

**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. 08 November 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, 08 November 2017

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

Minutes of the meeting held on **Wednesday 8 November 2017 in EFB 1.02.**

Present: Ben Milner (Chair), Mark Coleman (BIO), Simon Lancaster (CHE), Dan Smith (CMP), Ros Boar (ENV), Nigel Clayden (NAT SCI), Johannes Siemons (MTH), Anja Mueller (PHA), Judith Mayne (Teaching and Related Activities Lab Manager), Laura McGonagle (SCI Senior Faculty Manager), Josh Clare (UUEAS Head of Campaigns and Policy), Rachel Paley (LTS Hub Manager), Meg Evans (Administrative Assistant, LTS) and Karin Goodby (Secretary, LTS Coordinator).

Apologies: Madeleine Colledge (UUEAS Academic Officer Postgraduate), Lindsay Westgarth (UUEAS SCI Faculty Convenor), Mary Leishman (UUEAS Academic Officer Undergraduate), David Morales Rodrigues (UUEAS Faculty Engagement Convenor), Zhyar Said (Faculty Convenor, PHA) and Zoe Perks (Faculty Convenor, ENV)

**SECTION A: STANDING ITEMS**

**A1. MINUTES OF THE PREVIOUS MEETING**

Considered and approved

Minutes of the previous meeting held on 20 September 2017 (document filed on the SCI LTQV Blackboard Site).

Updates on actions are as follows.

Meeting Date	Agenda Item	Summary of Action	Responsibility	Status
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)	In progress. (Noted that buy out for Kay Yeoman will not carry on but role will. This year, aim is to make links in order to deliver EDU modules).
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	In progress

20 Sept 2017	B1 – Widening Participation	Action: DLTs to start on research, ideas and hypotheses in relation to WP	DLTs	In progress
20 Sept 2017	B1 – Widening Participation	Action: Karin Goodby to circulate WP PowerPoints to SCI LTQC	Karin Goodby (LTS)	Complete
20 Sept 2017	B2 – Sharing Best Practice Following TEF Reviews	Action: DLTs to promote mid-module evaluation as standard practice	DLTs	In progress
20 Sept 2017	B2 – Sharing Best Practice Following TEF Reviews	Action: Ros to circulate Online Teaching Guide	Ros Boar	Complete
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)	Complete
20 Sept 2017	B3.1 – Module and Course Update	Action: Ben to feedback concerns to LTS Heads of Service / ADs	Ben Milner (AD)	Complete (Assessment type will only need to be made available one year before not two)
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) – Josh reported	Complete (Pre-lim WG meeting has taken place. Any feedback to be directed to Mark Coleman as SCI rep)

## A2. STATEMENTS FROM THE CHAIR

### A2.1 TEF Pilot:

- SCI to participate in TEF pilot in the next round
- Each School will have to write TEF pilot report for spring.
- Update has been circulate via email from Head of School on 2 November 2017.

**Action: Ben Milner to send on email and clarify more details to DLTs when able.**

### A2.2 Course Update:

- Deadline 13 November 2017. SCI Marketing has only received one (PHA PG Diploma) which has been completed for prospectus.
- Risk of divergence – are LTS and ARM working together on this? Noted that LTS Heads are aware of issues.
- Parent course descriptions and variants (e.g. Year in Industry and Year Abroad) should be the same – feedback for ARM.
- SCI Marketing are rejecting some module descriptions because of lack of detail but cautious about detail due to CMA. Note that ARM have been over zealous about some rejections. Alix Delany (Head of Admissions) was looking to resolve.
- ENV Course Directors have raised concerns about not being able to use wildcards. Concerns that structuring course profile to avoid module clashes cannot be predicted. Course profiles have to define everything even if reducing module

choice and not confident that academic case will be approved via concession for clashes as hard-line approach appears to have been adopted.

- Variation to Course Profiles requests will be affected. Currently the number of concessions being approved has dropped. The current policy to approve is on the basis the Module Organiser can guarantee that students can catch up. Is this the direction of travel concessions will take? Variations relating to modules for employability reasons tend to be approved?
- It would be interesting to see the number of concessions approved vs those that are rejected in SCI.

