

Education & Representation Board
Agenda

*The final Ordinary Meeting of the Education & Representation Board for the 2017-18
Session will be held on Thursday 17 May 2018.
Location: Meeting Room 3*

Deputy President (Education)	Nick Burstow
Union President	Alex Compton
CGCU Academic Affairs Officer	Alejandro Luy
RCSU President	Michael Edwards
RSMU Academic Liaison Officer	Alice Bennett
Aeronautics Department Representative	Lachlan Price
Biology Department Representative	Yizhou Yu
Civil Engineering Department Representative	Marthe Boulleau
Computing Department Representative	Martin Zlocha
Design Engineering Department Representative	Michael Hofmann
EEE Department Representative	Karmanya Sareen
Physics Department Representative	Michaela Flegrova
Physics PG Department Representative	Lloyd James
Observers	
Vice Provost (Education)	Simone Buitendijk
Wellbeing & Campaigns Coordinator	Laura Regan

Formal Business

1. Chair's business
 - a. Deputy President (Education) (DPE) begins introductions for new attendees.
2. Minutes of last meeting – 15 March 2018
 - a. The Board are to send any comments to Laura Regan (LR) by Wednesday 23 May, noon if they have any changes to the minutes from the last meeting

3. Matters Arising

- a. Representation Coordinator added Curriculum Review as a standing point on the agenda

Matters for Report

4. Updates from the Deputy President (Education) **(Verbal)**

- a. The feedback audit has been completed and presented
- b. Several members of Union and College staff will be attending a conference in June to discuss what the *Student-Shapers* scheme will look like so there will be solid plans for August
- c. Completed an audit with the GSU President on postgraduate teaching on Wednesday afternoons. This will be presented at the next Quality Assurance and Enhancement Committee (QAEC)
- d. The Student Academic Choice Awards ceremony happened on Monday 14 May and went well

5. Updates from Academic Affairs Officers **(Verbal)**

- a. RSMU Academic Liaison Officer
 - i. Everyone is in the middle of exams or doing fieldwork so no feedback
- b. CGCU Academic Affairs Officer
 - i. The Queens Tower bells were ringing for around 2 hours during exam season
 - ii. The board discuss options to mitigate the disturbance to students sitting exams and whether the bells have to ring at that time

AP – DPE to investigate the issue and feedback to incoming DPE 2018/19

- c. EEE Department Representative
 - i. Asks the board whether there has been any action taken within their departments to mitigate the impact of the UCU strike action
 - ii. It is noted years 1 and 2 in EEE have missed a significant amount of course material which will impact them in their following years

AP – DPE to speak with EEE Department Representative

6. Curriculum Review

- a. DPE thanks the board for their help in drafting the framework for the curriculum review and informs the board it has been circulated to departments
- b. DPE asks the board whether they have any feedback for the next learning & teaching committee meeting. The board give the following updates:

- i. Design Engineering has a member of staff taking charge of the review. Organising by theme rather than by year. Secured funding for students specifically on learning & teaching
 - ii. Physics had one meeting with person in charge of review and at the time had not seen the framework document. Meeting again in June
 - iii. Aeronautics have not met with anyone but have been informed there will be focus groups in two weeks
 - iv. EEE focus groups happened quite early but were affected by the strikes. Concerned the data collected from the focus groups isn't being used and would like an update on what's happening
 - v. Computing Director of Undergraduate Studies (DUG) is asking for students opinion on change
 - vi. Civil Engineering haven't involved students much. Students independently collected information and sent to the DUG. The department said the process would begin in the summer when there aren't any students around to be involved in focus groups
 - vii. Biology find there are problems with new course conveners and would like to see some best practice guidelines so that new courses receive the same support as continuing courses
 - viii. Materials and ESE students frustrated they're not involved in the early stages and would like more communication from the departments on what is happening behind the scenes
- c. DPE asks the board if they are happy with this style of feedback on the curriculum review for the future
 - d. The board suggest an live spreadsheet of issues might be an effective way to record comments as well as sharing best practice in meetings
 - e. Civil Engineering Department Representative questions whether departments communicate and share best practice like Department Representatives do. DPE lets the board know there are faculty level meetings but they are usually discussing issues relevant to all departments

Matters for Discussion

7. Presentation from Alex Compton – IMPLEMnT

- a. Union President introduces the IMPLEMnT project to the board.
- b. Union President asks the board for feedback on what technologies in teaching they find useful, which ones are used badly and what do they use to help study outside the classroom. The board give the following feedback:
 - i. EIE use one coding programme to avoid confusion amongst students which is useful for learning coding
 - ii. Python and Jupyter Notebooks are easy to learn
 - iii. Powerpoint can be temperamental and stop working, lecturers rely on powerpoint too much
 - iv. Lectures where lecturers write in hand on the boards have the highest attendance

- v. The visualisers for boards are useful
- vi. Videos are useful but it's not fair to fit all the extra content not covered in class into a video
- vii. Panopto and YouTube
- viii. Department uses learning analytics to track attendance
- ix. Concerned telling staff low tech options are better
- c. Physics PG Rep asks for clarity on the objectives of the project. Union President informs the board this is a project with two phases, the first stage will help lecturers identify the best technologies for the style of class, the second phase will help lecturers create the learning content
- d. Union President asks the board whether they think a forum for students to share how they approach different styles of learning would be a useful tool
- e. The board discuss the differences between a shared resource of notes/information and a study skills bank

