

LTC16D046

**Title:** *SCI LTQC Minutes*  
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### **Issue**

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

1. 21 September 2016

### **Recommendation**

Recipients are invited to receive the minutes for information.

### **Resource implications**

Not applicable.

### **Equality and Diversity**

Not applicable.

### **Timing of decisions**

Not applicable.

### **Further information**

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### **Background**

Not applicable.

### **Discussion**

Not applicable.

### **Attachments**

SCI LTQC Minutes, 21 September 2016



**LEARNING, TEACHING AND QUALITY COMMITTEE (LTQC)**

Minutes of the meeting held on **Wednesday 21 September 2016 in CMP 2.29.**

Present: David Stevens (Chair), Johannes Siemons (MTH), Anja Mueller (PHA), Mark Coleman (BIO), Paul Dolman (ENV), Nigel Clayden (NAT SCI), Ros Boar (TPPG), Laura McGonagle (SCI Senior Faculty Manager), Theo Antoniou-Phillips (UUEAS Academic Officer Undergraduate), Lindsay Westgarth (UUEAS SCI Faculty Convenor), Karin Goodby (Secretary, LTS Coordinator), and Lauren Kellett (Administrative Assistant, LTS).

With: Clive Matthews (Academic Director of Taught Programmes (ADTP)), Garrick Fincham and Leon Doughty (Business Intelligence Unit (BIU)).

Apologies: David Morales Rodrigues (UUEAS Faculty Engagement Convener), Naomi Carter (UUEAS Research, Policy and Project Coordinator), Geoff McKeown (CMP), Judith Mayne (Teaching and Related Activities Lab Manager), Rachel Paley (LTS Hub Manager).

**A1. MINUTES OF THE PREVIOUS MEETING**

Consider

minutes of the previous meeting held on 29 June 2016 (document A filed in the minute book). Accurate record of the meeting,

Updates and actions points from 29 June Meeting

Item	Subject	Details
A3.1	Statements from members of university groups	<ul style="list-style-type: none"> <li><b>Outstanding Action:</b> DS to circulate student handbook proposal when it becomes available.</li> </ul>
A6.	SCI Faculty Learning/Training Needs	<ul style="list-style-type: none"> <li><b>Outstanding Action:</b> BIO still required to send nomination for training/course leaders.</li> </ul>
A7	Future Skills Initiative	<ul style="list-style-type: none"> <li><b>Completed Action:</b> Adam Longcroft to capture ideas and circulate these.</li> <li><b>Completed Action:</b> DLTs to forward suggestions for projects to Catrin Darsley.</li> </ul>
A8	BIU Update on Management Information Supporting	<ul style="list-style-type: none"> <li><b>Completed Action:</b> Committee members to review the BIU Reporting pages to support Quality Assessment Review (QAR) 1/2/3 process.</li> </ul>

A9.	Changes to Integrated Masters Regulations	<ul style="list-style-type: none"> <li>• <b>Outstanding Action:</b> Smaller group yet to be convened to discuss Integrated Masters and Year Abroad courses. Laura McGonagle (LM) confirmed this action is urgent and needs to be completed.</li> </ul>
A10	Module Evaluations and Responses	<ul style="list-style-type: none"> <li>• <b>Outstanding Action:</b> NC to discuss proposals with Student Staff Liaison Committees (SSLCs) when they arise.</li> <li>• <b>Completed Action:</b> RP to speak to Caroline Sauverin to propose PHA for trial.</li> <li>• <b>Completed Action:</b> AM to circulate questions used within PHA.</li> <li>• <b>Outstanding Action:</b> NC to seek preference of the student body for timing of module evaluations.</li> </ul>
A11	Science Faculty's Teaching Strategy	<ul style="list-style-type: none"> <li>• <b>Outstanding Action:</b> Proposal to be brought to next SCI FLTQC for approval.</li> </ul>
A13	Any Other Business	<ul style="list-style-type: none"> <li>• <b>Completed Action:</b> AM to email DS with reasoning for allocating a staff member to enrol all staff required onto Bb sites.</li> <li>• <b>Completed Action:</b> DS to forward this onto Alicia McConnell and Dave Palmer.</li> </ul>

