



Education Zone **Monday 6th February, 4pm** **SK128**

Present

Chair

Izzy Tooke - VP Education (VPE)

Students' Union Officers/staff

Laurie Illingworth - SU President (PRES), Paul Murtough - Representation and Democracy Coordinator (PM)

Chairs of School

George Coombs - Chair of School: Art, Design and Computer Science, Thomas Devlin - Chair of School: Humanities, Religion and Philosophy, Matthew English – Chair of School: Business

York St. John University Staff

Alyson Tobin - Deputy Vice Chancellor (DVC), Liesl King - Subject Director: English Literature, Mandy Asghar - Director of Academic Development Directorate (MA), Rebekka Kill – Head of School: Art, Design and Computer Science (RK), Frances Dodd – Head of School: Health Sciences (FD), Jane Rand – Head of School: Education (JR), Rachel Wicaksono – Head of School: English Language and Linguistics (RW), Fiona Thompson – Executive Dean - Quality(FT), Rob Wilshire - Head of School: Performance and Media Production (RWi)

Apologies

none received

Welcome & Introductions

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

Items for Any Other Business

VPE declared two items for this section

- Elections
- National Student Survey

Agenda Items

1. Minutes and actions of the meeting – 21/11/2016
2. University restructure
3. Timetable
4. Resources
5. Upcoming VPE campaigns
6. Open discussion
7. Any other business

1. Minutes and actions of the meeting – 21/11/2016

VPE provided updates of actions which resulted from the first meeting of the Education Zone in November

Safe space on campus

This is currently being worked on by the VPE, CoS (HRP) stated that the students who initially brought this to the zone's attention have been spoken to and there have been several spaces identified that are currently available.

Access to the Linguistics Lab

RW stated that this has now been dealt with and students have been informed that if the door is locked security will be able to provide access. Additionally the electronic accessibility has been resolved.

Moodle inconsistencies

Students confirmed that this has now been resolved and the dates are accurate.

All other actions were recorded as resolved in additions to the minutes of the previous meeting.

2. University Restructure

VPE brought to the discussion the recent change over to 'schools' to continue discussion from the first semester

CoS (Business) highlighted that the only feedback that had been received from reps is a clarity on who to discuss issues/concerns with.

DVC if staff had been approached about this

CoS (Business) stated that they had

Action: CoS (Business) to clarify communication structures with students

3. Timetabling

VPE stated that unfortunately due to staff illness timetabling would not be featured in this meeting.

Primary Education stated that they have current issues with timetabling in regards to the week to week changes.

JR stated that the school is aware and are working on this for next year; unfortunately there isn't any way it can be resolved currently.

CoS (Business) stated that the timetable allocations in the school provide good opportunities for the student work/life balance.

4. Resources

VPE introduced the discussion surrounding resources

General feedback:

It was stated that students (Fine Art) are experiencing language issues within their Moodle pages.

MA stated that this is a template issue and requires the Moodle administrator to resolve.

FT stated this can be taken to the Head of School.

Action: RK to ensure all Moodle issues within ADC are resolved

CoS (Business) raised a query in regards to 'Turnitin' asking if this should be the only method of submission as standard at the university

MA iterated that it is down to the decisions of the SD/HOS as to what platform is used.

Music stated that all assignments are carried via Moodle due to the nature of the course.

DVC asked how students felt in regards to assignments and submissions in regards to the timeline.

Religious studies (level 2) stated that three assignments were due on the same day in semester one

RW stated that it would be the best course of action to communicate with the SD/HOS as this may have been intentional to serve a specific purpose in the course.

Students within Primary Education (Level 3) have felt that their needs have been listened to as assignments, which in the past have coincided with placement have now been moved.

CoS (Business) felt that the school operates very well, regular opportunity for feedback is presented so that students are regularly made aware of required improvements.

Music (level 3) students felt that deadlines have not functioned very well; in early January there were four submissions across seven days – a lit review caused a number of problems as students had never encountered one or been taught how to structure a review.

