



**Meeting:** FACULTY LEARNING, TEACHING & QUALITY COMMITTEE

**Date and Time:** Wednesday 18 June 2014 at 2.15pm

**Venue:** 2 East 3.4

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**Present:**

Dr Andrew Heath (Chair)	Associate Dean (Learning & Teaching)
Dr Mike Bird	Dept of Chemical Engineering
Dr Jos Darling	Dept of Mechanical Engineering
Mr Peter Hachfeld	Students' Union Education Officer
Dr Marion Harney	Dept of Architecture & Civil Engineering
Mr Shaun McGall	Student Engagement & Quality Enhancement Officer
Dr Emma Patterson	Dept of Chemical Engineering
Dr Peter Shepherd	Dept of Electronic and Electrical Engineering

**In Attendance:**

Mrs Selina Jobson	Assistant Registrar (Secretary)
Mrs Jane Phippen	Undergraduate Manager

**Observing:**

Mr Iain Forster	Director of Administration, Engineering & Design
Mr Paul Goodstadt	Incoming Students' Union Education Officer
Mr Jordan Kenny	Incoming Students' Union President
Mr Ross Lawlor	Student Experience Officer, Engineering & Design
Ms Charlotte Wilkes	Dept of Chemical Engineering

**Apologies:** Ms Ruth Burdett, Mr Elliott Campbell, Dr Sally Clift, Ms Charlotte Cook, Ms Martine Woodward, Mr Manoj Yaji

**ACTION**

**1249 MINUTES OF THE PREVIOUS MEETING (LTQ2013-14/129)**

The open minutes of the meeting of the Committee held on 18 May 2014 were considered and approved.

**1250 MATTERS ARISING**

- (1) Minute 1236 (1c) – Recommendation to PAPAC of the submission to the Chartered Institute of Building for accreditation of the MSc/PG Dip International Construction Management

The Secretary reported that LTEO had confirmed that where programmes were re-accredited annually paperwork should be submitted to FLTQC and PAPAC for approval, although it would be appropriate for this to be considered through Chair's Action where necessary. This requirement had been conveyed to those Directors of Studies in the Faculty whose programmes were subject to annual re-accreditation.

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- (2) Minute 1236 (3) Chair's Business – Postgraduate Taught Experience Survey  
The Chair confirmed that the Postgraduate Taught Experience Survey action plans for each Faculty department had been circulated to FLTQC members. The Student Engagement and Quality Enhancement Officer had commented that it was not clear from the circulated documents whether there had been student input in developing the plans. The Chair confirmed that there had been student involvement when the plans were considered at a departmental level and when considered by the Graduate Studies Committee.

## 1251 CHAIR'S ACTION

- (1) Chair's Action  
The Committee noted that the Chair had taken action on behalf of the Committee to approve a change to the reassessment on all units on the postgraduate taught programmes (full-time) in the Department of Electronic and Electrical Engineering, originally considered by the Committee on 14 May 2014.

The Secretary confirmed that documents relating to this Chair's Action had been placed on the Learning Materials Filestore.

## 1252 CHAIR'S BUSINESS

- (1) Teaching Development Fund (TDF) Award  
The Chair reported that Dr Bird had been successful in securing funding from round 1 of the University's TDF for 2014/15 for a project entitled "Improving Feedback Mechanisms to Students in Engineering degrees".
- (2) Education strategy  
The Chair reported that Faculty level consideration of the Education Strategy would now take place, with particular reference to aspects dealing with the curriculum. FLTQC members would be asked to liaise with departments where necessary.
- (3) Open day  
The Chair noted that there was a forthcoming University open day. He reported that there had been an increase in student applications to departments in the Faculty and thanked departments for their efforts in marketing and recruitment.
- (4) Guardian league tables  
The Chair reported on recently published Guardian university league tables, where the University of Bath had been rated fourth overall. He noted that departments in the Faculty had been highly ranked in the tables. He drew attention to the fact that some departments in the Faculty were in the top ten for their subject in providing feedback to students.

