

# Minutes: Staff Student Liaison Committee

## English Language Education



THE UNIVERSITY of EDINBURGH  
Centre for Open Learning

Tuesday 3<sup>rd</sup> December 2019

<b>Present:</b>	Agnes Young ( <b>AY</b> )	Chair; Course Organiser (AEVS 1)
	Tom Pritchard ( <b>TP</b> )	Course Organiser (AGE)
	Kameliya Skerleva ( <b>KS</b> )	Programmes Administrator (Assessment and Quality Assurance)
	Chenyu Zhang ( <b>CZ</b> )	Programme Representatives (AGE 1-3)
	Tariq Al-Balushi ( <b>TAI-B</b> )	Programme Representatives (AGE 4-5)
	Vincente Royo ( <b>VR</b> )	Programme Representative (AEVS 1)
<b>Apologies</b>	Rowan Murray ( <b>RM</b> )	Director of Quality Assurance

<b>Start Time:</b> 16:15	
<b>End Time:</b> 16:53	

<b>1.</b>	<b>Welcome / Agenda</b>	<b>AY/All</b>				
	AY welcomed everyone present. Introduction were made around the table.					
<b>2.</b>	<b>Student Items: Academic and General English (Classes 1-3)</b>	<b>CZ</b>				
	<ul style="list-style-type: none"> <li>Overall students are satisfied with the principal elements of the AGE course.</li> <li>Students in the IELTS Preparation elective feel that there is insufficient preparation for the IELTS test, more content related to the exam and more test-specific practice in class would be preferable. Students have chosen this elective in order to help them pass the exam, but feel that not enough time is dedicated to the actual test.</li> <li>There have been too many teacher changes during the semester, which makes discussion of progress difficult for students.</li> </ul> <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 25%;"><b>Response (IELTS)</b></td> <td><b>TP</b> explained that the IELTS Elective aims at providing students with transferrable skills and at broadening students' language abilities beyond the scope of the test itself. Self-study should be part of preparing for the IELTS test and is very important for students wishing to progress to degree-level study. Class time has to be dedicated to speaking, writing and discussing the outcomes of self-directed study, rather than to exam technique.</td> </tr> <tr> <td><b>Response (Teacher Change)</b></td> <td><b>TP</b> explained that the teacher changes were due to an unforeseen health-related staff absence. The course was meant to have only 1 teacher, who unfortunately was unable to teach this semester.</td> </tr> </table>	<b>Response (IELTS)</b>	<b>TP</b> explained that the IELTS Elective aims at providing students with transferrable skills and at broadening students' language abilities beyond the scope of the test itself. Self-study should be part of preparing for the IELTS test and is very important for students wishing to progress to degree-level study. Class time has to be dedicated to speaking, writing and discussing the outcomes of self-directed study, rather than to exam technique.	<b>Response (Teacher Change)</b>	<b>TP</b> explained that the teacher changes were due to an unforeseen health-related staff absence. The course was meant to have only 1 teacher, who unfortunately was unable to teach this semester.	
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<b>3.</b>	<b>Student Items: Academic and General English (Classes 4-5)</b>	<b>TAI-B</b>				
	<b>AGE 4</b> <ul style="list-style-type: none"> <li>Students are very happy with the teacher and the content of the course. The timetable allows students enough time for self-study and social life.</li> <li>At times, too much time is wasted waiting for other students.</li> </ul>					

	<ul style="list-style-type: none"> <li>Students in the IELTS Elective felt that the class hours are not enough and would like more content, activities and games to make the classes more engaging</li> </ul> <p><b>AGE 5</b></p> <ul style="list-style-type: none"> <li>Students are satisfied with the teachers and the skills practiced in class (writing, grammar, presentation skills).</li> <li>The teacher change in the last two weeks made students feel anxious about the continuity of final assessment feedback.</li> <li>The main course book has not been used enough. The IELTS course book does not provide enough practice – there is no mock exam or listening exercises.</li> </ul> <table border="1" data-bbox="261 589 1294 1178"> <tr> <td data-bbox="261 589 525 719"><b>Response (Timetable)</b></td> <td data-bbox="525 589 1294 719">The timetable changes were introduced in 19-20 to give students longer mornings and more free time in the afternoon. It is positive to know that students have found the 19-20 timetable helpful.</td> </tr> <tr> <td data-bbox="261 719 525 913"><b>Action already taken (Teacher Change)</b></td> <td data-bbox="525 719 1294 913">The main AGE 5 teacher was on leave during the past two weeks due to obligations related to other University-wide projects. However, the teacher asked students to provide an additional draft of their work and all feedback was available before the planned leave. The tutor change should not affect student feedback.</td> </tr> <tr> <td data-bbox="261 913 525 1178"><b>Response (IELTS)</b></td> <td data-bbox="525 913 1294 1178"> <p>As before, <b>TP</b> explained that the IELTS elective aims to develop transferrable skills rather than just prepare the students to pass the test. Independent self-study is expected from students at this level, this should be made clearer to students.</p> <p><b>TB</b> added that course book will be used more in AGE 2 and 3, AGE 1 students should be told about this before purchasing the book.</p> </td> </tr> </table>	<b>Response (Timetable)</b>	The timetable changes were introduced in 19-20 to give students longer mornings and more free time in the afternoon. It is positive to know that students have found the 19-20 timetable helpful.	<b>Action already taken (Teacher Change)</b>	The main AGE 5 teacher was on leave during the past two weeks due to obligations related to other University-wide projects. However, the teacher asked students to provide an additional draft of their work and all feedback was available before the planned leave. The tutor change should not affect student feedback.	<b>Response (IELTS)</b>	<p>As before, <b>TP</b> explained that the IELTS elective aims to develop transferrable skills rather than just prepare the students to pass the test. Independent self-study is expected from students at this level, this should be made clearer to students.</p> <p><b>TB</b> added that course book will be used more in AGE 2 and 3, AGE 1 students should be told about this before purchasing the book.</p>	
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4.	<b>Academic English for Visiting Students 1</b>	<b>VP</b>						
	<ul style="list-style-type: none"> <li>The course is well-organised, engaging and has improved students' confidence</li> <li>Students would like to practice different types of academic writing, essays instead of critical review, and would like to spend more time on referencing skills and preparing a literature review.</li> </ul> <table border="1" data-bbox="261 1473 1294 1608"> <tr> <td data-bbox="261 1473 525 1608"><b>Action</b></td> <td data-bbox="525 1473 1294 1608"><b>AY</b> to consider changing the type of summative assessment writing for AEVS 1. Further student feedback in this regards would be helpful.</td> </tr> </table>	<b>Action</b>	<b>AY</b> to consider changing the type of summative assessment writing for AEVS 1. Further student feedback in this regards would be helpful.					
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	<p><b>AY</b> thanks the Programme Representatives for their feedback and contributions.</p> <p>The meetings was closed at 16:53.</p>							