

## Education Executive Minutes

Date & time	<b>27/05/2025 – 17:00</b>
Location	<b>Moore-0-16</b>
Attendance	Madelaine Gray (VP Education) Elise Eriksson (SBM School Rep) William Coote (EPMS School Rep) Matthew Paterson (LSS School Rep) Matthew Searle (Head of Student Engagement and Insights) Maia Brookes (Co-opted member) Joshua Walker (Incoming School Rep) Liam Antony Elvish (Incoming School Rep) Delilah Ferry-Swainson (Incoming School Rep) Raaina Kumar (Incoming School Rep) Lauryn Fleming (Academic Communities Coordinator) – Secretary
Apologies	Dominika Biel (LSE School Rep) Sharanya Sivarajah (President)  Absent: Mia Cavanagh (HUM School Rep) Ewan Strangeways (PDA School Rep) Suhani Malhotra (PGT Community Officer) Kayra Mehmet (Co-opted member)

Item	Action	Responsible	Due
6	MG- ACTION follow up with Emma on Turnitin marking process – include Lucy Gill Simmen and Will Shuler in conversations.	MG	ASAP
7	ACTION – LF & MG – set up meeting with Alex Palombi about Academic Representation & Student Voice- encourage them to engage with reps recruitment.	MG & LF	Summer 2025
7	Think about getting student survey and consultations ahead of meetings about specific things to then take to the uni committee meetings.	MG	ASAP

Item	Notes	Action
1. Welcome	MG welcomes the members to the final Education Executive meeting of the year including new School Reps and VP Education for 2025/26.	
2. Academic Restructure	Recent announcement made to staff – some staff have begun conversations with students, being fully	

	<p>open asap, academic structures are changing. No longer have 6 schools, instead be 3 faculties and departmental realignment. Very new conversations within the last couple of weeks but if there are any questions then open now. Don't know the details yet but for those who are newly elected, there will be a rep role in place, will be finalised by September at end of phase 1 – will know what the role looks like, and SU will do as much as possible about the new structure and how roles will look for representation structures, academic communities, inclusion communities. Keep student voice in the process but also updated so we can be as informed as possible – SU will be in contact with school reps over summer.</p> <p>EE -what is the reason behind changes? Financial barriers but also more communication between departments and senior management team – will help RH2030s be implemented more effectively.</p> <p>Context, in 2018 there were 4 faculties, and it changed to schools, this is further transformation work that helps work for RHUL and our students. It's now 3 faculties to group together disciplines that work well together but information TBC e.g. Business and Law are both fast growing disciplines, vocational degrees etc so that's part of the overarching principle. More even numbers of students within the faculties, when there is more information, it will be shared because it's something students should be involved with.</p> <p>Consultation over the next month or two, there will be student reps and voice involved.</p>	
3. Introductions: Incoming and Outgoing	Rounds of introductions for the new incoming Reps and VP Education.	
4. Officer Update	<p>Shout about it week – celebrating student leaders – display of achievements in EWD and drinks reception. Rep BBQ and awards earlier in the week – highlighting those who go above and beyond in their roles. Matthew and Madelaine attending meeting about funding and maintenance, formed relationships with officers around the country. Been officer for London partnership, policy creation, offers opportunity to new reps getting involved.</p>	
5. Previous minutes/actions	<p>2 actions for MG –</p> <ul style="list-style-type: none"> <li>• Summer graduation comms will be circulated to current and incoming school reps in case students have questions.</li> </ul>	