## A2. STATEMENTS FROM THE CHAIR

- Rooming issues should be sent to the SCI LTQC inbox ([SCI.LTQC@uea.ac.uk](mailto:SCI.LTQC@uea.ac.uk))
- Recording of adviser meetings with Tier 4 students is now compulsory. The Senior Adviser Reports will be reviewed at the next LTQC meeting.
- The Senate is looking to reduce inefficient teaching, in modules with consistent low numbers ( $\leq 10$ ). This will only be persistent offenders, as it is appreciated that there are peaks and troughs in popularity of modules. Data will not be complete on module enrolments until the next FLTQC, and thus will be discussed then. David Stevens (DS) noted that Caroline Sauverin (CS) is still collating data from 2015/6.
- DS encouraged Directors of Learning and Teaching (DLTs) to check reading lists on TALIS, as there has been a mismatch between data recorded on SITS and on TALIS. Simon Lancaster (SL) noted concerns about TALIS and lack of uniformity. DS confirmed that Learning and Teaching Committee (LTC) have approved this as a recommended way of publishing reading lists. Mark Coleman (MC) and SL encouraged colleagues to make sure the data had been published, and that the data published is relevant to current modules (not just related to legacy Blackboard (Bb) sites). Johannes Siemons (JS) queried whether it would be possible to have reading lists published centrally but MC and DS confirmed that module organisers must check accuracy of content and should routinely interact with Bb.  
**Action: DS to obtain list of missing reading lists for DLTs to investigate further**
- Bachelors and Integrated Masters (BIM) pass all modules regulation raises concerns amongst faculty members:

- Good students, at II(I) level, are being withdrawn from studies as academic failures for not passing one 20 credit module. A number of students have failed one module with a mark >38% and have had to leave the University.
- Students who performed well but failed one module should be allowed to apply via concession to provisionally progress, but this is not currently possible;
- Members agreed that whilst old regulations were potentially too lenient, BIM does not allow for any flexibility. Members expressed some need for flexibility and discretion if students marginally fail a module which means no possibility of progression. DS noted that 2016-17 CMF regulations (for PGT students) still allow for 40 credits of 'compensation' (condoned failure) which suggests the possibility to introduce some flexibility.
- Pass all modules may discourage students to take modules outside of their comfort zone, leading to less stretched and less engaged students.
- Theodore Antoniou-Phillips (TAP) noted that student opinion would be to have some allowances via concessions. Colleagues noted that concessions are only deemed viable through Extenuating Circumstances (ECs).
- SL noted that he was ideologically supportive of BIM, but was aware of the concerns.
- Anja Mueller (AM) noted that whilst PHA students have always had to pass all components there should be more flexibility in allowing students to be assessed a third time to allow progression.
- The expense of intercalating and returning to reassessment was considered problematic as for some students this is not financially viable and provisional progression would remove some of this issue.
- Mark Coleman (MC) expressed mixed views. Concerned that regulations result in some students being withdrawn with a better aggregate mark than those who are progressing versus impact on approach to learning if students know they can fail some credits (fosters a culture of students simply focusing on modules they believe they can pass).
- Module data is due to roll over on SITS on 06 October to enable module updates to be completed by mid-December.
  - DS asked colleagues to revisit their module outlines to make sure they are appropriate for public-facing website and to remove redundant module codes/requisites.
  - Requests for external lecturers to be confirmed at same time as module update in order to go through the appropriate approval process (planned changes).
  - Laura McGonagle (LM) confirmed that SCI will produce a pseudo database again this year. LSOs pre-populated mail merges of documents in 2015/6 and this was well received. Faculty agreed that this would be working towards a comprehensive 'single point of truth' which contains all module information (including moderation method requested by LTS this week). DS confirmed that there is a desire within the university to make this an online document, where all information can directly feed SITS and other systems.
  - The pseudo-database will act as an interim solution, although it is not confirmed when this information will be published to students. LM confirmed that SCI were the only faculty to do this in 2015/6 and this truly benefited students.

