

## Staff-Student Action Log



Purpose	The core purpose of the academic representation system, which aligns with the revised UK Quality Code, is to achieve positive change that improves the educational experience of students at Royal Holloway and engages students as partners in the development, assurance, and enhancement of their learning.
Reports to	School Education Committee – UG and PGT School Research Student Oversight Committee - PGR
Department	
Regular meetings per year	3-6
Quorum	5

### Attendance Monitoring

	Date and Time	Location	Attendance (Red=Absentees, Green= Apologies, Black=Attended)
November Meeting (compulsory)	20 <sup>th</sup> November @ 1600	Windsor 0-02	Alreja, Karan (Chair- Senior Course Year 3), Ahmed, Shavez (Year 2 Rep), <b>Absent-Al-Maamiry, Kamal (Year 1 Rep)</b> , Bunja Jaisankar, Sanjith (Year 3 Rep), Chahal, Ashpreet (Year 1 Rep), Chaudhary (Year 3 Rep), Farooq-Khan, Zuhair (Year 3 Rep), <b>Absent-Fernandes, Lee (Year 2 Rep)</b> , <b>Apologies-Gardener, Jack (Year 1)</b> , Hussein, Miski (Year 2 Rep), Ibrahim, Hana ( Year 1 Rep), Khan, Eeman (Year 2 Rep), Munn, Kieren (Year 3 Rep),Mustafa, Luna (Year 1 Rep), Olatona, Ope (Year 1 Rep), Osami, Martin (Year 3 Rep), <b>Absent- Palehapitiya Gamage, Niseni (Year 1 Rep)</b> , Patcha, Samarah (Year 1 Rep), <b>Absent-Sener, Zeynep (Year 2 Rep)</b> , Shahzad, Sameen (Year 1), <b>Absent-Singh, Karanveer (Year 2 Rep)</b> , <b>Apologies-Speake, Tom (Year 1 Reps)</b> , <b>Absent-Tseung, Tseung (Year 3 Rep)</b> , Uddin, Mahdiya (Year 1 Rep) Kinga Boulton (CeDAS), Garcia Grau, Eva (Library Liaison), Gilyatt, Victoria (Secretary), Hague, Matthew (Education Lead), Sehra, Narinder (CIM Team), Shahandeh, <b>Apologies-Shahandeh, Farid (Staff/EDI)</b> , Shanahan, Hugh (Director of Student Experience), <b>Apologies-Prof Chris Watkins (Director of Pastoral Care)</b>
December Meeting	N/A		
February Meeting (compulsory)	29 <sup>th</sup> January @1400	Windsor 0-04	Alreja, Karan (Chair- Senior Course Year 3), Ahmed, Shavez (Year 2 Rep), <b>Absent-Al-Maamiry, Kamal (Year 1 Rep)</b> , Bunja Jaisankar, Sanjith (Year 3 Rep), Chahal, Ashpreet (Year 1 Rep), Chaudhary, Priya (Year 3 Rep), Farooq-Khan, Zuhair (Year 3 Rep), <b>Absent-Fernandes, Lee (Year 2 Rep)</b> , <b>Absent-Gardener, Jack (Year 1)</b> , <b>Apologies-Hussein, Miski (Year 2 Rep)</b> , <b>Absent-Ibrahim, Hana (Year 1 Rep)</b> , Khan, Eeman (Year 2 Rep), Munn, Kieren (Year 3 Rep),Mustafa, Luna (Year 1 Rep), Olatona, Ope (Year 1 Rep), <b>Absent-Osami, Martin (Year 3 Rep)</b> , <b>Absent- Palehapitiya Gamage, Niseni (Year 1 Rep)</b> , <b>Apologies-Patcha, Samarah (Year 1 Rep)</b> , Sener, Zeynep (Year 2 Rep), Shahzad, Sameen (Year 1), <b>Absent-Singh, Karanveer (Year 2 Rep)</b> , <b>Absent-Speake, Tom (Year 1 Reps)</b> , <b>Apologies-Tseung, Yat (Year 3 Rep)</b> , <b>Absent-Uddin, Mahdiya (Year 1 Rep)</b> , Kinga Boulton (CeDAS), Garcia Grau, Eva (Library Liaison), <b>Apologies-Gilyatt, Victoria (Secretary)</b> , Hague, Matthew (Education Lead), <b>Apologies-Sehra, Narinder (CIM Team)</b> , <b>Apologies-Shahandeh, Farid (Staff/EDI)</b> , Shanahan, Hugh (Director of Student Experience), <b>Apologies-Prof Chris Watkins (Director of Pastoral Care)</b> , Langridge, Jane (Secretary), Marshall, Elaine (Secretary)

