LTC16D016

Title:	**SCI LTQC Minutes**
Author:	Karin Goodby
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Issue

To receive minutes of the Faculty of Science Learning, Teaching and Quality Committee meeting held on:

1. 20 April 2016
2. 29 June 2016

Recommendation

Recipients are invited to receive the minutes.

Resource implications

Not applicable.

Equality and Diversity

Not applicable.

Timing of decisions

Not applicable.

Further information

Contact details: Karin Goodby, Learning and Teaching Coordinator, telephone 01603 593505, email: k.goodby@uea.ac.uk for enquiries about content of the paper.

Background

Not applicable.

Discussion

Not applicable.

Attachments

UNIVERSITY OF EAST ANGLIA

LEARNING, TEACHING AND QUALITY COMMITTEE (LTQC)

Minutes of the meeting held on **Wednesday 20 April 2016 from 2.00 pm to 5.00pm in CMP Meeting Room 2.29**

Present: David Stevens (Chair), Emilian Parau (MTH), Anja Mueller (PHA), Naomi Carter (Union of UEA Students (UUEAS) Research, Policy and Project Coordinator), Emilly Kitching (UUEAS Faculty Convener), Geoff McKeown (CMP), Paul Dolman (ENV), Martin Loftus (NAT SCI), Ros Boar (TPPG), Judith Mayne (Teaching and Related Activities Lab Manager), Alexandra Hupton (Secretary, Learning and Teaching Service (LTS) Coordinator), and Lauren Kellett (Administrative Assistant, LTS).

With: Adam Longcroft (Academic Director of Taught Programmes (ADTP)), Michele Pavey (Learning and Teaching Service)

Apologies: Liam McCafferty (UUEAS Academic Office - PGT), Mark Coleman (BIO), Simon Lancaster (CHE), Connor Rand (UUEAS Academic Officer - UG), David Morales Rodrigues (UUEAS Faculty Engagement Convener), Laura McGonagle (SCI Senior Faculty Manager), Rachel Paley (Learning and Teaching Service (LTS), Elizabeth Fry Hub Manager

A1.   <u>MINUTES OF THE PREVIOUS MEETING</u>

Consider

        minutes of the previous meeting held on 17 February 2016 (document A filed in the minute book). Accurate record of the meeting,

Updates and actions points from 17 February meeting

Item	Subject	Details
A1.	Minutes of the Previous Meeting (06 January 2016)	Improving Student Feedback Across Science • **Outstanding Action:** Rachel Paley (RP) to raise within LTS to implement across University. ENV scored really well in the last National Student Survey for feedback. The School's aspires to return feedback within 10 working days using a

		streamlined feedback sheet which provides structure for feedback on coursework. Awaiting Feedback Michele Pavey.
		Teaching Spaces • **Completed Action: Directors of Learning and Teaching (DLTs)** update SCI teaching space log with additional issues. Send to to Isabel Rowe (I.Rowe@uea.ac.uk). Exam Timetabling • **Outstanding Action:** RP to share the Business Intelligence Unit (BIU) student survey results with committee. Communication plan underway to be out shortly.
A9.	Module and course update and module enrolment 2016/7	• **Completed Action:** DLTs provided information about their module fairs and any other school specific information to Isabel Rowe (I.Rowe@uea.ac.uk).
A11.	Integrated masters progression requirements	• **Completed Action: David Stevens (DS)** progressed off-line and proposal for approval in Agenda Item A9 (20 April 2016).

A2.   <u>STATEMENTS FROM THE CHAIR</u>

- Clive Matthews appointed the new Academic Director of Taught Programmes. Clive interested to answer
    - What should be the relationship between teaching and research?
    - How to spread best practice?
    - Should we clarify group learning?

Action: Alex Hupton (ACH) to Invite Clive Matthews to next SCI FLTQC meeting.
Action: Members to email DS with any suggestions to the above questions.

A3.   <u>STATEMENTS FROM MEMBERS OF UNIVERSITY GROUPS</u>

A3.1   Taught Programme Policy Group (TPPG) (attended by MC, RB)

Areas discussed included:

- Various proposals for the usage of grade point averages and their implementation. University awaiting the direction the government is taking before making a formal decision.
- Joint degrees across faculties were discussed, especially regarding timetabling and communication challenges. *There has been a working group set up to discuss this that will helpfully aid NAT SCI. There has been one recent change surrounding group work assessment and one minor change in UEA guidance which MOs may need to be aware of.*
- **Action**: ACH to disseminate the TPPG agenda.

A3.2   Postgraduate regulations working group (Paul Dolman (PD), DS)

Areas discussed included:

- Making sure it was possible for students at Masters Level to take 20 credits of level 6 modules, this is within the national framework, and students should have the potential to do this. DS noted that this will come to LTQC for approval.

A3.3   Whiteboard/Blackboard subgroup (attended by DS)

Areas discussed included:

- The University's desire to standardise teaching rooms and focus on whiteboards.

A3.4   SCI/EDU working group (attended by ML, SL and DS)

Areas discussed included:

- Proposed EDU and SCI (individual school) degrees to provide a pathway into teaching. There will be a member from each school attend (except Pharmacy) and members of EDU. The panel agreed it was important to do market research into feasibility and forecasting future employment with regards to these proposals before acceptance.

A4.   STATEMENTS FROM STUDENT UNION REPRESENTATIVES

Noted:

- SSLCs
  Emily Kitching (EK) and Naomi Carter (NC), on behalf of UEA, are evaluating the Facultys' Staff Student Liaison Committees (SSLCs). The UUEAS want to ensure all SSLCs are run and supported uniformly. SCI SSLCs attended to date have been run well and EK commended the BIO SSLC.
- David Morales expected to remain in post (2nd year student) as Faculty Conveners however will need to recruit to replace EK, final year student.
- The Centre for Staff and Educational Development (CSED) run a role-specific training course "The Role of Staff-Student Liaison Officer" available to academic members of the SSLC.
- Provision of printing allowances varies significantly across SCI from none in PHA compared to ENV providing handouts. The University wants to introduce consistent approach. However, student expectations across SCI also vary.
- Connor Rand (CR) is in talks with Neil Ward (NW) about the potential to introduce a formal printing allowance across the University. **Action: Naomi Carter** to provide a progress report at next LTQC.
- The UUEAS's Transforming Teaching Awards will be held on the 5 May and all nominees will be notified. A list of nominees and winners will be a published after the event. Very positive to see that many nominations were received for members of the SCI Faculty and several have been shortlisted.

A5.   IMPROVING STUDENT FEEDBACK ACROSS SCIENCE

Noted:

- PHA and MTH have appointed interns and launched questionnaires to assess if there is a disconnect between what students want and what the Faculty think students want.
- DS discussed feedback from examinations, stating that there should be at least generic feedback to accompany past examination papers, which should aid overarching best practice (on the website, available to students). At present ENV is the only school that is trialling individual feedback.

