



Hull University Union: Course Rep Forum Minutes, March 2019

Minutes of the meetings held on Tuesday 12th, Wednesday 13th in Meeting Room 1 of Student Central & Online Forum on Tuesday 19th March.

1. Welcome from Isobel Hall, President of Education

23 Academic Reps attended on 12th March, plus three members of the Education Zone, Eight Academic Reps attended on 13th March, plus two members of the Education Zone.

51 Academic Reps signed in to participate in the online forum on 19th March

2. Transforming Academic Representation

IH reminded Reps of the outcome from the previous Course Rep Forums where feedback was collected on how good or frustrating they considered the current system for academic representation. Four keywords were identified through the consultation with students and Academic Reps: Open, fair, transparent and communicative. Feedback indicated that there was a level of 'disconnection' between all three of staff, students and Reps.

IH confirmed that phase one of the review is now complete after consultations have been held with students, Reps, the Education Zone and staff. This adds up to over 400 people, including 280 students, across approximately 18 hours. Final numbers to be calculated.

Session 1: No questions were asked by those attending.

Session 2: Reps feel that there is not enough publicity from all sides regarding the outcome of SSFs. Reps find individual lecturer feedback is good, but they are constantly waiting for feedback from SSFs.

Online: Reps do not always know how to gather feedback

First Activity:

IH explained the Segmentation activity, and groups discussed one persona each to agree how that student might be best engaged by the Students Union.

The personas were Bella, Laura, Josh and Omar, with each group presenting their findings to the room.

- Personas created from the feedback from 3200 students
- For each persona the lack of involvement with HUU is a key issue

IH: How should we engage with students?

- More online – PGCE
- Nursing is intense and online is better
- Online is helpful and accessible

IH: How should we advertise Reps?

- Emails
- Canvas as an alternative to HUU website
- Posters
- Post more about the achievements of Reps
- Lecturers/professors to email students – would attract more interest from PhD students

Second Activity:

IH led those attending in a Timeline themed activity, requesting that Reps outline their journey from first learning about Academic Representation to now and leaving university.

Feedback from both of these activities can be found attached to the end of this document.

3. General Discussion

IH opened the floor for comments and questions relating to the student experience.

Lost assignments and papers in English:

- How are these supposed to be dealt with?
- Four had been lost during the most recent submissions and waited a month before the Hub responded
- Some papers reappeared but those whose did not were told they may have to resit or take a penalty. This put two internships at risk.

Graduation:

- The ongoing question over the location for graduation was mentioned. IH explained that the Presidents team have a mandate to address the concerns of students with the university, including making sure that accessibility at the Bonus arena is ensured and students receive full details of their graduation day.
- Law do not know when their graduation is
- Lots of uncertainty and students feel ignored
- Many feel upset about being the first year to use the new facilities
- General unhappiness about how the university deals with things

Other:

- It was requested that Sarah Lonsborough be invited back to the Course Rep Forum to feedback on the hubs.
- Science and Engineering have two or three times as many assignments as other faculties. ***IH to look at policies***
- ***IH – Exam dates to be released earlier?***
- Students had only just found out that there was not Faculty Rep for FACE
- Language Reps do not turn up to SSFs.
- Three expressed interest in Subject Rep roles, two for Education and one for Languages
- What were the outcomes of the feedback given to Michelle Anderson, Librarian, at the last Course Rep Forum? IH – The responses have been discussed at the library management team meeting, and are being processed. They will then form the basis of a report. IH plan to make a video with Michelle Anderson, Librarian.
- Can Course Rep Forum minutes be made available for students? Reps are sometimes asked by students for the outcomes from meetings. Discussion led



to suggestions that they could be uploaded to Canvas, HUU website, TVs around campus, by radio and the student newsletter.

- IH asked for comments and questions on Academic Support. Response: 'should have more meetings per trimester.'
- Joint honours Reps only invited to SSFs in one of their subjects. IH stated that attending both would be an excessive amount of hours, but Reps can request to be on both mailing lists
- Stress and mental health week not advertised well and took place in an obscure location. IH – Reps can get the word out about these events, or contact the Student's Union to add to communications

4. RepFest 2019 – 20th March

Reps were again encouraged to sign up for RepFest 2019, a conference style event with workshops delivered on topics that will benefit Reps in their role and after.

