

**Wellbeing, Community & Diversity Executive Minutes**

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| Date & time | Tuesday 23rd May 5-7pm |
| Location | Orchard Building Collaborative Space / MS Teams |
| Attendance | * Molly Taylor (MT) - Wellbeing Advocate (Chair) * Maia Jarvis (MJ) - President * Nisha Bundhun (NB) - VP Wellbeing & Diversity elect * Hannah Hockin (HH) - President-elect * Isaac Crosby (IC) - Disabled Students Collective Convenor * Shupin Liu (SL) - PGR Collective Convenor * Hasnat Rashid (HR) - International Students Community Officer elect * Alana Penney (AP) - Disabled Students Community Officer elect * Molly Hanning (MH) - WCD co-opted member * Dan Phillips (DP) - WCD co-opted member * Roberta Mock (RM) – Executive Dean for the School of Performance and Digital Arts * Laura Black (LB) – Student Voice Manager * Aran Pascual Quiros (APQ) - Representation and Democracy Coordinator (Secretary) |
| Apologies | Lucy Ham - Disabled Students Collective Convenor |

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| Item | Action | Responsible | Due |
| Improvement Round Table - Collectives & COs transition & review | Send APQ Citizens UK resources, and encourages cross-collaboration | MJ | ASAP |

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| Item | Notes | Action |
| Introduction | MT introduces herself and her role and offers round of introductions |  |
| Molly update - paper | Spiking website, change in the next three weeks or so  On board with the changes  Exam stress work  GIAG had not much to do with mental health  Running events for Mental Health Awareness Week  Making art  Public living room, bringing people together  Get feedback on it, legacy   * MT updates on her projects and her aim to leave some legacy on her role and summarises the paper sent to the Executive * Spiking advice was taken on board by marketing * Stressbuster wellbeing-focused session and advice * Walk and talk, Clay modelling collaboration with the Arts society happening again on Friday this week to do some painting and clay modelling * Mental health awareness week, social media content * Public living room proposal introduction * MJ mentions how in EDI committee it was mentioned that there is a need for quiet spaces on campus, will revisit notes on this * IC mentions it has also been on the radar for the Disabled Staff & Student working group |  |
| President manifesto update | Question for Exec: As Officers, we aim to be transparent about the work we do and the positive impact we have on the student experience. I'd like to hear your thoughts on officer visibility and accountability  How would you/the student body like to see updates on Officer work? E.g. social media, voice/opps newsletters, all-student newsletters, Teams etc.  The President does not chair their own student executive - do you feel as though there is an adequate opportunity to hold the President accountable and see the impact of their work? If no, how would you like to see this improved?   * Mentions how all VPs have Execs, but the space is not the same to update for the President * Decolonisation - Divest to decolonise   + The climate crisis will affect people from the global south more than the others   + Invest for Change campaign   + Lobby for a commitment to divest   + Student engagement and quiz in Execs   + Invest for change, community organising involving staff and students, including the execs as elected leaders as well as the Centre for Research into Sustainability   + Recommendations paper with key stakeholders   + Update in the Sustainability vision, campaign is still live and there is still governance hoops to jump through, potential update in July   + Environmental sustainability guide written by a student for student groups   + Sustainability awards introduced * ECs   + Member of the University Extenuating Circumstances Policy Review   + Successfully lobbied to add financial hardship to the reasons for ECs   + Working with the Chair to conduct student focus groups to consult students on proposals * SU Security review   + All student survey in January (380 responses)   + Student insight report to be published at the beginning of June 2023   + Infographic with all the data   + Recommendations preview * Inclusivity   + Inclusive campus map   + Disabled and gender-neutral toilets on the University maps   + Lobbying for Free Period Products   + Queer Creativity Showcase * DP mentions that MJ has been aiming very transparent around sustainability and environmental practices * Officer visibility and President being held accountable * Where do you find yourself seeing officer work and where does it work for you?   + MH mentions that the SU website is good but mainly Instagram is where they see it making the most impact   + IC agrees on that they engage more through the website, but passive engagement is better through Instagram   + DP says it's tricky because as a group in WCD they are tuned in and will tone into all possible channels but agrees that Instagram is where people encounter most of the content followed by the website. Says Facebook is on the decline but also says that some societies and student groups in PDA use Facebook for events   + HR writes in the chat "Utilizing influencers can be a powerful strategy to promote awareness initiatives on social media. Influencers are individuals who have established credibility, a large following, and influence within a specific niche or community. specifically focusing on influencers and youtubers actually targeting student communities. For instance there are some YouTube channels that talks mostly about student life at the university that students mostly interested to watch those videos." |  |
