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| Meeting: | Management Faculty Forum |
| Location: | 10E 0.23 |
| Date & Time: | 23/02/2024 13:15-14:05 |

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| Present: |  |
| Kristian Evjenth | Undergraduate Management Faculty Rep (Co-chair) |
| Kiara Singh | Undergraduate Management Faculty Rep (Co-chair) |
| Ricky Kahale | BSc Business (Year 4) |
| Vihan Tripathi | BSc Accounting & Finance (Without Placement) (Year 2) |
| Anny Li | Management (Year 1) |
| Not all names taken as no register | 1 x Accounting and Finance Final Year Rep  2 x IMML  1 x Law rep |
| In attendance: |  |
| Amber Snary | Education Officer |

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| Item |  |
| 1. | Unequal Contributions  Current massive topic, with reference to Baris’ work on PASS  KR – Groups consist of three core students who are then given ‘freeloaders’. There are also consistent issues with exchange students on pass/fail schemes and their exploitation. There seems to be two ways students are affected   1. Exchange students on pass/fail are disinterested in the group work as they only need to pass, therefore affecting the group as they refuse to contribute 2. Exchange students on pass/fail are convinced to take a lower mark so that the others in their group can be allocated the higher mark   Students are also told that they must make a claim for unequal contribution within 2 weeks of the deadline, meaning students become involved last minute in order to not have this filed against them  Students have suggested that they instead do additional marks rather than removing marks.  RK – Peer review for unequal contribution essentially allows groups to engineer grades, and believes there is merit to simply providing evidence to lecturers to then decide who gets higher marks  AL – Can’t choose groups, which further affects this issue |
| 2. | Lecture recordings  KS – Intellectual property is heavily emphasised as a reason to not record lectures  Law rep – Recordings made available when students are sick, hold a DAP, and during reading weeks only  Students widely report and agree that removing recordings after a set time does not help with lecture attendance  VT – Attendance is linked to the matter and delivery of the content, not the lack of the recording as you can always source it elsewhere.  RK – Restriction does not increase interaction or attendance |
| 3. | Increase engagement  Point given by RK  Mike Willis (Law) is known to have good engagement due to lecturing style, but this is not universal as it is not taught in training  Participation is graded in ‘negotiation’ unit – this is a small unit of approx. 50 students with a wait list. Students are required to keep a log after the lecture including how they interacted e.g., questions, points. These can be impromptu. KR believes this is bureaucratic, and there should be a different way to motivate students.  Suggestions for this include:   * Providing detail in the lecture that is beyond the book, discussing and developing concepts * Reduced lecture length * Flipped learning * Talking to the SEO to get lectures later in the morning * Improve the buses ! * Give an advantage to those who attend, such as first choice on presentation topics |
| 4. | Extend SSLC Meetings  SSLC meetings are packed, so students called for longer meetings, or greater frequency of meetings.  They also expressed a wish to have a tracker for actions. |
| 5. | Grade inflation  Students expressed concerns about grades not being comparable across universities. |

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| Owner | Actions from Meeting |
| AS | Check if CompSci are still doing additional marks for coursework re: unequal contributions |
| AS | Check in with Baris around current guidelines for unequal contributions, see if additional marks are on the radar |
| AS | Check notes with reps before circulating to Management, especially around sensitive content e.g., sourcing recordings from elsewhere. |
| AS | Find EEE tracker and pass on for use. |