

LTC17D061

**Title:** *SCI LTQC Minutes*  
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**Date:** 17 November 2017  
**Circulation:** List of recipients  
**Agenda:** Learning and Teaching Committee – 29 November 2017  
**Version:** Final  
**Status:** Open

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### **Issue**

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

1. 20 September 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**

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### **Background**

Not applicable.

### **Discussion**

Not applicable.

### **Attachments**

SCI LTQC Minutes, 20 September 2017

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

Minutes of the meeting held on **Wednesday 20 September 2017** in **EFB 1.02**.

Present: Ben Milner (Chair), Mark Coleman (BIO), Simon Lancaster (CHE), Dan Smith (CMP), Ros Boar (ENV), Johannes Siemons (MTH), Anja Mueller (PHA), Madeleine Colledge (UUEAS Academic Officer Postgraduate), Laura McGonagle (SCI Senior Faculty Manager), Rachel Paley (LTS Hub Manager), Meg Evans (Administrative Assistant, LTS) and Karin Goodby (Secretary, LTS Coordinator).

Apologies: Nigel Clayden (NAT SCI), Judith Mayne (Teaching and Related Activities Lab Manager), Lindsay Westgarth (UUEAS SCI Faculty Convenor), Mary Leishman (UUEAS Academic Officer Undergraduate), David Morales Rodrigues (UUEAS Faculty Engagement Convener), Zhyar Said (Faculty Convener, PHA) and Zoe Perks (Faculty Convener, ENV)

**A1. MINUTES OF THE PREVIOUS MEETING**

Considered and approved

Minutes of the previous meeting held on 17 June 2017 (document filed on the [FLTQC Blackboard Site](#)).

Updates on actions are as follows.

Agenda Item	Summary of Action	Responsibility	Status
A1 – Minutes of the previous meeting	Action: Karin Goodby to amend minutes (May 2017) in relation to SCI Student Zone	Karin Goodby (LTS)	Complete
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)	Complete
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)	Complete
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)	Complete
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)	Complete
A6 – UEA policy on placements and work-based learning	Feedback on the policy should be sent to Becky Fitt (LTS).	All	Complete
A7 – TALIS reading lists	DLTs to ensure that academic colleagues add core reading, as a minimum requirement, to TALIS reading	DLTs	Complete

	lists and notify the Library of modules where use of TALIS not deemed appropriate.		
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)	Complete
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)	Complete
A9 – UEA Access Agreement	Ben Milner to ask AD Support for information on progression and good honours for SCI.	Ben Milner (AD)	Complete
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)	Complete
A11 – Science/TEF Teaching Strategy Review	Karin Goodby and Laura McGonagle to liaise regarding dates for meeting	Karin Goodby (LTS) & Laura McGonagle (SCI)	Complete
A11 – Science/TEF Teaching Strategy Review	Karin Goodby to add, to SCI LTQC Blackboard Site, the TEF reports and School responses.	Karin Goodby (LTS)	Complete
A13 – Committee Dates 2017/18	Karin Goodby to send outlook calendar invites for committee dates to members.	Karin Goodby (LTS)	Complete

## A2. STATEMENTS FROM THE CHAIR

### A2.1 Programme Directors:

- Noted new roles introduced as follows:
  - Kelly Edmunds is Programme Director for Foundation Year programmes;
  - Kay Yeoman is Programme Director for Science with Education programmes;
  - Steve Dorling will be Programme Director for Year in Industry programmes.
- Role holders need access to relevant data
  - Kelly Edmunds thinks all data can be obtained via tableau reports
- Is it possible to create new access role groups? Issues experienced by CHE who need Head of Year role group. Noted that it is problematic to set up roles groups unless role groups are used consistently (and have same access).

**Action: Rachel Paley will review role group options and discuss with Ben Milner**

### A2.2 Module and Course Updates: To discuss under Section B.

## A3. STATEMENTS FROM MEMBERS OF UNIVERSITY GROUPS

A3.1 Peer Observation Working Group (Ben Milner): have not met since last report. Nothing to report.

