## Education Zone
## Tuesday 28ᵗʰ November, 4pm
## Temple Hall

### Present

### Chair
George Coombs PRES)

### Students' Union Officers/staff
Paul Murtough - Representation and Democracy Coordinator (PM), Louise Aiken – Membership Engagement Manager (LA), Matt Allton – Design and Communications Coordinator (MA)

### 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, 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
Steph Foxton – President of Education
Ebony Collier – Chair of Psychological and Social Sciences

### Welcome & Introductions
PRES 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. SU and Rep updates
2. Open discussion
3. Any other business

## 1. SU and Rep updates
PRES and PM presented updates to the students – PM noted that accreditation was open for multiple logs and can be accessed by the link sent via e-mail.

## 2. Open discussion
PRES introduced each question, providing 5-10 minutes for each chair to gain feedback from the students.

Below if the feedback attained by each school

## School of Art, Design and Computer Science

### Computer Science (1st and 2nd year)

**Staff have made the subject interesting:**
all lectures are apart from one, Paul Jervis.  (first and second year)
People aren't showing up to Paul's sessions.
Lack of support
Not engaging with students

**My course challenges me to do my best work:**
Course is great- content and software
Apart from in maths module- issue with software- different version to work sheets.

**The marking criteria for assessments is clear before I submit my assignment**

First year- Emails are sent out if students have questions about the criterias
Second year- Everything throughout first and second year has been fine, apart assignment with staff members

**Marking on my work has been fair**

Second- marking so far has been fine, concern with assignment submitted today with staff members- were not sure what exactly went in it.
First- In week 3 had mock assignment, were supposed to get feedback. Some   Students have and some students haven't

**Feedback on my work has been useful and on time:**
First year- Feedback from week 3 still hasn't been sent out to half of the students
Second- Exam 8th mock 5th. Date of mock is pointless as no time to get feedback, would be more useful to have it at least a week before in order for students to get some feedback back from it.

**I am able to contact staff when I need them & I receive support when I ask for it:**

First year- mainly fine
Second- all fine apart from some staff

### Fine Art (3rd year)

**Staff have made the subject interesting:**
Staff try to mix things up but you can never suit everyone

**My course challenges me to do my best work:**
Three larger modules- manageable- still challenging

**The marking criteria for assessments is clear before I submit my assignment**

Module launches are clear, we get refreshed on it

**Marking on my work has been fair**

Clear- eg dis presentation- charts with marks on, and recorded feedback.

**Feedback on my work has been useful and on time:**

Never had late feedback, always been throughout the three weeks' time period

**I am able to contact staff when I need them & I receive support when I ask for it:**

No issues there

### Interior Design (2nd year)

**Staff have made the subject interesting:**

Staff try but sometimes aren't successful

**My course challenges me to do my best work:**

Second year modules are better structured and challenge in comparison to first year. Modules have been planned- first year was not focused enough on interior which stopped students from being challenged with their work

**The marking criteria for assessments is clear before I submit my a assignment**

Emails have been sent out about exactly what needs to be done

**Marking on my work has been fair**

Nothing has been marked so far this year, see how feedback goes from client

On a whole last year feedback was consistent for students- students felt they had a good understanding on what they needed to work on

**Feedback on my work has been useful and on time:**

Feedback has always been prompt, always on time!

**I am able to contact staff when I need them & I receive support when I ask for it:**

Issue before- warren spoke to D and she's replying to emails quickly

## York Business School

### Staff have made the subject interesting:

Overall, students feel well engaged and interested within the modules chosen.

Journal articles, book chapters and videos are often put up on Moodle to discuss within seminars or as extra reading.

### My course challenges me to do my best work:

Yes, always challenged within the discipline of finance and accounting with the formulas and they are well explained with time for practice questions within seminars and drop in sessions.

### The marking criteria for assessments is clear before I submit my assignment;

Yes, normally explained, however students sometimes feel; it is generic as often the same grid and criteria are used throughout several modules.

