Meeting:	Academic Council
Location:	Ensemble Room, The Edge
Date & Time:	22/11/2023 14:15 – 16:05

Present:	
Amber Snary	SU Education Officer (Chair)
Richard Afelumo	Accounting & Finance Year 1 Rep
Amir Tarzi	BEng/MEng Chemical Engineering Year 1 Rep
Lili Illman	Biochemistry Year 1 Rep
Holly Cashin	BSc Accounting & Finance Year 4 Rep
Lily Lewis	BSc Architecture Year 1 Rep
Belle Sprake	BSc Architecture Year 3 Rep
Tina Cai	BSc Architecture Year 3 Rep
Stephen Kerbyson	BSc Architecture Year 3 Rep
Valerie Tsang	BSc Architecture Year 4 Rep
Dom Bowns	BSc Business Year 3 Rep
Akim Komarnitskii	BSc Computer Science Year 1 Rep
Naveen Ali Khan	BSc Criminology Year 1 Rep
Stephen Harden-Wilson	BSc International Development with Economics Year 1 Rep
Sofia Onate Fernandez	BSc International Management Year 2 Rep
Sima Smadi	BSc Management with Marketing Year 2 Rep
Xheni Skenderi	BSc Management with Marketing Year 4 Rep
Palma Takoor	BSc Pharmacology Year 1 Rep
Erin Sharp	BSc Pharmacology Year 1 Rep
Palma Takoor	BSc Pharmacology Year 1 Rep
Dhanishtha Upadhyay	BSc Psychology (Placement) Year 2 Rep
Tarini Sehgal	BSc Psychology (Placement) Year 2 Rep
Hana Hussain	BSc Social Sciences Year 1 Rep
Katie Beacham	BSc Social Sciences Year 2 Rep
Rachel Neller	BSc Social Sciences Year 2 Rep
Jess Smith	BSc Sociology & Social Policy Final Year Rep
Paige Caplin	BSc Sociology & Social Policy Year 2 Rep
Joe Hales	BSc Sociology Year 1 Rep
Keyuri Ade	Business Year 1 Rep
Theepika Vijayakumaran	Economics Year 1 Rep
Lola Osinoiki	Education with Psychology Year 1 Rep
Sara Avdos	Electronic & Electrical Engineering Year 1 Rep
Lucy Hilton-Jones	FD Sports Performance Year 1 Rep
Olivia Weiner	Mathematics Year 1 Rep
Robbie Altham	Mathematics Year 3,4 & 5 Rep
Ralph Alemayehu-Lambert	Maths & Physics Year 1 Rep

Katie Hayward	MChem Chemistry & Chemistry for Drug Discovery Year 3 Rep
Sarah Hamaia	MChem/BSc Chemistry for Drug Discovery Final Year Rep
Chloe Smith	MChem/BSc Chemistry for Drug Discovery Year 1 Rep
Temosan Olumide-Fusika	MChem/BSc Chemistry for Drug Discovery Year 1 Rep
Katie Willoughby	MChem/BSc Chemistry Study Year Abroad or Industrial Placement Rep
Myla Hardman	MChem/BSc Chemistry Year 2 Rep
Edwin Auton	MComp Computer Science and Artificial Intelligence Year 1 Rep
Umar Kamran	MComp Computer Science and Artificial Intelligence Year 1 Rep
Theo Moore-Calters	MComp Computer Science Final Year Rep
Ruth Edgar	Mechanical Engingeering Year 1 Rep
Niamh Fitzgerald	Modern Languages Year 1 Rep
Janis Fermina Fernandes	MPharm Year 1 Rep
Emerald Ip	MPharm Year 4 Rep
Catherine Roberts	MPharmacol Final Year Rep
Sofia Lacledere	MSci/BSc Chemistry with Management Year 1 Rep
Jessica George	Natural Science - Biochemistry Major Rep
Morgan Reed	Natural Science - Biochemistry Major Rep
Megan Cowie	Natural Science - Biochemistry Major Rep
Annika Arora	Natural Science- Biology Major Rep
Lile Hensey	Natural Science- Biology Major Rep
Bill Chaudhry	Natural Science- Chemistry Major Rep
Chantelle Mbugua	Natural Science- Pharmacology Major Rep
Ellie Fishman	Natural Science- Pharmacology Major Rep
German Cancino	Physics w Theory Year 2 Rep
Corinna Youngs	Physics with Astrophysics Year 2 Rep
Faheem Khawar	Physics Year 1 Rep
Emily James	Physics Year 1 Rep
Leon Patey	Physics Year 2 Rep
Roberta Ursino	Politics & International Relations Year 1 Rep
Bazhena Tancheva	Politics with Economics Final Year Rep /Undergraduate Faculty Rep Humanities and Social Sciences
Carys Macintyre	Robotics Engineering Year 1 Rep
Ahmad Alkuchikmulla	Undergraduate Faculty Rep Humanities and Social Sciences Rep

