Education & Outcomes Council
MINUTES

Date	Wednesday 30th September 2026
Time	15:00pm - 17:00pm
Location	Hybrid (Teams/LECT 005/009)
Chair	Abhishek Ghawate (Education President)

No.	Item	Notes
1	Welcome and Introductions	**In Person Attendees:** Abhishek Ghawate (Chair), Triya Halai (Co-Vice Chair), MD Fardeen Khan, Sam Liptrot, Ariba Subhana, Naeem Naeem, Michael Petrone **Online Attendees** Noel Sunil, Alfred Antwi-Brefo, Ali Haider, Chloe Gordon, Alaa Ashammarey, Subham Shashikant, Arefa Amini
2	Apologies	Before 48 hours: Shawn Ivan D'Souza (accepted) After 48 hours: Eva Cater (accepted), Jasmeet Singh (accepted) Absent with no apologies: Aayushma Bhattarai, Nandani Vyas, Dalya Vardar
3	Terms of Reference	**Council Purpose and Participation:** Craig Lithgow (guest) and AG explained that the new Education and Outcomes Council is intended to create an inclusive, discussion-led forum where representatives influence education-related decisions and help shape how the council operates. **Council Structure:** The council forms part of the Student Union's new structure, which separates activity into education, welfare and other core streams so participants can focus on subjects relevant to their interests. The format is intended to move away from formal motions and adversarial debates towards open conversation, evidence gathering and influence on decision-making. **Participant Expectations:** Members were asked to contribute actively, raise questions and provide feedback on

		both meeting content and processes. Abhishek, Maria and Arianna were identified as points of contact if the format is not effective or accessible. **Training Requirements:** AG stated that mandatory training and review of the terms of reference are required. The terms of reference explain members' responsibilities, attendance expectations, apology procedures and possible consequences for failing to fulfil the role. **Meeting Resources:** MB explained that agendas, minutes, reports, terms of reference and future documents will be stored in the council's Teams channel under the shared area and distributed by email. Members were asked to review these materials before meetings so they can prepare and contribute. **Representative Governance and Voting:** AG outlined the council's rules for respectful discussion, private voting, submitting agenda items and motions, and recording attendance and apologies. **Discussion Rules:** Participants may challenge ideas, opinions and beliefs, including on contentious topics, but must not attack individuals or direct harassment or abuse at anyone. The governing principle is to challenge the idea rather than the person, while respecting equality, freedom of speech and academic freedom requirements. **Voting Procedure:** Votes will be conducted privately through participants' devices. Members must use their name and student number as their screen name so votes can be verified, and they should vote independently without being pressured by others. Anyone experiencing pressure can contact the Student Voice team for support with ensuring their vote is properly recorded. **Agenda Items and Motions:** Agenda items are submitted through a form and are topics for discussion, which may not result in formal action. Motions require more detailed information and must be voted on; members can seek assistance from Maria, Arianna or the council facilitators when preparing a submission. **Attendance and Apologies:** Apologies should be submitted through the Microsoft form (shared in the Teams Space), preferably at least 48 hours before a meeting. Members were asked to check their calendars in advance and provide timely notice, as attendance and accountability requirements will be applied strictly.

4	Approval of the Previous Minutes	N/A
5	Previous Meeting Actions	N/A
6	Humanitas Module	**Student Development Module:** AG described a proposed pass-or-fail or credit-bearing Human Skills module being developed with RI and the University to address employability, personal development and practical skills gaps, with student feedback still being collected. **Proposed Module:** AG and RI are exploring a module embedded within students' curricula, with different formats for undergraduate, postgraduate-taught and postgraduate-research students. The preferred approach may be pass-or-fail rather than credit-bearing, but the structure remains under discussion with the University. **Skills Covered:** The proposed content includes professional communication, email and calendar use, interview preparation, project management, public speaking, critical thinking and other workplace skills. Volunteering, social contribution and practical activities may be included to support both personal growth and career development. **Student and Staff Feedback:** AG reported mixed feedback: several students, particularly postgraduate students, support making the module part of the curriculum, while some academic staff prefer it to remain optional because of the changes it would require. The project team is meeting students and staff before making implementation decisions. Meeting attendees MN, AS, and SL all shared positivity to the module, and SL specifically highlighted that he feels this would help with students getting jobs as he knows this is a struggle. **Next Steps and Timing:** AG will circulate an outline and an eight-to-ten-question feedback form. Representatives are expected to encourage students to respond so the Union can present documented evidence of student views. The project is intended to progress during the academic year, with possible implementation from the following year, subject to University agreement. **Public Speaking Input:** Participants suggested including graduated public-speaking opportunities, such as speaking in lectures, at graduation events or through student societies, while ensuring that students who are less comfortable