### Marking on my work has been fair;

Agreed

### Feedback on my work has been useful and on time:

At times feedback is a little basic from particular tutors due to the lack of depth that is given.

### I am able to contact staff when I need them & I receive support when I ask for it:

Always accessible through email which a response is given, however some tutors do not always reply.

## School of Education

### Staff have made the subject interesting:
Education & Values module (third year ed studies) – the lecturer could have made the structure clearer so we knew where it was going with regards to the assignment, student feedback earlier on would have made it more interesting, Investigating Learning module (third year ed studies) really good content – overall staff only make the subject interesting if they have some passion about

what they are teaching and most education lecturers are

**My course challenges me to do my best work:**
A few feelings that Education Studies does not challenge us enough, could do with more debates, to be able to bounce off one and other, lecturers to allow us to decide what students want within workshops. Looking, at all aspects of education past, future and present which is challenging, lecturers could push slightly more- especially in second year

**Staff are good at explaining things:**
When it is something that interests them and when it is something they fully understand (when a lecturer has taken over another module from another lecturer it has been found there are sometimes unclear explanations where the lectures have not communicated enough)

**The marking criteria for assessments is clear before I submit my assignments:**
Yes very clear, but sometimes not gone over and explained enough – some lecturers do not actually agree with criteria or way it is defined

**Marking on my work has been fair:**
Learning in practice module- Tutorials too late – only getting one 10 min tutorial for 2 assignments- for students with learning difficulties it is difficult to get this much contact time – Graham Bryant - maybe put more tutorials up or provide a 'drop-in' so prep before marking needs improvement, same feedback every time, would be nice to be told where the improvement is needed. Not at all marking has been fair, especially with regards to group presentations and involvement

**Feedback on my work has been useful and on time:**
Feedback isn't always on time, students don't mind as long as it is justified. Would be helpful to get feedback earlier if another assignment is in during that time (so you don't make the same mistakes again)

**I am able to contact staff when I need them & I receive support when I ask for it:**
As some staff are part time this is sometimes hard, especially if they are your dissertation tutor, a few lectures prefer to work from home as their offices are not efficient – which is hard if you need to pop in and visit or need support, when support is asked, lecturers do appear to try and help in the best way possible – one lecturer Jonathan Vincent has been so supportive with regards to postgraduate applications

**Staff take on board my feedback when I give it to them:**
Some feedback isn't valuable and useful. Everything on feedback is also prompting you to go to study development classes or Clare Mcluskey-Dean

when all students want is lecturers guidance as they know that module best, when students want help, lectures always seem put up tutorials which is good but students would prefer more than 15 minutes to go over something, however it does depend on lecturer

## School of Health Sciences

No students in attendance

## School of Humanities, Religion and Philosophy

### Course structure
Geography: lessons on mapping and information from tutors has been really useful, info on hydraulic fractioning and new technology was really interesting.
Lit: more information on productions than texts in the Shakespeare module
20th century writing wasn't found to be very challenging
Creative writing: experimental writing module is challenging with lots of o
Opportunities to apply knowledge
Some more support could be provided for lit students taking media module 'indie cinema' (this has since been addressed with head of course who is providing additional basic texts)

### Staff and explaining things
Some English lit tutors could 'dumb down' language used
Geography software could be actively demonstrated rather than using worksheets

### Marking criteria
English lit and creative writing can be quite subjective, some tips on workshopping and taking constructive feedback could be helpful
Geography cover sheet is very detailed and helpful, clarification needed for first years on their second essays on how many academic references are needed as students assumed same number would suffice

### Feedback
Useful and on time, when late students have generally had a warning
Students have expressed interest in having a standardised time at which feedback goes live to prevent stress throughout the day (have since met with tutors at humanities committee who concur that this is a good idea)
If given a lower mark then students would like a lot of constructive feedback
Stressing backing up files due to changes in extenuating circumstances