Online Forum: RepFest is not accessible for PGCE students due to placements. IH – RepFest is available to all who can make it. This issue will be taken into account when planning the next event.

5. Employability Workshop

Reps were again encouraged to sign up for the Employability workshop scheduled for the 27th March that will contribute to the Hull Employability Award.

6. Course Rep Celebration – 5th April

Reps were again encouraged to nominate fellow Academic Reps for the end of year celebration. Reps will be presented with their certificates of achievement and awards presented to those who have gone the extra mile to represent students on their course.

7. Any other Business

Appendix 1:

COURSE REP FORUM FEEDBACK

12TH MARCH 2019

Response 1

- Timeline of a rep
 - Got told by housemate to sign up/was sick of old course reps
 - Signed up
 - Training
 - Ta-da!
- Problem
 - Training didn't bring anything new, was a bit tedious
- Positive/Solution

- 
- Revamp training?

Response 2

- Timeline of a rep
 - Signed up via Union website (was a rep last year)
- Problem
 - Union website wouldn't let me submit the form, had to email to apply
- Positive/Solution
 - Make the form one you download and email someone rather than an online one which may crash

Response 3

- Timeline of a rep
 - Course rep training
 - First SSF
- Problem
 - First SSF was during my lecture, had to leave lecture early to attend
- Positive/Solution
 - More than one SSF?

Response 4

- Timeline of a rep
 - Became course rep in 2nd year after finding out about in 1st years and having so many issues I wanted resolving
 - Attended in person rep training
 - Rep forums and SSF's
- Problem
 - No subject rep
 - No faculty rep – do not have one, what do they do?
 - Other language reps never turn up
- Positive/Solution
 -

Response 5

- Timeline of a rep
 - Sep 2017 – notified in mass email about upcoming Union elections, signed up to be school rep online
 - Oct 2017 – attended rep training
 - Oct 2017 – first SSF
 - Nov 2017 – first course rep forum
- Problem
 - Hard to get student to contact me
- Positive/Solution
 -

Response 6

- Timeline of a rep
 - I found out about course reps from my teacher – she had a sheet of 'how to be a course rep' so I decided to do it because I could see that the



University needed to have more improvements and I wanted to know more about the University

- Became a course rep in September
- Had course rep training
- Came to all the course rep meetings
- Problem
 -
- Positive/Solution

Response 7

- Timeline of a rep
 - First heard about it – SU came into lecture informing us/staff reminding
- Problem
 -
- Positive/Solution
 - More guidelines on how faculty staff will have a variety of approaches in SSF in the process, in receiving feedback and in the way they may respond to your contributions

Response 8

- Timeline of a rep
 - First hear about it – email, speaker in a lecture, staff briefly mentioned
 - Signing up – details about why you want to, reply to email, nominate yourself
 - Training – attend sessions, guidance from returning reps
- Problem
 - The initial SSFs were very disorganised and only gave me a couple of days' notice, meaning I was unable to reschedule and couldn't attend
 - Lecturers are unclear/inconsistent about knowing what reps are there for. Some don't believe that reps are important/should be listened to
- Positive/Solution

Response 9

- Timeline of a rep
 -
- Problem
 -
- Positive/solution
 - Communication to be better between SU and lecturers, so they know what is expected of reps

Response 10

- Timeline of a rep
 - I was contemplating becoming a rep, and then the first year tutor said we still had no rep so I then decided to turn up
- Problem
 -
- Positive/solution

Response 11

- Timeline of a rep
 - I was the course rep for my course last year, when I saw an ad for subject rep and I took it up
- Problem
 - When I signed up this year I did it online, however parts of the website covered parts of the information up
- Positive/solution
 - Please for the love of God, re-design the website

Response 12

- Timeline of a rep
 - The very beginning. I didn't sign up as a course rep – it was assumed
- Problem
 - I did not sign up. I appear to have just been signed up without being consulted
- Positive/solution
 - Ask People! Don't assume that because they did it in previous year that they will want to continue to do it

