



Minutes: IFP Staff/Student Liaison Committee

Date: February 13th 2024

Present: Anya Clayworth (AC) Co-chair, Programme Director
Sally Crumplin (SC) Director of Quality
Risa Imamura (RI) Co-chair, Student Representative
April Li (AL) Co-chair, Student Representative

Apologies: N/A

In Attendance: Liz MacDougall (LM) Head of Educational Transitions

1 Welcome/Agenda	
AC convened the meeting at 12.45, welcoming all present and asking the students how they would like to proceed. RI and AL confirmed they would discuss the feedback (provided to AC in advance) they had collected course by course.	AC
2 Course feedback	
<p>RI reported that 24 students (of 74) had responded to their Forms survey and that overall responses were positive (although one student had given negative views on every course - the reason for this was not explained). Feedback on the following courses was provided:</p> <p>2.1 FEAP</p> <ul style="list-style-type: none">• Seen as the most important course on the IFP• Some students would like more cultural resources, to help with general English, to be provided• The focus during the first half of term 2 has been on essay writing which some students find repetitive• The satisfaction level of students varies depending on the teacher; one student stated that “it’s quite obvious some teachers are not on the same page”• Some dissatisfaction that teachers changed from term 1 to 2	RI, AL

- This feedback applies to both Plus and Entry classes

Action: AC will take these comments back to the FEAP team but emphasised that tutors/lecturers will change on UG degree programme courses too so it's important to get used to this.

2.2 Living & Learning in Britain

- Lack of clarity regarding how workbook is graded
- Also unclear how to improve marks from the feedback given (both reps got lower grades than they hoped for and looking at other students' work were unclear how they'd achieved a better grade)

Action: AC reminded students that this will be covered in class later in the term but that there is also a Thursday drop-in session where they can discuss their feedback with her. More feedback is on its way.

2.3 Reading English Literature

- Feedback entirely positive
- Students particularly enjoy the wide-ranging discussions

2.4 Introduction to Politics

- Lectures are useful and cover the necessary material
- However, feedback on the tutorials is quite negative
- Students feel the tutor is enthusiastic but not well prepared
- There seems to be a lack of communication between the lecturer and the tutor
- The pace of the class is too slow
- Discussions don't feel productive
- The tutorials feel like a waste of time, which is impacting some students' attendance
- Some students also struggle to understand the tutor's accent

Action: AC will report these issues to the Course Organiser who will discuss them with the tutor.

<p>2.5 Cultural Studies</p> <ul style="list-style-type: none"> Students are happy with the content being covered However, some students find the tutor unapproachable and her attitude problematic, with one student feeling “personally attacked” by the way she was told not to use her phone in the classroom <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Action: AC will discuss this with the tutor and will also send a reminder to all students about phone use in class.</p> </div> <p>2.6 Social Anthropology</p> <ul style="list-style-type: none"> Overall feedback is very positive, particularly about the tutor One student feels too much time is spent on discussion <p>2.7 Ideas & Concepts in Art & Design</p> <ul style="list-style-type: none"> Some students would like more class time and more time to complete work One student is concerned about “the frequency of unsupervised time” but it’s not clear what this means <p>AC explained that the time spent in A&D classes is equivalent to other subjects, but the work itself is obviously different; it’s important A&D student learn time management skills to enable them to complete assignments independently.</p>	
3 Other challenges identified by students	
<p>The following were identified as challenges to some students:</p> <ul style="list-style-type: none"> Early classes Mental health issues Time management skills Financial concerns Support to access social activities and student societies <p>There was some discussion of the resources available to support students. AC reminded the reps of the help the Student Support Advisors can offer, as well as the fact that she and the tutors are always happy to discuss any issues with individual students.</p>	<p>RI, AL, AC</p>



<div>Action: AC will ask the Student Support Advisors to include information about financial support and links to University-provided courses in their next newsletter</div> <p>There was also a request for a microwave and access to hot water to be provided; AC reassured students that this is being actioned through the redevelopment of the quiet study area.</p>	
4 Cohort activities for term 2/3	
<p>RI and AL felt that the best time for an activity would be early term 3, when students return after the spring break.</p> <p>RI had suggested an Escape Room as a cohort activity but AC reported that this would be difficult to arrange as the maximum number is 10. There was some discussion of alternatives, including a picnic at Portobello Beach and a trip to go bowling. RI suggested the Edinburgh Dungeons but it was felt that some students might find this upsetting.</p> <p>Bowling was agreed to be a good option and AC suggested making this an opt-in activity that students sign up for, so that those who aren't interested don't feel pressured to join; RI and AL agreed.</p>	RI, AL, AC
5 AOCB	
<p>AC thanked RI and AL for their hard work and thoughtful comments and the meeting was adjourned at 13.15.</p>	AC