- LM agreed process should be started earlier and requested that colleagues send proposals for additional requirements to Sarah Lucas. A commitment from all Schools is needed to meet the deadline. Noted that concessions can be sought for late changes or if schools are unable to provide data by requested deadline.
- Ros Boar (RB) noted the importance of information provided for joint degrees.
- **Action: Colleagues to send additional requirements and preferences to Sarah Lucas.**

### A3. STATEMENTS FROM MEMBERS OF UNIVERSITY GROUPS

#### A3.1 **Online working group (attended by SL)**

Areas discussed included:

- SL attends the group but represents pedagogical / innovative aspects and not SCI Faculty
- There is a need for a SCI faculty representative in the working group
- MC volunteered to represent the faculty. Katy Appleton (KA) also suggested as a possibility and agreed that KA should be involved where possible. Also noted KA should be congratulated for the award of a University Teaching Fellowship.

**Action: DS to recommend MC as SCI Faculty representative.**

### A4. STATEMENTS FROM STUDENT UNION REPRESENTATIVES

Noted:

- TAP noted that attending Staff Liaison Committees (SSLCs) is high on the agenda.
- Online marking is also an item high on the agenda and regarded as a positive solution which decreases administrative time (not marking time). TAP noted that it is important to strike a balance between quick feedback, as this has now become satisfactory, and valuable, rich feedback. TAP noted that there is value in creating standard templates and pro formas that students will find easier to read.
  - MC noted that after their Learning and Teaching Day, which colleagues from Centre for Technology Enhanced Learning (CTEL) attended, BIO are attempting to roll out Blackboard marking as much as possible and have a working group looking to create a set of pro formas for Bb.
  - Noted that some colleagues, who already provide rich feedback, found that they provided less feedback when online as it took more time. MC encouraged colleagues to seek guidance from colleagues in CTEL (Laura Leech and Ian Davies). Members agreed that online marking does aid legibility but not necessarily richness. SL noted the potential for a variety of digital feedback, which may take colleagues less time, such as audio.
  - Concerns raised by JS and DS regarding the feasibility of translating MTH for Bb submissions. **Action: DS to raise with CTEL**
- TAP also attended Learning and Teaching Spaces Group – space continues to be an issue for students and will become an issue high on the Agenda for the Union of University of East Anglia Students (UUEAS).

### A5. IMPROVING STUDENT FEEDBACK ACROSS SCIENCE

Noted:

- Internships in PHA and MTH focussed on enhancing feedback.
  - MTH student interns have completed their report regarding feedback, which will be published when signed off by the school and will reviewed by LTQC.
  - AM noted that the PHA report may be very specific to PHA but some issues have arisen regarding students want of non-handwritten feedback. Students also show a preference for personalised feedback vs. feedback in lectures. PHA intern held focus groups and an anonymous dropbox for students to feedback their opinions on feedback.
  - There is a disconnect between academic and student opinions on feedback. In MTH feedback is seen as a pedagogical cycle where formative and summative learning feed into one another through solution worksheets. However, students perceive feedback as an isolated event versus a cycle, which often leads to a lack of engagement with feedback given once a mark has been received.
  - Paul Dolman (PD), RB and JS stressed the importance of providing transparency in feedback and where feedback feeds into future modules, especially modules where coursework deadlines span semesters. Students need to understand the trajectory of feedback and how this feeds back and forward.
  - CHE are trialling 'Dialogue Plus' - an approach used by Rebecca Westrup (EDU)- which provides transparency in marks awarded and aids students in using 'feed forward' feedback appropriately; providing a consistent cycle of feedback.
- Action: DS to make reports available to committee members when complete.**  
**Action: DLTs to send any suggestions to DS for other actions or internships to aid enhancement of feedback.**

A6. NATIONAL STUDENT SURVEY (NSS) AND STUDENT EXPERIENCE REPORT (SES) 2016

Noted:

