

**Date:** Thursday 28 November 2024**Time:** 18:00 – 20:00**Venue:** 221 HKR Bentham House**Education Zone****Minutes****Chair:** Shaban Chaudhary, Education Officer

Members:	P	AP	AB
Abbey Smith, Faculty of the Built Environment UG Rep			X
Aleksandr Ignatev, Faculty of Population Health Sciences UG Rep	X		
Amanda Ng & Rory Clarke, Trans Officer	X		
Anoushka Kaur Ichpanani, Faculty of Laws UG Rep			X
Antonius Prasetya, Faculty of the Built Environment PGR Rep			X
Danilo Paganelli and Anji Suri, LGBTQ+ Officer	X		
David Metin, Faculty of Laws PGT Rep	X		
Darcy Lan, Postgraduate Officer	X		
Eda Yildirimkaya, Equity & Inclusion Officer	X		
Elena Sofia Guidi, Faculty of Social and Historical Sciences UG Rep	X		
Elisa de Aragao Bibay, Women's Officer	X		
Fatema Yusuf Jangbarwala, Institute of Education PGR Rep			X
Jamie Wong, Research Students' Officer	X		
I-Han Cheng, Faculty of Medical Sciences PGT Rep			X
Ines Lordonnois, Arts and Humanities UG Rep			X
Kody Christiansen, Faculty of Arts and Humanities PGT Rep	X		
Lara Schmid, Faculty of Mathematical and Physical Sciences PGT Rep	X		
Magdalena Georgieva, Faculty of Brain Sciences UG Rep			X
Menglong Bao, Faculty of Brain Sciences PGR Rep	X		
Mrityunjay Sharma, Faculty of Brain Sciences PGT Rep	X		
Mustafa Ali, Faculty of Engineering UG Rep	X		
Nasha Kanga, IOE, Faculty of Education and Society PGT Rep - ITE			X
Natalie Tse, Institute of Education UG Rep			X
Philip Greger and Suzanna Chen, Disabled Students' Officer			X
Priscilla Olaseyinde, Faculty of Life Sciences UG Rep			X
Rawleka Wilson and Shavari Patil, People of Colour Students' Officer	X		
Sara Kangval, Faculty of Mathematical and Physical Sciences UG Rep	X		
Solon Tono Fountzopoulos, Faculty of Medical Sciences UG Rep (Non-Clinical)	X		
Soraya Nezam, Faculty of the Built Environment PGT Rep			X
Tasneem Ali, Faculty of Social and Historical Sciences PGT Rep			X
Yue Yu, Institute of Education PGT Rep	X		
Zeyuan Tao, Faculty of Medical Sciences UG Rep (Non-Clinical)			X
Maria Isabel Restrepo Saldarriaga, Faculty of Population and Health Sciences		X	
Yi Jie, FPHS, PGR Rep	X		
Miriam Pollock, Faculty of Arts and Humanities PGR		X	
Alan Salazar Guerra, Sustainability Officer	X		
Ana Boikova, A&E Officer	X		

Rishika Hundal, Faculty of Medical Sciences UG Clinical Representative	X		
Simon Bate, Faculty of Medical Sciences PGR Non-Clinical Rep		X	
Adriana-Monica Radu, Faculty of Medical Sciences PGR Non-Clinical Rep			X
Hao Wu, Faculty of Social and Historical Sciences PGR Rep		X	

Quorum: 11

In Attendance:

- Ayanna Prevatt-Goldstein, Head of UCL Academic Communications Centre
- Colum Mackey, Head of Policy, Representation and Evaluation
- Danielle Swanson, Head of Advice and Wellbeing, Students’ Union
- Liv Kobberstad, Lead Department Rep for Neuroscience, Physiology and Pharmacology
- Rosie Steele, Student Observer
- Stasi Dimitrova, Representation Assistant (Minutes)

Actions Log 2024/25	Responsibility	Update due:
Clean and systematise five priorities and share with Zone members	Shaban Chaudhary	28/11/2024

Preliminary Matters

1. Welcome and Introductions

Education Officer (EO), Shaban Chaudhary (SC), opened the session by setting expectations for time-management due to the packed nature of agenda.