A3.2 Teaching Space Working Group (Ben Milner): The group hasn't met since last SCI LTQC meeting. Nothing to report.

A3.3 Exam Papers/Feedback (Ros Boar): The group hasn't met since last SCI LTQC meeting. Nothing to report.

- A3.4 Submission of Assessment Policy Working Group (Rachel Paley): Nothing to report since last meeting but further meetings to be scheduled.
- A3.5 Employability E-Portfolio: (Simon Lancaster): Nothing to report. Simon Lancaster noted that he is not a member of the Working Group.

#### A4. STATEMENTS FROM STUDENT UNION REPRESENTATIVES

- A4.1 PGT Dissertations and Student Experience: Research has been conducted, in direct response to concerns and problems raised, to explore the experiences of Masters Students in relation to dissertation modules. Requested that dissertation choices, deadlines and module handbooks etc. are published to students as soon as possible.

**Action: DLTs to notify relevant colleagues.**

#### B1. WIDENING PARTICIPATION

Received

Verbal update on SCI's Widening Participation (WP) performance from Helena Gillespie

- Introductions. The committee welcomed Helen Gillespie.
- Background:
  - One of the main recommendations of TEF is to look at WP data for each Faculty/School and consider where action should be taken.
  - WP data for each School is available on the [FLTQC Blackboard Site](#). Specific questions can be raised with Helena Gillespie and the WP working group.
- WP explained:
  - Shared understanding as to what is meant by WP?
  - Not just responsibility of recruitment, WP team and Academic Director for WP
  - Target groups are listed on presentation available on the [FLTQC Blackboard Site](#) – but nuanced. For example,
    - Not all children will school in the same ward that they live. It is where they live that counts- but recruitment to outreach school.
    - Looked after children, care leavers and estranged students – need students to disclose this
  - WP funding is slice of difference between base fee and higher fee. Have to spend funding on WP. Bursaries alone do not make the only difference to success and progression
  - Consider vision beyond UEA goals and external drivers e.g. drivers such as closing skills gap; social inclusion and social mobility. Used to think about WP as being about access (choosing to go to an HEI) but need to think about it in terms of success (retention, performance and engagement, good honours) and progression into further employment
  - Does UEA see itself as good a WP? Would compromise national and international reputation and standing? Do we know what we need to do in the next 3 years to make a difference? E.g. mature students- well above benchmark for those that go into higher level employment. These are the sort of strategic questions which need answering.
  - Initiatives targeted specifically at supporting WP students only- 100% OFFA countable. International experience is key- but how do you offer this? Offer to

- everyone but pay for the WP student? UEA gives everyone the same opportunities already but what is unclear is if the cost of an activity prevents WP students from participating.
- Initiatives support the whole student body or a broad range of students – proportionally OFFA countable. Noted that OFFA rules relate to UG and pre-reg. Not PGT but noted that IM regarded as UG.
  - Issue of social capital- internships? Equal opportunity's enabling everyone to succeed
  - Statistics at a more detailed level (e.g. gender) will not be provided as data can become less meaningful. Proposal (TBC) for WP teaching fellowships commissioned in particular areas, added to policy and offer agreements etc. Also, looking to create a support team based in EDU to help with mixed-mode data analysis
  - Noted that longitudinal education outcomes (LEO) data coming in to TEF – in future, with less focus on National Student Survey (NSS).
  - Faculty overview:
    - Gender: females doing better than men. Is that okay? What is causing it, what can we do about it? Deliberate? Is there a reason? Data is percentage of students that received good honours, per academic year. Persistent gap in achievement between men and women in faculty. Width of gap may be different across schools. Note sure what this means- but Schools need to think about it and decide if action is needed
    - Noted that every student who enters on a Foundation Year programme comes in as WP- will be looking at measuring successes.
    - Contextual admissions- means that for particular schools in target areas decision is made to accept students at lower grades. Foundation Year programmes a good example but designed to bridge gaps in preparation for degree
    - Noted that for Foundation Year programmes, money spend per student is significantly lower than first year students on same fees? Noted that teaching budgets determined by School. Helena Gillespie & Kelly Edmunds to meet to discuss?
    - Getting students to study abroad is key for WP agenda
    - CMP- drop out problem
    - If from socially deprived area, could School be less well equipped to deal with Mathematics? Depth and quality might be problematic in these areas? Resolution- contextual admissions in these areas and stream for MTH skills in each School. Noted approach differs across Science Schools:
      - o CHE- one module
      - o ENV- choice of 3 modules
      - o PHA- mixed abilities- some struggle
      - o CMP- programming skills is an issue
    - Is MTH hypothesis testable? E.g. Assessment data; records from Maths tutoring from Student Support Services? Do need same level of MTH for all courses? Requires core level- but such wide area. Competent level of MTH is needed to succeed – and have been at risk of losing students due to MTH before compensation.
    - Will funds pay for short-term posts? PhD studentships, fellowships being considered – all shapes and sizes. No top limit for applications for funding
    - Can target significant WP cohorts (such as Foundation Year) but need to move on from using WP as an umbrella term and look to do different things for different target groups and offer different opportunities to engage with WP. Take positive action to increase diversity of student populations or decided if happy with what already doing.

