

## Student Representatives Assembly

14.05.26

### Agenda:

- Introductions
- Q&A for the Full-Time Officer Team
- Academic Satisfaction
- Break
- Ideas Board
- Bids
- SCOs Campaigns
- Any Other Business

### Apologies:

Francesca Blackburn, Maria Jose Munoz Reyes, Mia Jacobs, Anna Pathaman

### Introductions

Union Affairs Officer welcomed everyone and explained she will be chairing the first half hour of the meeting as the Council Chair is in an exam.

### Updates and Q&A for the Full-Time Officers

The full updates for this meeting sent in advance by the FTOs can be viewed here: [FTO Updates 14.05.2026](#)

#### Student Living Officer:

- Green impact award
- Constructive actions
  - Having a concrete amazon use policy. Hoping to have that passed through in the subsident trustee board meeting
- Trying to do more work around our SU value of sustainability
- Has been in touch with the transport and development manager, and has convinced them to go down to the vet school. Huge issues with the U2 timetable. The bus has only been on time 37% of the time this year
- Exam buses
- Far less usage this year, compared to last year (in the hundreds this time rather than the thousands last year)
- Takes a lot of capacity from staff. It may have to be reduced to just Term 1 usage
  - **Q:** Is there a comms plan for students coming to university in the new year, to promote/ share the information about the new renter's rights information/ advice?  
**A:** Lucy unsure about this but has had a lot of involvement in the renter's rights awareness campaign.

### International Students Officer:

- Sharan and Jesse went to Russel Group students Unions meeting
- Met with Gina Romero to talk about right to protest on campus
- Preparing with various meetings the MP about anti- racism
- Met with Carla Denyer this week
- Has linked a petition from Gaza 40 + to lobby the government to grants visas & scholarships for Palestinian students and collaborate with Gaza universities.
- Democracy- working on the sanctuary scholar legal aid fund (renamed to Sanctuary Support Fund). Hoping to launch in the next month
- External speakers at the demilitarise event. Event went really well.
- Academic update: English language development workshops. Plans to partner with career support as well.
  - o **Q:** how did the initiative of writing letters to the MP go?
  - A:** The meeting with Carla was a resurgence of that letter writing campaign.

### Union Affairs Officer:

- Launch of the Society Ambassadors- 10 paid part- time roles. Recruitment will open June/ July- August. This will be supported by the union affairs next year and the dev team
- The hatch work will continue next year, but it will be shut over summer
- 2 new kitchen spaces secured in the Richmond Provision.
- In the process of confirming the SU basement for regular booking
- Working with Ella to help onboard the incoming committee
- Emphasising the officers and SU staff as a form of support
  - o **Q:** What is the recruitment process for Society Ambassadors?
  - A:** Pre interview questions (e.g collaborating or facilitating a conversations). Interviews with the union affairs officer and a member of the student dev team.
    - Society ambassadors will look at things very broadly. E.g How are the SU processes working for students. Rather than specifically tied into academic interests.

### Sports & Student Development Officer:

- Scheduling clashes with teaching, acting as barriers for sport on a Wednesday. Solution-> department of innovation have put on another teaching block on Thursday and Friday afternoons. If you do sports, you can choose to go to the same class on Thursday or Friday. Won't work for all students

### PG Education Officer:

- A group of employability consultants have invited Sharan, Jesse and Mia to their next team meeting
- Kicking off summer work. Joining up University and SU teams to promote events for students to attend over summer
- Working with student communities on their welcome talks. They have never done welcome talks for PGT's
- A survey on postgrad representation in societies
- Planned a Climate Fresk, which happened and was hosted by the SU. Seems like there is potential to have this as an annual event possibly during Green week.

## Academic Satisfaction & UG Education Officer Update

- Education committee
- Focusing on AI and assessment
- Coming to the stage where there's realisation this needs to be a bigger project
- Looking at how to make assessments more human centred, to avoid people using AI in assessments/ exams where it's not necessary/ required.
- Q: Mia asks the room if anyone has done proctored exams. The reps have not had experience of these exams.
- The university wants to move towards assessments rather than exams (in person to avoid AI use).
- Q: To what extent are students worried about ensuring employers that their degree is of value due to the higher restrictions on AI
- A: Employers are probably aware that students are coming to university to learn rather than to cheat.
- A: Employers may be interested in understanding how students are using AI
- A: issues with the systems detecting AI (e.g being on a certain browser, or other digital issues). Bring up a lot of issues for people who aren't breaking the rules. In person exams stops people from using AI and anything else adds more complications
- On the point of moving away from exam based assessments- lots of employers are in fact pushing AI.
- Turnitin- Not transparent enough that Turnitin detects AI. Not accurate as well. Students putting work in AI detectors and seeing how it detects AI, even though no AI has been used.
- Lucy Pears lots of flagging in our academic service of AI
- Are Turnitin checkers taken seriously by academics? Worries that it shows too many false negatives
- Standing item at the university education committee on AI. Need to take a University wide approach when thinking about AI
- Looking at how we can make learning build through the course to avoid such frequent use of AI
- University personal tutoring project going on. We are now in the implementation stage. Rolling out new structures, better timetabling. Had a board meeting today.
- Question to the room: What is better, that 1:1 support within a personal tutoring setting or a group setting? What do people prefer?
- A: School of chemistry:
- 1<sup>st</sup> year, every other week group tutorial. A nice transition from sixth form to uni. Then one 1:1 a term
- 2<sup>nd</sup> year, went down to 1:1s with only 1 group meeting a term
- 3<sup>rd</sup> year is just 1:1's with personal tutors
- Inconsistencies around personal tutoring is one of the biggest issues
- Importance of knowing your personal tutor especially when asking for Extenuating circumstances
- One student said that their personal student made them talk to 1st years as 2<sup>nd</sup> years. Encourages 2<sup>nd</sup>s years to reflect on the things that they have learnt. More cross year groups tutorial activities would be beneficial.

