

# Education Committee Meeting

28<sup>th</sup> March 2024 | 18:00-19:00 | Large Rehearsal Room

Meeting called by  
Type of meeting  
Chair  
Note taker(s)

Education Executive Committee

Education Committee Meeting

Faculty Presidents

Emily Bannister

**Attendees:** Emily, Hitanshi, Calum, Cam, Sairaa, Rohin, Aarushi, Anastasia, Kiera, James, Tom, Harry, Daria, Sydney, Harry, Ben, Sadie, Chloe-Anna

**Online:** Chase, Harriet, Shreya, Mariana, Ruchi

**Apologies:** Serena, Rebekah, David, Gemma, Syna, Aarushi, Sadie, Olivia, Anna, Finn, Frederica, Harriet, Sydney  
Christy

**Absences:**

**Guests:** Dr Gosia Mitka- Associate Dean, Education (Arts and Divinity, Education)

## Agenda Item

Topic	Presenter	Time Allotted
<b>Welcome</b> <ul style="list-style-type: none"> <li>Approval of the Minutes</li> <li>Welcome to our guest Dr Gosia Mitka who is the Associate Dean, Education (Arts and Divinity, Education)</li> </ul>	Sci/Med FP	5 Minutes
<b>First Agenda Item: MEQs Discussion</b> <ul style="list-style-type: none"> <li><b>Gosia:</b> University is in process of re-designing MEQs. This is a very complex process. The University acknowledges that for students it is better to hear feedback mid-semester; however, it is better for staff to receive feedback at the end of semester. Asking DoTs for evidence of feedback provided and feedback acted upon could be a possibility. MEQs open from Monday but would still appreciate the Education Committee to engage in this process and make the University aware that staff are acting upon feedback. Economics students have asked for ‘real life’ examples of their subject in the real world- staff acted upon this. Computer Science students raised issue of class timing and then the school redesigned the style of classes. In the long term the University want to find more suitable mechanism eg. Staff emailing after module any changes they will make in future as a result of student feedback. Idea of social media stories or posters could make known student impact on module. <b>How can we understand that student feedback is taken onboard?</b></li> <li><b>IR SP:</b> not enough students fill them out and majority of comments are negative. Need more engagement with MEQs. DOT send email at beginning of module to show changes are</li> </ul>	Arts/Div FP	20 minutes

being acted upon- students currently don't feel like they have a voice or impact upon school. Could MEQs be made mandatory, eg. If don't fill in don't receive grade- could it be the case of one required question ALL students have to fill in?

- **Gosia:** this has been a staff idea but now it has been suggested by a student it can be taken more seriously. Currently we have too many questions so should be stripped down to bear minimum of what Proctor needs to see. Proctors Office wants to see standards across university.
- **Management SP:** makes sense to let students know the impact of MEQs but could this be instant or when students are filling in their responses.
- **Gosia:** MEQs taken in tutorials would get a higher response rate. Need to ask bare minimum questions to figure out what necessarily needs to change to improve immediate student experience.
- **Management IR:** when MEQ link put up in tutorials should verbally communicate that changes in past have been acted upon.
- **Chemistry SP:** would be very useful for honors Chemistry modules to show that the way module is taught is a result of MEQs- was done verbally in first few lectures of the semester. Lectures could bring this up again during MEQ weeks.
- **Mod Lang SP:** to get reasonable numbers of feedback from range of opinions it wouldn't be unreasonable to make it compulsory. Each faculty should question when MEQs take place eg. MEQs open during dissertation season would mean less responses.
- **Gosia:** option of opening MEQs for entire semester.
- **Arts/Div FP:** this would alter 'overall' experience of module because students would only fill in when super happy or negative experience which is not reflective of overall experience.
- **Comp Sci SP:** would be useful to have student representative impact after MEQs as students could pinpoint exact problems. Compulsory MEQs risk students rushing to complete with lack of detail.
- **Gosia:** university is not worried about low response rates. I am more interested in proactive dialogue between staff and students. MEQs provide only proof of student and staff interaction.
- **Physics SP:** SSCC meetings are also documented and recorded on the University website. SPs have evidence of each class rep's feedback.
- **Gosia:** in response to the above comments made by the Physics SP, MEQs allow feedback across modules.
- **IR SP:** MEQs open all semester would mean would only reply when something really good or really bad occurs. Shouldn't be able to give multiple responses. SPs get emails throughout semester that they address with staff on behalf of

