

The SSLC Annual Report is used in a variety of ways including:

- Helping the incoming SSLC as a handover document
- Informing the SU & University on how to improve Academic Reps as a whole (findings are published in August and available on the SU Website)
- Helping develop new resources & solutions to better support Course Reps
- Informing the SU & University on how better to raise non-departmental issues to the right places
- Finding similar issues that are being raised across departments and working with the University to develop solutions (findings are published in August and available on the SU Website)
- Promoting the successes within SSLCs during Term 1 and including examples in the SSLC Handbooks to help the next generation of Course Reps

It is the responsibility of the Chair to ensure that a SSLC Annual Report is completed, in consultation with student and staff members of the Committee by the deadline, even if the Committee has not had its last meeting of the year by that date.

Please send this report to sslc@warwicksu.com

Submission Deadline for 2021/2022: 31st July 2022

1. Your Student-Staff Liaison Committee

What is the name of your SSLC? (i.e. Chemistry)	Department of Economics (Postgraduate Taught)
Which courses are covered by this SSLC? (please include course codes which can be obtained by your Academic Convenor)	MSc Economics MSc Economics and International Financial Economics MSc Behavioural and Economic Science (Economics Track)

Which levels are represented by your SSLC? <i>(Delete as applicable)</i>
Postgraduate Taught

2. Membership 2019/2020

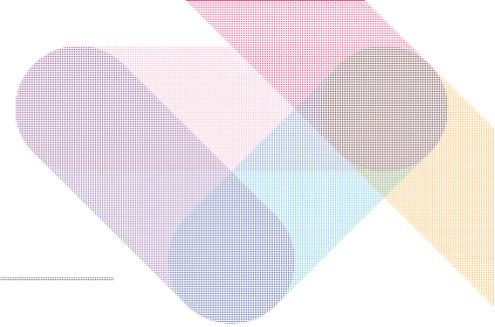
	Name	
Chair	Ritojeet Basu	<i>n.b. the Chair <u>must</u> be a student</i>
Secretary	Gitanjali Pillai	<i>n.b. the Secretary <u>must</u> be a student</i>
Academic Convenor	Alexander Karalis Isaac	

Number of staff members	8
Number of student members	8

Please indicate who, out of the following, attended SSLC meetings this year:

	Invited to attend? <i>(Delete as applicable)</i>	Attended at least one SSLC?
SU representative	Yes	
Subject Librarian	Yes	Yes
Careers Advisor	Yes	Yes
Technical and Learning Support	Yes	

STUDENT-STAFF LIAISON COMMITTEE ANNUAL REPORT



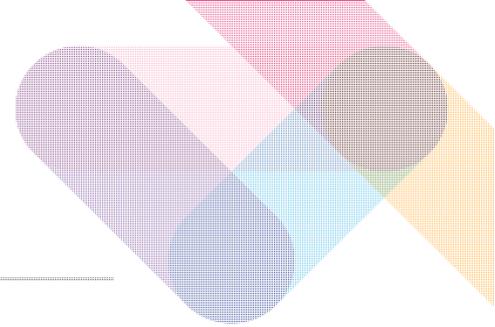
<i>Please indicate here if there were any other attendees:</i>	Yes
<i>Additional comments:</i>	<p>Additional attendees were:</p> <p>Jeremy Smith (Head of Department) Jennifer Smith (Director of Studies) Caroline Elliott (Director of Studies) Lory Barile (Director of Graduate Studies for Taught Economics Degrees) Robin Flint (Assistant Programme Manager (PGT)) Lucia Ashley (Student Engagement and Experience Coordinator for Postgraduate Economics) Mahnaz Nazneen (Postgraduate Senior Tutor) James Hicks (Econ Course Rep) Chris Marshall (Econ Course Rep) Yara Aziz (Econ Course Rep) Roudy Dirani (EIFE Course Rep) Chengyue Xi (EIFE Course Rep) Rahul Porwal (BES – Economics Track Course Rep)</p>

3. Meetings

How many times has the SSLC met during this academic year? <i>(If there were fewer than four, please indicate why)</i>	5 meetings were held. Dates: 05/11/2021; 03/12/2021; 21/01/2022; 11/03/2022; 06/05/2022
Did the meetings feel student-led? If no, please indicate why	Yes
Were all minutes from meetings submitted to all members? If not, why?	Yes