**Action: Ben Milner to speak to Clive Matthews (ADTP) regarding concession policies going forward.**

**Action: DLTs to remind Course Directors to complete Course updates.**

### A3. STATEMENTS FROM MEMBERS OF UNIVERSITY GROUPS

#### A3.1 Lecture Capture User Requirements Working Group

- Matthew North (Learning Spaces Technology Manager - ITCS) organises and Helena Gillespie chairs the group
- There is a 2012 assessment that has explored lecture capture. A lot of work has already been done on this issue.
- Questions raised about cost of implementation. A fully automated system, where the lecture capture automatically uploads to Blackboard will cost millions of pounds yet save on time spend manually uploading.
- Student demand is high and students are aware that other institutions are using it so worth implementing even if just for student satisfaction.
- BIO have been doing their own lecture capture this year and student feedback has been extremely positive.
- This method helps students who cannot attend lectures for a variety of reasons including those with disabilities or those who have children arrangements
- Statistics show that, on Blackboard, the number of students accessing pre-recorded lectures increased in the run up to exams.
- Venues and working equipment could be an issue.
- PHA and BIO staff are given a microphone to use.
  - PHA use Camtasia and e-Stream PHA have created a screencast to assist staff and tutorials on to use the equipment. Not everyone across SCI knows how to use equipment/ software so important that this information becomes available to all.
  - BIO records their lectures in PowerPoint. Roughly 100GB for all of BIO's lectures. Once competent in use, it doesn't take much effort and is a very effective tool.

**Action: Mark Coleman to circulate 2012 document on Lecture Capture.**

**Action: Mark Coleman and Anja Mueller to share screen casts/documents with Karin Goodby for circulation to DLTs**

A3.2 Peer Observation Working Group (Ben Milner): have not met since last report. Nothing to report.

A3.3 Teaching Space Working Group (Ben Milner): hasn't met since last SCI LTQC meeting. Nothing to report.

- A3.4 Exam Papers/Feedback (Ros Boar): No updates.
- A3.5 Submission of Assessment Policy Working Group (Rachel Paley): Nothing to report. Will be up and running soon.
- A3.6 Extenuating Circumstances Working Group (Dan Smith): Nothing to report.
- A3.7 Marking and Moderation Working Group (Anja Mueller)
- A3.8 Plagiarism and Collusion Working Group (TBC)

**Action: DLTs to let Ben Milner know if interested in joining P&C Working Group**

A4. STATEMENTS FROM STUDENT UNION REPRESENTATIVES

- A4.1 Dissertations Work Group – Working Group is up and running. Looking at UG and PGT processes including submission dates, support and guidance. There is support on the process UG and PGT. LTS are keen to streamline practices also. If interested in this and wish for more information contact the UUEAS representatives.

A5. IMPROVING STUDENT FEEDBACK ACROSS SCIENCE

Discussed

Update on enhancing student feedback- discussed in section B2

Received

Verbal update from Ben Milner in relation to adviser training & refreshing every two years- discussed in section B1

A6. COMPLIANCE REPORTING

Reviewed

Science Faculty compliance in the following areas, with reference to Section D for items (1) & (2)

(1) Quality Assurance Review (QAR)(annual module and course review)

- QAR2 completed for all Schools.
- QAR3 – AD needs to sign off for NAT SCI, completed for all other schools.

(2) External Examiner Reports:

- ENV outstanding all School responses
- Noted that data is correct from date of circulated agenda so further reports may have been received and records will be updated.