- Feedback, Organizational Management and Pastoral Support (e.g. advisers) are key foci.
- Organisational Management decrease in PHA may be due to exam timetabling.
- Agreed that TEF requirements are putting more focus on pastoral support. Suggested that the status of Senior Advisers (SA) should be heightened, (e.g. 'Directors of Academic Support?') although some concern over the increasing number of inter-departmental roles. Agreed that SA should attend School Teaching Executive Meetings. Advising system has higher scores for ENV but not sure why as School perception is that it has been less good since return of CW via Hub
- Assessment feedback was considered.
  - The Business Intelligence Unit (BIU) have suggested, in the report, that there is a trade-off between Timeliness and Quality. However, TAP confirmed that students are satisfied with timeliness, it is quality that requires focus. ENVs aspirational target of 10 days, for return of assessment feedback, was considered well received.
  - It was considered that there is a disconnect between staff and student expectations of feedback. Staff expect feedback to be most valuable at formative level and agreed that staff need to highlight the importance of formative feedback which should inform summative work. Need more two-way communication and better understanding of student perception-

- suggested internship in ENV to understand the route of the issue which NSS does not provide answers for.
  - TAP noted that students are looking for feedback that may be more creative, e.g. audio files.
  - Colleagues queried the value of post-mortem feedback, and felt the importance of feedback for further work should be reinforced to inform a pedagogical cycle vs. post-mortem style.
  - MC noted that BIO will be introducing mark proformas before assessment so that students can evaluate what they are being assessed on.
  - Feedback being returned via the Hub was considered problematic by some colleagues. DS noted that in MTH by actively asking students for their preference, the return of second and third year coursework was undertaken via teaching events, increasing contact with students, which has significantly increased satisfaction. PD queried the lack of contact with advisers to collect coursework as a potential reason for decrease in satisfaction.
- Colleagues also keen to discover how modules on other courses feed into parent course feedback. Noted that NSS feedback is based on JACS codes of modules taken by students (so if student taking all BIO modules then feedback counts to BIO)
- Noted that students completing the NSS are only experiencing changes in their third year, but are reflecting on experiences for the entire course. TAP noted that assessment scores have seen a rapid jump, so staff are being seen to make positive changes.
- RB queried the focus on feedback and not assessment. Students receive feedback for coursework within 20 working days but examinations within 40. DS has raised this with Andrea Blanchflower (AB) in 2015/6 and intends raise again this academic year.

A7. CLIVE MATTHEWS ACADEMIC DIRECTOR OF TAUGHT PROGRAMMES (16:00-16:30)

Noted:

- Clive Matthews (CM) noted that we have gone through rapid changes to processes recently. No plans to start new major initiatives in next couple of years. Need to take stock and build on existing process. Focus for everyone is to improve student experience. CM wishes to collaborate with colleagues, including occasional attendance at LTQCs to listen to views, move forward and spread best practice cross-faculty. What can UEA do to help promote best practice?  
**Action: Members to email CM examples of best practice.**
- CM is keen to reduce, simplify and streamline processes so time can be spent on quality of teaching. Colleagues cited the Quality Annual Review process (QAR) and module update process as re-iterative and uncoordinated. PD has been volunteered to participate in the working group looking at this in order to represent the views of a research intensive school.
- Committee members expressed some concern at the proposal to move from module evaluation to course evaluation from 2017/8. The BIM ethos of 'Course is King' does not work for several schools in the faculty, including BIO. Often modules serve multiple courses and monitoring from a course level would remove the ability to analyse at a modular level. CM suggested that a move to

quinquennial review would not remove the potential to analyse modules at an informal level, which remains successful in Humanities (HUM) and Social Sciences Faculty (SSF). Reviews could also be triggered by Course Directors (CD) or DLTs as appropriate.

