UEA
University of East Anglia

UNIVERSITY OF EAST ANGLIA
FACULTY OF SCIENCE

LEARNING, TEACHING AND QUALITY COMMITTEE

Minutes of the meeting held on Wednesday 10 December 2014 at 2.00 pm

Present: Ben Milner (Chair), Nigel Clayden (CHE), Mark Coleman (BIO), Juliette Cule (Student Rep), James Desborough (PHA), Paul Dolman (ENV), Emilly Kitching (Student Rep), Martin Loftus (NAT SCI), Geoff McKeown (CMP), Emilian Parau (MTH), Connor Rand (Student Rep) with Sarah Lucas (SCI Faculty Manager), Rachel Paley (EFB Hub Manager) and Jean Whiting (LTQC secretary).

1.   MINUTES OF THE PREVIOUS MEETING

Considered
Minutes of the previous meeting held on 1 October 2014 (document A filed in the minute book)

Updates and action points

Item number and subject	Details
3.2 – Absence group	- Noted that the absence group is no longer running.
3.3 - HEA Recognition Group	- The HEA Recognition Group is no longer running.
3.4 - Future skills	- The Chair had contacted Helen James but was awaiting a reply **Action: Chair**
3.5 - TPPG	- Noted that Mark Coleman will be the other SCI representative.
5 – Week 01 feedback	Noted that the attendance monitoring for BIO issue is resolved. The timetabling issues were to do with non-modular events and developments in SITS will take place to improve that.
6 – Attendance monitoring and administrative support with LSO for attendance monitoring	Noted that this is now complete. In ENV an Attendance monitoring engagement officer has been appointed. Noted that in relation to monitoring and follow-up meetings, some other faculties add a column onto the spread sheet that LTS provide and add their "monitoring" comments to the additional column. **Action: Secretary to add agenda item**

	to next meeting - attendance monitoring (best practice etc)
9 – Four point summary	Noted that the four-point plan summary had been completed by Directors of Teaching.
10 – Monitoring update	Annual course review and module review spread sheets had been circulated to Directors of Teaching.
11 – Faculty of Science Strategy document	Some comments had been received by the Chair.
12 – Course Proposals	Noted that BSc Physics will not be launch for 2016. There were some concerns about how the programme will be resourced etc, so further work will be undertaken regarding this programme. BEng and MEng Engineering was approved by LTC for 2016 entry. BSc in Pharmacology and Drug Discovery was approved by LTC. MPharm in Pharmacy was approved by LTC.
13 - Course reviews and merging courses together	Noted that the Chair had liaised with Lynne Ward who agreed with the proposal of bringing review dates forward and trying where possible to amalgamate course review events.

2.   STATEMENTS FROM THE CHAIR

2.1   Noted that Adam Green's item (Presentation from the Planning Office) will be postponed to the February meeting.
Action: Secretary to add as agenda item for February meeting.

2.2   Agreed at LTC that there must be evidence of student consultation on course proposals and that this is likely to be from the Staff Student Liaison Groups. LTQC would like clarification about what students are exactly supposed to consider/say etc.
Action: Chair to investigate with LTC Secretary (Michele Pavey)

2.3   Higher Education Review will take place in week commencing 12 October 2015.

2.4   Mid-term module review. Proposed by LTC that this could be introduced so students can feed back into how module is going etc.

2.5   UEA Skills Award was presented at LTC. There are different levels of award (bronze, silver, gold) and there are different categories that students can demonstrate activity in and then be awarded a bronze, silver or gold.

2.6   UEA module outline form has been introduced by LTC. It doesn't address formative work, so the form has yet to be amended. This form will replace the data capture requests that LTS currently use. It hoped that the new form will be a one-stop-shop where all information will be held for the module.
        Action: Chair to circulate form and Directors of Teaching to send comments back to the Chair.

        Noted that the module needs to be defined, after the teaching and assessment has been delivered. Perhaps with the move towards mid module review, enhancements to a module could be considered earlier.

