

LTC17D026

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. 17 June 2017

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

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

SCI LTQC Minutes, 17 June 2017

LEARNING, TEACHING AND QUALITY COMMITTEE (LTQC)

Minutes of the meeting held on **Wednesday 07 June 2017 in SCI 0.59.**

Present: Ben Milner (Chair), Mark Coleman (BIO), Simon Lancaster (CHE), Dan Smith (CMP), Ros Boar (ENV), Johannes Siemons (MTH), Anja Mueller (PHA), Judith Mayne (Teaching and Related Activities Lab Manager), Lindsay Westgarth (UUEAS SCI Faculty Convenor), Laura McGonagle (SCI Senior Faculty Manager), Rachel Paley (LTS Hub Manager), Lauren Kellett (Administrative Assistant, LTS), Meg Evans (Administrative Assistant, LTS) and Karin Goodby (Secretary, LTS Coordinator).

Apologies: Nigel Clayden (NAT SCI), Theo Antoniou-Phillips (UUEAS Academic Officer Undergraduate), Madeleine Colledge (UUEAS Academic Officer Postgraduate), David Morales Rodrigues (UUEAS Faculty Engagement Convenor), Zhyar Said (Faculty Convenor, PHA) and Zoe Perks (Faculty Convenor, ENV)

A1. MINUTES OF THE PREVIOUS MEETING

Considered

Minutes of the previous meeting held on 03 May 2017 (document filed in the minute book). Confirmed accurate record of the meeting except for reference to SCI Student Zone. Noted that SCI Student Zone is continuing.

- **Action: Karin Goodby to amend minutes.**

Updates on actions are as follows.

| Agenda Item | Summary of Action | Responsibility | Status |
|---|--|---------------------------------------|----------------------|
| A1- Minutes of the previous meeting | LTS to update actions section so progress and outstanding actions can be identified more easily. | Karin Goodby (LTS) | Ongoing |
| A4.1 –Statements from Student Union Representatives | Theo Antoniou-Phillips to establish details and send to Dan Smith for review. | Theo Antoniou-Phillips (UUEAS) | Ongoing |
| A4.3 Statements from Student Union Representatives | Reading Lists and TALIS: Theo Antoniou-Phillips to send feedback to Karin Goodby, for inclusion in future agenda, where available. | Theo Antoniou-Phillips (UUEAS) | Complete-Agenda Item |
| A5 – Improving Student Feedback across Science | Teaching Strategy for Science: focus on, and incorporate, feedback. Retain as an FLTQC agenda item for regular review. | Ben Milner (AD) Karin Goodby (LTS) | Complete |
| A6 – External Examiner Faculty | Ben Milner to draft External Examiner Faculty Reports and circulate to DLTs. | Ben Milner (AD) | Ongoing |

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|--|---|---|--|
| Reports 2014-15 & 2015-16 | | | |
| A7 – Register & Attendance Meeting Reports (Sem1, 2016-17) | Ben Milner to report on SCI LTQC feedback. | Ben Milner (AD) | Complete for SEM1, SEM2 data to be reviewed next academic year |
| A8 – HEA Fellowships | DLTs to check progress with Heads of School, check accuracy of School spreadsheets and ensure updated. | DLTs | Ongoing |
| A9 –Deadline for exam marks to be returned to the Hub | Ben Milner to raise issues at Associate Dean Meeting | Ben Milner (AD) | Outstanding- to be raised at next meeting |
| A10 – Timing of preparation of exam papers | Ben Milner to raise issues at Associate Dean Meeting. | Ben Milner (AD) | Outstanding- to be raised at next meeting |
| A11 – PGT Dissertations | Theo Antoniou-Phillips and Madeleine Colledge to provide specific details to relevant School DLTs. | Theo Antoniou-Phillips (UUEAS) and Madeleine Colledge (UUEAS) | Outstanding |
| A12 – Peer Observation of Teaching Working Group | Committee members to feedback any comments to Ben Milner. Ben Milner and Karin Goodby to send queries/comments to working group lead. | ALL | Pending. No more work group meetings scheduled |
| A12 – Science Teaching Strategy | Ben Milner to report SCI LTQC feedback and circulate revised proposal to DLTs before proposal is submitted to LTC. | Ben Milner (AD) | Ongoing |
| A13 – Student representation code of practice | Committee members to feedback further comments to Theo Antoniou-Phillips | All | Complete |
| A14 – Review of Study-Abroad Quality Assurance issues | DLTs to send feedback to sci.ltqc@uea.ac.uk | DLTs | Some responses received. Complete. |
| A15 – Any Other Business | Ben Milner/Karin Goodby to contact Lorraine Newark to seek clarification on purpose of review. | Ben Milner (AD) Karin Goodby (LTS) | Complete. FACP have been consulted. |

A2. STATEMENTS FROM THE CHAIR

A2.1 Introductions: Welcome to Meg Evans (LTS FLTQC support taking over from Krissie Lessiter) and Lauren Kellett (temporary LTS FLTQC support).

