



Education Zone Tuesday 7th November, 4pm SU Coffee Lounge

Present

Chair

Steph Foxtton (PE)

Students' Union Officers/staff

Paul Murtough - Representation and Democracy Coordinator (PM), Louise Aiken - Membership Engagement Manager (LA), Annie Severn - President of Wellbeing and Diversity (PWD), George Coombs - President of the Students' Union (PRES)

Chairs of School

Stella Woolnough - Chair of ADC, Sophie Howell - Chair of BUS, Georgina Lunn - Chair of EDU, Joe Lynch - Chair of HSC, Zoe Buckton - Chair of HRP, Alex Terry - Chair of LAL, Holly Sloan - Chair of PMP, Ebony Collier - Chair of PSS, Abi Cranswick - Chair of SPO

York St. John University Staff

Victoria Watt (Academic Services Manager), Suzanne Dickinson (Employability Projects Coordinator)

Student Representatives

107 members - headcount

Apologies

none received

Welcome & Introductions

PE welcomed all in attendance to the meeting and presented staff with the opportunity for introduction

Items for Any Other Business

None were taken

Agenda Items

1. Careers – HEAR and Grad intel
2. ILS – Digital training and work ready
3. Rep updates
4. Open discussion
5. Any other business

1. Careers – HEAR and Grad intel

PE welcomed Suzanne Dickinson to present on the HEAR and navigation of the GradIntel website.

Any comments/questions can be sent to s.dickinson@yorks.ac.uk

2. ILS – Digital training and work ready

PE welcomed Victoria Watt to discuss new updates with the members regarding ILS.

Any comments/questions can be sent to v.watt@yorks.ac.uk

3. Rep updates

PE presented updates regarding rep accreditation and training which is available online at www.ysjsu.com/reps

4. Open Discussion

School of Art, Design and Computer Science

Illustration 2nd year

No wifi

Still moodle issue, mix up with tutors and timetabling.

Product 1st year

From now on less group lectures

Some alterations need doing to rooms- people can't see the board etc.

In need of a proper module launch, and structure of the year lined out to students e.g . assignment deadlines

Tutors not being specific enough about what is being marked, and how to do it.

No proper instruction of how to put a portfolio together.

Trip to Hepworth, was good but too fine arty, would have preferred a more design based trip.

Photography 2nd year

Better this year than last year- facilities

Wifi is really bad in Mcgreggor

Moodle- things on there aren't that clear on theory side.

Tutorials are good but moodle is no help when at home or alone.

A lot more relevant guest speakers and photographers from the industry coming in which is great

Computer science 3rd year

Going great, no complaints.

Product design 3rd year

Lecturers sometimes aren't concise enough when giving feedback- makes student's slow at improving.

Trip to London, was really good and gave a true insight into the industry.

Computer Science 1st year

When asking for help from tutors, sometimes they just do the working out instead of showing students how to do it.

Difference in student ability- some have done A-level maths, others haven't. How can we monitor this for next year?

Maybe suggest putting on workshop sessions, and letting students know that tutorials are available for help if students want it.

Spaces to work in are open all of the time which is really great.

Product 2nd year

All positive

Deadline not until Jan- but lecturers seem very laid back and flexible with them which is great.

Fine Art 3rd year

Not being able to find staff- frustrating sometimes, especially getting a hold of technicians

Crits are better this year as there are less of them which means students are more engaged in them= better feedback from students in crit

Trips are great, very reasonable prices which is affordable for students. Been given plenty of notice, therefore time to save up for them and plan around them.

List of trips for semester 2 to be given before xmas please, so students can save up and book them in.

Perhaps students could liaison with staff to organise day for a trip to the Henry Moore Institute- ensuring students don't miss anything important

Suggested trips to any of the Tate galleries- big favourite with students.

Some students are still a little annoyed at the decreased amount of funding for degree show, in comparison to last year's third years. If staff come up with any creative ideas for students to fundraise themselves, that would be great.

York Business School

First year

Positive feedback on courses.

