



Meeting **FACULTY LEARNING, TEACHING AND QUALITY COMMITTEE**
Place Microsoft Teams
Date and Time Wednesday 20 October 2021 at 14:15

Present	Professor M V Hejmadi	Associate Dean (Learning and Teaching) (Chair)
	Miss L Beaven	Centre for Learning and Teaching (CLT)
	Mrs G Eggleston	Academic Registry
	Ms P Gabriel	Programmes Manager (Operations)
	Dr N Gjersoe	Curriculum Transformation Committee (CTC) member
	Professor M Jones	Department of Chemistry (alternate for Dr G Shermer)
	Dr F R Laughton	Department of Physics
	Mr G Mathlin	Natural Sciences programmes
	Dr K Mattacks	Centre for Learning and Teaching (CLT)
	Dr F Nemetz	Department of Computer Science
	Dr P J Rogers	Department of Pharmacy and Pharmacology
	Dr T Shardlow	Department of Mathematical Sciences
	Dr C M Todd	Department of Biology and Biochemistry
	Dr J Troyer	Curriculum Transformation Committee (CTC) member
	Professor S Ward	Associate Dean (International)
In attendance	Mrs M L Hallett	Faculty Assistant Registrar (Secretary)
Apologies	Dr F Bisset	Head of Learning Partnerships
	Miss M Crossman	Students' Union (SU) Sabbatical Officer (Community)
	Mr K Maharaj	Undergraduate student representative (Department of Computer Science)
	Mr J Ogunyemi	Undergraduate student representative (Natural Sciences)
	Dr G Shermer	Department of Chemistry

Action

The Chair welcomed the following new FLTQC members:

- Dr Gan Shermer, Department of Chemistry and new Director of Teaching.
- New Faculty UG student representative: Mr John Ogunyemi, BSc (Hons) Natural Sciences with Year Long Work Placement (Year 3).
- New SU Sabbatical Officer (Community): Miss Meg Crossman.

The Chair welcomed the following extraordinary FLTQC members:

- Dr Nathalia Gjersoe and Dr John Troyer (CTC members).
- Mrs Georgina Eggleston (Registry rep).

3058 MINUTES OF PREVIOUS MEETING

The Committee approved minutes of the meeting of the Faculty Learning, Teaching and Quality Committee held on 9 June 2021 (Paper 1).

3059 MATTERS ARISING

M3043 NAMING OF PLACEMENT AND STUDY ABROAD COURSE VARIANTS

The Committee noted that an updated proposal to standardise the University's approach to identifying and naming course variants involving placements and study abroad would be

considered for approval by Senate on 17 November and circulated as soon as possible. CT documentation could be retrofitted to the approved scheme as needed.

M3047 STUDENT BUSINESS

The Committee noted that wider SU consultation had taken place on shorter examination windows and online vs on-campus invigilated examinations.

3060 CHAIR'S BUSINESS

The Chair brought the following matters to the attention of the Committee:

Chair's action approval of:

- Special Programmes of Study / Assessment Arrangements (see Reserved business).
- Approval of minor changes to the assessment pattern of three International Foundation Year (IFY) units for Semester 1 of 2021/22 only (approved 14 June 2021) (Paper 3).

3061 CURRICULUM TRANSFORMATION: PHASE 2 for transformed courses starting in 2023/24

The Committee noted that the final version of the documentation would need to be signed off by the scrutineer and extraordinary FLTQC members. HoD approval (of marketing copy of Course Description and Phase 2 unit summary information) would be completed post-FLTQC (and saved to a specified SharePoint folder). The deadline for the final version of the documentation is 3 December.

The Chair highlighted the need for departments submitting documentation to FLTQC for the meeting on 24 November to ensure the documentation is as finalised as possible, e.g. by involving relevant stakeholders early, because the next CTC meeting (for approval of exemptions etc) is on 30 November. The Chair reminded that, at Phase 3, when considering details of assessments, departments are encouraged to reduce assessment (formative and summative) as appropriate, and staff workload.

