

**School of Mathematical Sciences  
Undergraduate Student Staff Liaison Committee  
13<sup>th</sup> May 2020, 13:00 – 14:30 via Microsoft Teams**

**Minutes**

**Staff members present:**

<b>Name</b>	<b>Role</b>
Justin Ward (JW)	Chair
Mark Walters (MW)	Director of Education
Shabnam Beheshti (SB)	Deputy Director of Education
William NG (WN)	Student Support Officer
Nadia Hussain (NH)	Secretary
Simon Rawstron (SR)	Education Services Manager
Robert Johnson (RJ)	Director of Undergraduate Operations
James Soderman (JS)	Faculty Liaison Librarian: Science and Engineering

**Student members present:**

<b>Name</b>	<b>Programme name and level</b>
Denis Mih (DM)	BSc Mathematics – 1 <sup>st</sup> Year (Joint Honours)
Nirusiya Sriskantharajah (NS)	BSc Mathematics – 1 <sup>st</sup> Year (Single Honours)
Pinali Vijaicant (PV)	BSc Mathematics - 2 <sup>nd</sup> Year (Joint Honours)
Jordan Marajh (JM)	BSc Mathematics – 2 <sup>nd</sup> Year (Single Honours)
Raghad Zuraiki (RZ)	BSc Mathematics – 3 <sup>rd</sup> Year (Single Honours)

**Apologies for absence:**

<b>Name</b>	<b>Programme name and level</b>
Steve Coad (SC)	Senior Tutor
Maria Patsou (MP)	Education Services Administrator
Stefan Couch (SF)	Career Consultant
Shahin Hussain (SH)	BSc Mathematics –3 <sup>rd</sup> Year (Single Honours)
Sameen Khan (SK)	BSc Mathematics – 3 <sup>rd</sup> Year (Joint Honours)
Raghad Zuraiki (RZ)	BSc Mathematics –3 <sup>rd</sup> Year (Single Honours)
Safiya Amodi (SA)	BSc Mathematics – 2 <sup>nd</sup> Year (Single Honours)
Claire Ozee (CO)	BSc Mathematics – 1 <sup>st</sup> Year (Single Honours)
Temi Familusi (TF)	BSc Mathematics – 1 <sup>st</sup> Year (Joint Honours)
Isaiah-Daniel Grillo (IDG)	BSc Mathematics – 2 <sup>nd</sup> Year (Single Honours)

<b>Part 1 – Preliminary Items</b>	
<b>1(a)</b>	<b>Welcome and introduction for new members</b>
2020.196	JW welcomed all members and all members introduced themselves.
<b>1(b)</b>	<b>Apologies for Absence</b>
2020.197	NH noted the apologies from members as recorded above.
<b>1(c)</b>	<b>Minutes of the previous meeting</b>
2020.198	The committee approved the minutes of the meeting held on 29 <sup>th</sup> April with no amendments.
<b>1(d)</b>	<b>Report on matters arising and actions taken</b>
	The committee received a report on matters arising and noted the following:
2020.199	No comments were made about this item.
<b>1(e)</b>	<b>Terms of reference and membership</b>
2020.200	No comments were made about this item.
<b>1(f)</b>	<b>Admissions, induction and enrolment</b>
2020.201	WN informed committee that there are no updates and any decisions made will reflect government rulings.
<b>Part 2 – Programme Delivery and other matters</b>	
<b>2(a)</b>	<b>Programme/module developments and amendments</b>
2020.202	The committee reviewed proposed programme/module developments and amendments. The following was discussed:
2020.203	MW noted that Mathematical Problem Solving (MTH6124) is likely be withdrawn as a module.
<b>2(b)</b>	<b>Learning and teaching matters</b>
2020.204	Representatives reported on learning and teaching matters and the following points were noted:
2020.205	SR has had discussions with David Boyle from the timetable team and reported that although the deadline for creating a timetable and methods of teaching has been pushed back till June, there is some movement on how teaching is going to proceed in the forthcoming year and we should expect to receive updates in the coming weeks.
<b>2(c)</b>	<b>Assessment and feedback</b>