- Refer questions and suggestions to WP team: Helena Gillespie, Becky Price, and Rosie Hannant. The first WP Committee is in October 2017. Can begin conversations immediately.

**Action: DLTs to start on research, ideas and hypotheses in relation to WP**  
**Action: Karin Goodby to circulate WP PowerPoint presentation**

## B2. SHARING BEST PRACTICE FOLLOWING TEF REVIEWS

Discussed

TEF outcomes and common themes / areas of best practice.

- Noted that recommendations have been made, and examples of good practice highlighted, by the TEF Panel for each School. Lots of commonalities across Schools. Can we adopt best practice across Schools? DLTs invited to share recommendations and commendations.

### B2.1 BIO:

- Good practice:
  - Strength in expertise in teaching practice - national and international.
  - Informed approach to survey data - internal surveys with students
  - Research pervades teaching extensively- strong track record for further study.
  - Adapted rapidly to increased student numbers
- Recommendations:
  - Measure impact of learning and teaching initiatives. Noted that other Schools have been mentioned as displaying good practice in this area.

### B2.2 ENV:

- Good practice:
  - Coursework turnaround time in ENV works to 10 days.
    - Noted that all but two assessments were turned around within this timeframe. Quality of feedback has not been compromised by faster turnaround.
  - Online Teaching Guide for staff
    - Could this be adopted by other Schools?
  - Research based teaching
  - Strong-commitment to advising students.

### B2.3 CHE:

- Good practice:
  - Approachable staff valued by students.
  - Video introductions for modules
    - Academics had opportunity to talk about their modules in front of green screen. Allows potential future students to make informed decisions and provides an alternative way of presenting the information.
  - Efforts to tackle attendance and student engagement. Zero tolerance policy. Early intervention if students missing teaching and offering pastoral support for those who need it.

### B2.4 CMP:

- Good practice:

- Strong leadership team – good understanding of what needs to change and the willingness to make improvements.
- Good communication with students.
  - o The creation of 'Open Meetings' work well. Teaching Director or Head of School chair the meetings and students can raise any questions or concerns. Even if the meeting does not get huge attendance those who come are the ones who are engaged
- Good employability strategy.
- Increased number of students.

#### B2.5 MTH:

- Good practice:
  - ENG has established strong and effective links with industry.
  - Strong emerging student society, lots of engagement with peers on social media.
    - o Staff/Student liaison which is beneficial for both. There is a sense of togetherness 'all in it together' mentality.
  - Mid-module evaluations in some modules, students really appreciated having that opportunity. Issues raised at the halfway point can be addressed and changed for the latter half.
    - o Be good if this could become standard practice, the informality of it so can have the talk without all the admin.

