

Executive Minutes

Date & time	12/11/2024 17:00-19:00
Location	MOOREAX-034A
Attendance	William Coote – WC (EPMS School Rep) Dominika Biel - DB (LSE School Rep) Elise Eriksson – EE (SBM School Rep) Ewan Strangeways – ES (PDA School Rep) Matthew Paterson – MP (LSS School Rep) Suhani Malhotra – SM (PGT Community Officer) Sharanya Sivarajah - SS (President) Madelaine Gray – MG (VP Education – Chair) Lauryn Fleming- LF (Academic Communities Coordinator – Secretary) Laura Black - LB (Student Voice Manager)
Apologies	Mia Cavanagh – MC (HUM School Rep)

Item	Action	Responsible	Due
7	MG – check back in for next Executive around to see if there are any more thoughts or progress around student leaders and skills.	MG	27/01/25

Item	Notes	Action
1. Welcome & introductions	MG welcomes executive, introduces herself and shares that she is looking to co-opt 2 members to the executive to help provide representation on every level of study.	
2. Officer Update	<p>MG update:</p> <p>Over Summer: Attended parliament of cost-of-living day, NUS lead and change, served as SU representative at Graduations, WonkHE training, working with Careers (based on manifesto points), meeting with local Sabbs at other Students' Unions and National Student Survey (NSS) review.</p> <p>Term 1: Freshers and welcome week with induction sessions, RH2030s launch with Sabb panel, rep training, rep fair, National Lobby Day, Skills Week, Speak Week, continued work with Careers service – they're trying to work on embedding careers into the curriculum and NSS meetings with each School.</p>	

	<p>What's coming up: More educational meetings and NSS meetings, Disability History Month, Council Strategy day, housing week, Recruitment for Pro Vice Chancellor Education and Student Experience.</p>	
3. President Update	<p>SS's manifesto update</p> <p>Student safety</p> <ul style="list-style-type: none"> • NeverOk campaign – tackle sexual misconduct and harassment, mandatory consent/EDI training, SU on Tour, SHAG week, shadowing SU security, working with Academics against assault – consent and active bystander workshop for students. • HelpNotHarm – Harm reduction campaign, Drug and Alcohol awareness week (w/c 20 Jan), shadowing SU security, lobbying for a harm reduction policy towards drugs and alcohol – working with director of student experience. • Safe routes for students – championing safe well-lit routes on and off campus, highlighted unsafe areas and will now have new/fixed lighting, student safety survey to identify where students feel unsafe and lobby local MP. <p>Celebrating students</p> <ul style="list-style-type: none"> - Campus unity week - Liberation History months - Festival of Languages and Culture - Student Recognition and rewards scheme - Presidents' reception - Student Experience and campus facilities - Commuter student policy inquiry - International student insight report - Sport insight report - Estates planning committee <p>Other areas of work: Chair of Board of Trustees – CEO annual appraisal, recruitment of new head of finance and resource, recruit new student trustee. Committees and meetings, NUS, graduations, open days and freshers, student experience and campus facilities</p>	
4. RHSU Priority 8	<p>LB presents RHSU priority 8 plans as follows:</p> <p>Rationale: Removal of manifestos and addition of RHSU priority 8 We want to determine exactly what to focus on Manifestos can sometimes be too similar or unrealistic.</p>	

	<p>How does it work: Data analysis in term 1 to identify 20 common issues students are talking about. Sign off at the big executive in January. During Leadership Elections, students will rank priorities. The top 8 will become the Union’s priority for the following academic year.</p> <p>Sabbatical Officers: Will outline briefly why they are running for the position and what skills/experience they have that would enable them to be successful if elected. They will list their top 8 priorities and for the top 3, identify 2 or 3 actions they would like to achieve to address the issues.</p> <p>Part time officers: Outline briefly why they are running for the position and what skills/experience they have that would enable them to be successful if elected. Community Officers – May Community Elections</p> <p>What happens next?</p> <ul style="list-style-type: none">• Sabb induction – priority 8 workshop to identify next steps and officer involvement.• Each priority will be assigned to a student executive where progress can be discussed.• Report shared with the Uni senior leadership team and published on SU website for transparency.• Priorities working group will be formed where all campaigns will report into. <p>Where are we getting the data from?</p> <ul style="list-style-type: none">• Speak week responses.• Rate your union 2024.• Policy inquiries and insight report surveys• Executive minutes• Staff student action meeting analysis• External data eg NSS• And more <p>LB clarifies that liberation issues wouldn’t be included in priority 8 – the SU will always be doing that work so isn’t a requirement to factor into this work.</p> <p>DB asks for clarification – if there are 8 points and 4 Sabbs, will they all be working on the same 8 or will it be divided between which 2 are the most suitable for each. LB confirms that this is correct, and some priorities might</p>	
--	---	--

