**School of Engineering and Materials Sciences**
**Undergraduate and Taught Postgraduate Student Staff Liaison Committee**

**2 December 2020**

Via Collaborate

# Minutes

## Student Representation

| Name | Programme and Level |
|---|---|
| Year 1 | |
| Yugesh Shanmugha Sundaram | Aerospace Engineering Year 1 |
| Hasan Hussain/Monishka Aswani | Biomedical Engineering Year 1 |
| Deborah Olowu | Chemical Engineering Year 1 |
| Daphne Biestro | Design, Innovation and Creative Engineering Year 1 |
| Laila Yachkouri | Materials Science and Engineering Year 1 |
| Sushnitha Baskaran | Mechanical Engineering Year 1 |
| Alina Adnan | Robotics Year 1 |
| Year 2 | |
| Sama Al-Haddad | Aerospace Engineering Year 2 |
| Owais Siddiqi/Mariana Otero | Biomedical Engineering Year 2 |
| Hadia Mughal | Design, Innovation and Creative Engineering Year 2 |
| Carol Raphael | Materials Science and Engineering Year 2 |
| Year 3 | |
| Mughees Asif | Aerospace Engineering Year 3 |
| Michael Lilay | Biomedical Engineering Year 3 |
| Jannet Mansur | Chemical Engineering Year 3 |
| Aqsah Awan | Materials Science and Engineering Year 3 |
| Abdullah Taibi | Mechanical Engineering Year 3 |
| Year 4 | |
| Reham Gonnah | Biomedical Engineering Year 4 |
| John Zhu Xuan Luk | Mechanical Engineering Year 4 |
| Postgraduate | |
| Hsin-Yu Wang | MSc – Materials Programmes |

## Staff Representation

| Name | Role |
|---|---|
| Folashade Akinmolayan | Director of Student Support (Chair) |
| Adrian Briggs | Director of Education |
| Yousef Zawahreh | Deputy Director of Education |
| Daniella Peluso-White | Taught Programmes Manager |
| Tomas Lukas | Senior TA |
| Hasan Shaheed | Second year co-ordinator |
| Eldad Avital | Third year co-ordinator |
| Jun Chen | Fourth year/MSc co-ordinator |
| James Soderman | Faculty Liaison Librarian – Science and Engineering |

| Olumide Popoola | Academic Skills Co-ordinator |
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| **In receipt of notes** | |
| Norman McBreen | Faculty Education Manager |
| Leigh Rooney | Students' Union Education Co-ordinator |
| ARCS | Academic Registry and Council Secretariat |

**Apologies for absence:**

| Name | Role or programme and level |
|---|---|
| Ideen Sanei | Design, Innovation and Creative Engineering Year 3 |
| Talal Lahig | Chemical Engineering Year 2 |
| Hamza Butt | Mechanical Engineering Year 2 |
| Mohamamd Qamhieh | Robotics Year 3 |

| **Part 1 – Preliminary Items** | |
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| **1(a)** | **Welcome** |
| 2020.045 | The Chair welcomed members to the meeting |
| **1(b)** | **Apologies for Absence** |
| 2020.046 | The meeting noted the apologies from members as recorded above. |
| **1(c)** | **Minutes of the previous meeting** |
| 2020.047 | The committee approved the minutes of the meeting held on 28 October (subject to the following changes): |
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| **1(d)** | **Report on matters arising and actions taken** |
| 2020.048 | The committee received a report on matters arising and noted the following: |
| | 1. Feedback on the general themes outlined in the SSLC were used in the planning and preparation of learning in Semester B. This is a discussion item for this meeting. <br> 2. Arrangements for booking a study space on campus were amended after our last meeting. They were subsequently amended again so users who do not have a booking can use their device to make an immediate booking. <br> 3. Further information was made available on Collaboration tools, booking and to do lists on QMPlus and accessing recordings via the weekly SEMS newsletter. <br> 4. Feedback on individual modules: <br>    a. MTRM064 recordings were now available via QMPlus <br>    b. DEN318 planning presentations were due to be recorded (noting connectivity issues) <br>    c. DEN5242 module organiser reported the load had been designed on the same load as previous years with 3 hours Q and A. The module was structured to provide content and review by means of tutorial questions. <br>    d. DEN5302 module organiser acknowledged the delay in PSC sessions which had been due to a budget issue. The PSC sessions had been put in place alongside a one hour session each week to enable discussion and Q&A. This is to reinforce the prepared videos and lecture notes. |

