

# ACCOUNTABILITY PANEL MINUTES

## MARCH 2026

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| 1.    | <b>In Attendance</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Intro | <p><u>Full-Time-Officers (2)</u></p> <p>Cameron Fields, President (CF),</p> <p>Holly McAdams, Vice-President Academic (HM).</p> <p><u>Accountability panellists (5)</u></p> <p>Bruce Wilson, panel student chair (BW),</p> <p>Isabel Bovo, panellist (IB),</p> <p>Lauren Gow, panellist (LG),</p> <p>Giovanni Miele-Norton, panellist (GMN),</p> <p>Katya Amott, external Full-Time-Officer from Edinburgh University Student Association (KA).</p> <p><u>Staff (2)</u></p> <p>Ian Glen, Head of Student Engagement (IG),</p> <p>Eliot Wooding-Sherwin, Student Engagement Coordinator (Projects and Campaigns) (EWS).</p> <p><u>Apologies (1)</u></p> <p>Lily Taylor, panellist (LT).</p> <p><b>Establish quorum</b></p> <p>Quoracy is met.</p> <p>Quoracy is 50% of the accountability panel membership plus 1.</p> |

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|                            | <p><b>Introduction</b></p> <p>BW talks through the process of the panel.</p> <ul style="list-style-type: none"> <li>• Each FTO will have a conversation with the panel, one at a time.</li> <li>• During that time, you can ask any questions you wish, based on the FTO's accountability report.</li> <li>• After the questions, the FTO will leave the call.</li> <li>• You, with my support, will then agree on three of the FTO's strengths and three areas for development.</li> <li>• After all FTOs have been questioned, you and I will then take 5–10 minutes to review and finalise our feedback to ensure it is accurate and fair.</li> <li>• We will then invite the FTOs back into the call to explain our feedback.</li> </ul> <p>The theme of today's accountability panel is <b>“My impact on the student experience: Have I achieved what I set out to?”</b></p> |
| <p>2.</p> <p>President</p> | <p><b>President Summary</b></p> <p>CF: Impact-driven. See report for details on this. January onwards is about ensuring that things are delivered and embedded. So that it lasts beyond one officer. Still focused on issues affecting students (e.g. Saudi, Staff Cuts, Sexual Misconduct). Also, a strong handover and continuity.</p> <p><b>Panel questions</b></p> <p>IB: Good structure, easy to read and pleased to see your strong stance on Gender violence. You have also been quite involved in improving awareness around voting for the Scottish Parliament elections. I was just wondering if you could tell me a bit more about for that?</p> <p>CF: We're doing a survey at the moment to try and figure out what aspects are important to students. We cannot be doing generic</p>                                                                                |

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|  | <p>comms, survey analysis on why students vote/don't vote. We'll then inform students what each party is saying on that, but also historically what each party has done on those issues to really, really drive not just student voters, because the maximum amount of voters is great, but also making sure that those voters are informed is such a key part of that. Aiming to get 500 students registered in the next 3 weeks.</p> <p>KA: similar question around preliminary findings of the voting survey. Second question around gender-based violence prevention. Are you prepared for reported cases to go up when you have made reporting easier?</p> <p>CF: On the elections survey, something we're particularly interested in is around international students and raising awareness around who can vote. No preliminary findings as the survey closes today. Happy to share wider beyond this (*caveat if we are allowed). On the reporting of gender-based-violence leading to higher cases, report-support is a thing we have so trying to make students aware and using it. We don't think a rise in cases is something to be scared of a rise is good at capturing the prevalence. This will be a large part of handover.</p> <p>LG: You met with University Secretary and Chair of Court to advocate for additional training support for incoming officers. I was wondering what the outcome was from that?</p> <p>CF: Brilliant question. University spaces can be intimidating for new officer. Training we have been asking for is about upskilling to keep up and challenge power. Holly and I did have a productive conversation with the secretary and the chair.</p> <p>BW: You've talked about continuation of campaigns. I was wondering how you are prioritising campaigns, particularly since the Vice-</p> |
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|  | <p>President Student Communities stepped down, will some of the minority campaigns get lost?</p> <p>CF: With Vice-President Student Communities leaving, there's been an increased workload where VPSC work hasn't fit into our workloads we have then tried to get other students involve, for example around sustainability which has been handed over to students and staff. I have struggled with prioritising my workload since this has happened, but I try to prioritise the work that I know is impactful. I'm quite keen on not handing over half projects, so, just focusing on work that I know is effective, important, and can be tied up.</p> <p>BW: One important thing that we did think about was that if you have continued a project, which the Vice-President Student Communities had been doing, to make sure that that is also talked about in your handovers; so that the new Vice-President Student Communities knows that it's partially being continued in somewhere.</p> |
|  | <p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Stances on Gender based violence and increased awareness is a positive.</li> <li>• Awareness on elections and party priorities to students.</li> <li>• Longevity of Campaigns: Training up people from other Unions on these campaigns – taking a step back and sharing knowledge. Put a lot of thought into handover and how campaigns will transition into next year.</li> </ul> <p><b>Development areas</b></p> <ul style="list-style-type: none"> <li>• Communication data to students – a couple of points where wanted more detail on data-informed (see Advice Hub). Could there be more graphics/graphs to make it more accessible?</li> <li>• Consolidation of data and how it will be used for students. Not much on how the data/evidence has been collected and consolidated. Lacked a bit of detail on how we will use data.</li> </ul>                                                                               |