A6.   SCI FACULTY LEARNING/TRAINING NEEDS – ADAM LONGCROFT WITH EITHER GEOFFREY HINCHCLIFFE OR AMANDA GILES **(14:30 TO 14:40)**

Noted:

- Adam Longcroft (AL) is working with CSED to improve delivery and engagement for two types of development workshops: compliance training for staff (e.g. regulations, exam boards) and

pedagogical innovation (innovation in the sector to inform best practice). The Committee provided following feedback:

- Use online blended delivery, provide resources before and after the event to maximise learning and course consistency.
- Re-evaluate six months after the event to monitor learning outcomes and relevance of courses.
- Training on University Regulations and Interacting with Media recognised as particularly useful courses.
- Scheduling and concerns about the target audience/skill level of CSED courses can negatively impact attendance levels. Courses must be appropriately challenging for all levels of experience or multiple courses offered for new staff, experienced staff and quick updates/reminders for well established staff. A tailored suite of courses for key role holders and new members of staff scheduled in Enrichment Week could be a good solution.
- ENV would like bespoke workshops delivered reactively and responsively for specific needs, e.g. facilitated workshop for delivering fieldtrips.
- A joint training package for students and staff would improve training for members of SSLCs.
- As best practice, peer appraisal and coursework feedback should be shared across the faculty. DLTs to nominate candidates for CSED training, and also suggest contacts as peers for leading courses, especially colleagues that have overcome adversity and put in provisions to deliver successful courses. **Action: DLTs to email their nominated candidates to DS.**
- Higher Education Applications for Fellowship Training available in conjunction with CSED including writing retreats. Courses are run by colleagues who have already undergone the process. All schools have been requested to nominate a colleague for this training, CHE, PHA, and BIO are yet to provide a nomination. **Action: CHE, PHA and BIO to provide nominees for training.**

A7.   FLTQC HANDBOOK

Noted:

- A working document to introduce new members (staff and students) to the committee, improvements are welcome, in particular to the glossary.
- Some concerns raised by RB and NC regarding the "meeting etiquette" such as 'use plain English' phrasing in light of international students and staff.
- **Action: DS and ACH asked any members to feedback any further comments they may have on the handbook.**

A8.   IMPROVING STUDENT PARTICIPATION IN MODULE EVALUATIONS

Noted:

- RP to give an overview of the statistics at the next meeting.
- **Action: RP to give update at the next meeting.**
- Response rates are generally low therefore the most meaningful information is obtained through free text particularly when MOs have had the chance to reflect and implement changes (e.g., via mid-module Post-it® Notes evaluations) and when the timing is right, eg students have received feedback on completed assessments.
- DS encouraged colleagues to contact him about amending timelines for student evaluations to maximise student engagement. Higher engagement when students are afforded some time during a scheduled teaching event to complete an evaluations.
- DS asked the members which questions were useful for staff and students and what could be removed to make the survey more user friendly. The faculty can define what is asked via the evaluations.
- Agreed to keep: 'knowing aims and outcomes when started (although discrepancy between knowing and made aware of'), 'methods of assessment were clear and transparent', 'module ran smoothly', 'module met with pre-enrolment expectations (although dependent on student reading module outline) and 'lecturer responded to group needs'. 'Use of handouts, etc.,' deemed fair but questioned the need to ask twice, once for module and again for lecturer. 'MO knowledgeable and enthusiastic' appropriate but could potentially be changed to

distinguish between being enthusiastic about knowledge and being able to communicate knowledge.

- Agreed to remove: 'I attend all activities on the module' and 'my engagement was what expected' can be removed. 'Had sufficient knowledge to cope with teaching' - vague and inappropriate, purely relates to prerequisites.
- Agreed to remove: 'Learning and Teaching Hub provided support' - statistics not used for quality assurance or evaluated by LTS also assessed via National Student Survey (NSS). Although this question may help collect evidence for improving facilities the question is more appropriate in a course review.
- Agreed to rephrase: 'Received prompt feedback on my work' - misleading, emphasise **timeliness** and feedback's ability to inform future academic progress. Should also be emphasised that students were able to collect work as some students fail to collect work.
- Module evaluations distributed from LTS School specific general enquiries email addresses, e.g. bio_ug.hub@uea.ac.uk reported many students simply ignore and delete.
- Agreed that new draft evaluation questions could be presented at SSLCs and could be shared with other faculties. **Action: NC to disseminate and speak to other SSLCs regarding module evaluation questions.**
- **Action: DS to draft two potential proposals with ACH for future module evaluation questions and prepare these for the next LTQC meeting to discuss.**

A9.   CHANGES TO INTEGRATED MASTERS REGULATIONS

Noted:
- Science has agreed a threshold of 60% as for progression requirement for all Integrated Masters. **Action: DS to present proposal to the Learning and Teaching Committee (LTC) for approval.**
- Accepted it is not possible to have a uniform method of translating year abroad marks across the faculty due to the differing requirements of courses and institutions. Agreed that translation can differ within the faculty and schools, provided the school's rationale is transparent and widely available, e.g. published on Blackboard, module handbooks or student information zones.
- A new working group has been formed to provide consistency in resources available to students (handbooks, student information zones). Members include Caroline Rose, Liam McAfferty and Rachel Paley. **Action: DS to convene a smaller group to discuss Integrated Masters and Year Abroad courses.**

A10.   REVIEW OF CONCESSIONS AGAINST THE REGULATIONS – MICHELE PAVEY **(15:00)**

Noted:
- LTC have a schedule of reviews and taught concessions is being reviewed this year with an aim to streamline. Considerations for change include: amending regulations based on simple but recurring concession requests and including variation to course profiles for BIM Regulations.

1. COURSE VARIATION
- Under BIM regulation students have free choice removed and have to seek concession to go off course profile.
- Agreed that concessions are appropriate and provide due diligence to assess the appropriateness off course profile module choices, allowing them where possible. A case-by-case basis have proved successful in the past and will be continued. Concession approval rate is 97.3%.
- The new process will give Team Leaders or Co-ordinators responsibility for considering these concessions and reduce the form to two pages.

2. LATE MODULE CHANGES
- MP asked for feedback on allowing concession for late module change to be reverted from two weeks to four weeks. A four week period impacts completion of summative work and students filing ECs after a late module change. Agreed ECs should be accepted unless

purely due to late module change, such ECs should be rejected. Agreed it would be best to evaluate on a case by case basis but this may lead to SCI inconsistences.

- Three weeks suggested as most appropriate period, although this would have an impact in the spring semester and the timing of publication the exam timetable to avoid exam clashes.
- Agreed late changing students should attend both sets of classes where possible and be provided with a support package (e.g. seeing MO, etc.,)
- Course Directors benefit from knowing the patterns in changing modules to inform future course profiles updates.
- The Committee concluded that students arriving late for their course should be clearly informed that they will be on an upward trajectory and will have to commit to catching up with their studies.

3. INTERCALATING STUDENTS

- Discrepancy established between information given to academics regarding intercalating students, ENV told not to communicate with students returning for reassessment. MP noted students should be allowed to attend classes.
- **Action: MP to incorporate this feedback to the draft proposal and submit to TPPG and LTC for further academic input and approval.**

A10.   Annual review of assessment and moderation

Noted:
- DS noted that MC had been sent a receipt regarding an annual review from ACH but then questioned as to where it is. **Action: ACH to chase.**
- Panel agreed no further issues.

A11.   REVIEW OF PEER REVIEW (AKA PEER OBSERVATION)

Noted:
- Laura McGonagle is a member of the group reviewing the peer review process led by Helena Gillespie. Process was last reviewed in 2011 outcomes used to inform the current policy.
- Agreed that to promote best practice within SCI all schools would use Form D from this point forward.