Printing credits given by Uni not enough for the amount of work students are being told to print off, prices too high → I advised not sure there is much I will be able to do about the prices, however I advised to think about buying a printer for themselves a low cost economically efficient one which will last the years at University and beyond.

Lack of support regarding referencing, essay technique and essay requirements → feel they are on their own and little advice as different level from college essays → will look into options that are available by ILS ect and to see if we can implement a few workshops ect.

Few issues regarding lecture slides being unavailable on Moodle to students before the lecture commences in sufficient time.

Unsure how to find out about extra time in exams and if possible in essays.

Second year

Seem happy, students have noticed a step up in the expectations of them academically compared with first year, however seem to be dealing with it well → as Chair of School I will keep a regular check on things and listen out for any issues that may arise over the term to ensure second year students are still on track.

Third Year

Students feel supported by academic staff especially with progress meetings and dissertation staff → however issues still regarding group meetings with dissertation tutors and other students as this should not be happening. → needs to be resolved ASAP.

Strategic HRM Module → feel presentation is not necessary as it is not graded as struggling to balance other university work deadlines alongside with the presentation.

Several complaints regarding the room of International Business and Economics as not enough seats to accommodate number of students → students have to go into another room to find spare chairs → poor choice of room which means students cannot focus on the lecture in hand as feel disrupted as lack of space.

Masters Students

Due to students being in a lecture unable to attend Education Zone. One rep present at the meeting, students seem happy so far was the feedback given to me → my response was if any issues arise feel free to contact me as Chair of School.

Top up year

International students apparently struggling with language barrier which prevents them asking for help on assessments or unclear of assessments → any chance of extending or putting on English classes to improve this problem. → Steph Foxtan said she will look into this if possible and perhaps combine with English degree program.

School of Education

Widening the awareness of my role to more students- reps shared and helped to increase awareness of my role as a chair of school and how to get in contact with me Any problems with regards to academic studies were discussed and compensated - there seemed an overall theme of students finding some modules inefficient and unorganised

A pizza night for all reps and the chair of education was discussed for after reading week as a way to meet and discuss any problems/queries

It was found that not every student received the emails I had requested to be generated around all education students, so as chair I am looking into that and getting in contact with school.dptEPS

School of Health Sciences

Occupational Therapy 2nd year

Timetabling

Occupational Therapy students have had several issues with timetabling over this semester. Group seminars have been timetabled in rooms that are too small and unable to hold the number of students in the group. We have also had several occasions where there have been 4-hour gaps between sessions. The staff has tried to raise this with the timetabling to rectify as both staff, students and rooms have been available during the gaps at times but the requests have been denied. Along with raising this, I would be grateful if you could ask how can this be resolved and how long will it take?

Praise for OT workshops and OT society

This year (2nd year) OT students have been given the opportunity to partake in some experiential workshops relating to various areas including splinting, wheelchair assessments and visual impairments by both the course and the OT society. A lot of interest and excitement has been expressed about these and how useful they will be.

School of Humanities, Religion and Philosophy

deadline issues for joint honours students

isolated reps in theology

post graduate inclusion in the main student body and timing of events to meet their schedules

issues with lack of context in 'Imaginary Worlds' module, volume of text to read for the 'Shakespeare' module and issues with some tutors teaching styles.

School of Languages and Linguistics

HEAR accreditation,

what can be recognised in the School of Languages and Linguistics that will be placed on a student's HEAR accreditation alongside their degree?

YEAL (York English as an Additional Language) and YESOL – can these voluntary academic responsibilities be put on a student’s HEAR accreditation if they took part in it? Are the SU able to advertise these two voluntary events that happen in the School, through social media etc.?

Are you able to advertise YESOL? Monday’s – 4-6pm?

Can ULAB (Undergraduate Linguistics Association of Britain) conference also be put on a student’s HEAR accreditation?

