University of Bath **Minutes of Meeting**
Faculty of Science

Meeting	**FACULTY LEARNING, TEACHING AND QUALITY COMMITTEE**	
Place	Microsoft Teams	
Date and Time	Tuesday 7 June 2022 at 9:15am	
Present	Professor M V Hejmadi	Associate Dean (Education) (Chair)
	Miss L Beaven	Centre for Learning and Teaching (CLT)
	Dr J Benardis	Department of Computer Science
	Dr P Cooper	Curriculum Transformation Committee (CTC) member
	Dr S Crennell	Natural Sciences programmes
	Dr C Edmead	Department of Pharmacy and Pharmacology (for minute 3130)
	Mrs G Eggleston	Academic Registry
	Dr N Gjersoe	Curriculum Transformation Committee (CTC) member
	Dr F R Laughton	Department of Physics
	Dr 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 G Shermer	Department of Chemistry
	Dr C M Todd	Department of Biology and Biochemistry
	Professor M Whittlesey	Department of Chemistry
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 J Dean	Postgraduate Taught student representative (Department of Computer Science)
	Mr J Ogunyemi	Undergraduate student representative (Natural Sciences)
	Professor S Ward	Associate Dean (International)

Action

3127 The Chair welcomed the following extraordinary FLTQC members:
- Dr Nathalia Gjersoe and Dr Philip Cooper (CTC members).
- Mrs Georgina Eggleston (Registry rep).

3128 MINUTES OF PREVIOUS MEETING
The Committee approved the minutes of the previous Faculty Learning, Teaching and Quality Committee (FLTQC) meeting held on 27 April 2022 (Paper 85) and there were no matters arising.

3129 CHAIR'S BUSINESS
The Chair brought the following matters to the attention of the Committee:
- Nat Sci Phase 2 final documentation approval will be completed alongside Phase 3 in tomorrow's meeting.

Chair's action approval of:

- Special Programmes of Study / Assessment Arrangements (see Reserved business).

3130 CURRICULUM TRANSFORMATION (CT): PHASE 3 for transformed courses starting in 2023/24

Department of Biology and Biochemistry
BSc and MBiochem (Hons) Biochemistry
BSc and MBiol (Hons) Biology
BSc and MBiomed (Hons) Biomedical Sciences

For the following, visit: Biology and Biochemistry - All Documents (bath.ac.uk)

Dr C Todd presented this item, and Dr P Rogers scrutinised. Dr Todd thanked Professor Wonnacott for her contribution to CT. Dr Todd explained that there are 3 distinct UG programmes (Biochemistry, Biology and Biomedical Sciences) which share some common elements and approach but also have some significant differences. The separation between Biochemistry and Biology has been increased; Biology has been aligned more with the current research themes in the Department. Compulsory units have been introduced in Years 1 and 2 across the programmes to embed skills training and development. In the Final Year students are required to engage with one activity not core to their subject: Science Communication, Ethics or Grand Challenge. The Chair welcomed the employability dimension of these activities. Assessment has been reduced. Dr Todd raised timetabling demand challenges in moving from 5 x 6 credit units per semester to 10 credit year-long units, so most students will be doing 6 units at any one time rather than 5. Dr Gjersoe questioned the rationale for having 6 streams in each semester. Dr Todd explained that the Department had determined that year-long units worked best for the discipline, in that it would provide students with time to process and digest information, on which they would be assessed later. Dr Gjersoe enquired as to whether the plans are feasible with no additional investment. Dr Todd commented that it is envisaged that the CT programmes will have a lower staff workload than the current programmes, which is necessary to sustain increased student numbers without increased staffing. Dr Gjersoe enquired as to whether there was scope for any synoptic assessment. Dr Todd explained that synoptic assessment had proven difficult across optional units which feed into other programmes, e.g. Natural Sciences. The Chair reminded that the CT programmes will be based in a new Department of Life Sciences which, in time, should benefit from synergies in content delivery. Dr Rogers congratulated Dr Todd on his appointment as Director of Education for the new Department.

The Committee considered the following Phase 3 documentation:

- Annex 10 (Phase 3 information, including any exemptions from NFAAR):

Dr Rogers commented that there is a range of 28-48% in the amount of assessment conducted by examination across units. Dr Todd commented that the range is similar in the current programmes. Dr Todd explained that the range is based on contribution to final degree classification, rather than on assessment available throughout the degree programme. Students are able to choose between taking coursework seminar-based units (primarily B&B units) and more examination, lecture-based units (primarily units from P&P and Health). The External Examiners had welcomed the flexibility of being able to have this range, which is appreciated by students. The assessments are aligned to the unit LOs and employability skills.