2020.206	Representatives reported on assessment and feedback processes and the following points were noted:
2020.207	2 <sup>nd</sup> Year Rep, PV attempted to use the Test Upload Tool on QMPlus but could not follow the link to upload document. NH to send instructions on how to navigate around QMPlus to use the Test Upload Tool Kit.
2020.208	SR reported that of 800 students taking assessment across level 5 and 6, 200 students have used the Test Upload Tool Kit. SR also added that Matt Fayers is continuing to monitor the number and quality of work submitted, in some cases Matt has returned to students concerning the legibility of work that has been submitted. The deadline to use the Test Upload Tool kit has been extended to 15 <sup>th</sup> of May.
2020.209	2 <sup>nd</sup> Year Rep, PV sought clarification for what to include on the first page of submitting exam response. SR explained that for integrity purposes either a student's ID card must be scanned on to the first page or a picture of the student holding their answers must be presented on the first page. SR also confirmed that he will be sending an email with details of what to include on the front page and correct way of submitting responses.
2020.210	1 <sup>st</sup> Year Rep, DM drew upon how some of the lecturers for level 4 modules provided comprehensive guides detailing the style of questions for final exams and would appreciate if the same could be received for Vector and Matrices MTH4*15.  MW reminded DM that from the practical aspect all first year modules will follow a similar format to Mid-term Tests and would take form as a quiz, except Calculus 2 MTH4*01 which will be presented on MyMathLab. Any queries cornering the style of question will need to be directed to the lecturer.
<b>2(d)</b>	<b>Academic support</b>
2020.211	Representatives reported on academic support matters and the following points were noted:
2020.212	SB raised concerns with the uptake of drop-in sessions and Third-Year Champion Revision Lecture as staff recorded 0-2 people attendance during

	<p>their drop-in sessions, which if totalled for all 32 sessions averages under 70 students (figures excluding repeat students).</p> <p>SB asked Student Reps what will encourage students to attend these drop-in sessions and what other way can staff support students if drop-in sessions are not well received.</p> <p>2<sup>nd</sup> Year rep, PV explained that many students accumulated all their questions during the time they had revised and had asked them during the revision lecture, hence did not feel the urge to attend drop-in sessions.</p> <p>1<sup>st</sup> Year Rep, DM added that many first year students did not start their revision till later, so during the time when drop-in session were scheduled students may not have had formulated questions.</p> <p>SB understood both explanations and agreed with DM that if students are slowly preparing for exams, the drop-in sessions may not be scheduled at the correct time.</p>
2020.213	<p>SB mentioned that she is trying to make preparations for all possible scenarios but is unable to consolidate anything due to anticipating decisions from Queen Mary. SB proposed to students that if the school were to prepare students to work from home, would students prefer concrete milestones every couple of weeks to give them the chance to digest what has been taught over the semester, in addition to mid-term tests and Final Exams?</p> <p>1<sup>st</sup> Year Rep, DM highlighted that students require motivation to re-engage with modules well before drop-in sessions and revision lectures are held, so by providing study guides will encourage continuous learning.</p> <p>JW under the impression that students would prefer timetabled activities and asked students if they would prefer videos they can watch at their own time or prefer live lectures?</p> <p>2<sup>nd</sup> Year Rep, PV approved of the latter as there was a huge turnout for Actuarial Mathematics revision lecture. This may partly be due to students being able to directly iron out any confusions/doubts, seek guidance and prompt for elaboration on topics that they had struggled with. PV added that</p>

