

Education Executive Minutes

Date & time	Tuesday 15 th of November
Location	Royal Holloway, University of London
Attendance	<p>Shrijeet Shrey (SS) - VP Education (Chair)</p> <p>Maia Jarvis (MJ) - President</p> <p>Carmen Anderson (CA) - PDA School Rep</p> <p>Jayden Bookout (JB) - LSS School Rep</p> <p>Gauresh Kuradia (GK) - LSE School Rep</p> <p>Jack Masters (JM) - Humanities School Rep</p> <p>Aran Pascual Quiros (APQ) - Representation and Democracy Coordinator (Secretary)</p> <p>Phillip Dowler (PD) - Student Voice Manager</p>
Apologies	Commuting Students Collective, PGT Representative, PGR Collective, Martin Kapusta (SBM School Rep) & Irwin Blair (EPMS School Rep)

Item	Action	Responsible	Due
Education Initiative	To look into the best way to promote the progress of Education Initiative and Collaboration with UCA and UCL.	SS	
Employability	To look into best ways to communicate collaboration between Careers and RHSU.	SS	
Structure of Teaching	To raise concerns about deadline bunching from School Reps to College	SS	
	To ask the College whether the turnaround time for Graduate route visas would be enough for international students to update their results before their visa's expire	MJ	
	To raise with the college the issue with that for performance assessments having the mid-year assessment points after the holidays would be detrimental to students as they would not have the 4 weeks of rehearsals before.	MJ	
School Rep Updates	To investigate the rumours about Music students taking action against 3h exams, from which they are currently feeling unprepared	SS	
AOB	To help prepare and support first-years concerned about UCU strikes and redirect them to Officer Blogs.	School Reps	

	<p>happening to host speakers during one specific day oriented towards careers. He asked the School Reps if communications from them would help</p> <ul style="list-style-type: none"> • JM explained that communications coming from their personal tutor • GK suggested maybe using lecture slides to promote those events 	
<p>Structure of teaching - Maia lead (How we frame teaching over the year)</p> <p>Timetabled Revision Time</p>	<ul style="list-style-type: none"> • MJ explained the background of the idea with a powerpoint presentation • Idea entailed the potential change of the academic year on its structure and organisation of terms • Every department in the following year will have a mid-year assessment point in January • Structure of teaching reference group <ol style="list-style-type: none"> 1. Creating criteria 2. Shortlisting models 3. Proposal for 2024/25 • Proposed changes - 2024/25 <ol style="list-style-type: none"> 1. Universal study week on week 6 2. More time for mid-year assessments 3. Teaching weeks after Easter holidays 4. Study weeks to digest teaching before exams • JM asked if that would split year-long modules in 2 parts, MJ approved • CA asked if that would affect PDA, MJ assured it includes it • JM asked if that meant if all assessment meant essays as well, PD contributed that the plan tackled major assessments • CA raised that for PDA having 2 weeks without feedback on performances and then going into performances would increase anxiety and that they went through the same thing during strikes • MJ explained that College needed to figure out how to support students during those study weeks • GK raised that from a Psychology perspective he agrees that during revision time they would need collaboration from the staff so they are aware • JB raised that having teaching after easter might not be beneficial, MJ explained that to have the mid-year assessment some weeks 	

<p>Continuous Teaching weeks</p>	<p>of teaching need to be moved to after the holidays</p> <ul style="list-style-type: none"> • JM raised that they think it would be beneficial to communicate with each department specifically about how it would be best instead of having a broad approach. Having them as optional and varied • JB asked if the assessment time in Summer Term will be shorter due to mid-year assessment - MJ affirms that will be the case 	
<p>Universal Study Week</p>	<ul style="list-style-type: none"> • Student engagement post-easter • MJ explained that Easter holidays moving would entail the post-Easter teaching being longer • CA asked if in PDA as Film and Theatre don't have assessments in Summer Term that would mean they would have to come back after holidays for more teaching instead of finishing the year • MJ explained that there is potential benefit for PDA to increase value for money perception as it would give the opportunity to provide employability workshops • CA agreed that it would give them an opportunity to engage further • JM agreed it's valuable to have something going on on term 3 but was concerned if that meant that Humanities and other Schools would be forced to use exams as the main assessment form • MJ clarified that assessments include essays and exams, not only exams • GK added that he liked the design and that it was innovative. They also pointed that the holidays coming the closest to halfway through Term 2 teaching would be better for workload management to avoid burnout 	