March Meeting (optional)			
April Meeting (compulsory)			
May Meeting (optional)	04 <sup>th</sup> June @1400	Online	

**Actions**

Action No.	Agreed Action (Include reason for agreed action)	Date Action Agreed	Responsible	Due	Date Action Completed	Outcome
1	Students on User Centre Design are not receiving consistent Peer Marking with people not following the mark scheme for the assignment worth 15% of the module. HS to Feedback to the Module Leader this module to speak of ways to make the Moderation more consistent.	20 November	HS	Term 1	21/11/24	Module leader contacted. ML moderates the marks but comments are not being updated. Students need to note that the feedback is peer-based and hence should be approached critically.
2	Student with Visual Impairment could not take part in one of the labs where they had to wear VR Headset as they could not see the images. With regards to the Peer Marking this student could not zoom in on an image saved on a pdf this may have hindered his grade and others. HS investigating	20 Nov	HS	Term 1	21/11/24	Module leaders contacted. The actual assessment can be completed without using the VR headset. TAs are available to provide advice.
3	Quantum Computation CS3600 Example Test Questions were hard, and answers given too late. There is no reading list for the module. Test 2 students felt the test was not long enough as they were given only 40 mins to complete. This is the first year the module is running, and HS asked that students bear with module leader, and that he would chase up with the Reading List & discuss the possibility of a tutorial/workshop to walk through workable solutions.	20 Nov	HS	Term 1	15/12/24	MH and HS had meetings with the module leaders for this module. An implementation plan was set up to address these issues. The reading list was on moodle and has been transferred to Talis.

4.	During the Quantum Computing Lectures, several of them are Maths heavy so student like to go away after the class to look back at the lecture recordings. However, the recordings to not pick up all the calculations written on the Whiteboard. HS & MH looking into solutions	20 Nov	HS & MH	Term 1	15/12/24	Revision sessions were planned in to deal with this. We are looking into the use of tablets/electronic whiteboards.
5.	For Security Management IY3501 module coursework clarifications were sent by email which weren't seen by all students.	20 Nov	HS	Term 1		All academic staff to be contacted to ensure that details about coursework is posted on Moodle so that there is a permanent record.
6.	CS2800 Software Engineering the coursework instructions were unclear. Instructions are given in the 2 hours labs, so to keep up you need to attend the labs which are over running.	20 Nov	HS			The advice provided in the lab was there as guidance to be used during the lab but the complete specification was provided on Moodle. Students are reminded that lab attendance is mandatory.
8.	CS2800 Course work 2 is reliant on the material covered on CS2855 is not covered at the same level. HS said for the students to speak with the module Leader	20 Nov	Students to speak with Module Leader.	Term 1		ML was contacted and said he provided database schema to minimise the amount required to know. He will also review the materials to ensure this is less of a problem going forward.
9.	Students across the board in the 2 <sup>nd</sup> Year are finding the lecturers not to be passionate enough. With their lectures coming across tired and	20 Nov	HS	Term 1	21/11/24	All academic staff contacted to point to resources such as polling tools.