**Action: Ros Boar to follow up with Chair regarding outstanding ENV reports**  
**Action: DLTs to follow up with relevant colleagues regarding gaps**

(3) Coursework turnaround times (20 day turnaround)

- Too early to review

- (4) HEA Fellowships (School and Faculty Progress)
    - Is ongoing
  - (5) TALIS (mandatory use of)
    - Noted that modules such as Year Abroad, Year in Industry, Fieldcourse are not applicable for a reading list. Currently only 50% compliance. See document A6 (TALIS) on [Blackboard Site](#)
  - (6) PhD Submission Rates (the proportion submitted within 4 years)
    - No data yet to review
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## **SECTION B: ITEMS FOR DISCUSSION AND ACTION**

### **B1. ADVISER TRAINING AND REFRESHING EVERY TWO YEARS.**

Received verbal update from Ben Milner.

- DLTs to remind advisers of refresher training required every 2 years.
- CSED offer a training programme three times a year and there is also an online course available on Blackboard. Clive Matthews (ADPT) is currently reviewing the training programme and would welcome feedback.
- How are Schools monitoring training needs and keeping track of who needs refresher training? Responsibility lies with the Head of School.
- Noted that training isn't an issue but the lack of time available for academics to focus on advising is a concern. There is a general consensus that advising is one of the things that slips because of time and workload.
- There is no mechanism to effectively oversee the process and access relevant data. Noted that senior advisers produce annual report but the metric for evaluation is hindered due to lack of information and time. Noted that BIO HoS has access to data listing meetings.
- The e:Vision adviser meetings record functionality is only compulsory for recording meetings for Tier 4 students
- Concerns that record of adviser meetings on e:Vision only shows current academic year but noted that others can see meetings going back to 2015.
- The process whereby students must see advisers before module choices are confirmed should be brought back and be mandatory. Related directly to National Student Survey.

**Action: Rachel Paley to investigate whether adviser meeting records get systematically deleted.**

**Action: Ben Milner to feedback concerns, regrading time and systems, to Neil Ward**

### **B2. ASSESSMENT AND FEEDBACK**

Received verbal feedback from Ben Milner.

- Assessment/feedback has low scores in the NSS – as noted in memo from Neil Ward.

- Module organisers should have marking criteria published on BB along with the assignment. Noted that some module organisers already make criteria available
- System check relating to 'marking criteria' folder may be introduced.

### B3. BUILDING 60

Received verbal update from Judith Mayne.

- The building is going to be four stories. The ground floor will be teaching spaces and the other three floors lab spaces.
- At planning stage and expecting a final decision imminently. The building work is expected to begin from Jan 2018 and completed by July 2018 ready for September 2018 teaching.
- Contractor project out to tender and costs will be released mid-November.
- Maximum budget set at £33.9 million for building, fixtures and fittings however does not include new equipment. Expectation that existing equipment remains.
- Noted
  - Concerns that using older equipment in a new building will hinder the student experience. Spending so much on a new space and not on new equipment not good
  - Noted that schools are better at investing in updated equipment so the Lab budget is an appropriate source to fund new equipment. Noted that new equipment is extremely expensive.
  - The new building doesn't increase capacity much which is a concern as this has consequential effects on admission increases for BIO and ENV
  - Existing BIO labs annexed for ENG.
  - Space available for admission events will be Atrium area and other rooms also bookable for events
  - 96 capacity flat space – not good teaching space.
- Despite concerns about capacity, the plans for the building cannot be changed

### B4. REGISTER & ATTENDANCE MEETING REPORTS (SEM2, 2016-17)

Discussed

FLTQC report on register completion and attendance meetings across Science Schools and agree report for LTC. **Documents B4 (1-3) on [Blackboard Site](#).**

- There have been issues with not being able to open the reports. Due to the file type – although not consistent as some can open file types without issue.
- Entering the data is cumbersome and unreliable. Can't ensure that the students who 'sign in' have actually signed in.
- The purpose of data is to pick up on non-attendance and engagement however concerns about the effectiveness of data
- Noted that the frequency of when reports are downloaded is determined by the School not LTS.

**ACTION: Simon Lancaster and Dan Smith to discuss with Karin Goodby about PDF issues.**

B5. NATIONAL STUDENT SURVEY (NSS) AND STUDENT EXPERIENCE REPORT (SES) 2017.

