



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

12th December 2018 (13:00 – 14:30)

Present:

Moses Apiliga, VP GSBS (**Chair**)

Lauren MacLean, Economics & Law Department Rep

Susan Docherty, Mature & Part-time Students' Officer

Craig Davidson, Nursing & Community Health Department Rep

Tara Campbell, International Students' Officer

Sophie Robinson, Vision Sciences Department Rep

Aliisa Pulkkinen, Applied Computer Games Department Rep

John Kim Flores, Finance, Accounting & Risk Department Rep

Rebecca Fernie, Civil Engineering & Environmental Management

Heather Son, Management & Human Resource Management Department Rep

Ramzy Abou- Zeid, Mechanical Engineering Department Rep

Isah Jimoh, SCEBE PGT Representative

Catherine Koranchie, GSBS PGT Representative

Michael Marshall, GSBS Research Student Lead

Apologies:

Eilidh Fulton, VP SCEBE

Rebeka Luzaityte, Media & Journalism Department Rep

Kirsten Stewart, Podiatry & Radiography Department Rep

Maria Nagy, Social Work Department Rep

Mark Graham, Construction & Surveying Department Rep

Naomi Hollis, Fashion, Marketing, Tourism & Events Department Rep

Emma Dunnett, Physiotherapy & Paramedicine Department Rep

Annelysse Jorgenson, SHLS Research Student Lead

Dimitrios Maroulis, Biology & Biomedical Sciences Department Rep

Absent:

Yetunde Ogedengbe, VP SHLS

Nahida Akter, SHLS PGT Representative

Waqas Javed, SCEBE Research Student Lead

Hannah Brown, Electrical & Electronic Engineering Department Rep

In Attendance:

Rachel Simpson, Student President

Felicity Morrow, Psychology & Allied Health Sciences Research Student Lead

Cailey Broussard, Year One Accountancy Class Rep

Lesley McAleavy, GCU Policy & Development Officer

Sheila MacNeill, Senior Lecturer (Digital Learning)

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 (31/10/2018)

The chair made reference to the minutes of the previous S.A.G.E. meeting (31/10/2018) and asked for all those who attended that meeting to approve whether this was an accurate reflection or not. The GCU Policy & Development Officer highlight two amendments which the clerk noted to amend. The minutes were approved pending the amendments.

2. Beyond Lecture Capture

The Senior Lecturer (Digital Learning) noted that the University is looking to develop a lecture capture system and a lecture capture policy at GCU.

The Senior Lecturer (Digital Learning) noted that many Universities across the UK had introduced record lectures over the last couple of years and that it had proved very popular with students.

The Senior Lecturer (Digital Learning) explained that although there were pockets practice at GCU, with some staff members already recording lectures, the University lacked a dedicated lecture capture system or lecture capture policy.

The Senior Lecturer (Digital Learning) explained that recording lectures can be very expensive both in terms of implementation costs and running costs, as well as requiring a significant amount of resourcing to both introduce and maintain. The Senior Lecturer (Digital Learning) also noted that Edinburgh University had spent three years and millions of pounds on installing recording devices in lecture theatres and seminar rooms in order to implement recorded lectures.

The Senior Lecturer (Digital Learning) explained that a number of Universities had encounter issues over consent, intellectual copyright, and performance rights when introducing recorded lectures. The Senior Lecturer (Digital Learning) also noted an incident that occurred

at Edinburgh University where lecture recordings were used as a replacement for lectures cancelled during strike action. A situation that caused a controversy with the staff trade unions, who had up to that point been very supportive of the principle of recorded lectures.

VP GSBS noted that it was important that recorded lectures not be used as a replacement or substitute for in-person lectures.

The Senior Lecturer (Digital Learning) noted that the University wanted to learn the lessons from other institutions experiences of developing and implementing recorded lectures in order to avoid encountering the same issues. The Senior Lecturer (Digital Learning) also noted that the University needed to be realistic in terms of costs and resources in developing any lecture capture system and lecture capture policy.

The Senior Lecturer (Digital Learning) highlighted that the University already had some infrastructure in place that could support lecture recording, noting that some lecture theatres and seminar rooms already have cameras installed and that the library has a digital platform for sharing content (edShare). The Senior Lecturer (Digital Learning) explained that the University wants to look at and discuss what can be done with, and how best to use, the existing infrastructure.

A number of members noted that they would like to have access to recorded lectures and that recorded lectures would be a useful revision aid for students to have. The Senior Lecturer (Digital Learning) noted that evidence from other Universities indicated students liked the flexibility to go back and recover anything they may have missed.

One member noted that recorded lectures were very good for students with dyslexia as they often find it difficult to take notes in lectures. The Senior Lecturer (Digital Learning) noted that Manchester University had evidence that the introduction of recorded lectures had a positive impact on accessibility, especial for students with dyslexia.