<p>students. Link to google form feedback would be better throughout semester and MEQs as larger review of opinions towards end of semester.</p> <ul style="list-style-type: none"> <li>• <b>Sci/Med FP:</b> class reps give a holistic overview and have option of giving specific module feedback.</li> <li>• <b>Physics SP:</b> need to revisit when MEQs are made available. Last semester was released during exam period which put people off filling in.</li> <li>• <b>Music SP:</b> maybe write sidenote at start of MEQs ‘be aware of your biases against lecturers- your response will be read by real people’.</li> <li>• <b>IR SP:</b> students need to better understand how their feedback is used.</li> <li>• <b>Arts/Div FP:</b> social media being used- students would be annoyed if they were told to use MEQs over social media.</li> <li>• <b>Comp Lit LC:</b> lecturers should spend 5 mins explaining how MEQs could be used- verbal communication works better.</li> <li>• <b>Gosia:</b> cannot immediately implement changes but thank you for your responses- University will do everything they can to implement changes.</li> </ul>		
<p><b><u>Second Agenda Item: Education Committee Feedback</u></b></p>		
<ul style="list-style-type: none"> <li>• <b>German LC:</b> really helpful when weekly repost forms are sent in group chat rather than email. Food makes a big difference to productivity.</li> <li>• <b>Physics SP:</b> what is the role of a postgrad president because postgraduate problems all end up with school presidents.</li> <li>• <b>IR SP:</b> why aren't Postgrad Presidents at EduCom?</li> <li>• <b>Arts Div FP:</b> there's a general lack of a postgrad education structure and a lack of engagement. Postgrad Presidents serve on EduExec.</li> <li>• <b>Sci/Med FP:</b> netter training for postgrad presidents and more outlined SP roles and PGT roles.</li> <li>• <b>Physics SP:</b> need more outlined PGT and PGR roles.</li> <li>• <b>IR SP:</b> each school role is supposed to have meeting- SPs have no proof that there's representation from their schools- could SPs have optional attendance at these meetings? Needs to be a clearer connection between school roles and EduCom.</li> <li>• <b>Arts Div FP:</b> making sure school role holders have closer relationship with SPs OR school roles have separate committees with separate leaders? Eg. Careers reps under employability officer.</li> <li>• <b>Physics SP:</b> school role meetings should be minuted and sent to SPs.</li> <li>• <b>Mod Lang SP:</b> could EduCom as a group be more involved in postgraduate representation because there is a lack of interaction? Staff are also shocked that postgrads are not under SPs.</li> <li>• <b>Chemistry SP:</b> Chemistry has a staff member devoted to postgraduates. There needs to be more incentives for postgraduate representation.</li> </ul>	<p>Sci/Med FP</p>	<p>20 minutes</p>

<ul style="list-style-type: none"> <li>• <b>IR SP:</b> SPs should have option to attend postgraduate meetings and school roles meetings- personal experience of careers rep promising to be at meeting when they weren't- shouldn't be mandatory for SPs to attend but should be given option. Themed EduCom session monthly.</li> <li>• <b>Arts/Div SP:</b> themed EduCom sounds good- careers week where careers rep attends, and staff also attend.</li> <li>• <b>Management SP:</b> need to change the way SP emails are sent as need to look more engaging (Association Presidents emails look fun to read).</li> <li>• <b>Mod Lang SP:</b> needs to be more incentives to be student representatives- needs to be more proof/awareness of changes Uni will make.</li> <li>• <b>Chinese LC:</b> is there way for emails could be filtered- specific school presidents should get specific emails.</li> <li>• <b>German SP:</b> seconds this. SPs get lots of emails every day.</li> </ul>		
<b>AOCB</b> <ul style="list-style-type: none"> <li>• Incoming SPs will be invited to EduCom next week.</li> </ul>	Sci/Med FP	5 minutes

**Observers:**

**Resources:**