Received and discussed

NSS 2017 and implications for Science. What are the common themes expressed by SCI students and what can be addressed at Faculty level? **Documents B5 (1-3) on [Blackboard Site](#)**

- Noted that SES is not available.
- Student satisfaction rate – correlation to increase in SSR which sees a decline in student of satisfaction.
- Colleagues are trying harder to improve student satisfaction but doing more with less and there are genuine concerns about staff wellbeing.
- More time needs to be given to staff. Everyone needs to work smarter to utilise the time they have and there needs to be better systems to improve both student satisfaction and staff wellbeing.
- In BIO there has been an increase in student numbers year on year and there needs to be additional staff employed to support the increase.
- Stress on staff is unprecedented.

B6. COURSE PROPOSALS

Considered

New Course Proposal from School of Pharmacy: MSci in Pharmacology and Drug Discovery. **Documents B6 (1-3) on [Blackboard Site](#)**

- There has been a substantial interest from currently enrolled students to continue onto this Masters programme, of the 21 on the course 17 have expressed interest – responding to demand
- Interested students, at BSc Stage 2, would have opportunity to transfer course
- The course has a lot of CHE content which adds to its uniqueness compared to other courses on offer in the country.
- Proposal approved. Comments and feedback noted as follows:
  - 4 new modules, excluding project- will be delivered by 2 new staff for Pharmacology
  - Re- vamping MPharm so some co-teaching will also take place
  - Expecting 15-20 students. All modules compulsory so modules not at risk of falling below notional 10 student enrolled threshold
  - Students can transfer from BSc to MSci
  - Some content is co-taught, but no co-taught modules
  - Concerns that other SCI students, e.g. NAT SCI, cannot enrol due to credit values of 30 and modules not being slotted. Noted that modules are not slotted due to issues with availability and booking of Dispensary and co-teaching with PHARM. Noted that content that would be of significant interest to other students but not available to them. Issue with lack of Faculty approach to teaching which reduces choice

**Action: Karin Goodby to add ‘Module availability for NAT SCI students’ to next agenda**



**Action: Laura McGonagle to send final course documents to Karin Goodby for consideration by LTC**

B7. SHARING BEST PRACTICE FOLLOWING TEF REVIEWS

Discussed

- a. Measuring impact of learning and teaching initiatives – feedback from CHE and BIO. Documents in TEF folder on [Blackboard Site](#)

CHE

- TEF metrics – HEFCE
- 3 measures of learning gain:
  - GPA
  - Self-efficacy
  - Concept inventories- premised on teaching concepts and understanding. Don't measure conceptual understanding but have KPIs such as NSS and Good Honours. Concept inventory involves setting questions, being reviewed externally, and getting students to answer. Students are asked to watch pre-recorded material in advance. Students answers are locked away and revisited alongside a student questionnaire completed at the end of studies to see if there has been any 'learning gain' for the cohort.
- Measures of success of this 'learning gain' are:
  - Student evaluation – feedback affected negatively by asking students to review material in advance
  - Course Grade
  - Learning gain vs concept inventory
- The mean normalised learning gain not statistically significant
- Enhanced pedagogical practice but UEA key performance indicators focus on metrics for league tables. What do we value? How well teach students vs league tables
- There is evidence that supports that active learning works.
- Lecture capture is beneficial but also a hygiene factor
  - Students enthused about lecture capture but does it improve teaching?
  - It is about active learning with students, so whilst lecture capture is good, it has short term benefits
- TEF has been valuable in highlighting areas to focus on
- Dissemination? What next? Evaluative approach.

