

**School of Economics and Finance  
Undergraduate Student Staff Liaison Committee  
25<sup>th</sup> November 2020**

**Confirmed minutes**

**Staff members present:**

Manolis Noikokyris	Chair/Senior Tutor
Philippa Costello	Secretary/UG Student Support Officer
Nick Vriend	UG Director
Rachel Male	Director of Education
Stepana Lazarova	Deputy Senior Tutor

**Student members present:**

Subaan Chaudhry	Economics Year 1
Samiksha Mishra	Economics Year 1
Azmair Iftakhar	Economics and Finance Year 1
Jakub Domanski	Economics and Finance Year 1
Ronal Rai	Economics and International Finance Year 1
Sonya Hofer	Economics and Politics Year 1
Alberto Moscardo Plescan	Economics, Finance and Management Year 1
Dimitrios Beis	Economics, Statistics and Mathematics Year 1
Jelizaveta Karandeja	Finance Year 1
Dipannita Sarah	Economics and Finance Year 2
Tarana Kacker	Economics and International Finance Year 2
Reuben Galvau	Economics Year 2
Callum Sycamore	Economics Year 2
Leonardo Goehmann	Economics and Politics Year 2
Driss Lahlou	Economics, Finance and Management Year 2
Baldeep Sohal	Economics, Statistics and Mathematics Year 2
Sharon Afebuameh	Economics and International Finance Year 3
Felicia Kaspar	Economics, Finance and Management Year 3

**Apologies for absence:**

Daniaal Amin	SEF School Rep
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**Part 1 – Preliminary Items**

<b>1(a)</b>	<b>Welcome and introduction for new members</b>
2020.001	Manolis welcomed the committee to its first meeting.

	Manolis noted that Jelizaveta Karandeja had been co-opted as Student Co-Chair.
<b>1(b)</b>	<b>Apologies for Absence</b>
2020.002	The meeting noted the apologies from members as recorded above.
<b>1(c)</b>	<b>Minutes of the previous meeting</b>
2020.003	The committee approved the minutes of the meeting held on 8 <sup>th</sup> April 2020. Minutes accepted.
<b>1(d)</b>	<b>Terms of reference and membership</b>
2020.004	The committee noted the terms and reference and membership of the Student Staff Liaison Committee.
<b>Part 2 – Student feedback, Programme Delivery and other matters</b>	
<b>2(a)</b>	<b>Programme/module developments and amendments</b>
2020.005	Manolis noted the introduction of BSc Finance in 2020.
<b>2(b)</b>	<b>Learning and teaching matters</b>
2020.006	<p><i>Representatives reported on learning and teaching matters and the following points were noted:</i></p> <p>Felicia (Economics, Finance and Management Year 3) noted that student feedback had generally been positive in regard to blended learning. She noted that webinars were viewed as too short and was glad to see that had been addressed in next terms timetable.</p> <p>Felicia reported that students were finding it had to maintain attention when watching videos/webinars.</p> <p>Callum (Economics Year 2) noted that some students have 3 lectures in one afternoon and suggested that having lectures more spread out would benefit concentration and attendance.</p> <p>Manolis noted that the Semester B timetable had been checked to ensure that there were no clashes or back-to-back sessions.</p> <p>Tarana (Economics and International Finance Year 2) noted that students enjoyed being provided with extra videos alongside asynchronous material to show how to approach and solve questions</p>

	<p>Dimitrios (Economics, Statistics and Mathematics Year 1) suggested that more support could be given to Teaching Assistants to engage with smaller classes where students do not turn on their camera.</p> <p>Nick explained the peer observation process for teaching staff.</p> <p>Nick noted that it is very encouraging for teachers when their students turn on their camera and engage with the teaching.</p>
2020.007	<p>Felicia noted that engagement in lectures/classes is better when the teacher raises questions throughout the live session. She noted that she felt breakout rooms were not conducive.</p> <p>Alberto (Economics, Finance and Management Year 1) agreed that breakout rooms were not particularly useful.</p> <p>Alberto noted that polls during lectures are helpful to gauge understanding.</p>
2020.008	<p>Jelizaveta reported that group work was a particular challenge in the online environment, due to lack of team communication.</p> <p>Ronal (Economics and International Finance Year 1) suggested a compulsory meeting for each team so that they can get to know each other and interact.</p> <p>Azmain (Economics and Finance Year 1) suggested the lecturer hosting a weekly meeting for each team to ensure everyone in a team is contributing.</p> <p>Sonya (Economics and Politics Year 1) noted that the use of WhatsApp group chats had proved useful for team activities.</p>
2020.009	<p>Samiksha (Economics Year 1) reported that some students were having technical issues with Blackboard Collaborate. She noted that there had been some audio issues and it was felt that Zoom was a more suitable alternative. She noted that students had requested that webinars be held on Zoom as it is more compatible with students' devices.</p> <p>Azmain commented that Blackboard Collaborate seems to require stronger bandwidth than other software. Azmain noted that when presenting using Blackboard Collaborate, one can only use the mic or video, and not have both on together which makes it difficult to present and engage the group.</p>

