

Staff-Student Action Log



Attendance Monitoring

Purpose	The core purpose of the academic representation system, which aligns with the revised UK Quality Code, is to achieve positive change that improves the educational experience of students at Royal Holloway and engages students as partners in the development, assurance, and enhancement of their learning.
Reports to	School Education Committee – UG and PGT School Research Student Oversight Committee - PGR
Department	
Regular meetings per year	3-6
Quorum	5

	Date and Time	Location	Attendance
November Meeting (compulsory)	10/11/23	MSTeams	Staff: Richard Hawley, Ruth Hemus, Fabrizio De Donno, Arantza Mayo, Odile Rimbart, Victoria Falconer, Ann Hobbs UG Student reps: Jocelyn Kuehl (Senior CR), Chelsea Allen, Olivia Welsh
December Meeting (optional)			
February Meeting (compulsory)	8/2/24 3pm		Staff: Ruth Cruickshank, Victoria Falconer, Richard Hawley, Ruth Hemus (apologies); Ann Hobbs, Arantza Mayo, Odile Rimbart, Victoria Falconer, Ruth Cruickshank UG Student reps: Jocelyn Kuehl (Senior CR), Chelsea Allen, Natalie Borenstein; Olivia Welsh (apologies)
March Meeting (optional)			
April Meeting (compulsory)			

May Meeting (optional)			
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Action No.	Agreed Action (Include reason for agreed action)	Date Action Agreed	Responsible	Due	Date Action Complete	Outcome
1	We will look more into how to avoid crammed deadlines around Study Week.	SSAM 10/11/23	Arantza Mayo	Summer 2024	Ongoing	<p>Arantza Mayo: Deadline planning happens over the summer and we will certainly look at the question of study week congestion. As most modules have a two-point assessment regime, the half-term and end-of-term points will remain busy submission periods.</p> <p>Ruth Hemus: Noted at meeting that it is difficult to space out more because assessments need to tackle work covered, then allow time to give feedback ahead of final assignment. But always on our radar to improve the pacing of work and will bear in mind for 2024-5 planning.</p>
2	Encourage colleagues to devote sessions to essay writing and produce assessment worksheets with dates and resources, but also newsletter item to remind students of resources and support available.	SSAM 10/11/23	Ruth Hemus/ Arantza Mayo/ Jocelyn Kuehl	Dec and Term 2	December 2023/February 2024	<p>Arantza Mayo: All tutors have been encouraged to devote time to assessment matters in class. A number of modules now have integrated assessment workshops</p> <p>Ruth Hemus: student reps and colleagues would work together on a crib sheet about assessment ('where to go', links etc.).</p> <p>Jocelyn Kuehl Senior Course Rep: working on crib sheet for 8/2/24 SSAM.</p> <p>Ruth Hemus: Dept. newsletter (Nov.) pointed to Essential Skills resources, 1-2-1 possibilities and CeDAS. Dec newsletter</p>

						included a reminder about the dept. Moodle pages with guidance on assessment. UGEL offered writing workshops in Dec. Crib sheet now action point 4.
3	See possibility of hybrid Grammar lectures.	SSAM 10/11/23	Ruth Hemus/ Odile Rimbart		Dec 2023	Odile Rimbart: Rooms booked for final-year grammar lectures in all 4 languages ahead of term 2. Timetabling contacted 22/11/23.
4	Assessment crib sheet Arantza Mayo and Ruth Hemus to workshop draft crib sheet with Jocelyn Kuehl and agree distribution.	SSAM 8/2/24	Jocelyn Kuehl/Arantza Mayo/Ruth Hemus	February 2024		
5	Add Assessment support information in Assessment section of Moodle page Sources of Support for this Assignment: CeDAS; Disability & Neurodiversity; Library Referencing Drop-in Session; Royal Literary Society Writing Fellow; MHRA guidelines. Assessment support information for Humanities coversheets Add information above to proforma on Assessment briefing coversheet above question (not on front page)	SSAM 8/2/24	Ruth Cruickshank/ Arantza Mayo Arantza Mayo	February 2024 onwards		All Humanities UGELs met and drafted an updated Assessment Submission Guidance to be placed on all module Moodle pages in the School. Document has now been circulated to all convenors for upload. There is currently no coversheet for LLC submissions but Assessment Submission Information has now been updated

	Arantza Mayo liaise with other UGELs and Vicky Greenaway.					(see above). This document provides key guidance on support in a brief and accessible manner.
6	Check that Joint Honours students are automatically enrolled on/have access to Departmental Academic Enhancement pages.	SSAM 8/2/24	Arantza Mayo	February 2024		Ann Hobbs has individually checked that every single LLC student, including those taking minor courses, is registered on the page.
7	Reps' email communications GDPR and protecting Reps' privacy mean Reps cannot email cohorts directly. To differentiate from Humanities School messages, Reps will forward messages with clear, punchy subject lines and instructions for cohort to be emailed to Community & Inclusion Lead (Ruth Cruickshank) who will forward to students as relevant.	SSAM 8/2/24	Ruth Cruickshank/ all Reps	February 2024 onwards		
8	Careers input for LLC. Ruth Cruickshank to check that Humanities School email (forwarding weekly Careers email) goes into 'Focussed' account on Outlook for students, and to remind Personal Tutors to remind students of Careers events. Reps to remind students of importance of engaging with careers email	SSAM 8/2/24	Ruth Cruickshank	Feb 2024		
9	Circulate Library news Library 24-hour opening; first Tuesday of month 1000-1200 referencing drop-ins; 'Get it for me' Service (link from Library Search page); Update on second floor books – cleaning – books back by May	SSAM 8/2/24	Arantza Mayo / Reps	Feb 2024		Message was circulated to all LLC students.