Dr Darling reported that the Guardian league tables indicated that the University of Bath had a higher student to staff ratio than any other university in the top ten. Additionally it was noted that spend per student appeared to be lower at the University of Bath than at comparator universities. Analysis by

department showed that every department in the Faculty came in the bottom half of the national Guardian league tables for spend per student. It was acknowledged that central spending on library, computing and other resources needed to be taken into consideration alongside departmental spending. It was reported that there had been increased investment in the Department of Chemical Engineering and that funds had been made available to create new academic posts in the Department. However, difficulties were being encountered with finding suitably qualified staff to appoint to these posts.

### **1253 UPDATE ON CHANGES TO NFA:AR**

The Chair reported that a number of changes to the structure of undergraduate programmes were to be introduced with effect from 1 August 2014. Directors of Studies should have received information about these changes from the Learning and Teaching Enhancement Office. In his role as Associate Dean (Learning and Teaching) for the Faculty, he and the Assistant Registrar (Faculty) would meet with the Learning and Teaching Enhancement Officer to discuss the implementation of the changes following the next meeting of the University's Learning, Teaching and Quality Committee.

It was noted that changes to the New Framework for Assessment: Assessment Regulations (NFAAR) would be introduced from 1 August 2014 to simplify the assessment regulations and to enhance consistency. The Department of Architecture and Civil Engineering would need to seek an exemption from the revised regulations as the MEng programmes in Civil Engineering would no longer meet the requirements of the accrediting body.

New generic exit awards, a Certificate of Higher Education and a Diploma of Higher Education, would be created for all undergraduate programmes. These qualifications would be available to be awarded to eligible students from 1 August 2014. All undergraduate programme specifications would need to be updated to include the new exit awards and the Learning and Teaching Enhancement Office were considering how this would be done.

Directors of Studies would be asked to consider whether any additional units needed to be classified as Designated Essential Units to ensure that all learning outcomes of the programme were being met. It was noted that consideration should also be given to current programme weightings, particularly in relation to final year project units. It was noted that MEng programmes in the Faculty had an exemption from the standard NFAAR programme weightings and it would be timely to consider whether this was still appropriate. The use of qualifying marks on units should also be reviewed.

The Chair reported that from 2014/15 marking of all summative assessment should be undertaken anonymously where appropriate. Student names on coversheets would be replaced by a unique code. Anonymous marking would also be used in Moodle. It was noted that some details of the practical application of anonymous marking were still under consideration. Anonymous marking would be applied to dissertations, although it was acknowledged that where staff marked dissertations of students they had supervised they would be aware of whose work they were marking.

The Secretary reported on the creation of a Faculty electronic repository for all unit descriptions and programme specifications that would be accessible by Directors of Studies and relevant administrative staff within the Faculty. Directors of Studies would be asked to review current programme specifications to ensure they were up-to-date and accurate. Committee members were reminded that QA44 Programme

Handbooks and Programme Specifications included a requirement that Directors of Studies reviewed programme specifications annually.

**1254 INCLUSIVE CURRICULUM STATEMENT**

The Committee received a paper from the Learning, Teaching and Enhancement Office setting out a proposed Inclusive Curriculum Statement and providing an update on progress with the University's Inclusive Curriculum project (Paper LTQ2013/14/137). It was noted that the Committee were asked to provide feedback on the proposed Inclusive Curriculum Statement and to identify any topics on which guidance would be useful. The Inclusive Curriculum Working Group would meet in July to consider feedback and good practice from academic and other departments.

Noting that the Faculty's Student Experience Officer was a member of the Inclusive Curriculum Working Group, the Chair asked him to provide some background on the project. The Student Experience Officer reported that the project was being undertaken in response to increasing student numbers at Bath, the University's Education Strategy and the Students' Union top ten issues. A central principle was that programme design should meet the needs of a diverse student body through flexibility in teaching and assessment styles. The Student Experience Officer acknowledged that the proposed statement was broad and non-specific. More specific guidance and an online toolkit would be developed to support this statement. Student Services were looking at putting together information and holding training sessions on particular issues such as supporting students with dyslexia.