	miserable. Prof Adrian Johnstone came across as excited.					
10.	Students find it embarrassing to ask questions in lectures. HS suggested asking questions on the anonymous forum on Moodle module pages or speak with module leaders during their office hours.	20 Nov	Student Reps to cascade to cohort	Term 1		Students informed by the Reps
12.	CS1860 is taking two weeks to upload their lecture recordings. MH explained that Panopto needs lecturer to agree to publish. Sometimes they are editing out the Q & A's at the end of the lectures with the personal comments. MH will email the module leaders.	20Nov	MH	Term 1		ML was contacted and will ensure that this will be done.
13.	User Centre Design Project students were initially told at the start of the course that they could do it with whoever they wanted. They were then allocated to either session 1 or session 2 groups this was not the case last year. HS to feedback to the Module Leader.	20Nov	HS	Term 1	21/11/24	Module leader contacted. The first project announcement covered all the details, including selection of sessions. The module leaders will be more careful in terms of communicating this.
14.	Feedback requested to be more structured – CS2800 Software Engineering called out as good example of what they would like.	29Jan	MH	Term 2		The department regularly meets to share best practice. The CS2800 example has recently started and will discuss this at our next away day.
15.	The Team Project component was called out as a bit confusing. Felt they needed more explanation on how to approach and got conflicting advice on this from TAs and TFs.	29Jan	MH	Term 2		Students are reminded that their teams have a planning meeting with a TA or TF to address this. It's also important to note that

	Would like more help with task allocation between the Team.					advice may vary between individuals – this encourages students to improve their critical thinking skills which is an essential component of their degrees.
16.	Students would like to see more UG research opportunities.	29Jan	MH/HS	Term 2		We continue to run the UROP for Summer placements and some academic run extra-curricular events.
17.	Would like more social opportunities and ways to interact.	29Jan	HS	Term 2		The EPMS office have run a number of social events including an end-of-year party and a pub quiz and arranging games events.
18.	There has been feedback from multiple students that drop-in sessions for CS2800 Software Engineering are not conducive to raising questions.	29Jan	MH	Term 2		Module leader has been contacted and will work on ways to address this.
19.	IY3609 Digital forensics – there is an issue with engagement – the Lecture Theatre was full last week but empty this week as it was felt the Module Leader was reading through the slides so no benefit in attending the lecture in person. HS said that Information Security material is much more content heavy with less opportunity for exercises.	29Jan	HS	Term 2		Information Security academics will be asked to attend CS' next away day to discuss teaching.
20.	CS3003 IT Project Management – Student advised marking is taking too long.	29Jan	MH	Term 2		Module leader has been contacted.



21.	CS3950 Deep Learning Students felt the first lecture was content heavy and they were left to figure it out themselves.	29Jan	MH	Term 2		This module is being run for the first time at a year 3 level and the Module Leader will take into consideration to improve its delivery for next year.
22.	The 3 <sup>rd</sup> Year Students, when they were 2 <sup>nd</sup> Year Students, would have liked to have more workshops regarding their 3 <sup>rd</sup> year choices so they could understand the modules. HS advised that details of all modules are available at the Module Fair with all relevant academics there to help. HS asked if it would be of benefit if 3 <sup>rd</sup> Year students were also at the Module Fair to help. The consensus was that this would help.	29Jan	HS	Term 2	20/3/25	Module fair is being organised this year with an associated seminar. We are attempting to get TAs to help with the module fair.
23.	Students felt that during Project presentations some markers not paying attention and it was noted that some markers left the room during the presentation. The marking feedback for these presentations was inconsistent eg: Students received instructions on preparing their Powerpoint presentations but then feedback conflicted with original advice. They were advised to focus on pictures of code versus tidiness of PowerPoint – but then got feedback it was messy and this affected marks. Feedback on the presentations was not clear – they would like what they	29Jan	HS	Term 2		This is being discussed with the module leaders to ensure guidance is provided to the markers on what official advice has been given. Students are reminded that there is a marking grid for all assessments in the final year project and to follow those guidelines closely.

	did well or badly to be better highlighted. Some people were told they were over time but were timing themselves and felt they still had time left.					

**Notes:**

Feel free to use this space to make note of anything of importance, in addition to the actions above, that don't require an action.