- Noted that online module evaluation is ineffective due to low response rates. Agreed that module evaluation must be captive to be valuable and that colleagues can schedule time in class for students to complete evaluations. Concerns raised that online module evaluation task does not work well on mobile electronic devices.
- Committee members raised concern at BIM regulations concerning discretion and the lack of potential for flexibility at Board of Examiner (BoE) meetings. JS expressed the frustration of External Examiners not being able to make appropriate impacts. CM noted that whilst historically this was done via school judgement, the move to standardisation reflects an aspiration to treat all students fairly. Any flexibility would have to accommodate fairness.
- Concerns raised about ineffective systems. DS queried UEAs commitment to review systems in 2016 and implement changes in 2017. Timetabling issues have arisen, but CM noted that institution wide this is much better than 2015/6. RB encouraged colleagues to email enrolled students on modules to ensure they receive their timetable as an interim solution. Agreed that score for organisational management are decreasing and therefore finding a solution is pertinent.  
**ACTION: LTS to provide start-of-year timetabling update to DLTs on 22 Sept.**
- There is concern about UEA's push to reduce the number of exams. Agreed that whilst SCI faculty may require exams to fulfil pedagogical aims other faculties (such as HUM) may benefit from a reduction in exams. Agreed practice will vary cross-faculty.
- CM, Helena Gillespie (HG) and the Pro Vice Chancellor (PVC) will be visiting each school in light of Teaching Excellence Framework (TEF). Colleagues encouraged to revisit plans from Learning and Teaching days to review in preparation.

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

Noted:

- BIU have held workshops to gain knowledge of user requirements and welcome feedback on existing reports.
- Noted that currently there is an interim website within the BIU that will help aid QAR processes. Aspiration is to present data to mirror forms so that colleagues can easily extract relevant data when completing, for example, an annual or five yearly course review. Noted that there is an issue reporting at course level e.g. SITS data vs school considerations.
- RB noted that whilst she found the information highly useful she found it difficult to find relevant reports and where these were stored. Reports are currently stored on the BIU website in the interim but will eventually be changed, potentially to be included on the 'A-Z' on the UEA website. A consideration that was made was to have reports listed as 'processes' to try and make them as accessible to colleagues as possible. Suggested that location of reports should be intuitive.
- BIO have used reports for completing QAR1. Colleagues were selective about data they want to extract. Positive reviews but there is discoverability issue.

- The BIU are currently setting up user groups to try and address these queries and running workshops to explore possibilities and aid understanding.
- DS and SL queried whether Tableau would replace SITS, Garrick Fincham (GF) confirmed that Tableau can pick up multiple core data sources and provides a front facing interface only (as does e:Vision for SITS). The possibility of pushing confirmed information back into SITS was also raised, this would be a necessity in order to promote a culture of 'single point of truth'.
- October 2019 – Data Futures Initiative by Higher Education Statistics Agency (HESA) will mean that data on Tableau will become more transparent and bring any issues to light, which should aid the underpinning of data structures and potential misuse.
- BIU confirmed that they are not undertaking the systems review but it would be of most use to combine this review with BIU developments in order to facilitate changes, especially in light of Data Futures Initiative.  
**Action: LTS to send current course aggregations, for five yearly reviews, to BIU.**

#### A9. COURSE REVIEWS

Noted:

- DS encouraged colleagues to start engaging with the processes for five yearly course reviews scheduled for 2016/7.
- PD queried the inclusion of Geophysics to be reviewed as it was reviewed in 2015/6.
- MC queried the inclusion of three BIO courses that have since been closed (year in North America/Europe/Australasia have closed and now become year abroad). Agreed that Year Abroad courses should be reviewed alongside the parent course.  
**Action: DLTs to raise any queries with LTS Coordinator that supports programme**

#### A10. SCIENCE FACULTY'S TEACHING STRATEGY

Noted:

- To carry forward.  
**ACTION: DS to circulate to DLTs prior to Faculty away day**

#### A11. FOUNDATION YEAR PROGRAMMES

Noted:

- Issues arose in 2015/6 which led to conclusion that modules offered at foundation year level should be reviewed. DS noted the necessity to be more efficient in how we deliver modules and to not duplicate material.
- SL noted importance of speaking to Jenny Bochmann regarding the CHE Maths Module.
- LTS has circulated foundation year modules and course profiles on Bb and these should be reviewed and a further discussion regarding this will be arranged.

