



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

26 January 2022

Confirmed minutes

Bancroft 1.08/Via Collaborate

Minutes

Student Representation

| Name | Programme and Level |
|--------------------------------------|--|
| Year 1 | |
| Ahmad Hummeid | Aerospace Engineering Year 1 |
| Gradie Boyenga | Chemical Engineering Year 1 |
| Zayna Ahmed | Design, Innovation and Creative Engineering Year 1 |
| Alin Arhip | Mechanical Engineering Year 1 |
| Yunus Khan | Robotics Year 1 |
| Year 2 | |
| Hasan Hussain/Monishka Aswani | Biomedical Engineering Year 2 |
| Daphne Biestro | Design, Innovation and Creative Engineering Year 2 |
| Ameer Zaki | Materials Science and Engineering Year 2 |
| Sushnitha Baskaran | Mechanical Engineering Year 2 |
| Year 3 | |
| Shahera Khan | Biomedical Engineering Year 3 |
| Mojtaba Sidiqi | Chemical Engineering Year 3 |
| Faaeq Mohamed Faizal | Mechanical Engineering Year 3 |
| Year 4 | |
| Yidnekachew Sima | Biomedical Engineering Year 4 |
| Soham Deshpande | Mechanical Engineering Year 4 |
| Postgraduate and Intercalated | |
| Maanasa Malladi | MSc – Engineering Programmes |

Staff Representation

| Name | Role |
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| Folashade Akinmolayan | Director of Student Experience (Co Chair) |
| Maria Romero-Gonzalez | Director of Education |
| James Soderman | Faculty Liaison Librarian – Science and Engineering |
| 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 |
|----------------------------|--|
| Iqra Ahmed | Biomedical Engineering Year 1 |
| Yugesh Shanmugha Sundharam | Aerospace Engineering Year 2 (Co Chair) |
| Deborah Olowu | Chemical Engineering Year 2 |
| Alina Adnan | Robotics Year 2 |
| Adrian Briggs | Director of Employer Led Education |
| Yousef Zawahreh | Deputy Director of Education |
| Daniella Peluso-White | Taught Programmes Manager |
| Gabriel Cavalli | Director of Teaching Development and Scholarship |

| Part 1 – Preliminary Items | |
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| 1(a) | Welcome |
| 2021.041 | The Chair welcomed members including Maria Romero-Gonzalez as the Director of Education. |
| 1(b) | Apologies for Absence |
| 2021.042 | The meeting noted the apologies from members as recorded above. |
| 1(c) | Minutes of the previous meeting |
| 2021.043 | The committee approved the minutes of the meeting held on 8 December 2021. |
| 1(d) | Report on matters arising and actions taken |
| 2021.044 | 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 being considered by the School. |
| Part 2 – Student feedback, Programme Delivery and other matters | |
| 2(a) | Student Feedback |
| | The following feedback was received from student representatives: |
| 2(a)1 | Assessment and Feedback |
| | Representatives received a summary the issues course reps had raised on assessment and feedback and these were discussed. The following points were noted: |
| 2021.045 | The meeting had been called to specifically review assessment and feedback. <p>Timely marks and feedback Course Reps requested more timely release of marks and feedback so as to help prepare for future assessments or exams as well as to check understanding of concepts.</p> <p>Past papers More past papers were requested. It was acknowledged that there had only been a few exams with an online format so there were few past papers. Many module organisers had chosen not to release the past papers done within an examination hall as these were a different format. As there were few past papers, module organisers should have provided a clear brief on the format of the examination as well as additional resources such as revision notes and classes.</p> <p>Group work Course reps complained that they were unhappy with assigned members who did not contribute and complained there was no accountability (EMS410U was</p> |