RWi stated he would refer this back to the team

Action: RWi to feedback to staff and students on the outcomes of this

Linguistics (Level 3) students stated that prior to Christmas there were three assignments due for submission and then further submissions within the first week of January.

AT asked what the desired structure would be

Students felt that extending all submissions over the Christmas period would benefit.

AT stated that the issues you may have then are student's willingness to work over Christmas and staff availability during closure times.

Action: RW to consider future outcomes for assignments in LAL

VPE asked students what deadlines would look like in an ideological way

CoS (ADC) stated that the allowance for contact time creates further preparation opportunities for students, enabling them to better perform under the circumstances.

(Level 3) Music brought forward an idea they had seen in Music Production regarding an assignment calendar which is pre-loaded with deadlines

Biomedical Science stated that this also happens for them and is updated if things change.

RWi stated that in the instance of Music Production this works very well, however there are some courses which may not be able to translate the detail.

RW further stated this would be an issue similarly for JH students.

Education Studies stated that they were provided with the content for the semester 1 assignment in the last week before Christmas with no contact time for support available and the deadline was the first week of January

JR stated this would be reported back and asked if there was an assignment brief provided.

The students stated this was provided after reading week (October)

CoS (Business) asked members how they felt about submissions being weighted as either; 1 assignment (100%) or multiple assignments for credits.

Music (Level 3) stated that this is modular dependant; for larger submissions which are currently 100% of the mark, it may be worth dividing into smaller assignments to provide a range of options for students.

RK provided known examples of synoptic assignments providing a range of options for students.

CoS (ADC) felt that there needs to be a variation between the year groups; level 3 should be provided with options on how to submit.

FD felt that there is a correlation between the mode of assignment submission and student performance; some perform better in presentations and others in written work. The university should play to student's strengths.

AT stated it could be possible to provide alternate options providing the align to requirements.

CoS (HRP) stated that Mahara works well for consistency and overview

CoS (ADC) stated that encouraging a range of options provides a good opportunity for skills development.

RW stated that there are modules in LAL which provide a range of options for submission

RK presented knowledge of students who have been marked from audio submission and images.

RK also asked thoughts on a '0 wordcount'

Primary Education students felt that it is dependent on the assignment

Students on MA 'Psychology' felt that it works best to have a set structure for assignments.

FT stated that the only limit, in truth is the imagination. So long as the assignments allow for expression in a suitable way that also professes development.

VPE opened up a further discussion on the topic of 'learning outcomes'

FT stated that current discussions have led to questions surrounding what a co-creation of knowledge would look like.

FT further asked of knowledge regarding Programme Learning Outcomes

RWi stated (for clarification) that the Programme Learning Outcomes are used to map the modular outcomes.

AT asked why should the students be expected to know.

RWi informed the members that it is the 'Programme Learning Outcomes' which they have to pass.

CoS (HRP) asked where students could find the Programme Learning Outcomes

VPE stated that it could be found in the programme handbook

Staff directed students to the university website search engine.

RK stated that knowledge of the outcomes would be useful for CV writing

FT further stated that the outcomes are not solely for York St John but are used across the sector.

AT further added to this that the university needs to be distinctive in its identity.

PM asked if the outcomes are used to assess students, could they also be used to assess viability of courses over a period of time

4. Upcoming VPE campaigns

VPE informed members of the upcoming campaigns

Feedback – 13th-17th February

Elections – Nominations close Friday 10th, Voting Tuesday 21st – Friday 24th

5. Open Discussion

Graphic Design (Level 1)

Students felt that there isn't much opportunity for theoretical work; the course is very 'hands on'

RK asked if the students were referring to critical theory of technical skills

Students stated they would like elements of both in order to create a broader, in-depth approach to their work.

