STUDENT VOICE GROUP
Wednesday 6th November 2019
ROOM 5A.330

Apologies	Attended	
Nick Cooper	<u>Students</u> Benazir Oare, Douglas Ng, Jedrah Owusu-Mensah, Hope	<u>Staff</u> Dr Jonathan Rolison, Dr Andrew Simpson, Dr Tracy Robinson, Dr Steffan Kennet, Dr Gethin Hughes, Tom Pitt-Kibble, Amy Cole, Rio Topley, Kat Younger.

No.	Item		Action
1	Introductions and welcome	After introductions of staff and student reps it was explained that the SVG was now UG and PG combined.	
2	Matters Arising	**Recruitment of reps** JR asked KY to confirm student rep numbers – confirmed 6 trained although there may be extra. KY will confirm this and let AC and JR know. Students suggested more advertising might improve sign-ups and to make students aware that the training is available. KY happy to circulate recruitment slides from SU to be used in lectures. GH questioned if training might be better called by a different name, removing the word "training", which may be putting students off. **Student rep role** JR highlighted to students the importance of their role in providing insight and feedback between students and department. He urged reps to communicate any issues asap with department so that these could be resolved – contact year tutors or AC directly. No need to wait for SVG meetings.	KY
3	ARC and Curriculum Review	JR explained the purpose of ARC (Academic Review of Courses) and how the SVG meetings feed into this.	
4	External Examiners Reports	JR informed students about the process involved in preparing the external examiners report. The review will be put together with department responses. JR will circulate this document to student reps for them to provide feedback (any comment is useful – students should not feel any pressure).	JR
5	NSS	JR explained the purpose of the NSS and the importance of its completion in student's final year - student reps will play an important role in encouraging students to complete survey. The department take responses seriously. Responses are used to make improvements within department but also feed into overall university rankings. Last year the department did well, with overall satisfaction figures at 89.1%. JR circulated a handout with figures and information relating to NSS 2018-19 results – highlighting	

		areas for improvement.	
		Academic support	
		Student reps were asked what they think of /want from an academic support system. Discussion from reps indicated that academic support is viewed as coming from all areas within department: personal tutors, administrators, GLAs, in class, emails. Generally, type of support relates to getting advice and making choices relating to course.	
		It was acknowledged however that some of the NSS questions relate directly to guidance from academics e.g. making informed study choices and receiving sufficient guidance relating to course. Student reps thought that in general academics responded quickly by email – but not all. GH stated that if a question is raised on Moodle then often academics wait to see if more arise before responding – so this may slow response time. JR confirmed that University policy is 48h response time.	GH
		There has been inconsistency with availability of some Y3 supervisors – mainly ok, but some students are finding it difficult to get responses GH to remind PS300 supervisors to contact students. Reps suggested department could be more explicit about support available e.g. support classes, placement info, assessment guides.	
		JR asked students what they would like to see in terms of Personal Tutor support – An email every 2-4 weeks to 'check-in', more effort from personal tutor to establish a connection (even if you don't need help at that moment, nice to know its available).	
		Community	
		Reps confirmed that they understood this to be a sense of belonging – sharing a common ground and interests. JR questioned if this would come from academics or each other? It was acknowledged by reps that there can be a big divide regarding what students want from university – some students are much more academically focused than others. AC confirmed that a new Psychology Society would hopefully be up and running soon – which would provide both social and academic opportunities for students to get together.	JR/AC
		Students would appreciate more of a learning community e.g. study groups/revision groups. JR/AC will put something together and send out to reps for input	
		Feedback	
		JR asked reps how long they would expect to wait for results? Students suggested 2 weeks for MCQ tests – JR confirmed that this is the policy of this year.	
		Students confirmed that expectation is key – if a time scale is not known, then they tend to hope for sooner rather than later, which leads to disappointment. JR confirmed that this year the department is committing to a 4 week turnaround for feedback.	
		NG suggested that each year group be provided with a document with handback date information – students are already given hand-in dates, so just a case of adding an extra column?	
		Year tutors could collate this information and email to students? NG reminded students that they should not always expect feedback to be received before starting their next assignment - feedback should be seen as adding value across whole course rather than from essay to essay.	

