



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

13 April 2022

Confirmed minutes

Via Collaborate

Minutes

Student Representation

Name	Programme and Level
Year 1	
Ahmad Hummeid	Aerospace Engineering Year 1
Year 2	
Yugesh Shanmugha Sundharam	Aerospace Engineering Year 2 (Co Chair)
Deborah Olowu	Chemical Engineering Year 2
Daphne Biestro	Design, Innovation and Creative Engineering Year 2
Ameer Zaki (had to leave)	Materials Science and Engineering Year 2
Year 3	
Mojtaba Sidiqi	Chemical Engineering Year 3
Aqsah Awan	Materials Science and Engineering Year 3
Faaeq Mohamed Faizal	Mechanical Engineering Year 3
Year 4	
Yidnekachew Sima	Biomedical Engineering Year 4
Postgraduate and Intercalated	
Chloe Smith	MSc – Engineering Programmes
Arkar Lwin	Intercalated

Staff Representation

Name	Role
Folashade Akinmolayan	Director of Student Support (Co Chair)
Maria Romero-Gonzalez	Director of Learning Development
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
Daniella Peluso-White	Taught Programmes Manager
James Soderman	Faculty Liaison Librarian – Science and Engineering
Yousef Zawahreh	Deputy Director of Education
Gabriel Cavalli	Director of Teaching Development and Scholarship

Gradie Boyenga	Chemical Engineering Year 1
Sushnitha Baskaran (written feedback received)	Mechanical Engineering Year 2
Sama Al-Haddad	Aerospace Engineering Year 3
Shahera Khan	Biomedical Engineering Year 3
Alin Arhip (written feedback received)	Mechanical Engineering Year 1

Part 1 – Preliminary Items	
1(a)	Welcome
2021.85	The Staff Chair welcomed students and staff to the meeting.
1(b)	Apologies for Absence
2021.86	The meeting noted the apologies from members as recorded above.
1(c)	Minutes of the previous meeting
2021.87	The committee approved the minutes of the meeting held on 9 February.
1(d)	Report on matters arising and actions taken
2021.88	The committee received a report on matters arising.
Part 2 – Student feedback, Programme Delivery and other matters	
2(a)	Update from the Director of Education
2021.89	<p>Students who were continuing their studies were encouraged to reapply for the position of Course Rep next year. In addition to attendance at SSLC, representatives from SSLC will be invited to other committees within SEMS including the Education Committee.</p> <p>The Director of Education highlighted the impact of the Course Reps in providing feedback on what we do well as areas of improvement.</p> <p>Feedback on assessments has been an issue frequently raised in the SSLC. A project on assessment feedback has been launched to support improvements. This includes guidance for academics in the way they give feedback as well as how information is provided to students on the feedback they will receive. A Toolkit for students will be available from September.</p> <p>In response to student feedback on the use of student feedback such as the National Student Survey (NSS) and Module Evaluation, a specific tab on feedback has been introduced to QMPlus Module pages to support communication with students. This year this will include information on the Module Organisers response to Module Evaluation. This will be developed next year to support our communication with students on their modules.</p> <p>Course Reps were asked to encourage students on their cohort to complete the NSS and Postgraduate Taught Survey (PTES). (Action – Course Reps)</p>
2(b)	Learning Resources
2021.90	Representatives reported on learning resource matters and the following points were noted:

2021.91	<p>The following IT issues were identified as having an impact for students:</p> <ul style="list-style-type: none"> - QMPlus Turnitin issues - QMPlus frequently down - Examples of issues with IT within rooms including issues with the Mic, not being able to connect staff laptops and therefore time wasted at the beginning of each session. - Software - Abaquas 2021 not available in all of the computers in the library and it is not obvious which machines have this without logging on. - VMWare drops out in the library (Apps Anywhere) - Compatibility issues - Python v2.7 on Apps Anywhere compared to later versions used in class and on the library computers, work can't be transferred between the different versions. - Concerns over exam period and issues with the stability of QMPlus. - No named alternative to Collaborate if this can't be launched in the lecture wastes time for staff communicating alternative platforms and students switching to these. - Navigating the same modules with different years on QMPlus <p>Action: Provide feedback of IT issues to IT. AJ Course reps and other students to report technical issues via IT, cc SEMS-Office</p>
2(c)	Learning and teaching matters
2021.92	Representatives reported on learning and teaching matters and the following points were noted:
2021.93	<p><i>What worked well:</i></p> <ul style="list-style-type: none"> - Examples of interesting modules and exceptional teachers (see below) - PSC (Problem Solving Classes) session had been extremely useful this semester. There has been a better structure compared to last semester. - In person labs were welcomed. <p><i>Priorities for improvement</i></p> <ul style="list-style-type: none"> - Increase coding skills within the curriculum. Whilst further skills had been developed to the new programme, more support was requested for students currently studying in year two and three. <p>Action: FA to feedback to the SEMS learning and teaching day.</p> <ul style="list-style-type: none"> - Consider integrating resilience within the curriculum. (Action FA)
2(c)	Assessment and feedback
2021.94	Representatives reported on assessment and feedback processes and the following points were noted:
2021.95	<p><i>What worked well:</i></p> <ul style="list-style-type: none"> - Quizzes and classes helped engagement and participation by asking open ended questions - Some modules provide a general feedback session to all students. - Students liked how the online exams were structured. <p><i>Priorities for improvement:</i></p> <p>DEN318- Final year project</p>