In attendance:	
Georgina Newham	Student Voice Coordinator (Academic Representation)
Taibah Orpin	Student Voice Coordinator (Postgraduate)
Ryan Lucas	Education Manager

Item	
1.	**SU & Education Officer Update** AS has been working on her three issues on the [Top 10](#) which are: • Increase the range of inclusive study spaces that meet the needs of all students. • Ensure that all students can easily access recordings of all their lectures throughout the year. • Ensure that students receive constructive assessment feedback that helps them improve. Her current focus is on Disability Access Plans and educational rights to coincide with exam season. AS has been doing exciting things that extend beyond the University also, including being a speaker at an Access and Participation Plan Conference. She also went with her fellow SU Officers to meet the Office for Students, the independent regular of higher education in England, to discuss the student experience such as housing. AS informed Reps that if they would like to hear what she does more regularly, they can [visit her page](#) where she does a blog every two weeks.
2.	**Accessibility & Disability (Quiz & Interactive Feedback Gathering)** The activity included questions around disability for students and support at Bath. Here were the key facts in this quiz: • Disabled students account for thirteen percent of students at Bath (based on data from the 2022/23 AY) • Services such as the Disability service and Student Support are available to help support and advise disabled students. • Reasonable adjustments for disabled students are modifications to assist in accessing learning. • The 2010 Equality Act requires educational organisations to make reasonable adjustments for disabled students. • Disabled students can access funding from the Disabled Students' Allowance to cover study-related costs. • A "DAP" is a Disability Access Plan. • Not all staff have the same access to Disability Access Plan information. [This factsheet outlines further information around this process.](#) • Receiving lecture slides in advance, ability to record or access to record lectures or access to printed versions of notes are all statements you may find on a DAP.

	The second part of this item focused on gathering feedback on various elements of accessibility. To begin with, AS asked the Reps what they believe accessibility is. The responses were as follows: • Inclusion/Equality • Equity/Fairness • The bare minimum • Ease of acquiring/access • Necessary/Essential • A Level Playing Field • Availability • Personalised • Support/Help • Education • Convenience • Media access • Opportunity/Chance • Expected Accessibility benefits not only those with disabilities. For example, having access to captions can make learn for all people easier. When asked whether the Reps had gotten feedback or personally experienced staff ignoring parts of a DAP these were the results: • Yes – 15 Votes • No – 30 Votes When asked whether the University works well to support disabled students in completing their studies, these were the results: • Yes – 32 Votes • No – 5 Votes Continuing from that, these were the comments from Reps when asked what the University could do to better support disabled students: • Asking for direct feedback from students. • Brief lecturers on students DAPs before lectures start.
3.	**Refreshment Break** The meeting broke for refreshments.

