



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

8 December 2021

Confirmed minutes

Bancroft 3.20/Via Collaborate

Minutes

Student Representation

Name	Programme and Level
Year 1	
Ahmad Hummeid	Aerospace Engineering Year 1
Gradie Boyenga	Chemical Engineering Year 1
Yunus Khan	Robotics Year 1
Year 2	
Yugesh Shanmugha Sundharam	Aerospace Engineering Year 2 (Co Chair)
Deborah Olowu	Chemical Engineering Year 2
Ameer Zaki	Materials Science and Engineering Year 2
Sushnitha Baskaran	Mechanical Engineering Year 2
Year 3	
Sama Al-Haddad	Aerospace Engineering Year 3
Shahera Khan	Biomedical Engineering Year 3
Mojtaba Sidiqi	Chemical Engineering Year 3
Year 4	
Yidnekachew Sima	Biomedical Engineering Year 4
Postgraduate and Intercalated	
Chloe Smith	MSc – Engineering Programmes

Staff Representation

Name	Role
Adrian Briggs	Director of Education (Acting Co Chair)
Yousef Zawahreh	Deputy Director of Education
Angela Jones	Student Support Officer (Secretary)

In receipt of notes	
Norman McBreen	Faculty Education Manager
arcs-quality@qmul.ac.uk	Academic Registry and Council Secretariat
su-representation@qmul.ac.uk	Students' Union Education Co-ordinator

Apologies for absence:

Name	Role or programme and level
Folashade Akinmolayan	Director of Student Support (Co Chair)
Daniella Peluso-White	Taught Programmes Manager
James Soderman	Faculty Liaison Librarian – Science and Engineering
Zayna Ahmed	Design, Innovation and Creative Engineering Year 1
Monishka Aswani	Biomedical Engineering Year 2

Part 1 – Preliminary Items	
1(a)	Welcome
2021.028	The Chair, welcomed members.
1(b)	Apologies for Absence
2021.029	The meeting noted the apologies from members as recorded above.
1(c)	Minutes of the previous meeting
2021.030	The committee approved the minutes of the meeting held on 17 November 2021.
1(d)	Report on matters arising and actions taken
2021.031	The committee received a report on matters arising and noted: <ul style="list-style-type: none"> a) Feedback from individual module organisers b) The record of processes to review.
Part 2 – Student feedback, Programme Delivery, and other matters	
2(a)	Student Feedback
2021.032	The following feedback was received from student representatives:
2(a)1	Learning and Teaching
2021.033	Representatives received a summary the issues course reps had raised on learning and teaching and discussed their feedback. The following points were noted: <p>Live sessions felt to be most useful:</p> <ul style="list-style-type: none"> - In person lectures, even if these are large, particularly where there is significant content, this was felt to be more useful than asynchronous material. - Lecturers working through questions step by step (eg DEN5401). - Online problem-solving classes (fortnightly if weekly is not available). - In person seminars to review questions and answers. - Tutorial classes for quizzes, exam practice. <p>There was little consistency over delivery in live sessions, so students were not clear what to expect. Action: Additional discussion on MME and student preferences to help to shape our module design. AB</p> <p>Requested consideration for an additional PSC or Q and A session for DEN6208, especially as this module being content/maths heavy. Action: Add additional sessions in 2022/3. MO</p> <p>Student attendance in classes and lectures was cited as poor in person and online.</p>

2(a)2	Assessment and Feedback
2021.034	Representatives received a summary the issues course reps had raised on assessment and feedback and these were discussed. The following points were noted:
	<p>Deadlines</p> <ul style="list-style-type: none"> - Issues with deadline bunching. Noted, the end of term has an increase in assessments as deadlines are set after content is covered. Action: Request the Programme Directors to review the assessment calendar to check for clashes. AJ - Second year students reported improvements over year one. - Information on coursework requested as early as possible to enable students to plan their time. - Issues sometimes exacerbated by labs run multiple times where, either students doing a later lab get less time to complete the work (DEN5109) or assignments overlap due to multiple deadlines in different groups (eg Chem Eng PBLs) Action: Consider best practice in lab allocation and assessment deadline. MRG <p>Quizzes</p> <ul style="list-style-type: none"> - Quizzes were felt to be useful if feedback is given in good time so students can track their understanding of the module. - Engagement quizzes would not need to be allocated marks. - These quizzes could have multiple attempts to support student learning. - DEN5122 was considered to be good practice in the delivery of engagement quizzes. - Quizzes or practice questions allowed students to test their knowledge and prepare for examinations (for this reason, quizzes were requested for DEN5401 and DEN5412) - Follow taught sessions with quizzes that need to be completed by the end of the day to improve engagement. - Model answers were requested. - Concern was expressed on whether multiple quizzes would be demotivating to students who may feel they have fallen behind and therefore be less likely to attend or complete other work. - All or nothing marking eg EMS430U and lack of acknowledgement of method marks were not popular. <p>Weighting of work</p> <ul style="list-style-type: none"> - Where quizzes or online tests were felt to contribute significantly to course grade (eg DENM510) consider the marking scheme to allow marks for method. - Increase the amount of coursework - Avoid significant weighting of exams eg 80%. - Marks for attendance requested. Noted: Queen Mary policy does not include marks for attendance. <p>Peer Review/Assessment</p> <ul style="list-style-type: none"> - Feedback on other's contribution to the group was thought to be helpful to encourage all group members to take part. - Marks for peer review would be more beneficial if they impacted on the coursework mark, particularly the whole coursework mark and not a smaller percentage. - Ideally these marks would be based on review and feedback throughout the assessment.