Department of Biology and Biochemistry

BSc and MBiochem (Hons) Biochemistry

BSc and MBiol (Hons) Biology

BSc and MBiomed (Hons) Biomedical Sciences (BMS)

For the following, visit:

[https://curriculumdevelopment.sp.bath.ac.uk/science/UG%20Phase%202023%20Updates/Phase%202%20docs%20\(20%20October%202021\)/Biology%20and%20Biochemistry/Docs%20for%20FLTQC%2020.10.21](https://curriculumdevelopment.sp.bath.ac.uk/science/UG%20Phase%202023%20Updates/Phase%202%20docs%20(20%20October%202021)/Biology%20and%20Biochemistry/Docs%20for%20FLTQC%2020.10.21)

Dr C Todd presented this item, and Dr P Rogers scrutinised.

The Committee considered the following Phase 2 documentation:

- Rationale for course design:

Dr Todd explained that the main approach to course wide design has been to provide significant choice to students, balanced by a requirement for all students to do some subject specific fundamentals and for students to specialise in some areas; this follows from the principles set out in the subject benchmark statement. All B&B courses incorporate some units from other departments, namely Maths, Education, Health and P&P. Maths units are specifically designed for students taking life sciences as part of their degree (Biology and Nat Sci) and so are well suited to the students. Education units are only present in the final year as an option, which is entirely appropriate for those that are considering using their degree to enter teaching. Health units are, and always have been, an integral part of BMS so this is continuing as an existing arrangement. P&P units have also been an integral part of BMS and some P&P units are in the current Biochemistry programmes and it is proposed to continue with very similar arrangements for CT.

Dr Rogers stated that the overall programme designs were clear, well thought through and supported by a sound rationale.

- Course level information, including Course Description (Annex 3).
- Course structure (Annex 4):

Dr Rogers queried whether plans to run the same final year option in both Semester 1 and 2 would lead to a doubling of workload.

Dr Todd explained that one of the difficulties the Department currently faces, which will become even more challenging as intakes continue to increase, is that it does not have the capacity within laboratories for all final year students to do projects in labs. The Department has been addressing this by having non lab-based projects. However, B&B are practical subjects, so a large proportion of students still want to do some practical work. Consequently, the Department moved to a system where students were split across the semesters, so projects can be done in either Semester 1 or 2. More recently the Department has had a year-long option which a handful of students have taken and will be included in CT. The Department has found that the balance of when students choose to do their project shifts markedly each year. Three years ago, two-thirds of students did their project in Semester 2 but now two-thirds do their project in Semester 1. In order to try and give students a balanced set of options, the Department is looking at using non-lecture units (Science Communication, Biological Ethics and Grand Challenge) as a balancing mechanism; students do these units in the semester in which they are not doing their project, which means the Department has to run these twice. The Department expects to have around 300 students doing these units, without necessarily an equal split of students. In order to avoid a situation in which 100-200 students wish simultaneously to undertake a grand challenge, it is necessary to run the units twice, resulting in smaller cohorts of around 50 students, with different staff running them in the different semesters. It is anticipated that this represents a change in workload, rather than an increase.

Dr Rogers noted that in the description about the amount of assessment by exam vs coursework there are ranges of 35% to 65% for both. Dr Todd explained that these ranges were estimates and would be finalised in Phase 3. Mrs Eggleston clarified that it is necessary to give students an indication of how the course will be assessed, including in the first year, with the caveat that ranges may need to be provided for later years where there are more options. Professor Jones reported that an assessment breakdown was only provided for Year 1 in the Chemistry documentation. Dr Todd sought clarification as to whether an MCQ test during the semester is an exam or coursework. Mrs Eggleston clarified that MCQ tests are currently classified as coursework, but acknowledged that this needed to be reviewed.

Dr Gjersoe noted that the Department is moving from 5 units per semester to 6 units and enquired as to whether this might create issues with staggering assessment effectively. Dr Todd recognised that students will be doing more separate things per semester than they are now.

Dr Gjersoe enquired as to whether the Grand Challenge unit corresponded with Vertically Integrated Projects (VIP). Dr Todd explained that the problem with VIP is assessment, e.g. how to assess students' contribution in Year 1, Year 2 or Final Year. It is envisaged that students who take the Grand Challenge unit will be interacting and working with students in Years 1 and 2 (through the embedded, core Year 1 and 2 skills units). The Grand Challenge unit is not a VIP but it integrates what finalist BSc / penultimate Masters students need to do to feed in reverse to Year 1 and 2 students and it flags to Year 1 and 2 students what they could be doing when they get to the Final Year.