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| | <p>cited). Opportunities to feedback on the contribution of peers was welcomed (EMS402U was cited). Group work is a required part of the course and is essential in accreditation of the degree as a skill required of an engineer. Working in teams remains an issue throughout working life. Action: Consider the support given to first year students in developing skills to be an effective team for 2022-23. MRG</p> <p>Exam start times There was confusion caused by an update in an earlier newsletter, this had aimed to confirm the arrangements we had already made for examinations as a result of your feedback. Students had originally been set examinations that were designed to be completed within 3 or 4 hours but there was no fixed time for this to be submitted. Students could choose to work on the paper for the whole of the 24 hour period. Students feedback that they found this stressful as they attempted to work on the paper for as long as possible, second guessing themselves and sacrificing sleep and meals to spend as much time on the paper as possible. This was also felt to be discriminatory to some groups of students, eg, those with caring responsibilities or with shared computers as not all students were able to spend the same amount of time on the paper. We therefore introduced fixed time in which the exam should be completed. We added time for you to upload the paper. We scheduled this within a 24 hour window so you can choose when you wish to complete the examination to fit in with your personal circumstances. Action: Clarify format of Semester B exams to students. AJ</p> <p>Exams</p> <ul style="list-style-type: none"> - Can a timer be introduced for exams to advise students how long they have left? Action: Review options for a timer within the platform. AJ Action: Include reminders for students to set their own timers when taking the exam. AJ - In person exams were requested. - Marks for workings were requested - The assessment format of completing questions on line was felt to be much better than having to handwrite and upload. - Students enjoy the opportunity to do take the exam within a 24 hour window. - Some students experienced technical issues spending a lot of time submitting answers that weren't saved. - Exams were designed to cover too much content in the time allowed. Action: Provide details of the modules and difficulties in completing the exams. Course Reps - Information regarding the format of the exams had been clear as had where to access extenuating circumstances. <p>Feedback on assessments were welcome, they are designed to support students to demonstrate the learning outcomes of the course.</p> |
| 2(a)2 | Learning and Teaching |
| 2021.046 | Representatives received a summary the issues course reps had raised on learning and teaching and discussed their feedback. The following points were noted: |
| | <p>Flipped learning was welcomed with students having good access to materials, videos and MCQ materials prior to discussion within the class. Biomaterials demonstrated best practice.</p> <p>Students had disturbed large lectures and classes (eg EMS412U). Action: Emphasise conduct and required standards in Welcome 2022. AJ</p> <p>Can lecturers stay near the microphone when lecturing so improve sound quality for those online? Can they repeat questions asked in the room? Action: Remind lecturers of their location to the microphone and the need to repeat questions. MRG</p> |

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| | <p>Not all QMPlus pages were available to students on Monday. Action. Advise on which courses aren't available on QMPlus so we can follow up. Course Reps. Post meeting note, issues with mapping for QMPlus were identified for some courses which caused delays, we believe these were quickly resolved.</p> | |
| 2(a)3 | Organisation and Communication | |
| | <p>Representatives received a summary the issues course reps had raised on organisation and communicated and these were discussed. The following points were noted:</p> | |
| 2021.047 | <p>Timetable includes a 3 hour break on Monday for some students which they felt to be too long with MAT321 and MAT308 delivered in the morning and MAT5030 in the evening. This session would be better placed on a Thursday or Friday. The timetable is very complex looking at availability of students, staff and rooms and it is unlikely a change will be able to be made at this stage. Action: Liaise with timetabling and other lecturers to see if any changes can be made to the timetable for MAT321/MAT308/MAT5030 on Monday. AJ</p> <p>MAT501 is timetabled on a Friday lunchtime. 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, students can request a change due to religious observance via the School Office. However, there will still be some timetabled sessions at this time. Action: Advise timetabling of the request to move MAT501. AJ</p> | |
| 2(a)4 | Academic Support | |
| 2021.048 | <p>Representatives received a summary the issues course reps had raised on academic support. The following points were noted:</p> | |
| | <p>Recommendations for additional opportunities for work experience including partnerships with IMechE who could host paid design challenges. It was acknowledged that changes to the programme had embedded more opportunities for design projects and workshops The School had introduced a new post of Deputy Director with responsibility for industrial experience who will be working to increase opportunities for students.</p> | |
| | Individual Modules | |
| | <p>The following feedback was received for individual modules:</p> | |
| 2021.049 | <p>It was noted that Module Advisers had pasted details of the module evaluation on the QMPlus forum including actions they would take as a result of the feedback. Additional information was noted:</p> | |
| 2021.050 | EMS 412U | <p>Additional Python classes were requested. It was acknowledged that many students failed to attend with 250 students attending at the start of the course and only 10 students at the end.</p> |
| | EMS430U | <p>Marking system was all or nothing marking which was not popular. Workload was felt to be overwhelming. Second coursework involved reading lots of materials. Great response to the forums</p> |
| | EMS418U | <p>Can the book used for this resource be made available?</p> |
| | DEN331 | <p>The Module Organisers were thanked for moving the deadline for Coursework 2 so it was not due in the day before the DEN331 examination.</p> |