e.  DEN5109 assessment clarification was posted after the meeting.
f.  DEN5101 due to issues with connectivity, sessions have been transferred to MS Teams.
g.  DEN4101 marking of workings had been considered.  In this case it would be discounted as, in general, the results for the tests had been good.  The sequential nature of the quizzes meant that students would not carry incorrect marks to the remaining parts of the test.
h.  DEN412 lectures are pre-recorded.  The face to face interaction is not as this is Q&A discussion and attendance is encouraged.
i.  ECS406U – further information was sent to students on how this module relates to the course as requested.
j.  ECS404U – EECS confirmed that the material covered is equivalent to a university level 4 module.  As there is one level of assessment, there can't be sperate slow or fast pathways.  There are demonstrators for each lab where students can ask questions as well as room chats with the lecturers.  These sessions are under attended and we recommend students who feel they would benefit from additional support make use of these resources.
k.  ECS401U – EECS advised that there were issues with QMPlus submission points for one assessment and students were allowed to submit late with no penalty.  In addition, there were issues with the use of corrupted booklets.  Students have subsequently been advised to use the free acrobat reader software.  EECS are working with elearning to improve the QMPlus interface.
l.  ECS426U and ECS412U clash.  ECCS apologise for the clash of this on campus activity.  They offered to reschedule these activities.
m.  ECS11U – all labs have now been completed but this feedback will be used to set an expectation that students can complete the lab in a two hour slot.
n.  ECS412U - interactive activities have been run each Tuesday 10 – 11 via a live Q&A session and a live lab session Tuesday 12 – 2.
o.  MAT311 – resources for pre-learning have been made available on QMPlus. Issues regarding the balance of content of this and other modules will be reviewed for our 2021 programme.
p.  MAT7803 – following feedback further information on Learning Outcomes was published on QMPlus

5.  An outline of programme developments for 2021 were circulated. Julia Shelton attended the meeting and provided details of the consultation on the development of new engineering and materials programmes and modules.  The skills framework was noted. Course Representatives were asked to provide their feedback on the module outline (Action:  Course Representatives).  Course Representatives were invited to volunteer to help to develop the modules for year 2 and 3 of the programmes (Action:  Course Representatives)

| 1(e) | **Student Co Chair** |
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| 2020.049 | The Chair outlined the role of the Student Co-Chair to support the Committee. The aim of the role was to facilitate partnership working to gain student feedback. Course Representatives interested in the role of Co-Chair were invited to email the Chair (Action: Course Representatives). |
| **Part 2 – Student feedback, Programme Delivery and other matters** | |
| **2(a)** | **Consideration of the Student Experience Action Plan** |
| 2020.050 | The Committee noted the priorities for the School's Student Experience Action Plan including actions that had arisen following discussions in SSLC. |
| **2(b)** | **Semester B Consultation** |
| 2020.051 | The Deputy Director of Education, Dr Zawahreh outlined proposals for learning for Semester B. He acknowledged the School had adopted best practice as taken from education research when setting our objectives for Semester A. Following our experiences of Semester A and the feedback of our students, we have established the following principles for Semester B:<br><br>- Following feedback on the balance of synchronous and asynchronous activities every module will have a minimum of 2 hours of live session with the Module Organiser (MO) or lecturer on the module. This could be a variety of sessions including on campus, live online and PSC activities.<br><br>- It was noted that each 15 credit module equates to 150 hours of study.<br><br>- The coursework diary and deadlines will be mapped for the whole semester by 11 January. Some items of coursework will have all details provided. If information regarding coursework is released during the Semester, the information required to complete the coursework will be published at least 2 weeks before the deadline.<br><br>- Tests and quizzes will be scheduled in timetabled slots.<br><br>- There will be consistency in the time available to upload tests. If work isn't submitted by the deadline, it would not be counted, no late submissions would be allowed. Students not able to submit could submit a claim extenuating circumstances (EC), noting that IT issues are not a valid reason for an EC claim on their own.<br><br>- We will be delivering an hour per week for most modules on campus next Semester. Student attendance will still be optional as we are aware that not all students are able to attend in person.<br><br>- There will be an increase the number of lab sessions on campus. There will be an equivalent for those not able to make it to campus.<br><br>- Further guidance will available to academic staff to help to improve consistency in our delivery<br><br>- A welcome back online session will be delivered at the beginning of Semester B to outline learning expectations and to support students. |

