

Present

Scrutiny Panel Members: Jamie Cox (JC), Shreya Dinesh (SD), Ellie Rose (ER), Rebecca Hudson (RH)

Officers: Reeve-Isaacs Smith (RIS, Welfare & Community Officer), Ben Lockley (BL, Postgraduate Officer), Chinaza Nwankwo (CN, Ethnic Minority Students Officer), Ness Chigariro (NC, Education Officer)

In Attendance

Guild Staff: Rozena Nadeem (RN, Democracy Coordinator, Minute Taker), Jane Baston (JB, Senior Voice Coordinator)

Apologies

Scrutiny Panel Members: Sarah Aray (SA)

Absence Without Apologies

N/A

Trigger Warnings: Consent

Discussions on: Community Pantry, Safety, Sanitary Products, Assessment Feedback

Item No.	Role
3:10pm - 3:30pm Welfare and Community Officer	<p>RIS joined the meeting.</p> <p>The Panel asked RIS if she had any updates since she submitted her report.</p> <p>RIS noted that she had no further updates.</p> <p>JC: I'd like to praise your work on the Community Pantry, this work is great</p>

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	<p>JC: Question: Can you explain more about the Survivor Friendly Policy and Sports Team adopting this?</p> <p>RIS: RIS commented that they would like the consent course to be compulsory for everybody, unless students can't do it. RIS also commented that they want an option that is easy to opt out of, for students who don't feel comfortable doing it, but not too easy that some students do not bother doing it. RIS further commented that the consent course is making its way through different stages in the University at the moment.</p> <p>RIS: For Sports Teams, RIS noted that they have their training in the summer, and this is fixed training which includes welfare training. UoB Sport have committed for their clubs to do the training. Accommodation staff have also committed to it, and students will be able to do it alongside other training such as Fire Safety training. We want the Guild to make it available too for society committee members.</p> <p>JC: Question: What are your plans to expand the Selly Express?</p> <p>RIS: RIS noted that a big issue with expansion of the Selly Express is logistics. One of the Coordinators in the Community Wardens Team has informed the University that the Guild requires additional funding for it. The Selly Express has been extended to Selly Court. The Selly Express is also not used as much as students think.</p> <p>JC: Question: How is work on Costcutter being included in the Meal Plan progressing?</p> <p>RIS: RIS noted that she has been looking into this issue, and that in Costcutter, the meal plan can only be used with certain items, and that the meal plan cannot be used with alcohol. RIS also noted that the process around parcels was not working, and this has been fed back to accommodation. RIS further noted that improvements have been seen following this.</p> <p>SD: Question: Was there anything from the Pass It On Scheme that you wanted to adjust or change?</p>

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	<p>RIS: RIS commented that collection points for this Scheme work well as students are used to this. There some issues with the collection points, such as that you have to have someone on them, some items such as electrical items (which need PAT testing) and sharp objects cannot be passed on, and distributions requires improvement. RIS noted that there are negotiations with the University on these things, and there has been a positive response from the University as they have been looking to improve similar work.</p> <p>SD: Question: What do you plan to do next regarding issues with the Disability Team?</p> <p>RIS: RIS noted that the Disability Team are managing workload, and the middle part of the process that sits with the University involves slow responses.</p> <p>ER: Well done on your work on maintaining sanitary products!</p> <p>ER: Question: Can you say a bit more about the change in bus services – what is this referring to?</p> <p>RIS: RIS noted that this was a student-submitted idea. RIS explained that there is a bus, sometimes called a University Hopper, where students pay £1 for using it if they show student ID. Students can also use their card, however there are some barriers with this. RIS clarified that this idea is on the agenda for the next Welfare & Liberation Committee meeting, and that Officers would like to take an activism approach to solving the idea.</p> <p>RH: Question: What safety equipment (personal and house) has been supplied?</p> <p>RIS: The equipment included bells. The safety team are distributing the items.</p> <p>RIS and the Panel thanked each other and RIS left the meeting.</p>

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<p>3:30pm - 3:45pm</p> <p>Postgraduate Students Officer</p>	<p>BL joined the meeting.</p> <p>The Panel asked BL if he had any updates since he submitted his report.</p> <p>BL noted that he had no further updates.</p> <p>RH: Question: How long will the PG Space trial in Amos happen for, and how will you manage feedback for it?</p> <p>BL: BL noted that it will run to the end of the Semester. A member of the Student Voice Team will be taking regular trips to the space when they are in the office to check how busy it is. BL noted that they did want there to be a formal engagement recording process for the space e.g. tracking how many computer logins there are in a certain timeframe.</p> <p>SD: Question: For the Buddy Scheme, how do you plan to buddy students up?</p> <p>BL: BL noted that this is an ongoing challenge, and the buddying up will most likely happen in September. BL shared that they think that the scheme will be useful then as there will be new people in September. BL also noted having conversations with the Graduate School about it.</p> <p>SD: Question: What do you hope to achieve with the UCU PGR Manifesto?</p> <p>BL: BL explained that PGRs are affected by this issue as they teach Undergraduate students, and as a lot of these PGRs are technically staff, they have the same rights and benefits and other staff, such as access to Occupational Health. BL noted that they also do not want casual contracts for PGRs. There are some PGRs who are completing a PhD for fun. The PGTA Forum allowed BL to meet with PGR students and discuss this issue.</p> <p>JC: I think you have done great work on developing the PG Hub. I'm really excited to see what happens with that.</p>

