



## **Student Action Group for Engagement (S.A.G.E.)**

**13<sup>th</sup> March 2019 (13:00 – 14:30)**

### **Present:**

Moses Apiliga, VP GSBS (**Chair**)  
Rachel Simpson, Student President  
Eilidh Fulton, VP SCEBE  
Hannah Brown, Electrical & Electronic Engineering Department Rep  
Dimitrios Maroulis, Biology & Biomedical Sciences Department Rep  
Sophie Robinson, Vision Sciences Department Rep  
Maria Nagy, Social Work Department Rep  
Rebeka Luzaityte, Media & Journalism Department Rep  
Ramzy Abou- Zeid, Mechanical Engineering Department Rep  
Lauren MacLean, Economics & Law Department Rep  
Catherine Koranchie, GSBS PGT Representative  
Bernadette Prickett, Computing Department Rep  
Michael Marshall, GSBS Research Student Lead

### **Apologies:**

Yetunde Ogedengbe, VP SHLS  
Craig Davidson, Nursing & Community Health Department Rep  
Heather Son, Management & Human Resource Management Department Rep  
Emma Dunnett, Physiotherapy & Paramedicine Department Rep  
Kirsten Stewart, Podiatry & Radiography Department Rep  
James Shaw, Cyber Security & Networks Department Rep  
Jennifer Donnelly, Psychology Department Rep  
Annelysse Jorgenson, SHLS Research Student Lead  
Susan Docherty, Mature & Part-time Students' Officer  
Lesley McAleavy, GCU Policy & Development Officer

### **Absent:**

Tara Campbell, International Students' Officer  
Nahida Akter, SHLS PGT Representative  
Waqas Javed, SCEBE Research Student Lead  
Aliisa Pulkkinen, Applied Computer Games Department Rep  
John Kim Flores, Finance, Accounting & Risk Department Rep  
Rebecca Fernie, Civil Engineering & Environmental Management  
Isah Jimoh, SCEBE PGT Representative  
Naomi Hollis, Fashion, Marketing, Tourism & Events Department Re

**In Attendance:**

Shirley Rate, Vice-Dean GSBS

Judith Crocket, GCU Survey Officer

Russell Walker, GCU Market Insight Manager

Sheila MacNeill, GCU Senior Lecturer (Digital Learning)

Jennifer Dunlop, GCU Professional Adviser (Academic Quality)

Paul Stalker, Academic Rep Co-ordinator **(Clerk)**

Sara MacLean, Student Voice Team Leader

The Chair welcomed everyone to the meeting.

**1. Approval of S.A.G.E. Minutes (12/12/2018)**

The chair made reference to the minutes of the previous S.A.G.E. meeting (12/12/2018) and asked for all those who attended that meeting to approve whether this was an accurate reflection or not. The minutes were approved.

**2. Closing The Feedback Loop**

The Survey Officer noted that the University is wanting feedback from students and staff members about a proposal to better close the feedback loop for Module Evaluations and Student Experience Surveys. The Survey Officer explained that the proposal was for students to receive via email and/ or GCU Learn a report from their Module/ Programme Leaders that would give a response to the feedback received from the Module Evaluations/ Student Experience Surveys, including any changes and actions that will be made as a result of the feedback given.

The GCU Survey Officer noted that they had met with the Student President to discuss the proposal and are due to meet the rest of the Full Time Officer team later in the month. The Survey Officer also noted that the University was looking to run some focus groups to get feedback from students about the proposal.

The Market Insight Manager asked those present if they already received a response from Module/ Programme Leaders to the feedback they have given in Module Evaluations and/ or Student Experience Surveys. The VP GSBS noted that they had never really got a response back to their feedback as a student.

The Market Insight Manager asked those present if they thought students would welcome a response from Module/ Programme Leaders to the feedback they have given in Module Evaluations and Student Experience Surveys. One participant noted that many students don't complete Module Evaluation forms as they don't see any actions being taken as a result of the feedback they have given.

The Market Insight Manager also asked those present if they thought students would want, or find useful, module level feedback. One participant noted that it would be better to receive module and/ or programme focused feedback than feedback from across the School. Another participant noted that it was important for students to know what actions and change had resulted from their feedback even if it won't impact them personally as it helps make students feel that they have been listened too. A number of participants noted that it would be useful to be able to see the response to past Module Evaluation feedback with one participant noting that it would be useful for students to have when choosing modules.

The GCU Survey Officer asked those present if they thought students would just like to see in a report the details of changes and actions that will be made as a result of the feedback received or whether they would like to see both the details of changes and actions along with the statistical results for each question. One participant noted that they felt students would like to see both the details of changes and actions along with the statistical results for each question.

The GCU Survey Officer also asked those present if they thought students would want to receive the report from their Module/ Programme Leaders via email and/ or via GCU Learn. One participant noted that it would be useful for the reports to be available on GCU Learn.

