for thoughts around recruitment time frame.</p> <p>TB notes that the current structure of recruiting in Autumn isn't beneficial. Having reps in place before end of term 3 would help to support school reps and spread the work load.</p> <p>LDV agrees that having senior course reps in place before Autumn would be helpful to bridge the gap over Summer.</p> <p>AK agrees that it would be ideal to recruit senior course reps before autumn to allow for continuity.</p> <p>JY notes that some issues require direct contact with staff which don't feel suitable to go through the academic representation structure.</p> <p>PD reminds members that academic rep system should exist outside of SSCs and it should be continuous. If there are ongoing issues SU can contact departments and schools directly.</p>	
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	<p>PD confirms that general consensus is to continue with proposed changes.</p>	
<p>7. AOB</p>	<p>MJ references google doc spreadsheet and encourages school reps to fill in and log updates.</p> <p>LF outlines School Rep development opportunity with 360 feedback review and reminds School Reps they can ask questions and offer thoughts.</p> <p>PD mentions SU Elections and roles available with the offer of 1-2-1s and encourages members to run for a position.</p> <p>PD outlines details of Student Voice Conference and that there have been 105 submissions. SU will now be identifying key themes to discuss at the conference across week commencing 14<sup>th</sup> February. Encourages members to participate and get involved in activities taking place.</p> <p>AG and MJ offers members the opportunity to discuss roles and expectations with current sabbatical officers ahead of Elections.</p> <p>MJ thanks members for attending and for the hard work and contributions that they continue to make.</p>	<p>Action: MJ to send spreadsheet into Teams chat</p> <p>Action: LF to contact school reps and academic departments with more information</p>