2. Announcements

SC talked about group chat for Faculty Reps and shared a QR code for people to join, inviting people to spread to their Lead Department Reps (LDRs) as well.

The EO also announced he would feed the priorities agreed upon at Zone last time to the Senior Education Team.

3. Minutes From EZ2401

Officer Updates and Questions

4. Equity & Inclusion Officer (EIO)

Eda Yildirimkaya (EY) shared the following updates:

- A lot of UCL East meetings and updates

- UCL East students have requested more study spaces to be opened after hours. The refectory is now open after hours, and additional graduate support study spaces have been created.
- The Equality, Diversity, and Inclusion (EDI) committee at UCL East provided feedback on EDI policies, primarily focusing on strategies for recruiting new students. They encouraged consideration of the student experience within EDI strategies.
- There are ongoing discussions about making departmental spaces at UCL East more accessible. Efforts are being made to create extended learning opportunities with the Student Partnership Committee (SPC). Additionally, student societies will require more space to host events, and we are working to ensure students can utilize the facilities that UCL East offers. A variety of events will be held there in the near future.
- The UCL Alumni team is organizing a homecoming event as part of the UCL 200 initiative, which aims to gather all graduates together to celebrate 200 years of UCL.

Activities & Engagement Officer (AEO)

Ana Boikova (AB) explained what she had been currently working on in relation to the Education Zone.

- AB is currently working on a joint project with SC in relation to UCL Wednesdays and is looking for feedback
 - This specifically is in relation to Wednesday lectures post 1 PM, which should not be occurring.
 - After hearing that a lot of students do, which is not the policy, AB is advocating for a new policy around sports students who travel away for matches as part of BUCS.
 - Usually games start at 1 PM or 2, so it is hard for students to balance sporting commitments with lectures where they have them,
 - AB is looking to bring a lobbying policy where these students have leeway to play sport but also in keeping up with their academic commitments.
 - Both AB and SC encouraged students to chat to them if they know sports students who may like the idea or have that issue.

5. Postgraduate Officer (PO) – WENT FIRST

Darcy Lan (DL) shared following updates in relation to education matters:

- PG Career supercharger – event supporting PG students with employability; first session looking at networking skills, 3 alumni invited, shared tips. Thanked Research Students' Officer (RSO) Jamie Wong (JW) for his help.
- PG community building with JW – DL explained she is engaging with ongoing work to promote and support the RSO with the Research Students' Network to build a strong community within PG students.
- DL reported positively about the PG bowling night at UCL East. From this, she is planning more cheese & wine nights + festive events. DL also invited people to join alumni networking session.

6. Education Officer

SC shared the following updates:

- Due to ongoing conversations around scheduling, timetabling and work around SORAs keeping him very busy
- Due to UCL having to go to clearing, there has been a lot of extra student recruitment last minute
- SC urged that if students have any concerns with timetabling/SORAs to get in touch. UCL are building a team that's working on both topics, but the problem is better solved with more student feedback!

Matters for Information

7. Outcomes from and inputs to UCL committees

Not discussed.

8. UCL Academic Communications Centre (ACC)

Ayanna Prevatt-Goldstein, head of ACC attended the Zone to introduce the work the ACC does.

- She began by introducing herself and outlining the mission of ACC, which is dedicated to providing comprehensive linguistic support to students in relation to their academic pursuits. Her role involves collaborating with students from a wide range of faculties and departments, as well as various academic levels and degree programs. She primarily focuses on undergraduate students, recognizing their unique challenges and needs in navigating their coursework and academic writing. Additionally, she highlighted that postgraduate research students have access to a different set of resources and support systems tailored specifically for their advanced studies and research requirements, ensuring that all students receive the assistance they need to excel in their academic endeavours.
- In wanting to ensure that students feel supported, she also advertised Moodle and Instagram account

Resources

- [Support for Undergraduates](#)
- [Support for Postgraduate Taught](#)

Matters for Discussion/Papers Submitted to Zone

9. Idea of Peer-Led Initiatives – PAPER/for discussion

EO introduced the initiative, related it to post-COVID drop-out in social interaction and emphasised the importance of peer-to-peer support. She talked about her experience visiting student spaces during her trip to Boston. She saw how they help build connections and encourage students to feel at home in the space by seeing people like them.