4. Your year as representatives

<p>Please list your SSLC's achievements and other positives that have come out from this academic year</p>	<ol style="list-style-type: none"> 1. Discussion about modules and course with students and staff. 2. The SSLC created a WhatsApp group and a WeChat group to encourage communications between the SSLC and students. This allowed the SSLC to engage with fellow students in an informal way which proved to be an effective method of collecting feedback and relaying important messages. 3. The SSLC discussed how students favoured in-person lectures and classes after the online lectures in term 1. It was also noted that the students found term 2 in-person lectures to be much more engaging. 4. The SSLC discussed how extra-curricular engagement activities would be beneficial to students, especially since term 1 lectures were online. The department organised multiple events throughout the year which really helped increase engagement viz. a sports pop-up event, an Easter picnic, a PG summer social. 5. Frequent reminders were sent out to encourage attendance.
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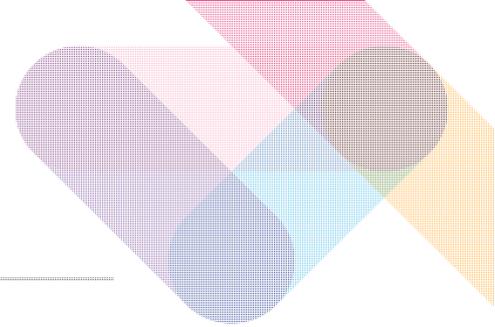
	<p>6. The SSLC also created an anonymous feedback form to collect more honest feedback from students which was very useful when collecting students' grievances and issues for monthly meetings.</p>
<p>Are there any unresolved issues or ongoing matters discussed this year in need of follow up or continuation into the next year's SSLC? What steps are being taken to ensure this? (A copy of this report, containing detail of unresolved issues, will be made available to the SSLC next year, so please do ensure you include all detail of unresolved issues so that they can be followed-up)</p>	<ol style="list-style-type: none"> 1. The SSLC discussed how students would prefer seminars to last longer than an hour as they often felt rushed, especially for core modules. 2. A departmental or Moodle noticeboard that collates all weekly emails and any important updates at a glance would be very useful. 3. Providing some printer credits to students was discussed, however no decision was reached. 4. Roadmap for lectures per week would be helpful. Some professors gave a clear outline of how much and what they expected the students to do each week in terms of course material. Having this for all modules would be helpful and help avoid any confusion.
<p>Are there things that fall outside of the departments control which were discussed as issues at SSLC?</p>	<ol style="list-style-type: none"> 1. Students wanted more career fairs or career related events to meet potential employers. 2. Students wanted in-person lectures in term 1.

5. Communication

Which of the following methods have been used to gather material for meetings? If used, please can you rate them according to effectiveness from 1 to 5 (5 being very effective, 1 being not effective at all).

Please delete as applicable:		Score
SSLC notice board	No	-
Social media	Yes	5
Surveys	Yes	5
Moodle	No	-

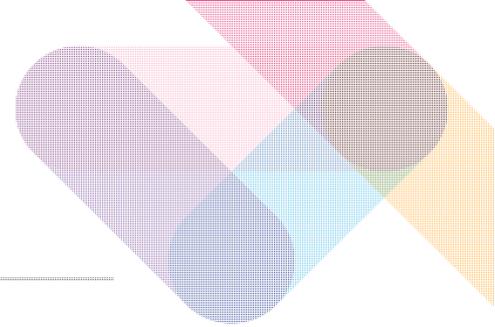
<p>What methods of communication did you find to be the most effective? What didn't work?</p>	<p>The Whatsapp and WeChat groups proved very effective. We made frequent announcements and asked for feedback using these channels. Students would message us directly or in these group chats when giving feedback.</p>
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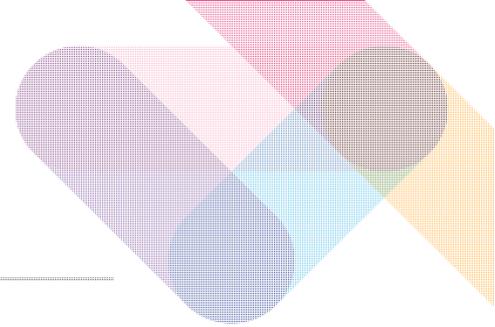
	The anonymous feedback form also proved to be very effective and was the primary channel of collecting feedback and grievances.
What other ways did you effectively communicate with students?	Word of mouth was also very effective.
Were you provided access to your department's communication channels? (i.e. having emails send out, departmental noticeboards)	<p>No departmental noticeboard exists to our knowledge. In future years, a virtual noticeboard could be helpful. This could collate all important updates in a single place online for students to have a quick glance at.</p> <p>Module specific Moodle notice boards would be a good feature too since all students would be able to access it at any time.</p> <p>A shared SSLC-wide email account would have been advantageous. Furthermore, the ability to send out blanket emails would improve efficiency instead of having to ask the postgraduate office.</p>
How did you feedback the successes of the SSLC to your cohort?	WhatsApp and WeChat, word of mouth and during departmental events.
How well do you feel students engaged with your work as course representatives?	The SSLC collected monthly feedback from the students via the feedback form and through the group chats. Students were always responsive and engaged with providing feedback.
What, if any, communications support from the SU would have helped you better represent your peers?	-