	<ul style="list-style-type: none"> <li>Term dates is still an ongoing discussion but hopefully will be wrapped up within the next few weeks.</li> </ul>	
6. AI policy brainstorm	<p>MG asks what AI should be used for in a university context – both staff and students, should we be upskilling students in AI? Should policies be relaxed? Should staff be allowed to use it to plan sessions etc?</p> <p>MP- in Politics, one module centres around coding – lecturer is going to teach students how to use AI and should be encouraged to as more workplaces are looking for students who can use AI. In more personal opinion expressions, AI shouldn't be encouraged as much so depends on personal circumstances.</p> <p>EE- module called enterprise resource management, lecturer was interested in AI and tools, lots of module was dedicated to learning AI appropriately. There should be some clear, pre-set software that are used and accepted, how do we know which programmes are or aren't okay.</p> <p>MG- could be issues for students affording a paid tool and others not being able to. Needs to be equality implication. Contrasting opinions, does it make things confusing for joint honours?</p> <p>MB- had to input research question and AI churned out 4000-word essay and students had to review and assess it to check referencing, formats etc – really useful way of teaching as part of first assignment for Masters. Analytically see how AI makes mistakes but also makes students aware of how similar essays become with lack of uniqueness.</p> <p>EE- would be useful to have approved tools to use.</p> <p>MB- helped learn how to reference – lots of students have different backgrounds, would have been helpful.</p> <p>WC- risky trends in what could be done – AI is teaching people to use prompts and not what the actual inputs should be.</p> <p>MG- elements of the main thing is educating students on how to critically think about AI- not just taking what it churns out, instead having the awareness that it takes away unique voice, makes things less accurate, making mistakes.</p> <p>EE- asks about lecturers/professor's use of AI – have they been allowed to use the same amount, is their work produced by AI? MG – there's no policy there so</p>	<p>MG- ACTION follow up with Emma on Turnitin marking process – include Lucy Gill Simmen and Will Shuler in conversations.</p>

	<p>trying to raise in meetings -there are lots of discussions about students using AI but not with staff.</p> <p>MG – if students are learning the course outcomes, does it matter if the content is generated by AI or not? In that case, would students be comfortable with their work being assessed by AI?</p> <p>WC - most Computer Sciences assignments are marked by AI, it does know what's right and what to expect.</p> <p>EE – asks if there are divides across Schools and Depts about AI. MG- the responses from staff are divided.</p> <p>MG – the only form of assessment outside of PDA that can't be influenced by AI is closed book, in person written exams. If not allowed in certain assessments, do they go back to in person exams and is that what students want?</p> <p>MB- global health dept, written exams don't exist and that is an influencing factor for students enrolling onto these MA programmes. Turnitin have new marking tools, allowed to put marking grading in to look for, marking criteria, outcomes and how to match the outcomes.</p>	
7. Best ways to communicate with Reps	<p>MG – from School Rep perspective, and VP position, how do reps think we could collectively communicate better with reps?</p> <p>MP – made WhatsApp chat, school wide and one for each Dept. interesting, useful at certain things, earlier things like that get set up in the year, the better. If more established from September it can be more effective. Survey distribution etc</p> <p>EE- WhatsApp chat also helpful – got list of Business reps, sent the link to WhatsApp chat, join if they want but no pressure. 25/27 SBM reps joined, helped get in contact more informally, lots of turnout from reps at Meet your Rep events etc. Ed Exec conversations also really helpful, informal conversations and catch ups in person will also help improve communication a lot.</p> <p>MG- to those who have been a rep this year, is there more that the VP ed could do to avoid perception of hierarchical relationship?</p> <p>EE – comes down to semi-formal environments like Ed Exec. MP agrees but also due to school rep role,</p>	<p>ACTION – LF &amp; MG to set up meeting with Alex Palombi about Academic Representation &amp; Student Voice- encourage them to engage with reps recruitment.</p>