Dr Gjersoe enquired as to whether, if B&B and P&P are combined to form a Life Sciences Department, opportunity had been built into the CT plans for synthesised teaching in the broader units from the beginning, whilst alignment is created in other parts of the curriculum. Dr Todd explained that B&B and P&P have taken different approaches to CT, so bringing these together for 2023/24 entry would be challenging.

Dr Laughton reported that VIP will be piloted in Natural Sciences, given it is interdisciplinary, for Final Years only. Students in earlier years will engage with VIP formatively, with Final Year students leading the team. A 15 credit VIP unit description is being drafted. It is envisaged the VIP will act as an alternative to the BSc Final Year project for Nat Sci students. The unit description will be circulated to other departments, prior to the November FLTQC meeting, for them to consider including in their transformed courses.

Dr Gjersoe enquired as to the Department's plans for the placement 'apocalypse year'. Dr Todd explained that students starting the non-placement BSc / Integrated Masters in

2023/24 will do the pre-CT Final Year / Year 3 & 4 respectively. The students on placement variants will be able to complete the whole CT course. This will need to be made clear in the marketing for entry in 2023/24. Professor Jones highlighted that Chemistry had been working on a different model and enquired if it was allowable to have 6 credit units (and multiples thereof) in the Final Year of a programme started in 2023/24 where Years 1 and 2 comprise 5 credit units (and multiples thereof). If so, Chemistry will do something different. Mrs Eggleston explained that a number of different models are being explored and acknowledged that this affects the prospectus; it may be necessary to update in the Spring. Dr Gjersoe reported that the H&SS preference is that the 2022/23 applicants are informed that if they go into a placement programme, or suspend, that they will be going into a CT Final Year, which removes the problem of a hybrid year, rather than trying to deal with it in 2023/24. Dr Mathlin highlighted the need for a common approach across the Faculty. Professor Hejmadi suggested that the Department review whether particular units should be made Designated Essential Units (DEUs) and consider building in assessments that minimise any potential for grade inflation with Final Year projects of 20 credits and Integrated Masters' projects of 40 credits.

Dr Todd reported that some minor corrections were needed to the unit selection rules (number of credits is correct but number of units is not). Dr Todd also highlighted the need to ask for exemption from the 8 unit rule for the BSc Final Year and Integrated Masters penultimate year. Mrs Eggleston requested that Dr Todd update the Department's exemption request form.

- Phase 2 unit summary information (Annex 7).
- Course Intended Learning Outcomes (CILO) mapping (Annex 5):

Dr Rogers enquired as to whether the BSc and Integrated Masters LO were sufficiently differentiated. Dr Rogers highlighted that there are 10 LO for both, which are the same, and then a higher-level LO for each of the three Masters' variants. Dr Todd commented that this represented a difference of approach to P&P who have the same LO for both their BSc and Integrated Masters, except that the LO for the Integrated Masters have been adapted to reflect Masters level. Dr Mattacks commented that CILO provide the benchmark for what all students will be able to do upon attaining the degree.

Professor Jones enquired as to whether students would see the CILO mapping. Mrs Eggleston reported that the intention is to give the CILO mapping document to students when they join so they can see how the course fits together.

Dr Rogers noted that outcome 10 is being taught, facilitated and/or assessed in every unit. Dr Todd explained that managing time, prioritising workload and using planning skills is necessary to pass each unit.

- Oversight and Feedback (Annex 6).

The Committee agreed to approve the Phase 2 documentation, subject to the action points above being addressed.

Department of Chemistry

BSc and MChem (Hons) Chemistry

BSc and MChem (Hons) Chemistry for Drug Discovery

BSc and MSci (Hons) Chemistry with Management

[https://curriculumdevelopment.sp.bath.ac.uk/science/UG%20Phase%202023%20Updates/Phase%202%20docs%20\(20%20October%202021\)/Chemistry/Docs%20for%20FLTQC%202020.10.21](https://curriculumdevelopment.sp.bath.ac.uk/science/UG%20Phase%202023%20Updates/Phase%202%20docs%20(20%20October%202021)/Chemistry/Docs%20for%20FLTQC%202020.10.21)

Professor M Jones presented this item, and Dr F Laughton scrutinised.