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| 2020.052 | The following feedback was received from student representatives: <br><br> 1. The importance of consistency in the layout of learning materials. The School would provide further guidance to staff on consistency of formatting for QMPlus. (Action: YZ) <br> 2. Provision of timeslots for timed tests and quizzes. Adding assessment to the timetable would be reviewed. (Action YZ) <br> 3. Clarity on expectations in examinations. Further guidance on Semester A examinations would be published in the SEMS weekly newsletter. (Action DPW) |
| **2(c)** | **Learning resources** |
| 2020.053 | The Library had removed the need for users to book study space in advance. In response to feedback, the Library opening hours for the Christmas period were being reviewed. Updates would be published at https://www.qmul.ac.uk/library/ <br><br> The Academic Skills Enhancement Team would be delivering Exam revision workshops online in the week commencing 14 December. One to one sessions were also available. The School would promote the study strategies workshops via the SEMS weekly newsletter. (Action: AJ) |
| **2(d)** | **Summary of rolling feedback** |
| 2020.054 | The Student Support Officer, Angela Jones, outlined the feedback received from students via the rolling feedback mechanism. |
| 2020.055 | The Taught Programmes Manager, Daniella Peluso-White, outlined how the blended learning survey had contributed to Semester B planning. A further survey would gather feedback on blended learning in the latter part of the Semester. (Action: DPW) |
| **2(f)** | **Learning and teaching matters** |
| 2020.056 | Representatives reported on learning and teaching matters. |
| **2(f)i** | **Assessment and feedback** |
| 2020.057 | Representatives reported on assessment and feedback processes and the following points were noted: |
| | 1. Group work had been harder to complete due to remote nature of learning. There were few opportunities to gather on campus due to the pandemic. Group work would continue to be part of assessed work as it is professional skill delivered by the programme. Review if it is possible to timetable group-work sessions. (Action: YZ) Review and share good practice in group work to module organisers. (Action: YZ) |
| | 2. Consistency for online tests and quizzes would be included in guidance for Module Organisers. (see 2020.051) |
| | 3. The use of virtual labs was felt to be less effective than attending in person. The Q&A sessions for virtual labs had not always been effective. More on campus lab sessions had been scheduled for Semester B. However, it was acknowledged that virtual labs would still be available for those who were unable to travel to campus. |

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| | 4. Information on exams would be published in the SEMS newsletter (see 2020.053) |
| **2(f)ii** | **Academic support** |
| 2020.058 | Representatives reported on academic support matters and the following points were noted: |
| | 1. Consistency in the use of QMPlus was acknowledged including the importance of weekly tabs.  DEN4122 and DEN4101 were cited as doing this particularly well. |
| | 2. The importance of uploading material in good time. |
| | 3. A minimum amount of time for pre-learning materials to be uploaded to allow for preparation.<br>○ The example of DEN4404 would be feedback to the Module Organiser (Action AJ) |
| | 4. Where pre- learning was considered complex, students found the synchronous session much less useful.  DEN5242 was cited as an example.<br>○ The example of DEN5242 would be feedback to the Module Organiser. (Action AJ) |
| | 5. It is helpful for pre- learning to be reinforced in synchronous sessions. |
| | 6. It is confusing when pre-recorded material does not match PowerPoint presentations. |
| | 7. PSC sessions were helpful especially where they were divided between reinforcement of complex material followed by answering questions. DEN4101 use of groups within PSC sessions were cited as good practice. |
| | 8. Interactive synchronous session rather than lecture content. |
| | 9. Tutorial sessions for questions on content of the module.  MAT602 was cited as a good example. |
| | 10. Lecture notes were valued in addition to pre-recorded materials where students had poor internet connections. |
| | 11. Issuing solutions was felt to be useful in determining if problem solving had been correct.  This was discussed and Module Organisers had confirmed this was not always necessary. |
| | 12. Access to software such as Creo was available on Apps Anywhere but was not always easy to use from student's personal laptops.  The provision of study space in the library was discussed alongside the QMUL Financial Assistance Fund to assist with laptop purchases where necessary. |
| | 13. One to one sessions on completing coursework had been useful.  It was agreed that consistency on advice to all students regarding the same coursework was fair. |
| | The feedback on academic support would be incorporated in the guidance to module organisers in preparation for Semester B.  (Action YZ)<br><br>Further information would be communicated to students via the Welcome back sessions at the start of Semester B.  (Action AJ) |
| **2(f)iii** | **Organisation and communication** |
| 2020.059 | Representatives reported on organisation and communication matters and the following points were noted: |
| | 1. The importance of feedback opportunities for Course Reps and Module Organisers was noted and several options including monthly |