<p>Marking time after assessment</p>	<ul style="list-style-type: none"> • JM asked if having a set assessment period would inevitably cause deadline bunching and a stress point shared across all students, instead of it being a problem for only some students • SS added that this is something that could be raised to the College • JM raised that Humanities operates extremely different than the model proposed, understands that it would help most schools but as an essay-based department it would be useful to have some tweaking capability • JB added that she had the experience of going home for the holidays and having to do exams after not having visited their family and having to deal with the time zone differences by doing exams at 3am suggested CEDAS involvement in the discussion • CA raised that for performance assessments having the mid-year assessment points after the holidays it would be detrimental to students as they would not have the 4 weeks of rehearsals before • MJ assured that she will raise that to the College 	
<p>Skills and Employability Weeks</p>	<ul style="list-style-type: none"> • How important is it to get feedback that you can act upon in T2 • JM asked when the feedback for those assessments would be received, MJ clarified it would be Week 2 of term 2 • CA raised that feedback in PDA works really well with their performances happening at the end of T1 and it's available for the start of T2, she wondered if that would give enough time for her lecturers as they usually give very late feedback 	
<p>College Holidays aligned to School Dates</p>	<ul style="list-style-type: none"> • Currently two weeks in T3 are utilised differently across College • Week 0 in Term 2 is a welcome week for PGT students • JM suggested having the week 0 in Term 2 would also be beneficial for UG students as a re-engagement week and suggested using the final weeks of the year to focus on skills and employability • MJ agreed that it would be beneficial and that this model wouldn't mean scrapping skills and employability from the end of year plan 	

	<ul style="list-style-type: none"> • How important is it to students that College holidays are aligned to official/school holidays? • JM argued that if that were to happen that Easter doesn't happen it would be useful to have a universal reading week halfway through. • AC asked if that would mean there would be no break between terms and suggested that it might be too much for some students to go without seeing their family, especially for international students. • JB asked if the turnaround time for Graduate route visas would be enough for International students to update their results before their visa's expire • MJ will ask that in College • MJ allowed discussion with School Reps through Jamboard • JM asked for clarification to feed back to SCRs • Next steps <ol style="list-style-type: none"> 1. Focus groups findings - structure of teaching reference group 2. Input into 2023 academic board 3. Continued consultation 	
School Rep Updates	<ul style="list-style-type: none"> • CA updates on the Music department <ol style="list-style-type: none"> 1. They have changed their 23h exams to 3h long which has caused an uproar with students 2. Students don't feel prepared to do their exams in 3 hours 3. There are rumours that if those are confirmed they will action against it 4. SS says they will investigate it and get back to it • GK updates on Psychology <ol style="list-style-type: none"> 1. There is a person dropping in random classes that is not in the department 2. SS raised that the helpdesk in the department needs to be notified 3. GK shared they are concerned about their mental health 	
AOB	<ul style="list-style-type: none"> • SS asked if there are any gaps in the School Reps training 	

	<ul style="list-style-type: none">• SS mentioned College is piloting CV stac, leading on the campaign on Cost of Living - including hidden costs from every school that must be covered by the department• JM mentioned if that would apply to books• SS mentioned if it's not specified in the department description it should be covered• CA asked if that would apply to a module that entails travelling to and from London• SS mentioned the department should look into it• SS are lobbying the College to increase the student staff• They will be running a second-hand equipment sale • Afternoon tea session• If there were any better timings, to be shared on the group chat • MJ raised that the College is currently looking into the EC policies• They hold meetings every Friday• Asked School Reps to drop a message if they would like anything raised• Financial hardship is now a reason to get an EC• She is hosting a meeting on COP26• Referendum results came in to support the UCU strikes fully• PD mentioned to the School Reps that they might have an increase of first years worried about strikes and confused and they should get ready to answer those questions and to redirect them to Sabb blogs	
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