

Meeting:	Taught Academic Council	
Location:	Chancellors' Building	
Date & Time:	Monday 4th February 12.15 – 13.05 and 13.15 – 14.05	
Present: 81 Academic Representatives Attended, Register of attendance at the end of the minutes		
In Attendance		
Jack Kitchen	SU Education Officer	
Jiani Zhou	SU Postgraduate Officer	
Ryan Myles	Academic Representation Coordinator	
Peter Lambert	Pro-Vice-Chancellor (Learning and Teaching) (Item 6 only)	
Amy Young	Engagement and Quality Coordinator	
Item		
1.	Register Attendance	
	Registration was completed.	
2.	Matters arising	
	There we no matters arising to discuss.	
3.	Education Officer and Postgraduate Officer Updates	
	<p>A written update from the Education Officer is available for Academic Reps to read.</p> <p>The Education Officer has mainly been working on the issue of errors in exam papers (see item 5 for more detail), investigating what happens where there are errors and how this might link in with the work on plagiarism currently going on at the University. The Education Officer had also been working with the University to look at the issue of plagiarism and the current models for training and testing student understanding of academic integrity.</p> <p>Academic Representatives were reminded that the National Student Survey on the 4th February.</p> <p>The Postgraduate Officer updated representatives on their work around Doctoral issues which may also be interest to taught Academic Reps. They also updated that part of the proposed changes to the Academic Framework there are some proposed changes to future postgraduate taught programmes to allow some resit exams to be taken, if students choose to, after the dissertation submission rather than alongside writing the dissertation (changes will not affect current students).</p>	
4.	Curriculum Transformation	

This agenda item was conducted partly through an in-class survey tool (TurningPoint); the results for each session are presented alongside comments from representatives.

Session 1

2. Have you discussed Curriculum Transformation at your SSLC? (Multiple Choice)

Responses		
	Percent	Count
Yes	70.59%	24
No	20.59%	7
N/A	8.82%	3
Totals	100%	34

Due to a technical error when conducting the polling, the responses to Question 3 are unavailable.

4. Have your departments asked for student feedback relating to Curriculum Transformation? (Multiple Choice)

Responses		
	Percent	Count
Yes	38.24%	13
No	52.94%	18
N/A	8.82%	3
Totals	100%	34

Representatives were asked what information their departments had given them about Curriculum Transformation and for examples of how departments had engaged with either Academic Reps or students to date. Representatives reported that they were told it was on-going and that they would be involved in the process later on.

Other representatives reported that they have had discussions around the number of assessments and preferences for different methods of assessment.

Several representatives fed-in that consultation has taken place at the SSLC, in student focus groups (with students and Academic Reps) and in Natural Sciences there was a survey sent to all students to gather feedback.

Session 2

2. Have you discussed Curriculum Transformation at your SSLC? (Multiple Choice)

Responses		
	Percent	Count
Yes	63.16%	24
No	26.32%	10
N/A	10.53%	4
Totals	100%	38

3. Have your departments asked for student feedback relating to Curriculum Transformation? (Multiple Choice)

Responses		
	Percent	Count
Yes	54.05%	20
No	43.24%	16
N/A	2.70%	1
Totals	100%	37

Academic Representatives from Maths reported that the department ran a focus group for all students and these were popular. It was also reported that Physics had sent out a survey. Representatives commented that focus groups which are being run are across different years of study and have a good mix of Academic Reps and students attending.

5. January Exams

This agenda item was conducted partly through an in-class survey tool (TurningPoint); the results for each session are presented alongside comments from representatives.

Session 1

5. Could you find study space on campus if you needed it? (Multiple Choice)

Responses		
	Percent	Count
Yes	51.43%	18
No	5.71%	2
N/A (I didn't need it)	42.86%	15
Totals	100%	35

6. Where is your preferred study space? (Short Answer)

	Responses	
	Percent	Count
LIBRARY	30.56%	11
HOME	13.89%	5
10W	11.11%	4
4 SOUTH	2.78%	1
4ES + ACE CAD LABS (NEAR FOUNDERS HALL)	2.78%	1
6WS	2.78%	1
EAST BUILDING	2.78%	1
Other	33.33%	12
Totals	100%	36

7. To your knowledge did you, or any of your cohort, experience any errors in exam questions/papers during this period?

	Responses	
	Percent	Count
I experienced an error	20.00%	7
I experienced multiple errors	5.71%	2
I did not experience any errors	74.29%	26
Totals	100%	35

8. If you had an error, do you feel it was adequately resolved? (Multiple Choice)

	Responses	
	Percent	Count
Yes	3.03%	1
No	15.15%	5
N/A	81.82%	27
Totals	100%	33

Academic Representatives were asked for examples of errors in assessments (exam question papers or coursework) they experienced during the January 2019 exam period.

- In one exam, students were told that they would only have to answer one question of five, but had to answer two. The lecturer had apologised to the cohort for this.
- Representatives reported that they do not see the front cover of exam papers.
- Representatives reported that in an optional module there was a mix up on the number of questions, which led to about ten marks difference.