**Action: DLTs to promote mid-module evaluation as standard practice across Science Schools.**

#### B2.6 PHA:

- Good practice:
  - Confident of the quality of the students who are passing.
  - Effectively communicate with students.
  - Optimising the curriculum, has good structure.
  - Recording of lectures as a supplement to how lectures are repeated/re-delivered to the next cohort of students
  - Electronic marking of coursework- high take-up and students like the amount of feedback, no complaints regarding lack of feedback.
  - Evaluative approach to capturing the impact and effectiveness of innovative teaching initiatives, including outputs from student internships
  - Students have successfully run a pharmacy career conference.

**Action: Ros Boar to circulate ENV Online Teaching Guide.**

**Action: To discuss following areas of good practice at next meeting. Karin Goodby to add to agenda.**

- Measuring impact of learning and teaching initiatives – feedback from CHE and BIO
- Evaluated approach to impact and effectiveness of teaching initiatives (student internships) - feedback from PHA
- Efforts to tackle student attendance and engagement –feedback from CHE
- Approaches for communicating with students – feedback from CMP and MTH

### B3. ANY OTHER BUSINESS.

#### B3.1 Module and Course Update:

- Requirement for two versions of Module/ Course updates. One version to be completed two years in advance of when the module/course is to be delivered and an updated version one year before. The former will contain 'basic' information whilst the latter will provide more detail. The 'basic' module update requests the following information: module title, description, type, period, assessment, code and credits.
- Feedback is as follows:
  - Is all requested information necessary two years in advance and, if so, why does there need to be so much detail?
  - There should be clear and concise guidelines as to what is expected. Also, indication as to what information is released to students and when.
  - Not possible to write 200-400 words for every module two years in advance. Suggest as little as 30 words should be written for the 'basic' module/course profile and 100 words for the full module description. In MTH- module description has to be quite detailed to give idea of modules.
  - High likelihood that in the two years from when the first document is written things will change, e.g. why give Module Organiser information 2 years in advance- staff are likely to change.
  - Concerned that have to run modules and courses that could run better but not able to make changes and that are locked down into delivering an assessment pattern that want to change or can't deliver
  - Concerns about mode of assessment – can't be tied to information provided and should not be part of the 'basic' module update.
  - Do not want to display assessment data one year in advance to students as want option to make changes following module review/student evaluations. Noted that amendments to assessment patterns will continue to require a concession. Students will want to choose modules based on how they are assessed
  - Basic info needed for ARM and prospectus. All other details are changeable but need a certain level of detail for recruitment purposes. Full module description – must be detailed enough to recruit applicant and for students to make informed choices about modules- students will want to know whether the module will be exam or coursework. Need full module descriptions before module choice fairs.
  - Concerns that only informed about module and course update in July before briefings delivered by Laura Thompson and that LTS have had considerably longer than School to update the system than Schools have to provide information. Noted that LTS have been pushing for a number of years for an online solution but has to wait for a slot in the SAS plan of work.
  - Better understanding of substantial change is needed – lots of information provided as to what we cannot do but nothing about what we can do.
  - Note that can't deliver modules if don't have highly skilled staff to deliver them- but being asked to
  - Mixed messages about consultation – in some cases, been advised to contact students by all means necessary whereas in others, students given a deadline to respond by. Requirements (including for concessions) to be reviewed.
  - Decisions should be taken based on circumstances of the request. Judgement to be made about legitimacy of concern expressed by the students- would like module organiser or Teaching Director to be able to make that judgment. Need



trained person who takes responsibility and has oversight for these types of issues.

- SCI Faculty Zone is out of date- e.g. timetable information included can change.
- Specifics still up for discussion. Level of detail to be provided for student module selection has not yet been provided.
- Need to focus on the timing the data is released to students and what information it will contain

**Action: Ben to feedback concerns to LTS Heads of Service / ADs**

B3.2 CMP Year Abroad Programme: Dan Smith confirmed that CMP are looking to introduce a semester abroad option

B3.3 UEA Policy to Lecture Captures: Simon Lancaster expressed concerns about the UEA policy on lecture capture – sub-optimal equipment and without student permission. Noted that lecture capture will become a requirement in place of individual scribes so institutional improvement will be necessary. Needs to be coupled with an understanding that everyone is being filmed. Maddie Colledge and Mary Leishman will feedback concerns via new Working Group. Noted that BIO have provided guidance but students don't have to sign anything for permission. Can capture be automated so available on Blackboard?