One member questioned whether recording lectures and making them available online would affect attendance at lectures. The Senior Lecturer (Digital Learning) noted that evidence from other Universities indicated that students still go to lectures and don't use recorded lectures as a substitute.

One member questioned whether recording lectures would affect how students engage in lectures and whether students would be less likely to ask lectures questions if they were being recorded. Another member questioned what would be recorded and what would happen if student did not wish to be recorded. The Senior Lecturer (Digital Learning) explained that recording would be focused on the person delivering the lecture, a one camera focused on one-person approach. The Senior Lecturer (Digital Learning) noted that the University was

currently looking at only recording parts, rather than record the entirety of lectures as they don't want to effect the existing interactive dynamic of lectures and seminars.

The Senior Lecturer (Digital Learning) also noted that the University was currently looking at only recording parts, rather than record the entirety of lectures due to the expensive cost of storing videos. The Senior Lecturer (Digital Learning) ask members what would be the key part or parts of a lecture to capture.

One member questioned whether lectures would get lazier if they could use pre-recorded videos. The Senior Lecturer (Digital Learning) noted that there was no evidence from other Universities that this would be the case.

One member questioned that as some subjects are seminar heavy, would seminar leaders instead just pre-record videos on key areas and points covered in seminar.

One member questioned whether videos would be kept beyond a year. The Senior Lecturer (Digital Learning) noted there would be a cost implication for keeping recordings longer than a year as the more videos you have the more storage is needed but that everything was up for discussion.

One member noted that they wanted to hear the staff perspective on recorded lectures, what their views and opinions are.

The Senior Lecturer (Digital Learning) noted that they would like to arrange a meeting with members at the beginning of Trimester B to further discuss the development lecture capture system and lecture capture policy at GCU.

ACTION: Academic Rep Co-ordinator to coordinate with the Senior Lecturer (Digital Learning) to arrange a meeting at the beginning of Trimester B to further discuss the development lecture capture system and lecture capture policy at GCU.

3. Full Time Officer Update

- *Student President Update*

The Student President noted that they delivered a workshop on mental health at the Trimester A Academic Rep Gathering. The Student President also noted that she had attended a QAA Theme Leaders Group meeting to discuss the current Enhancement Theme

and had helped support the Student Experience Summit that took place on the 12th November.

- ***VP GSBS Update***

VP GSBS noted that they had supporting the November Graduation ceremonies. The VP GSBS also noted that in addition to attending meetings within GSBS that they had helped support both the Student Experience Summit and the Trimester A Academic Rep Gathering.

4. Academic Quality & Development Update

The GCU Policy & Development Officer noted that twelve programme review and approval events took place in Trimester A and that ten of these events had a student panel member. The GCU Policy & Development Officer also noted that the GCU Academic Quality Officer would like some feedback on how better to promote the opportunity of being a student panel member.

5. Draft GCU Students' Association Anti-Bullying Policy

The VP GSBS noted that the VP SHLS wanted feedback on an anti-bullying policy she has been drafting for the Students' Association. The VP GSBS noted that the VP SHLS wanted to give S.A.G.E members the opportunity to feedback on the draft before it goes to Student Voice as bullying can happen in an academic context.

A number of members questioned whether there was a procedure for dealing with bullying within the Students' Association. The VP GSBS noted that there is one, but it's not well known and that you would only find it if you were actively looking for it. A number of members expressed their concern that process for dealing with bullying was not visible.

The VP GSBS noted that the VP SHLS was looking to launch the policy as part of an anti-bullying campaign.

6. Teaching Awards

The VP GSBS noted that the nominations for this academic year's Teaching Awards is now open.

The VP GSBS explained that the Teaching Awards is GCU Students' Association's annual campaign to gather positive feedback about the learning, teaching, and support at GCU which can be then used by the University to further improve the learning experience. That the Teaching Awards are an opportunity for GCU students to thank and promote outstanding teaching and non-teaching staff members who have made a positive impact on their learning experience.

The VP GSBS noted that following feedback last year the award categories had been reviewed and refreshed into six awards: *Terrific Teaching*, *Fantastic Feedback*, *Creative Curriculum*, *Super Support (teaching staff)*, *Super Support (non-teaching staff)*, and *Sensational Supervision & Support*.

The VP GSBS noted that students can find out more about the award categories and nominate a GCU staff member by completing a nominations form online at www.gcustudents.co.uk/teachingawards.

The VP GSBS also noted that this year every staff member that receives a nomination will receive a mug and will be invited to along to attend the awards ceremony on Thursday 16th May 2019.

The VP GSBS explained that the help of all academic lead reps will be needed to promote the Teaching Awards campaign to students. That in addition to sharing and liking Teaching Awards social media posts, the help would be needed in putting up Teaching Awards posters up on notice boards around campus, handing out teaching awards leaflets around campus, helping to staff Teaching Awards promotional stalls, as well as sitting the Teaching Awards short-listing panels.