A12.   ANY OTHER BUSINESS – to close

- Emilian Parau raised that the University policy is to publish three cycles of past papers online and if that is sufficient. This approach is university wide to attempt to provide the most relevant information to students. Academics are still able to publish additional resources on Blackboard sites. DS recommended accessibility could be improved by listing papers by module rather than year. Agreed that layout could be amended based on student feedback.

SECTION B: ITEMS FOR REPORT

B1.   QUALITY

Subject	Action
2013/14 PGT MTH Al-Duri B EE report and School Response	Report to LTC as part of SCI LTQC Feb minutes.

Subject	Action
BSc Biomedicine CR3 – 5 Yearly course review from 2013/14	Report to LTC in SCI Course Review 2014/15 report
2012-13 UG External Examiner LTQC report	send to LTC secretary
2014/15 Annual Module and Course Review (QARs)	Summary to follow
2013/14 PGT MTH Al-Duri B EE report and School Response	Report to LTC as part of SCI LTQC Feb minutes.
BSc Biomedicine CR3 – 5 Yearly course review from 2013/14	Report to LTC in SCI Course Review 2014/15 report
2014/5 PGT CHE R.Stockman EE report and School Response	
2014/5 UG ENV G.Atkinson EE Report and School Response	
2014/5 UG ENV A.Brierly EE Report and School Response	
2014/5 UG ENV J.Pearce EE Report and School Response	
2014/5 UG ENV M.Rivett EE Report and School Response	
2014/5 UG ENV M.Inall EE Report and School Response	
2014/5 PGT MTH B.Hughes EE Report and School Response	

Subject	Update					
	School	Report Received	Draft Response	Scrutiny 01	Scrutiny 02	Final Report on BB site
2014/15 UG External Examiners reports and draft responses (noted that complete forms were available on the SCI LTQC Blackboard site)	BIO	✓	✓	✓	✓	03 Feb 2016
	CHE	✓	✓	✓	✓	
	CMP Including ACT SCI	✓ ✓	Both due 29 Jan 2016 – need Teaching Exec no responses	Anja Mueller	Mark Coleman	
	ENV	✓	✓	✓	✓	
	MTH Including ENG	✓	✓ ENG due 29 Jan 2016	Martin Loftus	Simon Lancaster	
	PHA	✓	✓	✓	✓ - 1 report referred back to Chair	
	NAT SCI	✓	✓	✓	Geoff McKeown Due 22 Jan 2016	

Subject	Update					
	School	Report Received	Draft Response	Scrutiny 01	Scrutiny 02	Final Report on BB site
2014/15 PGT External Examiners reports and draft responses (noted that complete forms were available on the SCI LTQC	BIO	✓	✓	✓	✓	
	CHE	✓	✓	✓	✓	✓
	CMP Including ACT SCI	✓	✓	✓	Mark Coleman Due 28 April 2016	
	ENV	✓, one outstanding	Reminder sent to Chair 1 Dec and 21 Jan	Emilian Parau	Martin Loftus	

Blackboard site)	MTH – ENG only at PGT	✓	✓	✓	✓	
	PHA	✓	✓	Geoff McKeown Due 01 Feb 2016	Paul Dolman Due 01 Feb 2016	
	NAT SCI	N/A	N/A	N/A	N/A	N/A

B2.   <u>CHANGES TO EXISTING PROGRAMMES</u> - Nil

B3.   <u>COURSE CLOSURES</u> – N/A

B4.   <u>ONGOING COURSE PROPROSALS</u> – N/A

B5.   <u>APPROVED COURSE PROPOSALS</u> – N/A

B6.   <u>ANNUAL MODULE AND COURSE REVIEW 2014/15 (QARs)</u>

Subject	Update						
2014-15 QAR1 forms (noted that completed forms were available on the LTS Quality Review site)	School	UG			PGT		
		TL	MO	TD	TL	MO	TD
	BIO	✓	✓	✓	✓	✓	✓
	CHE	✓	✓	✓	✓	✓	✓
	CMP	✓	✓	✓	✓	✓	✓
	ENG	✓	✓	✓	✓	✓	✓
	ENV	✓	✓ ENV-MA9Y outstanding	✓ ENV-MA9Y outstanding	✓	✓	With TD
	MTH	✓	✓	✓	n/a	n/a	n/a
	NAT SCI	✓	✓	✓	n/a	n/a	n/a
	PHA	✓	✓	✓	✓	✓	✓

Subject	Update						
2014-15 QAR2 forms (noted that completed forms were available on the LTS Quality Review site)	School	UG			PGT		
		TL	CD	TD	TL	CD	TD
	BIO	✓	Outstanding by Gabriella Kelemen & Jonathan Todd	✓	✓	Outstanding by G, Wheeler (S. Robinson new CD)	13 Jan 2016
	CHE	✓	✓	✓	✓	✓	13 Jan 2016
	CMP	✓	Outstanding by Pam Mayhew	5 ready for completion	✓	✓	13 Jan 2016
	ENG	✓	Outstanding by Lawrence Coates	Sent 16 Dec 2015	✓	Outstanding by Lawrence Coates	13 Jan 2016
	ENV	✓	Outstanding by Richard Herd	✓	Overdue - Awaiting completion QAR1	Overdue - Awaiting completion QAR1	13 Jan 2016
	MTH	✓	✓	✓	n/a	n/a	n/a
	NAT SCI	✓	✓	✓	n/a	n/a	n/a
	PHA	✓	✓	✓	✓	Outstanding by Lindsay Morgan & D. Wright	

Subject	Update				
2014-15 QAR3 forms (noted that completed forms were available on the LTS Quality Review site)	School	UG		PGT	
		TD	AD	TD	AD
	BIO	✓	✓	27 Jan 2016	10 Feb 2016
	CHE	✓	✓	27 Jan 2016	10 Feb 2016
	CMP	14 Sep 2015	28 Sep 2015	27 Jan 2016	10 Feb 2016
	ENG	14 Sep 2015	28 Sep 2015	27 Jan 2016	10 Feb 2016
	ENV	✓	✓	27 Jan 2016	10 Feb 2016
	MTH	✓	✓	n/a	n/a
	NAT SCI	✓	✓	n/a	n/a
	PHA	✓	✓	27 Jan 2016	10 Feb 2016

B7.   <u>5 YEARLY COURSE REVIEWS 2014/15</u>

Not reported

B8.   <u>ISSUES RELATING TO TEACHING SPACES</u>

(Document H - Teaching Space - Physical Conditions report)

University of East Anglia

LEARNING, TEACHING AND QUALITY COMMITTEE (LTQC)

Minutes of the meeting held on **Wednesday 29 June 2016 from 2.00 pm to 5.00pm in Queens 2.03**

Present: David Stevens (Chair), Emilian Parau (MTH), Anja Mueller (PHA), Naomi Carter (Union of UEA Students (UUEAS) Research, Policy and Project Coordinator), Mark Coleman (BIO) Dan Smith (CMP), Paul Dolman (ENV), Judith Mayne (Teaching and Related Activities Lab Manager), Nigel Clayden (NAT SCI), Ros Boar (TPPG), Laura McGonagle (SCI Senior Faculty Manager), Rachel Paley (Learning and Teaching Service (LTS) Elizabeth Fry Hub Manager), Alexandra Hupton (Secretary, LTS Coordinator), Karin Goodby (LTS Coordinator) and Lauren Kellett (Administrative Assistant, LTS).

