



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:	BP (UEASU Staff), AHS (UEASU Staff), CF, GPG, KK, TN, BJ, MF, FM, NL, BM

001 Welcome!

BP chairs as TL is off sick.

BP encourages introductions

002 UEA50 motions to approve or make note on

None to approve.

003 Simon Lancaster Discussion

Simon introduces himself as Associate PVC to the group and thanks the group for having him and invites students to contact him if they need to.

SL asks students for feedback on the new automatic lecture capture policy, whereby lectures are automatically published online. He notes that the number of student views of lectures have not increased.

SL asks if students are aware of the greater availability, and if students have any suggestions for ways to increase value.

TN notes that people use the capture if they're missing lectures, and notes that it makes sense that you wouldn't expect an uptick, but that having more lectures available is a good thing.

TN notes that some rooms are not very suited to lecture capture and camera coverage isn't great, and suggests that rooms timetabled for lecture capture should be properly equipped.

SL notes that tracking cameras have been tested, but that these tend to capture the audience rather than the lecturer.

NL notes that HSC don't have an active conversation about lecture recordings as practicals are more utilised, and students spend a lot of time on placements. NL sees the benefits for other schools.

GPG notes the same thing for other schools, and that there was more usage in Science than in Education in their experience, and notes that the lecture slides are more than enough. GPG notes that a missed lecture will not impact your coursework too much.

TN adds that people greatly appreciate lecture recordings as a safety net and revision tool and they are extremely useful.

SL notes that there are AI tools available through ECHO360.

BM notes that they haven't heard about the additional tools available in DEV. She also adds that quality is more important than quantity of views, and her modules are very theory heavy, and the recordings are a useful point of reference. BM emphasises how much value people who do use the recordings get out of them.

SL notes that CHERPPS are working on developing training for the tools available.

CF notes that it is a useful service for students who are disabled or cannot attend the lecture.

SL notes that this is a conversation that has also been had with Turaiya.

SL introduces slides from training to academics on the new assessment and marking framework, and notes that it is currently in a piloting phase until September 2026.

SL introduces the principles of the University assessment and marking framework. They state that academics will use a rubric based on the UEA Marking Criteria, and that they will use a Step Marking approach.

SL notes that the university has a 20 working days turnaround policy, and that everything is moderated. SL notes that rubrics have been developed to make the marking process as transparent and predictable as possible.

SL introduces an example rubric for a piece of first year work and walks through the descriptors. SL notes that it is impossible to consistently and reasonably expect lecturers to be consistent within a band. SL explains that Step Marking means that lecturers should step up to the next level, as there is so little difference between a 91 and a 92, for example.

SL notes that this means students can reasonably estimate what their grades should be.

SL notes that HIS step mark, but that they only award each percentage once.

SL explains how weighted rubrics work to assign a final grade. SL asks if it feels fair to use this weighting.

BM notes that the current marking in DEV is not transparent, as students don't necessarily know where their marks are coming from.

SL notes that lecturers are already step marking, so students are getting the benefit of consistency through step marking. SL notes that students will have access to the rubric and the descriptors to provide transparency.

BM notes that some modules she has been on have aimed for a transparent output, and that feedback is clearer. BM notes that further transparency will help students engage with their marks.

CF notes that always have whole number marks, never '64.9', for example.

SL notes that policies vary by school, and that sometimes overall marks are stepped. SL notes that they have tried to prioritise transparency.

NL notes that HSC haven't done this yet and that they have their own criteria; NL asks what happens if someone is in the borderline and notes the new system may skew lecturers' marking practices.

SL notes that step marking would mean that lecturers should award higher marks, as it's impossible to provide students a mark of 69 in an individual criterion.

GPG notes that transparency is important, but that it is confusing even to convenors and asks how this will be relayed to students when they are already confused about the marking scheme at UEA.

SL notes that this isn't a university policy until next year. SL notes that when it is used, it is his job to ensure consistent implementation across the university, and that it is academics' jobs to explain to individual students how it works.

SL notes that where there are absolute answers, the university marking criteria is not applicable. These rubrics will only be used when there is a decision to be made.

GPG raises that this will impact questions directed to the SIZ or the Students Union, and notes that courses don't explain things in the best way and asks if there will be promotional material in case the course doesn't facilitate it.

SL notes that he is designing an implementation strategy in the schools, but that GPG's point is very valid and that the support services may also require training and that that would be a helpful part of the strategy.

SL notes that the example is deliberately challenging to show how the new strategy is not about avoiding borderlines. SL notes that you cannot then step again, as the OFS would then contest that marks are not fair.

TN notes that the new system is quite tricky to get your head around, and it's important to make sure students understand why it's happening and why change is needed. TN notes that care should be taken when informing students.

SL notes that essentially all academics will need a solid understanding.

BM asks if there are monitoring systems in place to ensure consistency across schools, and that there are instances where feedback is not always the most helpful.

SL notes that the rubric will help to explain the mark, and that the language in the rubric should be used when giving feedback for the student to understand why the mark has been achieved.

BM asks if the rubric will apply to oral exams.

SL notes that it might be a modified rubric available.

SL notes that the rubric will not be widely in place until September, and that school reps will be at the FLTQCs in order to provide consistent feedback and ensure that the new step marking policy is being used where it should be.

TN notes that they have received feedback isn't always constructive, so you don't know what you need to do to get a higher mark.

SL notes that the rubric will provide a feed forward system and notes that feedback is supposed to be a dialogue, so it is an appropriate part of the process for students to ask questions about their marks.

SL notes that the new rubric is based off industry best practice.

004 UG Education Officer Discussion
Cancelled due to timing

005 AOB
Cancelled due to timing

Meeting concludes.

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