		speaking publicly can participate through suitable alternatives.
7	Timetables (academic and exams)	**Timetabling And Attendance Systems:** Representatives raised recurring problems with late timetable changes, inconsistent module and room information, conflicting systems and unclear attendance procedures; AG agreed to collect evidence and raise the issues with University stakeholders. **Late Timetable Changes:** Member AS and TH reported receiving academic or examination timetables close to the start of teaching, with some changes made on the same day or shortly before examinations. The discussion considered whether a firm publication cut-off, potentially at least two weeks before teaching or assessment periods, should be developed into a future motion, while recognising that some students need flexibility to select modules late. **Conflicting Timetable Systems:** Students described discrepancies between the Brunel timetable and SEAtS, including classes appearing in one system but not the other, missing attendance records and difficulty knowing which timetable to follow. Some students also reported SEAtS access failures and slow loading, particularly at certain times. AS and NN shared that there has been poor consistency in explaining what SEAtS is and reminding students to use SEAtS. **Module And Course Issues:** AA reported that Economics and Business Finance students were asked to reselect modules after initially arranging their schedules, affecting existing timetables. SS also reported issues selecting final year modules stating this: "Whilst selecting our final year modules, we had the issue where the description from the modules were missing, so we had no idea of what we were selecting. However it did get resolved like yesterday, where BBS has given us more time for us to select the modules." CG reported that some Psychology students were still missing from timetables after enrolment-related issues. AG asked both AA and CG to email the relevant messages and details and to contact their personal tutors while the Union investigates. **Room And Seminar Changes:** Members reported room changes without timely notice, seminars or continuous-assessment arrangements changing shortly before delivery, and lab-group information conflicting between lecturer instructions and official timetables. AG said students should

		be notified when lectures are cancelled or rooms change, particularly because late changes disproportionately affect commuters and students managing work commitments. **Confusion On Support Systems:** SL shared that their lecturer has told them to ignore University provided lab timetables, and instead has been providing his own instructions. FK Noted that was told to go to the student hub, who told him to go to his module tutor, who sent him back to student hub, demonstrating that there is limited clarity on how to resolve the issue. **Follow-Up Actions:** SL agreed to provide MB with details of the recurring lab-group timetable issue. Members were also directed to log individual problems through the Union's student feedback tool so recurring cases can be evidenced and escalated. AG said they would raise timetabling concerns through the University Education and Experience Welfare Subcommittee.
8	Academic Course Rep (ACR) Engagement and Accountability	**Course Representative Engagement:** MB, AZ and the representatives discussed low engagement among course and post representatives and agreed that clearer induction, regular contact with cohorts, accountability and stronger links with academic staff are needed. **Engagement Concerns:** AG reported low participation among approximately 350–400 post representatives, including limited meeting attendance and limited contribution when representatives attend. The council discussed whether barriers include insufficient training, difficulty navigating Teams, information overload or uncertainty about the role. **Representative Responsibilities:** Senior representatives were instructed to meet and mentor their course representatives, share information, monitor participation and follow up where representatives do not attend meetings or complete duties. Representatives who remain inactive may be removed, and members were asked to report persistent non-engagement or lack of academic support to the facilitators. **Cohort Visibility:** Senior representatives were asked to introduce themselves in lectures, build relationships with students and lecturers, and collect feedback regularly. AAB said they planned to attend classes frequently and work with co-representatives so students recognise them and can raise issues informally.

		Training And Induction: AZ is offering refresher training, with sessions scheduled through the course-representative Teams space and calendar rather than by individual email notification. The SL and MP suggested a congress or combined information-and-social event to explain duties, demonstrate practical participation and help representatives build confidence. **University Connections:** AG is working with college deans and the Union's Voice team to strengthen links between representatives and departments. The planned development is to display senior and course representatives on Brightspace and the Union website, although the Brightspace arrangement was not yet implemented at the time of the meeting.
9	Any other Business	**Representative Communication Channels:** AH proposed student and course WhatsApp groups to improve access to representatives, while AG explained the Union's GDPR limitations and promoted the Student Life app as the official alternative. **Communication Proposal:** AH said that WhatsApp groups had previously enabled students to contact course representatives quickly and proposed groups linking students, course representatives and senior representatives. **GDPR Constraints:** AG explained that the Union cannot create or administer WhatsApp groups because of GDPR restrictions. Representatives may create groups independently if participants are comfortable, but the Union cannot formally operate them. **Student Life App:** MB identified the Student Life app as the Union-supported option for communication, with channels that may provide a central and more manageable way for students and representatives to share information. **Doctoral Researcher Concerns:** AA raised concerns about monthly printing-credit expiry and inaccurate or poorly communicated department-name changes **Printing Credits:** AA reported that doctoral students receive approximately £50 of printing credit per month, but unused credit does not carry forward. Because doctoral workloads vary, students may use little credit in some months and then lose access to accumulated support when heavier printing needs arise. Alaa had already raised the issue with the University and received an indication that it would be

