

**School of Mathematical Sciences
Undergraduate Student Voice Committee
21st March 2023**

Draft Minutes

Staff members present:

Name	Role
Weini Huang (WH)	Chair and Director of Student Experience
Shabnam Beheshti (JW)	Director of Education
Maria Patsou (MP)	Secretary and Education Services Administrator
Bindiya Chongbang (BC)	Education Services Administrator

Student members present:

Name	Programme name and level
Yasir Barlas (YB)	Co-chair and Mathematical Sciences (Single Honours) Year 3
Athisha Sivabalan (AS)	Computer Science and Mathematics Year 1
Vidhi Sureka (VS)	Economics, Statistics and Mathematics Year 2
Maryfaith Azogu (MA)	Economics, Statistics and Mathematics Year 1

Apologies for absence:

Name	Role or Programme name and level
Alex Clark (AC)	Head of School
Sebastian del Bano Rollin (SdBR)	Deputy Director of Education
Simon Rawstron (SR)	Education Services Manager
Dale Breame (DB)	Education Services Officer
Hamida Begum (HB)	Student Support Officer
Jade Mills (JM)	E-learning Technologist

James Soderman (JS)	Faculty Librarian-Science and Engineering
Nasteexa Ahmed (NA)	Mathematics with Management Year 1
Syed Haider (SH)	Mathematical Sciences (Single Honours) Year 2
Rujul Godghate (RG)	Mathematical Sciences (Single Honours) Year 1
Riya Vasa (RV)	Mathematics and Statistics Y3
Aastha Kansara (AK)	Economics, Statistics and Mathematics Year 3
Roulian Zelo (RZ)	School of Mathematical Sciences (Actuarial Science Year 1)

Part 1 – Preliminary Items	
1(a)	Welcome and introduction for new members
2022.103	The Chair welcomed everyone to the meeting, and everyone introduced themselves.
1(b)	Apologies for Absence
2022.104	The meeting noted the apologies from members as recorded above.
1(c)	Minutes of the previous meeting
2022.105	The Committee approved the minutes of the meeting held on 7 th February 2023 with no amendments noted.
1(d)	Report on matters arising and actions taken
2022.106	<p>2022.081: SB did a sweep of deadlines and did not notice major conflicts. One conflict was between MTH6110 and MTH6113 which SB resolved. As a result, this action is complete.</p> <p>2022.084: SB noted that the paper has been filled for 2024-25 and that the students' preferences have been noted. The relevant meeting to discuss this is due to happen soon. As a result, this action is complete.</p> <p>2022.091: This matter was reviewed both by SB and SR. SB noted that the substitute lecturer covered material in less time than the lecture length was, however, all the material for that date was covered. The substitute lecturer subsequently spoke to the module organiser, who will be reviewing the material with students again before the end of the term and ensure it is added in the revision session. As a result, this action is complete.</p>

	On the back of action 2022.091, student reps noted that they are not sure when the deadline for the MTH5001 project is. ACTION: WH to discuss with MTH5001 module organiser, to clarify project deadline to students.
1(e)	Admissions, induction and enrolment
2022.107	There was nothing to report
Part 2 – Student feedback, Programme Delivery and other matters	
2(a)	Programme/module developments and amendments
2022.108	SB noted that all programme amendments have now gone through.
2022.109	SB noted that staff have had positive feedback about 0 credit, compulsory modules that will incorporate professional development elements. It is not yet clear who will staff these modules.
2022.110	SB noted two examples of modules in Year 3 that students are keen to take due to their content and title, but then they do not always do well at them, namely MTH6115-Cryptography and MTH6132-Relativity. Focusing on MTH6115, SB noted that students enjoy the teaching but are disappointed with the exam. At this point she noted that on occasion the School will put a case forward to the DEB to request adjustments with examination marks. SB noted that she feels the material is no longer fit for purpose and would like to try something new. SB sought feedback from reps. Reps noted that based on this feedback it may be time to remove the module but also noted that students do not think that far ahead with module registrations. ACTION: SB to look for equivalent modules to MTH6115 Cryptography in EECS.
2022.111	SB noted that MTH4116/MTH4216 Introduction to Probability will be a year-long module from next year (MTH4600-Applied Probability and Statistics).
2022.112	SB noted that for the purpose of registering for Maths electives (particularly relevant to joint honours non-Maths based students), QMPlus module pages are open to view.
2022.113	MA queried about a rumour that next year, students will not have any opportunities to choose electives. SB, MP and BC noted that while some Mathematics programmes may have more mandatory modules, electives are usually possible from Year 2 onwards. However, MP advised MA to check with their School about the particulars of their programme.
2(b)	Student feedback Learning and teaching matters