The Committee considered the following Phase 2 documentation:

- Rationale for course design:

Professor Jones reported that the Department teaches in the three distinct areas of chemistry: inorganic, organic and physical. As part of CT these units will be brought together in Years 1 and 2 into Fundamentals / Principles of Chemistry 20 credit units. Labs will be refocussed on skills and the assessment of these will be reduced. The Department has prior approval from the University to offer choice in Year 1.

In Year 3 and 4 there are currently approx. 60 exams; this will be reduced to approx. 10. In the Final Year there are currently approx. 10 exams; this will be reduced to approx. 3-4. So, the volume of examinations will be dramatically reduced. In Year 3 and 4 of the CT programmes there is a CH3 unit 'Problems and Solutions in Modern Chemistry' and a CH4 unit '21st Century Research Challenges' where there is no choice in the unit / subject but there is choice in the exam; if the student chooses not to attend certain lectures then that is their choice. This will likely cause a slight increase in timetable requirements.

With regard to the transition year, where there will be placement and non-placement students both on the old and new course, the Department had assumed that if a student had started in 2023/24 they had to do the new course in its entirety. So, the Department had tried to align some of the units from the old course to the units on the new course to enable co-teaching. However, some extra teaching would still be necessary.

The weighting of the Final Year projects has been increased to 30 and 40 credits, so the risk of grade inflation as raised for B&B also applies.

The Department is still working with the School of Management about the make-up of the Chemistry with Management programmes with regard to MN units.

Dr Laughton commented that the Chemistry CT programmes looked coherent and had been carefully thought out. Dr Laughton added that the variety of approaches taken by departments would have implications for Nat Sci.

- Course level information, including Course Description (Annex 3):

Dr Gjersoe commended the student facing text and highlighted the need to ensure consistency in use of professional vs industrial placement in the course title and the text for the courses.

- Course structure (Annex 4):

Dr Laughton enquired about the mechanics of the choice within units. Professor Jones explained that in some of the units there will be 10 topics and in the exam students will have to answer questions on 5 of these topics. The 10 topics will be shown in the timetable and students will be able to choose to attend as many, or as few, of these as they wish.

Professor Jones acknowledged that this had implications for timetabling.

Dr Laughton commented that there appeared to be more Management credits in the Chemistry with Management programmes than Professor Jones had totalled, which meant that students would be doing cut down versions of chemistry units. In some instances, it was not clear why students could not take the same version of the chemistry unit as the straight chemistry students, as they would still reach their 25% overall.

Dr Laughton enquired, with regard to the 4 Year MChem with placement programme, how the Department could justify, given how each programme year builds on the year before, students being away from the University for a year doing a placement, albeit a Chemistry placement in the field, and then returning to Year 4 in which all of the prerequisites for CH4 units are CH2; it was unclear where students achieved their progression. Professor Jones explained that in Year 1 and 2 students are taught the rules of Chemistry; Year 3 and 4 are the application of Chemistry; students do not need Year 3 to do Year 4, the work is not harder, it is different. Dr Laughton enquired what makes Year 4 Level 7 in that case.

Professor Jones explained that the Final Year is more at the cutting edge of research. Dr Laughton suggested that Year 3 should facilitate what students do in Year 4.

Dr Laughton noted that most of the CH4 units had CH2 Fundamental Concepts of Chemistry as a prerequisite and enquired as to whether, on this basis, it should be a DEU. Professor Jones agreed that the Department should reflect on this; he flagged that all labs are DEUs for Health and Safety reasons.

Mrs Eggleston enquired as to how the Department was confident that Year 3 BSc students would all meet the same Level 6 LO given the choice available, e.g. University ambassadors scheme, MN units and ED units. Professor Jones explained that the CILO could be met regardless of the route chosen and the Chemistry with Management programmes were designed to ensure that students complete sufficient Chemistry credit. Professor Jones added that the Public Engagement unit requires students to engage the public with science; in order to do that, students need to understand the science / current

research in the field in Semester 1 of the unit, e.g. through a literature review, and then in Semester 2 go out to the public with a firm foundation of the science. Professor Jones enquired as to whether Chemistry with Management students would be permitted to take MN2 units in Year 3 as they are currently (up to 12 credits).

