

**Science and Engineering Foundation Programmes
Undergraduate Student Voice Committee
13/11/2024**

Minutes

Staff members present:

Dr Giorgio Chianello (GC)	Chair; Director of Foundation
Dr Anum Khalid (AK)	Foundation Senior Tutor
Sarahlouise Lawrence (SL)	Secretary; Foundation Programmes Manager
Rosie Enobakhare (RE)	Secretary: Foundation Administrator

Student members present:

Zuha Khalid (ZK)	BSc Biological Sciences with Foundation, Year 0
Ibrahim Karim (IK)	BSc Biological Sciences with Foundation, Year 0
Valentina Hossain (VH)	BSc Biological Sciences with Foundation, Year 0
Arani Ganeshwaran (AG)	BSc Physics with Foundation, Year 0
Ziyaad Mohamed (ZM)	BSc Physics with Foundation, Year 0
Alexandra Mandia (AM)	BSc Chemical Sciences with Foundation, Year 0
Tanjia Khan (TK)	BSc Chemical Sciences with Foundation, Year 0
Alexander Kuleshov (AK)	BSc Chemical Sciences with Foundation, Year 0
Tala Yahya (TY)	BEng Engineering with Foundation, Year 0
Theodora Stamouli (TS)	BEng Engineering with Foundation, Year 0
Kashish Rohit (KR)	BSc Mathematical Sciences with Foundation, Year 0
Hester Xin Yu Tann (HXYT)	International Science and Engineering Foundation (Engineering)

Apologies for absence:

Hafizur Rahman (HR)	BEng Engineering with Foundation, Year 0
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Part 1 – Preliminary Items

1(a)	Welcome and Introduction for new members
2024.001	GC welcomed new Course Representatives, outlined the role and expectations.
1(b)	Apologies for Absence
2024.002	The meeting noted the apologies from members as recorded above.
1(c)	Minutes of the previous meeting
2024.003	The committee approved the minutes of the meeting held on 20/03/2024.

1(d)	Report on matters arising and actions taken
2024.004	The committee received a report on matters arising and had no comments.
1(e)	Terms of Reference and membership
2024.005	The Committee accepted the Terms of Reference.
1(f)	Elect Student Co-chair
2024.006	<p>GC explained the role of the Student Co-chair. Members agreed to discuss the election of a Co-chair via their WhatsApp group/MS Teams group after the meeting.</p> <p>ACTION: Course Reps to email their nominations for election of Student Co-chair to the Foundation team.</p> <p>ACTION: Fedu to setup an MS Teams group for the Course Reps.</p>
Part 2 – Student feedback, Programme Delivery and other matters	
2(a)	Programme/module developments and amendments
2024.007	<p>Changes to the Programme Structure: -</p> <p>ZK asked whether the changes to the programme structure introduced this year, were a result of student feedback from last year. GC responded that students were involved in the process. However, the changes were driven primarily by the need to enable more Foundation students to Progress into year 1.</p> <p>GC addressed the concerns raised via the Foundation Student Survey, which highlighted that many students (particularly those on the biology pathway) were unhappy about having to take the physics module, especially as many of them had never done Physics before. He explained that the new programme was designed with the purpose of ensuring that all students with varying levels of knowledge, would be able to achieve the minimum pass mark of 40% in any module. Due to the concerns raised regarding the module being too complex, the module organisers have been contacted and advised to review their module and the way it is being delivered.</p> <p>GC also added that students can fail one module and still meet the progression requirements, as long as it is not a core module, and they meet the other progression requirements.</p> <p>SEF030 CST Reduction of Tutorials and Assessments: -</p> <p>GC reported that due to this module being extremely resource demanding, the amount of contact time i.e. tutorials, and the number of assessments would be reduced next year. Students will be doing two assessments instead of four assessments, which will include an animated video with an embedded self-reflection and a case study. SL added that the tutorials will be reduced from 4 hours to 3 hours. There would still be two sessions a</p>

	<p>week. However, one session would be two hours and the other would be one hour.</p> <p>ZK commented that the current levels of contact during tutorial sessions have been beneficial to her, and keeps her engaged. It also provides the opportunity for students to update each other about their progress. KR added that the reduction in tutorial sessions will mean that students won't meet as often as they should, making it harder to hold anyone to account if they are not doing their share of the work. GC replied that a new system will be implemented to take account of each student's contribution to the group animation assignment. Therefore, those students who contribute very little or not at all, will be flagged up.</p>
2(b)	Student Feedback
2024.008	<p>SEF043 – Foundations of Chemical Sciences</p> <p>Disruption During Chemistry Lectures: -</p> <p>TS reported that students are unhappy with the noise levels during the chemistry lectures. Students at the back of the class, are talking over the lecturer and disturbing others. Students relying on the recordings are also unable to hear the lecturer speaking due to the noise levels. She mentioned that the lecturer asked those students disrupting the class to quiet down. However, there has been no improvement. GC responded that the Foundation team are aware of this issue and are following this up.</p> <p>Lecture Videos and Slides:-</p> <p>AM reported that students think the chemistry lecturer relies too heavily on students watching the videos before the lecture. TS added that the lecture slides were not uploaded before the most recent lecture.</p> <p>Accessing Mastering Chemistry: -</p> <p>AK noted that some students are still having issues accessing Mastering Chemistry. ZK asked if it was possible for Pearson to run a Mastering Chemistry troubleshooting session, to assist any students still having issues with the system. GC advised students that they can contact the Module Organiser if they are having issues. However, it may be quicker to contact Pearsons directly, as they have a dedicated support centre.</p> <p>AM suggested that students should try changing their web browser if they are experiencing access issues. Issues were experienced when using Firefox and Safari. However, these issues were resolved by using Chrome or Microsoft Edge.</p> <p>ACTION: FEDU to email students regarding access issues. If there are a large number, contact Pearsons to ask if they can run a trouble shooting session for Mastering Chemistry.</p>

ACTION: FEDU to emails students with guidance about which browsers to use when accessing Mastering Chemistry.