With: Adam Longcroft (Academic Director of Taught Programmes (ADTP)) and Catrin Darsley (Environmental Officer, Estates)

Apologies: Emily Kitching (SCI Faculty Convenor), David Morales Rodrigues (UUEAS Faculty Engagement Convenor

A1.   <u>MINUTES OF THE PREVIOUS MEETING</u>

Consider

         minutes of the previous meeting held on 20 April 2016 (document A filed in the minute book).
Accurate record of the meeting,

Updates and actions points from 20 April meeting

Item	Subject	Details
A4.	Statements from student representatives	• **Completed action:** Naomi Carter (NC) has spoken to Conor Rand (CR) regarding printing allowances. No formal progress has been made but the Union of University of East Anglia Students (UUEAS) are trialling free printing over the summer which will be funded by advertising. Printing allowances will also be on Theo Antoniou-Phillips agenda when he starts his appointment as Undergraduate Education Student Officer. Maddie Colledge has been appointed as Postgraduate Education Student Officer. DS thanked the outgoing role holders Connor Rand and Liam Connor as well as Emily Kitching (SCI Faculty Convenor) for their hard work and contributions.
A6.	SCI Faculty Learning/Training Needs	• **Completed Action:** Workshop has been completed for writing retreats for Higher Education Applications. • **Outstanding Action:** BIO still required to send nomination for training/course leaders.

A8	Improving Student Participation in Module Evaluations	• **Outstanding Action:** NC to disseminate proposed module evaluation questions at Staff Student Liaison Committees (SSLCs). • **Completed Action:** Alexandra Hupton (ACH) and David Stevens (DS) to draft two proposals for module evaluation questions.
A9.	Changes to Integrated Masters Regulations	• **Completed Action:** Threshold for Integrated Masters obtained approval at Learning Teaching Committee (LTC). **Outstanding Action:** Smaller group yet to be convened to discuss Integrated Masters and Year Abroad courses. Laura McGonagle (LMcG) confirmed this action is urgent and needs to be completed.

A2.   <u>STATEMENTS FROM THE CHAIR</u>

- CMP congratulated on best practice outlined by external examiners for 2014-15 in the Postgraduate (PG) courses reviewed. Graduates from CMP are considered highly employable. Agreed potential correlation between outside speakers and employability. CMP also utilise guests posing problems to Module Organisers (MOs) which encourages practical problem solving.
- ENV UG 2014-15 externals discussed. UEA behind other institutions with regards to plagiarism detection. Turnitin seen as more appropriate product to use for Plagiarism and Collusion (P and C) detection and will be confirmed at Learning and Teaching Committee (LTC) in July as an appropriate alternative to SafeAssign. Concerns raised regarding move from exams to coursework and lack of P and C detection. The move from exams to coursework also defies an ongoing trend at A-level to move towards exams, concerns were considered but noted that other institutions are moving the same way.
- Rachel Paley (RP) confirmed Exam Boards could be anonymised and Ros Boar (RB) recommended that Extenuating Circumstances Panels (ECPs) should also be anonymised.
- MTH PGT 2014-15 External suggested the feasibility of having a research skills module. This will be discussed further in future.
- Slotting working group has superseded the timetabling working group; DS appointed Chair Paul Dolman (PD) and Judith Mayne (JM) also members. The working group will analyse delivering slotting where sub-slots do not clash and working towards slotting using shared lab facilities in the new STEM building. Aims include continuing to reduce bunched teaching (Tuesday-Thursday).

A3.   <u>STATEMENTS FROM MEMBERS OF UNIVERSITY GROUPS</u>

A3.1   Taught Programme Policy Group (TPPG) (attended by MC, RB, DS)

Areas discussed included:

- Only 30% of Module Organisers have provided their reading list information, which is vital for publication on the Library's <u>Talis Aspire Online Reading List Software</u> (lists can be linked to Blackboard). Therefore ITCS have extracted data from module outlines in an attempt to create reading lists for all modules.
- **Action:** Directors of Learning and Teaching (DLTs) to remind Module Organisers to provide reading lists to the Library.
- Generic exam feedback will be provided alongside past papers on the LTS website.
- Policy on Peer Observation to be revised, Helena Gillespie (HG) suggested Associate Deans and Teaching Directors withdrawn from the process and not being used as a performance management tool. LTC rejected the proposal because Teaching Excellence Framework (TEF) use this to demonstrate best practice is shared and embedded within Schools and the wider Faculty.

- Agreed defining expected levels of supervising for projects needs to be defined in order to inform best practice and prevent 'freelancing'.
- University working towards consistency in student handbooks and publishing these online. Current tools used will still be made available, but consistency should promote best practice. Recognized that SCI handbooks are generally very good. Some concerns as handbooks have been extensively worked on, particularly in. Agreed a printable handbook companion would also be beneficial.
- **Action:** DS to circulate handbook proposal when it becomes available.
- **Action**: LK to disseminate the TPPG agenda.

A3.2   Physics Implementation Group

Areas discussed included:

- Physics have had their first open day, a new member of staff will be appointed based in Chemistry. First intake of students will be in September 2017. Changes to modules to be completed before December 2016 to achieve deadline for course profile.

A3.3   Learning and Teaching Spaces Group

Areas discussed included:

- A working group has been established to examine the needs and facilities for online examinations. Anja Mueller (AM) will be on the working group.
- Lecture Theatre block refurbishment has been postponed until Summer 2017.

A3.4   SCI/School of Education and Lifelong Learning (EDU) working group (attended by ML, SL and DS)

Areas discussed included:

- SCI with EDU will impact each school, bar PHA.
- SCI Faculty Executive approved the concept 29 June 2016 will be considered by SSF Executive meeting week commencing 04 July 2016.
- 20 credit modules will be provided by EDU to students at levels 5 and 6, expect 25 students across SCI will be enrolled per year.

A4.   STATEMENTS FROM STUDENT UNION REPRESENTATIVES

Noted:

- New officers have been appointed to replace Conor Rand (CR) and Liam McCafferty (LC). This will be Theo Antoniou-Phillips (UG Education Officer) and Madeline Colledge (PG Education Officer).
- Emily Kitching (EK) has left role as Faculty Convenor and Naomi Carter (NC) unsure if David Morales will remain. Other candidates have been considered as replacements.

A5.   IMPROVING STUDENT FEEDBACK ACROSS SCIENCE

Noted:

- Colleagues congratulated, with BIO seeing vast improvements in turnaround time. Rachel Paley (RP) confirmed that the report will go to LTC.
- Whilst turnaround time has improved, colleagues are encouraged to ensure quality does not suffer as a result of this. Best practice was identified in ENVs new moderation form that asks colleagues to tick for confirmation of quality, this will be rolled out across the universally. Using template feedback sheets also considered positive.
- The move to online marking was considered positive, but also problematic, and there are concerns that colleagues who provided enriched feedback may be discouraged by the use of

text boxes as opposed to annotation. However, those colleagues that provided less feedback may feel more enabled online.