	<p>Assessment and feedback</p> <p>Academic support</p> <p>Organisation and communication</p>
	<p>Representatives reported on learning and teaching matters and the following points were noted:</p>
2022.114	<p>Year 1 reps noted that MTH4101/4201 Calculus II lectures and seminars are good and interactive. There is an issue with some students making noise however the module organiser deals with it effectively, by giving students one warning and then asking them to leave the room if they continue. AS also noted that some students find the learning pointless considering their main subject is computer science. Reps also reported that lectures are too long, even with breaks, and are part of a long day as well. SB commented that unfortunately there is very little that can be done with timetabling, but that next year the aim is to have smaller groups which may make learning easier.</p>
2022.115	<p>Year 1 reps noted that the formative questions for MTH4115/MTH4215 Vectors and Matrices are not enough and that many seminars were cancelled due to the strikes. Nevertheless, reps also noted that the seminars are great. ACTION: WH to query whether more questions can be offered for MTH4115/MTH4215 Vectors and Matrices for revision purposes.</p>
2022.116	<p>Year 1 reps queried why the MTH4115/MTH4215 Vectors and Matrices main exam needs to be face-to-face, if it is multiple choice. SB noted that it makes sense to take an exam on campus for a knowledge-based exam and that there are various reasons for selecting an exam to be face-to-face, irrespective of whether it is multiple choice or not. WH noted that it is important to have this experience as early as possible.</p>
2022.117	<p>MA noted that MTH4116/MTH4216 Introduction to Probability lectures would be better online as students have so much packed on that day and many commute. SB noted that one idea would be to split face-to-face and online activities, rather than live-streaming face-to-face activities. However, there is government policy in place that dictates universities should return to pre-Covid face-to-face contact hours. Year 1 and 2 reps noted that 9 and 4 o'clock lectures are difficult, particularly during wintertime, however generally students preferred morning lectures. MA noted that MTH4116/MTH4216 Introduction to Probability lectures are not currently</p>

	<p>being live-streamed. ACTION: WH to discuss live-streaming of lectures with MTH4116/MTH4216 Introduction to Probability module organiser.</p> <p>ACTION: SB to discuss the possibility of adjusting morning lectures with relevant teams.</p>
2022.118	<p>MA noted that Econometrics II has a pre-requisite of MTH5120 Statistical Modelling I, but they run in the same Semester. As a result, it was requested that MTH5120 Statistical Modelling I moves to Semester A in the future. SB noted that it is already the plan to do so. In the meantime, SB noted she will seek some support to be put in place for students. ACTION: SB to discuss offering a targeted office hour with module organiser of MTH5120 for students taking Econometrics II and MTH5120 Statistical Modelling I and include SEF's DoE.</p>
2022.119	<p>VS noted that SEF has a module fair and queried whether the School could organise something similar. SB and MP discussed that previously the School had a drop-in hour with an academic to discuss module selections. WH also noted that a Careers event is coming up which will include module selections discussion, as a way to fit modules to future career pathways. MP also noted that it is important that students consult with their schools about what is possible to do with module selections, as the School will not have access to their programme guide. Upon querying where students can find pre-requisites for maths modules, MP noted that they can do so via the QMUL module directory website which is accessible publicly. ACTION: SB to incorporate information about module selections in the upcoming careers event.</p> <p>ACTION: EST to contact joint students outside of the School with basic information about module selections.</p>
2022.120	<p>YB reported that students found the exams for MTH6115 and MTH6141. He also noted that there has been a lot of incorrect information about failure rates in the modules and requested, if possible, to publish relevant stats to the students to put rumours to rest. SB noted that she is unsure this is possible as these are still provisional results. She also noted that students can request a break-down of their marks from the module organisers and also request feedback from them. ACTION: SB to discuss with the DEB whether it is possible to release success and failure rates to students for the MTH6115 and MTH6141 exams.</p>

2022.121

The School of Maths received the following email from RZ prior to the meeting:

'The main question was about third year modules and students wanted to know which ones will be face-to-face or online exam-based. Because most of them are picking their modules based on the fact that they do not want to deal with face-to-face exams.

"They need to let us know about the exam format, that it's not fair that it hasn't been communicated yet while the module selection has opened for it for third year"

The second part of my discussion with the students has been about this year's Sem B exams as some are face-to-face and some are online.

Many were disappointed that the structure of Sem B was not the same as Sem A as they wanted consistency. And with all honesty I was also disappointed because the last time I had a meeting with Dr Shabnam we planned how we could make the transition smooth and we came up with plans but a few weeks later I received an email saying our exams (the face-to-face ones) will be held online instead. This ruined the transition and the consistency with exams. Either make the whole year the same or not! We agreed Sem A will be half face-to-face and half online so will Sem B. But now the consistency has been lost and we are left with Sem A- was all online and Sem B half-half. And we don't even know what our third year will look like.

