



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

27 January 2021

**Confirmed minutes**

Via Collaborate

## Minutes

### Student Representation

Name	Programme and Level
<b>Year 1</b>	
Yugesh Shanmugha Sundaram	Aerospace Engineering Year 1
Monishka Aswani	Biomedical Engineering Year 1
Deborah Olowu	Chemical Engineering Year 1
Laila Yachkouri	Materials Science and Engineering Year 1
Sushnitha Baskaran	Mechanical Engineering Year 1
<b>Year 2</b>	
Sama Al-Haddad	Aerospace Engineering Year 2
Owais Siddiqi/Mariana Otero	Biomedical Engineering Year 2
Talal Lahig	Chemical 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
<b>Year 3</b>	
Mughees Asif	Aerospace Engineering Year 3
Yidnekachew Sima	Biomedical Engineering Year 3
Ideen Sanei	Design, Innovation and Creative Engineering Year 3
Abdullah Taibi	Mechanical Engineering Year 3
Mohamamd Qamhieh	Robotics Year 3
<b>Year 4</b>	
Reham Gonnah	Biomedical Engineering Year 4
<b>Postgraduate</b>	
Rainer Dollar	MSc – Engineering Programmes
Hsin-Yu Wang	MSc – Materials Programmes
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
James Soderman	Faculty Liaison Librarian – Science and Engineering
Olumide Popoola	Academic Skills Co-ordinator
<b>In receipt of notes</b>	
Norman McBreen	Faculty Education Manager
Leigh Rooney	Students' Union
<a href="#">ARCS</a>	Academic Registry and Council Secretariat

**Apologies for absence:**

<b>Name</b>	<b>Role or programme and level</b>
Serena Sabnani	Materials Science and Engineering Year 3
Alina Adnan	Robotics Year 1
Eldad Avital	Third year co-ordinator

<b>Part 1 – Preliminary Items</b>	
<b>1(a)</b>	<b>Welcome</b>
2020.063	The Chair welcomed the members to the meeting.
<b>1(b)</b>	<b>Minutes of the previous meeting</b>
2020.064	The committee approved the minutes of the meeting held on 2 December.
<b>1(c)</b>	<b>Report on matters arising and actions taken</b>
2020.065	The committee received a report on matters arising and noted the following:
	<ul style="list-style-type: none"> <li>a. Limited feedback has been received on the development of modules for year one of the new programme. Course Representatives were asked to express their interest in development of subsequent modules (<b>Action Course Reps</b>)</li> <li>b. Following the last meeting, a Co-chair has been identified and will co-chair the next meeting.</li> <li>c. Guidance and training was provided to staff to improve consistency between modules.</li> <li>d. Module Organisers have been asked to schedule tests or quizzes within timetabled slots.</li> <li>e. Guidance on examinations has been published on QMPlus via a block and via the SEMS QMPlus landing page including video materials. Students advised via the newsletter.</li> <li>f. Study strategies activities have been promoted.</li> <li>g. A further survey on student experiences in Semester B was run with information on the action taken provided via the newsletter and SEMS QMPlus landing page.</li> <li>h. Welcome Back sessions arranged to provide additional information on learning and assessment in Semester B to students.</li> <li>i. The second meeting of this Semester has been bought forward as requested.</li> <li>j. Clarity on uploading MSTeams sessions to QMPlus has been confirmed to academic staff</li> </ul>

	<p>k. Considerations for group work were included within the Welcome Back Talks.</p> <p>l. Minimum expectations on responding to forum posts within 48 working hours (ie Monday to Friday) had been circulated to staff.</p> <p>m. Feedback specific to individual modules had been provided to module organisers and Heads of Division for consideration in reviewing and developing their modules.</p> <p>n. Whilst there was a poor response rate for these evaluations, module evaluation data was being analysed and would be reviewed by the School Management Team prior to publication. Students requested that module evaluation be announced on the QMPlus pages for each module or sent in one email (<b>Action DPW</b>). There were also plans for time within taught sessions to complete the module evaluation.</p>
<b>Part 2 – Student feedback, Programme Delivery and other matters</b>	
<b>2(a)</b>	<b>Student Feedback - Assessment</b>
2020.066	Representatives reported on assessment matters and the following points were noted:
2020.067	<p>The balance of coursework and exams had changed for many modules.</p> <p>While some students welcomed an increase in weighting for coursework, others preferred a greater weighting placed on exams. There was concern the change in weighting had increased the amount of coursework.</p> <p>It was confirmed that the School had reduced the weighting of the last assessment/exam for many modules. Previous student feedback had indicated this preference. Due to the change in weightings, coursework and coursework weightings had also been reviewed.</p>
2020.068	<p>Weightings of individual assessments and questions within examinations were felt to have a lack of consistency. Marks for workings were requested. The consistency of marks and weighting would be reviewed for the development of further guidance on assessments in 2021-22. (<b>Action YZ</b>)</p> <p>There was felt to be a disparity between expected time to complete examinations compared with the time it took. Feedback from academic staff indicated that students had often undertaken more work than was required for the assessment.</p>
2020.069	<p>Online tests don't follow a standardised format. Clarity on the format of the exams (quiz vs exam), the window available and clearer guidance on navigating the examination was requested for future examinations. It was agreed that Module Organisers would be provided a clear brief on information to provide regarding their examination to ensure consistency of information (<b>Action YZ</b>)</p> <p>Issues with the use of Quizzes and Wifi were discussed. The use of randomisation had not supported three-part questions used in one of the quizzes. Requests for a pdf version of an online quiz to be considered. (<b>Action YZ</b>)</p>
2020.070	The 24 hour window for examinations was preferred over the 4 hour window. It was felt to overcome issues students had with household

