

Student Voice Committee (SVC)

Meeting held on **Tuesday, 11th of November** from **14:00 (Start)** to **14:00 (Finish)** in

Room: GC3.15 and MS Teams

Chair: Manolis Noikokyris

Minute taker: Rhea Elliott (SSO)

Rosetta Duan (SSO) also in attendance

Course reps in attendance: Damanpreet Kaur, Abdullah Selman Aydin, Haashir Ahmed Sheikh, Anna Borysova, Ashna Iqbal, Carolina Crouzet, Tymur Sakharov, Huda Shaikh, Shariq Chaudhry, Jia Yew Cheong, Kara Marie Ksher, Alisha Fatma Ahmad, Ishmael Jamal Pemberton, Najifa Naba

Agenda

1. Preliminary Items

- Welcome and introduction for new members

A special welcome to new members from Manolis, and introductions from all those in attendance. Manolis also referenced training that had been completed by course reps, run by the SU. Manolis reconfirms that the role of course reps is to ensure student views are reflected in the committee. Feedback is important, even when the view is not necessarily held by course reps.

Manolis recaps that the course reps met with Rhea & Rosetta (SSOs) in an earlier meeting. Updates to follow on Wi-Fi, and a physical drop-box for feedback.

All actions are captured in the on the last page of this document.

- Minutes of the previous meeting

Manolis - actions regarding modules will be covered today. Some comments about modules can also go straight to module organisers (MOs); they don't have to wait to come through the student voice committee (SVC).

1. Student feedback, Programme Delivery and other matters

Year 3

Manolis starts with year 3 students, working back to year 1, and queries how students are finding the student support newsletter, and if they would like to contribute to it by sharing success stories, competitions, and anything else that may be useful to students.

Course rep describes the newsletters and engaging pieces, though felt there wasn't enough focus on school, rather spoke about the school's achievements, this was referencing the school's newsletter, and not the student support one. Feedback has been noted.

Additional feedback – the student support newsletter has a lot of good things on how students can find support, as they are really not aware of opportunities in the first year. The newsletter is a good way for first-year students to keep on top of this.

The course reps agreed that we could use the newsletter to tell students about any events

they are running and have a section for society information.

Rhea mentions the physical feedback drop-box for students and will notify students once this is in place.

Manolis addressed the exam timetable issue (not receiving this early enough, especially for international students) and explained that this is outside of the school's control, as it is created and sent by the central timetabling office. Unfortunately, there is nothing further we can do about this.

- Programme/module developments and amendments

Manolis queried the setup of a Microsoft Teams channel for course reps to communicate via. WhatsApp is the preferred method of contact between students. Manolis confirms that we cannot support the creation of WhatsApp groups or other means of communicating external to university platforms and email addresses.

Year 3

Reported issue with some lecture recordings, more specifically, when a lecturer writes on the whiteboards, this cannot be seen in the lecture recordings. Queried if the camera can be moved closer to the board, the use of black markers, or bigger writing. One course rep reports that a lecturer (ECN115-Maths) will write on paper, which is then projected onto the board, which could be a workaround. Manolis agreed to feed this back.

Year 2

Economics & politics (a small group of 5 or 6 students) reports that some students were disappointed by the lack of options for modules. Misinformation on websites was also reported, and issues with prerequisites. Manolis has asked the impacted student to contact him directly via email as he is not aware of any misinformation in our websites.

Reported issues with low audio in lecture recordings for Macroeconomics 2. The cause is unclear; not sure if the lecturer is wearing a mic. This happens every week. The reporting student will come back to check if other modules have been impacted. Some lecture recordings are uploaded late, in general. Manolis said that there can be an intentionally late release of the recording for some lectures/modules to encourage attendance.

Year 1

Course reps reported complaints about the module, Mathematical Methods. Students reported difficulty understanding the lecturer's explanations, noting that the language used is not always simple and that concepts are sometimes unnecessarily overexplained. They would appreciate clearer and more concise explanations, with less focus on material that is not assessed, as this can be confusing. Manolis noted that there are support classes in maths, and students can have somebody other than the main lecturer and a TA who can explain concepts to students when they are misunderstood.

Manolis encourages students to make full use of the resources and will provide feedback to the lecturer. Manolis summarises the students' feedback, noting that they would like the lecturer to explain concepts more clearly and simply, and to avoid covering content that is not

needed for assessments, as it can be confusing. Manolis acknowledges that reading beyond the curriculum can be valuable, but he will inform the module organiser regardless that students feel there should be clearer guidance on what is actually assessed. Students further report that it is unclear what will be on the exam, and this is confusing for students.

Issues with the mic in the Arts 2 lecture theatre too. Feedback on the reinforcement sessions is that they are more like a Q&A drop-in session, and instead of this, it would be more helpful to home in on the material better. Manolis mentions that the issue with such an approach would be finding out what are the recurring difficulties to be addressed in the reinforcement sessions as these are different for each student, and queries how we can collect these areas of difficulty.

Course reps also report difficulty in collecting feedback from peers and have been asking friends for feedback, as when it's an official request, it tends to get pushed to the side. Course reps have made a poll and a Google form, for example, and the response was very low. A chat with a friend was reported to be more engaging.

Rosetta mentions a December activity for students, details to be published very soon for course reps to advertise.

Year 2

Course reps fed back that there are not enough practice papers for second year students, and that the questions for previous years' papers cover a lot more content than what is currently being studied. Queried if more practice material can be published for exams/tests of asset pricing and generally for all modules that have mid-terms and written exams.

For example, students mentioned that there is a mock paper for asset pricing, and Manolis also mentioned that there should be at least two years of past papers. But regardless Manolis will provide feedback to the relevant module organisers.