4. Could you find study space on campus if you needed it? (Multiple Choice)

Responses		
	Percent	Count
Yes	55.26%	21
No	13.16%	5
N/A (I didn't need it)	31.58%	12
Totals	100%	38

5. Where is your preferred study space? (Short Answer)

Responses		
	Percent	Count
LIBRARY	26.32%	10
VIRGIL BUILDING	13.16%	5
HOME	7.89%	3
ROOM	7.89%	3
10 W	10.53%	4
1W LAB (DEPARTMENT OF COMPUTER SCIENCE)	5.26%	2
Other	28.95%	11
Totals	100%	38

Representatives highlighted that although the Virgil Building was a useful space to study, there was often a lack of power sockets available for students to use.

6. To your knowledge did you, or any of your cohort, experience any errors in exam questions/papers during this period?

Responses		
	Percent	Count
I experienced an error	24.32%	9
I experienced multiple errors	16.22%	6
I did not experience any errors	59.46%	22
Totals	100%	37

7. If you had an error, do you feel it was adequately resolved? (Multiple Choice)

Responses		
	Percent	Count
Yes	9.38%	3
No	28.13%	9
N/A	62.50%	20
Totals	100%	32

	<p>Mathematics representatives reported they had an error in their exam where lines of a graph did not print and were not visible.</p> <p>Representatives asked the Education Officer what the University does in cases of exam paper errors. The Education Officer responded that there is currently no University wide approach other than Scaling which still varies between faculties/the School with regards to how scaling is calculated. This is an issue that the Education Officer wants to look into further.</p> <p>Representatives commented on mistakes made in multiple choice (MCQ) examination questions when students were confused as to whether some of the questions were 'trick questions'. A representative from the Department of Computer Science commented that in one exam out of a possible 5 answer options to a MCQ, 3 of the answer options were the same.</p> <p>The Education Officer invited any Academic Rep or student to contact him with any examples of exam errors so that he can collect evidence to present to the University on the scale of this issue.</p> <p>Following Taught Academic Council, the Education Officer published a form for students to report examples of errors in exam papers.</p>
6.	<p>Follow up from Taught Academic Council 5th December 2018 with Professor Peter Lambert, Pro-Vice-Chancellor (Learning & Teaching) (End of 1st session & Start of 2nd)</p> <p><i>The Pro-Vice-Chancellor (Learning & Teaching) was invited to this item of Taught Academic Council to follow up with Academic Representatives on outstanding issues raised in the December council.</i></p> <p>The Pro-Vice-Chancellor (Learning & Teaching) thanked Academic Representatives for the invitation to follow up on points raised in the previous meeting. He fed back that the previous meeting had helped him understand some of the current student academic issues at the University of Bath.</p> <p>At the December meeting of Academic Council, representatives had asked why there was a 24-hour delay between the recording and uploading of lectures. The Pro-Vice-Chancellor (Learning & Teaching) had taken this question away and found out the reasons why to report back to Academic Representatives. He updated that there is a 24-hour delay in the uploading of lecture recordings to allow academics the opportunity to review and edit any content out of the recording if necessary, for example any confidential information captured.</p> <p>Session 1</p>

Academic Representatives raised further specific examples and frustrations where staff did not use lecture capture, the Pro-Vice-Chancellor (Learning & Teaching) advised representatives that over the years, the University had seen a large uptake in the usage of lecture capture and this is down to student pressure. He recommended Academic Reps and students should continue to apply collective pressure on staff through contacting the Directors of Studies and Teaching, Online Unit Evaluations and communicating with the lecturer.

Representatives asked what happens in the situation when a student has a Disability Action Plan (DAPs) in place. The Pro-Vice-Chancellor (Learning & Teaching) commented that DAPs should be shared with relevant lecturers and Directors of Studies so that all who need to be aware are made aware of a student's requirement to record the lecture.

The Pro-Vice-Chancellor (Learning & Teaching) informed Academic Representatives that the National Student Survey (see item 3) had launched, he commented that Departments do listen and take notice to the results and each Department is required to create an action plan with students to tackle any issues arising from the results.

Session 2

The Pro-Vice-Chancellor (Learning & Teaching) announced that as a result of student feedback and work with the Education Officer, the University will be trialling the release of exam results early this year. Provisional results will be released on the 18th February, unless you are a Postgraduate Taught student who will receive their provisional results a week later or a BBA Year 3/Architecture student who will be releasing confirmed results as normal.

An Academic Representative questioned whether there is a University policy on getting coursework marks back before an exam. The Pro-Vice-Chancellor (Learning & Teaching) recommended that students should make their views known to the lecturer and talk to the Director of Studies.

A Mathematics representative questioned whether there was any way to prevent the bunching of exams where students have five exams in a row or two exams in one day. Another representative raised that in general, Faculty of Science students will have many exams and the short exam period will necessitate bunching. The Pro-Vice-Chancellor (Learning & Teaching) responded that he will communicate these issues to Academic Registry as they are continuously trying to make things better year on year. It is also hoped that as part of Curriculum Transformation the use of exams should decrease.

