Before hearing the student feedback the BA tutor mentioned that since the previous meeting:
- The marking criteria had been posted on Moodle, a copy of it uploaded in each module shell.
- The Lecture handouts were now always posted on moodle at least 24 hours before each lecture

Student representatives were then invited to give their feedback.

1. It was reported that in other institutions such as LSE some lectures were filmed and posted on Moodle. Could the same be done at BBK, and if not, could slides of each lecture be posted on Moodle?
   Answer: Not in our hands as a department. It was still being discussed at School level but unfortunately we could not answer favourably at the moment.

2. Some issues specific to the Intro Hist Phil classes were raised, the readings were sometimes hard to locate and the reading list unclear.
   ACTION: The department would follow this up with Peter Singer to find a solution.

3. It was suggested the department could run a Moodle tutorial at the start of the year as a number of people find it difficult to navigate it and might be put off searching for resources on it. Resources were thought to be too fragmentary (Moodle, personal online profiles, webpage)
   ACTION: The department would look into simplifying how resources are made available, most likely by transferring all resources for current students from the website to Moodle.

4. It was mentioned that the release of exam dates was a continuous issue, and anything the department could do to have the dates released earlier than March would be welcome.
   Answer: Unfortunately this matter remained completely out of our hands and early March seemed the earliest exam timetables could be made available.

5. It was suggested students could be given Moodle access before term started.
   Answer: This was not possible, for technical reasons out of the department’s control.

6. It was noted that although students were grateful for the effort made regarding posting resources on Moodle at least 24 hours before each lecture, in practice students often accessed these at weekends, so it would be great if resources could be posted the weekend prior to each class for all modules.
   ACTION: This was something the department would consider, but could not guarantee would be possible.

7. It was highlighted that formative essay feedback was often too short and not detailed enough for students to build on. In the absence of an actual grade, it was also thought perhaps TAs could specify a classification. Students insisted that comments should reflect the quality of their work especially if they did badly.
   ACTION: The department would ensure feedbacks were checked more thoroughly before publication and met higher standards.

8. Students pointed out various issues regarding seminars:
   - Content could vary substantially from a group to another and as a consequence they could feel they did not learn as much as other students in different groups.
- Seminars were occasionally hijacked by one or more students
- Seminar leaders (and indeed all students) should be reminded these were supposed a discussion between students rather than just an extension of the lecture.
- Generally it was felt more structure was needed, as perhaps better training for seminar leaders.

Answer: The BA tutor explained that seminar leaders were given a training session at the start of each academic year, and confirmed there was no fixed format. The issues of hijacked sessions and of silent students were known to the department, and it would continue trying to find ways to better prepare the seminar leaders.

9. On the subject of study skills, it was reported that as sessions were held on Saturdays it was hard for a lot of students to attend. The department was encouraged to try and find other ways of making these sessions available to students.

ACTION: The department would consult with the Learning development service on this.

10. It was reported some students would like to receive their dissertation details sooner.

Answer: Unlikely that the department would change current practice as an October allocation left students plenty of time for a May submission.

11. The Logic seminar group was thought to be too big and not enough materials was covered.

Answer: the number of groups for Intro Logic had been reduced to one as it had been concluded having more than one group did not actually help with overall Logic results. The format had recently been changed (introduction of a graded exercise in class, on top of the final exam) and the department would assess the effects of this before making any further changes to the way the module was taught.