- Phase 2 unit summary information (Annex 7).
- Course Intended Learning Outcomes (CILO) mapping (Annex 5):

Dr Laughton observed that the BSc programmes had 8 LO and that the MChem programmes had an additional 2 LO. This was the same as Physics except that for their variants Physics had added another 2 LO, e.g. for Physics with Astrophysics or Physics with Theoretical Physics (still remaining within the 12 CILO limit overall). Dr Laughton noted that the Chemistry with Management programmes had an extra 3 bespoke LO (because 3 out of 12 is 25%) but the MSci did not have one of the MChem LO 'Use independent working skills to act autonomously, with minimal supervision or direction, to evaluate trends and emerging areas in the field'. Professor Jones explained that the MSci students would not do as much evaluation of trends in the field as MChem students. Dr Laughton questioned the appropriateness of an MSci not including one of the standard Chemistry Masters LO. Professor Jones explained that the Individual Research Project was key for demonstrating Masterliness, but agreed to double check the LO across the suite of programmes.

- Oversight and Feedback (Annex 6).

The Committee agreed to approve the Phase 2 documentation, subject to the action points above being addressed.

Department of Pharmacy and Pharmacology

BSc (Hons) Pharmacology and MPharmacol (Hons) Pharmacology

For the following, visit:

[https://curriculumdevelopment.sp.bath.ac.uk/science/UG%20Phase%202023%20Updates/Phase%202%20docs%20\(20%20October%202021\)/Pharmacology/Docs%20for%20FLTQC%2020.10.21](https://curriculumdevelopment.sp.bath.ac.uk/science/UG%20Phase%202023%20Updates/Phase%202%20docs%20(20%20October%202021)/Pharmacology/Docs%20for%20FLTQC%2020.10.21)

Dr P Rogers presented this item, and Dr C Todd scrutinised.

Dr Rogers reported that latest discussions with Health Education England indicate that a decision on MPharm funding is expected after the Autumn Spending Review is announced on 27 October. Depending on the money coming through to the Department of Health and Health Education England, the Department expects, by the middle of November, some indication of how much placement time it should be considering in the programme.

The Committee considered the following Phase 2 documentation:

- Rationale for course design:

Dr Rogers reported that Pharmacology went through quite a significant programme review at the same time as the current MPharm programme was redesigned, so it reflects recent change from 2015/16 onwards; it is a relatively new programme that is being refined. The Department has aimed to build on the high level of practical skills content in the course. The Pharmacology degrees are very practical courses from which graduates, in the main, go on to research by higher degrees or into the Pharmaceutical industry. The Department has aimed to integrate the practical skills training with the theory units more closely, particularly in Year 2. A limited menu of Final Year options will be offered, balanced with the resources of the Department and the need to support BMS and Nat Sci.

- Course level information, including Course Description (Annex 3):

Dr Todd highlighted that some references in the MPharmacol course level information were vague and open to wider interpretation than might not be intended, e.g. 'greater exposure', 'extensive research project' and 'tailor your programme to your specific interests'.

- Course structure (Annex 4):

Dr Todd enquired as to whether the project should be made a DEU. Dr Rogers agreed to review this, taking into account the credit weighting of the project and the number of credits required to be eligible for a degree.

Dr Gjersoe enquired as to the nature of synoptic units. Dr Rogers explained that a synoptic unit is an overarching unit that covers a broad range of material across the curriculum and

has a synoptic assessment within the unit. Dr Gjersoe suggested introducing synoptic assessment across units; it worked well in SPS but required engagement with Registry to get the proportions right. Dr Gjersoe commented that synoptic assessment across units is a good model if there is a need to reduce assessment but still to assess everything.

- Phase 2 unit summary information (Annex 7):

Dr Todd had identified options for considering different ways of wording to avoid being hostage to fortune.

Dr Todd highlighted that a few of the unit synopses referred to 'discuss' and 'give examples of' which seemed to be more what students would do in the assessment, rather than what they would do in the unit (see checklist document for list of units).