All reps feel supported and that they have a food network of support

## School of Languages and Linguistics

### Staff have made the subject interesting –

Across the board, bar 2nd year modules and teaching, as I haven't heard anything from there two reps, that the teaching is fluent, up-to-date and interesting – 1st, 3rd and Masters level

### My course challenges me to do my best work –

1st year – Spanish – the module is quite demanding so I would say yes that it challenges me to approach aspects of the language from different angles, through different techniques

3rd year – Slight confusion with the reflections and connections module, there has been recent changes to the module and hasn't been overly clear.  Resolution – the module page has been sufficiently updated and provides all necessary information

### Staff are good at explaining things –

Overall across all years, explanation of module content, exams, essays and extra support are explained well and communicated effectively

### Marking and feedback in general –

Often the marking grid criteria is confusing and generic often having little explanation of what to actually achieve to ascertain a certain mark.  However, it is made clear on Moodle.  Often, marking is on time, if it is not, then the tutor will let us know.

### Staff and Contacting staff –

Contacting staff on the linguistics side of the programme has been effective and beneficial, drop ins, tutorials, etc. However, the languages side doesn't seem to be as flexible, less hours, etc.  Support within the School of LAL is crucial and has been effective for various students with various needs and issues, effective communication has always been visible and students know where to go.

### School of Performance and Media Production

Staff make the course interesting?

#### MA Music:

The course is stimulating as there is more independent work than the undergrad course. However, there is a lot of repetition between modules; they need to be separated more.

#### Media Production:

There are several different modules which is good, but they aren't always explained properly. Would prefer more practical work than written work.

#### MA Theatre:

Lectures aren't always interesting, especially 'mini' lectures in digital media which never are just mini lectures.

Is the course challenging enough?

#### Drama:

The technical side of theatre is not promoted enough which means as someone who wants to continue with technical theatre, I feel as though I am not being pushed enough to do my best.

#### Media Production:

We get to choose what we want to do however the course doesn't consider people who are shy, so those people get ignored and don't have the chance to do what they want to do.

#### MA Music:

We are constantly encouraged to do our own work.

#### MA Theatre:

We are not challenged enough – we are often left on our own and need things to work off. Theatre is only tailored to the undergrad course.

Is your course well explained?

### Drama:

Depends on the lecturer; some are better than others. Students often must ask for another explanation as it can be wishy-washy.

### Media Production:

Explanations need to be clearer but generally its fine, they are supportive.

### Music:

We often found it was very difficult and too intimidating to speak up if we were unsure of something.

## The marking criteria for assessments is clear before I submit my assignments:

### Media Production:

There is support when it comes to marking and they go through the marking with us repetitively.

### Drama:

They regularly go through the marking criteria however the learning objectives aren't always clear. Some lecturers don't believe in learning objectives.

### MA Theatre:

Performance briefs are well explained however we often have no idea how to do the written work as the explanation isn't clear

### MA Music:

They go through the assignment brief. How to do academic writing is always clarified

## Is the marking and feedback fair?

**Media Production:**

Often feels harsh but it is explained. They justify the marks and show how to improve. It's very clear.

**Drama:**

Feedback needs to be more constructive – not always clear on how we could improve. In 3rd year, whether something is classified as wrong or right often depends on the lecturer.

**MA Theatre:**

Marks and feedback are fair.

**MA Music:**

Feedback is fair; there is always more than one marker. Feedback is constructive and helpful.

**Feedback on my work has been useful and on time:**

**MA Theatre:**

Generally, it is. If feedback is late but there is a valid reason which is communicated to us, it's not a problem.

**Drama:**

Depends on the lecturer. 2nd year Social Context Feedback from May 2017 was 3 weeks later than we should have received it, no explanation was communicated to us.

**Media Production:**

Its usually on time and communicated well.