	<p>distractions and wifi. The Biomedical cohort felt 24 hour exams would be preferable followed by 48 hour papers. One representative suggested 12 instead of 24 hours</p>
2020.071	<p>Students valued past papers and solutions to support their revision. Past papers should be available for all papers although there is no requirement to publish solutions to the papers. Course Reps were asked to alert the School Office if the papers are not available (<b>Action: Course Reps</b>).</p> <p>It was recognised that the past papers are not representative of the current examination format and therefore, the School do not recommend that these are used for revision. Module organisers would be asked to provide further details of the best way to use past papers and other problem-solving options for online assessment. (<b>Action YZ</b>)</p> <p>In the Library, the Academic Skills Enhancement team can help students with revision tips and techniques. One of these is self-testing and creating your own quizzes from your notes. This is better than past papers in many cases. There is also an excellent app for creating and sharing practice questions with your classmates called Peerwise. Details of how the Academic Skills Enhancement Team could support revision would be published in the newsletter (<b>Action AJ</b>)</p>
2020.072	<p>Marking and feedback deadlines had been missed several times in the first Semester. Module Organisers would be asked to communicate with students via the Forum when there were delays to marking or feedback (<b>Action ZW</b>).</p> <p>Administrative support for Module Organisers in communication and release of marks would be reviewed. (<b>Action DPW</b>)</p>
2020.073	<p>Group assessment was felt to be inconsistent. Issues with some students failing to contribute was frustrating. Peer assessment was welcomed as was the use of minutes submitted after each project meeting or the presence of Module Organisers at the meetings. Students had been asked to raise none participation with the Module Organiser early in the project so these could be addressed. Good practice for group work were being reviewed to consider developments for 2021-22. (<b>Action YZ</b>)</p>
2020.074	<p>Engagement marks in the form of questions via the live lecture were reported to be difficult for students. Quizzes in place of in class questions were requested. Engagement assessment would be reviewed throughout the year and good practice shared with academic staff for 2021-22 (<b>Action YZ</b>)</p>
2020.075	<p>These points were noted</p> <ol style="list-style-type: none"> <li>a) Students requested a greater time between examinations.</li> <li>b) Submission of coursework within the exam period had proved distracting.</li> <li>c) Timing of assessment should be reflective of the delivery of content</li> </ol>
<b>2(b)</b>	<b>Student Feedback - other</b>
2020.076	<p>Representatives reported on learning and teaching, academic support and organisation and communication matters and the following points were noted:</p>

2020.077	<p>New QMPlus templates as well as the requirement to publish content and assessment details at least three weeks prior to delivery had been introduced as a response to feedback. These were felt to have improved the organisation of modules.</p> <p>Feedback would be provided to Folashade Akinmolayan Taiwo where QMPlus layouts were felt to be well organised or harder to follow. (<b>Action: Course Representatives</b>)</p> <p>DEN5122 and ECS7000P were identified as examples of good practice. DEN5122 labelling the topic alongside the week e.g WEEK 5 Double Integrals</p>
2020.078	<p>As a result of feedback, reading week has been introduced for most DEN and MAT modules. There are some modules that are affected by Easter falling in the Semester that will have taught sessions. EECS modules will also have taught sessions. Reading week was confirmed as the cessation of most timetabled teaching activity. There will still be learning activities and there is likely to be assessment.</p>
2020.079	<p>Modules would have two hours of synchronous sessions each week (noting the exception of DEN320 which is being reviewed). As outlined in the Welcome Back event, these sessions could take a number of forms including Question and Answer or problem-solving sessions where lectures were pre-recorded.</p>
2020.080	<p>Further information on funding available and reimbursement for projects would be published. (<b>Action YZ</b>)</p>
2020.081	<p>It was acknowledged that the collaborate chat had been used for unprofessional or irrelevant topics. The guidance for conduct would be published in the newsletter to bring this to the attention of all students. (<b>Action AJ</b>)</p> <p>Course representatives would screenshot unprofessional activity and send to <a href="mailto:SEMSstudents@qmul.ac.uk">SEMSstudents@qmul.ac.uk</a> (<b>Action Course Reps</b>)</p>
2020.082	<p>Some students had not been contacted by their Advisor. Advisors that do not record meeting their advisees do receive reminder emails from the Director of Student Experience and the Director of Education. Where Advisor meetings or contact do not take place, these should be reported to <a href="mailto:SEMSstudents@qmul.ac.uk">SEMSstudents@qmul.ac.uk</a>. (<b>Action Course Reps</b>)</p>
2020.083	<p>One programme reported 5 continuous hours of timetabled lectures each week. This can occur due to the complexities of scheduling so neither students nor staff commitments clash. The timetable for this programme would be reviewed. (<b>Action AJ</b>)</p>
2020.084	<p>On campus teaching was not possible during the lockdown. This would be regularly reviewed against Government Guidance.</p>
2020.085	<p>Course Representatives identified the pandemics impact on student mental health. Module Organisers had been provided links to the TogetherAll resources for provision to students. The School will promote tips for mental wellness and mental health services within the Newsletter. (<b>Action AJ</b>)</p> <p>Further information on issues and initiatives to support the School and QMUL in supporting students would be provided to <a href="mailto:angela.jones@qmul.ac.uk">angela.jones@qmul.ac.uk</a>. (Action Course Reps)</p>