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|                      | <ul style="list-style-type: none"> <li>Galashiels was only mentioned once in report. Perhaps more on this going forward.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p>3.</p> <p>VPA</p> | <p><b>Vice-President Academic Summary</b></p> <p>HM: Taking report as read. Some key areas I want to highlight. As you can see, there's been lots of great progress that's been made on my manifesto points. Unfortunately, there has been some delays in place due to the ongoing situation in the Middle East. On the panel recommendations from last time, we're now looking at other ways in which we can promote what the full-time officers are doing, for example, at rep meetings, Society Council, etc. Working on Action-Learning Sets Training to be brought in for FTO induction, also developing a skills matrix as part of the Trustee Board.</p> <p><b>Panel questions</b></p> <p>BW: We're aware that last time we spent a lot of time talking about AI. I want to clarify; we did not think that any of your other work was less meaningful. It was just that was very much the thing that came up a lot.</p> <p>BW: We wanted to ask a bit about the GenAI agent you're working with the University on for assignment feedback. Could you tell us a bit more about how it's planned to work and some of the safeguards in place to make sure it's going to be effective?</p> <p>HM: Currently when staff deliver feedback to students on your assignments, they'll just type the feedback out. To use this agent, the staff marking the work will type the student's feedback, and the agent would help them in putting it into the action feedback protocol format. The action feedback protocol covers 'what's done well', 'what could be improved on', and 'what could be worked on more generally'.</p> <p>BW: Is there someone involved from an GenAI background to make sure that various safeguards are being put in place to make sure that it doesn't make any recommendations that wouldn't be useful etc?</p> |

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|  | <p>HM: This has been developed by the university's information services team who are all trained appropriately on the use of AI as well. It should be following due process.</p> <p>LG: What work is being done for Gala campus?</p> <p>HM: The work I do will help all our campuses. Such as by helping students identifying skills they have acquired, and through lecture recordings. I have also done some specific work in Gala, such as hosting townhalls with the University.</p> <p>IB: Appreciate you highlighting the issue of rightsizing. As a department officer it was useful to have Tadhg at our meeting to explain why this decision has been made. Aware that meeting was confidential but as it was useful, is there anything the Union can publish around why rightsizing was chosen?</p> <p>HM: Slides cannot be shared at present. We did also hold a Townhall on the LINCS cuts. I can speak to VP Education about how we can publish this more and what this means for students.</p> <p>KA: I have a question about your work on lecture recordings. What were the specific challenges you encountered? Have you been engaging with those who have been against this?</p> <p>HM: a global paper was completed with recommendations and with a lot of stakeholder involvement. The committee agreed in principle, wording was picked apart. Going forward we are meeting with IS and Heads of School to find out their concerns and will resubmit for end of April.</p> <p>BW: What are your plans for handing over the strong networks and connections you've built.</p> |
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|                           | <p>HM: My plan is to set up 1-2-1s with key stakeholders and help contextualise the politics, roles, and relationships to help the new VPA.</p> <p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Improved clarification on goals around GenAI towards employability skills which has went beyond this panel into student body.</li> <li>• Data-informed grounded in her role and working with the complex university processes and norms.</li> <li>• Helping/utilising the network she's built to improve student's understanding of university changes. For example, involvement in organising the Townhall and inviting Tadhg (VP Education) to Department Officer meeting to discuss rightsizing.</li> </ul> <p><b>Development areas</b></p> <ul style="list-style-type: none"> <li>• Greater clarity and transparency. Being clearer on what the specific challenges were and how they were overcome.</li> <li>• Deepen Vice-President Academic network across the sector. Understand the role is very internally focused due to its nature where the individual University is key, however, potential opportunity to share knowledge on shared issues across sector (e.g. GenAI, Lecture-recording) to bring insight back to HWU.</li> <li>• Keeping all campuses in mind around these issues.</li> </ul> |
| <p>5.</p> <p>Conclude</p> | <p><b>Panel Balancing Deliberations</b></p> <p>The panel confirm their feedback.</p> <p><b>Conclusion</b></p> <p>BW explains the feedback to both FTOs.</p> <p>BW thanks everyone for attending, special thanks to Katya for joining us from Edinburgh University Student Association.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