	Notes
<b>Meeting 1 20 November 2024</b>	<p><u>Academic Staff Update (HS)</u></p> <ul style="list-style-type: none"> <li>• Finalising substantial review of all 1<sup>st</sup> Year teaching which will be rolled out for next academic year. Retiring one of the programming focused modules and replacing it with a more mathematical module.</li> <li>• This will carry onto Year 2 updates where they are looking into providing more support for students going onto study Machine Learning and ultimately go onto Quantum Computing as well.</li> <li>• Department is taking part in a pilot exercise in Year 1 which being conducted by Jisc (organisation supporting Higher Education) a project to improve engagement for students. Focusing on the Software Design Module.</li> <li>• Resit Formats-Topic of ongoing review with the University on what can be done and when.</li> </ul> <p><u>Academic Rep Update</u></p> <p>Advanced Student Feedback was provided via email in advance of the meeting please see the Action Log above for outstanding Action points. The feedback has been saved onto the RHSU Academic Representation Computer Science MS Team Channel and the folder can be here: <a href="#">Term 1 Academic Rep Feedback</a></p> <p><u>EDI Update- (FS)</u></p> <p>Dr Farid Shahandeh is the Computer Science EDI Champion. If you have any EDI related queries, please contact him at: <a href="mailto:farid.shahandeh@rhul.ac.uk">farid.shahandeh@rhul.ac.uk</a></p> <p>He will be providing an EDI update in Term 2.</p> <p><u>Extenuating Circumstances Policy</u></p> <p>MH ran through the new EC process and further information can be found on the official RHUL Website: <a href="https://intranet.royalholloway.ac.uk/students/study/exams/extensions-and-extenuating-circumstances/extenuating-circumstances.aspx">https://intranet.royalholloway.ac.uk/students/study/exams/extensions-and-extenuating-circumstances/extenuating-circumstances.aspx</a> and the Computer Science Department Moodle</p>

### Library Update

- Christmas closure: 23<sup>rd</sup> December to 1<sup>st</sup> January.
- Opening hours for the Spring and Summer terms will be advised in the student newsletter, due out 24<sup>th</sup> November, and on the intranet.
- This is a summary of these year's opening hours.

Period	Start date	End date	Opening hours
Autumn term	23-Sep-24	13-Dec-24	8am-12am
Pre- winter vacation	14-Dec-24	22-Dec-24	8am-12am
Winter vacation	23-Dec-24	01-Jan-25	Closed
Pre- Spring term	02-Jan-25	12-Jan-25	8am-12am
Spring term	13-Jan-25	28-Mar-25	8am-12am
Pre-spring vacation	29-Mar-25	04-Apr-25	24 hours
Spring vacation	05-Apr-25	27-Apr-25	8am-12am
Pre-Summer term	28-Apr-25	04-May-25	24 hours
Summer term	05-May-25	31-May-25	24 hours
Summer vacation	01-Jun-25	31-Jul-25	8am-12am

- There are 24/7 spaces all year around in Founder's Reading Room, PC Lab 1 in the Computer Centre
- Next drop-in referencing support: Tuesday 3<sup>rd</sup> December, 10:00 – 12:00, library entrance. Here to help with any queries about referencing accurately and using referencing tools.