- **Action: DLTs to review foundation year modules and propose suggestions to DS.**

#### A12. COURSE PROPOSALS

Noted:

- ENV MSci with a counting year abroad proposal. Students will participate in a year abroad which will be translated and act as a counting third year. Students will then return to UEA to complete a fourth year studying level 7 modules. Importance stressed of finding an appropriate algorithm for translation and course directors approval for modules to be taken overseas. If students do not meet progression criteria then they will transfer back and do stage 6 on the BSc.
- DS recommended that ENV review proposal and confirm if specific HEIs have been agreed or are appropriately suited for each ENV programme. Agreed by LM and DS that PD will review list of universities and make specific to different courses in order to promote confidence in success of students at overseas universities (this is something that MTH currently endorse and engage with). DS can review amended proposal by Chairs Action.

**Action:**

- **PD to amend 4.2.8 with appropriate list of overseas universities that are course specific.**
- **LM to email PD deadline date for PD to submit proposal in time for LTC.**
- **DS to review and confirm approval for proposal via Chair's action**
- SCI with EDU – principle is to provide students with a pathway to teaching, i.e. PGCE or other forms of teacher training. SL raised concerns regarding an obvious Unique Selling Point (USP) for the course, which should be a pathway directly into teaching, although this cannot be specifically guaranteed, if the course is simply 'with' this may not appeal to potential students. RB queried 'Low Carbon Energy' being included in the Geography and ENV SCI course profiles, LM confirmed that Jan Alexander is making appropriate changes. LM confirmed that the proposal is still a working document and will be reviewed at the next LTQC, but Admissions (ARM) are keen to adopt this 'with Education' for other faculties.

#### A13. ANY OTHER BUSINESS – to close

- No other business.

## SECTION B: ITEMS FOR REPORT

### B1. QUALITY

Subject	Update					
	School	Report Received	Draft Response	Scrutiny 01	Scrutiny 02	Final Report on BB Site
2014/5 UG External Examiners reports and draft responses (noted that complete forms were available on the SCI LTQC BB Site)	BIO	YES	YES	YES	YES	YES
	CHE	YES	YES	Rec'd 29/01, not on BB	Rec'd 29/01, not on BB	
	CMP	YES	YES	YES	YES	With DS
	ENV	YES	YES	YES	YES	YES
	MTH	YES		ENG due 29 Jan 2016	Martin Loftus	Simon Lancaster
	PHA	YES	YES	YES	Report referred back to chair.	
	NAT SCI	YES	YES	YES	Geoff McKeown. Due 22 Jan 2016.	

Subject	Update					
	School	Report Received	Draft Response	Scrutiny 01	Scrutiny 02	Final Report on BB Site
2014/5 PGT External Examiners reports and draft responses (noted that complete forms were available on the SCI LTQC BB Site)	BIO	YES	YES	YES	YES	YES
	CHE	YES	YES	YES	YES	YES
	CMP	YES	YES	YES	YES	Awaiting approval from DS.
	ENV	YES	YES	Report referred back to chair.	Report referred back to chair.	
	MTH	YES	YES	YES	YES	YES
	PHA	YES	YES	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. CHANGES TO EXISTING PROGRAMMES - Nil**

**B3. COURSE CLOSURES – see below**

<b>School</b>	<b>Title</b>	<b>AD sign off date</b>
ENV	BSc Environmental Geography and International Development BSc Environmental Geography and Climate Change BSc Environmental Geography and Climate Change with a Year In Industry MSci Environmental Geography and Climate Change	August 2016

**B4. ONGOING NEW COURSE PROPOSALS**

<b>School</b>	<b>Title</b>	<b>Status</b>
ENV	MSci in Environmental Sciences with a Year Abroad MSci in Environmental Geophysics with a Year Abroad MSci in Meteorology & Oceanography with a Year Abroad MSci in Geology with Geography with a Year Abroad	Course Outline (CP1) approved Business Case (CP2) and Financial Case (CP3) in progress. Pending receipt of Academic Design (CP4). Target Sep 2016 SCI LTQC, 19 Oct LTC. Prospectus deadline 30 Nov 2016/7
ENV	BSc/BSA Geography	CP4 sign-off outstanding
ALL	BSc Biological Science (with Education) BSc Chemistry (with Education) BSc Computing Science (with Education) BSc Geography (with Education) BSc Environmental Sciences (with Education)	