She also highlighted that students at MIT typically within 4 months before graduating, everyone has a job. This record has been stable for past 20 years; the majority of this success is due to peer support provided by fellow students and alumni.

Liv Kobberstad (LK), the Lead Department Rep for Neuroscience, Physiology, and Pharmacology, invited guests and encouraged them to get involved within the department.

LK spoke about exam peer-to-peer workshops. In the Neuroscience cohort, a lot of fellow first-year students struggle with the transition from high school to university. Students identified differences that made the transition difficult, such as concrete mark schemes in high school, the overload of information at university and nobody knowing what to do with it; other issues raised were isolation, people don't know most of their cohort. To tackle the issue, they held the peer-to-peer workshop. This workshop caused the following actions:

- a list for module topics they'd gone through, students could then vote on which topic they found the hardest
- studying by teaching people by signing up to learn hard topics and teach them to somebody else, upper years collaborated and gave advice, submitted mark schemes they created and then got feedback from them on expectations.
- eventually entire cohort got involved, running again this year
- Feedback said people not only thought it boosted their grades but also it improved their experience and they felt less isolated; hoping they could spread this further; can ACC collaborate on things with this

However, members in the discussion did raise the concern that the moment something becomes led by the institution, it becomes anonymised and dehumanised; so they urged trying to keep it very peer-led even if it expands.

10. Effective Classroom Interaction

EO introduced a proposal to ensure that there are two microphones in every classroom so that people can respond and hear the person presenting. This would also accommodate Neurodivergent students. Faculty Reps will be left with it to take home and consider.

Usually, the lecturer has only one microphone available to communicate. However, when a student raises a question, especially in big rooms, most students on the other side do not hear the question unless the lecturer re-echoes it to the whole class.

11. Extension of UCL's participation in the SCONUL scheme to include bands B, C, and/or R – proposed by Amanda Ng (AN)

From submission:

I would like to discuss the possibility of lobbying UCL to allow UG and PGT students (and other students not currently covered by the Band A participation of the SCONUL scheme) to make use of the study spaces and knowledge held in other university libraries in the United Kingdom and Ireland.

NB—SCONUL is the Society of College, National, and University Libraries. SCONUL Access is a scheme that allows many university library users to use study spaces or books and journals at other libraries that belong to the scheme. Some library users may also be able to borrow print books from other libraries.

Currently, only full-time PhD level students at UCL are eligible to access the scheme, giving them reference access to 181 participating institutions in the UK and Ireland.

AN also added that they appreciate that a lot of the work cannot be resolved immediately but getting UCL to consider joining the bands. R – reference, ABS (Staff, PGRs, PGTs, UGs), UGs can get R rights in some cases but not [voting?] rights; would allow people to access study spaces in other unis all over the country/in local areas during holidays; other students would be able to use UCL libraries as well, which is not unprecedented as there is the University of London (UoL) scheme.

SC opened the floor for comments.

Kody Christiansen, (KC) Faculty of Arts and Humanities PGT Rep, said: Great idea, UG at Harvard, Ivy Connect scheme for Ivy League libraries, would go to Columbia during breaks. If this were a policy, he would vote yes.

SC: Raised annual subscription considerations; asking Zone if they want to take this forward

EY: Added that a similar thing exists with UoL, and it is worth expanding for students outside of London.

SC: With the rising number of commuter students, it could help with their costs if there is a broad institutional adoption; we can get a detailed paper at the next Zone, and then people can vote/amend that. He added that there are more general worries about the lack of UCL spaces for UCL students, and this may work to make those spaces scarcer.

JW: He suggested sending an FOI request to the larger unis/SCONUL itself to get the relevant data about the initiative.

All those who've used it agree it's been helpful, and it's not well known, so the risk of making space scarce might not be great.

Action: SC will prepare a briefing for the next Zone meeting.

12. Fossil-free Careers

The Union should support the Fossil Free Careers (FFC) campaign in three key ways:

A. Publicly support the FFC campaign:

The Union should leverage its various media platforms to advocate for the FFC campaign and raise awareness about the harmful impact of the fossil fuel industry in accelerating the climate crisis.