2.7   The HEFCE bid has been rejected in relation to the STEMM building and the case will be discussed at the next SCI Executive meeting. LTQC were asked if the building should move ahead, but on a reduced size, and their comments were:

        -   BIO – currently badly constrained on space. BIO would use a new building and would make the practical teaching easier. BIO have recruited on the basis of a possible new building. The new build needs to be properly resourced.
        -   CHE – could redesign a current lab and have state of the art equipment in a current lab, rather than invest in another building, which might not have state of the art equipment in it.
        -   ENV – happy to not be included in the new building.
        -   PHA - would like to have a new building.
        -   Student view – unacceptable to be told that the building is going to be in place if it isn't going to be.

2.8   There have been four posts created in Learning Enhancement Team known as Digital Learning Designers. To be invited to next meeting
        Action: Secretary to invite one of the Digital Learning Designers to the next FLTQC.

3.   STATEMENTS FROM MEMBERS OF UNIVERSITY GROUPS

      Noted
      There were no statements from members of the University Groups.

4.   STATEMENTS FROM STUDENT UNION REPRESENTATIVES

      Received oral reports from the Student Union representatives, as follows:

      •   A review of SSLC is currently ongoing and a report is due in Jan/Feb 2015.
      •   The report will be presented by Juliette Cule to the next LTC.

5.   <u>STUDENT EXPERIENCE REPORT</u>

Received the Student Experience Report (document filed in the minute book). Noted that the Student Union produces the report every year and asks UEA to respond to the challenges that the students face.   There are 16 recommendations, many of which are being actively discussed in a variety of committee and working groups etc.

The challenges are listed below alongside the responses made by LTQC:

Challenges	LTQC response
All student timetables to be released at least two weeks before the beginning of a student's course Student representation on University committees which address issues of timetabling, including the Timetabling Working Group A coherent and full plan, agreed with HSC student representatives, to solve the organisational problems on nursing courses	SCI are committed to releasing the timetables as early as possible.
A printing allowance for all students	MTH students do not require an allowance. CMP receive one already etc. Wondered how much printing allowance is enough. Proposed that it was £5.00 per student. LTQC would like to understand what the benefit is for the individual student.
Publication on UEA's website of estimated student living costs, based on robust data and including costs of course material	Noted from a student rep that students should not have to pay for things on their course for things that are mandatory (eg lab coats). Noted that some institutions publish the hidden costs in advance of the student starting the course. There are inconsistences across the SCI faculty. ENV for example print module handouts, BIO don't. In BIO there is a field course (Ecology in the Tropics) which is 12,000 student contribution and BIO pay another amount. This is not for a compulsory module.
Students to be notified of single key text for the module at least two weeks before teaching begins	No comment

A plan to refurbish older areas of campus, most of all Congregation Hall	No comment
The University to produce a report on the International Student Experience at UEA, looking into areas where international students face particular challenges and establishing how these can be addressed.	Often discrepancies between international student and home student representation. **Action Chair to forward report to student reps**
The full consideration of students needs in timetabling. Students to be represented on the Timetabling Working Group, and University committees responsible for timetabling to take steps to ensure that they hear from part-time students, mature students and international students.	No comment
The University to achieve a silver Athena Swan institutional award.	No comment
UEA to implement the National Union of Students Assessment and Feedback Benchmarking Tool.	Eg detailed comments on coursework and examinations, vision for outstanding practice **Action: Connor Rand to forward report to LTQC**
All Schools to provide generalised examination feedback.	No comment
A pilot programme for individualised examination feedback could be implemented more generally.	Noted that ENV already do this and the pilot will be extended next year to more students. It is useful tool for feed forward. Students were given the opportunity to receive individual feedback. The marking criteria that ENV use are critical and analytical thinking etc., so the feedback on the exam will be generic and will feed forward. Noted that other institutions do this and normally 5-10% of student take up the offer. Concern expressed from LTQC about how this can be implemented. For CHE the feed forward idea will not work as the work in the next year will be different from the previous year (generic feedback will not work). **Action: Connor Rand to find out information about other institutions and how the NSS scores changed after introduction of individual exam feedback.**

SSLCs to take time to consider the specific issues facing joint Honours students	No comment.
UEA to commit to enhancing Joint Honours courses and ensuring that their unique educational value is protected	No comment.
Joint Honours students to be assigned by Academic Advisors who have experience of the entirety of their course or, alternatively, for Joint Honours students to have two Academic Advisors, with whom they meet jointly at least once per academic year.	Noted from the student rep that that it would be useful to have two advisers. Would like a DEV link also. Noted there is a review of the Advising system next semester.