	<p>For the EE PGT London Graduate School SSAM, I also offered to do referencing workshops once a month in London, or once a week through Teams. Students can also contact me directly with any referencing queries.</p> <p><u>CeDAS Update</u></p> <ul style="list-style-type: none"> <li>• First Year sessions have been well attended.</li> <li>• 2<sup>nd</sup> and 3<sup>rd</sup> Years helping with Drop Ins for Maths questions every Thursday and support to continue into Term 2.</li> <li>• CeDAS optional 1:1 support in Report Writing and Maths workshops running in Terms 1 &amp; Term 2 and are bookable through CeDAS.</li> <li>• Feedback from 2<sup>nd</sup> Years saying that no CeDAS sessions appeared on their Timetables like it did in their 1<sup>st</sup> Year. Kinga said she would have a look moving into Term 2 some Maths support with the help of available 3<sup>rd</sup> Years.</li> </ul> <p><u>CIM Team Update</u></p> <ul style="list-style-type: none"> <li>• No major Issues</li> <li>• Bugs or errors to be investigated on No Machine, students should report these at the time to the CIM Team.</li> <li>• Will send out an email to all students on how to contact the CIM team and Lone working. Posters will be placed in the Bedford Labs for students working after hours to let them know how to contact security.</li> <li>• University is moving towards Cyber Security with and services behind placed behind the RHUL VPN from next week onwards. Global Protect is the main VPN used by the University.</li> <li>• Common areas and labs in Bedford are being kept clean and tidy so many thanks to all.</li> </ul> <p><u>AOB</u></p> <ul style="list-style-type: none"> <li>• Jump from 01<sup>st</sup> to 02<sup>nd</sup> Year Java quite big with different technologies.</li> </ul>
<b>Meeting 2</b>	<b>Academic Staff Update</b>

**29 January  
2025**

3<sup>rd</sup> & 4<sup>th</sup> year Students were asked to complete student survey.  
There was a run through of the Validation documentation for the changes mentioned at the previous meeting. Details of these documents are on Teams at the following location: [Validations for Term 2 SSAMs Meeting](#)

**Academic Rep Update**

Student Feedback provided via email in advance of the meeting – please see the Action Log above for outstanding Action points. The feedback has been saved onto the RHSU Academic Representation Computer Science MS Teams Channel and the folder can be found at the following location: [Term 2 Academic Rep Feedback](#)

**EDI Update**

Hugh gave Farid's apologies. He asked if the Students are happy with the EDI surveys sent out and if there was any feedback. He advised to contact Farid if there is anything to raise ( [farid.shahandeh@rhul.ac.uk](mailto:farid.shahandeh@rhul.ac.uk) ).

**Library Update**

Spring Term Opening Hours

Spring Term: 13 January - 4 April 2025

	Opening times	Study spaces	Helpdesk	Borrowing	Laptops	Printers
13 Jan - 28 Mar	08:00-24:00	Yes	Mon-Fri 10:00-18:00 Sat-Sun 12:00-18:00	Yes	Yes	Yes
29 Mar - 4 Apr	24 hours	Yes	Mon-Fri 10:00-18:00	Yes	Yes	Yes

Sat-Sun

12:00-18:00

There will be a drop in session on 18<sup>th</sup> Feb. Full details are on the Library intranet page [Welcome to the Library](#).

#### **CeDAS Update**

Kinga asked Students to highlight to peers CeDAS drop-ins where there are plenty of mentors available. They have opened up drop-ins to 2<sup>nd</sup> years with 3<sup>rd</sup> year mentors to be available. There are a number of workshops available and these and tutorials can be booked via the CeDAS Moodle page which can be found at the following location: [CeDAS Skills for Academic Success](#) If Students find a clash between a CeDAS workshop and a lecture/lab, they should advise Hugh or Kinga.

#### **CIM Update**

Narinder sent his apologies but provided the following update.

All CIM IT systems functioning optimally with no issues reported. Network, servers and applications are stable ensuring seamless operations. No disruptions detected and performance remains at peak efficiency. Continuous monitoring is in place.

Bedford Labs working as they should with no known issues.

There was a report of Nomachine running poorly for the last few months and the Student was emailed and asked to raise a CIM IT ticket but there was no response and no ticket raised.

It was reiterated that any issues should be raised as a ticket which can then be dealt with. If issues aren't raised they can't be fixed. It was also noted that issues like this should not be held up for months waiting to be reported in the SSAM meeting and should be raised immediately as a ticket.

#### **Rep Update**

##### Year 1

Issue using robot – very old and slow. Hugh responded that as part of validation changes, there will be a move from Java Robot to Python Robot.

##### Year 2

Students feel they are not really learning during the on-line labs for CS2800 Software Engineering and CS2850 Operating Systems.