B. Lobby UCL Management:

Union Officers should lobby UCL Management and the Careers Department to cease promoting fossil fuel companies to students. This includes stopping invitations to these companies for on-campus Career Fairs or online recruitment events.

C. Collaborate with the Careers Department to Promote Green Job Opportunities:

The Union has consistently championed climate justice initiatives, as demonstrated by developing a mandatory sustainability course for UCL students and ongoing sustainability-focused events like the Sustainability Fair. This commitment to addressing the complexities behind the climate crisis should continue by lobbying the Careers Department to promote more green job opportunities for our student community.

SC informed the Zone that this policy has been to the Education Zone before and went to the Welfare & Community Zone last year. It would not directly affect anything, but it would be a commitment/principled stance to take.

Last year's Education Zone couldn't pass the policy due to limited data/information. For it to return, it has to undergo new tweaking/updates. Alan Salazar Guerra (ASG), Sustainability Officer (SO), will give a presentation.

SO: He explained that the policy was passed in the Welfare & Community Zone but didn't pass in the Education Zone by one vote. He then began a presentation on the different aspects of the policy.

Common questions and answers: They agreed they would not deny UCL students support from Careers to join fossil firms, and engineering students have options; Engineering UG FR will present this at the next Zone as well to provide balance to the argument.

And that the policy has passed in 15+ universities now.

The floor opened to discussion.

Maria Isabel Restrepo Saldarriaga, Faculty of Population and Health Sciences, noted that feedback from 89 Course Reps showed students were not in favour of the ban because it might limit the industry's innovation capacity. They added that academic staff say a slow/gradual ban would be better.

Lara Schmid, Faculty of Mathematical and Physical Sciences PGT Rep, pointed out that this is also relevant to Maths students and other pathways beyond Engineering and stressed the importance of education about alternative pathways.

SO said this was good feedback to take to the next Zone, and that we should and come up with a plan that includes these ideas.

Any Other Business

13. UCL Curriculum Design Principles workshop

“UCL’s Curriculum Design Principles

The Programme Excellence Project (PEP) is the leading project in UCL’s Strategic Plan 2022-27 and seeks to embed excellence across all our taught programmes, improve student and staff experiences, and ensure that UCL is prepared for the future.

Join us for a focus group and have your say in shaping the Curriculum Design Principles which will support the second phase of PEP – the Curriculum Review. UCL’s Curriculum Design Principles will be used as the basis for thinking about whether our programmes could provide improved experiences for students.

We would love to hear your thoughts on the draft Principles as part of a university-wide consultation period. Please join us for one of the in-person focus groups below and receive a £15 Love to Shop voucher:

Monday 02 December, 1:00-2:00pm - Main UCL Building, Haldane Room

Thursday 12 December, 1:30-2:30pm - South Wing, G14, Committee Room”

14. Reading Week for all students

It was raised that currently, there is none for PGTs in specific faculties, and UCL should be lobbied to change this.

There was no opposition from the crowd; SC called for people to take this back to Faculties for discussion so that it could be taken to the next Zone.

JW –Added that there is no Reading Week for PGT students because of annual leave; Darcy Lan offered assistance/collaboration with other PGT Reps in the room to look into this.

15. ELO Programme

DL: ELO – name of flagship ELO programme, ELO = Extended Learning Opportunities Programme

A programme of hands-on structured activities to help you develop new skills and enhance your knowledge. The aim is to help students prepare for their future whilst focusing on activities that can make a difference.

Examples could include Industry challenges, leadership conferences, or hackathons with our charity partners.

There will be various activities on offer with different time commitments and delivery modes (mostly in Term 3 because we know many students have no teaching or other learning on offer). They are not

for credit (i.e., they sit alongside your programme), but they are intentionally designed to ensure you develop specific skills and competencies depending on what you want to focus on (e.g., career development, making a difference!).

SC gave background on ELO: ‘Give students things to do in Term 3 when they don’t have things to do. ‘ What should T3 be called for everything outside the classroom?’

Members voted on preferences and suggested other names through the MentiMeter survey.

Next meeting: Thursday, 28 January, 18-20:00

Minutes approved as a true and accurate record	
Chair:	Shaban Chaudhary, Education Officer
Signature:	
Date:	