

School of Economics and Finance
Undergraduate Student Voice Committee
Thursday 26th February 2025

Minutes

Staff members present:

(Name)	(role)
Elena Georgiou	Student Support Officer
Thomai Filippeli	Director of Education

Student members present:

(Name)	(Programme name and level)
Chloe Binks	Economics and Politics Year 1
Sofiia Movchan	Economics Year 1
Momin Masood	Economics and Finance Year 1
Benjamin Basson	Economics and Finance Year 1
Zhengze Xu	Finance Year 3
Holya Mokhtar's	Economics and International Finance Year 3
Kavi Mautadin-Marin	Economics Year 3
Alisha Ahmad	Economics Year 2
Najifa Alam Naba	Economics, Statistics and Mathematics Year 1

Part 1 – Preliminary Items

1(a)	Welcome and introduction
1(b)	Apologies for Absence: Tanay Lakhani, Janelle De Sagun, Volodymyr Bidnyi, Sofiia Stanko, Chamuel Petilla, Daniel Maendel, Jiyan Roytalukdar, Corey Latchford, Shbana Shirzay, John Mercado, Saima Ahmed, Asja Ravnkar, Alec Spall, Karim Miceli, Sarthak Negi, Marina Kromina & Dr Manolis Noikokyris.
1(c)	Minutes of the previous meeting: The minutes of the previous meeting were approved.
1(d)	Report on matters arising and actions taken: There were no outstanding actions from the previous SVC meeting.
1(e)	Terms of reference and membership: The committee noted the terms and reference and membership of the Student Staff Liaison Committee:

	see information in UG INFO ZONE - Economics and Finance - 2024/25 -> Student Voice - > Student-Staff Liaison Committee (SSLC)
Part 2 – Student feedback, Programme Delivery and other matters	
2(a)	Programme/module developments and amendments The following feedback was received from student representatives: YEAR 1 - Students expressed that the lecturers teaching style for ECN121 <i>Statistical Methods in Economics</i> are not very engaging and are difficult to follow. It was also noted that the TA for this module, <i>Edward Hill</i>, is an incredibly engaging and supportive seminar teacher. TF addressed the differences between lectures and seminars, where the lecturer is purely teaching theory in lectures, rather than engaging practically with that theory in seminars. It was also noted that students should utilise the office hours for both TA's and MO's to enhance their understanding of the teaching content. - It was noted that for ECN113 <i>Principles of Economics</i>, the study materials, including lecture slides are made available to students for the entire module at the beginning of the semester. This allows proactive students to get ahead of lecture content and manage their time more effectively. TF advised that this is not a standard that all module organisers will follow and this is a matter of teaching style. The expectation is that MO's release this material a couple of days in advance of the lectures, to give students the opportunity to look at material beforehand. Furthermore, MO's often tailor their lectures on a weekly basis, based on the content covered in class and the classes ability/engagement. - Students raised concerns about a specific group of students disrupting Year 1 lectures, particularly in ECN121 <i>Statistical Methods in Economics</i>. EG noted that QMUL maintains a zero-tolerance stance on any forms of disciplinary misconduct, as outlined in the QMUL Student Discipline Policy. We take reports of this nature seriously and the matter has been escalated internally and addressed. Students were advised to make a formal report to ugsefsupport@qmul.ac.uk with the specific details of the disruptions, if these issues reoccur. -It was noted that the MO for ECN111 <i>Microeconomics</i>, Leon Vinikour, releases a video every week containing the core concepts from the lectures, alongside his lecture slides. Students noted that these videos are extremely helpful for further study and revision. It was requested that the same is done for other modules, particularly for ECN121 which students are finding more challenging. -Students raised that the MO for ECN111 <i>Microeconomics</i>, never releases any solutions for problem sets. Students feel that if they attend seminars and miss concepts, it means that they are unable to know if they are answering questions correctly. ACTION: This will be fed back to the MO. TF noted that students should utilise the office hours for both TA's and MO's to better understand the reasoning for this and to enhance their understanding of the content.