Dr Cooper expressed concern at the level of precision in the percentage of different types of assessment stated for each of the programmes, e.g. 14-47%. Dr Cooper suggested that such specificity may be hostage to fortune and that it may be better to be more generalised for webpages, e.g. to the nearest 5%. Mrs Eggleston confirmed that these ranges can be approximate and that it is more important for the information provided to be meaningful for students so that they get a true sense of what they are going to experience, particularly in their first year.

Mrs Eggleston welcomed removal of the Year 1 MBiochem progression threshold of 60% Overall Stage Average, instead of 50% as per NFAAR (approved in 2008). The Committee

noted that this exemption was a legacy from when the Department previously ran an MBiochem (which stopped running in 2012). The Department has never applied the exemption to its current MBiochem degree.

- Updated course structures (Annex 4).
- Updated unit information (Annex 7):

Dr Rogers welcomed the Core Skills for Bioscience 10 credit unit in Year 1 which includes a more extensive and subject-based version of the AITT as a zero credit weighted, must pass, element. Mrs Eggleston highlighted that if a student fails a must pass element then they automatically fail the unit, so it has a disproportionate effect. It is also difficult to manage units in SAMIS that comprise a combination of assessments that carry a mark, and assessments that do not. Mrs Eggleston suggested that it might be possible to treat the zero credit weighted elements as formative until students pass them (i.e. reach the required level of competence) or they could be isolated into their own unit.

Dr Rogers commented that the Practical Research Skills units in Year 1 appear to have a lot of assessments built into them which could lead to a significant marking load for staff. Dr Todd explained that each of the assessments is small, e.g. worth 5%, and requires part of a practical report to be written, such as the introduction, followed by the materials and methods section, then results, then discussion, etc. This is designed to help prepare students for writing a report at the end of the year, based on a group of practicals, in the required format. Dr Todd explained that the assessments are shared out among the teaching team for marking and GTAs also help with some of the marking.

Dr Rogers highlighted the need to ensure that all assessment types align with the new Assessment Taxonomy. Mrs Eggleston added there will be fixed Assessment Taxonomy fields in SAMIS / Curriculum Planner.

Dr Rogers commented that the class contribution element of the Current Topics units in Year 3 could become a tick-box exercise or be subjective. Dr Todd explained that the class contribution element requires students to write down 1-3 questions and submit them after the session for marking and moderation; some sessions are recorded. This approach facilitates contribution from remote students, is inclusive in terms of students who prefer not to speak in front of others and encourages students to engage with the material and group learning experience.

Dr Rogers observed that some of the optional units, from the Department for Health, appear to be lecture heavy and not particularly interactive.

Dr Rogers noted that the Integrated Masters students will only take P&P optional units at Level 6, whereas MPharmacol students will take Level 7 units. Dr Rogers and Dr Todd agreed to revisit this post-merger.

Dr Rogers stated that he had raised more minor issues with Dr Todd which were in the process of being addressed, e.g. notional hours not adding up, assessment map labelling.

Mrs Eggleston highlighted some general points about group work: it is important to make clear in unit descriptions when there will be an individual mark vs a group mark. In the Final Year, group marks should not make up too much of the contribution. Also, where students are assessed as a group, like-for-like reassessment may not be practical.

Dr Todd noted that a unit description needed to be provided for the placement unit. Dr Todd suggested that there be a Faculty-wide placement unit description, possibly still with different unit codes. The Chair agreed this could be explored outside of the meeting. It was acknowledged that Chemistry and MPharmacol have different assessments associated with their placements, so a generic model would not fit for them.

- External Examiner reports and responses:

Mrs Eggleston enquired as to whether, in line with the External Examiner's comments, the Biochemistry CT course would include material on the rapidly advancing field of computational structural biology for structure prediction and dynamic simulation. Dr Todd confirmed that the new course did indeed include such material.