SB gave the following context to this issue: Students requested equal treatment between Year 2 and Year 3 in terms of keeping exams online. However, for a variety of reasons, this was not possible. Instead, a decision was made (and in collaboration with student reps, including RZ) to offer all Semester A Year 2 exams online and offer a mixture of online and face-to-face assessments in Semester B with appropriate support in place, such as mock examinations. Some students boycotted the mocks in protest for fully online exams. Students were offered meetings with the DoE which they refused. At the moment a formal complaint is progress, and students are waiting to hear from that. SB noted that throughout the year staff have received unprofessional, disrespectful and rude feedback by a small group of students.

SB noted that while she understands students' frustrations, it is not up to the students to decide the format of their examinations. The School needs to ensure they look out for what is in the best interest of the students and ensure that they comply with regulations and deliver education in an appropriate manner. VS noted that students believe that the School is looking out for them by offering mock exams in appropriate dates and asked that mocks should continue next year. MA noted that she found mocks very helpful.

In relation to knowing the format of the examinations for Year 3 modules, SB noted that this will be communicated to the students. **ACTION: SB to ensure format of Year 3 modules is made known to the students by the end of the registration period.**

	Representatives reported on organisation and communication and the following points were noted:
2022.122	Nothing to report.
2(c)	<p>Learning resources</p> <ul style="list-style-type: none"> • Library facilities / materials (books, journals etc.) • QMplus • QReview • Updates from faculty E-learning forums • IT
	Representatives reported on Library facilities / materials (books, journals etc.), and the following points were noted:
2022.123	Year 1 reps noted that they have received complaints about the live streaming of the MTH4115/MTH4215 Vectors and Matrices lectures and the fact that the lectures online are not interactive. SB noted that this year, as Covid restrictions were lifted, students were asked to come back to campus, and that they should be attending face-to-face lectures as the experience online will not be the same, but that feedback would be passed on. WH to flag issues with lecture links not working with the module organiser and also request to make an announcement to students to ensure they attend face-to-face lectures.
2022.124	MA noted that the Great Hall has issues with the projector and it also has mice. She also noted that the Great Hall is not a suitable space for teaching as it echoes and it is dark. ACTION: EST to flag projector and mice issues with Estates at the Great Hall.
2(d)	<p>Student feedback</p> <p>NSS</p> <p>PTES</p> <p>UKES</p> <p>Module Evaluations</p>
	The committee discussed responses to NSS, PTES and UKES and noted the following:
2022.125	WH noted that some students are currently boycotting the NSS, but that is important that continue to promote the NSS.

2(e)	Consideration of Student Experience Action Plan (SEAP), Student Experience Action Matrix (SEAM) or Taught Programme Action Plans (TPAP)
	The committee discussed responses to Consideration of Student Experience Action Plan and noted the following:
2022.126	Nothing to report
Part 3 – Any Other Business	
	The following items were raised under Any Other Business:
2022.127	Nothing to report
Part 4 – Date of the next meeting	
2022.128	The next meeting is set to take place next academic year.

Action Sheet: Student-Staff Liaison Committee

Minute	Action	Responsibility	Timescale	Action status	Issue resolved?
2022.106	Discuss with MTH5001 module organiser, to clarify project deadline to students.	WH	ASAP	Open	
2022.110	Look for equivalent modules to MTH6115 Cryptography in EECS.	SB	ASAP	Open	
2022.115	Query whether more questions can be offered for MTH4115/MTH4215 Vectors and Matrices for revision purposes.	WH	ASAP	Open	
2022.117a	Discuss live-streaming of lectures with MTH4116/MTH4216 Introduction to Probability module organiser.	WH	ASAP	Open	

2022.117b	Discuss the possibility of adjusting morning lectures with relevant teams.	SB	ASAP	Open	
2022.118	Discuss offering a targeted office hour with module organiser of MTH5120 for students taking Econometrics II and MTH5120 Statistical Modelling I and include SEF DoE.	SB	ASAP	Open	
2022.119a	SB to incorporate information about module selections in upcoming careers event.	SB	ASAP	Open	
2022.119b	Contact joint students outside of the School with basic information about module selections.	EST	ASAP	Open	
2022.120	Discuss with the DEB whether it is possible to release success and failure rates to students for the MTH6115 and MTH6141 exams.	SB	ASAP	Open	

2022.121	Ensure format of Year 3 modules is made known to the students by the end of the registration period.	SB	ASAP	Open	
2022.123	Flag issues with lecture links not working with the module organiser and also request to make an announcement to students to ensure they attend face-to-face lectures.	WH	ASAP	Open	
2022.124	Flag projector and mice issues with Estates at the Great Hall.	EST	ASAP	Open	