6	First Year Matters	**Timetabling clashes –** stats lecture and external module clash. JR advised that this has now been dealt with. The timetabling policy has changed to prevent any 1st or 2nd year modules clashing. **Interactive lecture questions/feedback** – In a recent employability lecture a system was used to enable students to message questions during the break – and favourite questions could be voted on. GH will look into what system was used. **PS114** – When selecting a session, students should be told all the dates available – these should be also visible at the point of making selection date/time in order to make an informed choice. JR advised Year 1 reps to contact NC if any problems arise	GH
7	Second Year Matters (Issues raised in SU pre-meeting)	**Timetabling clashes –** PS406 certain sessions clash with lectures. Lab slots for PS414 are clashing with some people's jobs. SK aware of issue and informed meeting that students were given options/timeslots in order to choose appropriately, but they hadn't always done this. **Space –** the stats lecture was very busy initially, not every student could get a seat. SK advised that this was caused by students not moving along to the middle of rows and that the issue was now resolved	SK
8	Third Year Matters (Issues raised in SU pre-meeting)	**Support classes/tutorials –** There was a request (from students at pre-meeting) for more support classes/tutorials to be offered to support lectures in Y3 e.g. workshops to go through worksheets. There was uncertainty if this related to a specific module. KY and Hope will seek further clarification and confirm. KY/Hope to ask student to contact GH directly. **PS492** - Students are concerned that information relating to applying for further studies comes too late in the module (term 2). GH to ask GW if lecture can be moved to first term in future years – but will send out further information relating to career progression via email this year. **PS300** – there is inconsistency with supervisors responding to emails – GH JR agreed that by end of week 3 students should have met personal tutors – if a student is unable to get hold of their personal tutor, they can contact their year tutor. KY to feedback to students that it is ok to email again, if no response (emails can be missed). There was positive feedback relating to PS300 students picking their topics – choosing top 6 was working well for most.	KY GH KY
9	PG Matters (Issues raised in SU pre-meeting)	**Handouts –** Students would like to know if handouts will be provided or not for lectures – it is ok to have variation just as long as students are informed, so that they can be prepared. Module coordinators to make it clear if printouts would be provided or not **MSC students –** students would prefer 2/3 longer days of lectures rather than 4/5 shorter days, as this is what some had been told would happen. TPK reported that this confusion had come from information provided by admissions and that they had now been informed of the correct teaching expectations of the course. **Noise –** noise levels/chatting in lectures is getting quite disruptive and other students suffer. SK suggested that lecturers shouldn't be afraid to ask the class to quieten down.	JR

| 10 | AOB | **Moodle** – reps reported that it would be more student friendly if there was consistency regarding format used across modules and within modules. Students can struggle to navigate the multiple IT systems, and variation in Moodle further complicates this. NG informed meeting that IT were looking into making these systems more integrated over time. Also suggested that most recent lectures be listed at the top, to avoid students having to scroll through long lists to find relevant information.
BPS
JR informed students that BPS committee would be evaluating department and that we would like student reps to be involved
Student feedback
NG reminded reps that they are always welcome to come directly to tutors with any issues or concerns. That way problems can be dealt with efficiently and resolutions reached sooner. | |
| | Date and time of next meeting | 5th Feb 2020 1pm-3pm
Room tbc | |

Summary of actions

Kat Younger will confirm student rep numbers with Amy and John ==Response==: **There are 13 reps who have signed up and completed training (Six 1st year, three 2nd year, two final year, one PGT, one PGR)**	2 Action: KY
Dr Rolison will circulate document relating to External Examiners Report for reps to comment on ==Response==: **JR emailed this to all reps on 13th November 2019.**	4 Action: JR
Dr Rolison will look at possibility of forming student study groups and liaise with student reps regarding ideas ==Response==: **AC has contacted students regarding the use of STEM 3.1 as a designated study area- with study focus relating to particular modules on rotation. This will allow students to know when peers from their module will also be studying in the area, so facilitate group study. Weekly study group module focus will be advertised via Twitter, Facebook, email and department noticeboards**	5 Action: JR/AC
Year tutors to collate document for students which lists assignment feedback dates ==Response==: **TPK and KH to email each year group with a list of hand-in and hand-back dates**	5 Action: TPK/KH
Dr Hughes to look into what interactive messaging system was used in an employability lecture recently – with view to introducing the system more generally.	6 Action: GH

Response: **The interactive whiteboard system used is called Padlet**	
Dr Kennett to look into reasons for PS406 clashes

Response: **SK confirmed that the clash was now resolved – The cause was a short-notice change to coursework which timetabling was unable to accommodate in time. For the clashes involved, students were told that the coursework was voluntary and could be completed at any time of their choosing.** | 7
Action: SK |
| Kat Younger to ask student who raised issue of Y3 workshops to contact Dr Gethin Hughes directly – to gain more specific details | 8
Action: KY/GH |
| Dr Hughes will contact Y3 students by email with details relating to applying for further study and career progression.

Response: **GH has sent an email to Y3 students about PhD funding. PS300 students will also have a talk from NG in week 16 about PGT** | 8
Action: GH |
| Kat Younger to feedback to students that it is ok to contact supervisors again if they haven't received a response from their email | 8
Action: KY |
| PGT module co-ordinators to inform students regarding which classes handouts will be provided in.

Response: **JR contacted module coordinators, asking them to make students aware of which/whether material will be printed and provided in class.** | 9
Action: JR |