6.   IMPROVING STUDENT FEEDBACK ACROSS SCIENCE

Received
Document C (copy filed in the minute book) and an oral report from the student representative (Emilly Kitching). Noted that the document had four points which suggested ways to help improve feedback that could be applied to both summative and formative work. Also the document highlighted a general principle of obtaining more detailed feedback. Noted that BIO used to have a proforma to provide feedback to students and it is hoping to re-introduce the proforma. It will be optional for academics to use and the use of the proforma will help give richer feedback to students and may reduce the amount of time markers have to spend producing feedback. Marking work by one person could be difficult with the amount of coursework that has to be marked.

Noted from the Chair that where modules use such proformas (eg with percentages allocated to certain sections), the modules achieve better feedback scores. Noted that the Chair has included this in the Faculty of Science strategy for learning and teaching.
Action: Chair to provide Emilly Kitching information about the SCI Strategy for learning and teaching document.

LTQC Discussion:
- Re return dates, the system will shortly show students when work is expected to be returned to students. It is hoped that this will take place from semester 2 onwards.
- Self-reflection feedback is good practice.
- Noted assumption about marking by one marker and consistency, the moderation process picks this up.
- Do students know about moderation within Schools?
- Could moderation form be displayed on the module blackboard site?
- Could moderation be explained to students during the induction periods?
- Focus on feedback quality is also important. Students should clearly understand the feedback and the feedback should be helpful.
Action: Rachel Paley to provide Emilly Kitching with information about moderation.

7.   <u>EXAMINATIONS</u>

Received an oral report from the Chair as follows:

- Directors of Teaching met recently with the Associate Dean for Taught Programmes.
- The discussion focussed on ways in which the amount of examinations could be reduced.
- Any changes to modules and their assessment patterns will feed into the module update exercise.

8.   <u>SCI LEARNING AND TEACHING STRATEGY</u>

Received and oral report from the Chair as follows:

- SCI Learning and Teaching Strategy was presented at the SCI Exec away day.
- Will be discussed at next meeting of SCI Exec.
- Chair will circulate feedback in due course.

9.   <u>PEER REVIEW</u>

Received an oral report from the Chair as follows:

- Reminder that peer review is 100% compliant.
- All academics, who were not reviewed last year, need peer reviewed this year and all probationers need peer reviewed.
- Associate Tutors will also need to be peer reviewed.
- For 2014/15, the suggested timeline is:
    - Directors of Learning to submit completed PO2 to LTQC Secretary in June
    - PO3 to be completed by LTQC Chair in July/August
    - LTC to consider PO3 and PO2s in October

10.   <u>EMARKING</u>

Received an oral report from Rachel Paley as follows:

- Development in eVision is live.
- Positive comments have been received from academic colleagues using emarking.
- There is a Blackboard course now available that includes screen casts, resources for pdf annotations, drop in workshops.
- More workshops will be running next semester.
- Only 8 modules from SCI have taken up the emarking offer so far.

12. QUALITY

Noted the following:

Subject	Action
2013-14 Peer observation LTQC report (and associated School statistics)	sent to LTC secretary on 3.10.14 for consideration at December 2014 meeting
2013-14 Peer observation reports from Directors of Teaching (PO2)	sent to LTC secretary to be considered at the LTC December 2014 meeting
2012-13 UG External Examiner LTQC report	sent to LTC secretary on 3.10.14

13. PROGRESSING COURSE PROPROSALS

Noted the following:

School	Title	Status
MTH	BEng and MEng Engineering programmes	• Approved within SCI • Awaiting formal approval from LTC (met on 3 December 2014)
CMP	BSc Computer Graphics, Imaging and Multimedia year in industry variant	• Being progressed within School.

