

GRADUATE STAFF-STUDENT LIAISON COMMITTEE

For the Graduate Staff-Student Liaison Committee held on 26th October 2016 at 3.00 pm
in room S2.133 (Meeting Room).

Staff representatives: Mini Bhogal (maternity cover for Carolyn Andrews); Robin Naylor; Anna Preston; Sue Rattigan; Jeremy Smith; Nick Zammit.

Student representatives: Jordan Barnard (MSc Econ); Gilda Romano (MSc Econ); Symbat Tassybayeva (MSc Econ); Canberk Yalcin (MSc Econ); Beatrice Falga (MSc EIFE); Mohammed Homoud (MSc EIFE); Matthew Chennells (MSc BES).

Chairman: Canberk Yalcin. **Secretary:** Gilda Romano.

Missing staff representatives: Sascha Becker; Helen Riley; Kelly Taylor.

1. Attendance of the members taken

2. Election of Chair and Secretary from Student Members of the Committee

Election of Canberk Yalcin as Chairman and Gilda Romano as Secretary.

3. Review of the last meeting minutes

Jeremy's idea of introducing multiple choice questions for the pre-sessional Mathematics and Statistics course wasn't put into practice.

4. Computing Issues

- a. Issue: Lack of computers in the Common Room.
Action: The Department is planning to increase the number of computers available in the Common Room shortly.
- b. Issue: Students often use the computers in the Common Room for many hours.
Action: The Department is attempting to ensure students use those computers for printing and brief consultation only. The students should be aware of the existence of a specific computer room on the second floor in the Department of Economics.
- c. Issue: Since the core modules handouts weren't given, students printed many papers in the Common Room which often resulted in a breakdown of the printer.
Action: Faculty are being asked to provide handouts directly.

5. Curriculum

- a. Issue: The length of the pre-sessional course is too short for the students to prepare adequately.
Action: As it won't be possible next year to start the course one or two weeks early nor to postpone the beginning of the Micro and Macro lectures, the students will be given the preparation material in advance and will be advised to start studying before coming to Warwick.
- b. Issue: The maths ability required for BES Econ track students should be stressed in the course outline online, as a number of students are attending with little background in maths.
Action: BES Econ track has requirements clearly indicated alongside MSc Econ and MSc EIFE with exactly the same discussion regarding maths & econ stats. Students should see entry specifications online in the section for prospective students.

- c. Issue: The students requested a Macro Optional Review Tutorial as additional support for Macroeconomics.
Action: The Department will take the request into account.
- d. Issue: The number of Stata classes should be increased.
Action: At the moment the timetable is too tight to schedule additional classes. The students will be sent an email with the links to Jeremy's Stata videos and Mirko Draca's 'Hey Bro' videos.
- e. Issue: With regard to BES students, a number of the courses in the psychology department has assignments due to be submitted deep into holidays.
Action: The issue will be brought up with the psychology department at the appropriate GSSLC.

6. Teaching and Learning

- a. Issue: The lecturers of the pre-session course should link more the theory to what will come up in the core modules, in order to give the students an idea of the application of the various topics.
Action: The Department will form a sub panel with Macro/Micro/Metrics lecturers to set a list of skills needed and what should be tested.
- b. Issue: Smaller class sizes should be taken in consideration for the pre-session lectures, as smaller classes would give the students the chance to have an active role and ask more questions while the theory is explained.
Action: Smaller classes are not possible at the present given staffing limitations.
- c. Issue: The answers to the problem sets are often not too detailed and it would be useful to have them in advance.
Action: The staff stressed that this is an issue about teaching style in the UK which is unlikely to change. The problem sets aim to make students work on the intuition that they learned in class, while tutorials and open houses serve to answer students' questions, not giving away full answers. That is also why solutions to problem sets are made public after the end of lectures, tutorials and open houses.
- d. Issue: Students are having difficulties even in Econometrics A, not having studied the subject previously.
Action: Students who are struggling should seek out additional help in office hours.

7. Methods of Examination and Assessment

- a. Issue: For the students in the BES Econ track the pre-session course has got a heavier weight on the overall degree (25% vs. 15%). This does not have a real justification and should be changed.
Action: The Department is considering reweighting the Maths & Stats pre-session and will also look into this issue.

8. Student Support and Guidance

- a. Issue: The slots available to book an appointment for the careers guidance are insufficient compared to the overall number of students in Warwick.
Action: Anna assured that they are working at the maximum of their capacity and that the service for Economics students has been implemented since last year, with the drop-in sessions and with Anna being available on Friday for Economics students only.
- b. Issue: Students should be advised to bring at the Job Search appointments specific material about the job applications they want to do.

Action: GSSLC reps have indicated they might help in passing on information regarding careers guidance to other students.

9. Library Issues

In case of any issue (e.g. lack of a particular book), the students should contact the representatives and they will email Helen Riley directly.

10. Any other business

- a. Issue: The students asked whether it would be possible to know in advance who the seminar tutors will be.

Action: This is unlikely to happen next year. Students should discuss any issues regarding seminar tutors with lecturers or with senior administrators on the course in the first instance.

- b. Issue: Learning LaTeX would be useful for the dissertation.

Action: The Department decided that it would be more useful to do videos than individual training courses. The videos about the use of LaTeX will be released at a later date.