IEP Staff Student Consultative Committee (SSCC)

Meeting held on 10 March 2021 at 14:00, online via Teams

Minutes

Present:

Staff (4):

1. Emanuela Tilley, Director of IEP and Chair (ET, IEP)
2. Kate Roach, IEP Minor Lead and Co-Chair
3. Riyad Joomun, IEP Teaching & Learning Administrator and Secretary (RJ, IEP)
4. Mourgaud Garance, Communications and Student Engagement Manager (GM, UCL ENG)

Students:

Year 1 (10):

1. Tamas Laufer (LT, BE)
2. Samuel McDougall (SM, ME)
3. Gaelic Jara-Reinhold (GJ, EEE)
4. Sujai Nandedkar (SN, ME)
5. Minyi Lei (ML, CS)
6. Memoona Fatima (MF, BME)
7. Nabihah Khanom (NK, CE)
8. Carmen Babecki (CB, CEGE)
9. Argjend Elezaj (AE, CEGE)
10. Joan Koerner (JK, EEE)

Year 2 (5):

1. Yolanne Lee, (YL, EEE)
2. Bingchen Wang (BW, EEE)
3. Agnes Aparte (AA, BE)
4. Serife Ertay (SE, ME)
5. Mert Develioglu (MD, ME)

Year 3 (5)

1. Tasha Tahir (TT, ME)
2. Rajesh Goyal (GR, CS)
3. Yousef Mahmoud (YM, EEE)
4. Oskar Beneton (OB, CE)
5. Sid Silva (SS, EEE)

Welcome and Introduction

1.1. The Chair welcomed all of the attendees and set out the Agenda for the meeting.

2. Minutes from previous meeting (02 December 2020)

2.1. The previous set of minutes were confirmed as a true record.

2.2. The previous minutes were circulated prior to the meeting. The Chair stated the actions were raised with the Academic Leads, they were provided student feedback from the meeting and changes were made. There were no comments or issues raised from the student representatives. The Chair provided an update to the following issues raised:

- How to Change the World (HtCtW):
  The marks for HtCtW for Year 2 students will be put into Year 3 projects. An email will be sent to all year 2 students in due course containing information of which modules the marks will go into.

- Management of IEP Minor assessments deadlines:
  The Chair mentioned there were reports in the last meeting of clashes for assessments associated with the Mechanical Engineering core modules and IEP Minor assessments. The Chair stated IEP Minors and core module assessments deadlines have been discussed at the IEP Teaching Committee and it was concluded that it would be difficult to organise all the assessments deadlines in one spreadsheet as there are 20 IEP Minors, each with 3 modules. It is difficult to understand how this could be managed centrally as it would be difficult to reflect any changes through the course of the year, thus there is a high risk of errors in reporting deadlines. The Chair also mentioned each department has a heat map of assessments and a new portal for submission of assessment would be rolled out for exams in term 3. The expectation is that in the future the new UCL assessment portal would help students manage their assessment deadlines on all their enrolled modules one place online.

3. REPs: Student Matters

3.1. Matters raised by the Year 3 REPs

IEP Minors

- TT (ME, Year 3) reported student complaints about the Biomechanics module MECH0029. The students reported not having adequate support for the Dissertation worth 60% and a clash with the Individual Project deadline which is a day before. A request by the students to move the deadline was rejected by the Module Lead. Also, a lot of students reported they have not received adequate support in general and in learning how to use new software.

  ACTION: Chair to enquire with Module Lead about moving the deadline (set for end of April) and providing more support.

- RG (CS, Year 3) reported positive feedback for the Module Lead for the Ocean Engineering module MECH0030. RG highlighted that the Module Lead presented a well-structured course that had good check points.

- RG said for the Ocean Engineering module CEGE0023 students reported a lot of issues. Students thought the module was not at the appropriate level as the module had many Masters students. The module is set at FHEQ level 7 and this may be a reason why. There was also limited support for the assessments compared to the other module on the IEP Minor. RG also wanted to provide the positive feedback he has received for the MECH0030 module on this IEP Minor, which had great videos and content to the lectures.

