**School of Mathematical Sciences**

**Undergraduate Student Voice Committee**
**25th October 2023**

**Confirmed Minutes**

**Staff members present:**

| Name | Role |
|---|---|
| Weini Huang (WH) | Reader/Director of Student Experience/Meeting Chair |
| Boris Khoruzhenko (BK) | Professor/Head of School |
| Shabnam Beheshti (SB) | Reader/Director of Education |
| Robert Johnson (RJ) | Senior Lecturer/Deputy Director of Education |
| Maria Patsou (MP) | Education Services Administrator/Meeting Secretary |
| Jade Mills (JM) | Digital Learning Technical Adviser |
| James Soderman (JS) | Faculty Librarian-Science and Engineering |

**Student members present:**

| Name | Programme name and level |
|---|---|
| Ibtisaam Musa (IM) | Mathematics and Statistics Year 2 |
| Deanna Patel (DP) | Mathematics with Finance and Accounting Year 1 |
| Aruzhan Nussipzhan (AN) | Mathematics with Finance and Accounting Year 1 |
| Mehmet Melih Sahin (MMS) | Computer Science and Mathematics Year 2 |
| Buse Ozturk (BO) | Mathematics Year 1 |
| Nasiha Khan (NK) | Mathematics Year 1 |
| Vidhi Sureka (VS) | Economics, Statistics and Mathematics Year 3 |

**Apologies for absence:**

| Name | Role or programme and level |
|---|---|
| Sebastian del Bano Rollin (SdBR) | Reader/Director of Graduate Opportunities and Outcomes |
| Simon Rawstron (SR) | Education Services Manager |
| Hamida Begum (HB) | Student Support Officer |
| Dale Breame (DB) | Education Services Officer |
| Bindiya Chongbang (BC) | Education Services Administrator |
| Sonia Lassami (SL) | Careers Consultant |
| Elliott Welch (EW) | Faculty Student Engagement and Support Manager |
| Aisha Qadi (AQ) | VP Science and Engineering (Student Union) |
| Satvika Mishra (SM) | Mathematics Year 2 |

**Part 1 – Preliminary Items**

| 1(a) | **Welcome and introduction for new members** |
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| 2023.001 | The Chair welcomed everyone to the meeting, and everyone introduced themselves. |
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| **1(b)** | **Apologies for Absence** |
| 2023.002 | The committee noted the apologies from members as recorded above. |
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| **1(c)** | **Minutes of the previous meeting** |
| 2023.003 | The committee approved the minutes of the meeting held on 21.03.2023. |
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| **1(d)** | **Report on matters arising and actions taken** |
| 2023.004 | The committee received a report on matters arising and noted the following:<br><br>2022.106: This item is complete.<br><br>2022.110: This item is complete. SB noted that she was unable to find a module that was equivalent to MTH6115-Cryptography in EECS, but has put a query out to the EECS counterparts.<br><br>2022.115: This item is complete.<br><br>2022.117a: This item is complete.<br><br>2022.117b: This item is complete. SB noted that a meeting has been set up with management for any queries that might come up for next Semester.<br><br>2022.118: This item is complete. SB noted that the Learning Café is in place, so students can still bring up queries there.<br><br>2022.119a: This item is complete. A module fair is set up for Spring.<br><br>2022.119b: This item is complete. Students in other schools were advised to seek information from their own school as the most suitable place for programme information.<br><br>2022.120: This item is complete. SB noted that this request was not possible.<br><br>2022.121: This item is complete.<br><br>2022.123: This item is complete.<br><br>2022.124: This item is complete. |
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| **1(e)** | **Terms of reference and membership** |