Masters,

Induction and research day. Can the campus tour be changed so that students who have carried out their undergraduate degree or even masters (if doing a PhD) don’t have to have said tour? It seems pointless as they already know the campus and where everything can be located

Professional Linguists,

this applies to the 3rd years in their 2nd semester, can there be the arrangement for a ‘professional’ in that field of languages, someone external? In Japanese, can their be more contact time with the tutor?

The use of English in a non-English classroom where another language is taught seems to be defeating the object of learning and communicating in a foreign language, what can be done about this?

Regarding language classes -

the below is taken directly from a languages student on the issue of being placed into certain language classes.

So in first year we were all automatically put into the advanced class, then following our year abroad we were automatically upgraded to proficiency class however not everyone in the class is the same level”.

“I meant that it would be beneficial if there was a test to see how much we had improved (there is one but it is done by the European commission rather than the uni) so that everyone in the class is the same level or thereabouts”

TESOL assignment arrangement

The formative and summative assignments seem illogical, seem oddly shaped and rushed

There is one assignment for TESOL – split into 2, 1 formative (draft) and 1 summative (final). Data collection was carried out on the 27th of October, formative draft was due on the 15th of November (3,000 words). A specific section of the draft is highlighted that they want to lecturer to read. This is then edited after it is checked

2,000 words must then be added to the 3,000 to form the summative assessment, this is due on the 15th of December

Complaint

There isn't much time given for the addition of the 2,000 words

Bizarrely, there is less time to complete and submit the 3,000 word essay than there is the 2,000 word formative assessment

People don't know how to fully structure the assignment. There are no classes on critical analyses, or practical learner analysis

People are thus, struggling in this module

School of Performance and Media Production

Music:

The composer suite in the Wilmore area has had all the tech and computers removed, which means the only space they are able to use is the Octagon. This is always full of students, and the only other room they have is in Holgate, which isn't good enough for their music needs. They desperately need more space to work now that the composer suite has gone, because both that room and the Octagon room are the only places with the software they need to be able to do their work, as it isn't a software they can use at home.

WIFI in the chapel is virtually non-existent. This means they can't use the register system, and as a result it takes 20 mins after a lunch time concert just for everyone to sign three bits of paper to say they are registered in.

Room WT102 also has no wifi which makes it a difficult space to use.

Booking spaces – rehearsal spaces are constantly being double, or triple booked. Students timetable is completely different to Staff timetable which means that students are getting wrong information for times and locations of lectures.

No heating in the music block – means that instruments are getting damaged because of the cold, so the university is having to pay out to fix them when they could just get the heating fixed.

Having to do three hour lectures in the music block without any tables is very uncomfortable they need to be moved to an actual lecture space like DeGray.

Students are not being told how to access their feedback.

Feedback is always late – often comes in 4 – 5 weeks rather than the expected 3 weeks.

Students are expected to reply to emails in 2 working days yet lecturers take 1.5 weeks to respond.

Communication to other lecturers is virtually impossible as they don't respond at all.

Media:

In first year there isn't much clarification in terms of individual courses – journalism, film and TV etc are all together, which means students are having lectures on the course they aren't interested in as well as their own degree. This means they don't know what notes they should be taking and there is a lot of confusion.

Journalism – assignment briefs are not always clear

Mostly pen to paper lectures rather than seminars – there needs to be a mix of lectures and seminars/discussions as its very difficult for those with dyslexia when it's pure writing. More interactivity needed.

Radio need a posted-on-Moodle list of key terminology.

Drama/Dance:

Spaces are a massive issue for dance and drama due to societies over-using them. Dance society are rude to Dance students and use up the studio every night of the week. Very unfair that Dance Students, who pay £9000 a year, are being put in a position where they can't even rehearse for their assessments because Dance Society are constantly in the studio? The SU needs to communicate with academic staff before booking spaces, because courses should have priority over their specialised spaces. Societies are important and have a right to spaces, but students come here to primarily do degree, so that should come first. Especially during assessment times. This is also an issue with theatre spaces and MPS

Student from dance has raised concern that societies are taken too seriously – she was told by the cheerleaders that if she didn't take part in the bake sale, she won't be allowed back.

