

## 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)	4 <sup>th</sup> December 2024	Teams	Antara Datta, Kaat Smets, Nat Rutherford, Nathan Widder, Janina Beiser-McGrath, Aliza Aslam, Mia Langston, Greg Leurs, Areeba Nasir, Matthew Paterson, Sidra Chabaan, Hope Allen & Syed Asraf
December Meeting (optional)			
February Meeting (compulsory)	12 <sup>th</sup> March 2025	Teams	Antara Datta, Kaat Smets, Greg Leurs, Aliza Aslam, Mia Langston, Will Jones & Nat Rutherford
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	Lecture Recordings Uploaded onto Moodle – email will be sent out to Module Leaders to remind them to upload lecture recordings so those that aren't in or are suffering from travel delays can watch them in due course.	4 <sup>th</sup> December	Module Leaders	TBD		Done by UG Lead
2	Module Mentorship Scheme – PIRP Undergraduate leaders will investigate this, but we already have a PIRP Society mentor scheme & a Buddy System from the university.	4 <sup>th</sup> December	Undergraduate Leaders	TBD		
3	People talking during lectures – reinforcing the norms about lecture etiquette/reminding students to not talk or be distracting during them.	4 <sup>th</sup> December	Module/undergraduate leaders?			Mentioned in the DB by UG Lead
4	Midterm feedback – have more students doing it so module leaders can work on the feedback.	4 <sup>th</sup> December	Academic Reps			
5	Standardised Feedback – students to receive more feedback which is useful for overall learning.	12 <sup>th</sup> March	Module Leaders			
6	Personal Tutor meetings – Undergrad leaders are more than happy to do more personal tutor things however, students must be engaged.	12 <sup>th</sup> March	Undergrad Leaders & Students?			

7	Feedback regarding Personal Tutor System	12 <sup>th</sup> March	Academic Reps			

**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>Feedback Form:</p> <p>Overall, the feedback was positive regarding how PIRP is going.</p> <p>There were some complaints about lecture recordings on the form but also in the LSS Commuting group chat overall, regarding train delays 2 weeks ago.</p> <p>A suggestion about an optional mentor programme for classes if students are struggling.</p> <p>More networking opportunities.</p> <p>A complaint about too many readings, didn't say which module specifically though.</p> <p>SSAM Notes:</p> <p>Lecture Recordings - Will send a message to colleagues about lecture recordings. Some modules don't submit, if they release it straight away, they won't show up to class anymore. Some people will release it at the end of the term, and others will do it on a week-by-week basis, but they don't have to release it straight away.</p> <p>Mentorship scheme - a buddy system is already implemented, but students don't participate in it. We can also investigate a module specific system. We shouldn't have both, as one isn't already working, we need to have a sense of why we think a module-based system would work.</p> <p>- PIRP soc mentorship scheme: maybe more awareness about it across the board.</p> <p>Careers talk - 0 system attended across all PIRP. It's important for students to also attend and it's also convenient. Commuting students - would they attend? Try and come up with systems that will work. The reality is people aren't really thinking about outside university besides third years.</p> <p>Having events where PIRP students gets to meet could be an idea.</p> <p>Mia - have noticed a lot of students seem to be talking during the lecture. They find it distracting but also it could be a problem with D&amp;N.</p> <p>Overall, students are taking less notes. Writing things down without absorbing it. We can see who watches the lecture recordings. Overall, only 5 students watching PR1500 lecture recordings.</p> <p>Reinforce the norms about lecture etiquette.</p> <p>Second Year International Political Economy Seminar - Struggles with what they are talking about.</p> <p>Mid-term feedback - more emphasis on using it.</p> <p>Readings - get given questions and directs you what you are going through in the seminars instead of blindly reading it.</p> <p>Joint Honours - Personal Tutor complaints, will try and fix it so everyone has a tutor.</p> <p>Library has released their times for the rest of the academic year. Closure dates from 23rd December. Opening hours for new term.</p>

	<p>If you borrow a print book from the library from this Monday, you won't have to return until 17 January. Don't worry about having to return until the next term.</p> <p>Think through the college changes about curriculum delivery, these are the forms to get feedback. Some of the proposed changes about undergraduate module - so we get your thoughts.</p> <p>Student reps - proposals about new ideas, which will be directed to us.</p>
Meeting 2	<p><b>Feedback Form:</b></p> <p><b>Broad feedback:</b></p> <ul style="list-style-type: none"> <li>- PIR and PPE students rating quality of teaching 4 out of 5, minimal number of 3's.</li> <li>- Students saying some modules are very engaging, some modules aren't however students themselves understand this is natural</li> <li>- Philosophy students more mixed, with 2's, 3's but more 4's</li> <li>- Quality of assessment feedback most common answer was 4, 10 students rated it 3 or less.</li> <li>- Overall students satisfied but feel feedback can be short and they need more explanation on improvements. Prof. Allen praised for very useful feedback, student felt this was a stark contrast to feedback from first year and other modules.</li> <li>- Quality of support given mixed ratings, more positive than negative. Most students who rated negatively did not expand, or said they did not seek support.</li> <li>- Students feel essential information is communicated/partially communicated. Most popular form of communication is emails. Students also favour moodle and in person communication. Suggestion for more communication over social media</li> <li>- Most students satisfied with access to learning resources and how to seek support about this.</li> <li>- Students have not had help from library/IT however I believe this is because it isn't sought out.</li> <li>- Most students aware who their tutor is. 29% never contact their tutor. Majority of students in contact either termly or monthly.</li> <li>- Most students feel a part of or partially part of a student community.</li> </ul>

- Students are overall satisfied with active academic societies, events and networking opportunities

**Meeting Notes:**

Feedback – standardising feedback. Using Nics feedback as an example.

Communicating – via email. We can't communicate with social media.

Conflicting essay feedback – with joint honours, its an essay but it's apart of the academic training. However, they think they should be aware different module convenors expect different things. that's part of the course. If the module convenor said something in class and the grading contradicts that's not right. But its fine for module setting expectations for writing and another saying an expectation is different. As long as the requirement is clear.

Individual raised on feedback regarding staff not replying.

We're aware on D&N problems.

Personal Tutors -> we're aware, we're happy to do more personal tutor things but students need to be engaged. We need to find out why students don't engage. Do they feel like they're fine and they don't need to.

Get some feedback about the PT System.

IT library sources -> people weren't seeking the sources. Not the source that people go to.

Greg -> opening times. Last week of term (29<sup>th</sup> march) library open 24 hours. We switch to holiday hours to holiday hours and then term three back to 24/7.

Ginger cat -> the owners of the cat have been in touch with the university. Please don't feed him if you come on campus. he's getting fed a lot. Yes, be nice but don't feed the cat.

<https://libguides.rhul.ac.uk/ExamPapers> -> past exam paper repository. They can access it through that. If there's any missing, the library hasn't been given uploaded.

Last year a lot of exams weren't on the repository -> this is being remedied. If you do notice there's any issues, speak to Greg Leurs.

	<p>No major updates -&gt;we had an options fair. I've been looking at the manifesto for the people standing for elections and a lot of people standing talked about Timetabling, it's a very tricky issue... but they have been thinking about it and are considering the feedback.</p>
Meeting 3	
Meeting 4	
Meeting 5	
Meeting 6	