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| 2023.005 | The committee noted the terms and reference and membership of the Student Staff Liaison Committee. WH noted that these meetings take place four times a year and that it is important that queries are raised early, so that they are addressed asap. WH also advised that student reps use different ways to collect feedback and that, if a change is requested, it needs to work for most students. Staff aim to tend to individual needs as well, where possible. BK queried about whether reps have ways to contact students. Reps expressed a variety of opinions and it was suggested that the School supports them with an initial introduction of the reps to their cohorts. ACTION: MP to draft and introduction email and agree with reps its final format in order to send out to student cohorts. The email should include two channels of communication, Whatsapp and email. |
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| **1(f)** | **Admissions, induction and enrolment** |
| 2023.006 | The committee discussed the processes of admissions, enrolment and induction and noted the following: |
| 2023.007 | RJ noted that now that Welcome Week is over, he would like to hear of any feedback, as well as plans for a Welcome Back Week. Student reps from other schools noted that feedback was mixed on Welcome Back Week and that all students from all years attended a BBQ. |
| 2023.008 | SB noted that advising meetings are underway. |
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| **Part 2 – Student feedback, Programme Delivery and other matters** | |
| **2(a)** | **Programme/module developments and amendments** |
| 2023.009 | The committee reviewed proposed programme / module developments and amendments. The following feedback was received from student representatives: |
| 2023.010 | SB noted that, previously, single and joint honours programmes were sitting together for many modules. This year, programmes have been split, based on interest to make the programmes more bespoke and reduce the number of students in classes. SB noted that modules are being built based on specific programmes to enable a more coherent body of knowledge. |
| 2023.011 | SB noted that professional development is now built into the diets of various programmes, as opposed to having one module exclusively for professional development. Next year Professional Skills for |

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| | Mathematicians, a zero-credit compulsory module, will be introduced. As part of this module the plan is to have timetabled meetings with advisors, an opportunity to write your CV by the end of Year 1, as well as take advantage of LinkedIn learning options, Excel Certification and Python training. AN noted that it that it would be helpful to communicate information about Spring Week – a selective programme that all banks offer that leads to internships. SB noted that there is a skills and employability week in Week 7. <mark>ACTION: SL to include deadlines and more information on Spring Week in the next Maths Careers communications.</mark> |
| 2023.012 | RJ noted that there is further programme development at MSc level, so there are now more routes for students to consider going into, if they wish to pursue an MSc in the School after their BSc. |
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| **2(b)** | **Learning and teaching matters** |
| 2023.013 | Representatives reported on learning and teaching matters and the following points were noted: |
| 2023.014 | 1st Year Finance and Accounting reps noted that the lecturer of BUS021 is skipping material from the textbook and focuses primarily on graphs and pictures. As a result, students are unsure what to expect of the exam. <mark>ACTION: SB to flag feedback on BUS021 with counterparts at the School of Business and Management in order to communicate to the lecturer.</mark> |
| 2023.015 | 1st Year Mathematics reps noted that MTH4300 runs fast and contains maths that students do not know yet. Students would like to see more examples and solutions. <mark>ACTION: WH to raise the pace and content of MTH4300 with the module organisers.</mark> |
| 2023.016 | 1st Year Mathematics reps noted that during the MTH4500 tutorials, unnecessary time is spent on recaps from the week before, going through quizzes and going through further exercises. <mark>ACTION: WH to raise the content of MTH4500 tutorials with the module organisers.</mark> |
| 2023.017 | 1st Year Mathematics reps noted that in both MTH4300 and MTH4500 there are high levels of noise in the lectures and people tend to leave the classroom as a result. <mark>ACTION: WH to raise the level of noise in the MTH4300 and MTH4500 lectures with the module organisers.</mark> |
| 2023.018 | 1st Year reps noted that the MTH4113/MTH4213 tutorials are the best in terms of structure as they go through new examples. However, reps noted that lectures are slow-paced and that they would like to see more notes. |

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| | ACTION: WH to raise the pace of MTH4113/MTH4213 lectures and the need for more notes, with the module organisers. |
| 2023.019 | 1st Year reps noted good feedback for MTH4000, but would prefer two one-hour lectures instead of one two-hour lecture. ACTION: WH to raise the MTH4000 feedback with the module organisers. |
| 2023.020 | 1st Year reps noted that they would find more questions useful for MTH4400 and MTH4500. ACTION: WH to raise the feedback of MTH4400 and MTH4500 with the module organisers, about adding more questions to their teaching delivery. |
| 2023.021 | There has been a change in the structure of teaching for MTH5112 where lectures now cover tutorial-style of teaching in the first hour of the lecture. The name of the tutorial also changed to seminar. ACTION: WH to communicate with the MTH5112 lecturer to send information out to students so that they are clear on what the 4 hours of teaching are used for. |
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| **2(c)** | **Assessment and feedback** |
| 2023.022 | Representatives reported on assessment and feedback processes and the following points were noted: |
| 2023.023 | Nothing to report. |
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| **2(d)** | **Academic support** |
| 2023.024 | Representatives reported on academic support matters and the following points were noted: |
| 2023.025 | Nothing to report. |
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| **2(e)** | **Organisation and communication** |
| 2023.026 | Representatives reported on organisation and communication matters and the following points were noted: |
| 2023.027 | 1st Year Finance and Accounting reps noted that the PASS scheme is only once a week and requested whether it can run more often, so that more students can access it. The PASS QMPlus page could also use with some improvement. ACTION: WH to communicate feedback on PASS to 2nd Year Programme Director and Academic Lead for Buddy Scheme/PASS. |
| 2023.028 | MS noted that he is unsure how to approach and what to ask of his fellow students when it comes to collecting feedback. SB advised that he can |