- Agreed best practice to alert colleagues to successful navigation before undertaking marking. DS confirmed online marking will not become mandatory, especially in MTH where this is not currently feasible way of assessment and marking.
- Use of Associate Tutors was discussed. Considered best practice to reduce use of Associate Tutors to mark summative work at level 5 and higher (ENV adopted), but this is not always possible with large modules (BIO).
- Mark Coleman (MC) discussed facilitating their Local Support Office (LSO) as a successful way of managing 20 day turnarounds, as LSO have access to markers not just module organisers and can intervene at key points (10/14 days).
- MTH and ENV discussed aspirational to have a 15 day turnaround. MTH hand some work out in lectures to provide both immediate verbal and written feedback.
- Anja Mueller (AM) queried the use of two trackers, one for each semester, which can prevent alerts to coursework return. RP confirmed use of one tracker in 2016/7 to avoid this.

A6. STUDENT EXPERIENCE REPORT (SES) 2016

Noted:

- To carry forward.

A7. ADAM LONGCROFT AND CATRIN DARSLEY FUTURE SKILLS INITIATIVE (14:30-14:40)

Noted:

- Adam Longcroft (AL) welcomed discussion regarding UEAs 'Living Lab', and approaches to sustainability, particularly how SCI feels they are feeding sustainability into the curriculum to support The Quality Assurance Agency for Higher Education (QAA) Sustainability Guidance.
- Catrin Darsley (CD) is part of a team looking specifically on building links between the physical environment and teaching, and investigating what sustainability is to those at UEA and how this can be incorporated into taught programmes. Students can also set up projects in an extra-curricular context, which has been popular.
- The Committee agreed that 'Living Lab' would provide an opportunity to facilitate sustainability across disciplines and across faculties. This could be provided on a modular basis, which is promoted cross-faculty either in HUM or SCI where Course Directors believe it will benefit their students. Agreed the importance of having a clear assignment and method of assessment cross-faculty.
- Sustainability learning could be promoted either: embedded into curriculum or on a modular basis.
- Research project/dissertation modules would also provide ideal opportunities.
- Five modules are currently involved, largely based in ENV. **Action:** ENV to discuss current modules involved with sustainability.
- Exeter have a 'Global Challenges' week after exams which could be replicated and adapted by UEA as part of enrichment week.
- CD confirmed that the team are looking into providing further internships but this would be for Summer 2017.
- ENV currently have a 'Year in Industry' student working as an Environment Officer.
- Community/voluntary aspect could be discussed with societies. **Action:** NC to contact CD with societies interested.
- **Action:** AL to capture ideas and circulate these.
- **Action:** DLT to forward suggestions for projects to CD.

A8.   BUSINESS INTELIGENCE UNIT (BIU) UPDATE ON MANAGEMENT INFORMATION
       SUPPORTING

Noted:

- **Action:** All committee members to review the BIU Reporting pages to support Quality
  Assessment Review (QAR) 1/2/3 process
  https://portal.uea.ac.uk/planningoffice/biu/reporting/operational-reporting/course-review.

A9.   REVIEW ACTION PLAN FROM BSc ACTUARIAL SCIENCES REACREDDITATION
       AUGUST 2015

Noted:
- There has been a change of Course Director (now Esther Glover (EG)) since the last visit
  from the Institute.
- The Committee welcomed changing 60 credits currently provided by Norwich Business
  School (NBS) into a 20 credit module delivered at level 5, freeing up two 20 credit slots at
  level 4 and 6. These two modules will be more specifically aimed at actuaries and is
  welcomed by the Institute and Faculty of Actuaries (IoFA). However, the panel agreed that
  duplicated teaching (Financial Accounting) should remain within NBS where expertise lies.
- No new material will be provided on the course as it stands, but some teaching will be brought
  in-house (excel/macro learning) to improve learning.
- Dan Smith confirmed that whilst level 5 module 'Contingencies' has remained the same, the
  teaching will be different, and since proposal release EG has decided to change the name of
  the module to reflect this.
- Considered that MTH modules for ACT SCI should be co-taught where possible.
- LM queried the use of CMP academics to teach Economics or Business based modules and
  DS confirmed these colleagues should be qualified to teach the relevant modules.
- Reorganisation of modules should enhance success for students applying for a year in
  industry placement, as skills required for interviews will now be taught in the second as
  opposed to third year.
- International Fees have been lowered for the course so this should encourage more
  applications for Year in Industry.

A10.   MODULE EVALUATIONS AND RESPONSES

Noted:

- **Outstanding Action:** NC to discuss draft proposals with Student Staff Liaison Committees
  (SSLCs), when they arise.
- Lack of participation leads to an inability to make any meaningful conclusions.
- Some changes made since proposal: using free comments to illustrate disagreement but also
  best practice. Using a percentage scale for questions versus numerical.
- Agreed important to consider unconscious bias when formulating questions. 'Lecturer
  knowledgeable' has been removed which may have lent itself to bias.
- Removal of 'Hub' question welcomed.
- Agreed to replace both current questions relating to 'Background' with 'Learning aims and
  purpose of the module were made clear to me'; which should help inform best practice of
  relating module aims and objectives, and integrating into inductions.
- RP suggested changing module materials were useful versus available.
- PHA will potentially be trialling a course level review, which should eradicate current problems
  with listing of staff. Paper collections were proposed for the PHA trial to evaluate
  participation.
- **Action:** RP to speak to Caroline Sauverin to propose PHA for trial.
- Quality versus quantity was discussed as an issue. Blackboard evaluation submission was
  proposed as a compromise between paper and electronic completion.
- Best practice on evaluation of the data was discussed. Information should be both feed-
  forward and back; this helps illustrate impact of module evaluations to both current and future
  students. ENV SSLCs were considered as best practice as questions not fully addressed,

that were considered recurrent issues (raised three years in a row) by the Module Organiser were directed to the Teaching Director and Teaching Executive to provide responses.

- Mid-module informal reviews considered best practice. PHA have been particularly successful with this by using three questions to evaluate, e.g. 'what is one thing you would change?' as students can note implemented changes.
- **Action:** AM to circulate questions used within PHA.
  Q1: What three things have you liked MOST about this semester? Please briefly explain why.
  Q2: What three things have you liked LEAST about this semester? Please briefly explain why.
  Q3: If you could make one change to the course for next semester what would it be? Please briefly explain why.
- Timing of evaluations was considered. With the most meaningful data being produced after assessment feedback has been returned in order to fully answer all questions. It was concluded that timings should be made personal to modules where possible in order to obtain the most meaningful data. PD queried whether it would be more valuable for students to complete evaluations after receiving their results.
- **Action:** NC to seek preference of the student body.
- QAR submission and Module evaluation conflation was considered. A working group has been set up by Jon Sharp to evaluate the amalgamation of the two. Colleagues queried the value in timing as changes illustrated by module evaluation cannot be implemented instantaneously unless a minor change until the following year.

A11.   SCIENCE FACULTY'S TEACHING STRATEGY

Noted:

- DS has been asked by SCI senior faculty manager to update strategies in light of new UEA plan, last strategy was produced by the previous SCI ADLTQ, Ben Milner in 2014.
- Main objective should be to widen participation, provide a great learning environment and to make students employable.
- MC noted SCI faculty strategy could utilise Teaching Excellence Framework (TEF), distil these points and map onto the UEA plan to ensure excellence in strategy.
- Increasing the number of staff with Higher Education Academy (HEA) fellowships should also be included in strategy.
- **Action:** Proposal to be brought to next SCI FLTQC for approval.
- A Science Learning and Teaching Day was proposed as a way to discuss best practice within the faculty.
- Noted that staff appraisals relate directly to research in parts but do not incorporate teaching. DS stated that the appraisal forms cannot be altered although teaching should be included in the responses to past achievements and future objectives.