14. APPROVED COURSE PROPOSALS

School	Title	Status
PHA	BSc Pharmacology and Drug Discovery	• Approved within SCI. • Approved by LTC Chairs Action. • Notifications sent to ARM, STU, Planning Office on 19 November 2014. • Awaiting new course code
PHA	MPharm Integrated Masters in Pharmacy	• Approved within SCI. • Approved by LTC Chairs Action. • Notifications sent to ARM, STU, Planning Office on 1 December 2014. • Awaiting new course code

15. ANY OTHER BUSINESS – to close

- Noted that EDU are interested in exploring an MSc in STEMM subjects and are asking NAT, CHE, BIO and MTH are being asked to consider the proposal. **Action: Sarah Lucus to circulate information to Directors of Teaching.**

- Noted from BIO that the External Examiners had stated in their reports that plagiarism detection software should be routinely used for submitted work. Noted that this was not UEA policy. Noted from ENV that External Examiners had asked for this too. At the moment, the onus is on the marker to find the evidence and once the case is suspected, then the software can be used. **Action: Chair to take forward to LTS Associate Dean and Hub Managers meeting**

- Noted from BIO that the External Examiners have commented upon good honours percentages and noted that they are high. BIO have commented to say that it was an exceptional year and standards have risen, tarrifs of students coming have risen etc.

UNIVERSITY OF EAST ANGLIA
FACULTY OF SCIENCE

LEARNING, TEACHING AND QUALITY COMMITTEE

Minutes of the meeting held on Wednesday 4 February 2015 at 2.00 pm

Present: Ben Milner (Chair), Nigel Clayden (CHE), Mark Coleman (BIO), Juliette Cule (Student Rep), Sheng Qi (standing in for James Desborough (PHA)), Paul Dolman (ENV), Emilly Kitching (Student Rep), Geoff McKeown (CMP), Emilian Parau (MTH) with Charlotte Price (stand in for Sarah Lucas, SCI Faculty Manager), Rachel Paley (EFB Hub Manager) and Jean Whiting (LTQC secretary).

1.   MINUTES OF THE PREVIOUS MEETING

        Considered
        Minutes of the previous meeting held on 10 December 2015

        Updates and action points

Item number and subject	Details
3.4 - Future skills (of matters arising)	Chair had contacted Helen James who is no longer a rep for this group. The Chair will look into finding another SCI rep to replace Helen James. **Action: Chair**
5 (of matters arising)	On today's agenda
2.1 Adam Green presentation	On today's agenda
2.2 Course proposals and student consultation and what are the students supposed to consider?	Chair had contacted Lynne Ward. Noted that students need to be consulted about new course proposals and the idea is that is that the consultation would be via Staff/Student Liaison Groups etc.
2.6 Proposed module outline proforma	Chair had circulated this to LTQC members.
2.8 Digital learning designers and invitation to LTQC	Noted that secretary will arrange to invite to the next LTQC in April 2015. **Action: Secretary**
5 – International student experience at UEA.	Chair will forward this information to student reps when the document is final. **Action: Chair**
5 – UEA to implement National Union of students assessment and feedback benchmarking tool	Secretary to follow up with Connor Rand **Action: Secretary**
5 – Individualised feedback information	Secretary to follow up with Connor Rand **Action: Secretary**

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6 – improving student feedback across science – Chair to feedback to Emilly Kitching	Chair had sent Emilly Kitching details.
6 – improving student feedback across Science – Rachel Paley to provide Emilly Kitching with information about moderation	Rachel Paley had sent information to Emilly Kitching.
15. MSc in STEMM. Sarah Lucas to circulate information.	Follow up with Sarah Lucas. **Action: Chair**
15. Plagiarism detection software issue raised by some External Examiners – Chair to raise with Hub Managers etc.	Chair will raise this at a future LTS Hub Managers meeting. **Action: Chair**

2.   STATEMENTS FROM THE CHAIR

2.1   Higher Education Review will happen in October 2015. UEA has chosen to be probed on employability.

2.2   Academic support for students between initial assessment and reassessment. There is some guidance from the Learning and Teaching Committee on this (eg Adviser support, one-to-one tuition, etc). This initiative is due to be instigated in 2014/15.

2.3   Coursework return times. Data has been sent to Schools recently. PVC (Neil Ward) is considering this. BIO had some issues but these are being addressed. SCI in general was performing satisfactory.

2.4   STEM building is going ahead. There are revised plans for a smaller sized building. Further information will be provided at future LTQC meetings.

