

Education Executive Minutes

Date & time	Tuesday 21 st February 5-7pm
Location	Packhorse Meeting Room 3
Attendance	<ul style="list-style-type: none"> • Shrijeet Shrey (SS) – VP Education (Chair) • Maia Jarvis (MJ) – President • Aran Pascual Quiros (APQ) – Representation and Democracy Coordinator (Secretary) • Dan Curran (DC) – Head of Membership Engagement • Julie Sanders (JS) – RHUL Principal • Katie Green (KG) – RHUL Strategic Policy Manager • Carmen Anderson (CA) - PDA School Rep • Jayden Bookout (JB) - LSS School Rep • Martin Kapusta (MK) - SBM School Rep • Gauresh Kuradia (GK) - LSE School Rep • Jack Masters (JM) - Humanities School Rep • Devesh Sood (DS) - Commuting Collective Convenor • Taylor Robinson (TR) - PGR Collective Convenor • Siddhi Deo (SD) - PGT Representative
Apologies	Late arrival (5:45pm) from Jayden Bookout. Absences from Irwin Blair, Tanaiya Kavadra and Shupin Liu

Item	Action	Responsible	Due
Access & Participation Plan	Raise to College how in the PDA School some students with chronic illnesses can have implication with practical modules as they cannot physically participate and may fear shame. Some who request access arrangements are given arrangements that do not relate to their degree of study	SS	For next meeting with the relevant College committee
	Liaise with the College on what consulting piece for attendance would be beneficial for them	MJ	For next meeting with the relevant College committee
Library @ Scheme	SS raises that a lot of non-students go to the library and asks the Executive to ask their representatives for any experiences on this	Executive members	For next Ed Exec

Item	Notes	Action
Officer Update	<ul style="list-style-type: none"> • How Education Initiative is going to be delivered and update on Creativersity • Update on Egham Town Council Relationship • Question for Ed Exec: Do you want to contribute and be part of it? • Podcast 	

	<ul style="list-style-type: none"> • SS starts the session by explaining his paper and how crossover in departments is going to be crucial in the future of teaching in Education Initiative • Current struggles to how to tailor support for students in need • Access & Participation plan 	
Update on Senior Vice Principal of Education	<ul style="list-style-type: none"> • Question for School Reps: Would you be around at some point to meet them? • JS explains the background behind the recruitment process and the involvement of the SU Sabbatical Officers. By the end of this week an Interim Senior Vice Principal of Education but there will be a while until the role is filled 	
Creation of group chat for Ed Exec with PGT, Commuting & PGR	<ul style="list-style-type: none"> • Question for Ed Exec: Would you like to be added to the group chat? <ul style="list-style-type: none"> ○ Agreement to join the group chat 	
Access and participation plan	<ul style="list-style-type: none"> • College plan to be in place next year • Katie Green's presentation • Question for Ed Exec: Do you have any feedback on how access and participation affects students? • CA raises that it is an incredible initiative but something that might be specific to the PDA school, some labels are very umbrella terms such as "Disabled" as they are not sure if this includes neurodiverse people. Some disabled students in PDA have been given access arrangement that are not related to the degree they are doing. • MJ raises that she sits in a College committee where this topic was mentioned • CA mentions how in PDA School some students with chronic illnesses can have implication with practical modules as they cannot physically participate and may fear shame. She is glad to hear that College has this as an issue to look into • ACTION - SS mentions this will be raised to College • JM raises that the systems might not be spread through the staff in full, as some professors act in a different way that is not supportive for students such as sending unfriendly emails to students that have not been attending lectures • SS agrees that it will be a priority and it has been raised to College • CA elaborates that this happens throughout services in the College, including the Disability & Neurodivergence services. She 	

	<p>raises that is not common throughout all staff but even a minority of rude exchanges can greatly affect students</p> <ul style="list-style-type: none"> • SS recommends that in the future these emails to be sent over to him so it can be a lobbying piece • MK mentions that attendance registers are mostly paper-based, and the online registers are not working for most staff • CA agrees that the current attendance system is useless as students can lie on it and the College do not seem to have to take this into account • KG is surprised about this and asks if the data is false. Collective agreement. • TR raises that they have friends working as TAs who look into the attendance data and that they have refused to try to fix it • MK asks if student cards could be used to take attendance • SS elaborates that this is something that has been raised to College and that this is being considered • MJ brings back into the topic, as the College is moving away from attendance as the relevant data to look into and rather looking at engagement. She raises that attendance is not an inclusive metric. College is confused on the system that should be used and she encourages Education Executive to put forward an idea if they want to use the College card system • MK raises that some work with the IT department could be done on IP addresses, to which SS mentions that Global Protect changes your IP to the College so it's not a doable system • MK mentions that the College cannot try to force students to attend but low attendance will affect the engaged • SS mentions this could be a lobbying piece if there is a consensus agreement amongst Ed Exec • GK suggests that School Reps could send a form • SS asks if this should be a consultation piece rather than an Executive decision. General agreement from the Executive • MJ mentions that it would be beneficial to liaise with the College on what would be beneficial for them - ACTION • MK mentions it would be beneficial to gather the lecturer's point of view • CA mentions that it could be raised in the 	
--	--	--