A representative questioned what the University planned if there was further strike action this academic year. The Pro-Vice-Chancellor replied that if this happens

	there would be an increased amount of communication from the University and the Students' Union to students.
7.	<p>Feedback from the floor</p> <p>Academic Representatives highlighted that in the Modern Languages SSLC meeting they do not feel that they are listened to. The Students' Union would shortly be releasing a survey to all student representatives who sit on University committees to capture their feedback and experiences, Academic Reps are strongly encouraged to complete this when circulated.</p> <p>An Academic Rep commented on an individual student's experience of the Individual Mitigating Circumstances process. The Education Officer commented the Students' Union Advice and Support Centre provides support on academic issues, including academic appeals, assessment offences, and individual mitigating circumstances (IMCs), representatives should signpost any individual students who approach them to the Advice and Support centre as soon as possible as there are often timeframes which need to be mindful of (https://www.thesubath.com/advice/academic/).</p> <p>Representatives reported that they didn't feel there was a sense of community in Social Sciences and that this feeling was evidenced in responses to the United Kingdom Engagement Survey (UKES). It was recommended that representatives feed this in to the Curriculum Transformation process discussions with their departments.</p> <p>Buses were highlighted as an ongoing issue by several representatives.</p>
8.	<p>Any other business</p> <p>There was no other business.</p>
The meetings ended at 13:05 and 14:05.	

Register Of Members' Attendance	
Name	Programme/Department
Frederica Brito E Cunha	Architecture & Civil Engineering
Miss Maria Burnell-Romeo	Architecture & Civil Engineering
Leah Deverick	Architecture & Civil Engineering
Jonel Li Fat Chuen	Architecture & Civil Engineering
Mr Matthew Dawes	Chemical Engineering
Mostafa Aly	Electronic & Electrical Engineering

Oliver Holt	Electronic & Electrical Engineering
Mr Mohammed Ihsun	Electronic & Electrical Engineering
Mr Harry Anderson- Chapman	Electronic & Electrical Engineering
James Kay	Electronic & Electrical Engineering
Hao Yin	Electronic & Electrical Engineering
Dina Siyam	Mechanical Engineering
Addi Duhan	Mechanical Engineering
Ellie Graham	Mechanical Engineering
Allan Antony	Electronic & Electrical Engineering
Miss Lojen Kerish	Mechanical Engineering
Miss Aishwarya Vimala	Economics
Mr Arpit Gupta	Economics
Yuting Xin	Economics
Miss Finja Kruse	Education
Tom Avery	Education
Ms Kristin Jackson	Health
Miss Isabel Ovens	Health
Mr Findlay Dixon	Health
Chloe Iannetta	Polis
Andy Callaghan	Polis
Miss Kamila Hamarova	Polis
Miss Danielle Jeffries	Polis
Charlie Ridley-Rundle	Polis
Miss Lauren Young	Psychology
Billie Dale	Psychology
Mr Rushad Saklatwalla	Psychology
Julia Brake	Social & Policy Sciences
Amy Shepherd-Coles	Social & Policy Sciences
Miss Zoe Karlsson	Social & Policy Sciences
Josie Mcallister	Social & Policy Sciences
Ang Li	Social & Policy Sciences
Chloe Ferris	Social & Policy Sciences
Zoha Imran	Social & Policy Sciences
Ms Alice Palmer-Ross	Social & Policy Sciences
Abigail Rosselli	Biology And Biochemistry
Lev Gorbunov	Biology And Biochemistry
Bartlomiej Janac	Biology And Biochemistry
Abigail Grootveld	Biology And Biochemistry
Miss Jade Pizzato	Biology And Biochemistry
Hannah Parslow	Biology And Biochemistry
Emily Rudolph	Biology And Biochemistry
Mr Luke Parr	Biology And Biochemistry

Miss Rhiannon Heath	Chemistry
Mr Jack Taylor	Computer Science
Mr Liam Pugh	Computer Science
Miss Kirsten Carotti	Computer Science
Hester Gent	Computer Science
Henna Patel	Mathematical Sciences
Hannah Mathews	Mathematical Sciences
Mat Lynch	Mathematical Sciences
Miss Natasha Lee	Mathematical Sciences
Miss Georgia Stimpson	Mathematical Sciences
Mr Peter Allin	Mathematical Sciences
Miss Sophie Demellweek	Natural Sciences
Teresa Chan	Pharmacy & Pharmacology
James Fossey	Physics
Sachin Dias	Physics
Zornitsa Markovska	Physics
Jacob Withington	Physics
Aaron Ueckermann	Physics
Mr Mark Rowney	School Of Management
Ms Achsah Wildish	School Of Management
Sasha Kotchkour	School Of Management
Clementine Grellety Bosviel	School Of Management
Mr Sam Brill	School Of Management
Yu Li	School Of Management
Mr Eric Wong	School Of Management
Mayank Saboo	School Of Management
Miss Liz Garcia	School Of Management
Miss Yuting Wang	School Of Management
Miss Qing Li	School Of Management
Miss Tanvi Kochhar	School Of Management
Miss Xuelu Chen	School Of Management
Xiao Li	School Of Management
Mr Sebastian Hillinger	School Of Management