Date, Time, Location: 12/11/2014
Topic(s): Class reps, coursework, feedback...
Chair(s): Anna Staudigl, Aurelie Comes.

Attendance: 20-25 students, including UG and PG, all years. A lot of class reps as well.

Agenda:
1. Update about the school and the Convenor and Vice-Convenor’s latest actions.
2. How can we enhance communication within the School?
3. How can we foster community within the School?
4. How can we make studies more engaging?

Discussion Points:
- PPLS homepage, updated online resources about the School, courses and modules for future students.
- Essay/academic support, absence of follow-up, structure of assessed/unassessed coursework, tutorials.
- Possibility to feedback on courses and lecturers, involve lecturers in socials and build a stronger sense of community.
- Class reps roles and communication, continuity from one year to the next, communication with the School and other students.
- Methodology for essays within each department (to be resolved on a course level rather than school level?)

Action Points
- Follow up with the school regarding the updates on the homepage (School Council and reps contact details.)
- Discuss with course representatives regarding course-related issues.
- Work on a system of communication between former and new class reps and help new class reps in their functions.
- Writing a guideline for new reps (they should make a lecture shout out to introduce themselves, at least one survey, contact details on the PPLS homepage, office hours,...)
- Look at possibilities regarding other issues, like lecturers/students relationships, socials (semi-formal dinners), feedback, etc.

Additional Notes:
- Good turn-out, active discussion, a lot of class reps present. Clear issue regarding class reps taking up their new role, to be followed-up by EUSA if necessary.
- Short information session on the marking boycott, well-received by students.
- Students seem happy to be involved in further meetings and actions, strong sense of willingness to make things better for the whole community.