	Felicia noted that some modules (e.g. ECN361) benefit from the use of Blackboard Collaborate as it has an integrated virtual whiteboard.
2020.010	<p>The committee discussed reasons why students may not wish to have their camera turned on during class.</p> <p>Some members reported that they did not wish to be recorded, and that they felt they did not always look in such a way that they would be comfortable being seen during the class. The committee discussed how this may be a gendered experience.</p> <p>Reuben (Economics Year 2) asked if webinars could be recorded.</p> <p>Manolis explained that webinars are not recorded as they are compulsory and they are not intended to be watched asynchronously. He also noted that webinars are students opportunity to ask questions, and some may not want their questions (or answers) recorded.</p>
<b>2(c)</b>	<b>Assessment and feedback</b>
2020.011	<p><i>Representatives reported on assessment and feedback processes and the following points were noted:</i></p> <p>Felicia noted that other departments have not implemented timed assessments. Felicia also noted that greater clarity was needed over where written solutions (as opposed to typed) would be accepted. Felicia reported that she felt written coursework-based assessments would be more suitable in the current environment.</p> <p>Ronal reported that the timing of assessments had felt tight and that network connection issues were a particular problem with regard to uploading solutions.</p> <p>Sonya noted that where weekly quizzes formed part of a module assessment, it was a useful way to stay on schedule and check understanding.</p> <p>Callum noted that some Module Organisers were offering a wide variety of questions to deter collusion. However, it was reported that there was often not enough time in webinars for Module Organisers to provide the solution</p>

	to every question which meant students were not able to receive feedback on their answers.
<b>2(d)</b>	<b>Academic support</b>
2020.012	<i>Representatives reported on academic support matters and the following points were noted:</i> Nothing to note.
<b>2(e)</b>	<b>Organisation and communication</b>
2020.013	<i>Representatives reported on organisation and communication matters and the following points were noted:</i> Nothing to note.
<b>2(f)</b>	<b>Learning resources</b> <ul style="list-style-type: none"> <li>• <b>Library facilities / materials (books, journals etc.)</b></li> <li>• <b>QMplus</b></li> <li>• <b>QReview</b></li> <li>• <b>Updates from faculty E-learning forums</b></li> <li>• <b>IT</b></li> </ul>
2020.014	<i>Representatives reported on learning resources matters and the following points were noted:</i> Azmain reported that free access to the Economist and the Financial Times was helping greatly in terms of research and writing.
<b>2(g)</b>	<b>Student feedback (NSS/PTES/UKES/Module evaluations)</b>
2020.015	<i>The committee discussed responses to NSS/PTES and UKES and noted the following:</i> Nothing to note.
2020.016	<i>The committee discussed the results of the module evaluations and noted the following:</i> Azmain noted that he felt the TEQ process had worked well and anonymity of response allowed students to give honest feedback. Azmain noted that the ECN103 Module Organiser had produced a video to address feedback give in the module evaluation survey and that it was appreciated.
<b>2(i)</b>	<b>SEAP, SEAM or TPAP review</b>
2020.017	<i>The committee received the school/institute SEAP / SEAM / TPAP and noted the following:</i> Nothing to note.

**Part 3 – Any Other Business**

2020.018

*The following items were raised under Any Other Business:*

Manolis reminded students that applications for the Research Assistant scheme were currently open to 2<sup>nd</sup> and 3<sup>rd</sup> students, and encouraged Corse Reps to promote the scheme to their peers.

Manolis noted that the Annual Guest Lecture was due to take place on Friday 4<sup>th</sup> December, and that there would be an online social event taking place afterwards.

The committee discussed the recent online social event (Icebreaker) which was poorly attended.

Azmain reported that he thought the event was a great initiative and the use of a new platform was welcome. He noted that coverage for the event was lacking which may have contributed to low turnout.

Felicia suggested the School be clearer about what students could have expect from the event.

**Part 4 – Date of the next meeting**

2020.019

The committee noted that the next meeting would take in Semester B.