Concern that the past exam questions for the Macro module don't equip students with enough understanding of what to expect in the exams. Concern that something came up in an assessment that they hadn't seen before in their classes. Would appreciate more practice material beyond multiple choice questions. Manolis will pass this information on to the module organiser. Of course, he mentioned the exact exam topics cannot and should not be confirmed with students.

Year 1

Course reps provided more feedback on the Maths module. Students find the two-hour sessions challenging to follow without breaks. When introducing new topics, they said it would be helpful to first understand the context, background, and purpose of the material before going into detailed proofs or derivations.

They also noted that after explaining a topic, the lecturer asks questions that often receive no response. Students explained that they find it easier when they see the equation first, rather than starting with a long proof. Second-year students who took the module previously commented that the module was as difficult as they had anticipated and that the exam paper

was challenging. Manolis noted that despite this, students tend to perform well in this exam—likely because they anticipate the difficulty and prepare thoroughly.

Manolis recaps that he understands students would like to have a clear and more concise explanation of the context covered. Students mentioned that it would be helpful if he started with a more basic idea, so students can gauge what it is all about. He starts with the most confusing areas. It should show the advancement of levels from A-level to university degree level.

Feedback on environmental economics is that the 80 percent of exam weighting makes it a high-stakes assessment, and they would like more forms of assessment on this project, such as a mid-term. Also noted that the 3-hour modules are overly long. Also means students are learning content from the previous week in the week when a new topic is introduced.

Also, feedback that students want more resources outside of the lectures. Like YouTube videos explaining concepts, and websites with extra questions for practice.

- Assessment & feedback

ECN126 submission - one part through Cadmus, the other in Excel. A course rep mentioned one student who failed to submit the Excel file. Only reported a case for one student but we will ask MO to explore if submission instructions need to be clearer and more specific.

ECN126 assignment – some people have gotten their results, and some haven't, which causes some anxiety amongst the cohort. Queried if results can all be sent out at once, instead of releasing one at a time. Manolis contemplates whether this is a mistake in the system, or if assessors release as they go, and will ask the MO to look into this.

The Principles of Economics 113 assignment is due in partnership with Hong Kong University. Reports that some people are really unclear about the assignment. The brief didn't contain anything about the collaboration – so far group has figured it out, but people didn't get the how and why.

Year 1

The first assignment was ECN126. Then 3 assignments were due in one week, a lot of time and notice for the first, but then 3 all at once. Also noted that you had to go into the module handbook to view this information. Proposal that assignment due dates should be more staggered. Manolis confirms that this is on the team's radar each year and something they try to avoid where possible. Naturally, there are no competency standards to assess in the beginning; then, as more material is covered, number of assessments will increase and that it something students should expect and plan for it. All assessment deadlines are published during the first teaching week.

Year 2

Quality of exam feedback for year 2. Reports that general feedback was generic and unclear. They also noted that when the feedback referred to questions only by labels such as "Q3," they often could not remember which question this referred to, making the feedback less useful.

- **Facilities**

More reports that it is boiling in the Arts 2 lecture theatre.

- **Student Support**

No feedback or complaints.

- **Organisation and Communication**

Course reps report that there are frequently long days from 9 am – 6 pm, and most students would like to do their hours compressed. Manolis confirms that class swaps were available until the beginning of the semester, but lectures are centrally allocated.

Feedback on emails is that students would prefer to read more, and shorter emails, than fewer and longer ones. Also fed back that a lot of email subjects look the same, and if they are varied, students may be more inclined to read them. Manolis notes that but reiterates the importance and responsibility of the student in these cases.

Course reps report that there is uncertainty about the programme structures. Manolis reiterates that all this information can be found in the UG handbook. Course reps agree that it would be useful to remind students of this resource.

- **Learning resources - Library facilities / materials (books, journals etc.), QMplus, QReview, Updates from faculty E-learning forums**

Library closing time reported as an issue (closes at 12 pm). Due to be open 24 hours during exam time. Course reps encouraged not to work throughout the night.

Manolis mentions the possibility of electing a co-chair for the meeting (student rep) and asks individuals to email if they are interested in taking the role. They can bring any other topics for discussion. We plan on meeting twice every semester.

2. Any Other Business (AOB)

N/A

3. Date of the Next Meeting

Next meeting will be the week of December 8th. We will try and find a convenient time in the schedule – the action has been noted in the table below.

Action Plan

Month	Action	Person	Status
November	Updates on Wi-Fi and physical drop-box for feedback.	Rhea	Completed
November/December	Pass on feedback of school's newsletter – too focused on schools' achievements, and not on students.	Manolis	Completed
November/December	Explore workarounds for issues with viewing the whiteboard in lecture recordings, for example, closer camera, use of paper to be projected etc.	Manolis	Completed
November/December	Look into low audio in lecture recordings for Macroeconomics 2, and any other modules if the course rep writes back.	Manolis/ Rhea	Completed

November/December	Feedback to module organiser of ECN115 Maths module regarding student concerns.	Manolis	Completed
November/December	Feedback to module organisers of asset pricing, if more practice material for exams/midterms can be published.	Manolis	Completed
November/December	Feedback to module organiser of Macro 2 module if more practice material for exams can be provided	Manolis	Completed
November/December	Review slow/ad-hoc release of ECN126 assignment results, system error.	Manolis	Completed
November/December	Feedback to module organiser of ECN113 regarding assignment with Hong Kong University.	Manolis	Completed
November	Next SVC to be confirmed.	Rhea, Rosetta & Manolis	Completed
November	Reminder sent to all students on the programme handbook and highlight where to find module information.	Rhea & Rosetta	Not Completed
November	Arts 2 issues reported	Rhea & Rosetta	Completed
November	To email Manolis if you are interested in taking the role of co-chair!	All course reps	Completed