

SLLF/Film Studies
Student Staff Liaison Committee
29 Nov 2021
Meeting Minutes

Present: Ash Devasundaram, Laura Perez, Caley Stonestreet, Oscar Fouda

Absent: Rebekah Cowan

Part 1 – Preliminary Items		Paper	Led by
1(a)	Welcome:		TL
1(b)	Apologies for Absence: Rebekah Cowan		TL
1(c)	Minutes of the previous meeting (overview of 2020-21):		TL
1(d)	<p>Report on matters arising and actions taken:</p> <p>SSLC FS padlet available to post queries and latest updates on actions taken: https://qmul-languagecentre.padlet.org/grwestwell/8x252in6owy27cip</p> <p>LEVEL 5</p> <p>Students would like more live lectures. Students asked whether any lecture sessions would be live and on-campus next semester. 50/50 split of students seeking live on-campus lectures versus online pre-recorded videos. Overall, the cohort would like live in-person lectures to be recorded to facilitate asynchronous access.</p> <p>Course Rep put together a survey and reported the following reasons for suboptimal attendance (<i>from the most mentioned reason to the least</i>):</p>		TL & reps

- **A:** *the seminars are too spaced out during the week, and as I live far/have a part time job/etc. I cannot assist to all of my seminars: 44% (11)*
- **B:** *most of the assignments were put around the same time, and I need to skip some seminars in order to finish them on time: 24% (6)*
- **C:** *other reasons, being these:*
- *“we don’t learn anything in the seminars”x3 students*
- *“lack of communication” x3 students*
- *“I can’t find the motivation”x2 students*

- *The following reasons were mentioned by one student each:*
- *“I don’t see the point of going in when my work is online”*
- *“I think because of what happened with the timetables and, back to the communication part, we just don’t know what’s going on sometimes”*
- *“I felt people engaged more in the chat box last year, in person seminars people are more reserved because of lack of confidence, and it’s probably harder to come up with something to say verbally than it is just to type something”*

Course Rep also reported:

The timetable problem with What is Cinema? led to confusion and uncertainty about when to attend seminars for the whole semester.

Visual essay – seminars not helpful and not well-structured, students felt they were not learning and hence skipped seminars.

LEVEL 6

Course Rep indicated JH student dissatisfaction about lack of access to film practice module but hailed good news about plan to introduce more optionality to film practice modules.

Clarity on referencing instructions flagged – TL reminded Reps to consult the UG Student Handbook.

Students (practice particularly) requested free Adobe software and pose the question – ‘other courses outside QM

	<p>offer free software, so why can't QM?' Seminar attendance has been relatively consistent – e.g. Contemporary US Cinema which has a 2-hr workshop rather than lecture and set reading hence this 'all-in-one' approach presented more incentive to attend.</p> <p>LEVEL 7</p> <p>In general, mostly positive feedback about the course so far. Lack of communication amongst cohort, especially between international students who have English as a second language. Forced to learn a lot. Thrown at the deep end – due to English being their second language. Emerging from lockdown, new to the UK/English and articles are thrown at them without any liaison or meeting them halfway – no optional translated versions of articles. Students whose main language is not English struggling with reading and analysing without any additional help.</p> <p>Auteur Direction – essay assignment - Rep mentioned communication sent to module convenor requesting a presentation rather than essay assignment that would from the cohort's standpoint be 'a lot more effective' i.e. they would enjoy giving a presentation rather than writing an essay.</p> <p>Problems with IT – some seminars are not recorded – some facilitators forget to record. TL indicated that Q-Review is often dependent on room allocation and AV capability.</p> <p>Directing Fiction pathway – Rep asked whether students working on film projects could interact with the Drama Department in terms of publicising casting calls, students in School of Drama potentially could respond and contribute to MA filmmaking assignments.</p> <p>TL to determine ways to facilitate this.</p>		
Part 2 – Programme Delivery and other matters			
2(a)	Programme/module developments and amendments:		TL

	<p>TL informed Reps about Department plan to enhance access for JH students to film practice modules at Level 5 and 6. TL also mentioned response to student voice seeking a more diverse offer of films and conceptual frameworks through introduction of first-year core module Decolonising Approaches to Film Analysis in 2022-23.</p>		
2(b)	<p>Learning, teaching and assessment matters:</p> <p>Level 6 Course Rep commended Film Philosophy and Contemporary US Cinema assessments strategy of an initial plan forming 5-10% weighting. This is useful for students who need a level of assurance and to build confidence - really helpful and good way to organise assessments.</p>		Reps
2(c)	<p>Academic support:</p> <p>Course Reps indicated regular academic advisor meetings are very important.</p>		Reps
2(d)	<p>Organisation and communication:</p> <p>Visual Essay – Cohort feedback - 'communication could be better, seminar leaders need to develop their communication skills' and students would like to know where to retrieve module-related information.</p> <p>In general, students are satisfied with communication and staff answer emails quickly and are ready to help with everything.</p>		Reps
2(e)	<p>Learning resources</p> <p>Nothing to report</p>		Reps

2(f)	<p>Consideration of External Examiner reports:</p> <p>Overview provided by TL</p>		TL
2(g)	<p>Student feedback, e.g. NSS:</p> <p>TL apprised Reps about the NSS report and requested Reps to raise awareness amongst students about the NSS.</p>		
Part 3 – Any Other Business			
3(a)	None		
Part 4 – Date of the next meeting			
4(a)	TBC		