3.   STATEMENTS FROM MEMBERS OF UNIVERSITY GROUPS

3.1   TPPG – Noted that the meeting on 9 January had been postponed to 4 March 2015.

3.2   ISD (Geoff McKeown)

Noted the following:

- The Library are moving towards a system of digitising reading lists. This could be a useful system for students and it will be able to direct students to particular chapters, send links to reading materials etc. It is still being developed. The system is housed within Blackboard. The system is piloting next academic year.

- Blackboard courses - attempts are being made to rationalise these.

- Assessment for students in the workplace - systems are being investigated that would support assessments in the workplace. Possibly useful for PHA or Schools that have year in industry placements.

- VCRs are planned to be removed from teaching spaces. ISD will offer to digitise any material as requested. VCRs cannot be replaced any more.

4.   STATEMENTS FROM STUDENT UNION REPRESENTATIVES

Noted the following from Emilly Kitching and Juliette Cule:

Transforming Teaching Awards - This is student-lead teaching awards. Postcards are being distributed to students across the University and students have the opportunity to put forward a teacher, lecturer or member of staff in the Hub for an award. There will be one award per faculty. The award ceremony is on 13 April 2015.

More information about this can be found here:
www.ueastudent.com/transformingteaching

5.   ATTENDANCE MONITORING

Noted the following:

BIO	- Attendance monitoring system is in place. - Module Organisers are responsible for completing registers etc. - An Engagement Officer has been appointed who receives regular reports from the Hub. - The Engagement Officer is finding it difficult to analyse the reports and meet with the students. - There is an issue with imperfect engagement from Module Organisers also (some very good, some not so good). - We need to address issue of the Engagement Officer not having enough time. - Reports are sent to Engagement Officer every two weeks.
CHE	- Noted that consistent processes need to occur across all Schools. - Senior Adviser is responsible for absence monitoring. - The expectation is that Module Organisers monitor at least one event per week. - Module Organisers will need to be reminded to do this. - Follow up action has only just started. - First letters have been sent for informal meetings with Advisers. - No warnings have been sent yet. - Noted that there are a group of students who have not engaged in a lecture but have signed the register and were using social media instead of being engaged in the lecture.
CMP	- Attendance is taken for all events for L0 and L1, and all labs for subsequent years, periodic checks for lectures in subsequent years. - For labs, we are monitoring it by logins. - For students missing events, for L0 and L1 they are asked to see Dan Smith for a meeting. - If consistently missing events, they are asked to see the Head of

	School which could lead to Head of School warning. - Have been doing this for a number of years, and attendance for first two years is good. - Attendance is not so good in further years. - A very detailed system is used. - Re record keeping, this is kept within the School.
ENV	- Senior Adviser is taking responsibility for monitoring. - Week 4 and week 8 reports are received from the Hub - These reports are reviewed by the Senior Adviser. - Senior Adviser will be presenting findings re attendance monitoring at the next School Teaching Committee. - Senior Adviser is currently contacting students and asking them to come along for an informal meeting. - Will have a benefit for early pastoral care. - Form is filled in for informal meeting. - Wondered about data being recorded, meeting date, when student shows up etc, where form is held etc. - Issue re record keeping. - Issues re academic judgement – where is the academic judgement? - Could a support staff member be analysing the data? - The ENV Engagement Officer is an ATR post. **Action: Chair to ask at LTS meeting re record keeping and denying reassessment opportunities.**
MTH	- Worst offenders are referred to Adviser - Second meeting is Director of Teaching - Third meeting is Head of School - If the student does not come to see Head of School, they are given a warning.
PHA	- Reports received from Hub in weeks 4 and 8 - Year lead looks at the reports. - Senior Adviser and year lead analyses and identifies offenders and invites to meeting with the Senior Adviser and year lead. - If the student keeps doing this, they are referred to fitness for practice process. - Time consuming part is meeting and documenting the meeting.
Comment from student rep	- Students who are not engaging, don't want to talk to Advisers. - Is there another way to monitor, i.e., direct them to other services (DOS, Hub etc)? - *Note from PHA – students disclose different things to different people.* - *Note from LTS - Students are pointed into such directions via Hub email bulletins etc.* - **Action: Chair to bring forward at LTS meeting.**

7.   MODULE EVALUATIONS DATA TO BE MADE AVAILABLE FOR 2015/16

Received an oral report from the Chair who asked LTQC whether module evaluation data (for the first 11 questions only) could be provided to students in time for when they are making their choices for the next academic year.