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| | meetings were discussed. It was recognised that there are a number of mechanisms already in place including the QMPlus Forums, SSLCs and module evaluation. It was agreed that the second SSLC of Semester B would be brought forward to make feedback on the modules timelier. (Action AJ) |
| | 2. Consistency in the platform for lectures is helpful. Additionally, it was noted that MS Teams recordings are deleted after a set time.<br>    a. Lecturers would be guided to use BB Collaborate (noting that MS Teams had been more suitable where there had been connectivity issues). (Action YZ)<br>    b. Lecturers would be reminded that sessions given in MS Teams would be uploaded to QMPlus for access throughout the Semester. (Action YZ) |
| | 3. Forum posts were not always answered in a timely manner. Further guidance on setting notifications for Forum posts and expectations of reminders would be circulated for Semester B. (Action YZ) |
| **2(f)iv** | **Written feedback from Course Representatives** |
| | Representatives provided feedback and the following points were noted: |

| Module | Summary of feedback |
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| Academic Support | Synchronous sessions to be more interactive. |
| Academic Support | Synchronous sessions to include more lectures |
| Academic Support | Positive - use of menti |
| Academic Support | Positive - Flexibility of study and use of live lectures/recordings |
| Academic Support | More specific feedback not just a number. |
| Academic Support | Increase in anxiety due to CW (including scheduling) and exams |
| Academic support | Technical issues faced by staff |
| Academic Support | Coursework diary requested |
| Academic Support | Practice questions requested |
| Academic Support | Recorded synchronous sessions useful |
| Academic Support | Acknowledging some students have limited access to private study space/equipment. |
| Academic Support | Students feel they have an increased workload including an increased in assessments (this includes formative and engagement activities). |
| Assessment and Feedback | Clarification on online tests, uploading time and working out grades. |
| Assessment and Feedback | Clarify test layout. |
| Assessment and Feedback | Past papers beyond 2 years were requested. |
| Assessment and Feedback | Group work considerably harder in a virtual environment.  Marks allocation not considered to be fair.  Request improvements in recording of contributions from individuals. |
| Assessment and Feedback | Clarification and distribution of coursework deadlines. |
| Assessment and Feedback | Too much coursework and this replacing exams. |
| Assessment and Feedback | Marks and feedback have been delayed. |
| Assessment and Feedback | Anxiety over the format of the Semester A exams including the use of a timed period to undertake assessment |
| Assessment and Feedback | Timed tests - these are felt to be out of balance with either the time allowed not long enough or there being too many/too complex questions |
| Assessment and Feedback | Further consideration of the scheduling of coursework including considering the weight of coursework. |
| Organisation and Communication | An increase in on campus sessions, especially practicals |
| Organisation and Communication | Request for Reading week |
| Organisation and Communication | Positive - good communication to students |

| | | Organisation and Communication | Timetable - particularly the scheduling of SCL were details are issued at the launch of each SCL. |
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| | | DEN212 | - request for support to develop professional drawing/sketching<br>- Further guidance on how to develop and present designs |
| | | DEN331 | - Work to be completed within timed assessments felt to be unrealistic<br>- Forum posts not felt to be helpful<br>- Moving to coursework in place of exams appreciated.<br>- Discussions regarding assessment are felt not to be resolved and students felt unheard.<br>- Complex module content especially for students who have not taken fluids.<br>- Requests for improvement in Feedback (DEN5109 in 2019-20 cited as a good example of feedback within the work itself including the value of comments). |
| | | DEN331 | Positive - shorter videos in first part of module helpful. |
| | | DEN4005 | Positive - Students felt the use of external lecturers were very good and gave a really positive insight into job prospects. |
| | | DEN4005 | - Students felt insufficient pre-learning given.<br>- Students requested far more practice questions for the content taught to them.<br>-Lecture slides felt overwhelming at times, so a more concise simple lecture slide change would improve the overall learning drastically; similar to the likes of DEN4101. |
| | | DEN4101 | Positive - Lecture slides have been very concise and useful. Really good pre-learning content. Very well organised module. |
| | | DEN4101 | Exam timings - students living abroad where they had to sit exams early in the morning. DEN4102 approach preferred |
| | | DEN4102 | Positive - Real-world application examples in the slides. PSC worksheets have been quite useful. |
| | | DEN4102 | - Lecture slides were overwhelming at times.<br>- Students felt the module was disorganised.<br>- Using QMPlus with this module has been extremely tough; all the webinar and PSCs are grouped into one place.<br>- Request to increase the learning resources including practice questions. |
| | | DEN412 | - Issues with recording of the lab video and sound.<br>- Additional sessions requested on relevant electronics conception including breadboard, operational amplifiers, transistors, filters, and Bode plot. |
| | | DEN412 | Positive - MO responding to issues. |

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| | DEN4122 | Positive - Real-world application examples in the slides. PSC worksheets have been quite useful. |
| | DEN4122 | - Possible Integrated Matlab sessions into active learning sessions<br>- Balance of pre learning |
| | DEN4122 | Align teaching of Calculus currently week 2 of DEN4404 and week 10 of DEN4122 |
| | DEN4122 | PSC can be confusing.  Further help with exercises sought. |
| | DEN4404 | Publish learning materials in good time and with less overlap between written preparation activities and lecture slides. |
| | DEN4404 | Align teaching of Calculus currently week 2 of DEN4404 and week 10 of DEN4122 |
| | DEN4404 | - Concepts were new and hard to grasp.<br>- Additional revision resources.<br>- Clear solutions requested. |
| | DEN4404 | Mic issues early in the Semester were resolved by the lecturer |
| | DEN5101 | - QMPlus resources not easy to follow<br>- Connection issues for the lecturer.<br>- Lecture content is not always considered to be on topic<br>- Additional guidance on the functions of CAD requested to support coursework. |
| | DEN5101 | Positive - Dr Shah adapting to connectivity issues and providing adequate study resources. |
| | DEN5107 | Positive - module run very smoothly |
| | DEN5109 | - Issues with the timing of the test and preparation materials available |
| | DEN5109 | - Teaching via quizzes received mixed reviews.<br>- some cohorts requested live 'lectures'<br>- Some questions not answered in the synchronous sessions<br>- method marks not provided for tests.<br>- Labs - connection issues and no clear communication channel.<br>- Additional PSC requested |
| | DEN5109 | - Further guidance on Lab report 2 |
| | DEN5109 | Positive - Dr Jun Chen's teaching |
| | DEN5109 | Positive - Dr Shaheed's teaching especially repeating concepts several times to aid understanding |
| | DEN5122 | Positive - the teaching method was commended with the module content understood by the majority of students.  This is evidenced by attendance at the sessions. |
| | DEN5122 | Positive - Dr Huijberts teaching including swift resolution of technical issues.  Students felt respected. |

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| | DEN5242 | - Lots of pre-recorded content.  This was considered by some to be too complex for private study.  Further guidance on the learning objectives was requested.<br>- Synchronous sessions made harder if there is no understanding of pre-recorded materials.  Consideration of use of online tools (students not always able to see what was being pointed to).  Poor attendance at these sessions.<br>- Clarification on the mark scheme |
| | ECS511U | - Insufficient time for final coursework, especially where components have not arrived<br>- Support session are provided on one day, other times were requested |
| | ECS521U | - Enrolment on the module had been problematic for some. |
| | ECS521U | - Further instructions for labs requested<br>- Additional pre-learning activities were requested.<br>- The time allocated to complete labs was felt to be too short, further guidance on objectives were requested.<br>- Clarification was requested on the link between lectures from week 6 and the coursework.<br>- Additional guidance on completion of the project and coding was sought |
| | MAT307 | - Teaching in synchronous sessions requested.<br>-  Coursework deadlines within the course less than a week apart. |
| | MAT311 | - Lecture content dissections which aren't interactive.<br>- Requests for Q&A sessions to discuss the published articles.<br>- Powerpoint not always helpful and not always posted (or not always clear where posted).<br>- Further guidance on location of materials to review on QMPlus (eg when previous year's Qreview materials are used).<br>- Clarity in structure of module and module materials. |
| | MAT4003 | Additional support for using Excel. |
| | MAT602 | Positive - quizzes helpful |
| **2(g)** | **Module evaluation** | |
| 2020.060 | The following points were noted: | |
| | A page would be created outlining the feedback via module evaluation and our action plans as a result of the feedback.  (Action DPW) | |
| **Part 3 – Any Other Business** | | |
| 2020.061 | The following items were raised under Any Other Business:<br><br>Course Reps were invited to provide feedback on the updated format of the meeting. (Action:  Course Representatives) | |
| **Part 4 – Date of the next meeting** | | |
| 2020.062 | The committee noted that the next meeting would take place on 27 January at 2pm. | |

Drafted by
Angela Jones
Student Support Officer (SEMS)
Date:  03/12/2020