	<p>fit well into different Sabb remits but will be worked out. DB asks if any Part time officers involve in this. LB said issues will be brought to exec so they can feed into conversations there to get insight and working with current students is important.</p>	
<p>5. Personal Tutor feedback</p>	<p>MG outlines that main aim is to standardise the personal tutor experience for all students as it differs across the university. MG asks members if they've heard any feedback about personal tutors.</p> <p>MP said they've heard from a joint honour's student, and they had a personal tutor in one dept but not the other which caused confusion for the student.</p> <p>WC does have 2 personal tutors in Joint honours (comp sci and maths).</p> <p>DB – feedback across school, people don't always know what the personal tutor meetings are meant to be for. Personal tutors met with students about past exam answers but were unable to offer much feedback from past exams other than to revise more for next time. Acts as a feedback session, sometimes a topic is provided based on course which is helpful but lots of inconsistency.</p> <p>WC- most people's personal tutors have tutorial sessions for modules but no real other time beyond year 1 students talk to tutors. In maths students are told to meet with personal tutors but they meet once per year. Some students don't know that they have a personal tutor beyond 1st year.</p> <p>MP- had a different tutor for each academic year – clearer now what personal tutor is for while writing dissertation as it gives more focus. Other students have said they didn't receive emails about post-exam reflection meetings as tutors didn't reach out to some students, but others did.</p> <p>SM – feedback from students – only 5 or 7 students getting placements and students told to found placements themselves but unsure about how. Should be a personal tutor meeting ahead of submitting first assignments so students can make changes and give feedback before submitting work to be marked for PGT.</p> <p>ES- had 3 tutors which is unusual for PDA. Lots of students talking about personal tutors, capacity of lecturers can impact experience of students - some tutors only giving students 15-minute slots which isn't</p>	

	<p>enough time. Dispersal of students to personal tutors is inconsistent. Lack of communication if staff leave, staff not reaching out to reassign tutors and students left without one. Students and personal tutors don't always know what their responsibilities are.</p> <p>MG shares that in Humanities, staff have been working to implement a framework so students know what topics will be discussed, what to expect etc. Members agree that this would be helpful to implement across university and ensure academic staff working as personal tutors understand their role and how to best support their tutees. Members agree that academic support should be given from personal tutor.</p> <p>DB asks what MG is thinking of doing based off the information – should there be some sort of training for personal tutors and a handbook so tutors can signpost tutees to get help not related to the course.</p> <p>MG agrees that a centralised system would be ideal with a handbook for personal tutors, they can clearly aim and identify an objective for each meeting. Each year will have different focus points depending on which year of level of study to map out what support should look like. End goal is for students to know that they can go to their personal tutor and ask questions about academic support and other areas of student experience. University are receptive to working on this project.</p> <p>DB – how do academic reps feedback to students about what we're doing? Asks MG if it would be viable to have a section of personal tutor meetings to talk about feedback and what work academic reps are doing to help close the feedback loop and link SU academic reps with the departments.</p> <p>MG – agrees that in an ideal world every student would have a 1hr meeting with personal tutors.</p> <p>MP – asks if this is university or school wide for the frameworks?</p> <p>MG –Projects like this should be university centralised.</p> <p>MP – mentioned departmental newsletters to help with closing the feedback loop.</p> <p>ES – talking about personal tutors getting training but something for students should be included. In Drama, in 1st term of 1st year there is skills lab, but could there be</p>	
--	--	--