**ACTION: Maddie Colledge / Mary Leishman to report back to Committee on this topic**

B3.4 MTH Teaching Rooms: Johannes Siemons expressed gratitude following better room allocations for MTH teaching this year.

B4. SUMMARY OF ACTIONS

Meeting Date	Agenda Item	Summary of Action	Responsibility
20 Sept 2017	A2.1 – Programme Directors- access	Action: Rachel Paley will review role group options and discuss with Ben Milner	Rachel Paley (LTS) & Ben Milner (AD)
20 Sept 2017	A4.1 - PGT Dissertations and Student Experience	Requested that dissertation choices, deadlines and module handbooks etc. are published as soon as possible. Action: DLTs to notify relevant colleagues.	DLTs
20 Sept 2017	B1 – Widening Participation	Action: DLTs to start on research, ideas and hypotheses in relation to WP	DLTs
20 Sept 2017	B1 – Widening Participation	Action: Karin Goodby to circulate WP PowerPoints to SCI LTQC	Karin Goodby (LTS)
20 Sept 2017	B2 – Sharing Best Practice Following TEF Reviews	Action: Ros to circulate Online Teaching Guide	Ros Boar
20 Sept 2017	B2 – Sharing Best Practice Following TEF Reviews	Action: To discuss specific areas of good practice at next meeting. Karin Goodby add to agenda.	Karin Goodby (LTS)
20 Sept 2017	B3.1 – Module and Course Update	Action: Ben to feedback concerns to LTS Heads of Service / ADs	Ben Milner (AD)
20 Sept 2017	B3.3 – UEA Policy to Lecture Captures	ACTION: Maddie Colledge / Mary Leishman to report back to Committee on this topic	Maddie Colledge / Mary Leishman (UUEAS)

## SECTION C: ITEMS FOR REPORT

### C1. CHANGES TO EXISTING PROGRAMMES

School	Title	Status
PHA	New Course Proposal (minor risk): Pharmacy (MPHARM) for 2018-19 (changes to existing programmes from 2018-19 for accreditation purposes)	Considered at FLTQC 07 June 2017. To be reported at LTC 18 Oct 2017.

### C2. COURSE CLOSURES

School	Title	Status
ENG	Course Closure: MSc Energy Engineering with Environmental Management (part-time) T2HF27201 (2 year) T2HF27301 (3 year) T2HF27401 (4 year)	Approved by AD 12 June 2017. To be reported at LTQC on 20 Sept 2017 and then LTC 18 Oct 2017.
CMP	Computing science (PDIP) T1G400101PD Computing science (PDIP) T2G400201PD Information systems (PDIP) T1G500102	Approved by AD 19 August 2017. To be reported at LTQC on 20 Sept 2017 and then LTC 18 Oct 2017.
CMP	Actuarial Sciences (BSc) U1N324303 Actuarial Sciences with a Year in Industry (BSc) U1N323404	Approved by AD 15 May 2017. To be reported at LTQC on 20 Sept 2017 and then LTC 18 Oct 2017.
CHE	Chemistry (Ordinary) U1F100301O Science with a Foundation Year (Ordinary) U1F008401O	Approved by AD 07 August 2017. To be reported at LTQC on 20 Sept 2017 and then LTC 18 Oct 2017.

### C3. APPROVED COURSE PROPOSALS

School	Title	Status

### C4. 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.
TBC	New Course Proposal: Molecular Plant/Microbe Interactions (MSc)	CP1 Approval pending
PHA	New Course Proposal: MSc Natural Products and Drug Discovery	Due for consideration at LTQC 13 Dec 2017 and LTC 24 Jan 2018. Expected programme launch in 2019

## SECTION D: ITEMS FOR REPORT (QUALITY)

### D1. EXTERNAL EXAMINER REPORTS 2015-16

Reports outstanding are listed below.