Communication: lecturers aren't talking to each-other, so information given out is often wrong or information is not given out early enough

Academic tutors are virtually non-existent. All students often know is the name of their tutor. Students have tried to email but academic tutors have not responded. More support from them is needed.

Children and Young People Module – essay doesn't work as an assessment, it should be a catalogue document. If you miss module sessions they won't let you go into the school on placement, but the sessions aren't very good anyway because when they do go on their placements they are left not knowing what they are supposed to be doing. Tutors on this module are constantly contradictive – they ask you to do workshops then have a go at you when you do the work because they decided that they were going to give time in the session to do it. The module feels unorganised – as a result tutors take it out on students. No support for the main activities of a workshop; all the tutors bring is more warm ups to try. Tutors are not communicating with the placements – the schools are after one thing, but the lecturers are making them do another. The placements and what the schools want are not suited to the assessment guidelines. They also don't inform the school when a tutor is going to be observing the students in a workshop. No focus on safeguarding training which they feel they need, and very last-minute information about needing DBS checks done – need to be told this before summer so they can do it in time. One of the tutors, Nicola, has never worked with the age group that the students are working with, which means that they are not getting much support or right advice for that age group. Bev and Nicola treat the students like they are children in that module. When Bev gives feedback, she has an 'I know better than you' attitude. Even though the module is also with dance students, very little help on creating dance workshop is being given. Tutors don't understand they have other modules as well as Children and YP. They have been told not to send emails past 5pm yet Bev sends emails at weekends and late at night. No teaching given on how to handle children with learning difficulties. Summer reading came far too late for this module, so they felt they didn't have time to complete it. This was the only resource they were given – they've had no resources on how to write workshops or academic reading. Some placements don't start till after reading week which isn't long enough.

Students who are on the 'Dance' only module are being made to do drama activities which makes them uncomfortable as it's not the degree they are there to do.

Need to bridge the gap between drama and dance. Dance are being left out of the loop; they were told not to go to dialogue day by Nicola, but when they didn't turn up the drama tutors were not impressed that dance was missing. There is a communication issue between dance and drama as a joint honours and as individual degree programmes.

First year workshop practise module – they were promised a placement but didn't have one. This meant they felt very unprepared for placements.

Clarity on payments needed for Poland trip as students are unclear on payment deadlines and are struggling to afford the payments. Would prefer to start paying for Poland in summer so that it coincides with summer jobs and student finance.

MA Performance and Applied Drama are left completely out of the loop with any emails or information.

Psychological and Social Sciences

Social Sciences

Social science reps discussed a survey that had been circulated in order to gain feedback in preparation for programme level meeting

- Mention of acting on the high dropout rate in social sciences
- Attempting to help to develop the social science programmes which are fairly new courses

Mention of some staff members being unwilling to cooperate with some reps (this is currently being looked at)

Psychology

Mention of lack of awareness over exams

- How difficult are they?
- What are the expectations?
- When is the exam timetable released?

Lack of communication from some staff members

- Some emails appear to be going straight to a staff member's junk mailbox

School of Sport

Students are happy with lecturers, good relations between students and staff - very positive!

Planning a Programme Panel Meeting with Brett Wilkie, and a few academic reps to form an action plan for the year and what everybody wants to achieve and how this is going to be done. Also figuring out a good way of spreading information to the whole school quickly and easily (so everybody is in the loop and people know what we are up to) as it is difficult to do so when we are only in contact ourselves with certain individuals i.e. those on our specific cohort / friends etc.

A few issues with staff being absent and a lack of cover - however this has already been discussed with the Andy (Head of School) and action has been taken on this with catch up sessions being run.

6. Any other Business

None submitted

Date of Next Meeting

Tuesday, 28th November, 4pm

Item	Action	Assigned to
Open discussion	Action: Chairs of School to liaise with PE on updates from programmes and ensure actions are taken (Page 2-10)	PE/CoS