

Present:

- Jules Singh (Education Officer) [JS]
- Danielle (Postgraduate Officer) [RC]
- Wei-Lun Chen (International Officer) [WLC]
- Aaminah Saleem (Student Member) [AS]
- Ana Matei (Student Member) [AM]
- Umayr Latif (Student Member) [UL]
- Alexandra Stanier (LES College Rep) [ASt]
- Lucy Gill (Student Voice and Representation Manager) [LG]
- Amelia McLoughlan (Representation Coordinator) [AMc]

Apologies:

- Daisy de Labilliere (Student Member)
- Sadia Yuusuf (Commuter Student Rep)
- Rozena Nadeem (Democracy Coordinator)
- Adam Sheridan (Director of Engagement)

Trigger Warnings:

Item No.	Item Title	Meeting Notes	Actions
Start			
1	Welcome & Introductions	JS led the introductions with committee members.	<i>Meeting meets the quorum of 7.</i>

2	Officers Updates	<p>JS explained their work lobbying on Act 26 scholarships which are given to forced migrants. Currently only one student per year is granted by the University and ideally JS hopes to expand this to 3-4 students. Also discussed was the ongoing work to expand hardship funding that is administered by the Guild who are able to release small amounts of relief quickly in contrast to the University.</p> <p>WLC discussed international students' concerns about the second semester, with the University giving students a hard deadline of 31st January students to return. International students have engaged online and creating a petition outlining these concerns. The University has issued a statement on student impact, but is currently keeping to the return date. WLC will be asking student support, what measures can and will be taken to support the students affected.</p>	
---	-----------------------------	---	--

		<p>DM highlighted their worked improving Postgraduates access to disability support and mental health support, the liaison with the Graduate School, Graduate Taught Board and support given through Careers Services – this is additional to building the taught student community as a whole.</p>	
3	Action Log	<p>AMc shared the papers onscreen and talked through the log.</p> <p>JS noted that many issues list were directly influenced by the pandemic, for example 24-hour library provision.</p> <p>AMc asked if the format is accessible, JS found it helpful.</p> <p>In relation to a listed item related to mental health, JS noted priority campaign <i>Change in Mind</i>, which aims to carry out 1000 conversations about mental health by 6th December 2021.</p>	

<p>4</p>	<p>Rep Fund</p>	<p>AMc introduced the papers and JS detailed the background.</p> <p>DM raised the need for student reps to react to sudden issues that may need funding in order to react and collect feedback, and therefore they would favour option 3.</p> <p>WLC pointed out that the options given are not mutually exclusive, for example, simple applications could be approved by email circulation, with option 3 only being utilised if discussion is required for complex applications. Option 4 would require a greater awareness of the deadline by students and so agreed the option is less practical.</p> <p>AS also agreed option 3 is the most favourable citing how it is hard for students to see what's ahead and the importance of speed when issues emerge.</p> <p>AM concurred with option 3, commenting that a subcommittee</p>	
----------	------------------------	--	--

		<p>structure would ensure that applications would be considered more than email circulation may be.</p> <p>ASt raised the importance of choice and flexibility.</p> <p>AMc noted that committee members could rotate the duty, as the format and logistics of the subcommittee would be defined by Education Committee.</p> <p>JS noted that Officers have more flexibility in their time, and suggested a subcommittee of no more than four members.</p> <p>DM agreed as 7 is quorate.</p> <p>There was consensus among the committee found for a subcommittee constituted of two Officer and two student members (including college reps).</p> <p>JS volunteered to sit on the subcommittee.</p>	<p>A subcommittee will be formed as needed to address rep fund applications. AMc to draft documents.</p>
--	--	--	---

		<p>DM also volunteered to sit on the subcommittee as they felt are less busy than WLC.</p> <p>AS volunteered to sit on the subcommittee.</p> <p>JS noted the one space free for a student member.</p> <p>No further committee members volunteered.</p> <p>The committee decided that the open place on the subcommittee would be offered to the further college reps that are currently unfilled.</p>	
--	--	---	--

5	Industrial Action	<p>JS introduced the topic and gave the link to information on website which will be updated as the industrial action progresses.</p> <p>JS outlined that UCU strike action is set to take place for three days (1-3 December 2021) followed by Action Short Of Strike where members will only be working to contracted duties. This has come about due to two issues – the first being pensions and the second being pay and conditions. The Guild will be holding a Referendum to allow students to decide the position of the Guild on this industrial action, for the duration of that action. Voting will be open 26th – 30th November 2021 to all full members of the Guild, and will be supported by student-led campaigns (for, against and abstain) to ensure informed choice.</p> <p>No questions were raised by the committee.</p>	
	6 – Access Break .		