**Action: Ben Milner & Simon Lancaster to decide on way to take forward (via Paul McDermott).**

**Action: Simon Lancaster to share Greenwich presentation**

BIO

- Effectiveness of initiatives, e.g. lecture capture. Will review success based on marks performance. Cannot prove causal relationship but can at least identify gross changes for worst. Don't need matric or pedagogical theories

to prove success in all cases –common sense that students with disabilities and childcare responsibilities will benefit

- Will review student opinions on lecture capture via different methods
- Recognise there are a lot of variables that affect improving students learning- need to look at differences from initiatives rather than challenging the quality of teaching
- Peer reviewable high quality teaching not required to introduce initiatives – have to measure effectiveness of initiatives.
- Changed appraisal process- teaching is now part of every appraisal and having a big impact.

b. Evaluated approach to impact and effectiveness of teaching initiatives (student internships) - feedback from PHA

### PHA

- Evaluation is difficult because you need good numbers to do this effectively.
- The focus is on student and staff experiences – need staff buy in to deliver.
- Final year projects give students a chance to complete educational projects.
- Focus groups have been set up as a way to feedback and share information.
- There needs to be an initiative that can be implemented across the School where we can evaluate the impact and effectiveness of teaching initiatives.
- Team-Based Learning –crashed in NSS perhaps because students are not used to this. Need to have active and open dialogue with students so you can get a feel of their opinions on certain initiatives.
- Internships – some coordinated, some funded. Discussed in Teaching Committees etc.
- The output of interns is a report which includes ideas and feedback.
- Some feedback is embedded in modules.
- Funding is obtained from learning societies.

c. Efforts to tackle student attendance and engagement –feedback from CHE

### CHE

- Two phases- tutorials and laboratory sessions – where a zero tolerance policy is operated unless extenuating circumstances or approved absences. This because these sessions provide essential skills for the programme that cannot be gained from reviewing material online.
- Heads of year should be monitoring the attendance however they can only monitor as well as the data collected. There needs to be more emphasis on academic colleagues to collect the relevant data needed to track student attendance. LTS requires a record of informal meeting in order to proceed with formal meetings via GR13.
- Monitoring student's attendance has pastoral benefits, it can be an effective way on picking up on students who are struggling and help refer them on to further help.

- There is a positive correlation between attendance at lectures and academic success and worthwhile talking to the students to find out why this is the case.
- A GR13 meeting is held by the Head of School for students with poor attendance but student marks profile is reviewed and if the student is performing well there is the tendency for no further action to be taken.
- A distinction has been drawn between lecture attendance and lab/tutorial attendance in relation to GR13 and anecdotally seen improvement in attendance. Changes pattern of student behaviour – stronger culture of attendance heading in correct direction. Requires contact monitoring by Head of Year for process to work.
- The Head of School check attendance data check every 2 weeks. Data is cumulative but rolling attendance data as well as cumulative to keep on track of attendance monitoring.
- Noted that every School does something different. Should staff responsible for process across each School meet to identify issues and best practice? What is helpful, what not? E.g.
  - Schools check data at different intervals e.g. PHA is reviewing twice per semester whereas BIO + ENV review every 2-3 weeks producing cumulative data which looks over the last 4-5 weeks). Suggested CMP model is adopted in LTS.
  - Attendance data has to be collected, and recorded, by academic colleagues but often missed therefore concerns about how GR13 processes can be implemented if not confident in data being recorded.
  - Unreliability of data also can be caused by students signing in for each other – a swipe card systems doesn't eliminate but reduces this risk.
  - BIO has an academic engagement officer who reviews attendance data and meets with students –this works really well.
  - Local support teams used to input data for registers in PHA
  - ENV- students forget to sign in – points to fact that students not aware of consequences.
  - MTH- Deputy Teaching Director closely monitors attendance of Year 1 students.
  - CHE have been using the Fitness to Study process much earlier- been beneficial in preventing additional meeting, first sits etc. Positive payback in recognising poor attendance earlier.

**Action: Ben Milner to convene one hour meeting, to identify issues and best practice, with colleagues responsible for monitoring attendance in each School, and Christina Chan (LTS)**

d. Approaches for communicating with students – feedback from CMP and MTH

CMP:

- Difficulty picking up on student feedback, e.g. from SSLC.
- Set up 'Open Meetings' – once a semester- small numbers of students attend but valuable as students who attend are articulate and vocal. The School has learned a lot from student feedback at these sessions and students felt listened to. Informal. Only 2 members of Faculty attend.