	Remaining books from upper parts of shelves now accessible.					
10	Remind Personal Tutors Suggest Head of Department reminds Personal Tutors; of 48-hour response times to emails (for full-time contracts); that Joint Honours students know who Advisor in other Dept is (Also suggest Ruth Hemus reminds other Heads of Department).	SSAM 8/2/24	Ruth Hemus	Feb 2024		
11	Moodle sites – ensure that all week dates follow those on the College timetable and that pages and files are used to avoid large blocks of text and unnecessary scrolling. Jocelyn Kuehl to provide examples to Arantza Mayo.	SSAM 8/2/24	Arantza Mayo Jocelyn Kuehl	Feb 2024		Colleagues were reminded to ensure week numbering is accurate and to simplify format to avoid unnecessary scrolling.
12	Language class homework deadlines/practice incentives Odile Rimbert to discuss formative suggestions for boosting uptake of homework submission to encourage practice with feedback with Language Tutors and consult Reps including: submission boxes for formative homework with deadlines on Moodle to increase incentive to submit; quick, self-marking tests at beginning of sessions (though costly in terms of teaching time); encourage self-study groups. Arantza Mayo will consider longer-term value of Classics model– five summative assessment test @10% each (would require revalidation).	SSAM 8/2/24	Odile Rimbert/ Olivia Welsh	Feb 2024 onwards		Language Tutors remarked that there already are a lot of revision and feedback embedded in their teaching but that it could be better signposted. We agreed on the following: <ul style="list-style-type: none"> • Better signposting on Moodle pages of revision exercises and further/formative/optional practice with links. • This could be done via a separate section on Moodle in order to have more visibility or added at the end of each weekly section depending on what works best for courses (levels etc.) • Using 'Forum' function on Moodle for formative deadlines being aware that too many deadlines generate anxiety and confusion.

						<p>We recognise the importance of independent learning and to give students the opportunity to be more involved by co-creating their own language quizzes for example:</p> <ul style="list-style-type: none"> • Students to collaborate to the setting of their own formative homework so that they take an active role in their learning. <p>General remark: learning a spoken language is not the same as learning Classics and it seems to us that the Classics model would not work. We also wish to foster independent learning which we consider extremely important as a future professional skill.</p>
13	<p>Assessment Feedback Examples of good practice to be shared by Reps in meeting with Arantza Mayo and Hannah Thompson ahead of LLC 27/3 marking workshop where it can also be discussed how to encourage all students – but especially first years to look beyond marks and engage fully with feedback, including using first ten minutes of class after assignment post date to ask students to open their Turnitin submission and read the feedback, with tutor there to field answers and give overall feedback.</p>	SSAM 8/2/24	Arantza Mayo / Ruth Cruickshank/ Jocelyn Kuehl	Feb-March 2024		
14	<p>Increase clarity around Extensions and Extenuating Circumstances so that students</p>	SSAM 8/2/24	Richard Hawley; Ruth	Feb 2024 onwards		

	<p>understand both systems and can apply for ECs without fear of rejection and use extensions advisedly. School-level workshop to be coordinated by Richard Hawley. The suggestion of a co-created Extensions and ECs video available on demand which could be posted in Moodle Assessment section will be taken to Vicky Greenaway.</p>		Cruickshank; Jocelyn Kuehl			
15	<p>Consider in planning of next year's Welcome Week and academic year communications building in of reminders of Personal Tutor/Joint honours Advisor and outside of Welcome Week and phasing of other information e.g Extensions; Extenuating Circumstances when first assignments hit.</p>	SSAM 8/2/24	Arantza Mayo	Ongoing 2024		This was already part of the 23-24 WW model but will be further improved for 24-25.
16	<p>Increase clarity around Extensions and Extenuating Circumstances so that students understand both systems and can apply for ECs without fear of rejection and use extensions advisedly. School-level workshop to be coordinated by Richard Hawley. The suggestion of a co-created Extensions and ECs video available on demand which could be posted in Moodle Assessment section will be taken to Vicky Greenaway.</p>	SSAM 8/2/24	Richard Hawley; Ruth Cruickshank; Jocelyn Kuehl	Ongoing 2024		

17	Campus accessibility audit. Reps to consult with cohorts on particular accessibility issues of teaching rooms and spaces and report back to Richard Hawley	SSAM 8/2/24	Richard Hawley	Feb-March 2024		
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