A2.2 STEM Building: layout has been confirmed; building will also include some teaching space for non-SCI faculty. Top floor will be CHE and PHA; middle floor will be BIO; first floor will be ENV wet and dry labs and electronics lab. Floor 0 will offer 580 teaching spaces. Work started in January 2017 and expected to be completed for opening in September 2019. Agreed that ARM should be involved in discussions about how STEM is included in open / visit days.

A2.3 HEA: Anja Mueller congratulated on acquisition of senior fellowship. Colleagues encouraged to apply.

A3. STATEMENTS FROM MEMBERS OF UNIVERSITY GROUPS

- A3.1 Peer Observation Working Group (Ben Milner): have not met since last report.
- A3.2 Self-Certification Working Group (Ben Milner): The working group has ceased and proposal agreed at LTC in May 2017.
- A3.3 Placements Working Group (Ben Milner): The working group has ceased and Clive Matthews to provide update at this meeting.
- A3.4 Teaching Space Working Group (Ben Milner): The group continues to meet and any issues to be reported to sci.ltqc@uea.ac.uk. LTS will collate feedback received for review by the Group.
- A3.6 Exam Papers/Feedback (Ros Boar): No new activity to report. Dan Smith noted that CMP have receiving printed work which is not attached to booklets with increases the risk of work going missing. **Action: Dan Smith to email Jean Whiting.**
- A3.6 Submission of Assessment Policy Working Group (Rachel Paley): Three working group meetings have taken place; February, March and April. Main recommendations to be considered at LTC on 22 June are:
- Penalties: percentage rather than marks to be deducted for late submission i.e. 10% instead of 10 marks to be deducted
 - Partial late submission of work: only work submitted before the deadline will be marked i.e. to deal with cases where students submit before the deadline but later request to add a forgotten reference list
 - Incorrect file submission: students will be responsible for ensuring the correct file is submitted via the publicised method of submission. Incorrect files will not be marked and then student will receive a zero mark.
 - Projects: practice of 30 day working day turnaround for marking of projects to be formalised
- A3.7 Employability E-Portfolio: (Simon Lancaster): Text comparing software requires licences. Proposed Turning Point software trail to interact with students. Use of clickers are fine. Noted that use of Turning Point 8 requires new licences. Licences are reviewed annually. Noted concerns about existing IT infrastructure. ISD are undertaking a Wi-Fi infrastructure review. Hope to get to a point where module evaluation can be completed in class. Current format is not mobile friendly.

A4. STATEMENTS FROM STUDENT UNION REPRESENTATIVES

- A4.1 STUDENT UNION REPS: Madeleine Colledge will remain in the Union next year but Theo Antoniou-Phillips is leaving. Lindsay Westgarth will continue in role and as member of the Committee.

A5. IMPROVING STUDENT FEEDBACK ACROSS SCIENCE

Discussed

Update on enhancing student feedback.

- Simon Lancaster provided audio feedback via Blackboard for module CHE-7801Y (ENG students):
 - Used iAnnotate application to provide audio feedback on downloaded pdf's
 - No positive feedback from students who requested written feedback instead
 - No pedagogical reasons for providing audio feedback (aside from personal preference)
 - Audio feedback not a very scalable approach for large cohorts. Crocodoc software not suitable.
 - Noted that some of the built in pdf readers don't display annotations- could be an issue to be flagged to students.
 - Noted that written feedback easier to locate (for future reference) than audio. More effort for students to listen than read.
- Harriet Jones has sought feedback from students regarding Blackboard marking. Feedback is mixed, with some students noting they prefer eVision submission but receiving feedback on hard copy.
 - Confirmed that use of Blackboard marking is not mandatory.
 - LTC view is that all students should have access to a Blackboard site they want to see every day. Noted that some Blackboard traffic, whilst high in volume, does not link directly to pedagogical success.
 - PHA implemented use of Blackboard for faculty wide marking of Literature Review, which was well received.
 - Noted that for some schools such as MTH, use of Blackboard marking is not feasible.
 - Interface is clunky and obscure
 - Concluded importance should be on both marker and student experience.
- Difference between staff and students perception of feedback. Students expect to receive feedback that helps them achieve a better mark rather than feedback which enhances their learning.
- Agreed that marking experience must not be lost either and markers must feel that they are doing best for students