Mrs Eggleston enquired as to the Department's response to the Biology External Examiner's concern regarding the number of non-biological related units a student could take in their Final Year and whether this enabled the QA subject benchmark statement to

be met. Dr Todd confirmed that the Department had been working to the subject benchmark but commented that the biological sciences subject benchmark is broad and focusses on skills. Dr Todd added that the Department aims to seek RSB accreditation for the CT courses once they are running (it is not possible to gain accreditation pre-delivery), and the RSB have been kept informed of the changes planned.
Mrs Eggleston noted that the Biology External Examiner had flagged no mention of support for students with a disability in the assessment strategy and that the Department's response was that this would be supported by Student Services. Mrs Eggleston highlighted the need to design assessments and have strategies that ensure that assessments are accessible to all students. Dr Todd commented that inclusivity had been embedded into the assessment design, e.g. presentations in Year 1 had been made summative in order to identify students who find presentations difficult at an early stage so mechanisms can be put in place to support them and help develop the skills required.

- Annex 11 Assessment Strategy and Mapping:

Dr Cooper noted student concern about high stakes assessment but questioned the need for summative assessments with 5% weightings. Dr Cooper suggested converting some of these to formative assessments and consolidating into fewer summative tasks. Dr Todd commented that there were no low weighted assessments in the Final Year; there were a couple in Year 1 and one in Year 2. Dr Todd explained that the aim is to counter the idea amongst students that they do not have to complete assessment that does not count. The small assessments are summative to emphasise their importance and to facilitate the monitoring of students' progress. Students do not always take formative assessment as seriously as they should, particularly in Year 1. Dr Cooper highlighted the importance of encouraging students to become independent learners without the need for explicit signalling. Dr Cooper suggested providing a clear justification as to why some units had these smaller assessments while others do not, e.g. Protein Structure and Analysis which has 6 assessments. Dr Gjersoe reported that H&SS are trying to encourage student engagement with formative assessment as a cultural shift from Year 1. Dr Todd explained that students will be led through a set of small tasks to develop interpretive and analytic skills, and their understanding of the structure of scientific writing; students will be reviewing primary literature from Year 1.
The Committee agreed to approve the Phase 3 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
For the following, visit: Chemistry - All Documents (bath.ac.uk)
Professor M Whittlesey presented this item, and Dr F Laughton scrutinised. Professor Whittlesey explained that there are now some clear fundamental units in Years 1 and 2. Aspects of characterisation and analytical material have been separated out into a discrete unit. Skills for chemists have also been separated out into a new unit in Year 1, which will be developed through Year 2. The Department has reviewed how it assesses practical work and reports. Transferable skills will be developed more, e.g. through a Dragon's Den style activity. Sustainability has been formalised more in a Final Year unit on Energy and Materials. Overall, assessment has been reduced significantly, e.g. from approx. 70 exams in 2018/19 to less than half of that now. The Final Year of the MChem industrial training degree comprised 10 exams, which has now been reduced to 3 or 4. Assessments are also now more spread out over the course of the year to avoid bunching.
With regard to the Integrated Masters programmes, Mrs Eggleston highlighted the need to ensure that students on the placement variants are as well prepared as those on the non-placement variants, for the Final Year.
With regard to the Study Year Abroad programmes, Mrs Eggleston highlighted that it seemed illogical for 40% achieved at the partner institution to be treated automatically as a

pass if the host institution sees it as a fail. Mrs Eggleston emphasised the importance of interpreting incoming marks appropriately, in accordance with host institutions' calibrations.
Mrs Eggleston expressed concern about the lack of information on the Management units in the Chemistry with Management degrees, particularly with regard to how the foundation knowledge in Year 1 would be provided and developed through subsequent years.
The Committee considered the following Phase 3 documentation:

- Annex 10 (Phase 3 information, including any exemptions from NFAAR):

Mrs Eggleston enquired as to whether the Department had discussed whether or not to retain its NFAAR exemption, i.e. to have a Year 2 Integrated Masters progression threshold of 55% Overall Stage Average, instead of 60% as per NFAAR. Dr Shermer stated that this had not been specifically reviewed. The Department does have a recovery route back from Year 3 of BSc to MChem.