		considered. AG asked them to provide written evidence for follow-up discussions. **Department Naming:** AA reported that department names had changed without sufficient formal notice and that students received conflicting verbal information. They gave an example involving the Engineering department name being used incorrectly on a journal submission, creating a risk of inaccurate academic affiliation details. **Follow-Up:** AG asked Alaa to email the relevant evidence and agreed to arrange a further discussion to understand the issues in detail and raise them with the appropriate University contacts. **Brunel Teaching Survey:** Joy Etta (guest) explained how the Digital Education team uses the Brunel Teaching Survey to inform changes to teaching and learning and asked representatives to support participation in the next survey cycle. **Survey Purpose:** JE said the survey gathers feedback on areas including timetabling, teaching practice and the wider student learning experience. Findings are shared with departmental and senior management during and after semesters and can inform changes. **Representative Support:** JE asked senior and course representatives to help encourage students to complete the survey and to contribute ideas on how the survey can be made more engaging and accessible. **Planned Meetings:** The next survey is expected to launch during the week commencing 26 October. JE will meet senior representatives and Nicholas Worlsfold, the PVC Student Experience, in approximately two weeks and will contact representatives through AZ. Representatives may send JE suggestions before that meeting. **Council Follow-Up And Recognition:** AZ outlined future reporting, recognition and accountability processes, confirmed that meeting materials and submission links would be circulated, and closed the first council meeting with agreed follow-up routes. **Future Reporting:** Future meetings will include reports from senior representatives and other relevant groups, followed by opportunities to question the reports, assess whether commitments were delivered and agree actions. Members can submit recommendations recognising effective work or formal concerns where commitments have not been met.

		Voting Access: Some online participants could not vote through their devices, so MB allowed votes to be submitted in the chat and asked members to use that route where necessary. **Materials And Actions:** MB committed to sending links for submitting apologies, motions and discussion points, together with the meeting agenda and later the minutes. Members were asked to review the minutes and identify any actions assigned to them. **Next Meeting:** Members voted, with 75% who were able to access the online poll saying they would prefer Wednesday for the next meeting, 25% for Friday. One additional member put in the chat that they would prefer Friday.

ACTIONS

- **Mandatory Training:** Complete the mandatory core members training (senior reps) and review the terms of reference (All council members).
- **Module Feedback:** Share the human-skills module outline and feedback form with council members, who should gather student views and return the feedback. (AG, All council members)
- **Timetabling Evidence:** Send Abhishek detailed evidence of the recurring laboratory-group timetable issue. (SL)
- **Module Selection:** Email Abhishek the BBS module-reselection message and discuss the resulting timetable issue with the personal tutor. (AA)
- **Psychology Timetables:** Email Abhishek details of the Psychology timetable and enrolment issue and raise it with the personal tutor. (CG)
- **Timetable Policy:** Develop a clear proposed timetable notification cut-off for presentation to the University at the next council meeting. (AG)
- **Attendance Recording:** Collect evidence from first- and second-year students about missing Seats guidance and timetable discrepancies, and report the findings. (Course representatives)
- **PhD Printing Credits:** Email Abhishek details of the PhD printing-credit problem for investigation with the University. (AA)
- **Department Naming:** Email Abhishek details of the department-name changes and attend a follow-up discussion to clarify the issue. (AA, AG)
- **Representative Engagement:** Introduce senior and course representatives to their cohorts and lecturers, and report inactive or unsupported representatives to the facilitators. (Senior representatives)
- **Representative Profiles:** Send profile photographs for publication on the representative webpages and related university platforms. (Senior representatives)
- **Teaching Survey:** Coordinate with JE ahead of the Brunel Teaching Survey and provide feedback on how to improve student engagement with it. (Senior representatives)

- **Meeting Documentation:** Circulate the links for submitting apologies, motions and discussion points, and publish the meeting minutes with recorded actions. (MB)