A6. UEA POLICY ON PLACEMENT AND WORK-BASED LEARNING

Received

- (1) Draft Policy Document. **Document A6**
 - (2) Verbal report from Clive Matthews (ADTP) on draft policy.
- Verbal Report:
 - Current code of practice is being integrated into policy, which has been a Working Group effort; this policy will replace the code of practice and will have an associated guidance document.
 - The policy outlines minimum requirements and definition of a 'placement'
 - The revised policy will be presented to the first LTC meeting of 2017/8 so principles can be applied in 2018/9.
 - Formulation of guidance is in progress and should be completed by the end of the summer.
 - Guidance will reflect the minimum expectation required for courses, if schools have more complex requirements for individual programmes (e.g. PRSBs in MED) then supplementary guidance will be formulated by the School. Would supplementary School guidance need to be approved and, if so, by who?
- Action: Karin Goodby ask Becky Fitt to clarify approval process**

- Each school will have a placement coordinator, if not already. This is an Academic post (managing academic requirements) and not an administrative post.
- A new employee specialising in insurance has written guidance in relation to insurance implications within placements.
- Each School to have risk based approach- risk elements will be elaborated further in guidance document with wording used from existing code of practice
- Students still subject to University rules & regulations and reporting procedures
- Equal opportunities within placements has been considered. Consideration on a case by case basis
- Noted that reference, or not, to 'work based' placements to be discussed and agreed between Clive Matthews and Becky Fitt
- Feedback from Committee:
 - Question raised regarding the use of 'integral' (footnoted) to distinguish placements that would be subject to policy.
 - Noted that 'integral' is defined as a requirement i.e. must do in relation to course or module
 - Semantics of 'integral' may cause complications for the Student Travel and Expedition Committee, who do not approve funding for travel that is a credit bearing requirement of course
 - Rather than 'integral'- can the distinction instead be made by reference to 'credit bearing' versus 'non-credit bearing'?
 - Action: Karin Goodby send feedback to Becky Fitt for review**
 - Should fieldwork projects be subject to the policy? The definition of a placement is where control of the student is passed to another placement provider, thus policy is not applicable to field courses organised, managed and delivered by the School.
 - Action: Ben Milner to ask Steve Dorling to request Clive Matthew's attendance at SCI employability executive.**
 - Action: Committee members to send feedback on the policy to Becky Fitt.**

A7. TALIS READING LISTS

Received

- (1) Report (verbal and written) from Jane Helgesen (Head of Academic Engagement) and Nick Lewis (Library Director) on the benefits of using online reading list software (TALIS).
 - (2) A report from Theo Antoniou-Phillips (UUEAS) on student feedback and opinion on reading list provision at UEA. **Document A7 (1-2)**
- Introductions. The committee welcomed Jane Helgesen and Nick Lewis (ISD)
 - Verbal Report:
 - Two papers available for review, one from Jane Helgesen and the other from Theo Antoniou-Phillips, with the latter focused on student's reception of TALIS. Student feedback is that TALIS helps with access to readings.
 - Paper from Jane Helgesen outlines the benefits of using TALIS. Noted that LTC has since agreed a mandate that for all modules, where reading lists are relevant, TALIS must be used.
 - The Library acknowledges concerns about:

