Guidance

- There are four sections to this report – (1) Roles and Responsibilities, (2) Written Statement (Manifesto) Action Plan, (3) Student Ideas & Policy and (4) Other Student Issues, Meetings or Projects to Note.
- You should write in all four sections, but it is up to you to decide how much you would like to write for each section.
- Your report should be submitted one week before your session. Completed reports should be emailed to Student Voice (**studentvoice@guild.bham.ac.uk**)
- If you are unable to submit your report on time, please let Jane and Scott know ASAP
- You will have two minutes at the beginning of your meeting slot to provide any further updates verbally

Officer:	Joe Hill
Date of Panel:	11th March

Role and Responsibilities

This section is for you to write about any projects you have been working on or meetings you have been to that you think are of particular importance to your remit.

Please feel free to add extra rows if you need to.

Meeting / Project	Outcome for Students
Student Rep System Advisory Board (SRSAB)	Committee that I co-chair, overseeing the operation of the Rep system and dealing with plans for improvement, as well as any issues in our partnership with the University. This work is addressed in point 1 of the next section.
University Education Committee (UEC) / University Quality Assurance Committee (UQAC)	Two senior University committees where I and other officers push for improvements in academic standards and student experience. Some of the main topics we have raised include reducing assessment load, improving the quality of feedback, and monitoring of late returns. This work is addressed in points 2 & 3 of the next section.

	At the most recent UEC I was successful in halting changes to academic regulations that would have seen over 100 fewer first class degrees given out each year.
Student Experience and Engagement Group (SEEG)	At this committee, the PGO and I have contributed to the creation of the Mid and End of Module Evaluation Questionnaires. We added questions to make sure that changes can be tracked between the mid and end of module forms. This should hopefully encourage quicker improvements for students. **Since my last report**, the work of this committee has focused on the University's plans for promoting NSS and other surveys. The Guild supported the University in promoting these surveys, and all saw an increase in response rates compared to last year.
Guild Education Committee	I chair the Guild's Education Committee. This group of elected representatives is a forum for officers and Guild staff to update students on the work they have been undertaking, as well as to gather opinion on relevant issues concerning Education at the University. **Since my last report**, the final Education Committee meeting of the year focused on how the Guild can better engage reps and students more broadly around educational issues

Written Statement (Manifesto) Action Plan

This section is for you to track your progress on your written statement priorities, as outlined in your action plan. The "context" section of the document can remain the same for each Panel.

Please feel free to add extra boxes if you need to.

Written Statement Aim #1
Promotion of Rep System and EDI Training

Context:	Much of the first term was spent recruiting reps and addressing immediate issues in the system. EDI training for reps came from my manifesto commitment to more visible and representative course reps. Reserved positions for people of certain backgrounds wasn't practical, so have adapted to EDI training for reps on a voluntary basis, with possibility for it to become part of core training in future.
Progress:	Promotion: We have managed to achieve over 1300 rep sign-ups, with over 1100 of them having completed training. Myself and the PGO have organised a successful rep social, with over 100 attendees. I have also led a 'speak and lead' workshop gathering feedback from reps. **Since my last report**, I have been heavily involved in planning for Rep Awards (and by the time of the actual panel it will have happened). I am the lead officer on this event, working with the reps team on designing the night, and will be making a speech when it happens. Training: Have met several times with the University EDI team about how we can incorporate their Canvas course into rep training. The training was released to reps at the start of semester 2, and so far over 80 reps have completed it.

Written Statement Aim #2
Ensure no student waits more than 3 weeks feedback on a regular assignment

Context:	All summative work should be marked and returned to students within 15 working days, unless it is at the end of the year, in which case it's 20 days. If this is not being followed, there should be a good reason, and students should be notified of late marking at the earliest opportunity.
Progress:	I have regularly raised the issue of communication with students, as well as the University's ability to reliably monitor instances of late return of feedback. At both UQAC and UEC, I and other officers have raised concerns that the University doesn't have accurate enough methods for reporting late returns of feedback. They have acknowledged that they need a better picture of where there are issues, and we will continue to press on this. I have also been discussing the development of a staff handbook on academic standards with senior University staff, which will lay out the minimum expectations from staff in areas like assessment and feedback, student voice, and Canvas. I have created a student facing guide to assessment and feedback to help students know what to expect from academics, and posted it on my Instagram account.

	Since my last report, figures reported to UQAC for both semester 1 and 2 showed a decline in both the number of late feedback returns, and the length of delays. We will continue to question the accuracy of these figures.