LTQC agreed:

-   Data on first 11 questions for modules from semester one 2014/15, semester two 2013/14 and year-long modules 2013/14 should be available to students.
-   Module organiser's informal responses, should be available to students (LTQC felt this was only desirable, not essential).
-   Module information to be stored on the LTS online module enrolment (OME) web site, so it is available to all students
-   Information to be available before OME commences (week 09)
-   Data to be provided for modules that are available in 2015/16
-   Module Data to be identified by title of module (not by module number)
    Action: Rachel Paley to investigate possibilities and report back to Chair.

8.   MID MODULE EVALUATION

LTQC have been asked to consider mid module evaluation. The view of LTQC is as follows:

•   Lecturers often change mid-way through the semester, so a mid-term evaluation may not be representative and it may not be useful
•   Useful to use post-it notes system for ideas. Eg. ask students to write their thoughts/ideas/suggestions re lecture, on notes and leave for the lecturer to consider.
•   Module Organisers will continue to dynamically monitor their modules
•   Response from student representative:
    o   some modules do an informal thing at end of lecture where students can provide feedback at the end of a lecture.
•   Response from ENV
    o   there is a module evaluation process in place. ENV said that the mid-term would be detrimental to the module evaluation process. The response rates are likely to decline.
•   Response from BIO
    o   likely that response rates would decrease.

9.   QUALIFICATION CHARACTERICS STATEMENTS: Foundation Degree Characteristics, Master's Degree Characteristics, Doctoral Degree Characteristics and Qualifications awarded by two or more Degree-Awarding Bodies (QAA Circular, CL 20/14)

Noted that LTQC were asked to comment on the above document. LTQC comments were:

•   Can UG credits exist in masters programmes?
•   The document states that only 150 credits should relate to masters.

Action: Chair to feedback to Adam Longcroft.

10.   SENATE GUIDANCE ON ASSESSMENT

Noted that LTQC were asked to comment on the above document. LTQC comments were:

- The document is too long
- Preference would be to have a bullet point document rather than pages of text
- Appears that the document has already been adopted as policy by LTC (see statement on cover page)
- Queried what the purpose of the document was for
- Felt that the document was not very useful, mainly due to the size of the document.

Action: Chair to query purpose of the document, what the status is and what LTQC needs to comment on.

11.   UPDATE ON PEER REVIEW

Noted from the Chair that SCI have to be 100% compliant regarding peer review. Local Support Offices are monitoring peer review activity. All SCI academics have to be reviewed every two years, and every probationer has to be reviewed every year. In the last academic year (2013/14) SCI had completed approximately 48% and so far this year, the situation is:

BIO	17 reviews out of 53 completed
CHE	26 reviews out of 41 completed
CMP	18 reviews out of 30 completed
ENV	32 reviews out of 65 completed
MTH	20 reviews out of 30 completed
PHA	21 reviews out of 37 completed

Action:
(1) Chair to send message to Heads of School asking them support this.
(2) Secretary to add as item to next meeting (Secretary to note)
(3) Directors of Teaching to request that academic colleagues who still need to be peer observed have to complete the process by the end of semester 2, (2014-15).

12.   REDUCING THE NUMBER OF EXAMINATIONS

Noted from the Chair that the University's Learning and Teaching Committee (LTC) is working towards an incremental reduction in the examination period from six weeks to 5 weeks to 4 weeks. LTQC noted the following:

- Pressure will be placed upon coursework
- LTC is looking in detail at the number of examinations (data not available yet).
- It appears that SCI has the most exams, and SCI will have to reduce the number of exams.
- The expectation is that module updates for 2015/16 will show a reduction in the number of exams.

- What will the additional two weeks be used for if not used for examinations, revision etc? Could there be 13 week semesters? Should it be 2 weeks before and then 4 weeks examination period?