- Published set of 'You said, We did' bulletins are emailed to students. Positive to close the loop on student feedback.

MTH:

- In contract to CHE, SSLC is an excellent forum to learn more about student issues
- Qualitative feedback is gained as to what does and doesn't work
- Enables the School to better understanding student issues e.g. relating Timetabling; Blackboard access.
- General infrastructure is important
- Students perceive adviser meetings as deficient – a meeting to discuss something gone wrong. Need to change this perception.

B8. ANY OTHER BUSINESS

- CMP: Non-submission data, to help with attendance/engagement monitoring, would be useful to Schools.
- MTH (ENG): Timetables should be sent out earlier. Issues have been raised with David Stevens. Noted that timetables can only be set up by LTS once information is received from the School. Concessions relating to timetable clashes aren't being approved as often. Perceived as an LTS issue but ADTP confirms reject decisions.
- BIO: No AT budget confirmed. Noted that budgets from each School must be received before confirmation provided. Suggested that third year students are utilised as teaching assistants.
- ENV: There is great concern that concession requests to introduce exam assessments will be turned down. ENV want students to have taken at least one exam before they graduate.

**ACTION: LTS to investigate options for providing non-submission data.**

**ACTION: Ben to raise with ADTP concerns about non-approval of concessions (timetable clashes and exam assessments)**

**ACTION: DLTs to provide to their budget plans to Ben Milner**

B9. SUMMARY OF ACTIONS

Meeting Date	Agenda Item	Summary of Action	Responsibility
08 Nov 2017	A2.1- TEF Pilot	Action: Ben Milner to send on email and clarify more details to DLTs when able.	Ben Milner
08 Nov 2017	A2.2- Course Update	Action: Ben Milner to speak to Clive Matthews (ADTP) regarding concession policies going forward.	Ben Milner
08 Nov 2017	A2.2- Course Update	Action: DLTs to remind Course Directors to complete Course updates.	DLTs
08 Nov 2017	A3- Lecture Capture	Action: Mark Coleman to circulate 2012 document on Lecture Capture.	Mark Coleman
08 Nov 2017	A3- Lecture Capture	Action: Mark Coleman and Anja Mueller to share screen casts/documents with Karin Goodby for circulation to DLTs	Mark Coleman & Anja Mueller
08 Nov 2017	A3- Lecture Capture	Karin Goodby to circulate Lecture Capture guidance to DLTs	Karin Goodby

08 Nov 2017	A3.8 - Plagiarism and Collusion Working Group	Action: DLTs to let Ben Milner know if interested in joining P&C Working Group	DLTs
08 Nov 2017	A6- External Examiner Reports	Action: Ros Boar to follow up with Chair regarding outstanding ENV reports	Ros Boar
08 Nov 2017	A6- QAR & External Examiner Reports	Action: DLTs to follow up with relevant colleagues regarding gaps	DLTs
08 Nov 2017	A7- Adviser training	Action: Rachel Paley to investigate whether adviser meeting records get systematically deleted.	Rachel Paley
08 Nov 2017	A7- Adviser training	Action: Ben Milner to feedback concerns, regrading time and systems, to Neil Ward	Ben Milner
08 Nov 2017	B4- Attendance & Register Reports	ACTION: Simon Lancaster and Dan Smith to discuss with Karin Goodby about PDF issues.	Simon Lancaster & Dan Smith
08 Nov 2017	B6- PHA Course Proposal	Action: Karin Goodby to add 'Module availability for NAT SCI students' to next agenda	Karin Goodby
08 Nov 2017	B6- PHA Course Proposal	Action: Laura McGonagle to send final course documents to Karin Goodby for consideration by LTC	Laura McGonagle
08 Nov 2017	B7- Best Practice following TEF reviews	Action: Ben Milner & Simon Lancaster to decide on way to take forward (via Paul McDermott).	Ben Milner
08 Nov 2017	B7- Best Practice following TEF reviews	Action: Simon Lancaster to share Greenwich presentation	Simon Lancaster
08 Nov 2017	B7- Best Practice following TEF reviews	Action: Ben Milner to convene one hour meeting, to identify issues and best practice, with colleagues responsible for monitoring attendance in each School, and Christina Chan (LTS)	Ben Milner
08 Nov 2017	B8- AOB	ACTION: LTS to investigate options for providing non-submission data.	Karin Goodby & Rachel Paley
08 Nov 2017	B8- AOB	ACTION: Ben to raise with ADTP concerns about non-approval of concessions (timetable clashes and exam assessments)	Ben Milner
08 Nov 2017	B8- AOB	ACTION: DLTs to provide to their budget plans to Ben Milner	DLTs