### **3. Academic Quality & Development Update**

#### **- *Enhancement-Led Institutional Review (ELIR) 4***

The Professional Adviser (Academic Quality) explained that every five years every Scottish University is reviewed by the Quality Assurance Agency (QAA) Scotland through an Enhancement-Led Institutional Review (ELIR). The Professional Adviser (Academic Quality) also explained that at the end of the review process QAA Scotland will generate a report for the University with recommendation for enhancements to the learning experience. The Professional Adviser (Academic Quality) noted that GCU will be reviewed next year and that the process had now begun to get ready for it.

The Professional Adviser (Academic Quality) highlighted that as part of the ELIR process the University needs to submit a Reflective Analysis in November which QAA Scotland will use to identify themes to explore at ELIR review visit that will take place in the following March. The GCU Professional Adviser (Academic Quality) explained that in order to be able to generate its Reflective Analysis the University needed feedback from its students and staff members on what is done well, as well as what is done not so well. The Professional Adviser (Academic

Quality) noted that the University would be running a number of events and activities to get feedback from students and staff members over the coming months.

The Student President noted that it is really important that the students get involved in the ELIR process to share their views and opinions about their student experience at GCU. The VP SCEBE noted that the Full Time Officers would be helping to support the University's feedback events and activities and that if anyone was interested in getting involved as either a participant or facilitator they should let one of the Full Time Officers know.

- ***GCU Learn Refresh***

The Senior Lecturer (Digital Learning) noted that GCU Learn will be undergoing a redesign/ upgrade in order to make it easier to use and to improve the user experience. The Senior Lecturer (Digital Learning) noted that during the redesigning/ upgrading process the University wanted to get feedback from students, in particular around the things students current like and find really useful as well as things that students would like and find really useful to have.

One participant questioned when the redesigning/ upgrading process would happen, and whether it have an impact on student access. The Senior Lecturer (Digital Learning) noted that given the issue that occurred with the GCU Learn update in December 2018 the University wanted to consult with students on the best time to implement the update in order to minimise impact on students.

One participant noted that they currently found GCU Learn hard to navigate when trying to find modules. The Senior Lecturer (Digital Learning) noted that the redesign/ upgrade was aimed at giving students a higher level of personalisation, making it easier to navigate and easier to turn off notifications. The Senior Lecturer (Digital Learning) also noted that as Blackboard was looking to retire its app part of the focus of the redesign/ upgrade of GCU Learn would on how it looks and works across different devices.

The Student President questioned how much control students would have over the tabs on GCU Learn. The Senior Lecturer (Digital Learning) noted that there would be a total redesign on the interface layout.

- ***Assessment Regulations Working Group***

The Vice-Dean GSBS explained that the purpose of the Assessment Regulations Working Group was to address issues and potential issues with the policies, procedures and practice that cover assessment regulations.

The Vice-Dean GSBS highlighted that the Assessment Regulations Working Group was currently reviewing Assessment Resubmissions/ Resit provisions, particularly for award bearing (final year) students and for non-standard start students.

One participant questioned why there was a particular focus on Assessment Resubmissions/ on final students. The Student President noted that although new Assessment Resubmissions/ Resit provisions maybe beneficial and preferential for first year, second year and third year students, the issue was more pressing for 4<sup>th</sup> year students as it affects when they can graduate.

The Vice-Dean GSBS highlighted that the Assessment Regulations Working Group was currently looking to develop a policy around the portability of marks and credits for exchange students as well as examining how the University could introduce dissertation feedback for students. The Vice-Dean GSBS also highlighted that the Assessment Regulations Working Group was currently reviewing a proposal to move from a percentage making system to grading system and was also undertaking a bench marking exercise around honours classifications as a response to discussion in the sector around general about grade inflation.

The Student President noted that any change to the marking system needed to accompanied with robust assessment feedback for students.

#### **4. Full Time Officer Update**

##### **- *VP SCEBE Update***

The VP SCEBE noted that they had been working on a number of partnership projects with the University, including School based student summits, the PAIRING Project, and the Student Partnership Agreement review.

The VP SCEBE also noted that in addition to attending SCEBE School Board meetings they had attended a sparqs training session as well as a number of QAA events, and that they had secured a notice board for academic reps within SCEBE to use.

##### **- *VP GSBS Update***

The VP GSBS noted that following a visit to the GCU London campus in January, they have been working on trying to get the University to set-up exchange visits for London based students to visit the Glasgow Campus.

The VP GSBS also noted that in addition to attending GSBS School Board meetings and supporting GSBS to run International Forum events for their international students, they had met with the Dean and each of Heads of Departments within the School.

## **5. Lecture Capture**

The VP GSBS asked if anyone who attended the University's Lecture Capture meeting on Monday 11<sup>th</sup> March if they had any comments and feedback about what was discussed and covered. One participant noted that the process of recording, editing and storing recordings was discussed. Another participant noted that the University had moved from talking about 'Lecture Capture' to 'Learning Capture' and about only looking to make the most important, the key parts, of a lecture available. The VP GSBS questioned whether there really was a way to determine what the most important, the key parts, of a lecture would be as students may need and want different things when going back to a lecture recording. The VP GSBS noted that other Universities currently provide recorded lectures in full.