A12.   ANNUAL REVIEW OF ASSESSMENT AND MODERATION

Noted:

- CMP trialled one online summative assessment which was successful with the aid of invigilators. The university has an aim to have browsers available on lock-down and for PHA to trial this form of online assessment.
- Concerns regarding marking large modules, with BIO dividing marking between a marking team and moderating to increase consistency, and CMP having concerns of consistency so one marker largely doing the work. MC suggested that BIOs success may be due to briefing all markers and main marker working through a few papers with the rest of the team to ensure consistency. ENV suggested having a team of markers each marking specific aspects of coursework and circulating to ensure consistency, but this would be considered difficult with other faculty members, for example BIO lab reports.
- MC suggested marking was aided by the movement of some deadlines so markers not marking two modules simultaneously to provide higher standards of marking.

- Suggested that a SCI learning and teaching day may be the best place to discuss best practice within the faculty with regards to marking.

A13. NEW COURSE PROPOSAL – PHYSICS WITH A FOUNDATION YEAR

Noted:

- Course proposal still not formulated, however SCI runs courses with a foundation year and the course proposal for BSc Physics has been formulated, so no new teaching required.
- DS has proposal for foundation modules, which should be able to slot together.
- Nigel Clayden (NC) suggested potential for 'Advanced/Further Physics' for students that do not wish to take Introduction to Chemistry/Biology. But this would contradict current formulation of SCI foundation courses.
- Noted that increase in students on 'Introduction to Biology' and 'Introduction to Computing' would push the limits for labs. If colleagues are aware they should however be able to accommodate.
- Physics with Foundation Year will be available but not advertised for 2017/8.

A13. ANY OTHER BUSINESS – to close

- Anja Mueller queried not being able to allocate a member of staff to enrol others onto BB. DS confirmed this was a UEA policy decision.
- **Action:** AM to email DS with specific reasoning for necessity.
- **Action:** DS to forward this onto Alicia McConnell and Dave Palmer.

- Johannes Siemons will be taking over from Emilian Parau in 2016/7.
- Nigel Clayden will be taking over from Martin Loftus in 2016/7.
- Karin Goodby will be taking over from Alexandra Hupton in 2016/7.
- Thanks to those staff leaving for their contribution to SCI LTQC.

SECTION B: ITEMS FOR REPORT

B1. QUALITY

Subject	Action
2014/5 PGT BIO Magee EE report and School Response	
2014/5 PGT BIO Marsden EE report and School Response	
2014/5 PGT BIO Bryan EE report and School Response	
2014/5 PGT CMP QAR 3 G400: Computing Science	
2014/5 PGT CMP QAR3 G404: Advanced Computing Science	
2014/5 PGT CMP QAR3 G49A: Knowledge Discovery and Datamining	
2014/5 PGT CMP QAR3 G49C: Games Development	
2014/5 PGT CMP QAR3: G500: Information Systems	
2014/5 UG CMP QAR3: G400301: Computing Science – Pre 2013	

2014/5 UG CMP QAR3: G400301O: Computing Science – Pre 2013 (Ordinary Level)	
2014/5 UG CMP QAR3: G400302: Computing Science	
2014/5 UG CMP QAR3: G400302O: Computing Science (Ordinary Level)	
2014/5 UG CMP QAR3:G401401: Computing Science with a Year in Industry	
2014/5 UG CMP QAR3: G404301: Computing Science with a Year Abroad – Pre 2013	
2014/5 UG CMP QAR3: G404302: Computing Science with a Year Abroad	
2014/5 UG CMP QAR3: G405302: Computer Graphics – Pre 2013	
2014/5 UG CMP QAR3: G405304: Computer Graphics	
2014/5 UG CMP QAR3: G407401: Master of Computing in Computing Science	
2014/5 UG CMP QAR3: G407402: Master of Computing in Computing Science – Pre 2013	
2014/5 UG CMP QAR3: G408401: Master of Computing in Computing Science with a Year Abroad – Pre 2013	
2014/5 UG CMP QAR3: G408402: Master of Computing in Computing Science with a Year Abroad	
2014/5 UG CMP QAR3: G413402: Master of Computing in Computer Graphics – Pre 2013	
2014/5 UG CMP QAR3: G413403: Master of Computing in Computer Graphics	
2014/5 UG CMP QAR3: G414401: Applied Computing Science (With a Foundation Year) – Pre 2013	
2014/5 UG CMP QAR3: G414402: Applied Computing Science (With a Foundation Year)	
2014/5 UG CMP QAR3: G450302: Computing Science, Imaging and Multimedia – Pre 2013	
2014/5 UG CMP QAR3: G450304: Computing Science, Imaging and Multimedia	
2014/5 UG CMP QAR3: G4511401: Computing for Business with a Year in Industry – Pre 2013	
2014/5 UG CMP QAR3: G511402: Computing for Business with a Year in Industry	
2014/5 UG CMP QAR3: G600302: Software Engineering – Pre 2013	
2014/5 UG CMP QAR3: G600303: Software Engineering	
2014/5 UG CMP QAR3: GN51301: Computing for Business – Pre 2013	
2014/5 UG CMP QAR3: GN51302: Computing for Business	
2014/5 UG CMP QAR3: GN54301: Business Information Systems – Pre 2013	
2014/5 UG CMP QAR3: GN54302: Business Information Systems	
2014/5 UG CMP QAR3: G65301: Computer Systems Engineering (BENG) – Pre 2013	
2014/5 UG CMP QAR3: G65302: Computer Systems Engineering (BENG)	
2014/5 UG CMP QAR3: G6M401: Computer Systems Engineering Year in Industry (BENG) – Pre 2013	
2014/5 UG CMP QAR3: G6M402: Computer Systems Engineering Year in Industry (BENG)	
2014/5 UG CMP QAR3: G390302: Business Statistics – Pre 2013	