Response 13

- Timeline of a rep
 - Found out about course reps via Canvas
 - Became a course rep in October?
 - Completed course rep training online
 - Attended SSK in November and March
- Problem
 -
- Positive/solution
 -

Response 14

- Timeline of a rep
 - Had it mentioned in a lecture, decide to join with friends
 - Attended training session
 - Sat on SSF
 - Kept attending monthly sessions
- Problem
 - I don't know what the difference/role clearly of a subject/faculty rep, or who mine are
- Positive/solution
 - Engage more, and have more communication

Response 15

- Timeline of a rep
 - 1st year course rep
 - Met Isobel Hall – guided me to become a course rep
 - Met with Veronika to learn more about role
 - Became a course rep after online training

- 2nd year subject rep
 - Applied – Veronika rang me to say I was a subject rep
 - Went for evening face to face training
 - Became a subject rep
- Problem
 - 1st year course rep – when a friend first recommended I be a course rep, the website for signing up showed that the position were full, which was an error
 - 2nd year subject rep – N/A since experience from last year
- Positive/solution
 - 1st year course rep – met Isobel Hall as a subject rep for English and she got me into contact/sorted
 - 2nd year subject rep – N/A since experience from last year

Response 16

- Timeline of a rep
 - Signed up for course rep and did my training
- Problem
 - Wasn't added to the email list for the SSF so wasn't sure of the dates
- Positive/solution
 - Make sure people are sign up for email lists

Response 17

- Timeline of a rep
 - Received email and signed up
- Problem
 - People don't read emails or get too many
- Positive/solution
 - Do shout outs in lectures
 - Pop up stall around campus
 - Notice posted on Canvas

Response 18

- Timeline of a rep
 -
- Problem
 - As a returning student coming back for a Masters, I wasn't able to sign up for ages as not in student system
- Positive/solution

Appendix 2: Personas Activity

Bella:

- More exposure on campus to engage Bella. Disagreement: Reps speaking in lectures to say 'We are the Student's Union' in person has a greater buy.
- First week of trimester is overwhelming so posters could be useful
- Toilet posters
- Bullet point the benefits of the Union on a poster

- Opportunity to get an idea of her own by coming into HUU

Jason:

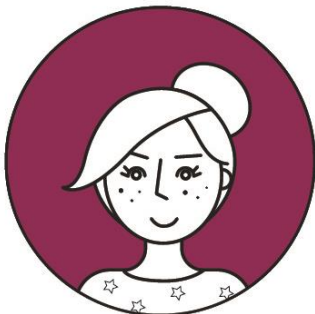
- He is focussed and driven and is an established social media worker
- Promote the influence Reps have to Josh
- Could utilise social media skills and improve them
- Use the employability element to appeal to the driven side of personality
- Payment for work could be an issue as Josh might choose to go elsewhere to use skills and get paid
- Promote unique experience of the role
- Use social media to target students like Josh
- Repeat the recruitment drive for volunteers after WelcomeFest

Laura:

- Might feel a bit out of place as a mature student and not engage with some SU facilities, such as the bar
- This can be seen as a second chance and she does have previous experience and is looking at employability
- Need to push the relevance of Reps
- Not many events at WelcomeFest are aimed at students not in the 18-21 age range

Omar:

- Advertise the employability side: Hull Employability Awards and certificates
- Being a Rep is being part of a community
- Promote through his course – promote role to Masters students as a last chance to get involved
- Business School is a very unique experience – very few posters in HUBS and students need to be dragged away to the rest of campus to take part
- These students are unlikely to just walk past the Student's Union



Bella is a second-year undergraduate politics student from Wakefield.

She lives in a shared house on Cranbrook Avenue with a group of female friends who she met in Halls.