The VP SCEBE noted that although the University was currently focusing on what it could with the resources currently in place, providing recordings of key parts of a lecture available, 'Lecture Capture', they hoped this move would be the first step on a journey to get full 'Lecture Capture' for students.

## **6. Assessment Resubmissions/ Resit Review**

The VP SCEBE proposed, that unless anyone had any objections, that the meeting move on to the next item given that Assessment Resubmissions/ Resit Review had already been discussed earlier during Item 3. No objections were made and the meeting moved on to the next item without further discussion.

## **7. Teaching Awards**

The VP SCEBE noted that nominations for this year's Teaching Awards will close in less than one months' time, on Thursday 11<sup>th</sup> April at noon (12:00).

The VP SCEBE highlighted that they needed the help of Department Reps and PGT Student Representatives to encourage Class Reps to promote the Teaching Awards to the Student that they represent. The VP SCEBE also highlighted that they needed all S.A.G.E members to like and share Teaching Awards Facebook posts in order to help promote the awards to their

fellow students, noting that there would be one post each week on the run-up to the close of nominations.

The VP SCEBE explained that they would be looking for one student rep to sit on the Teaching Awards short-listing panels that will be taking place during the Trimester B Study Period. The VP SCEBE also explained that a student rep from each of the School was needed on each short-listing panel. The VP SCEBE noted that once the dates and times of the short-listing panels were confirmed that the Academic Representation Coordinator will be getting in touch to ask for volunteers.

The VP SCEBE noted that the Teaching Awards Ceremony will be taking place on Thursday 16<sup>th</sup> May in the Re:union Bar & Grill from 5.30pm.

## **8. Spring 2019 Academic Rep Gathering**

The Academic Rep Coordinator noted that the Spring Academic Rep Gathering will be taking place on Wednesday 3<sup>rd</sup> April between 1.30pm and 5pm. The Academic Rep Coordinator advised that any Department Rep or PGT Student Representative wanting to attend would need to book a place by email to [representation@gcustudents.co.uk](mailto:representation@gcustudents.co.uk) as they would not be able to book a place online as it was only set-up for Class Reps to use. The Academic Rep Coordinator noted that places for the Spring Academic Rep Gathering needed to be booked by noon (12:00) Monday 1<sup>st</sup> April.

## **9. AOCB**

### **- Academic Rep Review**

The VP SCEBE asked those present for feedback on the current recruitment process for Department Reps, PGT Student Representatives and Research Student Leads. A number of participants noted that they felt that University staff members do not promote recruitment for Department Reps as much as Class Reps with one participant noting that some staff members do not even know what Department Reps are. One participant noted that they felt that the Department Rep recruitment process in Trimester A wasn't advertised much and occurred too late. The Electrical & Electronic Engineering Department Rep noted that issues around the timing of the recruitment process for Department Reps in Trimester A was probably a result of the change from School Officers to Department Reps due to the School Refresh, and that the School Officer recruitment process in May 2018 was well advertised and worked well. The GSBS Research Student Lead noted that they had to go and speak to Research Students in person in order to help recruit individuals to for the unfilled subject

discipline Research Student Lead roles as must Research Students do not read their emails. The GSBS Research Student Lead also noted that they felt it would be better to recruit Research Student Leads via an elections process and that there had been a long gap between the recruitment process, being appointed and starting in the role this year.

The VP SCEBE asked those present if they felt they understood what their role was. One participant noted that they felt that they understood what their role as a Department Rep as they had previously been a Class Rep. A number of participants noted that having some kind of handover document from the previous Class Reps would have been useful in helping them to better understand their role when they started. The GSBS Research Student Lead noted that it can often take a year learn the role by which time your time in office is over.

The VP SCEBE asked those present if they felt students understood the role of Department Reps, PGT Student Representatives and Research Student Leads. A number of participants noted that they felt that more promotion of the Department Reps was needed as most students don't understand what they do and that some students don't even know that they exist. A number of participants also noted that it had been very hard to engage with students, including with Class Reps. One participant noted that they had used Doodle to arrange meetings with their Class Reps and that had worked well. The GSBS PGT Representative noted that they had created a group on Facebook to communicate with their Class Reps. The GSBS Research Student Lead noted that the Research Student Leads had held informal meet and greets to engage with students but that the subject discipline Research Student Leads have had issues in engaging with all the students they represent as there are no up-to-date email lists of Research Students by subject discipline. The GSBS Research Student Lead also noted that it would be helpful if Research Student Supervisors could promote to their students the importance of engaging with the Research Student Leads because a lot of Research Students only get involved in things that their supervisor advises them to do.

The VP SCEBE asked the Department Reps present if they had any other feedback about the new Department Rep model. A number of participants noted that they liked the new model as they felt that they could get more focused feedback. One participant also noted that they liked the new Department Rep model as it meant that School Boards were now less dominated by university staff members. The GSBS Research Student Lead also noted that they felt that the postgraduate reps were hidden away on the website, because unlike the Department Reps they did not have their own tab on the menu bar.

**The next meeting for S.A.G.E. is scheduled to take place on 17<sup>th</sup> April 2019 at 12:30**