	-Discussions arose surrounding past paper solutions and why these are not made available to students. TF advised that past paper solutions are not made available to students for pedagogical reasons and explained that MO's have different reasonings for not offering solutions to students. Students should book a meeting with the MO or visit during office hours if they wish to receive feedback on past-paper attempts. -Discussion continued around past-paper solutions. TF stressed that exam past-papers are materials which can be used for revision but they are not reading material. The lack of solutions is not there to create a gap in knowledge. Rather, it is in the students' best interest to not provide these solutions. This is so that students can actively engage and obtain a broad and deep understanding of the module content, rather than passively read the answers. Furthermore, where the MO for a module has changed, past paper solutions may become redundant and misguide students in their answers. -Students are asking for sample Mid-term papers. ACTION: This will be raised. -Students raised that the lecturer Miguel Ferreira, who teaches ECN106 Macroeconomics I is a very engaging lecturer. YEAR 3 - Students are asking why they are taught excel functions in the ECN378 Corporate Finance lectures, while tutorials for this module are focused purely on theoretical questions and are not focused on the excel skills. Students feel that there is no direct applicability of their learning and would like to request more support on the excel side for their final projects. ACTION: This will be fed back to the MO. - Students raised that they find it demoralising to have 2nd year students taking year 3 modules due to the new structural changes in programmes. Students feel that they have worked hard to be learning this content and feel that there are teething gaps with this new process. -Students raised that there is an IT issue with the ECN381 Finance Case Studies lecture QReview recording - the camera on ceiling is blocked, meaning that students can't see the whiteboard as the lecturer uses it and the microphone is also very poor. Students also raised a speaker issue with the Bancroft 1.13a room. ACTION: EG to raise both issues with QMUL IT Service Desk. EG also advised students to raise any IT issues as and when they occur, either with the MO or to UGSEFSupport, so that these can be actioned and resolved as soon as possible. -Students are asking that if the weighting of the homework exercises for ECN382 Portfolio Management can be increased or if the amount of homework can be reduced to better reflect the amount of work that goes into this work. Students really enjoy this module and the teaching from the lecturer, but feel that this module reflects a level 7 standard rather than level 6. -Students also mentioned that they did not receive feedback for the Group Project on time for this module due to the Christmas break, meaning that they did not receive
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	feedback before the final examination in January. ACTION: This will be fed back to the MO. - Students raised that ECN361 <i>Advanced Microeconomics</i> was advertised as one of the hardest modules you can take but students feel that this is one of the best modules they have taken across all three years. Students stressed that the lecturer Jan Knoepfle is a great and very encouraging lecturer.
2(b)	Learning resources • Online teaching and learning • Library facilities / materials (books, journals etc.) • QMplus • QReview • Updates from faculty E-learning forums • IT Representatives reported on learning resources matters and the following points were noted: YEAR 3 -Students raised that the <i>Queens: LG5 PC lab</i> room needs improvement, as the computers crash and are not functional. EG advised that this has been reported and this room will not be used moving forward. YEAR 2 - Students are raising issues with accessing textbooks that are referenced by MO's on QMPlus. Students are asking if MO's can advise students on where to find these textbooks as the MO for ECN361 <i>Advanced Microeconomics</i> has done via reading lists. ACTION: This will be considered. YEAR 1 -Students raised that they prefer to receive emails rather than QMPlus announcements. Students often miss announcements on QMPlus. -Students are suggesting that attendance codes are offered at the end of seminars consistently, rather than at the beginning of seminars to avoid students leaving mid-class. -Students are also suggesting that staff utilise time in seminar classes to ask students to complete feedback forms. Students are suggesting that if feedback forms are given just before the attendance code is handed out, that this would encourage student participation.
2(d)	Student survey feedback Module evaluations and responses to results

Part 3 – Any Other Business	
EG advised Year 3 students that there will be an NSS prize draw offering students the opportunity to win Graduation Packages upon completion of the NSS survey. Year 3 Student reps are encouraged to communicate this with their peers and encourage engagement with NSS. EG advised that Module Pre-selection for 2025/26 opens on Monday 17 March. Students must select their modules for next year by midnight on Tuesday 22 April 2025. To help students make informed choices, we will be holding a Module Selection Fair on Wednesday 19 March 2-4pm on the ground floor of the Graduate Centre. This event offers students the opportunity to find out more about the modules on offer next year and discuss options with academic staff to understand how they can support your future studies and career paths. Students are encouraged to save this date and to share this opportunity with peers, as course representatives.	

Action Sheet: Student-Staff Liaison Committee

Minute	Action	Responsibility	Timescale	Action status	Issue resolved?
2(a)	ECN111 <i>Microeconomics</i> feedback to MO	Elena Georgiou	February 25	Complete	The MO confirmed that students do in fact receive problem set solutions on a weekly basis, after the tutorials are concluded, which can be accessed via QMPlus here: Course: ECN111 - Microeconomics - 2024/25 MyQMUL
2(a)	Students are requesting sample Mid-term papers.	Manolis Noikokyris	February 25	Ongoing	To be considered.
2(a)	ECN378 <i>Corporate Finance</i> feedback to MO	Moqi Xu	February 25	Ongoing	The Module Organiser addressed these concerns with the cohort and students were offered opportunities for additional support with Excel.
2(a)	IT Issues	Elena Georgiou	February 25	Complete	Both issues have been reported and resolved by ITS. Please raise any IT issues as and when they occur, either with the MO, to UGSEFSupport or by reporting directly to ITS here: IT Services - IT Services .
2(a)	ECN382 <i>Portfolio Management</i> feedback to MO	Jojo Paul	February 25	Ongoing	The Module Organiser advised that the volume of work in the course is standard for a final year undergraduate module. Students are expected to spend an average of 10hours per week engaging with the course. The early-Jan scheduling of the final exam, the late-

					in-term submission deadline for the project, and the Christmas break does indeed mean that marks and feedback for the group project will generally be available only after the exam has taken place. However, the exam focuses on different competencies to the homework assignments and group project. The feedback on the project is therefore not directly relevant to exam preparation.
2(c)	Textbooks accessibility	Digital Learning Team	February 25	Ongoing	Reading Lists are an ongoing project and this is on the Digital Learning Teams agenda.