**Music:**

can be day or two late with no explanation. They need to stick to timings or at least communicate if its going to be later.

**I am able to contact staff when I need them & I receive support when I ask for it:**

**Drama:**

It takes a long time for some lecturers to reply to emails. Tutorials for some lecturers can be very limited on days.

Depends on the lecturer. Don't feel that we get the right kind of support for our IP projects. Generally, if we need to see someone we can pop up to the academic offices and talk to them as long as they are in.

### Media Production:
Staff ignore emails or forget to reply. Some replies can be very snappy which makes you feel bad for contacting them. It does depend on the lecturer.

Support when I need it is very rare. Staff are blunt in emails, insist that I must book on tutorial booker and then blame me if I'm not quick enough to get a slot.

### MA Theatre:
They are easy to go and see, but some are happier to help than others. Academic tutors aren't really used.

There is a small number of us on the program which means that there is only a small staff team, who are difficult to get hold of because they are busy with the undergrad.

### MA Music:
There is a small enough number of us on the course that support is easily available.

**Staff take on board my feedback when I give it to them:**

### MA Theatre:
Some do if it is handled well. Staff don't like to be criticised and can often get very defensive. Feedback falls on deaf ears. They completely ignore it and insist they are always right.

### Media Production:
Workshop – someone was put into a position where they had to do a presentation alone rather than in a group. Lecturers don't like it when you say how you feel.

### MA Music:
They do – all is fine.

### Drama:
Despite asking there is still no tech support. There is selective communication amongst staff. Not all staff turn up to panel meetings.

### Psychological and Social Sciences

### Psychology 3rd Year

**Staff have made the subject interesting:**
More interesting this year, modules more specific

**My course challenges me to do my best work:**
Specific essays and missing key information as it's testing like 10%
Happy with real life case studies, keeps relevant and interesting
From the reps modules, they're happy, they make the effort to ensure you know what you need go extra mile (recommended the awards to them)
Given examples of the good, the bad and the ugly this was very helpful
Also given the marking criteria before submission

**Feedback on my work has been useful and on time:**
Feedback is shocking, brief and not helpful.
If you've not done well you don't know why
Only given a score and a sentence of feedback
Last year was awful, late feedback (5-6 weeks)

**I am able to contact staff when I need them & I receive support when I ask for it:**
Feel like you can't contact staff, some staff doesn't reply by the time the reply is given its too late
Staff has never gone out of their way, outside of timetabled hours feeling alone.
If you can't make a seminar, you won't get help

**Staff take on board my feedback when I give it to them:**
This year has been better with mid module evaluation; they gave a breakdown about what they took from it and what needed changing which is great to see

### Sociology with Criminology 1st Year

**Staff have made the subject interesting**
Feedback from students suggest it would be interesting but it's going too fast and missing depth

**My course challenges me to do my best work:**
Attendance in seminars issue
Some students lacking an A-level feel like they're being left behind as they don't have a foundation

**The marking criteria for assessments is clear before I submit my assignments:**
Marking criteria on moodle but for one of three assignments due next, but students don't understand (would like a session explaining)

**Feedback on my work has been useful and on time:**
When issues have been raised about assignments, they want extra feedback but it's not there
Struggling to make the switch to university level work
No marking back yet

**I am able to contact staff when I need them & I receive support when I ask for it:**
Some of the staff are, investigation sociology students are happy approaching staff. Intro module too fast, struggling with A-level change
Good contact with staff, often meetings organised next day.
Good contact, handy support network. Often stay after lectures to answer questions

**Staff takes on board my feedback when I give it to them:**
There are noticeable changes, e.g.: Lecturer didn't use PowerPoint but then immediately changed after feedback

### School of Sport

No feedback to provide

### 6. Any other Business
None submitted

### Date of Next Meeting

| Item | Action | Assigned to |
|------|--------|-------------|

Tuesday, 28th November, 4pm

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