2014/5 UG CMP QAR3: G390304: Business Statistics	
2014/5 UG CMP QAR3: N324301: Actuarial Sciences – Pre 2013	
2014/5 UG CMP QAR3: N324302: Actuarial Sciences	
2014/5 UG CMP QAR3: N323402: Actuarial Sciences with a Year In Industry – Pre 2013	
2014/5 UG CMP QAR3: N323404: Actuarial Sciences with a Year in Industry	
2014/5 UG CMP QAR3: H22A402: Energy Engineering with Environmental Management with a Year in Industry (BENG)	
2014/5 UG CMP QAR3: H221302: Energy Engineering with Environmental Management (BENG)	
2014/5 UG CMP QAR3: H220402: Energy Engineering with Environmental Management (MENG)	
Absence Monitoring Traffic Light reports – SEM 2 all teaching events (UG and PG BIO, CMP, ENV, MTH)	
5 Yearly Course Review U1G1N1302/302 – Mathematics with Business (CR2) MTH Faculty Course Review Report Form (CR3)	
F125 BSc Biological and Medicinal Chemistry (CR2) F152 MChem Biological and Medicinal Chemistry (CR2) F153 MChem Biological and Medicinal Chemistry with a year in North America (CR2) F154 MChem Biological and Medicinal Chemistry with a year in Industry (CR2) FF31 BSc Chemical Physics (CR2) F180 Chemical Physics with a Year in North America (MChem) (CR2) F191 Chemical Physics with a Year in Industry (MChem) (CR2) F100 BSc Chemistry/Ord/Vis (CR2) F101 MChem Chemistry (CR2) F103 MChem Chemistry with a year in North America (CR2) F104 MChem Chemistry with a year in Industry (CR2) CHE Faculty Course Review Report Form (CR3)	
2014/15 CR2 **C100 Biological Sciences** (Course Director, Dr Andrew Chantry) C101, C102, C103, C10C Biological Sciences With A Year Abroad (Course Director, Dr Mette Mogensen) C104 Biological Sciences With A Year In Industry (Course Director, Prof Ian Clarke) C130 [Deferred specialism in] Cell Biology (Course Director, Dr Mette Mogensen) C1P9 [Deferred specialism in] Science Communication (Course Director Prof Kay Yeoman) C200 Plant Sciences/ C201 Plant Sciences MSci (Course Director, Dr Charles Brearley) C500 Microbiology/ C501 Microbiology MSci (Course Director, Prof Andrew Johnston/Dr Matt Hutchings/Gary Rowley) C730/CC74 Molecular Biology and Genetics (Course Director, Dr Gabriella Kelemen) C100V Visiting students in Biological Sciences (Course Director, Dr Helen James)	CR3 to be completed by Chair and reported to LTC

2014/15 CR2

Code	Title
T1G404101	ADVANCED COMPUTING SCIENCE
T1G400101 / T2G400201	COMPUTING SCIENCE MSC
T1G400101PD	COMPUTING SCIENCE PGDip
T2G410101 / T1G410101	COMPUTING SCIENCE MRES
T1G49C102	GAMES DEVELOPMENT
T1G500101 / T2G500201	INFORMATION SYSTEMS MSC
T1G49A101 / T2G49A201	KNOWLEDGE DISCOVERY & DATAMINING

2014/15 CR2

Code	Title
U1F663302	ENVIRONMENTAL GEOPHYSICS
U1F661402	ENVIRONMENTAL GEOPHYSICS (MSci)
U1F661401	ENVIRONMENTAL GEOPHYSICS (MSci) - PRE 2013
U1F663301	ENVIRONMENTAL GEOPHYSICS - PRE 2013
U1F66A402	ENVIRONMENTAL GEOPHYSICS WITH A YEAR ABROAD
U1F662403	ENVIRONMENTAL GEOPHYSICS WITH A YEAR IN AUSTRALASIA ENVIRONMENTAL GEOPHYSICS WITH A YEAR IN AUSTRALASIA
U1F662402	ENVIRONMENTAL GEOPHYSICS WITH A YEAR IN AUSTRALASIA - PRE 2013
U1F664402	ENVIRONMENTAL GEOPHYSICS WITH A YEAR IN EUROPE
U1F664401	ENVIRONMENTAL GEOPHYSICS WITH A YEAR IN EUROPE - PRE 2013
U1F660403	ENVIRONMENTAL GEOPHYSICS WITH A YEAR IN INDUSTRY
U1F660402	ENVIRONMENTAL GEOPHYSICS WITH A YEAR IN INDUSTRY - PRE 2013
U1F665402	ENVIRONMENTAL GEOPHYSICS WITH A YEAR IN NORTH AMERICA
U1F665401	ENVIRONMENTAL GEOPHYSICS WITH A YEAR IN NORTH AMERICA - PRE 2013
U1F640302	GEOPHYSICAL SCIENCES
U1F640301	GEOPHYSICAL SCIENCES - PRE 2013
U1F662401	GEOPHYSICAL SCIENCES WITH A YEAR IN AUSTRALASIA - PRE 2013
U1F642402	GEOPHYSICAL SCIENCES WITH A YEAR IN EUROPE
U1F642401	GEOPHYSICAL SCIENCES WITH A YEAR IN EUROPE - PRE 2013
U1F660401	GEOPHYSICAL SCIENCES WITH A YEAR IN INDUSTRY - PRE 2013
U1F641402	GEOPHYSICAL SCIENCES WITH A YEAR IN NORTH AMERICA
U1F641401	GEOPHYSICAL SCIENCES WITH A YEAR IN NORTH AMERICA - PRE 2013

2014/15 CR2

Course Code (pre BIM)	Course Code (BIM)	Course Title
U1C180301	U1C180302	ECOLOGY
U1C182401	U1C182402	ECOLOGY WITH A YEAR IN N AMERICA
U1C183401	U1C183402	ECOLOGY WITH A YEAR IN EUROPE
U1C184401	U1C184402	ECOLOGY WITH A YEAR IN AUSTRALIA
U1C18A401	U1C18A402	ECOLOGY WITH A YEAR ABROAD

T1C185101	n/a	ECOLOGY GRADUATE DIPLOMA	
T2C185201	n/a	ECOLOGY GRADUATE DIPLOMA (PT)	

2014/15 CR2

BIO	T1CD14101/T2CD14201	MSc Applied Ecology and Conservation (Full and part-time versions)
BIO	T1C231101/T2C231201	MSc Plant Genetics and Crop Improvement (Full and part-time versions)

Subject	Update					
	School	Report Received	Draft Response	Scrutiny 01	Scrutiny 02	Final Report on BB site
2014/15 UG External Examiners reports and draft responses (noted that complete forms were available on the SCI LTQC Blackboard site)	BIO	✓	✓	✓	✓	✓
	CHE	✓	✓	✓	✓	✓
	CMP Including ACT SCI	✓ ✓	✓	✓	✓	
	ENV	✓	✓	✓	✓	✓
	MTH Including ENG	✓	✓ ENG due 29 Jan 2016	Martin Loftus	Simon Lancaster	
	PHA	✓	✓	✓	✓ - 1 report referred back to Chair	
	NAT SCI	✓	✓	✓	Geoff McKeown Due 22 Jan 2016	
Subject	**Update**					
	School	Report Received	Draft Response	Scrutiny 01	Scrutiny 02	Final Report on BB site
2014/15 PGT External Examiners reports and draft responses (noted that complete forms were available on the SCI LTQC Blackboard site)	BIO	✓	✓	✓	✓	✓
	CHE	✓	✓	✓	✓	✓
	CMP Including ACT SCI	✓	✓	✓	✓	
	ENV	✓	✓	Emilian Parau Due 29 Jun 2016	Response received but report referred back to chair ✓	

	MTH – ENG only at PGT	✓	✓	✓	✓	✓
	PHA	✓	✓	Geoff McKeown Due 01 Feb 2016	Paul Dolman Due 01 Feb 2016	
	NAT SCI	N/A	N/A	N/A	N/A	N/A

SCI LTQC Process:

1. identify any problems so the responses can be passed back to the School for correction

2. minor problems can be discussed with members concerned

3. more serious issues and common themes should be raised by SCI LTQC

4. At SCI LTQC serious issues/concerns arising from the reports/responses will be considered (school by school) and the two members who reviewed the documents will be asked for comments.