	BSc Mathematics (with Education) BSc Physics (with Education)	
	PHYSICS with foundation year	

B5. APPROVED COURSE PROPOSALS

School	Title	Status
ENV	BSc Environmental Sciences and International Development BSc Climate Change BSc Climate Change with a Year In Industry MSci Climate Change.	Approved

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

Subject	Update						
	School	UG			PGT		
<b>2014-15 QAR1 forms</b> (noted that completed forms were available on the LTS Quality Review site)		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	✓	✓	✓	n/a	n/a	n/a
	SCI						
	PHA	✓	✓	✓	✓	✓	✓

Subject	School	UG			PGT		
		TL	CD	TD	TL	CD	TD
<b>2014-5 QAR2 forms</b> (noted completed forms were available on the LTS Quality Review site)	BIO	YES	U1CC74302 (Gabriella Kelemen) U1C501402 + U1C501401 (Jonathan Todd)	YES (All others)	YES	T1C231101 outstanding (Colwyn Thomas)	T1C791101 outstanding (Gary Rowley)
	CHE	YES	YES	YES	YES	YES	YES
	CMP	YES	YES	YES	YES	YES	YES
	ENG	YES	YES	YES	YES	T2HF27401, T2HF27301, T2HF27201 + T1HF27101 (Lawrence Coates) last chased 09/08/16.	
	ENV	YES	U1F660402, U1F660403, U1F66A402, U1F661402, U1F661401 & U1F663302 (Ricky Herd)	YES (All others)	YES	T1F850101/T2F850201 (Annela Anger-Kraavi, - note, AAK has now left UEA)	T1F860101, T1C180103 + T1F851101/T2F851202 (Ricky Herd, notified 11/07/16).
	MTH	YES	YES	YES	YES	N/A	N/A
	NAT SCI	YES	YES	YES	YES	N/A	N/A
	PHA	YES	YES	YES	YES		

Subject	School	UG		PGT	
		TD	AD	TD	AD
<b>2014-5 QAR3 forms</b> (noted that completed forms were available on the LTS Quality Review site)		See QAR2s outstanding, all others complete.	Chasing U1C180302, U1C10C402, U1C104402, U1C104401, U1C201402 as not stated on QAR3 form but completed by TD.	T2CD14201, T1CD14101 (Gary Rowley) uploaded 21/01/16.	
	BIO				
	CHE	YES (U1F008401 - SCI with foundation year missing from QAR3 form, 402 mentioned twice?/U1F100V01 also missing from QAR3)	YES (see previous notes)	YES	Sent to Dave Stevens on 21/01/16 + 26/06/16
	CMP	YES	YES	YES	YES
	ENG	YES	YES	See QAR2s outstanding.	
	ENV	U1F901401, U1F850401, U1F850402, U1F854401, U1F75A402, U18F90401, U1F750402, U1750401, U1F900302 + U1F850V01 (Paul Dolman)	YES (see previous notes)	See QAR2s outstanding.	
	MTH	YES	YES	N/A	N/A
	NAT SCI	YES	YES	N/A	N/A
	PHA	YES	YES		

B7. 5 YEARLY COURSE REVIEWS 2014/15- Nil

B8. GOOD HONOURS 2015/16

<b>Subject</b>	<b>Update</b>	
<b>2015/6 Good Honours Reports</b>	School	Report Received
	BIO	YES
	CHE	YES
	CMP	YES
	ACT SCI	
	ENV	
	MTH	YES
	ENG	YES
	PHA	YES
	NAT SCI	YES

B9. ANNUAL REVIEW OF ASSESSMENT AND MODERATION 2015/16

<b>Subject</b>	<b>Update</b>	
<b>2015/6 Annual Review of Assessment and Moderation Reports</b>	School	Report Received
	BIO	Scheduled for 22nd Sept.
	CHE	YES
	CMP	YES
	ENV	To be scheduled.
	MTH	To be scheduled.
	PHA	YES
	NAT SCI	YES