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| | DEN331 | Students acknowledged marks were given for CW1 but requested feedback. |
| | DEN331 | It was acknowledged that this exam had been impacted by QMPlus issues. |
| | DEN331 | Students said they had no experience of sitting a quiz in this way and were unsure what to expect. They complained of the numerical nature of the exam. The second part of the examination was worth 18 marks, students requested this be reduced so an additional topic could be questioned. |
| | MAT602 | CW2 preliminary but not final grades had been released. This was not showing any firsts as being awarded. The group marks were felt to have been unfairly awarded. |
| | MAT311 | The Module Organiser advises that this module has been designed for students studying at a higher level. Undergraduate students do not have the information to do well on the course. |
| | MAT313 | Results were released quickly, feedback was given after the exams. Students were not aware what they got wrong. |
| | MAT5002 | Results were released after the exams |
| | EMS405U | Awaiting feedback |
| | DEN5102 | Lecture video content was used in its entirety with some questions being answered from the chat, however, the chat is not recorded so this was out of context. Could this be edited to reduce the time and remove asides? |
| | DEN5401 | Feedback on coursework not yet received |
| | DEN5412 | Marks not received from November coursework. |
| | DEN5412 | Could information be communicated in advance of when feedback for quizzes would be or had been made available? |
| | DEN5412 | Students felt there was not enough time to complete the exam due to the format and the need to upload |
| | DEN5410 | As most marks were via a large report, could feedback on progress be introduced? |
| | DEN5402 | Delays in giving feedback. Students felt overwhelmed with the volume of coursework and change of groups. |
| | MAT507 | Delays in getting feedback |
| 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: | |
| 2021.051 | <ul style="list-style-type: none"> - The Library is now back to 24/7 after the winter break. - The ground floor is now open and we have had lots of good feedback about the new refurbished spaces. Please do continue give us feedback as this is very helpful when we are carrying on building the two new floors. - Workshops for Endnote and Mendeley on Feb 15-17, there is also a LGBTQIA+ event happening Feb 16. All of the events are available through: | |

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| | qmul.ac.uk/library/library-skills/workshops . Information will also be circulated. If you do have any feedback and/or questions please email: library-sande@qmul.ac.uk |
| 2(c) | Student Surveys |
| | The following points were noted |
| 2021.051 | <p>In addition to the University's evaluation of modules which is done at the end of each Semester, this Semester enables students to feedback to national surveys. The School use these to help us to determine areas of good practice as well as things we could do differently. Action. Advise students of the surveys and their opportunity to give us feedback. (Course Reps)</p> <ul style="list-style-type: none"> - National Student Satisfaction Survey (NSS), this is open to final year students. Those eligible will receive an email and then telephone follow ups from Ipsos MORI until it is completed. This opens 27 January – 2 May - Postgraduate Taught Experience Survey (PTES) is open to students studying for an MSc. This is open March – June. |
| 2(d) | The Seed Award |
| 2021.052 | This item was postponed to the following meeting. |
| Part 3 – Any Other Business | |
| 2021.053 | <p>The Advice and Counselling Service had offered to provide an introduction to mindfulness within timetabled lectures. Action: Advise SEMS-Office@qmul.ac.uk if mindfulness sessions in lectures would be welcomed along with suggestions for lectures were this could be used. Course Reps.</p> <p>Action: Provide written feedback in advance of the next meeting so common themes could be discussed within the meeting whilst feedback on individual modules could be followed up outside the meeting. Course Reps</p> |
| Part 4 – Date of the next meeting | |
| 2021.054 | The committee noted that the next meeting would take place on 9 February. |

Drafted by
Angela Jones
Student Support Officer (SEMS)
Date: 31 Jan 2021