	<p>an information session and incorporate into welcome week info to embed and ensure students know what to expect from personal tutor meetings.</p> <p>LB – issues often arise where students are experiencing wellbeing issues so how can a personal tutor deliver academic and wellbeing/ cultural sensitivity training.</p>	
6. Skills week reflection	<p>MG – beginning steps about highlighting to student leaders the skills they gain and how they can be used in future. Being able to articulate hurdles overcame, achievements, what they might want to do after graduation etc. Blog released each day and coffee drop in with workshops run by careers prior to skills week.</p>	
7. Academic Leaders & identifying skills	<p>MG asks how the SU can help student leaders articulate the skills they're developing? Do members feel like they could write a paragraph about work in school rep role and if not, how can SU help?</p> <p>MP – lots of jobs ask for specific phrases or statements and it's difficult to understand what they are.</p> <p>MG- Careers told Sabbs about platform which is designed to help students build CV from scratch or add current CV and add job title to help articulate their skills and get the wording correct.</p> <p>MG asks School Reps to help students and other academic reps to reinforce that the work they are doing is improving their skills and developing their CV etc.</p>	<p>MG – check back in for next Executive to see if there are any more thoughts or progress around this.</p>
8. Career services review	<p>DB – summer skills programme – worked with volunteering, CV checks, how to apply for work experience over summer.</p> <p>MP- was applying for placement years, helpful checking over cover letter, was difficult to get a meeting due to high capacity of careers staff.</p> <p>SM – specific department careers service session, CV and cover letter workshop to get checked but feedback wasn't thorough or long enough to get specific feedback to know what the CV is lacking.</p> <p>EE – started using careers service in 3rd year, unsure about how to use the service as best as possible. Hard to get appointments due to low staff capacity and high demand, there is value in it but not sure how to use it efficiently.</p> <p>MG summarises – the services don't have capacity to be delivering in a way that is functional for students.</p>	

<p>9. Upcoming education committees</p>	<p>AQASC – enhancement plans, reports on issues faced, things going well.</p> <p>EPMS - engagement decreasing, falling short of continuation rate from years 1-2, assessment futures isn't working, did well in NSS. Need to improve engagement and hope to improve NSS scores.</p> <p>LSS – no issues reported but support for students, feedback template, EDI work all working well. Support Economics and Law with NSS Action Plan.</p> <p>SBM – staff raised concerns around use of 24 hr exams and the needs for more authentic and reflective assessments. Aims to implement assessment futures work. Issues raised with student attendance and engagement – implement better teaching methods. Organise more events, work with reps, target specific modules, clearer guidance on AI policies. Employability initiatives, teaching equality and student engagement and feedback, authentic assessment work all going well, addressing the attainment gap to make sure all students are supported.</p> <p>University Education Committee – the Uni are looking at things around curriculum delivery. MG asks if members prefer 30 credit or 15 credit modules.</p> <p>MP – 1st year intro modules were good at 30 and then go to 15 later. EE agrees – 15 good so you can do different things throughout the year but maybe in-depth topics helpful when starting course.</p> <p>WC – If students want to do a specific 3rd year module then certain 2nd year modules must be taken.</p> <p>MG – giving students free choice but frame working into it so students know how modules interact with each other and how they continue from year to year.</p>	
<p>10. Student feedback</p>	<p>Offer School Reps and PGT Community Officer to raise feedback about what they think should be discussed in ed exec.</p> <p>MP – Moodle, reading, due dates, when feedback is received, standardisation needed even among departments with Moodle template. Pre-recorded lecture followed by workshop but seems as though the workshop covers the same content.</p> <p>EE- same feedback about standardisation with Moodle and where to find information. Common theme in SBM is</p>	

	<p>engaging lectures, students want a dynamic discussion rather than reading from slides. 3rd year feedback saying feeling unsupported in finding placement from school or careers service.</p> <p>WC – Maths has a Moodle template which works well. Lecture recording is inconsistent – signs saying all lectures in room recorded but many aren't. some lectures don't upload lecture notes, if a student doesn't attend a lecture, they won't receive notes.</p> <p>MG -there needs to be a central policy about lecture recording and timeline of when it will be uploaded. Careers undertaking work around how to support students applying for placements and how to widen access for students.</p>	
11. AOB	<p>MG – if there is anything specific to raise for our Partnership Meetings, please let the SU know.</p> <p>MG – reminds reps to attend the School Rep led Wobble Week event taking place on 14/11/24 if available.</p>	