AP – Biology Department Representative to email DPE with information about facility and projector issues

AP – Union President to send LR questions to send to the board for comments and feedback

8. Horizons/BPES

- a. DPE introduces Vice Provost (Education) to the board
- b. Vice Provost (Education) gives the board a background as to why the Horizons/BPES paper has come about
- c. Vice Provost (Education) asks the board for feedback on the paper. The board gives the following feedback:
 - i. There are different strategies to develop multi-disciplinary skills, look to Melbourne Uni and MIT for examples of best practice
 - ii. Five credits over four years is not worthwhile or going to help develop communication skills
 - iii. Physics have a professional skills programme worth 20 credits
 - iv. How will Horizons be connected to the core curriculum
 - v. How will consistency be ensured across the board
 - vi. Have Horizons courses been designed with employers in mind
 - vii. How will courses be allocated, will students end up with their last choice
 - viii. Will there be an expansion on the Horizons current offering
 - ix. Consider how to include societies into the curriculum as they are already developing these skills in their roles
 - x. Would a volunteering and community engagement module could fit within this framework, similar to the work the Union offers through Imperial Plus, Imperial Award and volunteering
 - xi. What's the consideration for non-South Kensington campuses
 - xii. Has there been research into what departments currently do
 - xiii. Group work, communication and community engagement is a wholesome way of developing these skills

- xiv. Link volunteering and community engagement to what students already study instead of doing BPES separately
- xv. Ensure the timetabling doesn't clash with extracurricular activities, some Horizons classes clash already
- xvi. Ensure timetabling for exams and deadlines don't clash
- xvii. Civil Engineering don't have access to IDX (inter-departmental exchange) so this change would be welcomed by those wanted to learn in other departments
- xviii. Concerns about the quality of the teaching/modules and ensuring they are assessed at the same level
- xix. Pass or fail grading makes it seem less like a proper subject
- xx. Can departments opt out of the scheme and provide their own alternative
- xxi. Has there been consideration about low attendance rates
- xxii. The way BPES is currently framed doesn't present the goals it is trying to achieve
- xxiii. Multi-disciplinary teams working together on project based work with a small amount of supervision
- xxiv. Don't want to see these modules as lecture based
- xxv. Important to work with students from other departments, potentially get students to self-propose a project, option of grants
- xxvi. Needs to be a unique selling point for Imperial
- xxvii. Engineers without borders could be a good example to follow
- xxviii. There should be an opportunity for students to feed into ideas for the modules
- xxix. Will there be student Reps for these new courses
- d. Vice Provost (Education) informs the board of the following:
 - i. It has been a group effort including all departments, staff and students and forms an integral part of the learning & teaching strategy
 - ii. Volunteering and outreach could be part of BPES, need to think about how this would be formally assessed
 - iii. Departments will have flexibility to develop their own offering
 - iv. Trying to limit the number of hours outside the working day
 - v. Concern if we grade students they will be compelled to strive for the highest grade in a competitive way
 - vi. Departments opting out would need to work with partner departments and make sure curriculum meets the same goals
 - vii. There will be a broader suite of offerings than Horizons
 - viii. Some questions to be answered however this paper is a starting point for change
- e. DPE informs the board that the College's Quality Assurance Structures will be in place to assess and regulate new modules

AP – DPE to put RCSU President in touch with Alan Spivey

9. ARN Review

- a. DPE informs the board the Union will be conducting a review of the Academic Rep Network
- b. DPE asks the board what they would like to be covered in the reviews and what they would like to see as outcomes. The board gives the following feedback:
 - i. Consult students and the existing Reps who know the systems
 - ii. Create proposals and consult students when their opinion can still shape the changes
 - iii. Departmental Reps should have the final say on number of Reps per department
 - iv. Training needs to be rewritten, consider Constituent Union's role in this
 - v. Every Rep should have a dedicated email to help with handover but also more professional and a central place to send students
 - vi. Look into communication for the Reps
 - vii. Potentially a form of evaluation for the Reps, such as adding into SOLE
 - viii. Evaluate rewards for Reps
 - ix. Would be good to see training as an opportunity to network and build relationships, make it more personal
 - x. Look at the relationships between Academic and Wellbeing Reps and DepSocs, including funding available
 - xi. Look into Student-Staff Committee best practice
 - xii. A toolkit of information that Reps can pick up at any time/repository of what Reps have been up to
 - xiii. Look at postgraduate representation
 - xiv. Look at the election cycle for departments with different programme timings
 - xv. Share Rep achievements as part of training programme
 - xvi. Review the Wellbeing Representation Network
 - xvii. What technology Reps use to help them in their roles

AOB

10. DPE – Union Awards

- a. DPE reminds the board to nominate any volunteers they have worked with this year that have excelled in their role for a Union Award, nominations close Monday 21 May

11. DPE – Thank you

- a. DPE thanks the board for all their hard work this year and wishes them well for the future
- b. The board thank Nick for his hard work

Meeting Concludes: 19:49