  ACTION: Chair to report back to CEGE0023 Module Lead.

- RG said for the Modern Applications of Engineering Mathematics module BENG0095, Computer Science students had not received the SEQ and had contacted the Module Lead, who to date has not responded. The Chair stated that SEQ data is reported back at faculty level for Year 1, 2 and for Postgraduate students and the data is assessed.

  ACTION: Chair to report back to Module Lead for BENG0095 to arrange an SEQ. Also, to check if all SEQs have been sent out for term 1 modules and pre-empt SEQs for term 2 modules.

3.2. Matters raised by the Year 2 REPs

- ENGF0002

  AA (BE, Year 2) said that with the Executive Summary coursework in term 1, there was low marks amongst the cohort and the rubric provided did not provide enough guidance.

  ACTION: Chair to report back to Module Lead

  How to Change the World (HtCtW)
- The Chair queried if students received any communications about HtCtW. YL (EEE, Year2), AA (BE, Year 2) and SE (ME, Year 2) reported they had not received any and queried when they would receive information about when and where it would happen, or what the format would be.

  ACTION: Chair check on status of HtCtW communications to students.

  IEP Minors

- AA (BE, Year 2) reported that students on the Environmental Engineering module CEGE0010 felt it was disorganised. The content on Moodle was not up-to-date or organised very well. There was also a delay in staff responding to student communications**.**

  ACTION: Chair to report back to Environmental Engineering IEP Minor Lead

- AA also mentioned for Arabic level 2 the tutor was frequently absent and meetings were rescheduled on weekends and holidays. Positive feedback was highlighted for teaching on the Modern Application of Engineering Mathematics module BENG0019, that the German

Language Minor was a good place to interact with people, and that students on the Finance and Accounting module MSIN0066 liked that the Module Lead (Elliot Guner) was enthusiastic.

ACTION: Chair to report back to Module Lead for Arabic level 2 and give positive feedback to the three other IEP Minor Modules

- YL (EEE, Year 2) said students generally enjoy all IEP Minors. Students on the Application Programming for Data Science module COMP0015 reported that tasks listed as "optional" were necessary to get full marks. Students were confused and thought that the communication was not clear. Students reported that they did not prioritise the optional tasks and focused on the required tasks because of the way the assessment tasks were worded.

ACTION: Chair to report back to Module Lead for COMP0015.

3.3. Matters raised by the Year 1 REPs

<u>ENGF0003</u>

- MF (BME, Year 1) highlighted cohort concerns about the project change for ENGF0003 from group to individual and they are unsure about how it differs, particularly whether it would require more work as an individual assessment. The Chair stated it was originally intended to be an online group project but the experience from ENGF0001 showed that online teamworking was difficult for the year 1 cohort and non-engagement of group members required a lot of moderation by staff. The Chair mentioned that the MMAI teaching team does not have the capacity to provide enough support if students are in a 'bad' group, and the inclusion of peer assessment and non-engagement reporting would be needed but was reported in ENGF0001 as problematic. The Chair said the IEP did not want students to be disadvantage so the project was changed to an individual project where the workload would be proportionate to the individual work expected in a group of 4 students. The Chair stated the coursework was different to previous years, to incorporate applied mathematics with the project comprised of one large dynamic problem. The Chair added that students would not be overloaded with work and a package of guidance will be provided. MF said the changes would be reasonable for the students.

- TL (BE, Year 1) queried the deadlines for the ENGF0003 coursework. The Chair stated it will be released in the last week of March and due 30 April. There will be 5 weeks to complete it, with adequate opportunities to ask questions. The Chair said students should be mindful that the 24hour exam for the MMAI will be on the Monday (26 April) of the coursework submission week.

- AE (CEGE, Year 1) queried why the ENGF0003 exam was not on the UCL Central Timetable. The Chair stated the IEP had not signed-up to the pilot of the new assessment platform due to concerns it may not function correctly. The Chair said the exam dates for other modules may be on the UCL Central Timetable. The Chair mentioned ENGF0003 exam date is on Moodle and the Chair highlighted the following dates: ENGF0003 exam is on 26 April and ENGF0004 project is on 27 April.