SEF044 – Foundations of Physical Science

Module Content:-

IK reported that students have requested additional support for the physics module. They are struggling to grasp the basic concepts. He added that they are unable to utilise the tutorials fully, as they are struggling with the content from the lectures. AM commented that students have formed study groups to assist each other. However, even the students who studied Physics A 'level are finding the material challenging. TK & KR added that the pace of lectures is too fast, making it even more difficult to keep up. GC replied that we are aware of the issues raised and have already been in contact with the physics module organisers to address this.

Tutorials/Workshops: -

ZK suggested that the the physics tutorials would be more effective if they were run like the engineering workshops. She said that the engineering lecturer runs structured workshops rather than lectures, which are more intimate. He uses PowerPoint slides, which include questions, he runs through the solutions in detail, he provides demonstrations, he asks students questions and actively engages them.

In comparison, she noted that the physics workshops are less structured and consist of a much larger group, with only one lecturer. The lecturer is unable to give adequate time to answer student queries. In addition, students do not have the basic knowledge to attempt the questions given, and the lecturer does not work through the solutions with them. She mentioned that students are so discouraged by the lectures, that they are not attending the workshops. She suggested: making the workshops more structured and having more teachers run the workshops. She also requested the addition of more Peer Assisted study Support (PASS) sessions for physics.

AK commented that the examples provided in the the physics lectures, do not reflect the questions students are given in tutorials. Although with the most recent lecture, the examples were slightly better. TS reported that in the most recent physics workshop, students were given a worksheet, which they had to work through on their own. The answers were not provided, so there was no way to check if they were correct.

ACTION: FEDU to Pass any feedback not already sent, onto the SEF044 module organisers for consideration.

ACTION: FEDU to contact the PASS Co-ordinator to ask about the Physics PASS scheme.

	<p>SEF041 – Mathematics B Tutorials/Workshops: - TK mentioned that students receive worksheets during the maths workshop. However, they do not receive the answers until the following week. She suggested that it would be helpful to receive the questions and solutions together, before the tutorial. GC agreed that if the worksheets and solutions were provided before the workshop/tutorial, then the session could be used to work through the solutions in more detail.</p> <p>ACTION: FEDU/AK to pass feedback, onto the SEF041 module organiser for consideration.</p> <p>SEF040 - Maths A QMPlus Resources: - IK reported that the resources (i.e. quizzes) provided on the Maths A QMPlus pages have been very good. Students have found them very useful. He also mentioned that if the maths tutorials were used to run through the questions in detail (as a group, rather than individually), then this would be more beneficial to students. This feedback was noted by the Module Organiser/Senior Foundation Tutor in attendance.</p>
2(c)	Learning Resources
2024.009	<p>Issues with Wi-Fi in Arts 2 Building: - AK reported that the Wi-Fi in Arts 2 is very poor, and it is often very difficult to connect to the Eduroam network. This makes it impossible to take part in Mentimeter exercises. GC advised that we are aware of this, and we will continue to push IT for a resolution.</p> <p>ACTION: FEDU to follow this up with IT Services</p>
2(d)	Consideration of External Examiner reports
2024.010	<p>SL summarised the results of the Foundation External Examiners reports based on the previous academic year.</p> <p>One of the main issues they raised was that they thought there too many online exams. More exams should be in person. SL asked the Student Reps for comment. The majority preferred in person exams as they can help avoid online system issues, enable students to pick up marks via their working out, avoid unnecessary environmental distractions, and may be more inclusive for students with caring responsibilities or students lacking technological equipment. Some Student Reps did prefer online exams, as they: avoid issues such as transport delays and cater to students who are overwhelmed by crowded spaces.</p>
Part 3 – Any Other Business	
2023.011	<p>AM reported that students were unhappy with the heating in lecture room MLT144. Students have complained that it is extremely cold, and some have had to leave lectures as a result.</p>

	ACTIONS: FEDU to report this issue to Estates.
Part 4 – Date of the next meeting	
2024.012	Wednesday 4 th December 1-2pm

Action Sheet: Student Voice Committee

Minute	Action	Responsibility	Timescale	Action status	Issue resolved?
2024.006	Reps to email their nominations of Student Co-chair to the FEDU	REPS	ASAP		
2024.006	FEDU to setup MS Teams group for the Course Reps	FEDU	ASAP	Fedu have created the MS Teams group for Reps	Y
2024.008	FEDU to email students about browsers to use, to access SEF043 Mastering Chemistry.	FEDU	ASAP		
2024.008	FEDU to email SEF043 students about Mastering Chemistry access issues. Possibly contact Pearsons to run a trouble shooting session.	FEDU	ASAP		
2024.008	FEDU to Pass feedback onto the SEF044 module organisers, regarding workshops/tutorials	FEDU	ASAP		
2024.008	FEDU to contact the PASS Co-ordinator to ask about the Physics PASS scheme.	FEDU	ASAP		
2024.008	FEDU/AK to forward feedback to SEF041 lecturer about receiving the worksheet questions with solutions before the tutorial	FEDU/AK	ASAP		
2024.009	FEDU to follow up with IT Services about the poor Wi-Fi in Arts 2	FEDU	ASAP		
2024.011	FEDU to report heating issue regarding MLT144, to Estates.	FEDU	ASAP		