4.	**Lecture Recordings (Discussion)**
	Firstly, the discussion centred around whether staff are recording lectures. There were responses from departments such as Biochemistry, and Politics where "all lectures" are recorded or "mostly recorded." However, students noted that it was "down to the lecturer" whether not this happens.
	When it came to discussing when they received the recordings, there were a variety of responses from different departments. It was that Chemistry is getting their recordings "almost always after 24 hours", however, a lecturer in Physics records them but "publishes a lot later" to disincentivise missing lectures, mentioned in the following quote:
	"To increase participation lecturers may not post the lecture recordings unless a student sends an email specifying the reason why they need access to the recording."
	Reps pushed back on this stating reasons why "immediately" releasing lecture recordings was important, with it having "knock-on effect[s]" for future lectures that require previous context. Additionally, there was mention of allowing students who do not understand a bit of content to "go back and remedy this so [they] can understand following lectures."
	Students noted the lack of consistency of approaches across the University as there is "not a standardised policy for lectures" and a Rep expressed that "standards should be the same across all departments."
	Other students discussed that the lectures were being "published in different places e.g., some on Moodle, some on Panopto." The fact that there is "no common method for access" can make the recordings "difficult to find." Another mentioned that "Panopto is difficult to navigate."
	When focusing on students with DAPs, Reps felt there was a "particular issue" for them. There was mention that students with a DAP not being adhered to are forced to confront a lecturer to receive the lecture recording part of their plan and putting them "in awkward situations." Reps felt unhappy with this as it would be something that may be particularly difficult for disabled students. In general, Reps felt that "all students should be able to access lecture recordings without DAPs," however, lack of access to lectures can "put disabled students at a disadvantage." Other issues around accessibility with lecture recordings included noise disturbances on the video which can be "bad for [students] with sensory issues," "subtitles on recordings are inaccurate," and the fact that there are lecturers who wear masks meaning "no lipreading for hard of hearing/deaf students."
	Continuing with issues around the way the lectures are recorded, many Reps pointed at the "terrible" quality of cameras in smaller rooms, making it "difficult to read [the]

whiteboard." Students also mentioned that "cameras don't pick up visualisers," that "glare from windows" can make it difficult to see, and that it is "difficult to see laser pointers."

Discussions moved to when recording of lectures should or should not happen. There was an enthusiastic response favouring that lectures should "ALWAYS" be recorded. The Reps mentioned ways lecture recordings could be useful for all students:

- "Allows you to catch up or go over content you didn't understand."
- "Revision and consolidation." And "really helps nearer to exam time."
- "Sometimes you don't understand something/not write something down because the lecturer is talking quickly, and you need to rewatch the lecture."
- "Lectures should always be recorded in case of clashes, can't get all key points, sick/unable to attend, want to review."
- "Should all be recorded especially when content-heavy or content is very challenging or if it will be examined."
- Part-time job hours can be difficult to juggle with contact time.
- Being unable to concentrate due to having a long day of teaching/attention issues.

There was discussion around "misuses [of] recordings" and one Rep mentioned that they believe it "incentivise[s] people to miss lectures" and "decreases participation/attendance." Reps mentioned that "late release recordings encourage students to attend in person." However, an opposing view stated:

> *"Some might argue that people would misuses recordings and not show up to lectures – but policies should be focused on people who put the effort in and need to rewatch the lectures they didn't understand, rather than focused on people who misuse the recording."*

> *"It does encourage many students to not attend lectures, but they should get recorded anyway."*

A couple of Reps mentioned the fact that "it is still content [they] pay for" and that they are "paying £9k" for their studies. There was a sense that there was "no reason why lectures shouldn't be recorded" and Reps stressed how "incredibly important" lecture recordings are.

When discussing the recording of seminars or other non-lecture-based learning, some students were keen "if possible" while others said it should be "up to the students. This moved onto conversations around the difference between online and in-person teaching with a Rep mentioning that online seminars "shouldn't happen as it is impossible to have discussion between students." There was a comment that "lectures are better suited to being online than seminars."

		One student noted that "sensitive subject should have trigger warnings" on them to protect student wellbeing. In terms of other issues around privacy and censoring, Reps mentioned that there are lecturers "cut/edit out parts that requires audience participation/Q and A." This was to improve student participation in lecturers and policy dictates that no student should be recognisable in the lecture recording. Finally, there were concerns around "technical difficulties" lecturers had at the beginning of the year and there is call for "technology training for all new lecturers/staff and reminders for current ones."
5.	**Talk from TBA on Lecture Recordings** A speaker was not available for the meeting, however, AS will pass on feedback collected to relevant staff.	
6.	**Date and Time of Next Meeting** The next Academic Council meeting will take place Wednesday 20th March 2024 from 12:15 to 14:05 (location TBD). The SU Academic Rep team shared a feedback form with those present to share their thoughts on the meeting, which the team will consider when planning the next Council.	