- AE (CEGE, Year 1) said the ENGF0003 Moodle page states the Open Book Exam is 1 hour and believe this is this may be incorrect.

  ACTION: The Chair confirmed it's a 24 hour Open Book Exam and will update the Moodle immediately – link to page: https://moodle.ucl.ac.uk/mod/page/view.php?id=2357639

  ENGF0002

- TL (BE, Year 1) mentioned for ENGF0002 the cohort said the learning model was not received well and there were not enough synchronous lectures or pre-recorded videos. They also added it was the first-time students used the P&I diagram and not enough guidance was provided to successfully complete the assignment. For Technical Communications there were also issues with student support for the Key Diagram.

  ACTION: Chair to report back to Module Lead and the Technical Communications Lead for ENGF0002

  IEP Minors

  GJ (EEE, Year 1) queried if EEE students select the Robotics IEP Minor whether there would be any overlap with current EEE projects and modules in Year 3 and 4, particularly as EEE students have a Robotics project in Year 3. They also queried if EEE students can do Robotics-based projects/modules in Year 3 if they do the IEP Minor.

  ACTION: Chair to gather information on projects clashes or overlaps with existing EEE projects with Robotics IEP Minor.

- GJ (EEE, Year 1), SM (ME, Year 1) and SN (ME, Year 1) asked for clarification on the IEP Minor selection process. The Chair explained the IEP Minor Poll will be open from mid-March to mid-May, giving students approximately 10 days in May to look at the updated module information in the Module Catalogue, after it will be updated on May 1, before the selection deadline. The Chair said the updating exercise for the UCL Module Catalogue has been delayed from March to May as UCL needs time to determine the Teaching Operating Model for next year. The Chair explained there will be an FAQ on the IEP Central Moodle site about the selection process and confirmed that students will be asked to select the first and second choice of IEP Minor. The selection data will be used as an indication of numbers for timetabling for students' first choices. The actual registration on the IEP Minor first module will be done by students in Portico in the lead up to Year 2. Students who register on the module of their first choice IEP Minor will receive approval on the module fairly quickly, those who register on the module of their second choice IEP Minor may need to wait 2-3 weeks for approval so to give the first choice students enough time to get their spot, and students who did not complete the Poll at all will only receive approval of the selection near to the final week of the module registration period, which is usually the week after classes start for term 1.

- SM (ME, Year 1) and SN (ME, Year 1) asked how places are allocated for oversubscribed IEP Minors like Intelligent Systems. The Chair explained there is a hard or soft cap depending on the IEP Minor. The cap on Intelligent Systems is due to project constraints in

Year 3 and has a hard cap of approximately 90 places. The Chair clarified that priority will be given to students who select that IEP Minor as their first choice in the Poll. If it is still oversubscribed as a first choice, then an entry summer coursework will be required and academic performance in Year 1 modules will also be considered compulsory (these are both already part of the allocation process for Intelligent Systems). The Chair highlighted there might not be any place for students who select it as their second choice if there are too many students who select it as their first. The Chair mentioned that there is not usually any oversubscription on other IEP Minors. The Chair also mentioned that with the introduction of the new Robotics IEP Minor, we are hoping that there will not be as much oversubscription on Intelligent Systems as in previous years.

- AA (BE, Year 2) raised the issues of more introductory programming lessons and materials for Computer Science (CS) IEP Minors (no specific IEP Minor was mentioned) for non-CS students, as they have less coding experience. AA said this is particularly true for Biochemical Engineering students. The Chair stated that students may need another module before the IEP Minors, or the IEP Minor Lead may be able to offer introductory lessons or materials and improve communication on the module. More clarity may also be required regarding prerequisites for the IEP Minor.

  ACTION: Chair to follow up with CS IEP Minor Leads to clarify pre-requisites, improve communications and enquire if introductory programming lessons are possible those IEP Minors.

4. Any other business

GM (UCL ENG) requested that students raise issues about IEP matters using the Faculty Unitu board rather than their departmental board, so students from other departments can view it too.

5. Date of next meeting

The next IEP SSCC meeting will be held on 01 December 2021.