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	<p>BL: BL noted that in some University departments, PGRs had received training on teaching, however in some departments, this was not the case. BL also noted that some PGRs are not given office space or training on how to help 1st year students who are experiencing big challenges.</p> <p>JC: Question: Could you tell us more about your work on the PG Study Space?</p> <p>BL: It is not going to be policed, but it can be monitored. I would like this work to expand with the Guild's refurbishment, and I think that it will bring benefit to the Guild. Other Student Unions have a PG Study Space. I would also love to know the University's spend for Postgraduate students vs spend for Undergraduate students.</p> <p>BL and the Panel thanked each other and BL left the meeting.</p>
<p>3:45pm – 4:00pm</p> <p>Ethnic Minority Student Officer</p>	<p>CN joined the meeting.</p> <p>The Panel asked CN if she had any updates since she submitted her report.</p> <p>CN noted that focus groups about the Academic Awarding Gap started this week.</p> <p>JC: I think the hair shop initiative is great, and you have had great social media engagement. You have also done a great job working with the Education Officer on this work.</p> <p>JC: Question: Could you tell us more about the safe spaces for students that you are working on?</p> <p>CN: CN commented that she has been working on hosting more networking events, movie nights and activities, to make students feel welcome. CN also shared that there was a focus group yesterday, where a student commented that they were overwhelmed at first, but now feel more settled.</p>

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	<p>JC: Question: Could you tell us more about your work on mental health support for ethnic minority students?</p> <p>CN: CN noted that she is raising awareness of UoB Heard, Guild Advice and other relevant services that students can access.</p> <p>SD: You have done a great job with your social media work and events – you are working on a lot!</p> <p>SD: Question: Are you happy with the turnout and engagement of your events?</p> <p>CN: Yes. Sometimes we have about 40 students at the events.</p> <p>ER: I would also like to say that you have a done a great job with your events and keeping up all of the social presence for it.</p> <p>ER: Question: Do you have any plans to trial other promotional tactics such as mailing lists that students can sign up to?</p> <p>CN: CN noted that she does not think that this will be effective. CN cannot email students directly, she would have to email student groups or groups of students. CN clarified that she can talk to students individually in person though.</p> <p>ER: Question: What do you plan to do with feedback from the awarding gap focus groups?</p> <p>CN: CN noted that she will talk to the University on what they can do with the feedback.</p> <p>RH: You have done a great job this whole year.</p> <p>RH: Question: Is there anything that has come up so far?</p> <p>CN: CN noted that by the end of the week, she should have a stable plan and solutions.</p> <p>RH: You have done a lot of great work!</p>

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	<p>CN and the Panel thanked each other and CN left the meeting.</p>
<p>4:00pm - 4:19pm Education Officer</p>	<p>NC joined the meeting.</p> <p>The Panel asked NC if she had any updates since submitting her report.</p> <p>NC noted that she did not have any further updates to provide.</p> <p>BH: Question: Do you have any updates on the timings of Board meetings?</p> <p>NC: NC noted that she sits on around 30 University committees for various different areas, and deadline bunching is one of the big issues. NC also noted that she is currently focusing on Rep Awards.</p> <p>RH: Question: Could I ask about your work on feedback?</p> <p>NC: NC noted that she is trying to push for a 15-day assessment feedback turnaround, particularly for assessments done in the middle of the year.</p> <p>ER: Question: Could I ask about your work on software and when you will publicise this?</p> <p>NC: NC would like to do the public release at the right time. NC is also working out what software will be best for students, as Pebble Pad was not necessarily working as well as it could.</p> <p>ER: Question: What will you do with feedback from the Awarding Gap Focus Groups?</p> <p>NC: NC noted that she will write a report for it with support from the Student Voice Team. NC will also feedback to all of the University Committees that she is part of, including University Education Committee and Senate Committee. For the hairdresser on campus work, NC will be taking small steps with this.</p>

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	<p>ER: You are clearly very passionate about this work!</p> <p>SD: Your new initiatives sound really great!</p> <p>SD: Question: Do you think that the Careers Network is making a sufficient impact and achieving its outcome?</p> <p>NC: NC filmed a video, which had high views, and NC would like to ensure that another video is filmed, as it was a positive initiative. The video is on Instagram and TikTok, as these were the only platforms that could be reached. NC noted that the Careers Network App will come into play in a few years' time, and that social media platforms are her best way of reaching out to students.</p> <p>SD: Still well done on everything that you have been doing!</p> <p>SD: Question: What solutions do you think will work to improve speeding up the process for marking the resit Master dissertations?</p> <p>NC: This feedback came from a few friends on my course. I spoke to the Deputy Pro-Vice Chancellor of Education about the feedback. For most departments there will be an extra exam board in January, so students will have an extra opportunity to do their dissertation.</p> <p>JC: The hot chocolate stands sound great!</p> <p>JC: Question: Could you explain more about your work on e-portfolios?</p> <p>NC: NC noted that she did a lot of things in her first year that she forgot about by the time she was in my final year of University, for example, she achieved the Vice Chancellor's Award and studied a language course. NC further noted that the e-portfolio will allow students to keep a log of what they have been doing over time, what exact tasks they did, and what skills they developed. Information on extra-curricular activities and achievements goes on students' enhanced transcripts, however these are too vague, for example it may list "Society Leader in the Guild", but not the name</p>

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	<p>of the society that a student was a leader for and what skills they developed.</p> <p>NC and the Panel thanked each other and NC left the meeting.</p>