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| | query about practical things, about satisfaction with content and about whether students are happy with their studies. |
| 2023.029 | Year 3 reps reported that many students are taking both MTH6115 and MTH6141 and, on the timetable, these run as MTH6115-MTH6141-MTH6115, one after another on one day. Students find it difficult to focus on one module as a result. <mark>ACTION: SR to check this particular instance of MTH6115-MTH6141-MTH6115 consecutive teaching delivery.</mark> |
| 2023.030 | Year 3 reps noted that the environment in the teaching of MTH6154 is very disruptive. Additionally, they noted that the lecturer mostly reads out of lecture notes and teaching is not interactive and, in the 5-6 tutorial a lot of time is spent on reading solutions. Reps also noted that students would prefer to be in smaller tutorial groups. SB noted that staff struggled to timetable an additional tutorial time for MTH6154. Finally, as a side note of something they noticed during the teaching of MTH6154, reps noted the Arts Two lecture theatre smells bad. <mark>ACTION: WH to communicate feedback about MTH6154 style of teaching to the module organiser and flag with peer observer.</mark><br><br><mark>ACTION: SB to look into options for expanding the provision of MTH6154 tutorials.</mark><br><br><mark>ACTION: MP to report Arts Two lecture theatre room smell to Maintenance for further investigation.</mark> |
| 2023.031 | Year 3 reps noted that they enjoy the teaching of MTH6141. |
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| **2(f)** | **Learning resources**<br>• **Library facilities / materials (books, journals etc.)**<br>• **QMplus**<br>• **QReview**<br>• **Updates from faculty E-learning forums**<br>• **IT** |
| 2023.032 | Representatives reported on learning resources matters and the following points were noted: |
| 2023.033 | JS noted that, after the refurbishment, all study spaces are now open. If anything is not working, students should report it to the Welcome Desk. The library is also interested in collecting feedback. To this end, a survey will be circulated around the time of the opening ceremony, in February 2023. All reps noted that they particularly liked the 4th Floor of the library. |

| 2023.034 | JS reminded that 15-minute bite-size sessions are available for students on database and study skills and that there is a lot of information on the academic skills tab of the library website. There are also one-to-one bookable sessions and Maths and Stats drop-ins on Tuesday and Thursday afternoons. |
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| 2023.035 | JM asked for feedback on QMPlus. Some reps noted that all of their Year 1 modules have disappeared. JM noted that EECS has had technical problems with this. MP queried whether students were looking for archived modules, as these will be on another page. ==ACTION: MP to disseminate information to all reps about the QMPlus archive.== |
| 2023.036 | JM noted that there is QMPlus Careers page available. |
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| **2(g)** | **Student feedback (NSS/PTES/UKES/Module evaluations)** |
| 2023.037 | The committee discussed responses to NSS/PTES and UKES and noted the following: |
| 2023.038 | WH noted that 3rd Year students will receive an email about the NSS shortly. SB noted that, in order for schools to see NSS responses, a 50% rate needs to be achieved, so it is important that students respond to the NSS. |
| 2023.039 | SB noted the university might release a pulse survey to for 1st and 2nd Year students as well. |
| 2023.040 | The committee discussed the results of the module evaluations and noted the following: |
| 2023.041 | WH noted that module evaluations communications will be released soon as well, near the end of the Semester. |
| 2023.042 | SB noted that Module evaluation in Semester A will go out as usual and we will be part of a module evaluation pilot for Semester B, which will hopefully make things easier for students to fill out their module evaluations and receive feedback from their Module Organisers on their responses. |
| 2023.043 | WH noted that, as part of the NSS Action Plan, there are now plans implemented for educations sessions or advising meetings. RJ noted that there are great people in advisory roles, but students are not utilising the resource enough. These education sessions include specific study skills like module awareness and graduate attributes like information that sits between writing a CV and knowing how to solve a mathematical problem. These will be large group 1-hour sessions with Year Tutors. Industry |