She joined the Labour Club at the WelcomeFest Fair, and is now treasurer as well as a Councillor of Scrutiny for the Education Zone. She is thinking about running for a full-time President

Bella, 19 LIFE GRABBER	<p>position next year as she thinks it will help her with her career plans.</p> <p>In her (limited) spare time, she enjoys going out with friends to Karaoke in Sanc as well as getting together for film nights and cooking with friends. She often goes out with friends to Tower as they are in sports teams. She goes on their socials but does not play.</p> <p>She dreams about a career in politics (although not as a politician).</p>
Personality <p>Independent Confident Determined</p>	Skills <p>Communication Determined Persuasive</p>
Reasons to engage <ul style="list-style-type: none"> • Representation • Processes/Policy • Campaigns 	Reasons not to engage <ul style="list-style-type: none"> • External commitments (busy) • No confidence in the Union (feel that she could do things better.

Figure 1 Life Grabber, Bella



Omar, 22
LOYAL NETWORKER

Omar is a marketing master's student from London who lives with two male friends in a house off Cottingham Road. He did an undergraduate business degree at the University but enjoyed the freedom and independence of living away from home so decided to continue his studies.

He is one of five children. His older siblings have all been to University and his family expect him to do well are University.

He visits the Union as a place to meet up with friends between lectures. They often buy lunch in the shop and sit in our social spaces. He spends a lot of time with a close group of friends who come from similar cultural backgrounds as well as some friends he made when they were paired up together for joint projects as part of his course.

He is a member of the Business School Society and the Islamic Society where he helps plan events like guest lectures.

He dreams of getting a first to meet the expectations of his family and to set himself up for a successful future.

Personality

Confident
Direct
Driven

Skills

Pro-active
Motivated
Organised

Reasons to engage

- My societies
- The Advice Centre
- Accommodation (visit HUU homes)

Reasons not to engage

- Excluded (by events not being targeted at me)
- Focused on my degree
- Don't feel part of the broader student community

Figure 2 Loyal Networker, Omar



**Laura, 40
CARER**

Laura is a first-year nursing student who lives in east Hull.

She lives in a house she bought 10 years ago with her Husband Jack who is a mechanic and their two children Sophia (9) and Oliver (6).

Before she had children, she was a care worker, which she enjoyed but she decided to go back to University once Oliver started school to fulfil her dream of becoming a nurse and to improve her earning potential.

When she is not on placement, she visits the Union with her course mates to eat their packed lunch together between lectures. She has visited the Advice Centre to ask about financial support.

She enjoys getting together with her friends whom she had been close with since school every few months for a bottle of wine and a catch up. She has a sister who lives close and their families spend a lot of time together.

Personality

Nurturing
Bubbly
Lacks confidence in own abilities

Skills

Multi-tasker
Resourceful
Budgeting

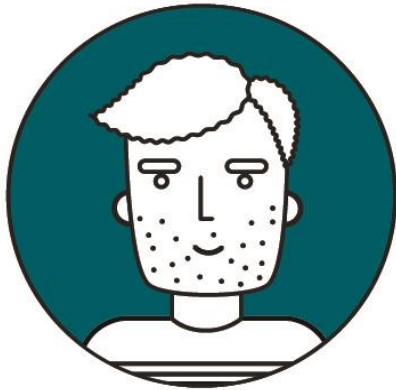
Reasons to engage

- Funding Support
- Use the shop
- Utilise knowledge of location of services

Reasons not to engage

- Not relevant to me
- Lack of time/interest
- Placements – opening hours may not fit

Figure 3 Carer, Laura



Josh, 19
SUCCESS DRIVEN SOCIALITE

Josh is second year Engineering student who came to Hull through clearing. He lives with a group of male friends in a house in Ashcourt.

His family live an hour away from the University and he drives home every few weeks to visit his mum who he is close to (and take some laundry!). His family expect him to do well at University as he comes from a family of successful professionals.

He joined the cricket team in his first year as he grew up playing the sport and loves going out on socials to Asylum every week. He makes some money on the side by working as a social media promoter for a festival and uses it to buy clothes and fund his social life.

He dreams of a successful career where he can make a lot of money, buy the car of his dreams and have influence and power.

Personality

Confident
Outgoing
Impulsive

Skills

Leadership
Committed
Communication

Reasons to engage

- Commercial Services
- Societies/Sports

Reasons not to engage

- We won't make him more employable
- Not relevant unless it relates to him directly e.g. uninterested in student politics unless a friend is running

Figure 4 Success Driven Socialite, Josh