	<p>they're invited into these conversations so should that be done more often.</p> <p>MG ACTION- think about getting student survey and consultations ahead of meetings about specific things to then take to the uni committee meetings.</p> <p>LF -asks about rep newsletter.</p> <p>MB- skims and reads through newsletter more likely to focus on emails that have MS events attached and if there's an RSVP to reply to as part of the email.</p> <p>EE- reads briefly, would a video format work well as an alternative?</p> <p>JW – reads it – if there were more in person meetings with reps it would be more effective to engage that way rather than through email info.</p> <p>MG- overviews democracy review and representation structures will be changing; the outcome might impact the way that we engage with reps.</p> <p>MB- concerns around Health Studies rep numbers- needs to be focussed on next year and emphasised to make sure students know as part of relatively new department.</p>	
8. How can the SU further support Reps	<p>MP – discussed with Director of Student Experience in LSS – financial reimbursement for course reps. Lots of moving parts with numbers of reps and the quality of work they deliver. Would need thought to make it work. Talked with Head of Dept about incentives with reps, give more of a reason for people to want to become a rep. if you're a rep, getting to meet a guest lecturer beforehand or like allow for further opportunities.</p> <p>MG – if elected PTOs (School Reps and Community Officers), should they be remunerated?</p> <p>WC- there shouldn't be a financial aspect of being a school rep, takes away from voluntary perspective.</p> <p>EE- hard to quantify, if one person is really involved as a school rep and another isn't, how are they worthy of the same reward? Would like a reward but how does it work logistically?</p> <p>MG- the roles can be slightly exclusionary, only students who can devote their time unpaid can go for the roles. If payment received, would they engage more and be able to afford to take on the role?</p>	

	<p>EE- if it was to be a paid incentive, engagement would increase. Do the awards and BBQ, hard to engage people without some sort of prize at the end.</p> <p>MP- make it clear at the start, if you do particularly well in the role, reps will be recognised. remunerated might encourage reps to try harder but would need clearer guidelines on rep expectations. With the changes to schools and how societies work with department integration, now could be a good time to reclarify what is expected of elected positions.</p> <p>MG- Academic Communities integration will allow for more opportunities.</p> <p>LAE- RH100 had £25 amazon vouchers and water bottles, should we incentivise things?</p> <p>MS- most people who attend RH100 come because they want to make a difference, others attend because it's incentivised.</p> <p>MB- did UG at Worcester Uni, was a rep – incentives, had to attend induction presentation at start of the year, and at least 2 meetings to get 2 free summer ball tickets.</p> <p>DWF- RH100 – people who go for elected roles are the people who want to get involved and want to do it regardless but would be more engagement with reps if there was more than just what you can put on CV at the end. E.g. discounts for events etc</p> <p>MG- even if the scale can't be enormous, gestures of good will are appreciated.</p> <p>MP – doesn't know what rep attendance has been like at SSAM but knows lots in LSS haven't been well attended – incentives might help attendance.</p> <p>MG- something like attending SSAM in a certain term, get a ½ price SU ticket in that term for example.</p> <p>EE- keeping log of feedback, collected 10 pieces of feedback get discounted SU ticket etc. must be aware of what's good or bad feedback logistics. MG- risk of punishing smaller cohorts if this approach used.</p> <p>MG- hard to quantify baseline level of engagement as part of a SSAM. What can we realistically do in terms of data collection and processing?</p> <p>MB- in module surveys at UG institution, there were a couple of questions specifically about the academic reps.</p>	
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9. Welcome Week and Freshers Fair feedback	<p>MG- from perspective of being a rep, how easy was it to connect to students during welcome week, making themselves known, allowing students to know who their reps were? What could've helped raise the profile and allow students to hit the ground running with providing feedback?</p> <p>EE- community officers had a stall – would be useful as a School Rep to have that opportunity and start point.</p> <p>MP- Rep fairs useful, do that alongside welcome week.</p> <p>MG- as much visibility as possible during fresher's week would be important especially after academic restructure and SU are here to support through the process.</p>	
10. School Rep tip exchange: incoming and outgoing	<p>Reps pair up into levels of study/Schools and share ideas, thoughts for 10-15 minutes.</p> <p>MG- if current school reps have advice for incoming, feel free to share.</p>	
11. AOB	<p>MG reminds students of Student Leader Conference taking place for the first time next week – come and speak to Emma, look at how to work together.</p> <p>On Thursday, there are thank you drinks at Packhorse so if members are available, come along.</p> <p>MG- are there any thoughts on closure of MA programmes at short notice?</p> <p>WC- there aren't many MA courses in Comp Sci</p> <p>MP – anecdote of someone who was enrolled onto a MA at RHUL but now the course is no longer going ahead.</p> <p>End of meeting.</p>	