	<ul style="list-style-type: none"> - Request for alterations in the timing of assessment for this module including: <ul style="list-style-type: none"> o Opening key words/project proposals earlier – at the end of Y2 requested o Setting RAO earlier in Semester A o Moving poster deadline to December o Enabling students to start practical research early in January and February. o Clear schedule for successful completion including checkpoints <p>Action – Provide Feedback to MO - FF and MRG</p> <p>Priorities for improvement:</p> <ul style="list-style-type: none"> - Allocate less coursework deadlines including project deadlines at the end of the Semester. (Action: Review deadlines by weighting in 2022-23) - Be provided with feedback from the first piece of coursework before the second piece of coursework is due. - Publish feedback and marks by the date this is promised. - Having a sliding scale of deadlines that relate to the lab timetable so as not to advantage students who attend their labs early and therefore have more time to write up. - Consistency of coursework weighting eg a poster worth considerable marks within DENM100 - Consistency of marking eg incorrect referencing in some modules receives a 10% reduction but not all modules. - Having a clear outline of deadlines when coursework is released and therefore having sufficient time to complete them. - Clarity on when coursework will be released. - Avoid bunching of deadlines <p>Action: Review assessment at Learning and Teaching Day (MRG)</p>
2(d)	Academic support
2021.96	Representatives reported on academic support matters and the following points were noted:
2021.97	<p><i>Priorities for improvement:</i></p> <ul style="list-style-type: none"> - Additional support with the coursework to ensure this is not ambiguous. - Provide guidance to staff on extenuating circumstances. <p>Action: Provide staff with guidance on Extenuating Circumstances. (AJ)</p>
2(e)	Organisation and communication
2021.98	Representatives reported on organisation and communication matters and the following points were noted:
2021.99	<p><i>What works well</i></p> <ul style="list-style-type: none"> - Module organisers requesting in person feedback in addition to module evaluation eg DEN5402 <p><i>Priorities for improvement</i></p> <ul style="list-style-type: none"> - Responding to forum posts in a timely manner. <p>Action: To reissue guidance to MOs (MRG)</p> <ul style="list-style-type: none"> - Support for students entering their third year: <ul style="list-style-type: none"> - Guidance from current Y3 students