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| | afternoons are also organised and it will be great to hear from students on which of these sessions are working. ACTION: All reps to encourage students to go to advising and education sessions. |
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| **2(h)** | **Consideration of External Examiner reports** |
| 2023.044 | The committee received External Examiner reports and noted the following: |
| 2023.045 | WH explained what the reports are and noted that they are not ready yet, but that they will be reviewed once they are. |
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| **2(i)** | **SEAP, SEAM or TPAP review** |
| 2023.046 | The committee received the school/institute SEAP / SEAM / TPAP and noted the following: |
| 2023.047 | Nothing to report. |
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| **2(j)** | **Periodic Review** |
| 2023.048 | The committee discussed the Periodic Review and noted the following: |
| 2023.049 | MP noted that there is no periodic review this year, as it has been postponed. |
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| **Part 3 – Any Other Business** | |
| 2023.050 | The following items were raised under Any Other Business: |
| 2023.051 | SB noted of a sustainability student-led conference that is running in 2024. ACTION: MP to forward relevant information about sustainability student-led conference to non maths-based reps. |
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| **Part 4 – Date of the next meeting** | |
| 2023.052 | The committee noted that the next meeting would take place on 29th November at 10pm. |

## Action Sheet: Student-Staff Liaison Committee

| Minute | Action | Responsibility | Timescale | Action status | Issue resolved? |
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| 2023.005 | Draft an introduction email and agree with reps its final format in order to send out to student cohorts. The email should include two channels of communication, Whatsapp and email. | MP | ASAP | | |
| 2023.011 | Include deadlines and more information on Spring Week in the next Maths Careers communications. | SL | ASAP | | |
| 2023.014 | Flag feedback on BUS021 with counterparts at the School of Business and Management in order to communicate with the lecturer. | SB | ASAP | | |
| 2023.015 | Raise the pace and content of MTH4300 with the module organisers. | WH | ASAP | | |
| 2023.016 | Raise the content of MTH4500 tutorials with the module organisers. | WH | ASAP | | |
| 2023.017 | Raise the level of noise in the MTH4300 and MTH4500 lectures with the module organisers. | WH | ASAP | | |
| 2023.018 | Raise the pace of MTH4113/MTH4213 lectures and the need for more notes, with the module organisers. | WH | ASAP | | |
| 2023.019 | Raise the MTH4000 feedback with the module organisers. | WH | ASAP | | |

| 2023.020 | Raise the feedback of MTH4400 and MTH4500 with the module organisers, about adding more questions to their teaching delivery. | WH | ASAP | | |
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| 2023.021 | Communicate with the MTH5112 lecturer to send information out to students so that they are clear on what the 4 hours of teaching are used for. | WH | ASAP | | |
| 2023.027 | Communicate feedback on PASS to 2nd Year Programme Director and Academic Lead for Buddy Scheme/PASS | WH | ASAP | | |
| 2023.029 | Check this particular instance of MTH6115-MTH6141-MTH6115 consecutive teaching delivery. | SR | ASAP | | |
| 2023.030a | Communicate feedback about MTH6154 style of teaching to the module organiser and flag with peer observer. | WH | ASAP | | |
| 2023.030b | Look into options for expanding the provision of MTH6154 tutorials. | SB | ASAP | | |
| 2023.030c | Report Arts Two lecture theatre room smell to Maintenance for further investigation. | MP | ASAP | | |
| 2023.035 | Disseminate information to all reps about the QMPlus archive. | MP | ASAP | | |
| 2023.043 | Encourage students to go to advising and education sessions. | All reps | ASAP | | |

| 2023.051 | Forward relevant information about sustainability student-led conference to non maths-based reps. | MP | ASAP | | |
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