- Course Intended Learning Outcomes (CILO) mapping (Annex 5):

Dr Todd flagged that Pharmacology had the same LO for both their BSc and Integrated Masters, except that the LO for the Integrated Masters had been adapted to reflect Masters level. Professor Hejmadi enquired as to the difference between the CILO of the BSc and MPharmacol. Dr Rogers explained that MPharmacol students are required to meet the same CILO as BSc students but at a higher level. Professor Hejmadi suggested that the Department review the CILO wording to ensure the differentiation is explicit.

- Oversight and Feedback (Annex 6).

The Committee agreed to approve the Phase 2 documentation, subject to the action points above being addressed.

Department of Physics

BSc and MPhys (Hons) Physics

BSc and MPhys (Hons) Physics with Astrophysics

BSc and MPhys (Hons) Physics with Theoretical Physics

For the following, visit:

[https://curriculumdevelopment.sp.bath.ac.uk/science/UG%20Phase%202023%20Updates/Phase%202%20docs%20\(20%20October%202021\)/Physics/Docs%20for%20FLTQC%2020.10.21](https://curriculumdevelopment.sp.bath.ac.uk/science/UG%20Phase%202023%20Updates/Phase%202%20docs%20(20%20October%202021)/Physics/Docs%20for%20FLTQC%2020.10.21)

Dr F Laughton presented this item, and Professor M Jones scrutinised.

The Committee considered the following Phase 2 documentation:

- Rationale for course design:

Dr Laughton reported that the programmes now comprise a much smaller number of larger units. The Department has aimed to improve connections between different areas of physics across Years 1 and 2 in terms of building foundations. Years 1 and 2 comprise the core of physics, i.e. what students need to know as a graduating physicist, so is all compulsory and mainly DEUs. The Final Year of the BSc offers a lot of choice. Years 3 and 4 of the MPhys have been improved in terms of the offering of units; Year 3 has broadly the same amount of choice as before but Year 4 has a lot more choice; there is a better set of capstone units in Semester 2, offering more choice.

Professor Hejmadi enquired as to whether Physics with Theoretical Physics students are required to complete a Theoretical Physics based project. Dr Laughton explained that they do not, given 25% of the credits are Theoretical Physics based. Furthermore, it is difficult to clearly delineate the basis of a project in terms of the specialism.

Unfortunately, the Department has not been able to reduce assessment as much as it would have liked without the option to include 'shell units'. Mrs Eggleston agreed to discuss the integration of units in the Final Year with Dr Laughton outside the meeting.

- Course level information, including Course Description (Annex 3):

Professor Jones commented that it was a little difficult to see the differences between Physics, Physics with Astrophysics and Physics with Theoretical Physics, but acknowledged that this might be constrained by the word limits.

Professor Jones highlighted that in the Learning and Teaching section, Chemistry had removed all mention of use of online material, whereas Physics had not. In addition, in the Assessment section, Physics had given the assessment breakdown for the whole programme, whereas Chemistry had just given the assessment breakdown for one year.

Professor Jones noted that the Institute of Physics seem well on board with the CT proposals. Dr Gjersoe commended the student facing programme description which sufficiently recognised the higher levels of intrinsic poetry to the soul of the Physics students relative to those in Chemistry. Dr Troyer concurred.

- Course structure (Annex 4):

Mrs Eggleston enquired as to whether students on the Study Year Abroad complete units in the host institution as well as a reflective report on their year abroad. Dr Laughton confirmed that this was the case.

Dr Laughton highlighted that students will take 11 units (rather than 10, for which exemption had already been granted) in the penultimate year of the MPhys (but they will be doing 4 units in Year 1, 6 in Year 2, 11 in Year 3 and 7 in Year 4, which is 28 units in total, giving an average of 7 units per year across the course, which is less than the original 8 per year as permitted). Mrs Eggleston requested that Dr Laughton update the Department's exemption request form.

- Phase 2 unit summary information (Annex 7):

Professor Jones observed that there were some gaps in the documentation provided. Dr Laughton acknowledged that a couple of synopses were missing, i.e. for a 5 credit Applied Physics unit & Computational Physics units.

Professor Jones noted that both Physics and Chemistry are introducing more coding and computing units and highlighted the associated timetabling implications.

Professor Jones noted that the LO for the MPhys project were the same as the BSc project.

Dr Laughton confirmed that these would be reviewed as part of Phase 3.

