

# Minutes

JCCU Meeting Friday of 3rd Week Trinity Term 2019

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## **3 Reports from the meetings of the Faculty and Teaching Committees**

### **3a Mathematics**

#### **3ai Lecture Capture**

Operational in L1-3. Manageable for academic admin at the moment but still quite a lot of work Clipping beginning and end of lectures requires some work also If we were to do it in parts B and C, we will need 4x as much work for this due to quantity of lectures. Teaching committee would like to do this but it will involve funding for cameras and extra work for academic admin or someone else, so we will need to resource it. Lecture capture does not seem to be affecting lecture attendance

### **3b Statistics**

Machine Learning and Finance course might run in part C, and if so we may need a quota. In this case the maths and stats students would take priority and maths students would be welcome to do the course as well. We would apply the quota by randomly selecting from those who applied. Although it's an HT course we would do this at the beginning of MT.

## **4 MURC Business**

### **4a Lecture Capture**

Some MURC members have raised issues with the policy of lecturers being able to opt out of lecture capture, causing a disadvantage to students with certain disabilities. No specific examples, more hypothetical, what would we do in such a scenario? Would we require the disabled student to record in person? There is an obligation to make reasonable adjustments for disabled students, we may make lecture capture available to the particular student. Currently disabled students may self-record with permission from department. We are wary of students being overly reliant on this due to technical

unreliability. Self-recording would be only guaranteed way. Secondly, what will be the policy re archiving recorded lectures? We don't yet have a policy on this. We may remove them at the start of the academic year, but we have not made a decision. People may not like having them in perpetuity, but keeping one year may be more acceptable. There are also server storage space constraints. There were concerns from students who may want to catch up on courses they have done in previous years. We don't have an express policy, we can likely get them kept for one additional year.

#### **4b Registration for Part B/C Courses for MT 2019**

MURC would prefer that course entry deadline is after exams so that we can choose classes based on exam results. There will be a follow up email sent to give students an opportunity to change their course choices after results. September questions will also catch OMMS students. Some students believed end of term questionnaire was a final choice, will check if this is in the email. Would it be worthwhile to mention in the email that the questionnaire is to plan class capacity, may encourage students to be more thoughtful in their preferences. Follow up email may be sent in late September. People are allowed to sign up for more classes than they can take; this is not an issue.

#### **4c Calculators in M&CS Prelims Probability**

Exam is treated separately for maths & computer science.

#### **4d Guide to Options**

MURC will not produce an independent options guide, as Teaching Committee is, but use the end of term questionnaire to collect student quotes to put in the options guide. This would be the responsibility of the MURC Questionnaire Rep. To get useful quotes in lectures would require extra time in lectures to fill the forms in. Could we get quotes through college reps or by online forms? Having a way to include opinions on courses would be useful for an options guide. Having MURC Exec comment on courses seemed easier, and did not try to be comprehensive. RE concerned it may not be comprehensive and a lot of work. Small courses may have no quotes given. If quotes were just from MURC Exec, then there may be biases reflecting Exec's personal preferences. Would there be room in supplements for MURC

comments? Would be more personal and not seem like it was trying to be comprehensive. This may work for next year's handbook and supplements, pending review by teaching committee.

#### **4e Office Hours**

Proposed that Prelims lecturers provide office hours around weeks 5 and 6, it was agreed that it would be better to have a system of tutor office hours inside colleges, so would it be possible to include in best practice for tutors a recommendation to have office hours? Wary about doing too much of this. If there was a major inequity, such as a college not providing any revision tutorials, then this would be a problem but likely a matter for senior tutor of that college. This was intended for Michaelmas and Hilary; in tutorials there may not be time to go over more than problems. This is a more of a college decision, students can talk to their tutors about this. Some students are apprehensive about approaching their tutors for this sort of support, so standardising advice to students that one can approach tutors to seek extra help. Main concern is students not contacting tutors about academic issues, so it may be worth encouraging tutors to tell their students that this is okay. Action Point: Review guidance to tutors to consider suggesting this. These concerns were originally brought by first years, not sure of the context of this.

#### **4f Part C Course Dependency Issues**

In course description of C6.5 and C5.10, both list as a prerequisite C5.4 Networks, which runs in the same term. It's not clear whether this means you should be studying them at the same time, or you should have read the notes ahead and have finished the prerequisite course. Cf. in DEs 2, where course description clearly says it's helpful to take Integral Transforms at the same time. May be good to edit course descriptions to clarify that they can be done concurrently. Will follow up on rescheduling of C6.5 to Michaelmas to not cause any dependency issues.

#### **4g Issues with Mark Scheme Accuracy**

Incident in Part B Statistical Machine Learning where tutor used exam model solutions in a class and they were incorrect; we are concerned that incorrect

mark schemes are being used for marking exams. These may not have been final mark scheme, but early versions should not contain mathematical errors. In this case there appears to have been mathematical errors. Students are concerned that there may be mathematical errors in the mark schemes used to mark small courses.

## **6 Open Days and Induction**

Mirzakhani table a success, we should have other societies do similar Thanks for help with open days and maths festival Open days on 3,4 July Behind the Scenes series - a success, can we interview student helpers at open days etc.? There will be an email about this to encourage people to help Problem Solving Matters - mentoring to help with uni maths entrance tests e.g. MAT/STEP. Please encourage people to sign up. Thanks for contributions from Rachel Laing We had more empty seats this time - is this a trend?