	<ul style="list-style-type: none"> - Assessing others work enabled students to review strengths and weakness of different styles. - Requests for peer review to be anonymous. <p>Support for assignments</p> <ul style="list-style-type: none"> - Model answers or templates were requested, good practice cited as Gleb Sukhorukov. <p>Action: Consider best practice in the use of quizzes, weighting of work, peer review and assessment and model answers sharing guidance with Module Organisers. MRG</p> <p>Exams</p> <ul style="list-style-type: none"> - An increase in time allowance for exams was requested to at least 4 hours to compensate for the disadvantage of sitting the papers at home. Students felt that past papers could not be completed within a shorter period. It was noted: <ul style="list-style-type: none"> o in response to student feedback, the time period for exams had been set for a specific period rather than 24 hours which students had reported feeling pressure to work for an extended period and this disadvantaged some groups eg carers. o The exams can be started at any time within a 24-hour period to allow students to plan the least disruptive time to take the papers. o There are facilities on campus to sit the exams if necessary. Action: Provide links to booking rooms for exams in the student newsletter. AJ o The exams had been designed to take 2 hours rather than the 2.5 or 3 hours of previous papers. These had been set by the Module Organiser, scrutinised within the school as well as being reviewed by an External Examiner to ensure the accuracy of the paper and the length of time it should take. - There was a perception that open book exams were harder than in person assessment. It was acknowledged that these were no longer a test of memory, but questions were designed to test understanding. - As there were no past papers for year 1 students, what additional information may be provided. Action: Request first year module organisers with exams to provide clarity on assessment. AB - Students can request feedback on their exams including to see their marked script by contacting their module organiser.
2(a)3	Organisation and Communication
2021.035	Representatives received a summary the issues course reps had raised on organisation and communication, and these were discussed. The following points were noted:
	<ul style="list-style-type: none"> - There had been issues with finalising the timetable which persist (eg MAT602). It was acknowledged that timetabling for mixed mode education has lead to some difficulties. - Representatives also commented some students had: <ul style="list-style-type: none"> o Too many lectures in one day o Individual lectures on one day should be moved to busier days. - Timetabled sessions clashed with Friday Prayers. It was noted, the university policy does not allow for consideration of religious observance in timetabling. The School will attempt to avoid timetabling single sessions on a Friday lunchtime where possible. Where there are repeat sessions that run within the timetable,

	<p>students can request a change due to religious observance via the School Office. However, there will still be some timetabled sessions at this time.</p> <ul style="list-style-type: none"> - Timetables for Semester B for some students were showing as online only. Students requested more on campus activities. It was noted that the timetable was still in draft and there would continue to be on campus activities for all modules with students being allocated to these in the coming weeks. If this is not resolved for individual students the week before the start of the Semester, students can report this to the School Office to be resolved. - Moving between online and in person activities was difficult. It was noted that lectures should start at five minutes past, and finish at five minutes to the hour. Action: Remind lectures of start and finish times to allow transition time across campus or from online to in person activity. AB - Second year mechanical engineering students had few or no labs in Semester A. It was acknowledged that the lab based modules had been allocated to Semester B.
2(a)4	Academic Support
2021.036	Representatives received a summary the issues course reps had raised on academic support. The following points were noted:
	<ul style="list-style-type: none"> - Specific times or an office hour is useful for students to contact the module organiser. Action: Review the School's practice regarding office hours. AB
2(b)	Learning resources
	<ul style="list-style-type: none"> • Library facilities / materials (books, journals etc.) • Academic Skills Enhancement • QMplus • IT
	The following issues were noted:
2021.037	<p>Library</p> <ul style="list-style-type: none"> - Face masks now need to be worn while moving around the library. Not when seated. - The Mile End Library will be open most days (except for the bank holidays). During those days the Canalside looks to be open. - Refurbishment. We are hoping to open the whole ground floor (with the new entrance towards Ground) by the end of December. We will then start the work on adding two floors to the Library. This will disrupt the study spaces on the 2nd Floor, especially the south side. PGT reading room will temporarily move. Location not yet confirmed. <p>QMPlus</p> <ul style="list-style-type: none"> - No issues reported <p>IT</p> <ul style="list-style-type: none"> - No issues reported <p>Reading lists</p> <ul style="list-style-type: none"> - Reading lists were requested to include a core text to support the module.

	<ul style="list-style-type: none"> - Additional reading was requested - It was noted that students were discouraged from buying expensive texts as this was not inclusive and they would not cover the module in its entirety. Action: Work with the School's Library Representative to make reading lists more visible from Semester B. AB 																																										
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	DENM510	Coursework consists of 10 questions, half are multiple choice and method marks aren't given.
	DENM035	Greater clarity for requirements for coursework. More structure and more interactions with teachers or other students requested.
	DEN5401	Lecturer explains concepts very well, students are pleased with the style of teaching and can understand the different concepts.
	DEN5410	Well organised QMPlus page
	DEN5412	Use of breakout groups in second half of the Semester welcomed.
	DEN6305	Well tough, 2 assessments in the semester allowed students to revise material. Good amount of pre-recorded material.
	DEN331	Good use of the CFD lab, lots of support and sessions were provided. All lectures were on campus which students enjoyed. IT (CFD) labs were full and students were engaged with learning.
	DEN303	Students enjoyed the lab. The lecturer answers questions including online questions.
	DEN6410	Good.
	MTRM040	Course is presented in an organised fashion.
	DENM510	The class is useful and intriguing.
Part 3 – Any Other Business		
2021.039	The were no items raised under Any Other Business.	
Part 4 – Date of the next meeting		
2021.040	The committee noted that the next meeting would take place on 26 January.	

Drafted by
Angela Jones
Student Support Officer (SEMS)
Date: 15 Dec 2021