

Education & Representation Board

Minutes

*The first Ordinary Meeting of the Education & Representation Board for the 2016-17 Session will be held on Thursday 13 October 2016. Location Meeting Room 6*

Formal Business:

1. **Chairs business**

Welcome from Luke, introduce room. Purpose of ERB: for DPE to report and simulate discussion.

1. **Matters Arising**

**Matters for Report**

1. Updates from the Deputy President (Education)

-**National Student Survey**

Adverse outcome, triggered a great deal of conversation in College. Invited to present response to Provost Board, every recommendation endorsed by Provost Board. Focus on 'Student as Partners', reps in a position to drive change.

Vice Provost education developing College Education strategy, collaborative effort between College and Union.

E-learning strategy (one of Luke’s manifesto pledges) is being developed.

**-Feedback Traffic Light System;**

Only employed in life sciences, working with Engineering to introduce it

Postgraduate Wednesdays off: paper submitted to VPAGE, will go on to Provosts Board to be approved.

**Questions:**

Are dep reps expected to negotiate feedback traffic light system, or is it already happening? Dep reps should shout about it, can have briefings on the matter more extensively and role of reps.

Discrepancy: addresses only timeliness, but not quality. Faculties need strong leadership across the board to stress quality, timely feedback. Reps should offer pressure bottom-up to assist pressure from the top.

Some departments only receive feedback in the form of letters (e.g. A, B. C). Marking criteria should be released alongside work. Feedback quality dependant on lecturer. Inconsistency in department leadership.

Academic standards framework.

**Matters for Discussion**

1. **The Teaching Excellence Framework**

Framework meant to asses teaching excellence of institutions. Institutions who do well will have the ability to raise fees, incredibly high risk for the institutions.

Raising barriers to education, will discourage students to attend university. Higher rates of debt.

Can we opt into the TEF without raising fees?

Imperial doesn't have a problem attracting students.

TEF briefing doc, and then have regular updates. Large scale government changes.

1. **Teaching Quality**

What does good teaching look like?

Lecture recordings essential. Unanimous support, good resource for revision. But doesn't improve quality of teaching. Difficult to encourage students to attend lectures if recorded.

Panopto training sessions for reps, reps can go set up panopto and upload for lecturers. CivEng. Track lecturer responses.

Start making it compulsory and phase it in. Make it easier for students.

Communication issue. No one knows how panopto works, seen as extra work. Policy in BioEng.

Hired AV assistants, to be rolled out across FoNs.

Often recordings aren't as useful has they could be, in terms of angles.

Why is there no standardised policy across the board.

There are privacy issues around lecture capture, end of the day, students are customers paying for a service.

Students aren't legally allowed to download recordings

More research into why lecturers may not want to record, find out root cause of the problem.

Often issues around confidentiality

Researchers aren't that great with teaching. People need genuine passion, it's contagious.

More training workshops for teachers. Benchmarking standards.

Teaching quality intrinsically linked to assessment and feedback.

Involving students into what is being taught, drawing students into the learning process.

Moving away from 'traditional forms of teaching' e.g.: slides, blackboard.

Certain lecturers have their own way of teaching; we need to better understand that.

Lecturers share methods and ideas.

ESE: reviews of degree pathways and learning outcomes. Backed up with learning gains

1. **National Student Survey Results** (Response attached)

Reasons behind drop in scores, no systemic cause, but rather general satisfaction.

Chemistry: did quite well, 11% increase. Taken with a pinch of salt, assessment and feedback still a problem, things do not get marked on time, takes over 5 weeks to receive work, discrepancy of marking across the board. Work marked by different lecturers.

BioEng: fallen by 16%. Still in the okay zone, assessment and feedback still a problem. Lack of communication across the department within staff. Students involved in recruitment. Feedback sessions in personal tutorials.

Biology: increased 3%. Down to increased use of panopto. Improve assessment and feedback, quality of feedback outlining areas of improvement. Maybe give out model answers, (issues around plagiarism).

MechEng: dropped 19%. department very complex, different to iron out kinks, assessment and feedback an issue, culture of negativity and complaining within the department in and amongst students. Affects how you view the department. Year who filled out NSS seemed real negative. It's 'uncool' to be excited by your course. Pushing positivity.

CivilEng: Highest NSS score; panopto not an issue. Two-week feedback turnaround, lecturers make the time to explain feedback properly. Grade boundaries explained. Paper submissions work better. Deadline matrix, lecturers willing to help. Undergraduate office good at tracking things. Small department so maybe that's why. Lecturer office hours. You said we did rhetoric used in department. Great sense of community. Dep soc and CU crucial to this.

Maths: Teaching quality lacks in 3rd and 4th year, less organised

Materials: Culture, atmosphere, community. Improve community between staff and students. You said we did a good approach. Worse in the country for academic support. Personal tutorials now being implemented for all years.

Quality of personal tutors needs to be reviewed and improved.

Computing: haven't really moved, but biggest problem with receiving exam answers, so students are bouncing them around amongst themselves.

ChemEng: biggest drop around personal development. Really important to stress that there is a life outside of university, overworked, it's more important to get softer skills. No time to do other stuff. SOLE a go to for feedback, doesn't really impact you.

You should be able to give feedback in person, why all the surveys? Use year reps as a feedback mechanism.

EEE: fell 2%. Issues around assessment and feedback, had to submit assessment every week but didn't receive feedback in time. Too much work, 12 exams in a single month.

1. **Assessment and Feedback**

Covered in previous agenda point

1. **College Education Strategy**

Motivated by NSS results. VP education wants to work with Union on new education strategy.

Want to gain wider student consultation and how best to do that.

Focus groups, have dep reps and year reps interested. Free food always works. Gathering people for focus groups, need dep reps and AAO to help.

People will often tell you what you want to hear, but utilizing examples to drive conversation.

Who's going be leading the focus groups, someone from Union should lead it (Luke is a good candidate), have dep reps involved and dep socs.

Should be general students, have a mix of year reps and other students, maybe have a random selection. Printer credits? Some unresponsive departments.

1. **AOB**

CGCU AAO: how's slack going? Crib sheet on how to use slack. Need to change ERB date for next time.

**Key Dates**

Next meeting: TBC