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	

### D2. EXTERNAL EXAMINER REPORTS 2016-17

UNDERGRADUATE							
2016/7 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	Final Report on BB
BIO	4	Bryant	Yes	Yes	Due 04 Oct-Lancaster	Due 04 Oct-Boar	
		Hodge	yes				
		Hyde	Yes				
		Sharp	yes				
CHE	4	Baron	yes				
		Howe	Yes	yes	Due 04 Oct-Coleman	Due 04 Oct-Mueller	
		Layfield	Yes	yes	Due 04 Oct-Coleman	Due 04 Oct-Mueller	
		Whiting	Yes	yes	Due 04 Oct-Coleman	Due 04 Oct-Mueller	

CMP	3	Konev	yes	yes	Due 11 Oct - Mueller	Due 11 Oct - Siemons	
		Krinke	Yes	yes	Due 11 Oct - Mueller	Due 11 Oct - Siemons	
		Marshall	yes	yes	Due 11 Oct - Mueller	Due 11 Oct - Siemons	
ACT SCI	2	Palmer	Yes				
		Rickayzen					
ENV	2	Bigg	Yes				
		Rivett	yes				
		Nagase	Yes				
		Jump	Yes				
MTH	2	Burns					
		Decent	Yes	Yes	Due 04 Oct-Boar	Yes	
MTH-ENG	1	Hossain	Yes	yes	Due 04 Oct-Boar	Yes	
NAT SCI	1	Wilson	yes	yes	Yes	Due 04 Oct-Coleman	
PHA	5	Green	yes	yes	yes	Due 04 Oct-Lancaster	
		Kidd	Yes	yes	yes	Due 04 Oct-Lancaster	
		Malkinson	Yes	yes	yes	Due 04 Oct-Lancaster	
		Sowter	Yes	yes	yes	Due 04 Oct-Lancaster	
		White	Yes	yes	yes	Due 04 Oct-Lancaster	

### D3. ANNUAL MODULE AND COURSE REVIEW 2016- 17 (QARs)

UNDERGRADUATE QAR 2016-17: OUTSTANDING							
School	Total Courses	No. of review	Stage 2 (CD) or Stage 3 (TD) Received	Reviews Outstanding	Staff Responsible	Course Code/s	Notes
BIO	18	15	13	2	Richard Davies	T2C185201/T1C185101 Ecology (Grad Dip)	
					Mette Mogensen	U1C10C402 - Biological Sciences with a year Abroad/ U1C18A402 - Ecology with a Year Abroad	
			12	3	<b>Mark Coleman</b>	Outstanding QAR2 Stage 3 as listed above	
CHE	18		0	18	Martin Loftus	Science (with a Foundation Year - Part Time)	On Timeline 4 so overall completion of
					Martin Loftus	Chemical Physics	

					Martin Loftus	Science (With a Foundation Year)	QAR2 due end of September.
					Nigel Clayden	Forensic and Investigative Chemistry (MCHEM)	
					Chris Richards	Chemical Physics with a Year in Industry (MCHEM)	
					Chris Richards	Biological and Medicinal Chemistry with a Year in Industry (MCHEM)	
					Chris Richards	Chemistry with a Year in Industry	
					Garth Jones	Chemical Physics with a Year in North America (MCHEM)	
					Garth Jones	Biological and Medicinal Chemistry with a Year in North America (MCHEM)	
					Garth Jones	Chemistry with a Year Abroad (MCHEM)	
					Garth Jones	Chemistry with a Year Abroad (MCHEM)	
					Garth Jones	Chemistry with a Year in North America (MCHEM)	
					Fraser MacMillan	Biological and Medicinal Chemistry (MCHEM)	
					Fraser MacMillan	Biological and Medicinal Chemistry	
					Simon Lancaster	Chemistry (MCHEM)	
					Simon Lancaster	Visiting Studies in Chemical Sciences (Undergraduate)	
					Simon Lancaster	Chemistry	
					Simon Lancaster	Chemistry with a Foundation Year	
			<b>0</b>	18	<b>Simon Lancaster</b>	Outstanding QAR2 Stage 3 as listed above	
CMP	19	10	<b>7</b>	1	Mark Fisher	U1HG65302 - Computer Systems Engineering (BENG) / U1HG6M402 - Computer Systems Engineering Year in Industry (BENG)	Awaiting confirmation from Ben Milner as to who should conduct this review
			<b>9</b>	1	<b>Dan Smith</b>	Outstanding QAR2 Stage 3 as listed above	
ENV	27	9	<b>8</b>	1	Ros Boar	U1FL87302 - Environmental Geography and Climate Change with a Year in Industry	Noted Ros Boar away until 04 Sept – in progress
			<b>7</b>	2	<b>Katy Appleton</b>	Outstanding QAR2 Stage 3 as listed above	
MTH	8	4	<b>1</b>	3	Paul Hammerton	U1G103402 - Master of Mathematics / U1G10A401 - Mathematics with a Year Abroad (MMTH) / U1G106402 - Mathematics with a Year in Australia (MMTH) / U1G10N401 - Mathematics with a Year in Industry / U1G102402 - Mathematics with a Year in North America (MMTH)	