	<p>approximately 50 out of 60 students attended the revision lecture, but this preference for live lectures cannot be generalised to all maths students.</p> <p>Likewise, 2<sup>nd</sup> Year Rep, JM echoed that the turnout for revision lectures was well received by students that had attended and found having the lecturer present was very comforting as they could receive concrete answers surrounding the module. In response to SB's leading question JM added that students are unwilling to ask non-Module Organisers questions but for reasons that are unknown.</p> <p>1<sup>st</sup> Year Rep, DM noted that there were no reminders for Probability and Statistics (MTH4*16) office hours, resulting in students missing the meetings. Consequently, JW suggested that reminders are to be shared as this too helps him stay on top of work while he completes his PGT cap online.</p>
2020.214	<p>RJ raised the point that non-MOs provide departmental support as they help share workload and allow for better continuous provision.</p> <p>In-turn asked Student Reps why they think students are not keen with such support, is it because they think non-MOs do not have specific content knowledge or students would prefer to correspond with staff they are familiar with?</p> <p>JW suggested that a way to encourage students seeking support from non-MOs is by introducing him/her in the first lecture instead of what students would perceive as a random person staffing the help.</p> <p>JM added that approachability is what influences student's decision to engage with a MO or non-MO; students prefer interacting with someone that has taught them for a longer period.</p>
2020.215	<p>1<sup>st</sup> Year Rep, NS mentioned in the Window Teams Chat function that Dr Oliver Jenkinson, lecturer for Vectors and Matrices MTH4*15, has not been responding to emails.</p> <p>MW informed student reps that they should anticipate a response in 2-3 working days and if a response hasn't been received to forward the emails to <a href="mailto:maths@qmul.ac.uk">maths@qmul.ac.uk</a>.</p>
<b>2(f)</b>	<p><b>Learning resources</b></p> <ul style="list-style-type: none"> <li>• <b>Library facilities / materials (books, journals etc.)</b></li> <li>• <b>QMplus</b></li> <li>• <b>QReview</b></li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Updates from faculty E-learning forums</b></li> <li>• <b>IT</b></li> </ul>
2020.216	Representatives reported on learning resources matters and the following points were noted:
2020.217	<p>2<sup>nd</sup> Year Rep, PV mentioned that the renewal dates for borrowed books have automatically been extended, but is unable to see the new date using the library app.</p> <p>SJ directed PV to QMUL's library website which requires students to log in with their student ID and pin. SJ also reminded students to email <a href="mailto:library@qmul.ac.uk">library@qmul.ac.uk</a>, should they have any queries.</p>
2020.218	<p>JW prompted student reps for queries concerning IT.</p> <p>2<sup>nd</sup> Year rep, PV asked the committee whether they had thought of QMPlus potentially crashing when students upload their exam, particularly for those studying Actuarial Mathematics, as a large cohort will be submitting their responses at the same time, 3 hours from start time.</p> <p>MW reassured students that adjustments to QMPlus server have been made to hold a larger capacity. This change was made followed by a trial phase when QMPlus had crashed during the 10 minutes 500 students uploaded their work, but this has been rolled out and subsequent updates have been made. Business exams commenced last week that required students to submit their response at the same and no issues were reported regarding upload. MW remains relatively optimistic and is fairly cautious of these things.</p> <p>SB reminded students that for 'back up' purposes they are required to email their papers to <a href="mailto:maths@qmul.ac.uk">maths@qmul.ac.uk</a>.</p> <p>SR added that instructions on how to submit work on QMPlus and via email will be included in the email which will be sent out on May 14. SR also informed students that all work sent to <a href="mailto:maths@qmul.ac.uk">maths@qmul.ac.uk</a> will be saved and referred to, should there be any issues with their QMPlus upload.</p> <p>The university is acutely aware that the upload is fit for purpose when everyone is trying to upload work within 24 hours.</p>
<b>2(g)</b>	<b>Consideration of External Examiner reports</b>
2020.219	There we no reports to consider.

<b>2(h)</b>	<b>Student feedback (NSS/PTES/QMSS/Module evaluations)</b>
2020.220	The committee discussed responses to NSS/PTES and QMSS and noted the following:
2020.221	WN confirmed both NSS and UKES has now finished. No official student feedback received. Any feedback from the surveys will be directly sent to the school.
<b>2(i)</b>	<b>Taught Programme Action Plans (TPAP)</b>
2020.222	There was nothing to report.
<b>2(j)</b>	<b>Periodic Review</b>
2020.223	The committee received the self-evaluation document for the upcoming Periodic Review and noted the following:
2020.224	There were no comments.
<b>Part 3 – Any Other Business</b>	
2020.225	The following items were raised under Any Other Business:
2020.226	<p>2<sup>nd</sup> Year Rep, PV asked whether lined or plain paper should be used for exams.</p> <p>MW responded that there are no specifications, students are able to use either, however they need to be cautious of using thin paper as ink can transfer to the opposite page, making the work difficult to assess when scanned.</p> <p>SB and JW emphasised on the importance of legibility.</p>
2020.227	<p>SB showed her appreciation to the committee for sharing suggestions/tips on how to revise which were quoted in the student voice email sent on 1<sup>st</sup> of May. SB also shared positive feedback received from both students and staff as they commented it was nice to receive a message that was not factual or technical.</p> <p>SB further asked Student Reps if they would like to receive more ‘feel good’ or ‘good luck’ emails or whether it’s a distraction.</p>



	<p>2<sup>nd</sup> Year reps, PV and JM thought student voice email was lovely and found it quite motivational, but did not have the chance to collect feedback from their cohort.</p> <p>3<sup>rd</sup> Year Rep, RZ also appreciated the email ahead of exams and collectively agreed with 2<sup>nd</sup> year reps and JW that there is no harm in sending these emails.</p> <p>SB closed the discussion with stating a further one or two student voice emails will be sent: one half way through the School of maths exam period (W/C 18<sup>th</sup> May) and second email to be sent when exams are complete.</p>
<b>Part 4 – Date of the next meeting</b>	
2020.228	The committee noted that the next meeting would take place on Wednesday 17 <sup>th</sup> June at 13:00 via Microsoft Teams.

**Action Sheet: Student-Staff Liaison Committee**

<b>Minute</b>	<b>Action</b>	<b>Responsibility</b>	<b>Timescale</b>	<b>Action status</b>	<b>Completed?</b>
2020.207	Send students link for Test Upload Tool on QMPlus	NH	ASAP		Complete
2020.209	Send students details of what to include on first page of submission	SR	ASAP		Complete