5. Students' Union

Do you feel that the SU has effectively communicated with your Course Rep?	<p>The Moodle training for all course reps was very useful as an introductory guide.</p> <p>The Course Rep social event held in term 1 was also great for meeting fellow course reps.</p> <p>The SU could probably have communicated better about how the SU is involved with the SSLC.</p>
How could the SU improve the communication with Course Reps?	Having a meeting with the SU rep at the beginning of the year to talk about what the SU can do to help the Course Reps would have been very useful.
What events/activities would you like the SU to put on for Course Reps?	Moodle training and Course rep social event were sufficient.
How do you think the SU can help better raise issues that cannot be solved in SSLCs?	Formal introductions from the start of the year would let SSLCs know the key contact points.
Did all of your Course Reps attend SU Training this year?	Yes
Are there any skills that you needed that was not covered in training?	No



How do you feel about the new Course Rep Moodle? Explain your answer	The Moodle page proved helpful and proved good as a reference guide.
Do you feel supported as an SSLC by the SU Education Team (Academic Voice Policy Consultant/Supervisor & Academic Voice Coordinator)? Explain your answer.	Very little communication occurred with the SU Education Team. We believe formal introductions would help communications throughout the academic year in the coming years.
Do you feel connected to wider SU Representatives? (e.g. Faculty Reps, Education Officer, Postgraduate Officer) Explain your answer.	Very little communication occurred with the SU representatives so we feel an initial meeting with them might have helped us understand how they could play a part in the SSLCs. However, we did not really feel the need to contact them at any point.
Any other comments about the SU	-
6. The Future of Blended Learning (The opinions of the whole SSLC)	
When full physical teaching resumes, would you restart physical SSLCs completely, take a blended approach, or have them all online? Why?	Physical SSLCs initially and then blended SSLCs would be ideal as building rapport initially is important and having online meetings is much more convenient than physical meetings.
What areas/things/projects/initiatives would you like to keep from digital learning after physical teaching fully resumes?	<p>Lecture capture is very helpful for students to revisit lectures.</p> <p>Asynchronous lectures are good as complimentary material, however it is only helpful for those who are keeping up to date with the asynchronous material. Those only attending synchronous lectures are bound to feel a discontinuity if they cannot keep up with the asynchronous material too.</p> <p>Moodle is invaluable in terms of having all material collated in a single place.</p>
What areas/things/projects/initiatives would you like to keep from digital assessments after physical teaching fully resumes?	<p>Difficulty of the exam should not be out of scope, given the stressed time constraint.</p> <p>A blanket copy of past year questions does not really test the students.</p> <p>Low percentage online Moodle tests for each module allowed students to stay up-to-date with the material and not let it pile up until the last minute for the final exams.</p> <p>Online moodle tests not having the option to go back and change answers are an inconvenience.</p> <p>Having online tests gives an unfair advantage those who have iPads, or people with different devices have differing advantages and disadvantages. To avoid such cases, physical exams would be much better.</p>
What areas/things/projects/initiatives would you like to see improved by digital technology that wasn't done well or at all during 2020/21	In the future, a virtual noticeboard could be used to advertise upcoming departmental events and give course-wide announcements.



	<p>In this feature, we propose that SSLC members would be able edit and send announcements as well as members of staff. Additionally, the cohort could post their questions.</p> <p>Roadmap for lectures per week would be helpful. Some professors gave a clear outline of how much and what they expected the students to do each week in terms of course material. Having this for all modules would be helpful and help avoid any confusion.</p>
7. Follow-up from last year's SSLC Annual Report	
Were you able to obtain a copy of the previous year's SSLC annual report?	Yes
Did you manage to address any of your predecessor's unresolved issues?	Yes
Are there any continuing issues from last year that still need resolving?	Yes

8. Data Presented to SSLC by Academic Convenor

Did the SSLC receive the External Examiners' report for the course(s) represented by the SSLC?

If no, why not?

Yes

Did the SSLC receive NSS Scores and/or module feedback data for the course(s) represented by the SSLC?

If no, why not?

Yes