Fine Art (Level 2)

Students stated that there are complications with communication; last minute events are posted and students are expected to attend when this may conflict with other priorities. An example was used of an event which was hosted at 11am and an e-mail being distributed at 7am that morning.

AT asked if the reasons for this are explained

Students receive no explanation for these occurrences.

CoS (ADC) stated that there has been the development of chalkboards within the buildings which allow staff to edit/amend upcoming events and should give students plenty of notice.

VPE stated that last minute arrangements could prove troublesome for students who commute

AT directed the students to liaise with RK

Students also raised concerns over the current lack of materials found in the cupboards.

CoS (ADC) responded, stating that each student is allocated a budget to purchase materials.

The members asked if the budgets for this year will rollover

RK responded that this isn't possible; however if an item is priced outside of the budget there may be an option of university contribution.

Fine Art (Level 3)

The students felt that more of a cross-disciplinary aspect was needed after being told that the final project would utilise other courses in the school. This would also aid in the development of an ADC community.

RK stated that there are plans for this in the 2017/18 academic year and there are upcoming opportunities for current students.

Illustration (Level 1)

Students were unsure as to who to approach for resources required for work.

RK stated they should approach the tutor and provide a list of what is required.

English Language and Linguistics (Level 3)

Students have found the access to the Linguistics lab better.

Turnitin issues with SLP – some students received feedback which was then retracted until all students were presented with it.

Primary Education (Level 1)

SE1; students are unsure as to what is happening; it is difficult to know what requires completion (logs) and tutors from placement were unaware until the final day that they had to also submit.

Level 3 students offered to assist in this knowledge and demonstrate their ‘teacher handbook’

Primary Education (Level 3)

Current work does not necessarily link with modules covered in level 1 and 2; it is hard to know where to place focus.

Education Studies (Level 2)

Students reported that there are currently no issues with the course

For the Minutes, I'd be grateful if you would confirm that the School of Education investigated the concern raised in relation to the Education Studies programme: The programme team have confirmed that no concerns have been brought to their attention through local representation opportunities, but these remain available for students (the next being w/c 13th February 2017); in addition to this there is an Open Door session planned for Education Studies students later in February. Without knowledge of the specific circumstances (for example of whether the student had perhaps been unable to attend some sessions) the programme team are confident of their chosen approach to taught sessions for the module. Time was set aside within sessions to focus on the assignment, supported by additional guidance on Moodle. The Course Lead will be happy to follow up any individual concerns. Thank you for the opportunity to respond to a concern raised by a student.

Theology and Religious Studies (Level 2)

The module choice meeting for level 3 has left students rather confused; students who wish to take ‘Asian religions’ are wanting clarity on when it will happen and who will be leading the module.

Richard stated that all will be remedied.

Music (Level 3)

Paris trip was well organised and was a fantastic opportunity for the students.

Timetabled sessions have been entered incorrectly and resulted in students missing sessions – in some cases, missing the only lecture for a module.

VPE invited thoughts for a joint meeting between Music and timetabling.

AT stated there are also plans for the HOS team to meet with timetabling

Action: VPE to organise meeting with timetabling

Since the meeting the VPE, students from the course and timetabling have met to discuss potential methods of improving systems in the future.

6. Any other Business

RKirk was invited to speak and inform students of the NSS which went live today (6th February)

Date of Next Meeting

Tuesday 14th March 2017, 4pm, TBC

Summary of actions

Agenda item	Action:	Assigned to:
University Restructure	Action: CoS (Business) to clarify communication structures with <i>(Page 2)</i>	COS
Resources	Action: RK to ensure all Moodle issues within ADC are resolved <i>(Page 3)</i>	RK
	Action: RWi to feedback to staff and students on the outcomes of meeting with staff RE: Assignments <i>(Page 4)</i>	RWi
	Action: RW to consider future outcomes for assignments in LAL <i>(Page 4)</i>	RW
Open discussion	Action: VPE to organise meeting with timetabling <i>(Page 8)</i>	VPE