Sometimes lecturers seemed to struggle with mics and recordings were poor. MH responded that Students should speak up at the time as lecturers don't always know that mic isn't working properly.

Feedback requested to be more structured – CS2800 Software Engineering called out as good example of what they would like.

The Team Project component was called out as a bit confusing. Felt they needed more explanation on how to approach and got conflicting advice on this from TAs and TFs. Would like more help with breaking it up between the Team.

Would like to see more UG research opportunities.

Would like more support for placements and internships eg: interview and assessment techniques. MH pointed out that the Year in Industry Moodle page has lots of useful help with this and anyone can use it. CeDAS can offer a session on psychometric testing.

Would like more social opportunities and ways to interact.

There has been feedback from multiple students that drop-in sessions for CS2800 Software Engineering do not have a healthy atmosphere and some felt Module Leader was almost passive aggressive.

Year 3

CS3003 Feedback was that 1<sup>st</sup> assignment was late back but now received. Feedback for 2<sup>nd</sup> assignment not yet received. MH advised that this was being dealt with.

Issue raised regarding coursework deadlines - MH indicated coursework grid on Moodle page which shows all coursework deadline dates [Coursework Requirements & Deadlines Term 2](#).

For CS3600 Quantum Computation – could a couple of slides have answers to help engagement – if not able to show working at least show answer so Students know they are on the right line.

HS asked Students to bear with us as this is first time running this module. He advised that there should be a sample exam paper but that this won't include answers. He suggested that Students could ask the Module Leader to go through a question in the revision session.

There are often mistakes in lecture slides – can they be corrected? HS advised that if a Student sees something they should pop it on the forum page.

IY3609 Digital forensics – there is an issue with engagement – the Lecture Theatre was full last week but empty this week as it was felt the Module Leader was reading through the slides so no benefit in attending the lecture in person. HS said that he would continue to encourage staff to go through some worked examples but that it was tough to provide examples for Information Security.

Students feel that final year Project lectures are often cancelled leaving Students feeling they are not being prioritised. HS advised that rather than being cancelled, these lectures may never have been scheduled - Lecture Theatres are block booked at the start of Term maybe giving the impression that there will be a lecture every week but this is not always the case.

Students would like more support interviews and application skills - both CeDAS and the Library can help with this.



	<p>IY3501 Security Management – although the course was felt to be engaging with a good Lecturer - it was felt there were issues with marking as just got grade and no feedback. Booked slots were available but really short and feedback was vague. The meeting offered prior to submission didn't cover enough and one Student felt they had received a bad grade even though they hadn't been asked to change much in the pre-submission meeting. Need written feedback you can refer to. MH responded that pre-submission meetings are above and beyond what the Lecturer is required to do - and in this case only one Student among 100 has complained. He explained it can be difficult to fix everything in a quick meeting - but if not all issues are pointed out this might raise expectations.</p> <p>CS3003 IT Project Management – Student advised marking is taking too long.</p> <p>CS3950 Deep Learning Students felt the first lecture was rushed and they were left to figure it out themselves.</p> <p>The 3<sup>rd</sup> Year Students, when they were 2<sup>nd</sup> Year Students, would have liked to have more workshops regarding their 3<sup>rd</sup> year choices so they could understand the modules. HS advised that details of all modules are available at the Module Fair with all relevant academics there to help. HS asked if it would be of benefit if 3<sup>rd</sup> Year students were also at the Module Fair to help. The consensus was that this would help.</p> <p>Students felt that during Project presentations some markers not paying attention and it was noted that some markers left the room during the presentation. The marking feedback for these presentations was inconsistent eg: Students received instructions on preparing their Powerpoint presentations but then feedback conflicted with original advice. They were advised to focus on pictures of code versus tidiness of PowerPoint – but then got feedback it was messy and this affected marks. Feedback on the presentations was not clear – they would like what they did well or badly to be better highlighted. Some people were told they were over time but were timing themselves and felt they still had time left.</p>
Meeting 3	
Meeting 4	
Meeting 5	
Meeting 6	