<p>7</p>	<p>Policy & Idea Submissions</p>	<p>Beliefs & Commitments: Campus Overcrowding</p> <p>JS introduced the belief with the aid of AMc in terms of procedure.</p> <p>DM noted that they were happy to carry this.</p> <p>The committee had no questions.</p> <p>AMc asked if there were any COVID protocols still in place on campus.</p> <p>JS answered that while it is still a delicate situation, in line with national guidelines these would have been lifted, with the use of masks encouraged.</p> <p>UL noted that room and public space capacity limits are still being advertised, with the assumptions that they need to be adhered to.</p> <p>JS highlighted that there several hundred students studying from their home countries abroad, and this may be balancing out the</p>	
----------	---	--	--

		<p>overcrowding – at least until Semester 2. Although this depends on how many students return to campus.</p> <p>JS asked the committee if they wish to carry the belief and commitment.</p> <p>The commitment reached consensus to carry it forward without amendments.</p> <p>Beliefs & Commitments: Hidden Costs</p> <p>JS read out the commitment.</p> <p>DM noted that the premise is good, but thought it should be edited to separate tuition and hidden costs, such as accommodation or expensive course books for clarity.</p> <p>UL commented that the specific hidden costs need to be defined. What is required and optional can be subjective depending on both your course and individual expectations.</p>	<p>Carried Forward.</p>
--	--	--	--------------------------------

		<p>JS added that that sentiment seems to be the aim of the belief.</p> <p>DM noted that some courses have demanded students purchase books, that turned out not to be required as the course progressed. There should be an acknowledgement of these pressure tactics and further clarity needed</p> <p>RE: online teaching, where this could require computer equipment etc.</p> <p>JS leads amendments to address the concerns around clarity.</p> <p>Ideas Submission – Online Assessments</p> <p>JS agreed that there is an interesting point in that students have not had the opportunity to sit mock exams since their GCSEs, and will raise with the Deputy Dean for Education.</p>	<p>AMc to summarise edits and circulate for approval</p> <p>JS to raise lack of previous mock exams with Deputy Dean of Education</p>
--	--	--	---

		<p>DM noted that this would be difficult to implement for all for all courses, due to require in person labs etc., considering how assessment differs through Colleges. There was a consideration of how online exams present specific barriers for some students, such as the provision of extra time in 24h exams. Therefore a universal policy for the University as a whole (and for all) isn't practical.</p> <p>UL raised the discussions had in a specific School Education Committee where a decision had been made to have exams in person. This had been by student mental health concerns, and while the isolation experiences by students in the online only environment in understood, the environment has now changed with in person activity and so isolation could be less directly tied to mental health stress. In subjects that have these exams, students have 24 hours to open the exam – there is</p>	
--	--	---	--

		<p>still a completion window of 2 hours, for example. Therefore, there is a lack of understanding to the logic of the school decision, especially when there are student concerns steaming from a lack of transition.</p> <p>JS highlighted that the idea itself is impossible to apply as universally as the idea suggests as placements can't be online, for example. However, where there is the opportunity to do so, and students have asked for online exams, yes students should be given this choice.</p> <p>UL also noted that there may be an option to do a 50/50 split between in person and online exam, which would allow students (especially those students with WRAPs in place) to have a choice online assessments.</p> <p>DM agreed but highlighted that in practise the application of translating reasonable adjustments</p>	
--	--	---	--

		<p>would be difficult, for example closed book verses in person would also have quality assurance implications.</p> <p>JS agreed, practically convincing the University to implement this policy as stated would be difficult, but the point on student impact of in person assessments and ensuring appropriate reasonable adjustments are in place are valid.</p> <p>JS noted that previous discussions with the University have been held around disabled students and their needs in regard to 24 hour assessment format.</p> <p>JS notes that this idea may need to go to All Student Meeting.</p> <p>Committee concur.</p> <p>UL questioned whether a vote should be taken at the School-level for such an impactful decision.</p>	<p>JS to investigate the appropriate route forward.</p>
--	--	--	--