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## SECTION C: ITEMS FOR REPORT

### C1. CHANGES TO EXISTING PROGRAMMES

School	Title	Status
CMP	Computing Science with Study Abroad (MComp) – proposal to rename the existing BSc Applied Computing Science with a Foundation Year	TBC

### 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
PHA	New Course Proposal (low risk): Pharmacy (MPHARM) for 2018-19 (changes to existing programmes from 2018-19 for accreditation purposes)	Approved at FLTQC 07 June 2017. Reported at LTC 18 Oct 2017.

### C4. IN PROGRESS

School	Title	Status
BIO	New Course Proposal: Molecular Plant/Microbe Interactions (MSc)	CP1 Approval pending AD approval.
CMP	Computing Science with Study Abroad (MComp)	

ENV	New Course Proposal: Dual BSc in Environmental Sciences with Ocean University of China	CP1 completed. CP2, 3, 4 in progress.
MTH	MEng Power Engineering - Degree Apprenticeship	CP1 Approval pending. Expected programme launch in 2018
PHA	BSc in Pharmacology and Drug Discovery with Foundation Year	CP1 Approved. Low risk. CP4 awaited. Expected programme launch in 2018
PHA	MSci in Pharmacology and Drug Discovery	CP1 Approved. Due for consideration at LTQC 08 Nov 2017 and LTC 29 Nov 2017. Expected programme launch in 2019.
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

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## 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	Chair revision required?	AD Approval	Final Report on BB
BIO	4	Bryant	Yes	Yes	Yes	Yes	No	Yes	Yes
		Hodge	Yes	Reminder sent 17 Oct					
		Hyde	Yes	Yes	Yes	Yes	No	Yes	Yes
		Sharp	Yes	Reminder sent 17 Oct					
CHE	4	Baron	Yes	Yes	yes	yes	LTS		
		Howe	Yes	Yes	yes	yes	No	LTS	
		Layfield	Yes	Yes	Yes	yes	No	LTS	
		Whiting	Yes	Yes	Yes	yes	No	LTS	
CMP	3	Konev	Yes	Yes	Yes	Yes	No	Yes	Yes
		Krinke	Yes	Yes	Yes	Yes	No	Yes	Yes
		Marshall	Yes	Yes	Yes	Yes	No	Yes	Yes
ACT SCI	2	Palmer	Yes	Yes	Yes	Yes	No	Yes	Yes
		Rickayzen							
ENV	2	Bigg	Yes	Reminder sent 17 Oct					
		Rivett	yes	Reminder sent 17 Oct					
		Nagase	Yes	Reminder sent 17 Oct					
		Jump	Yes	Reminder sent 17 Oct					
MTH	2	Burns							
		Decent	Yes	Yes	Yes	Yes	No	Yes	Yes
MTH-ENG	1	Hossain	Yes	Yes	Yes	Yes	No	Yes	Yes
NAT SCI	1	Wilson	Yes	Yes	Yes	Yes	No	LTS	
PHA	5	Green	Yes	Yes	yes	Yes	Due 06 Nov		
		Kidd	Yes	Yes	yes	Yes	Due 06 Nov		
		Malkinson	Yes	Yes	yes	Yes	No	Yes	Yes
		Sowter	Yes	Yes	yes	Yes	Due 06 Nov		
		White	Yes	Yes	yes	Yes	No	Yes	Yes