	<ul style="list-style-type: none"> - Guidance from the Module Organiser for the project to be asked to provide an introduction prior to the summer break. - Model projects requested to be made available <p>Action: Request comments from Y3 course reps and further guidance from MO. AJ</p> <ul style="list-style-type: none"> - Clarity on module options and compulsory modules as well as further support in choosing options eg an option fair <p>Action: Consider how to further support elective choice. FA-</p> <ul style="list-style-type: none"> - Timetable: <ul style="list-style-type: none"> - organisation of the lab timetable to prevent clashes with other labs or last minute changes. - clear scheduling and communication required so students and staff are aware of their live sessions. <p>Action: Refer to timetabling group. AJ</p> <p>It was confirmed this is a forum to hear student feedback so the meeting wouldn't be scheduled to give course reps individual time slots. However, students were asked for their written feedback in advance to help to address issues that were module specific.</p>														
2021.100	Module Specific issues:														
	<table border="1"> <tr> <td data-bbox="399 976 635 1010">DEN5411</td> <td data-bbox="635 976 1391 1010">IT issues wasted time at the start of lectures.</td> </tr> <tr> <td data-bbox="399 1010 635 1043">DEN318</td> <td data-bbox="635 1010 1391 1043">Review assessment timeline with MO</td> </tr> <tr> <td data-bbox="399 1043 635 1077">DEN318</td> <td data-bbox="635 1043 1391 1077">Publish model projects</td> </tr> <tr> <td data-bbox="399 1077 635 1290">DEN318</td> <td data-bbox="635 1077 1391 1290"> Organisational issues impacting completion of research: <ul style="list-style-type: none"> - Queue for 3D printer - Lack of clarification on expenses available and delays in accessing this </td> </tr> <tr> <td data-bbox="399 1290 635 1435">DEN318</td> <td data-bbox="635 1290 1391 1435">Clarify how the project may support the research interests of the project supervisor and/or their research group.</td> </tr> <tr> <td data-bbox="399 1435 635 1469">DEN5002</td> <td data-bbox="635 1435 1391 1469">Further clarification on the coursework for this module</td> </tr> <tr> <td data-bbox="399 1469 635 1597">DEN5002</td> <td data-bbox="635 1469 1391 1597">the data for the coursework was provided quite late and students were finding it difficult to balance this with other modules.</td> </tr> </table>	DEN5411	IT issues wasted time at the start of lectures.	DEN318	Review assessment timeline with MO	DEN318	Publish model projects	DEN318	Organisational issues impacting completion of research: <ul style="list-style-type: none"> - Queue for 3D printer - Lack of clarification on expenses available and delays in accessing this 	DEN318	Clarify how the project may support the research interests of the project supervisor and/or their research group.	DEN5002	Further clarification on the coursework for this module	DEN5002	the data for the coursework was provided quite late and students were finding it difficult to balance this with other modules.
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		<p>Receiving marks and feedback for work late very late. Our first coursework was submitted on the 18th of February, we are still yet to receive feedback or marks for it. We have only received feedback for one coursework, a set of online quizzes, but these marks were instantly generated, no marking was required. This is an all-coursework module.</p> <p>As the module is completely coursework, and only one out of all the coursework submissions really required us to use resources such as lecture notes and to listen to some lectures, there was very little incentive to attend most of the lessons throughout the semester, unless, for the most part, it was to ask coursework-related questions.</p>
	MAT5030	
	EMS450	Introduced to a new programming application - this was hard to learn within the time set and the support available.
	EMS450U	Clarify the lab groups and the deadlines given so students are aware of the equity of the assessment.
	DEN320	Consider the balance between exam assessment and coursework.
	EMS460U	There was an issue with the second mcq, 15 minutes in and most students could not access the test since it was set up in such a way that the link would appear only at the time of the test and the organisers did not realise about the issue until the very moment of the test. This was fixed and I think an additional hour was added which was more than fair, however the forum was flooded with emails and group chats as well with all the students panicking.
	EMS418u	The module was clearly explain and engaging. Python was relatively straight forward, if it would be a extra step possible in the future maybe have a sample code in python which will illustrate a free body diagram of the written code however this would not be essential and perhaps even complicate things further.
	EMS420U	Solar experiment was cancelled twice at the very last minute because of the weather, some students think it is unfair as they have to travel 1h+ just to go back home.
	EMS420U	For this module as well the Best pieces of work as in Sem A (which I addressed last meeting) would be good to have for students to gain a better understanding of what a good report should look like and reflect on the past submitted work.

		<p>The only part where there was a bit of confusion on how to complete the assignment was on the week 7 reflection using gibbs reflective cycle, besides this minor issue I did not receive any other feedback(negative). However the biggest positive is the 4 video peer assessment, we learned so much from seeing/analysis what other do and grading that makes us reflect on our work which is extremely beneficial. If I could suggest one idea for future first year student, before we are assigned an work piece make us grade others, it makes such a difference to understand that a group of people(usually 5) make an effort to submit a report/presentation and we can learn from their mistakes and actually by doing that we can understand from the marking rubric what is asked of us. This is like history, it is said its best to learn from someone else's so we don't repeat history. I think in engineering is even better because it sets up our analytical mind to always follow a certain pattern and certainly try to improve our work/mindset. However the assessments should be anonymous since we don't want to create bad relationships within students or student groups.</p>
	EMS450U	
	DEN5402	Students preferred group work for this module, so were surprised when individual work deadlines were made. Having group assignments throughout this module increases student satisfaction as they enjoy working in groups.
	DEN5402	Students are again overwhelmed by the workload and feel as if they cannot focus on other modules.
	DEN5402	Students wanted more time to focus on PBL 5 (a one-week extension at least), because the exam during reading week was prioritised.
	DEN5411	Teaching by lecturer is very good.
	DEN5411	Students are overwhelmed by weekly assignments, spacing the assignments so it is fortnightly would help students understand the topics even better – content feels rushed.
	DEN5208	Clear communication of when feedback will be returned to students.
	DEN5208	Students are overall satisfied with the module and have no issues.