Written Statement Aim #3
Improve student experience of the Academic Calendar (Timetables and Reading Week)

Context:	The structure of the academic year has changed. There are now three terms: two as normal, then a summer term that will consist of an assessment period followed by three weeks of enrichment activity. Primarily this means a shorter, week-long January assessment period, with more exams moved to the end of term (although overall there should be less assessment). It is also expected that where possible courses should be making time for academic support activity in Week 6 each semester.
Progress:	Timetables: The University is a year into a 'New Approach' to timetabling, which is designed to allow timetables to be released earlier, and with fewer changes needed post-release. The changes have been broadly positive, with timetables released to most students on 11th September, and semester two timetables released 13th December. I have continually stressed the importance of both early release and minimising the number of changes to timetables in both committee meetings and catch-ups with senior staff. Since the last meeting I have been discussing the feasibility of having exam timetables appear in the MyUoB app, and am currently contributing to a review of how timetable information is communicated to students. Academic Support/Reading Week: This is now an expectation for Colleges to implement wherever possible. I have discussed it at Guild Education Committee, and have surveyed reps to gauge student awareness of week 6 and how widely it has been implemented. Other calendar related work: I have been in numerous meetings around the content of the 3-week summer period, continuing to push for as much student-led and Guild events in the period as possible. **Since my last report**, I and the PG Officer, have agreed to host a guest lecture event, in partnership with the University, during UoBXtra. We have also been supporting in promoting other events.

Written Statement Aim #4

	Lead Guild consultation on UoB Access and Participation Plan (APP) redraft
Context:	I had manifesto commitments to increasing the number of library resources available online, as well as supporting efforts to diversify and decolonise the curriculum. While I have been working towards these, much of my work on accessibility and equality in education has focused on the University's APP redraft. Therefore, I have changed the title of this aim to reflect the APP project (which was previously included as a separate project below) as my primary focus.
Progress:	I have set up regular meetings with the Head of Library Services. This has taken a slightly lower priority than my other policies as student satisfaction with the library is generally very high. I have also reached out to a number of curriculum decolonisation groups around campus, offering whatever help I can provide in my role. This has so far mainly taken the form of promotion on social media e.g. shared recruitment information for DiversityUoB. I have been heavily involved with the University's APP redraft. After researching and consulting with other Student Unions, I chaired a series of student consultation discussion sessions. **Since my last report**, I have written and submitted a student submission to accompany the University's APP. This is a substantial piece of work, which lays out areas of work that we support, as well as areas where we feel the University could have been more ambitious. This has been sent directly to the Office for Students to consider alongside the University plan.

Student Ideas and Policy

This section is for you to report on progress made on student ideas and policy that you have been allocated from the Guild's decision-making (democratic) process.

You only need to provide updates on your actions.

You can also add ideas or policy as they are submitted throughout the year.

Please feel free to add extra rows to the table if you need to.

You can find a copy of all submitted ideas and policy, including information on who they were allocated to **here**.

Idea / Policy	Action Taken Since Last Panel
Modified belief towards TEF	Concerned an existing but out of date Guild belief. Came to an Action Group I chaired, and I decided to put an updated version of the policy to the ASV.

Academic Representation	**Since my last report**, I chaired an action group to amend an existing policy which supported student involvement in choosing their representatives. We made minor amendments so that the policy better reflected the current student representation system, and did not send the belief to an ASV

Other Student Issues, Meetings or Projects to Note:

Issue/Meeting/Project	Context/Updates
Maths students' petition against assessment changes	Early in the first semester a group of Maths students raised concerns about changes to the structure of their exams. They started a petition that gained over 200 signatures. I pushed for the department to meet students to discuss their concerns. I then attended the meeting and steered the discussions to a satisfactory conclusion.
UoB Online (Distance Learning)	I have been to a number of meetings about UoB Online, a new part of the University specifically for delivering distance learning programmes. I have been arguing for strong student representation once programs are established. I have also worked with the University's student comms team to create a set of personas to better understand UoBOnline students. **Since my last report**, I have managed to secure amendments to the University's Student Protection Plan. This enhances protections for distance learners, explicitly addressing cases where the University depends on commercial partner organisations to deliver substantial parts of the course.
Impact of Strikes	In early January, I was the officer lead on a written evidence submission the Guild made to a parliamentary inquiry on the impact of strikes on students.

	As a result of this submission, I was invited to give in person evidence to the House of Commons Education Select Committee. My evidence emphasised that students can be unhappy with disruption, as well as supportive of their lecturers. And that mitigations put in place by Universities are of limited effectiveness when the main dispute remains unresolved.
Student Guide to Feedback	I have updated an old Student Guide to Feedback, and rereleased it. This has been posted on my Instagram, and passed on to University colleagues to be distributed to students via Senior Tutors.
Company Law Meeting	I was involved in planning the Guild's recent Company Law Meeting. In addition to contributing to plans for the event, I hosted the 'President's Question Time' section of the event.
Extension concerns in EPS	**Since my last report**, I have been supporting an EPS College Rep and SANDAM in querying some proposed changes to extension policy in the College. I was able to secure a meeting with the College Director and Deputy Director of Education, which reassured the students about the impact of the changes.
University response to GAI	**Since my last report,** I have supported the University in developing a nuanced and effective response to the rise of Generative Artificial Intelligence (GAI). I secured amendments to the University's generic mark scheme to emphasise that students would only be expected to demonstrate awareness of GAI where it was necessary and relevant to their subject. I have also been supporting a research project looking into ways to make final year assessments more resilient to GAI.