	<p>School Executives with the School staff</p> <ul style="list-style-type: none"> • MJ brings back the topic to APP, gives the background that College is focusing on recruiting from the local community and West London. She asks if there is data on the West London students to check if they will actually be diverse. • KG mentions they have looked at the 2021 census data for the areas. They mention that in engagement in diversity most of the cases the College is looking at is ethnicity as West London is quite a lot more ethnically diverse • For timeline, the decision will be made at the start of March 	
Library @ Scheme	<ul style="list-style-type: none"> • Question for Ed Exec: Do you have any ideas on spaces that could be used? • GK mentions the Windsor Building and the Orchard Building • JM mentions the International Building and raises that it should be School focused • MJ clarifies that the Orchard building is a staff working space • MK mentions that this scheme should be year-round rather than only exams period • SS mentions this would be the end goal but at the moment the exam period will be the priority • GK mentions that there was an incident where students had knives in the library and the card gates were working then • SS raises that a lot of non-students go to the library. He asks the Executive to ask their representatives - ACTION • CA mentions this is a case of safety and it has to be changed sooner rather than later and that the security system is clearly flawed as the students with knives managed to come in • TR mentions that she has heard of cases of harassment amongst PGR students • MK mentions that in Nottingham University non-students can come into the library by registering • CA agrees that student spaces should remain student spaces, regardless of if the university is open generally to the public 	
Assessments future	<ul style="list-style-type: none"> • College piece • Question for Ed Exec: Do you have any feedback and ideas on how you would like to be assessed? • Tailored to the departments as general assessments would not work for many departments 	

	<ul style="list-style-type: none"> • JM raises that department-specific is great and even more specific would be even greater. Humanities can have exams and essays, but it affects students' choices as students may try to avoid certain types of assessments. There should never be less than 2 assessments per module. They raise that staff would need to have input on how the assessment should work • CA raises that in PDA the assessment system works really well, especially in Drama, and she would hate to see those changes happen without student consultation as in a creative degree being assessed in a performance and an essay works well – she mentions that if it is not broken to not try to fix it. • SS mentions that control on assessment for staff is not being taken away and they need the ability to tailor the best type of assessments and then have better outcomes. He encourages them to go have conversations with staff and students to see how they best feel their assessment needs to happen - ACTION <p>*SHORT BREAK*</p> <ul style="list-style-type: none"> • SD mentions this affects PGT students as well and that in a meeting it was raised that attendance was raised as an issue. In assessments she mentions that there is a lot of essay-based assessment might not be beneficial as some students may use AI to create their assessment. Some project-based learning exists in other departments, and this might be a more beneficial way to engage with students as they get more contact with academics and peers. She encourages that workshops take place with professionals instead of essay-based assessment • JM mentions that ChatGPT in languages will not be useful as it does not help learning • SS raises that the future is to learn how to live with the technology rather than policing it • JM raises that plagiarism is already been done without AI • TR mentions that talking to the professors and changing the assessment questions often would allow less plagiarism to take place • MK asks if it's common for professors can have only 2 assessments • SS responds that this is department-specific • MK raises that more recurring assessments would make students focus further rather 	
--	--	--

	<p>than reducing</p> <ul style="list-style-type: none"> • APQ mentions that something like blogs that are due every couple weeks might allow a safety net for students to be engaged in the course at the time meant to and have some grades that do not depend on a singular point of failure • CA reiterates that the Drama assessment system works really well, and that the PDA department struggles the least about plagiarism and AI • GK adds that from an LSE perspective a development blog approach could be beneficial as some Biology students struggle to keep up with the pace of their degree • JM reiterates that the professors should be asked about what assessments would work for the learning needed for Humanities • TR mentions that alumni should be consulted on what kind of assessment benefitted them into the career they have gone into • SS mentions that there is not a very thorough list of alumni • CA mentions that it would be beneficial to have a very thorough net of alumni for creative degrees • GK mentions that the developmental blogs could be encouraged by CeDAS and the mentors • MJ mentions that intersectionality should be at the forefront of those decisions 	
Invest for Change (Maia)	<ul style="list-style-type: none"> • Question for Ed Exec: Could you support by signing the open letter and spreading the word? • MJ starts the session with a quiz about the article attached • TR suggests that contacting the Doctoral School might be beneficial in the future • Executive agrees to support the campaign by a vote • MK asks how the money works and who manages the money, to which DC and MJ reply 	
School Rep updates	<ul style="list-style-type: none"> • No updates 	
AOB	<ul style="list-style-type: none"> • No AOB 	