- Course Intended Learning Outcomes (CILO) mapping (Annex 5):

Professor Jones noted that some of the core Year 1 physics units only met one CILO.

Dr Laughton highlighted the need to be able to identify optional units from which it is compulsory for students to select one, e.g. BSc final year projects, to ensure that information is presented correctly in the prospectus. Mrs Eggleston reported that guidance had been produced for Marketing Managers on this issue, which she was willing to share.

Dr Laughton enquired as to what was meant by 'exit awards'. Mrs Eggleston confirmed that this referred to CertHE, DipHE and Designated Alternative Programmes.

- Oversight and Feedback (Annex 6).

The Committee agreed to approve the Phase 2 documentation, subject to the action points above being addressed.

3062 SOCIETY FOR NATURAL SCIENCES (SNS) ACCREDITATION SUBMISSION

Dr G Mathlin presented this item, and Dr T Shardlow and Dr F Nemetz scrutinised. The Committee noted that feedback on the documentation had been provided to Dr S Crennell in advance of the meeting by the Programme Managers (Operations).

Dr Mathlin reported that the accreditation meeting with SNS is on 7 December and that the submission is due at the end of October.

Dr Nemetz highlighted the following areas to be addressed:

- Improve the clarity of Section 2, last paragraph about different streams (p3), to make it easier to understand for someone not familiar with the programmes. Suggest changing 'If one of the sciences' to 'If one of the subjects', 'third supporting subjects' to 'third supporting subject' and 'choice of sciences' to 'choice of subjects'.
- Provide a link to the 2021/22 course selection guide (flowchart) that includes XX10238 and XX20251.
- 6.7 suggest including statistics on placements (e.g. % of Nat Sci students that go on placement).
- Section 4: Admissions data is missing.

Dr Shardlow highlighted the following areas to be addressed:

- P9 replace reference to png images with actual pictures and explain acronym LASKE.
- P10 make clear the definitions of 'dissertation' and 'project'.
- Review document so it can be easily understood by someone not from the University, e.g. explain reference to 'Rule 2' on p14.

The Committee approved the SNS accreditation submission (Paper 4) for the current UG Natural Sciences programmes (so that students graduating in 2022 to 2025 have an accredited degree), prior to approval by CPAC, subject to the action points above being addressed.

3063 FEEDBACK FROM COMMITTEES

Courses and Partnerships Approval Committee (CPAC)

The Committee noted the minutes of the meeting held on 12 May 2021 (Paper 5), in particular:

- Stage Two Full Approval of the proposal for new BSc / MPhys (Hons) Physics with Theoretical Physics degrees, in the Department of Physics, for commencement from 2022/23.

Academic Programmes Committee (APC)

The Committee noted the minutes of the meeting held on 22 July 2021 (Paper 6), in particular approval of:

- MSc Computer Science and Entrepreneurship, for commencement from 2022/23.
- MSc Artificial Intelligence (Degree Apprenticeship), for commencement from 2022/23.

Education, Quality and Standards Committee (EQSC)

The Committee noted the minutes of the meetings held on 18 May (Paper 7A), 1 July (Paper 7B) and 21 September (Paper 7C) 2021.

3064 DEPARTMENT LEARNING, TEACHING AND QUALITY COMMITTEE (DLTQC) MINUTES

The Committee noted the minutes of the meetings held on:

Department of Mathematical Sciences: 21 July 2021 (Paper 8).

Natural Sciences: 19 July 2021 (Paper 9).

Department of Pharmacy and Pharmacology: 14 July 2021 (Paper 10).

3065 ANY OTHER BUSINESS

- Dr Shardlow flagged, on behalf of Maths DLTQC, that if online exams continue into Semester 2, students will need to be supported appropriately in the transition back to invigilated exams on campus next year, particularly the last two intakes of students who will not have sat an exam in an exam hall before.
- Dr Nemetz flagged that as more departments will be running coding / programming lab-based units this will increase pressure on space in 2023/24. Professor Hejmadi reported that the HPC group is looking at how to deliver / source this across the University, e.g. repurposing space.
- Professor Hejmadi reported that departments, in conjunction with HoDs, will need to communicate to students about their selected Semester 1 exam format, e.g. fixed-time exams / flexible-start exams (B&B).