2020.086	Review the information available on individual choices prior to module registration/module change. ( <b>Action DPW/YZ</b> )
2020.087	<p>The no detriment policy had been introduced when the University had moved online due to the first UK lockdown with a few days notice. Teaching and assessment had been planned for 2020-21 including the necessity of online learning for students not able to travel. The University has sent out information on fair assessment with more information to be released shortly. The Students' Union representing student views.</p> <p>Fees for 2020-21 will be considered nationally and then by the University, not by the School. It was noted that the costs of delivering education had not changed as a result of the pandemic.</p>
2020.088	<p><b>Specific Module feedback</b></p> <ul style="list-style-type: none"> <li>- DEN5300 – not sure what exam was asking and felt to be too difficult</li> <li>- ECS521U – time limited labs</li> <li>- DEN331 – coursework in the exam period</li> <li>- DEN6305 – more exercises requested as part of the tutorials, the exam took the length of the window</li> <li>- MAT307 – exam not related to the delivery</li> <li>- MAT507 – coursework marks delayed</li> <li>- DEN6208 – no solutions available for the problem sheets</li> <li>- DEN6208 – marks and feedback not yet been released</li> <li>- DEN412 – not well organised, issues with Lab and CW1, further guidance requested</li> <li>- MAT7803 – clearer learning objectives</li> <li>- DEN6407 – felt to be poorly organised, further guidance requested including of lab opening, feedback regarding support from supervisors was largely felt to be good.</li> <li>- MAT5002 – felt to be well taught</li> <li>- MAT5002 – exam confusing as randomisation of questions resulted in issues for students not having the necessary information to undertake calculations</li> <li>- DEN5300 – request for consideration of use of synchronous activity</li> <li>- DEN331 – fluids assessment followed the week after teaching finished with little time to review/understand concepts.</li> <li>- DEN5412 – required use of Aspen Plus for the exam which was an issue for those with internet issues.</li> <li>- ECS7000P – good online materials</li> <li>- DEN5122 – well labelled materials eg Week5 Double Integrals</li> <li>- MAT307 – exam not felt to reflect teaching</li> <li>- DEN401- consider presentation of boundary element method</li> <li>- DEN6208 – more problem solving requested</li> <li>- DEN4005 – little feedback on student assessment.</li> </ul> <p>Feedback would be provided to Module Organisers (<b>Action AJ</b>)</p>
<b>2(f)</b>	<b>Learning resources</b>
2020.089	Representatives reported on learning resources matters and the following points were noted:
2020.090	The study space available on campus and library sessions would be published in the SEMS Newsletter ( <b>Action AJ</b> )

	QMPlus templates and requirements had been reviewed (see above).
<b>2(g)</b>	<b>Student surveys</b>
2020.091	Details of the surveys this Semester would be circulated in the newsletter with details to Course Representatives. ( <b>Action AJ</b> )
<b>2(i)</b>	<b>SEMS Student Experience Action Plan (SEAP)</b>
2020.092	The committee received the school SEAP and were invited to provide feedback.
<b>Part 3 – Any Other Business</b>	
2020.093	The following items were raised under Any Other Business:
2020.094	<p>Good practice for engaging with cohorts were shared. These included</p> <ul style="list-style-type: none"> <li>- Discussions at the end of the sessions (with MO agreement)</li> <li>- Survey monkey</li> <li>- Google forms</li> <li>- group chat</li> </ul> <p>Course Representatives were asked to post details of their role and how to contact them on each module forum for their cohort. (<b>Action: Course Reps</b>)</p> <p>Course Representatives were invited to provide feedback to <a href="mailto:f.akinmolayan@qmul.ac.uk">f.akinmolayan@qmul.ac.uk</a> prior to the next meeting to enable an early resolution of issues.</p>
<b>Part 4 – Date of the next meeting</b>	
2020.095	<p>The committee noted that the next meeting would take place on <b>Wednesday 17 February at 14.00.</b></p> <p>This date had been changed as a result of student feedback.</p>

Drafted by  
Angela Jones  
Student Support Officer (SEMS)  
Date: 28/01/21