

Staff-Student Action Log



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	Politics & International Relations and Philosophy
Regular meetings per year	3-6
Quorum	5

Attendance Monitoring

	Date and Time	Location	Attendance
November Meeting (compulsory)	5/12/25 @ 11 AM	Online	Aliza Aslam, Nat Rutherford, Ivica Petrikova, Aleksejs Grinevics, Nat Rutherford, Devi Shah, Mia Langston, Will Jones, Karia Hartung, Anushka Shah, Joshua Walker & Mohammadreza Kalantari
December Meeting (optional)			
February Meeting (compulsory)			
March Meeting (optional)			
April Meeting (compulsory)			
May Meeting (optional)			

Actions

Action No.	Agreed Action (Include reason for agreed action)	Date Action Agreed	Responsible	Due	Date Action Completed	Outcome
1	Welcome Week: Target students in 2 nd and 3 rd year with specific events and more information. More open-ended events.	5/12/25	Undergraduate Leaders/Staff responsible for welcome week	TBD		
2	Personal tutors who have not contacted their tutees should inform the undergraduate leads.	5/12/25	Academic Reps	TBD		
3	Lecture Recordings – Students registered with D&N should contact their module conveners.	5/12/25	Students	TBD		
4	Newsletter for PIRP department being revived, sections dedicated to internships, placements and jobs.	5/12/25	Undergrad leads/PIRP Staff	TBD		
5	In the next survey, ask students how they would like their feedback to be given, as it is marked, moderated and given back at the same time.	5/12/25	Academic Reps	Next SSAM		
6	Feedback clinic for students who get 2:2 and wish to boost their grade.	5/12/25	Undergrad leads/PIRP Staff	TBD		
7	More information on how EC works and how the decisions are ruled out.	5/12/25	PIRP Staff/Undergrad leads.	TBD		

Notes:

Feel free to use this space to make note of anything of importance, in addition to the actions above, that don't require an action.

	Notes
Meeting 1	<p>NR: Comments on the Welcome Week survey</p> <p>IH: Thank you for collecting feedback for us. Things that are being proposed for next year:</p> <ul style="list-style-type: none"> · That we need to communicate with 2nd and 3rd year students separately so it is not confused with first years. We can tweak the content for them. · Second plan, we used to invite first year convenors to the induction session. So they met module convenors for the first time. We skipped that, and we might have a meet and greet for the seminar convenors. Or perhaps advertising social events to make it clear that module convenors will be there. · Joint degrees: we can communicate with other departments better. Can also do more on communication. · Can communicate with PIRSoc about their events · More open ended and themed social events that can help students talk about things rather than open ended conversation <p>Student feedback:</p> <ul style="list-style-type: none"> · AA: decided to do a big feedback form. · ML: students were asked how PIRP could better support them with career opportunities. Students would like more opportunities and assistance with placement, internships, jobs and networking. ML: that we have a lot of networking opportunities and receptions. Students don't fully understand what these events are and what they can gain from these events. · ML: students also asked for opportunities to work within the Department especially with research assistance. Reminding students to be attending seminars and lectures to be able to engage with opportunities

- Students wanted more opportunities within the policy management sector. Commuter students also want to know more about off campus opportunities especially in London.
 - Students want the meetings with the Personal Tutors to discuss career paths
 - 8/41 students wanted a focus on careers during teaching. Before they take modules they want to know what skills they will learn during that which will help with employment. They want additional workshops on CVs and employability. More skills being taught during the degree for employability- e.g. being taught Excel during PR1000 and PR2000.
 - Support with the application process for Masters' applications.
 - Communication about events: they want these advertised on IG and for PIRSoc to advertise events
- AA: questions on a 5 point scale:
- PIR staff helpfulness- average rating 4/5
 - Office hours advertised well: 4.32
 - Module content accessible: 3.85
 - Module teaching engaging 3.88
 - Have met with my PT: 76% said they had met with their tutors
 - PTs including dissertation tutors have been helpful: 3.94
 - Opportunities within the PIRP have been well advertised: 4.24
 - Engaging with library resources: 4.22
 - Assessment and marking feedback: 3.82

· Third year dissertation feedback, has it been helpful: 4.30

Verbal comments/concerns:

ML: Some students have been contacted by their Personal Tutor. One student hadn't had a Personal Tutor for two years. A Department wide email to ask if everyone has been allocated a PT so that those without a tutor are given one.

AD: to let us know who isn't responding to their tutees as this shouldn't happen

WJ: perhaps Giacomo can also email students reminding them of the meetings.

AA: with assignments, that feedback should be sooner for third year. Students would like to see workshops for completing assignments. More dissertation workshops to keep our dissertations on track. AI guidelines on what can or cannot be used. Maybe having a point person for JH students. Some JH students who feel they are not getting the same level of engagement

NR: that he is the PT for JH students.

AA: more meetings with personal tutors on how they can better write essays

AA: Videos are often not being released on time. PY options are limited. Too many epistemology/skepticism modules. Students feel stressed about getting things wrong in seminars and can't speak up.

Praise: dissertation prep. Nat's teaching. PR3570 notes are helpful as students can actively listen to lecture. Mohammad's seminars are interactive and helpful. PR3300- they enjoy hearing people's views on different topics. Staff are enthusiastic and supportive.

AA: students want graduation at a nicer venue.

AA: ECs are difficult to deal with because of the delayed release of outcomes. Some complaints about free speech- responsibility to uphold democratic and fair practices. This has become an issue this year and this isn't going to go away.

NR: many of these issues have come up over the years at the SSAM. Will talk about more dedicated events for JH students.

IH: Responses to the comments:

- we are reviving the student newsletter which will have a section on internships, placements and jobs. This is being curated by staff.
- We are doing two big events network: early alumni and late alumni events
- Employability: event next term on Wednesdays on how to redesign CV

JW: on ECs point. Student had applied for ECs, it was accepted but it made no difference. Clarification on how it works. Would be helpful to know how it works.

AD/NW: how these decisions work. Happen at a College level. Sometimes these decisions are made at the end of the degree.

NR: we can find out more about this and get back to you.

KH: PG are generally happy but feel they do a lot of unpaid labour when they are marking essays. Especially with the restructuring the progress there was feels like it has been lost. Has been raised at the Doctoral School level as well.

KH: Doctoral School released a new regulation handbook. A few people have mentioned that only one supervisor is allowed to be present at the viva. Can this be rectified? Do the staff have more leverage on this?

NR departs

AD: Presented streams and new modules

AA: really happy with the global environmental politics as well.

JW: Streams is a good ideas. Shift in the way

	<p>AD: third year marking feedback and turnaround and what the justification for the policy is.</p> <p>MK: this is made more complicated by students who use an extension. So we have to wait till those who are submitting late.</p> <p>AD: can we get some feedback on whether students preferred the older model where provisional marks were released but released earlier?</p> <p>AA/JW: perhaps students can find out what their questions a bit earlier. And not have deadlines stacked together:</p> <p>AD: explained that we have 15 modules and most of the first deadlines are around Reading Week which will lead to some stacking. But perhaps in the Streams system we can use that to spread out the deadlines as well.</p> <p>AD: Thanks everyone for attending and contributing to a meeting that overran by 23 minutes.</p>
Meeting 2	
Meeting 3	
Meeting 4	
Meeting 5	
Meeting 6	