The VP GSBS also noted that that the Full Time Officers would be getting in touch with everyone after Christmas to look for volunteers to help out with the Teaching Awards.

7. AOCB

- *Trimester A Academic Rep Gathering*

The VP GSBS thanked those members who attended and took part in the Trimester A Academic Rep Gathering. The VP GSBS asked if anyone had any feedback about the gathering event.

A number of members indicated that they felt that event was good and that they liked the opportunity to meet of representatives. One member noted that they particularly enjoyed the Feedback Activities workshop.

The VP GSBS noted that the provisional date for the Trimester B Academic Rep gathering was Wednesday 27th March.

- *Student Elections*

The Student Voice Team Leader noted that the nominations for the Full Time Officer elections is now open.

The Student Voice Team Leader explained that each year four students are paid to work full time to lead the Students' Association. The Student Voice Team Leader also explained that any registered GUC student is eligible to stand to be a Full Time Officer and that you don't have be in your final year as students can take a year out of their studies to undertake the role.

The VP GSBS noted that the Full Time Officers would be happy to talk to anyone about the role(s) and what it is like being a Full Time Officer.

The Student Voice Team Leader noted that nominations close on Friday 15th February at noon.

- *Refreshers Induction Talks*

The VP GSBS noted that the Students' Association had received some requests to run induction workshops for newly arriving students in Trimester B Induction Week/ Trimester A – B Inter-Trimester Break.

The VP GSBS explained that induction workshops last for around one hour and includes a PowerPoint presentation with interactive elements designed to get the students talking and to help them identify which of the Students' Association's activities would interest them most.

The VP GSBS noted that for the Students' Association to be able to run these induction workshops volunteers would be needed and that we need to know that there are people who would be willing to do them before we accept any requests.

The VP GSBS asked that if anyone would be willing to volunteer to do some induction workshops to let the Academic Rep Coordinator know at the end of the meeting

- ***Assessment Resit/ Resubmit***

The VP GSBS noted that they had been invited to sit on working group that is looking at proposals around introducing some flexibility and student choice towards the resubmission of assessments.

The VP GSBS explained that the current re-assessment diet takes place in Trimester C during August and as a result that students who fail a piece of course work or exam have to wait seven to ten months to resubmit or retake. The VP GSBS also explained that for some students who commence their studies in January the opportunity to resubmit or retake can be 12 months or longer after their original submission date.

The Mature & Part Time Students' Officer noted that they thought it was a good idea to look at changing the policy around the resubmission as they knew of someone who dropped out of University because of the long wait to resubmit. The Mature & Part Time Students' Officer also noted the current arrangement was very stressful for students and that it stops people from graduating with their friends.

One member noted that in SCEBE some assessments could already be resubmitted before the next resit diet.

One member noted that a change might not benefit or be in the best interests of all students as moving the resit diet from Trimester C to Trimester B might have a negative impact on some student's workloads, especially those students who have disabilities or health.

One member noted that it would good for students to be able to have a choice on when to resubmit or resit an assessment.

One member noted that the current arrangements for resubmits and resits can negatively affect a student by causing a long delay on progressing on to the next stage of study or employment.

One member noted that the current arrangements for resubmits and resits means that some students studying postgraduate taught courses can find themselves in a situation where following an unsuccessful resubmit or resit they find out that they have failed their degree a year after they have completed everything else on their course.

The VP GSBS asked members if they could read the *Review of Assessment Resubmissions/ Resit timings and opportunities* paper before the next S.A.G.E meeting so a further discussion could take place on the proposals.

ACTION: S.A.G.E members to read *Review of Assessment Resubmissions/ Resit timings and opportunities* paper ahead of next S.A.G.E meeting.

- *Mental Health Officer & Mental Health Representation Group*

The Student President noted that she had been working on a plan to create a Mental Health Officer and a Mental Health group within the Students' Association.

The Student President explained that the purpose of the Mental Health Officer and the Mental Health Group would be to ensure that the needs of student wellbeing and mental health are being met and represented within both the University and the Students' Association, as well as to run campaigns on wellbeing and mental health.

The Student President noted that Mental Health Officer role would be a Part Time Officer role and would be in addition to the current arrangement of having Full Time Officer lead on Student mental health and wellbeing. The Student President also noted that the Mental Health group would be representation group, not a liberation group.

The Applied Computer Games Department Rep noted that having a Mental Health Officer and Mental Health group was a good idea as having a good work-life balance is difficult for students and that many students experience mental health issues during their studies.

The Student President asked that if anyone had any feedback about the proposal to create a Mental Health Officer and a Mental Health group that they let her know by February so any changes can be made before it goes to the next Student Voice meeting for approval.

The next meeting for S.A.G.E. is scheduled to take place on 13th March 2019 at 13:00