



**University of East Anglia Students' Union
Education Sub-Committee**

04/02/2026- 17:00-18:00

Online and in Bookable Room 2

Minutes

Useful Information

Quorum

Quoracy for the Committee sits at 50% plus 1 of present core and guest members.

Agenda

Author:	Beth Plant
Status:	Pending Approval
In attendance:	CF, AJ, KN, TN, TL (UG Officer), BP (SU Staff), MA (UEA Staff)

001 Welcome!

BP chairs

BP encourages introductions

002 UEA50 motions to approve or make note on

None to approve.

003 Matthew Aldrich Discussion

TL asks when feedback from convenors who could not make it should be communicated by. MA asks that it is shared within the next two weeks.

BP begins the meeting and introduces MA to the group.

MA introduces self and explains the idea of the personal and professional development module. He explains that he is seeking wider feedback which is why he is consulting the Education Committee. He notes that the project seeks to introduce modules that are run alongside credit bearing modules on courses.

MA explains that the modules may change as the years progress.

MA explains that the modules are designed support transition both to university and beyond. MA notes that this would be a form of community learning and that all students would have access to the same content initially. This would appear as a blackboard module, and that this set of learning could be linked to the advising system.

MA notes that these modules would include resources on managing university, for example using blackboard, support services, etc, as well as employability elements.

MA asks if this would benefit the student experience.

TN asks if these modules would be assessed.

MA notes that there may be some automated quizzes to help self-track and monitor understanding, as well as self-reflection opportunities that can be fed into advisor meetings, but that it will not contribute to any marks.

TN notes that this has links to the UEA Award and asks if they are connected.

MA responds that the UEA Award is more focused, whereas these are planned to be more holistic. There have been discussions around how the modules might interact with the UEA Award.

TL asks if there will be a completion certificate.

MA notes that certificates or LinkedIn badges, alongside certified or sponsored courses that are backed up by employers which can benefit students are being considered and discussed.

MA explains that the modules will appear on Blackboard and be self-paced, and notes that the proposal looks to be about an hour a week, around ten learning hours per semester.

MA asks if this looks appropriate.

CF asks if the content will be the same across all courses.

MA notes that in the pilot phase it will be, but moving forward there is the possibility of adapting and specialising the learning to different courses.

TN notes that it may be helpful if it were timetabled, if the expectation is an hour a week. TN notes that people may not do it if not reminded, unless they are particularly motivated.

TL agrees that if things are timetabled then it protects space and time for students.

TL asks if students will have access to it over the summer.

MA states that students could have access to it throughout their degree courses, to allow students with workload pressures to complete it at a later point, especially those on placement.

CF notes that there could be an option to have preparation options before students start at UEA.

MA notes that some schools currently have pre arrival content, but that it is not widespread. MA states that these modules could be helpful to have access to pre arrival.

TL notes that at LTC there were some risks about introducing things to Level 6 students, but that having access over the summer could reduce this risk as the modules could be completed after graduation.

MA notes that this would be a good idea, but that UEA accounts get shut down at a certain point. He notes that there could be a way this could be done in a similar way to pre arrival.

TL notes that students may feel they need it more during the summer.

AJ asks if the individual can seek advisor support on these modules if they need it.

MA responds that where there are issues, students can approach their advisor.

MA explains that the content would be aligned to the UEA values, and gives some examples of what content could include, such as AI usage, sustainability, critical thinking, etc. MA asks group if there's anything that could be added.

CF notes that information on referencing could be helpful for students pre arrival as students really struggle with this. CF notes that they had a key skills module that people didn't really pay attention to.

TL notes that the SSF Faculty Convenor raised points on how international students are disadvantaged by not understanding the education system.

TL asks if there would be an equal share between hard skills and soft skills.

MA responds that there are no current plans to divide the learning in that way at the moment.

TN notes that the international student issue raised has come up with them too, and that this would be a great benefit to them, in particular the information about blackboard and how assignments work. TN also notes that the wider depth of learning opportunities is a nice idea.

MA agrees and states that there is an argument around inclusion there, and that lecturers don't always appreciate that not all students are prepared equally. For example, students with parents who have experience in HE may be at an advantage, and that this could help with that.

CF also notes that an introduction to the library could be helpful.

MA agrees that this and resources on navigating your way around campus would be beneficial for new students.

AJ notes that professional development applies more to the workplace, and that navigating your way around campus doesn't necessarily fall into that.

TL agrees but suggests that these resources can help you seek out further support.

CF suggests that the learning could be split into two sections, personal and professional.

TL clarifies that navigating campus would be for pre arrivals.

MA notes that there is HE literature that suggests that until students establish a sense of belonging, they don't feel they can maximise on the opportunities available to them.

MA explains that pilot delivery would begin in the academic year 26/27 for new starters and notes that this may help with engagement. MA notes that some people suggest that this should be introduced at Level 6, and that this could have pros and cons as there is a concern around putting additional pressures and worries onto graduating students. The opposite could also be true where there is value added.

CF notes that their first thought would be to add it for first years and let it roll through to avoid stress until it becomes a natural part of student life.

TN notes it could be possible to soft launch it to third years, so it's there if they want it but they aren't pressured into completing it.

TL notes that initially she was against introducing it to Level 6, but that if there was no pressure attached, or there was an option to complete it after graduation, that could be beneficial.

TN notes that Level 6 students may not need the information on referencing, navigation, etc and suggests that sponsorship should be prioritised for content for final years.

MA notes that the hope is that some employers will provide their recruitment process as an example for the modules.

CF notes that if she received something on employability, she would be very eager to have access to that at this point in the course.

TL notes that pressure is a concern, but that the module is brilliant.

TN states that it's exciting.

BP reads ToLa's comments from email into the room.

MA notes that the question around flexibility is valid and asks whether it could all be available at once.

MA also agrees that relationships with advisors are a concern, but that we want to make sure that students have someone in the school that they feel comfortable reflecting with, or speaking with a student life advisor, an SU officer, or another person at the university.

004 UG Education Officer Discussion

TL gives an update on TEAs, which had over 500 nominations. She also notes that the current placement pay campaign is underway and encourages convenors to sign the petition if they haven't already. TL notes that she would like to create a terms of reference for education committee. TL announces that convenors will be paid from the 27/28 academic year and that faculty convenors will be scrapped, and the school convenor will be expected to attend FLTQC. She also notes that Academic

Representative and Senior Academic Representative will replace SEP member and Convenor respectively, as well as SEPs reverting to SSLCs.

TN notes that NAT and EMP used to have a room in the science building called the Russell Room that was a social space, and that this space no longer exists. TN notes that this came up in SEP, and that school specific social spaces and common rooms are important.

TL notes that MED are the only school that still have a common room, and that she will raise it with the head of academic services, John Schless. TL notes that the SU have spoken about whether there is something that can be done at the Waterfront.

TL asks when the common room was closed.

TN says it was closed at Easter, and that no one knows when/if it will be returning.

TL notes that the Academic restructure has a lot of papers/reports and that it was a big piece of work that convenors can read through.

Other convenors/PTOs/SOCAs will be asked to share their feedback via email.

005

AOB

Nothing noted

Meeting concludes.