| ECs review focus group (45 min) - Maia to provide papers | * RM introduces herself and how the project was created * Background - where does this come from? * RM mentions they have been chairing the ECs working groups * Mentions that RHUL fully understands that the current system doesn't work and is not fit for purposed, last academic year over half of applications were rejected * This year there have been some changes, but it takes a lot longer to change regulations in the organisations, what could be done is look around the regulations to suggest what could happen * The long-term issue is how to make the system better for students, and the working group has been brainstorming on what is wrong with it and what possible solutions exist, institutions have been benchmarked and some criteria’s have been built   + Positive student experience   + Fair and equitable   + Communicated clearly   + Positive impact on the workload of Professional Services   + Simplification of the current practice   + Maintain the Integrity and Standards and avoid misuse of the system   + Positive impact on marking, feedback, academic workload   + Reduce the volume of applications * What do we want from you   + 2 option packages agreed by the Executive Board - UWE Bristol and University College Cork   + Main point of consultation will be a survey for both staff and students most likely   + Part A will explain both options and which is preferred   + Part B will cover extensions * Option 1   + Deferral     - Student may apply for a deferral to the next available opportunity to submit or sit with no penalty…   + ECs     - If deferral was not requested     - If assessment was attempted but circumstances affected the students' judgements to the extent that they were unable to determine that they shouldn't have done so - can only apply within 2-week post-result release window   + Benefits     - Simpler     - Workload spread more evenly     - Students receive quicker more straightforward outcome     - Deferred assessments not recorded as 0     - Post results opportunity for EC will remove speculative applications     - Clear outcomes and progression pathways for students * Option 2   + Uncapped resits     - If you don't submit or not show up for exam you get a 0 but you automatically get offered a resit and your mark won't be capped, always offers a second attempt     - If that second attempt is not used the module would have to be retaken with a capped grade   + ECs     - If resit was not attempted or resubmitted     - If assessment was attempted but circumstances affected the students' judgement to the extent that they were unable to determine that they shouldn't have done so     - Evidence required in both cases   + For consideration     - How many credits can quality for automatic resits in one academic year, can extensions apply to resits?     - Qualifying circumstances and outcomes available as results of application need to be agreed   + Benefits     - Remove application and outcome process in most instances     - Simple to communicate     - Simplified options for students     - Workload for professional services greatly reduce     - Students receive quicker more straightforward way * Extensions   + Existing system kind of working 2x2 working days and 2x5 working days * Introduces the implementation plan and timeline for the consultation process * MT opens the floor to feedback and mentions how in the last WCD ECs were mentioned in relation to Stressbusters   + MT mentions that videos on the intranet are not really watched, it should be a reel and really pushed by marketing in shorter components   + IC mentions that both options are a significant improvement. Mentions that on extensions from a Disabled student perspectives that removing the evidence requirement was a step forward for accessibility, rather than introducing things that target individuals opening it to students. The limitation to 4 extensions a year has presented some issues, and that the current policy is not accessible for those with hidden disabilities. Removal for the need to gather evidence, likes that it could be made automatic for everyone   + HR writes in the chat "for an extenuating circumstances, I would like to introduce a personalized consideration as I think every student have a unique situation. a one size fits all policy might not always be the best approach. Sometimes, university have to consider individual circumstances and adopt more personalized approach when possible. "   + MH mentions they have a preference for option 2, likes the idea of not having an application due to the consequences it can have on someone psychological state especially if it's not approved. Likes the option of the 10% reduction   + MT agrees that having the unlimited 2-day extensions and the 10% would be beneficial from their personal experience and those of people around them rarely using the 5-day extension available   + AP mentions that only having a 2 day one might be detrimental and getting rid of the 5-day extension would be detrimental for people who need more time to complete the assessment. They are torn between the 2 options, deferral seems like more control, prospect of not always having a fall-back rate is scary. They see the benefits of the automatic resits, but advocates for keeping the 5-day extension   + MH asks when the deferrals would take place, RM mentions it's still being discussed as it will depend on the point of the year where the assessment is held, proposal would be to have this information on the module booklet. Clarifies it would not be within a week, but it looks like it would be leaning more toward one or two months   + IC asks if there would be any way of setting up workloads with the academic staff to avoid deadline bunching - RM agrees that it would be in the works and the aim would be to have it as later in the year as possible   + MT mentions if those deferral periods would affect student finance and paperwork, RM says yes it would and agrees that would be an added stressor. Mentions that this is the students' decision to make, and it would be important to communicate it properly to ensure students are able to make the decision properly informed. Should be approached on a case-by-case basis   + DP mentions that seeing a different ECs process every year, normally positive changes are taking place. On extensions, mentions that the 4 extensions have worked this year but is not a fair system as there is a different level of assessments depending on courses and it might have to be adapted based on department or course. Mentions that them being working days might make it confusing and something to make it fair might be to make all assessments due on Fridays   + RM answers a question from DP that the transcripts would be different from the two options   + Tight turnaround from marking period, manageability of the option of deferral or uncapped resit, disruption marking boycotts, how do you ensure students know if they are progressing into the next year of study?   + RM mentions that awarding gap research shows that it is most likely that students with protected characteristics are the one most likely to go into a resit assessment   + DP asks if there would be different measures in place for progression or graduation? RM mentions they cannot guarantee it, but the deferral is the method that looks the most likely to make it happen |  |
| Improvement Round Table - Collectives & COs transition & review - APQ to provide papers for the following  • Handover guide creation  • Handbook update  • Training review - Campaigns  •Community Officers update | * APQ introduces topics at hand * Campaigns   + IC mentions that preserving some online elements should stay and maybe retaining hybrid. Maybe separating in person and online is helpful   + MT mentions that running a survey beforehand to assess the delivery   + AP mentions the mock campaign would be better and it helps with blocking out the steps of what you're doing and sharing ideas and helpful - more individual building the campaign   + IC agrees, and it can be the actual campaign they are going through their manifestos   + MT mentions that cross-collaboration is very important and with a bigger group you can make more change   + MJ action to send APQ Citizens UK resources, and encourages cross-collaboration * 121s   + Recurring element - have it scheduled rather than having to request every time | MJ action - to send APQ Citizens UK resources, and encourages cross-collaboration |
| Camerado's Public Living Room proposal discussion - Molly lead | * MT introduces the topic at hand and what a Public Living Room is - aim is to tackle loneliness and alleviate mental health. Shares what the relationship with Camerado would look like if it were to go ahead * MH mentions they did a similar thing in 6th form and encourages MT to get in touch if they need any help - mentions it really helps and it has been running for 2 years * IC agrees it's a great initiative. On space mentions that the Library team might be interested in having that conversation brought to them * HH mentions that in Shilling they have a similar room but it's only accessible for a limited number of students, mentions it might be worth to reach out to departments to see if that would be something they would like to open up * DP mentions that they looked at their website and there is a massive gap and most likely not a single one in Berkshire or Surrey. Mentions it would be a great different between this and the "Recharge" spaces * SL writes in the chat "Definitely resonate the loneliness note. I heard 'lonely' and ‘isolated' from a lot of PGR students. I can see how they could benefit from this public living room if there's one in central London campus" * AP mentions that if they were to use that space there should be a clear distinction between the social space and the quiet space as students who struggle with overwhelm. Mentions that having it on monthly might be good as a hosted event but have it existing permanently |  |
| Academic Communities | * LB updates on the background with Organised Fun and the aim of this consultation is to see if the proposal still resonates with students nowadays * LB briefly runs through the model and what the relationship between the Academic Community, University and SU could be looking like * MT mentions that the academic society who they are a part of is not very active and it should happen that everyone is automatically enrolled and give them a chance to opt out. They usually have to go through the department to get any communication * DP mentions that from an outsider perspective PIR looks like the most active society and it always seems well organised. It shows when departments are involved in the society * LB that if that will affect the engagement, MH mentions that the turnout will be higher * MT mentions that the tiered approach might be good to get the best sort of engagement * IC mentions that Autumn enrolment makes sense, especially if there is the merge of the social and representative aspect of the department at the same time. On election/appointment there might be an issue as the election process in student groups is mainly based on social activity. Mentions if auto enrolment might have some GDPR communications * DP asks if it's the same principle as every student being enrolled into the SU as a member - LB says yes * DP asks if with the size of the committees it might have a lot of gaps as it has been seen in student group elections due to by-elections and big committees might be a caveat on filling in the committees * General agreement that this is the right move   + Lecturers and department staff are always involved * MJ mentions it might create disparity between academic societies and other societies. Also mentions that some societies are more fun-oriented than representation-oriented * AP mentions that it would work differently as the events that are happening might not have to be funded through memberships as they would be with other student groups or clubs * IC mentions if joint honours students would cause issues - LB mentions that this is an item to be considered |  |
| Collectives update (if any)  • Encouraging to meet up with new CO | * No notes on Collectives updates |  |
| AOB  • Student trustee UoL position  • Executives roundup form | * No notes on AOB |  |