Noted responses from Schools as follows:

CHE	some reduction because of the removal of 10 credit modules. Can't see any other exams being removed
CMP	have reduced some exams.
CMP Act Sci	have to have exams due to accreditation. Re QA and the external examiners system, if exams are reduced, this is impact upon their role and the cross fertilisation between Universities.
ENV	there has been a reduction. It is for modules for 2015/16 and annual module review will be done in July 2016. Lots of modules moving towards one item of cw at the end of the module.
Response from Student Rep	• *don't want to go back to having 2 exams in one day.* • *Generally decreasing would be better but don't want to go too far, eg., doing all coursework modules would be challenging.* • *Needs to be a balance.* • *revisions sessions, very useful. Revision time used for autumn semester modules and relearning the module. Students meet up during revision times and revise together. Some students are ok with exams, some students not.*

Action: Chair to obtain data for 2015/16 and for previous years and circulate, and discuss at next LTQC.

13. <u>FULL COURSE PROPOSAL: Mathematics with a Foundation Year.</u>

Received a full course proposal form for consideration.

Noted from the MTH Director of Learning and Teaching that all SCI Schools now have a foundation year. The MTH proposal would involve the creation of one new module and then the rest of study would use existing modules.

LTQC comments:
- Re existing modules are they existing FY modules?
  - Answer: Yes
- Re new module, is it MTH?
  - Answer: Yes
- Re entry requirements, do the students need A level maths?
  - Answer: Yes
- Progression criteria? Will all students that progress to transfer off FY and go onto a MTH degree (S12)?
  - Answer: Yes
- Transfer requirements? 40%?
  - Answer: Yes
- Re new module, is it assessment on a pass/fail basis? AC6.1, this needs amended.
- Answer: module will be marked, therefore the pass/fail comment will be amended.

- Re pass/fail statements, these will need amending in the following sections: AC1.2a, AC1.2b.

Action: Emilian Parau to amend and send corrected document to secretary.

14.　PRESENTATION FROM PLANNING OFFICE (Adam Green)

Received a presentation from Adan Green on the following:

- All subject league tables matrix to show what measures are used in what tables (Guardian, Complete University Guide, Times)
- SCI JACS mapping – what course level activity is feeding what subject table.
- Scores and ranks by performance measure (Guardian and others if necessary)
- Value added – what is it, how does it work
- League table measures

The presentation can be found here:
https://learn.uea.ac.uk/webapps/blackboard/content/listContent.jsp?course_id=_62546_1&content_id=_1384093_1

15.　QUALITY – see below:

Subject	Update		
2013-14 QAR3 forms (noted that completed forms were available on the LTS Quality Review site)	School	UG (signed by Associate Dean)	PGT (signed by Associate Dean)
	BIO	27.1.15	TBA
	CHE	27.1.15	27.1.15
	CMP	TBA	TBA
	ENG	TBA	TBA
	ENV	27.1.15	TBA
	MTH	27.1.15	N/A
	NAT SCI	27.1.15	N/A
	PHA	27.1.15	N/A

Subject	Update					
	School	Report rec'd	Draft response	Scrutiny 01	Scrutiny 02	Final report on BB site
2013-14 UG External Examiners reports and draft responses (noted that complete forms were available on the SCI LTQC Blackboard site)						
	BIO	✓	✓	✓	✓	✓
	CHE	✓	✓	✓	✓	✓
	CMP	✓	✓	✓	✓	TBA
	ENV	✓	✓	✓	✓	✓
	MTH	✓	✓	✓	✓	✓
	PHA	✓	✓	✓	✓	✓
	SCI	✓	✓	✓	✓	✓

16.　CHANGES TO EXISTING PROGRAMMES - Nil

17.   <u>COURSE CLOSURES</u> – see below:

School	Title	AD sign off date
CHE	Science with a Foundation Year - pre 2013	14.1.15
CHE	Science with a Foundation Year	14.1.15
CHE	Science with a Foundation year (part-time) – pre 2013	14.1.15
CHE	Science with a Foundation Year (part-time)	14.1.15
MTH	BEng (Hons) Energy Engineering with Environmental Management with a Year in Industry	12.1.15
MTH	MEng Energy Engineering with Environmental Management	12.1.15
MTH	Master of Mathematics with a year in Australia (MMth)	15.1.15
MTH	Master of Mathematics with a year in North America (MMth)	15.1.15

18.   <u>ONGOING COURSE PROPROSALS –</u> Nil

19.   <u>APPROVED COURSE PROPOSALS</u> - Nil

20.   <u>ANY OTHER BUSINESS</u>

There was no other business and the meeting closed at 4.30pm