- PASS groups had an element of cross year interaction/ peer to peer support. But has been scrapped in many groups
- Another idea: Some lecturers really enthusiastic about personal tutoring whereas others are not. Go in to supervisors more than personal tutors, even though personal tutors are meant to be the more 1:1 support. Varying levels of involvement.
- Is there a way to pair students to who do want continued support with a tutor, with tutors who are enthusiastic about being a tutor and supporting students 1:1.
- Timetabling work is still moving. Mia sent out a survey to faculty reps, to distribute out to school and course reps.
- Mia does not have access to the results but will ask the timetabling team for this information
- Pairing personal tutors with students based on research interest would also be useful.

## **Ideas Board**

No new Ideas to discuss. Time used for reflection and End of Year feedback on the Ideas Board

- Prefer it to the old system
- Helps people to engage without having to go through email
- Unclear when it comes to image selection. Some elaboration would be nice on what you can add on for an image
- From a DSC perspective. There has been lots of ideas that have come to DSC, but there is not enough information on the background and actions for the ideas. Would help students to think more tangibly about their idea.
- Follow up. We as an SU deliberately kept the description short as we wanted to build the ideas together properly rather than coming with a fully-fledged idea.
- Should a follow up form be made?
- A follow up form may add too many unnecessary steps/ admin for students to complete
- More structured form for the initial idea submission
- Maybe inviting students proposing ideas to DSC meetings to clarify between both parties what the idea is, what the actions. Next steps are.
- Integrating ideas board/ discussing ideas etc into events like Samosa socials that Jesse runs.
- Having a mailbox of some sort for DSC
- Current set up of contacting/ communicating with DSC is not very transparent
  - o Q: How many ideas did we receive in this academic year?
  - o A: 8 in process 17 passed (25 in total)
  - o Q: Is this more or less than what we expected?
  - o A: More than what we would have gotten with motions
- For the first year we have had a good amount of interaction. We are expecting more in the next years
- The idea board is meant to act as a bridge between ordinary students and our democratic spaces that they may not have lots of experience with. Worries about overcomplicating the system and discouraging involvement from students.
- Need to balance not discouraging students but also making sure that students do have ownership over the ideas they submit.

## Bids

£100 to cover physical assets for the PGR Medical Leave Campaign. More information on the campaign can be found here: [Cuts to Medical Leave for Part-Time PhD Students funded by UoB scholarship. @ Bristol SU](#)

- This was a motion that passed at AMM
- Put in my PGRs from the neurodivergent network
- Disabled students who are part-time will receive less support than full-time counterparts, despite completing the same course
- Sharan working with them closely to build an awareness campaign. Has gained traction from Epigram
- There is a need to cause a little bit of disruption.
- Sharna has put in this bid in behalf of these students
- May not need the entire £100 but is in place in case
- The money would be used for posters. Also have an Instagram page that links to a petition
- Physical letters to the universities.

## SCOs Campaigns

- Nothing to discuss

## Any Other Business

Discussion on Staff's freedom of expression – gathering feedback upon the University's request.

**Q (staff):** Do you notice and pay attention to staff's signatures when you receive their emails?

**A (students):** Yes

**Q (staff):** are you comfortable with staff being able to express themselves in that way? For example, by

- o Stating their preferred pronouns in the email signature
- o Linking to or expressing support for a Liberation cause or campaign

**A (students):** Yes, we find it actively unhelpful when staff don't have pronouns in their signature as we don't know how to address staff

**Q (students):** Can we have examples of these expressions of support?

**A (staff):** For example, expressing support for the strikes in their email signature, or for a liberation group. The university also cited citing pronouns in email signatures or wearing pronoun badges.

**A (students):** It feels obvious that staff should be able to express themselves in that way.

**Observation (students):** There is a worry that some staff would support discriminatory political parties such as Reform

**Observation (students):** I really like when they have PSAs about dyslexia in their email signature as it helps in how to phrase things in response.

**Q (students):** Why is the university looking into this?

**A (staff):** The University is worried about students feeling uncomfortable going to staff members who self-express themselves in this way

**Observation (students):** It's nice when lecturers feel like actual people, and this sort of self-expression makes lecturers feel more human and less sterilised.