The Student Experience Officer noted that an inclusive curriculum was not about setting individual learning programmes for students, but having a flexible approach that would support a range of students. Providing detailed lecture notes and recording lectures for example, could assist any students who found taking lecture notes difficult. It was reported that evidence indicated that female students tended to do worse than their male counterparts in multiple choice questions and in architectural 'crits' and that issues such as these should be considered when designing inclusive assessment. It was suggested that there was a need to consider data and undertake analysis at programme and unit level to identify any particular issues relating to inclusivity, such as the performance of widening participation students compared to students with traditional academic qualifications.

The Committee noted that membership of the Working Group did not include many academic staff and it was these staff who would be directly involved in programme development. The Committee observed that there should be engagement with academic staff as the project was taken forward. Involving academic staff from science, technology, engineering and mathematics (STEM) subjects was seen as important as these programmes were likely to involve laboratory and other practical work which might have particular issues relating to inclusivity.

The Committee did not raise any issues with the Inclusive Curriculum Statement. It was noted that putting this principle into practice might be more contentious.

The Committee felt that it would be useful for the inclusivity project to provide guidance on the issue of access to laboratories, e.g. wheelchair accessibility. It might also be useful to consider how the inclusivity agenda could be related to the Athena Swan project to advance the representation of women in STEM subjects.

The Committee's comments would be forwarded to LTEO.

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## **1255 ANNUAL REVIEW OF DEPARTMENTAL FEEDBACK POLICIES**

The Committee received feedback policies from all departments in the Faculty and confirmation that these policies had been considered by relevant Staff Student Liaison Committees (Paper LTQ13-14/138). It was noted that, in line with QA16 Assessment, Marking and Feedback, the Faculty Learning, Teaching and Quality Committee would consider any changes to departmental feedback policies. Only the Department of Electronic and Electrical Engineering had put forward changes.

The Student Engagement & Quality Enhancement Officer noted that departmental feedback policies had been developed as a way of engaging students in the development of feedback processes. Whilst it was suggested that this engagement might be limited to the Student Reps on the SSLC, it was observed that Student Reps were responsible for representing and feeding back to the student cohort. It was reported that the Department of Physics invited all Physics students to attend an annual open SSLC meeting. The Department's feedback policy had been discussed at this meeting and this had worked well as a way of engaging the student body with feedback initiatives. The Committee noted that holding an annual open meeting of departmental SSLCs might be a useful way of engaging more directly with the wider student body.

It was noted that one change to the Electronic and Electrical Engineering policy related to providing feedback on a draft table of contents, rather than on a draft report for individual and group project reports. This was to bring the policy in line with that of Mechanical Engineering. This would be of particular benefit to MEng Integrated Mechanical and Electronic and Electrical students, who could undertake a project in either department, and would now be subject to the same feedback processes.

The Students' Union Education Officer noted that the feedback policies for the departments of Electronic and Electrical Engineering and Mechanical Engineering stated that students would not be given access to their examination scripts, although students could seek feedback on their script (Electronic and Electrical Engineering) or would receive generic feedback on examinations (Mechanical Engineering). It was reported that many other departments across the University allowed students to request access to their examination scripts. Whilst it appeared that only a minority of students took up this opportunity the Students' Union Education Officer suggested that students appreciated having such provision in place.

The Chair reported that departments in the Faculty of Engineering and Design had received good scores for feedback in the recently published Guardian league tables.

The Committee approved changes to the Department of Electronic and Electrical Engineering's feedback policy, as set out in paper LTQ13-14/138.

## **1256 ANY OTHER BUSINESS**

It was noted that this was the last meeting of Mr Peter Hachfeld, Students' Union Education Officer, and the Chair thanked him for his time and input to the Committee.

## **1257 MINUTES OF DEPARTMENTAL LEARNING, TEACHING AND QUALITY COMMITTEES**

The minutes of the following Departmental Learning and Teaching Quality Committees were received:

- a) Dept of Architecture and Civil Engineering 23 April 2014 (LTQ2013-14/143)
- b) Dept of Chemical Engineering 30 April 2014 (LTQ2013-14/144)
- c) Dept of Electronic & Electrical Engineering 22 May 2014 (LTQ2013-14/145)
- d) Dept of Electronic & Electrical Engineering 9 June 2014 (LTQ2013-14/146)
- e) Dept of Mechanical Engineering 7 May 2014 (LTQ2013-14/147)

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The Committee moved on to consider FoIA business.

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