

Meeting:	Engineering & Design Faculty Forum
Location:	4E 3.10
Date & Time:	28/11/2023 13:15 – 14:05

Present:	
Caitlin Grainger-Spivey	Undergraduate Engineering & Design Faculty Rep (Co-chair)
Nathanail Georgiou	Undergraduate Engineering & Design Faculty Rep (Co-chair)
Rayan Amin	BEng/MEng Chemical Engineering Year 1 Rep
Amir Tarzi	BEng/MEng Chemical Engineering Year 1 Rep
Lily Lewis	BSc Architecture Year 1 Rep
Sara Avdos	Electronic & Electrical Engineering Year 1 Rep
Lauren O'Mahony	Integrated Mechanical & Electrical Engineering Year 1 Rep
Whitney Udigwe	Integrated Mechanical & Electrical Engineering Year 1 Rep
Oscar Statman	Integrated Mechanical & Electrical Engineering Year 3 Rep
Emma Hudson	Integrated Mechanical & Electrical Engineering Year 3 Rep
Ilias Machairas	Mechanical Engineering Year 1 Rep
Alice Player	Mechanical Engineering Year 2 Rep
Dhiraj Sahijwani	Mechanical Engineering Year 3 Rep
Carys Macintyre	Robotics Engineering Year 1 Rep
Rayan Amin	BEng/MEng Chemical Engineering Year 1 Rep
In attendance:	
Amber Snary	SU Education Officer
Georgina Newham	Student Voice Coordinator (Academic Representation)

Item	
1.	<p>Introductions</p> <p>The co-chairs CGS and NS introduced themselves and explained their role as a Faculty Rep as well as the purpose of the meeting.</p>
2.	<p>Updates from Faculty Reps</p> <p>The Faculty Reps have been settling into their role and attending meetings such as Faculty Learning and Teaching Committee (FLTQCs) and Board of Studies (BoS). This has been based around discussions of feedback, contact and marking time, as well as assessments.</p>

3. Updates from Academic Reps

3.4. Model Solutions & Assessment Feedback

In the Electronic and Electrical Engineering (EEE) department, feedback has been sporadic and lacks clear instruction. The feedback tends to contain menial things as opposed to constructive improvements students could make. The Reps suggested that an increased focus on formative assessments would be a welcome addition, especially if they are those that are auto marked on Moodle.

The Mechanical Engineering Reps that the model solutions given by Dr Andrew Rees were not just numerical for past papers but also included further solution. Attending Reps from Chemical Engineering agreed that they would also like the integration of model solutions.

LL spoke to the effectiveness of the Moodle question forum when struggling with certain parts of assessments. Students from Architecture and Civil Engineering (ACE) do appreciate the 1-to-1 around feedback they receive.

3.5. Reading Week

Chemical Engineering is the only department with a reading week, which the attending Reps said was useful for catching up and consolidation. The week included problem solving classes, optional Q and A sessions and no lectures; Reps did say it felt quite empty.

However, the remaining three departments do not currently have a reading week and expressed a want and need for one. Currently, EEE have a "project week" however this did not function as a desired week typically associated with reading weeks. The students had lab work to do as well as creating an "e-portfolio". These Reps do not believe new content should be delivered during a traditional reading week as well as having no deadlines and access to tutorials.

Many students seem to be "burned out" and need a week like this as a break from teaching. There is some concern that the introduction of a reading week would lead to finishing later. AP says that a survey outcome relating to the need for reading week revealed that student overwhelming wants a reading week.

3.6. Tutorials

Moving on from Reading weeks, CSG mentioned that there was consideration from the faculty to remove tutorials to allow for marking time as students were not taking advantage of them. The Mechanical Engineering Reps suggested that students are not attending tutorials due to having too many assessments. Attendees said that staff are putting the onus on students to better prioritise themselves.

3.7. Architecture Placements

Students on the Architecture course have concerns around housing during their 6-month second year placement. This is due to issues around finding a 6-month contract and is adding extra stress on students. LL noted that is currently no support strategy from the department. She also mentions that a similar placement exists from Business student in their second year who organise a house-swap with third year students who have a placement in the second half of the year. However, when suggesting that Architecture join, there was resistance.

3.8. Lectures

Reps from EEE shared that there is not enough time in 1-hour lectures and that lecturers are rushing content. They dislike the style of some lecturers where it feels as if they are reading the notes available on Moodle and not expanding on points. This has caused disengagement with attendance of this lecture.

On Chemical Engineering, a Maths lecture has significant low attendance (25 student out of hundreds who should be attending) due to focus on basic maths and lack of focus on further maths. Many students studying the course have already completed maths at A levels or equivalent and do not feel the content is useful. NG suggests that this may be because the lecturer does not know what level students are at when they begin the course and may need to be reminded what is considered basic or further maths.

In Architecture, there is a feeling that the pre-lecture learning is the same as the content delivered in the lecture. Additionally, LL stressed that lecturers should upload their PowerPoint presentations advance of the lecture which has not been happening consistently across all lectures.

Both Mechanical Engineering and EEE shared that having 2 two-hour lectures back-to-back was difficult. They stated that it effects their ability to focus on the content and they need a break to reset in between.

4. **Any Other Business**

No other business was presented.

5. **Date and Time of Next Meeting**

To be confirmed.