POSTGRADUATE									
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	Chair Revision Required ?	AD approval	Final Report on BB
BIO	3	Bryan							
		Grose	Yes	LTS					
		Rowcliffe	Yes	LTS					
CHE	1	Stockman	Yes	LTS					
CMP	3	Galton							
		Hendley							
		Roberts							
ENV	4	Davies							
		Fischer							
		Washington							
		Yu							
MTH-ENG	1	Hughes	Yes	Due 28/11/17					
PHA	1	James	Yes	Yes					

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

**QAR2 UG:**

Reviews are complete (and 100% compliant) for all Schools.

**QAR3 UG:**

UNDERGRADUATE QAR3 RECORD				
	DLT	AD	Reported to LTC	Comments
BIO	Yes	Yes	To be reported 29 Nov 2017	
CHE				
CMP	Yes	Yes	To be reported 29 Nov 2017	Includes Act Sci
ENG	Yes	Yes	To be reported 29 Nov 2017	
ENV	Yes	Yes	To be reported 29 Nov 2017	
MTH	Yes	Yes	To be reported 29 Nov 2017	
NAT SCI				
PHA	Yes		LTS	

D4. ANNUAL REVIEW OF ASSESSMENT AND MODERATION 2016-17

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

D5. 5 YEARLY COURSE REVIEWS 2016-17

Pending AD approval:

- Five Yearly Course Review Reports (CR2) and Faculty Report (CR3) for Undergraduate courses reviewed in 2016-17

SCHOOL	COURSE CODE	COURSE TITLE	REVIEW DATE
ENV	U1F813301	ENVIRONMENTAL GEOGRAPHY AND CLIMATE CHANGE	20/06/2017. To be reported at LTQC 08 Nov 2017 and LTC 29 Nov 2017.
ENV	U1F812401	ENVIRONMENTAL GEOGRAPHY AND CLIMATE CHANGE (MSci)	
ENV	U1F814402	ENVIRONMENTAL GEOGRAPHY AND CLIMATE CHANGE WITH A YEAR IN INDUSTRY	
ENV	U1FL87301	ENVIRONMENTAL GEOGRAPHY & INTERNATIONAL DEVELOPMENT	

Pending:

- Five Yearly Course Review Reports (CR2) and Faculty Report (CR3) for Postgraduate courses reviewed in 2016-17

SCHOOL	COURSE CODE	COURSE TITLE	REVIEW DATE
BIO	T1C791101	MOLECULAR MEDICINE	04/07/2017. To be reported at LTQC 13 Dec 2017 and LTC 14 Jan 2018.
CHE	T1F160101	ADVANCED ORGANIC CHEMISTRY MSC	05/09/2017. To be reported at LTQC 13 Dec 2017 and LTC 14 Jan 2018.

D7. 5 YEARLY COURSE REVIEWS 2017-18

REVIEW NUMBER	SCHOOL	UG/PGT	COURSE CODES	COURSE TITLE	REVIEW DATE
1	BIO	UG	U1C700301, U1C700302	BIOCHEMISTRY	TBC
	BIO	UG	U1C720401, U1C720402	BIOCHEMISTRY WITH A YEAR IN INDUSTRY	
2	MTH	UG	U1G100302	MATHEMATICS	12/03/2018
	MTH	UG	U1G1N1302, U1G1N1303	MATHEMATICS WITH BUSINESS	
	MTH	UG	U1G10N401	MATHEMATICS WITH A YEAR IN INDUSTRY	
	MTH	UG	U1G103402	MASTER OF MATHEMATICS	
	MTH	UG	U1G10A401	MATHEMATICS WITH A YEAR ABROAD (MMth)	
	MTH	UG	U1G100V01	VISITING STUDIES IN MATHEMATICS (UNDERGRADUATE)	
3	PHA	PGT	T2B230101, T2B230301	GENERAL PHARMACY PRACTICE PDIP	TBC