

Faculty Representatives Termly Report

2017-18 (Termly Report 2)

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Your Faculty & Role: Engineering – Faculty rep

Faculty Priorities:

Different departments within the faculty of Engineering have their own challenges but there are certain issues that students across the whole faculty feel needs attention to.

Students feel that any material taught in lectures should be supplemented with seminars or tutorials to aid their learning process. As it stands, there are numerous modules across the faculty which have no formal arrangements for either of these provisions. This leaves many students in a state of uncertainty about certain learning outcomes, which are better if there were addressed earlier in the learning process rather than never for many. In modules, where this mode of learning is essential, I have consulted the class rep for a meeting with the departmental tutor to stress the importance of supporting students as they learn. For instance, in the 1st and 2nd years of Chemical Engineering programme, there exist more than 5 modules where students ought to benefit from having seminars or tutorials. This has been discussed numerous times with the departmental tutor, Dr Vivek Dua, and he has responded very positively. He plans to review these modules and address them in the upcoming year.

Meetings in the Faculty:

In term 2, I had the chance of attending the faculty teaching committee meetings, in which various items were discussed. E.g. changes in regulations with regards to resits of examinations, which the faculty tutor has communicated with the student body. In addition, the impact of UCU strike was discussed in detail. I stressed the importance of pre-planned mitigation strategies to ensure that students are assessed with a fair approach, whilst ensuring that accreditation is not put at risk.

UCU strike was a major disruption across the university and I along with the Engineering faculty tutor, Dr Simon Banks, discussed this in detail. To tackle this issue, various mitigation strategies were laid out to minimise impacts on a departmental level. Where it was appropriate, sessions were rescheduled. In other cases, the teaching material was not assessed in the examination period.

Examinations for faculty-wide modules, Mathematical Modelling and Analysis 1 and 2 both experienced disruptions in the examination period. Students sitting that module from year 1 had no formula handbook provided to them. However, students from year 2, unfortunately had to sit a paper with an unannounced errata sheet, with a few other typos. Both these incidents were major as far as students were concerned. I along with a few other class reps and students had a detailed discussion with the module coordinator as well as the faculty tutor about what the best steps forward should be. Various mitigation strategies were discussed, with first year cohort receiving a chance to resit the paper as well as correction for performance to ensure coherency across the different year groups that sat this paper. On the other hand, second year cohort, based on the scale of the disruption received the latter of the above mitigation strategy as well as a chance to omit the part of the question that had the unannounced errata sheet.

Other comments:

N/A.