- Mandating reading lists and impact on administrative workloads. Academics colleagues are reminded that assistance is available from reading administrator Robin who can be accessed via CTEL (incl. training, guidance and support).
 - Communications about roll-over process, draft lists and publish lists. Hopefully subsequent communication has been clearer.
- Module information on a Blackboard list does not mean that a reading list cannot be provide via TALIS. Reminded that Blackboard lists can be linked to TALIS lists and support is available to do so.
- Timescale – books need to be on shelves in time for September. 31 July deadline to receive lists. Can process after deadline on a first-come, first-served basis.
- Whilst initial formation of reading lists on TALIS can take time, list creators will see benefits over time as only adaptations will need to be made in the future.
- Beneficial for students in cases where the student may have been asked to read a book that is now out of print an inaccessible, or in which students are required to read several textbooks/journal articles simultaneously.
- TALIS lists allow the library to remain updated with resource requirements and to order books in a timely manner, without separate communications and to ensure students are not disappointment.
- TALIS enables contextualisation. If don't create a flat reading list, then not appropriate. But is so, TALIS should be used.
- Using TALIS enables easy authentication and URLs are embedded in reading lists so more easily accessible and have improved off-campus support for students.
- Presentations, including slides, can be linked to TALIS lists. The benefit of having these integrated into TALIS list is that sites and journals would be automatically logged in for the student, and authenticated.
- Market leader- 90% of HEIs are using this system
- In response to concerns raised by the committee, noted that it is not unusual to have TALIS as a self-service system where academics are expected to update their own lists and that the model of centralising the administrative workload is not the model that UEA have decided to pursue. Noted that the institution is mandating and the Library implementing.
- Acknowledged that the use of TALIS will be different for different disciplines. The library are committed to working with Faculty to making this work.
- Feedback from Committee:
 - Concerns raised about the academic time required to form lists, noting that it could take approximately three minutes per item. Once factored in multiple modules, could have to add 3-4 items per week. Unrealistic. Staff time not costed. Each module organiser has to be trained, spend time to use. Only works on the assumption that academic time is free.
 - Noted that MTH requested the assistance of Local Support team in 2016/7 to input these items and this was considered beneficial for academics as only one member needed to be trained and this could be entered centrally.
 - Noted that MTH students do not read books- find resources elsewhere.
 - Scale of work has not been appreciated. Some BIO modules can have 20 research papers. Realistically, uploading this number is unlikely due to effort involved. Increases the work required to prepare for a lecture by 60%
 - Using TALIS means that information is divorced from context i.e. lecture notes on module blackboard site (but confirmed that it is possible for presentations, including slides, to be linked to TALIS lists).
 - Academics do not currently provide students with URLs- only journal articles titles etc. are provided.

- Suggest Robin provides help in the form of screen casts etc.
- Agreed:
 - Agreed that, where reading lists are appropriate, SCI Schools will use TALIS lists to provide core reading as a minimum requirement.
 - Must be able to identify modules where use of TALIS lists are not deemed appropriate as have to report compliance to LTC. Module Organisers must notify the Library of modules where TALIS lists are not appropriate, and provide reasons why. The library will maintain a record.

Action: DLTs to ensure that academic colleagues add core reading, as a minimum requirement, to TALIS reading lists and notify the Library of modules where use of TALIS not deemed appropriate.

A8. DO SOMETHING DIFFERENT WEEK

Considered

- (1) Whether PGT students should be able to participate in DSDW as per the recommendations in the report reviewed by LTC (10 May 2017). **Document A8**
 - (2) The preferred timing of DSDW
- Agreed that PGT students should be able to participate with the proviso that students must engage in teaching if scheduled during DSDW. Also noted that:
 - Associate Deans have raised concerns about the continuation of DSDW which will be considered by Senate on 07 June. Only 6% were registered in 2016-17 (numbers for those that take part will be different) and this was at a cost of £84 per participant.
 - Most successful SCI schools, for participation, were ENV and PHA. Ros Boar noted that students were able to engage in a First Aid course prior to field trip engagement which would usually be run and paid for by the School.
 - Uptake not important but student experience of those engaged is; first impressions are lasting and students will feed this years' experience onto their colleagues.
 - Lindsay Westgarth noted that the Student Union agreed that the concept is a good one but that the timing and format did not seem to work. Possibility more student input into future planning, and identifying events students want to participate in. Not marketed very well- a lack of publicity about some really good events. Idea and events great but focus was not on all skills that session offered, plus availability to register was limited.
 - In BIO, less than 10% of students had heard of DSDW. The message had not reached student population.
 - Noted that RAG week was a fantastic way of doing something fun in an institutional environment. There may be other events that are more fun and engaging for students than DSDW.
 - Suggested that might be best to run DSDW for a couple of years to fully evaluate uptake and value.
 - Regarding timing of DSDW, noted that:
 - Due to the way Easter falls next year, if DSDW is in week 7 this would only allow two weeks further teaching before Easter, therefore suggested DSDW should occur in week 6.

- Concerns raised about the potential lack of participation from mature students due to timing- could DSWW be moved to coincide with half term?
- Suggested that DSDW could take place after the four week assessment period, which would allow students to engage, but not affect teaching.
- Noted that currently, DWDW is scheduled for week 7, in 2017-18, but could change and teaching patterns are on pause while Senate decide. Nigel Shed is aware.

A9. UEA ACCESS AGREEMENT 2018/9

Considered

UEA Access Agreement 2018/19 and Planned Approaches for meeting commitments to Widening Participation, Students' Success and Progression.

Document A9* (*confidential to the university). Noted that:

Noted

- (1) All FLTQCs should consider the Access Agreement at the next available meeting, and have this as a standing item for each year from now on. Members of the WP team will be happy to attend to take questions;
 - (2) Regular data on WP student performance to be provided at Faculty, School and subject level and this should be considered at FLTQCs;
 - (3) Consider if there are new or existing aspects of student support that could be enhanced for WP student groups using Access agreement funding. These should then be discussed with the WP manager and Academic Director.
- Developments in Widening Participation (WP) include a growing team set up by Becky Price and Helena Gillespie
 - To be considered annually at FLTQC, along with WP data. Not sure how this will be presented yet. SCI will receive data as part of a pilot and have an input into how data is presented
 - Support team for the SCI Associate Dean is currently identifying areas of WP in SCI
 - WP money was previously targeted at ARM but this is now transferring to Learning and Teaching. WP students include FY students so opportunity to obtaining funding to support events.
 - How closely is the WP profile linked to success, good honours and progression? Are WP students failing?
 - Some elements discussed previously at TEF preparedness meeting.
 - Can funding help towards WP student participation in field trips where this is not otherwise possible?
 - WP criteria would be helpful so WP students can be identified. How do schools know WP students and support them without disadvantaging others?
 - WP team will work with DLTs. Mark Colman has requested typical characteristics of BIO WP students and awaits data. BIO has a meeting scheduled already with WP team.

Action:

- **Mark Coleman to feedback to SCI.LTQC.DLT@uea.ac.uk after meeting on 07 July so the Faculty can consider how to act on this more widely.**

- **Ben Milner to arrange for SCI group to be formed after 7th July to discuss implementation. Becky Price and Helena Gillespie to be invited to attend.**
- **Ben Milner to ask AD Support for information on progression and good honours for SCI.**

A10. COURSE PROPOSALS

Considered

Proposed changes to the MPharm, MPharm with Placement and Pharmacy with a Foundation year courses. **Document A10**

Noted

“The changes will not affect current students, however the Pharmacy with a Foundation year students have already applied to start their course in Sept 2017, so for these students the proposal will introduce changes and we will need to work with ARM to consult these students. The overall impact on the students can be summarised as such: currently the MPharm students can't choose a module, all modules are compulsory, this will stay the same. Currently the students have to pass the professional modules in level 1, 2, 3 with 50%, this won't be the case in the new proposal, all pass marks in level 1, 2, 3 will be 40%, making it effectively easier for students to progress. Currently students have to pass all individual pieces of assessment in all years (1 exception is the Special Topics module in level 4), this will not change in the new proposal.”

- Ben Milner, Associate Dean, agreed to downgrade risk of proposal from standard to low as the changes are being made to an existing course with PSRB accreditation, where the accrediting body has recommended the proposed changes.
- Redesigned courses would be advertised for September 2018.
- Accreditation will take place in 2017/8.
- Number of modules per year to decrease_Quantity of assessments has been reduced and pass rate will be 40% for all assessments, which is beneficial as students currently have to pass a Professionalism module in each year of which the pass rate is 50%. Learning outcomes have to be reviewed in detail and in line with assessments (e.g. OSCE)
- Contact time has been reduced in response to NSS concerns.
- Queried the possibility of advertising part time courses to enhance opportunities for Widening Participation students; Anja confirmed not possible due to accreditation, students have to undertake the degree within six years.
- Once changed implemented proposal is considered approved.
- Widening Participation incentivised initiative in BIO regarding the offering of part-time courses. Noted that the PHA regulator does not allow students to do this.
- Noted that the text in the CP1 needs a small change in Section 1.1.1 as the first point refers to 4 modules being reduced to 1 module instead of 2. Also, MTH modules to be added to Foundation Year course profile.
- **Action: Anja Mueller to update paperwork**
- Committee Members approve the proposal.

A11. SCIENCE/TEF STRATEGY REVIEW

Considered

Scheduling of Director Teaching session to review School strategies and incorporate TEF outcomes, identifying common themes and sharing best practice

- Noted that all TEF meetings have taken place except for CHE which is being held on 28 June 28.
- Good practice and unique strengths widely identified across School. Agreed that a scheduled morning or afternoon for DLTs to share areas of good practice would be a valuable exercise.

Action: Karin Goodby and Laura McGonagle to liaise regarding dates for meeting

Action: Karin Goodby to add, to SCI LTQC Blackboard Site, the TEF reports and School responses.

A12. COMPLIANCE REPORTING

Noted

Science Faculty compliance in the following areas is reported to LTC:

- (1) Quality Assurance Review (QAR) (annual module and course review)
- (2) External Examiner Reports (and Issues or themes which should be reviewed by SCI LTQC to inform future practice/ to bring to the attention of LTC)
- (3) Coursework turnaround times (20 day turnaround)
- (4) HEA Fellowships (School and Faculty progress)
- (5) TALIS (mandatory use of)
- (6) PhD submission rates (the proportion submitted within 4 years)

A13. COMMITTEE DATES 2017/8

Noted

Dates of FLTQC meetings during the 2017-18 academic year (outlook invitations to follow) are:

Wednesday 20 September 2017 – 2pm

Wednesday 8 November 2017 – 2pm

Wednesday 13 December 2017 – 2pm

Wednesday 14 February 2018 – 2pm

Wednesday 18 April 2018 – 2pm

Wednesday 6 June 2018 – 2pm

Action: Karin Goodby to send outlook calendar invites to members.

A14. ANY OTHER BUSINESS

- None

A17. SUMMARY OF ACTIONS

| Date Action Raised | Agenda Item | Summary of Action | Responsibility |
|--------------------|--|---|--|
| 07 June 2017 | A1 – Minutes of the previous meeting | Action: Karin Goodby to amend minutes (May 2017) in relation to SCI Student Zone | Karin Goodby (LTS) |
| 07 June 2017 | A3.6 – Statements from Members of University Groups - Exam Papers/Feedback (Ros Boar): | Dan Smith to email Jean Whiting about printed work not being attached to answer booklets and risk of papers being lost. | Dan Smith (CMP) |
| 07 June 2017 | A6 – UEA policy on placements and work-based learning | Karin Goodby to email Becky Fitt to clarify the approval process for supplementary guidance formulated by the School | Karin Goodby (LTS) |
| 07 June 2017 | A6 – UEA policy on placements and work-based learning | Can distinction be changed from 'integral' to credit-bearing vs non-credit-bearing? Karin Goodby to send feedback to Becky Fitt | Karin Goodby (LTS) |
| 07 June 2017 | A6 – UEA policy on placements and work-based learning | Ben to ask Steve Dorling to request Clive's attendance at SCI employability executive. | Ben Milner (AD) |
| 07 June 2017 | A6 – UEA policy on placements and work-based learning | Feedback on the policy should be sent to Becky Fitt (LTS). | All |
| 07 June 2017 | A7 – TALIS reading lists | DLTs to ensure that academic colleagues add core reading, as a minimum requirement, to TALIS reading lists and notify the Library of modules where use of TALIS not deemed appropriate. | DLTs |
| 07 June 2017 | A9 – UEA Access Agreement | Mark Coleman to feedback to SCI.LTQC.DLT@uea.ac.uk after WP meeting on 07 July so the Faculty can consider how to act on this more widely. | Mark Coleman (BIO) |
| 07 June 2017 | A9 – UEA Access Agreement | Ben Milner to arrange for SCI group to be formed after 7th July to discuss implementation. Becky Price and Helena Gillespie to be invited to attend. | Ben Milner (AD) |
| 07 June 2017 | A9 – UEA Access Agreement | Ben Milner to ask AD Support for information on progression and good honours for SCI. | Ben Milner (AD) |
| 07 June 2017 | A10 – Course Proposals | Action: Anja Mueller to update paperwork for proposed changes to the MPharm, MPharm with Placement and Pharmacy with a Foundation year courses | Anja Mueller (PHA) |
| 07 June 2017 | A11 – Science/TEF Teaching Strategy Review | Karin Goodby and Laura McGonagle to liaise regarding dates for meeting | Karin Goodby (LTS) & Laura McGonagle (SCI) |
| 07 June 2017 | A11 – Science/TEF Teaching Strategy Review | Karin Goodby to add, to SCI LTQC Blackboard Site, the TEF reports and School responses. | Karin Goodby (LTS) |
| 07 June 2017 | A13 – Committee Dates 2017/18 | Karin Goodby to send outlook calendar invites for committee dates to members. | Karin Goodby (LTS) |

SECTION B: ITEMS FOR REPORT

B1. CHANGES TO EXISTING PROGRAMMES

| School | Title | Status |
|--------|---|------------------------------|
| ENV | Environmental Geography and International Development name change to Environmental Sciences and International Development | CC1/CP5 completed 19/10/2016 |
| ENV | BSc/BA Geography (as a result of course approvals) | CC1/CP5 to be completed |
| ENV | Environmental Geophysics programmes name change to Geophysics | CC1/CP5 completed 07/12/2016 |

B2. COURSE CLOSURES

| School | Title | Status |
|--------|---|--|
| ENV | Climate Change (U1F813302/U1F812402/ U1F814402) | CC1 completed 19/10/2016 |
| ENV | BSc Environmental Sciences with a Year Abroad BSc Environmental Geophysics with a Year Abroad BSc Meteorology & Oceanography with a Year Abroad BSc Geology with Geography with a Year Abroad (as a result of course approvals) | CC1 completed 07/12/2016 |
| CMP | T1G300* Statistics (Msc) T1CG15101 Bioinformatics (Msc) T1CG15102 Computational Biology (Msc) T2CG15202 Computational Biology (Msc) T2CG15402 Computational Biology (Msc) T1G410101 Computing Science (Mres) T1G49C102 Games Development(Msc) T2G49B201 Knowledge Discovery And Datamining (Industry Based)(Msc) | CC1 completed 13/01/2017. T1G410101 Computing Science (Mres) may stay open for 2017-18 applicants (TBC). |

B3. APPROVED COURSE PROPOSALS

| School | Title | Status |
|--------|--|---|
| ENV | MSci Environmental Sciences (With a Year Abroad) MSci Geophysics (With a Year Abroad) MSci Meteorology & Oceanography (with a Year Abroad) MSci Geology with Geography (with a Year Abroad) | Approved by LTC. CP5 notification of approval completed 07/12/2016 |
| CHE | PHYSICS with a foundation year | CP5 notification of approval completed 07/12/2016 |
| 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) | Reported to LTC for approval - Meeting 30 Nov 2016. Amendments required and approved by LTC Chairs Action. CP5 notification of approval completed 28/02/2017. |

| | | |
|-----|---|--|
| CMP | BSc Actuarial Sciences & MMth Actuarial Data Sciences (significant changes to existing programmes from 2017-18) | Approved by LTC, March 2017. CP5 notification of approval completed 06/04/2017 |
|-----|---|--|

B4. IN PROGRESS

| School | Title | Status |
|--------|---|---|
| ENV | New Course Proposal: Dual BSc in Environmental Sciences with Ocean University of China | CP1 completed. CP2, 3, 4 in progress. |
| PHA | New Course Proposal: Pharmacy (MPHARM) for 2018-19 (significant changes to existing programme U1B230402 from 2018-19) | Agenda item for FLTQC consideration 07 June 2017. |
| ENG | Course Closure: MSc Energy Engineering with Environmental Management (part-time) T2HF27201 (2 year) T2HF27301 (3 year) T2HF27401 (4 year) | CC1 Approval pending |
| CMP | Course Closure: Computing science (PDIP) T1G400101PD Computing science (PDIP) T2G400201PD Information systems (PDIP) T1G500102 | CC1 Approval pending |
| TBC | New Course Proposal: Molecular Plant/Microbe Interactions (MSc) | CP1 Approval pending |

SECTION C: ITEMS FOR REPORT (QUALITY)

C1. EXTERNAL EXAMINER REPORTS 2014-15

Process is complete (and 100% compliant) for all other Schools (UG and PGT).

C2. EXTERNAL EXAMINER REPORTS 2015-16

Reports outstanding are listed below. Process is complete (and 100% compliant) for all other Schools (UG and PGT).

| UNDERGRADUATE | | | | | | | | | |
|--|-----------------|-------------------|-----------------|--------------------------------|------------------|------------------|--------------------------|-----------------------------------|----------------------------------|
| 2015/6 UG External Examiners Reports and Draft Responses (Please Note: Complete forms were available on the SCI LTQC BB Site) | | | | | | | | | |
| School | Total Examiners | External Examiner | Report Received | Draft School Response Received | Critical Read 01 | Critical Read 02 | Chair revision required? | AD Approval | Final Report on BB + TL notified |
| CHE | 4 | Harrity | Yes | Received | Received | Received | Received | School to review again 02/03/2017 | |
| | | Howe | Yes | Received | Received | Received | Received | School to review again 02/03/2017 | |
| | | Layfield | Yes | Received | Received | Received | Received | School to review again 02/03/2017 | |
| | | Went | Yes | Received | Received | Received | Received | School to review again 02/03/2017 | |

| POSTGRADUATE | | | | | | | | | |
|--|---|------------|-----|------------|----------|----------|-----|-----------------------------------|---|
| 2015/6 UG External Examiners Reports and Draft Responses (Please Note: Complete forms were available on the SCI LTQC BB Site) | | | | | | | | | |
| ENV | 3 | Davies | Yes | Yes | Received | Received | Yes | School to review again 02/06/2017 | |
| | | Fischer | Yes | Yes | Received | Received | - | Yes | Yes (email to Karen B saved 19-05-2017) |
| | | Washington | Yes | Yes | Received | Received | - | Yes | Yes (email to Karen B saved 19-05-2017) |
| PHA | 1 | James | Yes | With Chair | | | | | |

C3. ANNUAL MODULE AND COURSE REVIEW 2015/16 (QARs)

PHA PGT reports due to be received from May 2017. Process is complete (and 100% compliant) for all other Schools (UG and PGT).

C4. ANNUAL REVIEW OF ASSESSMENT AND MODERATION 2015/16

Annual Review of Assessment and Moderation Reports have been completed and received from all Schools.

C5. 5 YEARLY COURSE REVIEWS 2015-16

Pending AD approval:

- 2014/5: ENV (Geophysical Sciences) and CMP (PGT programmes)

C6. 5 YEARLY COURSE REVIEWS 2016-17

| Review No. | UG/PG | SCHOOL | COURSE CODE | COURSE TITLE | PROPOSED REVIEW DATE |
|------------|-------|--------|-----------------------------------|--|---|
| 1 | PGT | BIO | T1C791101 | MOLECULAR MEDICINE | 04/07/2017 |
| 2 | UG | BIO | U1C700301 | BIOCHEMISTRY | Deferred (via concession) to academic year 2017/8 |
| 2 | UG | BIO | U1C701401 | BIOCHEMISTRY WITH A YEAR IN EUROPE | |
| 2 | UG | BIO | U1C702401 | BIOCHEMISTRY WITH A YEAR IN N AMERICA | |
| 2 | UG | BIO | U1C720401 | BIOCHEMISTRY WITH A YEAR IN INDUSTRY | |
| 3 | PGT | CHE | T1F160101 | ADVANCED ORGANIC CHEMISTRY MSC | 05/09/2017 |
| 4 | UG | ENV | U1FF97301 | METEOROLOGY AND OCEANOGRAPHY | pending accreditation |
| 4 | UG | ENV | U1FF8R401 | METEOROLOGY AND OCEANOGRAPHY (YR IN AUSTRALASIA) | |
| 4 | UG | ENV | U1FF87401 | METEOROLOGY & OCEANOGRAPHY (YR IN INDUSTRY) | |
| 4 | UG | ENV | U1FFY7401 | METEOROLOGY AND OCEANOGRAPHY (YR IN N AMERICA) | |
| 4 | UG | ENV | U1F790401 | METEOROLOGY AND OCEANOGRAPHY (MSCi) | |
| 4 | UG | ENV | U1F813301 | ENVIRONMENTAL GEOGRAPHY AND CLIMATE CHANGE | |
| 5 | UG | ENV | U1F812401 | ENVIRONMENTAL GEOGRAPHY AND CLIMATE CHANGE (MSci) | 20/06/2017 |
| 5 | UG | ENV | U1F814402 | ENVIRONMENTAL GEOGRAPHY AND CLIMATE CHANGE WITH A YEAR IN INDUSTRY | |
| 5 | UG | ENV | U1FL87301 | ENVIRONMENTAL GEOGRAPHY & INTERNAT'AL DEVELOPMENT | |
| 6 | PGT | MTH | T1HF27101 / T2HF27401 / T2HF27201 | ENERGY ENGINEERING WITH ENVIRONMENTAL MANAGEMENT | pending accreditation |