						U1G1N1303 - Mathematics with Business	
						U1G10F401 - Mathematics with a Foundation Year	
			<b>1</b>	3	<b>Johannes Siemons</b>	Outstanding QAR2 Stage 3 as listed above	
ENG	COMPLETED						
NAT SCI	4	0	<b>0</b>	4	Stephen Ashworth	Natural Sciences with a Year in Industry	On Timeline 4 so overall completion of QAR2 due end of September.
					Stephen Ashworth	Natural Sciences (MNTATSCI)	
					Stephen Ashworth	Natural Sciences with a Year Abroad	
					Stephen Ashworth	Natural Science	
			<b>0</b>	4	<b>Nigel Clayden</b>	Outstanding QAR2 Stage 3 as listed above	
PHA	5	0	<b>0</b>	5	Emma Smith	Pharmacy (MPHARM with Placement)	On Timeline 4 so overall completion of QAR2 due end of September.
					Maria O'Connell	Visiting Studies in Pharmacy (Undergraduate)	
					Maria O'Connell	Pharmacy (MPHARM)	
					Anja Mueller	Pharmacology and Drug Discovery	
					Chris Morris	Pharmacy with a Foundation Year	
			<b>0</b>	5	<b>Anja Mueller</b>	Outstanding QAR2 Stage 3 as listed above	

D4. ANNUAL REVIEW OF ASSESSMENT AND MODERATION 2016-17

Subject	Update	
<b>2016/7 Annual Review of Assessment and Moderation Reports</b>	School	Report Received
	BIO	Outstanding
	CHE	Outstanding
	CMP	Outstanding
	ENV	Outstanding
	MTH	Outstanding
	PHA	Outstanding
	NAT SCI	Outstanding

D5. 5 YEARLY COURSE REVIEWS 2015-16

Pending AD approval:

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

D6. 5 YEARLY COURSE REVIEWS 2016-17

Review No.	UG/PG	SCHOOL	COURSE CODE	COURSE TITLE	REVIEW DATE
1	PGT	BIO	T1C791101	MOLECULAR MEDICINE	04/07/2017. To be reported at LTQC 08 Nov 2017 and LTC 29 Nov 2017.
2	PGT	CHE	T1F160101	ADVANCED ORGANIC CHEMISTRY MSC	05/09/2017. To be reported at LTQC 08 Nov 2017 and LTC 29 Nov 2017.
3	UG	ENV	U1F813301	ENVIRONMENTAL GEOGRAPHY AND CLIMATE CHANGE	20/06/2017. To be reported at LTQC 08 Nov 2017 and LTC 29 Nov 2017.
3	UG	ENV	U1F812401	ENVIRONMENTAL GEOGRAPHY AND CLIMATE CHANGE (MSci)	
3	UG	ENV	U1F814402	ENVIRONMENTAL GEOGRAPHY AND CLIMATE CHANGE WITH A YEAR IN INDUSTRY	
3	UG	ENV	U1FL87301	ENVIRONMENTAL GEOGRAPHY & INTERNATIONAL DEVELOPMENT	

D7. 5 YEARLY COURSE REVIEWS 2017-18

To be confirmed