	MAT321	<p>Only a couple of minor queries. Firstly, the module had too much content and was, as a result, taught at a too fast pace. When asked about this, the professor said it was not his decision but by a higher power (the school or faculty). Secondly, some feedback for the coursework, done by the TA I believe, was sometimes a bit lacking in description and didn't adhere perfectly to the mark scheme he had lined up for us in conversation. When these queries were brought up with the professor, however, he made notes and talked to the TA, which was good.</p>
	MAT400	<p>Overall, fairly smoothly run module with all logistical aspects clearly lined out, the professor was very helpful and regularly allowed for amendments to coursework when requested. The main issue with the module was that due to being only allocated a single one-hour timetable slot per week, the teaching had to be primarily in the form of pre-recorded lectures, which some students don't prefer.</p>
	MAT308	<p>With two individual reports this semester, the module became more difficult to manage and less favourable. One coursework activity, in particular, Photo Finish, was challenging due to a new computer programme being required, and so many variables being analysed. The multiple experiments and variables made the writing of the report tricky for at least a couple of people, although I'd realistically estimate a fair few more.</p>
	MAT308	<p>Also, regarding marking, we are yet to receive marks for a peer review which was due on the 11th of February and a report due on the 7th of March, as well as one more recent report and peer review.</p>
	MAT308	<p>From my limited observation as a student, I think one reason why MAT308 was made more difficult this term than it should have been was due to the disconnect between the module organisers who were setting up the reports and telling us what they would want as a final product, and the TAs who helped us carry out the actual experiment and were with us for more of the time, but seemed to have not really been filled in by the module organisers on what our final reports should look like and contain. This created unnecessary confusion and a lack of information.</p>
	DEN5102	<p>the student believe that the prep videos are exceptionally long and struggle to find time to keep up with the module. One suggestion is to edit out parts of the prep videos that are not relevant as most of the time the prep videos are previous years lectures.</p>

	MAT502	Request to move Test which clashed with Friday Prayers
	DEN326	Marking style for CW1 online test was very harsh! Good idea that to provide a CW2 question sheet to hand in!
	DEN433	Stuart Peters - issues impacting teaching week 4 until week 8
	DEN433	mixing up whole systems with econ (very similar to environmental properties),
	DEN433	No material prior to the lectures - just sends news updates/materials
	DEN433	questions asked would become the topic of the lecture
	DENM100	no email response on late submission
	DENM100	No marks for DLA 2 and DLA 1
	DENM100	bad feedback, i.e. "formula was difficult to interpretate" - open excel sheet with everyones feedback, differing levels of feedback: can infer that they've just guessed with marking (divisible by 5; 70, 75, 80)
	DENM100	for our RAO poster, we were not given an explanation of the poster until a week before it was due, then it was delayed which now clashes with the SOTA - SOTA meeting was never materialized
	DENM100	Some students question "what are we learning" - we were told about plagiarism for 2 weeks, now posters do not have references & told to always use Harvard referencing - now some projects, such as SOTA do not want that reference style
	DEN438	no structure to lecture; did "any questions" period and they were never addressed
	MAT5030	No marks or feedback from CW2 from 18 February.
		Positive feedback was received:
	DEN7020	David Lee and Liz Tanner delivered an amazing module. The exercises required before the meetings were good giving useful details on the regulations. Industry speaker was relevant and helpful.
	EMS706P	Real world applications and examples were excellent as were speakers and visiting professors. Request for a clinical visit.
	DEN7601	Exceptional course with amazing teaching.
	DEN433/M023	Amazing Teaching from Nader
	DEN433/M023	they were thinking about adjusting econ but econ is a good class
	DEN5002	Yousef delivers excellent teaching and formatting of this module.
	EMS450	Using programme specific case studies were welcomed.

	EMS418	Angadh's teaching great, no previous knowledge was assumed and it was useful to go through concepts before programming.
	DEN5200	Students are overall satisfied with the module and have no issues.
	MAT321	In my opinion, this should be a model for a well prepared and laid out module. The coursework was clear, and when there was confusion, the lecturer was happy to help. For one of the coursework, he gave us a sort of model format and layout (on a different topic) which made clear what was required of us. The feedback and results for the coursework was swift. He taught well and encouraged engagement and answered any questions diligently.
	DEN320	- Students are overall happy with the way this module is run.
	DEN6440	- Students are overall happy with the way this module is run.
	DEN6410	- Students are overall happy with the way this module is run.
	DEN6413	- Students are overall happy with the way this module is run.
2(d)	Module Evaluation engagement	
2021.101	It was noted that Module Organisers would provide a response to the Module Evaluation Surveys on each QMPlus module page.	
2(g)	Thanks	
2021.102	The Staff Co Chair expressed thanks to the course representatives for their work in gathering and representing student feedback this year. Students who were continuing to study at QM were encouraged to consider putting themselves forward to represent their peers next year.	
Part 3 – Any Other Business		
2021.103	No items were raised under Any Other Business:	
Part 4 – Date of the next meeting		
2021.104	The committee noted that the next meeting would take place in the following academic year.	

Drafted by
Angela Jones
Student Support Officer (SEMS)
Date: 9 May 2022