		JS assumed consultation meant school rep meetings would have raised this but will investigate.	JS to investigate school-level decision.
--	--	--	---

<p>8</p>	<p>Education Officer Priorities</p>	<p>First priority is Transparency, to address this officer/student roadshows will be taking place with a focus on increasing the Guild's Question 26 score on NSS. This asks how well your Students' Union represents your academic interests.</p> <p>Improving University Communication to students, as often it is felt that these don't consider student needs, but the Education Officer will be on the a university communication committee to address this.</p> <p>Work on Extenuating Circumstances has continued, with the COVID period 5 day extension provision remaining this academic year.</p> <p>Inclusivity is also a priority as the University is associated with a specific crowd. The aim is to improve inclusivity by identifying marginalised groups who experience barriers and working with part-time officers and</p>	
----------	--	---	--

		<p>community leader to improve the academic experience.</p> <p>Committee had no questions for JS.</p>	
--	--	---	--

<p>9</p>	<p>Semester 2 Teaching</p>	<p>JS stated that this is the topic WLC alluded to earlier in the meeting.</p> <p>WLC notes they had communications from students as from the start of the year, international students were communicated with differently compared home students, and have received hybrid online teaching. The University has asked international to be back on campus for Semester 2 and given a strict deadline of 31st December 2021 to return. International students, in high numbers, have emailed from all departments with grave concerns about returning to campus, the difficult logistics to do so and requesting that their teaching/courses remain online.</p> <p>WLC has already spoken to Pro-Vice-Chancellor (International) on this matter, and the University have stood by their decision to require international students to return to campus. Students unable to return</p>	
----------	---------------------------------------	--	--

		<p>by the deadline need to provide evidence to justify their failure to return.</p> <p>WLC noted that this is an ongoing situations and details are still to be released. Additionally this topic will be an item on the agenda at All Student Meeting (1st December).</p> <p>JS thanked WLC.</p> <p>The committee had no questions.</p>	
--	--	---	--

<p>10</p>	<p>Allocating Speaker Space</p>	<p>JS asked the committee if they'd like to invite a University staff member to a portion of the committee and have the opportunity to ask them questions, for example Pro-Vice-Chancellor (Education). However they acknowledged that not all members may feel comfortable with this idea.</p> <p>ASt clarified that this would happen at the end of the meeting and then the staff member would leave, to ensure the committee discussions could be had freely.</p> <p>AMc noted that this could also happen at the start of a meeting if members preferred.</p> <p>JS asked if the committee had any further questions.</p> <p>AS stated they would be more comfortable with a staff member attending at the start of the meeting, in case it was to overrun.</p>	<p>JS to invite staff members and circulate information to all members to allow objections and/or concerns to be heard.</p>
-----------	--	--	--

<p>11</p>	<p>Voice Report</p>	<p>JS introduced the report and key themes:</p> <ul style="list-style-type: none"> ○ Closing the feedback loop ○ Student engagement and academic access – especially of specific groups such as BAME students and disabled students ○ Assessment and feedback ○ Students often not feeling listened to ○ Issues related specifically to the PGT experience <p>The details of these can be found in the Student Voice Report 2021.</p> <p>The committee had no questions.</p>	
-----------	----------------------------	---	--

<p>12</p>	<p>Study Spaces</p>	<p>JS introduced the items, noting it is raised in every Education Committee meeting.</p> <p>JS reported that the University has opened new study space in the JD Smith building with new furniture provided. The Guild also has new furniture in its study spaces and is considering a 'Zoom Zone', within its current silent study space provision. This is due to coffee shops and other student spaces can be loud and therefore unsuitable for zoom lectures and seminars.</p> <p>ASt commented that more Zoom spaces are needed and would be good, but not at the expense of silent spaces, that remain in high student demand.</p> <p>JS noted that Zoom spaces are needed as an addition and will look into what Guild space could be utilised for an online/zoom space.</p> <p>Committee had no further questions.</p>	<p>JS to look into Guild availability for additional Zoom spaces.</p>
-----------	----------------------------	---	--

		<p>JS raised the arrangement for the next meeting.</p> <p>AM noted that semester 2 timetabling had not been released yet.</p> <p>AMc suggested circulation of a form for members to state their availability, and this to be used to decide the time of the next meeting.</p> <p>Committee agreed.</p>	<p>AMc to circulate a scheduling availability form to members.</p>
--	--	--	---

Date & Time of next meeting: