



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

17 February 2021

Via Collaborate

Minutes

Student Representation

Name	Programme and Level
Year 1	
Yugesh Shanmugha Sundaram	Aerospace Engineering Year 1
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
Alina Adnan	Robotics Year 1
Year 2	
Mariana Otero	Biomedical Engineering Year 2
Hadia Mughal	Design, Innovation and Creative Engineering Year 2
Carol Raphael	Materials Science and Engineering Year 2
Hamza Butt	Mechanical Engineering Year 2
Year 3	
Mughees Asif	Aerospace Engineering Year 3
Yidnekachew Sima	Biomedical Engineering Year 3
Jannet Mansur	Chemical Engineering Year 3
Serena Sabnani	Materials Science and Engineering Year 3
Abdullah Taibi	Mechanical Engineering Year 3
Year 4	
Lidia Garcia	Aerospace Engineering Year 4
Reham Gonnah	Biomedical Engineering Year 4
Postgraduate	
Sheung Chit Ng	Intercalated

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

Apologies for absence:

Name	Role or programme and level
Ideen Sanei	Design, Innovation and Creative Engineering Year 3
Sushnitha Baskaran	Mechanical Engineering Year 1
Rainer Doller	MSc – Engineering Programmes
Sushnitha Baskaran	Mechanical Engineering Year 1

Part 1 – Preliminary Items	
1(a)	Welcome and introduction for new members
2020.096	The chair welcomed members and invited them to introduce themselves.
1(b)	Apologies for Absence
2020.097	The meeting noted the apologies from members as recorded above.
1(c)	Minutes of the previous meeting
2020.098	The committee approved the minutes of the meeting held on 27 January 2021.
1(d)	Report on matters arising and actions taken
2020.099	The committee received a report on matters arising. No additional items were raised.
1(f)	Student Co Chair
2020.100	Yugesh Shanmugha Sundaram's appointment as Student Co-Chair was acknowledged. Yugesh introduced himself. He reminded students of the importance of providing their feedback, both positive and negative to help to develop student experience within the School.
Part 2 – Student feedback, Programme Delivery and other matters	
2(a)	Learning resources <ul style="list-style-type: none"> • Library facilities / materials (books, journals etc.) • QReview • Updates from faculty E-learning forums • IT
	The following feedback was received from student representatives:
2020.101	The ground floor and PC room first floor were felt to be cold. Issues with heat in the Library would be reported. (Action: JS) It was acknowledged that most of the items on module reading lists were now available electronically. Further requests for resources, especially requests, could be made to the library. (Action: Course Reps). More

	books – at your request would be promoted via the newsletter. (Action: AJ)
2020.102	Course Representatives were asked for their feedback on academic skills sessions that were of most use to students within SEMS. Support on critical thinking gained the most support followed by referencing and plagiarism. Academic Skills enhancement sessions would be developed for SEMS students and delivered this Semester. (Action: OP)
2020.103	<p>QMPlus was perceived as having a clearer structure and being easy to navigate this year. Modules cited as good examples were:</p> <ul style="list-style-type: none"> • MAT400 • DEN107 • MAT4002 which had a personal touch with little 'jokes'. <p>The Director of Education apologised for the glitches in QMPlus earlier in the Semester.</p>
2(b)	Student feedback
	Representatives reported on learning and teaching, assessment and feedback and organisation and communication and the following points were noted:
	Assessment and Feedback
2020.104	<p>There was inconsistency with feedback from MOs on module forums. It was acknowledged that there had been some initial issues with MOs receiving email notifications from the forum's causing some delays at the start of the Semester. There was an expectation that module organisers should respond within 2 working days although it was acknowledged that some staff were part time.</p> <p>Information on our usual expectations of response times for module forums would be published to students via our newsletter. (Action AJ). Module Organisers would be requested to provide information on feedback times on their module forums. (Action: YZ)</p>
2020.105	<p>The format of the exams received positive feedback. Students had requested information on the examination assessment format for the June examinations:</p> <ol style="list-style-type: none"> a) Information on the format and structure for each module at least 2 – 3 weeks before the examination including how many questions and the exam structure. b) Information on the type of questions that would be asked. c) Practice questions were felt to be helpful as the structure of past papers was not helpful in determining the type of questions or structure of the exams. d) The timetable was requested to be released earlier. As this is a centrally co-ordinated and involves co-ordination across all modules in the University, this is not possible. <p>Information on the general format of the exams would be published in the newsletter later in the Semester. (Action: DPW). MOs would be briefed on what examination information should be posted on the module forum and when. (Action: YZ)</p>
2020.106	The quality and timing of marks and feedback were felt to be inconsistent. Course Representatives reported that the feedback was felt to be more important than marks.

	<p>It was acknowledged that SEMS' policy is to provide feedback within 3 weeks. There were conflicting views on whether it would be better to receive more feedback but have results and feedback delayed or whether quicker, shorter feedback was preferable. It was felt this would also be module and assignment specific as the timing of some feedback could influence the next coursework. Feedback received from coursework due at the end of the module was felt to be of limited use.</p> <p>Examples of good practice were cited:</p> <ol style="list-style-type: none"> a) The use of PhD demonstrators within the SCLs to interpret the results and provide feedback. b) James Busfield provides initial feedback that was brief and subsequently provides more detailed feedback with grades. <p>Good practice in the timing and delivery of feedback would be reviewed and further guidance would be provided to staff within the School. (Action: AB)</p>
	<p>Learning and Teaching</p>
2020.107	<p>Issues arising from group work:</p> <ol style="list-style-type: none"> a) Group work was challenging if individuals aren't participating or the groups aren't functioning. The Deputy Director of Education confirmed, one of the learning outcomes is how to respond to these issues. Course representatives were reminded, if there are challenges, MOs and TAs can support or respond to this. b) It had been difficult to get in touch with some people and this was made worse due to the lack of in-person activities such as lectures where informal discussion could take place and meetings set. c) The peer assessment system was felt to help engagement by allocating grades based on contribution. d) Engagement on the MEng group project was acknowledged as proving difficult. <p>Examples of good practice in group work cited were:</p> <ul style="list-style-type: none"> • DEN5109 where written Peer Assessment was used to finalise the marks for each student. • MAT4002 where engagement was supported via the MO. <p>Feedback on group work would be reviewed in the summer to determine good practice for 2021-22. (Action: AB)</p>
2020.108	<p>Some lecturers did not answer questions during teaching, saving these to the end, by which time, students reported the content was more difficult to follow. The following issues were noted:</p> <ol style="list-style-type: none"> a) With a lecture format, it was helpful for questions to be answered every few slides or before moving on to a new topic. b) For interactive sessions, questions at the end were fine c) The chat facility helped with interaction although some students felt awkward asking questions during the sessions. The Deputy Director of Education reminded course reps that there is no such thing as a bad question. <p>Share student feedback on responding to queries in lectures with academic staff. (Action: YZ)</p>
2020.109	<p>Good practice on engaging with students in class and tailoring the session to student need included:</p>

	<ul style="list-style-type: none"> a) MAT5002 – the use of quizzes to have feedback on what students do and don't understand. Marks for attempting the quiz also encouraged student interaction. b) MAT400 – recording lectures left the sessions for questions and discussions. c) DEN107 – regular problem sheets, as well as being helpful in themselves, encouraged people to ask questions within taught sessions and to identify what is less well understood. d) DEN413 – short weekly engagement quizzes (2 quizzes of 3 questions) identify issues with understanding. e) Having different methods of engagement including problem sheets and quizzes make engagement activities less overwhelming. f) Module quizzes with multiple attempts encourages engagement with material with less stress on the outcome. g) Students would welcome more sessions where cameras were encouraged or required. However, course representatives acknowledged that many students did not have access to functioning cameras, stable internet or a study environment where they were comfortable in using their camera. There was concern that all students using cameras in large lectures could overwhelm the system. The use of cameras in small sessions and Advisor meetings was encouraged. Advisors would be asked to encourage advisees to use their cameras in meetings. (Action: FA) <p>Good practice on engagement activities would be reviewed to provide guidance to academic staff. (Action: AB)</p>
2020.110	Physical office hours were missed. The Director of Student Experience reminded students that during the lockdown and travel restrictions, MOs continue to have office hours either as times posted on their QMPlus pages or by suggesting students email to propose a time to meet.
2020.111	<p>Two-hour teaching sessions online were felt to be difficult or even overwhelming:</p> <ul style="list-style-type: none"> a) Less interaction than in person sessions made it difficult to focus b) Home situations caused additional distractions c) A 5- 10 min break in the middle of a 2-hour session was felt to be useful but not always adequate. d) Interactive sessions supported students staying focussed, but their online versions were felt to be tiring. e) Eye strain and headaches were experienced following continued computer work. f) Some students had back to back 2-hour sessions or 2 hour sessions next to other teaching. <p>Consider student feedback to review where 2-hour sessions were useful for 2021-2 timetable. (Action: AB)</p>
2020.112	The coursework calendar was felt to be useful. No specific updates were requested.
2020.113	<p>Course representatives were requested to provide feedback on the timing and content of meetings with their Advisor:</p> <ul style="list-style-type: none"> a) Students felt a meeting once a week was unnecessary and preferred meeting every 2 – 4 weeks. Students in year 3 suggested monthly meetings or less. b) Students should be encouraged to use cameras in Advisor meetings

	<p>c) Topics should not just be course related, supporting advisee groups to bond.</p> <p>d) Students in years 2 and 3 didn't always appreciate that their Advisor remained with them in these years. Information on Advisors in the Student Handbook, alongside that given to returning students, would be reviewed. (Action: AJ)</p> <p>Course representatives would provide information on support or topics it might be useful for Advisors to discuss. (Action: Course Reps)</p>																						
2020.114	<p>Good practice on interacting with students and gaining feedback was shared:</p> <p>a) The use of WhatsApp groups to communicate with students</p> <p>b) Sharing questionnaires made by Google Forms (often via WhatsApp) and using question responses to make recommendations. This included questions on:</p> <ol style="list-style-type: none"> a. Each module b. Project support and organisation c. Generic themes and/or concerns <p>c) SEMS Discord site with different forums and 320 student participants</p> <p>d) Writing on the Module Forums</p>																						
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DEN5102	More examples requested in the lecture notes and clear guidelines on what needs to be covered before the next lecture
DEN5200	More examples requested in the lecture notes and clear guidelines on what needs to be covered before the next lecture
MAT308	Considerable work causing an imbalance with other modules. More guidance on labs needed Delays in issuing results and handouts Have been errors in data issued causing additional work More feedback is needed to support approach to next lab Clarification on how peer review affects individual scores
MAT507	CW marks not released
DEN6410	Extension to the deadline requested.
DENM100	Displeasure that practical work at home has not been allowed.
DEN326	Clarification on time available to upload the online test on 5 March and the allocation of an hour to upload.
DEN6311	The course was well set up but the lecture frequently goes over time.
ECS411U	No information on assessment has been given on the QMPlus Assessment Tab. Feedback from this module is required between each coursework to support students.

Positive Module Feedback

Module	Positive Feedback
DEN5002	Group actives are 'lovely and very interactive'.
DEN233	Sets tasks than need to be done so everyone knows what needs to be done.
MAT400	Flipped learning approach makes it really manageable and easy to concentrate in.
DEN4108	Interactive sessions, great teaching style (Dr Angadh Nanjangud). Comprehensive colour coordinated notes for students to use/refer to. Responsiveness to both questions during lectures and post-lecture i.e. Forum posts.
DEN4123	Excellent use of resources, especially the HELM book. Students are pleased with the weekly PSC worksheets; they have been quoted as being "extensive" and "useful".
MAT4002	A very fun and relaxed module, that is not exam heavy in contrast with the other modules. Quoted as being "interactive", "engaging", "enthusiastic", "Lecturer is very nice (Dr Zawahreh)" and "Lecturer is friendly and makes effort to answer all the questions". The CREO sessions are taught excellently (Hudair)
DEN107	This module has received very good feedback regarding online active learning sessions. <i>"Teaching is excellent", "Excellent teaching and explanation of every topic", "Really enthusiastic teaching and detailed lecture notes available, lecturer interacts with students", "Really like the way the lecturer explains" and "Very helpful lecturer that answers all the questions".</i>

		<i>"Prof Briggs is very inspiring - I genuinely expected this to be my least favourite module before the semester started, but instead I have found the subject very engaging."</i>
	MAT427	A special acknowledgement to Dr Briscoe's Renewable Energy Materials module (MAT 427) as it's been very engaging so far!
Part 3 – Any Other Business		
	The following items were raised under Any Other Business:	
2020.116	The Government had advised further guidance on the lockdown on 22 February. The School were planning on campus activities in the hope this would be possible from mid-March. Priority for on-campus activities would be given to MSc and final year students. Further details on on-campus planning and activities would be published after the Government announcement. (Action: AB)	
2020.117	Enquiries would be made regarding graduation for final year students. (Action: AJ)	
2020.118	Queries regarding opportunities for DICE students to take part in conference activities would be reviewed outside of the meeting. (Action: AJ)	
Part 4 – Date of the next meeting		
2020.119	The committee noted that the next meeting would take place on 7 April at 2pm	

Drafted by
Angela Jones
Student Support Officer (SEMS)
Date: 18 February 2021