5. LTQC prefer a streamlined approach where the committee only see the bigger/common themes, rather than minor details.

B2.   <u>CHANGES TO EXISTING PROGRAMMES</u> - Nil

B3.   <u>COURSE CLOSURES</u> – see below

School	Title	AD sign off date
CHE	Biological & Medicinal Chemistry (BSc) – U1F125301/2 Biological & Medicinal Chemistry (MChem) – U1F152401/2 Biological & Medicinal Chemistry with a Year in Industry (MChem) – U1F154401/2 Biological & Medicinal Chemistry with a Year in North America (MChem) – U1F153401/2	10 Feb 2016

B4.   ONGOING NEW COURSE PROPROSALS

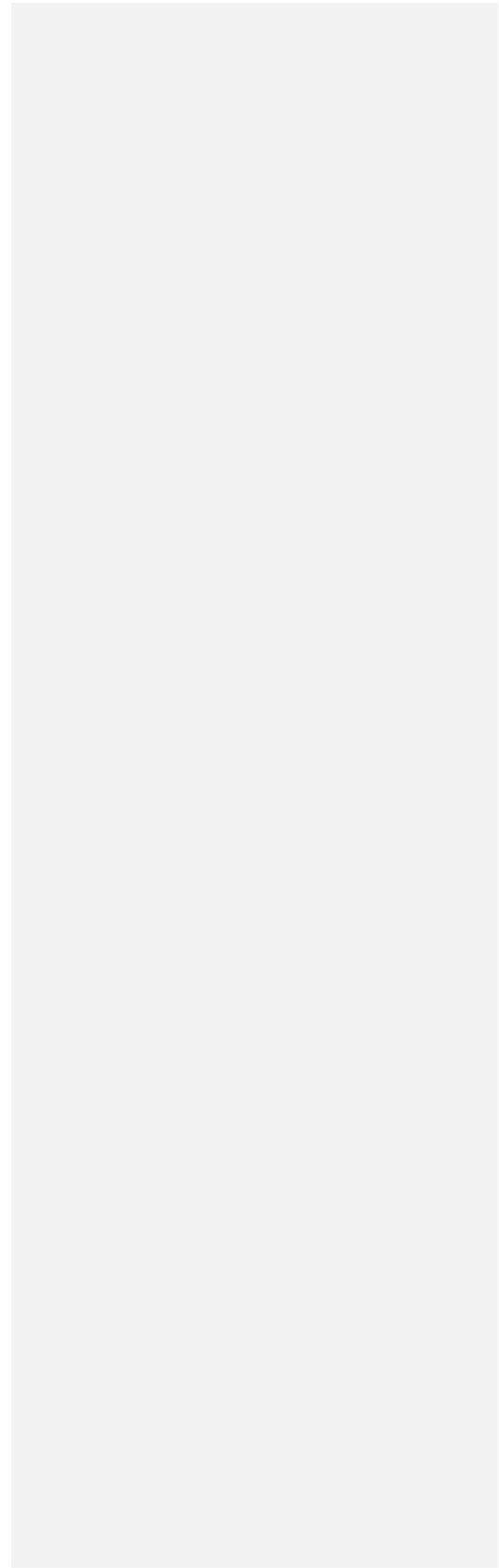| School	Title	Status
ENV	MSci in Environmental Sciences with a Year Abroad	Course Outline (CP1) approved
ENV	MSci in Environmental Geophysics with a Year Abroad	Business Case (CP2) and Financial Case (CP3) in progress. Target Sep 2016 SCI LTQC, 19 Oct LTC. Prospectus deadline 30 Nov 2016/
ENV	MSci in Meteorology & Oceanography with a Year Abroad	
ENV	MSci in Geology with Geography with a Year Abroad	

B5.   APPROVED COURSE PROPOSALS

School	Title	Status
ENV	Geology with Geography – BSc, MSci, BSc with YII and Year Abroad	Approved

B6.   ANNUAL MODULE AND COURSE REVIEW 2014/15 (QARs)

Subject	Update						
2014-15 QAR1 forms (noted that completed forms were available on the LTS Quality Review site)	School	UG			PGT		
		TL	MO	TD	TL	MO	TD
	BIO	✓	✓	✓	✓	✓	✓
	CHE	✓	✓	✓	✓	✓	✓
	CMP	✓	✓	✓	✓	✓	✓
	ENG	✓	✓	✓	✓	✓	✓
	ENV	✓	✓ ENV-MA9Y outstanding	✓ ENV-MA9Y outstanding	✓	✓	✓
	MTH	✓	✓	✓	n/a	n/a	n/a
	NAT SCI	✓	✓	✓	n/a	n/a	n/a
	PHA	✓	✓	✓	✓	✓	✓

Subject	Update						
2014-15 QAR2 forms (noted that completed forms were available on the LTS Quality Review site)	School	UG			PGT		
		TL	CD	TD	TL	CD	TD
	BIO	✓	Outstanding by Gabriella Kelemen & Jonathan Todd	✓	✓	Outstanding by G, Wheeler (S. Robinson new CD)	13 Jan 2016
	CHE	✓	✓	✓	✓	✓	13 Jan 2016
	CMP	✓	Outstanding by Pam Mayhew	5 ready for completion	✓	✓	13 Jan 2016
	ENG	✓	Outstanding by Lawrence Coates	Sent 16 Dec 2015	✓	Outstanding by Lawrence Coates	13 Jan 2016

	ENV	✓	Outstanding by Richard Herd	✓	✓	On BB awaiting completion	13 Jan 2016
	MTH	✓	✓	✓	n/a	n/a	n/a
	NAT SCI	✓	✓	✓	n/a	n/a	n/a
	PHA	✓	✓	✓	✓	Outstanding by Lindsay Morgan & D. Wright	

Subject	Update				
2014-15 QAR3 forms (noted that completed forms were available on the LTS Quality Review site)	School	UG		PGT	
		TD	AD	TD	AD
	BIO	✓	✓	27 Jan 2016	10 Feb 2016
	CHE	✓	✓	27 Jan 2016	10 Feb 2016
	CMP	✓	✓	✓	✓
	ENG	✓	✓	27 Jan 2016	10 Feb 2016
	ENV	✓	✓	27 Jan 2016	10 Feb 2016
	MTH	✓	✓	n/a	n/a
	NAT SCI	✓	✓	n/a	n/a
	PHA	✓	✓	27 Jan 2016	10 Feb 2016

B7. 5 YEARLY COURSE REVIEWS 2014/15

U1G1N1302/302 – Mathematics with Business (CR2)

MTH Faculty Course Review Report Form (CR3)

F125 BSc Biological and Medicinal Chemistry (CR2)

F152 MChem Biological and Medicinal Chemistry (CR2)

F153 MChem Biological and Medicinal Chemistry with a year in North America (CR2)

F154 MChem Biological and Medicinal Chemistry with a year in Industry (CR2)

FF31 BSc Chemical Physics (CR2)

F180 Chemical Physics with a Year in North America (MChem) (CR2)

F191 Chemical Physics with a Year in Industry (MChem) (CR2)

F100 BSc Chemistry/Ord/Vis (CR2)

F101 MChem Chemistry (CR2)

F103 MChem Chemistry with a year in North America (CR2)

F104 MChem Chemistry with a year in Industry (CR2)

CHE Faculty Course Review Report Form (CR3)

B8. ISSUES RELATING TO TEACHING SPACES

(Document G - Teaching Space - Physical Conditions report)