- Updated unit information (Annex 7):

Dr Laughton enquired as to how the 21st Century Research Challenges unit would be assessed. Professor Whittlesey explained that the exam would include a section for each topic studied. This would represent an overall reduction in assessment burden; the exam length before for a 3 credit unit was 1 hour, whereas the exam length for each topic now would be a 30 minute section in a single, combined exam.
Dr Laughton enquired as to why the Year 2 Laboratory unit description listed experimental reports (unspecified in number), throughout the year, whereas the commentary mentioned less reliance on lab reports. Dr Shermer explained that the intention was to reduce the assessment burden and improve coherence by requiring students to complete part of a lab report across the different disciplines, rather than a full lab report for each discipline, each week.
Dr Laughton enquired as to the extent to which the assessment burden would be reduced. Professor Whittlesey explained that overlap between units had been reduced, e.g. consolidating NMR spectroscopy into one unit, which would improve coherence for students too.
Dr Gjersoe enquired as to how synoptic experiments would work. Professor Whittlesey explained that this approach would require a cultural shift to remove the boundaries between organic, inorganic and physical chemistry. Teaching students to view problems from different dimensions will help improve their problem solving. It will also help remove duplication and improve coherence, thereby also reducing workload.

- External Examiner report and response:

The Committee noted that the External Examiner reports were yet to be received.

- Annex 11 Assessment Strategy and Mapping:

Dr Laughton flagged that she had provided comments in Annexes 10 and 11. Dr Laughton suggested that greater explanation be provided, in the commentary on assessment, on the rationale / overarching strategy for the different types of assessment, e.g. exam length, open vs closed book. Professor Whittlesey explained that exam length reflected the context of the unit. Year 1, which teaches the core foundation material, will be assessed at the end of year by 2 x 2 hour exams. Other units include a coursework component to assess problem-solving skills, e.g. the Characterisation and Analysis unit in Year 2, and a 3 hour end of unit exam to assess the underlying principles / fundamentals.
Dr Cooper commented that it would be helpful if the assessment maps included the assessment weightings to enable evaluation of the meaning of the assessment diversity.
Mrs Eggleston commented that there did not appear to be any presentations in Year 2.
The Committee agreed to approve the Phase 3 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: Pharmacology - All Documents (bath.ac.uk)

Dr C Edmead presented this item, and Dr C Todd scrutinised. Dr Edmead explained that in order to continue with co-teaching, Year 1 of the pharmacology degrees has to align with Year 1 of the MPharm which has changed to comprising all year-long units. Dr Edmead reported that this made no change to Nat Sci (as the unit shared with Nat Sci was already year-long). Dr Edmead explained that the new year-long Research and Scientific Skills for Pharmacologists unit has been developed to support students develop lab report writing and experimental skills. In addition, in the BSc Final Year, the 5 credit Semester 2 Biotechnology optional unit (owned by B&B), which was offered to all pharmacology students, has been made a 10 credit year-long unit, just for the BSc students, and Advanced Drug Discovery has changed from core to optional, with students required to select one of these two options. The MPharmcol students will take a more scientific, critical analysis based unit; the Advanced Drug Discovery unit will remain core for MPharmacol. Dr Edmead added that a number of unit titles had also been clarified.
Mrs Eggleston explained that Marketing Teams would note changes highlighted in Annex 10 and update the prospectus accordingly.
Dr Edmead confirmed that she would amend the paperwork as appropriate in line with the feedback Dr Todd had provided in advance of the meeting. Dr Todd noted that adjustments had already been made to ease the bunching of assessment.
The Committee considered the following Phase 3 documentation:

- Annex 10 (Phase 3 information, including any exemptions from NFAAR):

Mrs Eggleston noted the request for exemption for MPharmacol from the NFAAR Part 2 60% Overall Stage Average (OSA) progression threshold. Dr Edmead explained that the Department would like MPharmacol Year 2 progression, in terms of OSA, to be agreed between students and their DoS / tutor, especially where an M level placement had been secured. The Department does not have a recovery route back from BSc to MPharmacol.

- Updated course structures (Annex 4):

Dr Gjersoe noted the lack of options in Years 1 and 2 but acknowledged that students may come in with the expectation that there are core elements they need to cover in order to graduate. Dr Edmead confirmed that in Years 1 and 2 students need to learn the facts and gain fundamental knowledge of the material, e.g. disease areas of pharmacology, which provides them with a wider range of opportunities for placement, and Final Year options and project. Everything is core up to the end of Year 2 and flexibility comes in Years 3 and 4 which are much more applied; knowledge is applied to the placement, Final Year options and project.

- Updated unit information (Annex 7).
- Updated Course Intended Learning Outcomes (CILO) mapping (Annex 5).
- External Examiner report and response:

The Committee noted that the External Examiner reports were yet to be received.

- Annex 11 Assessment Strategy and Mapping:

Dr Cooper commented that the assessment map seems exam heavy and that it would be helpful if it included the assessment weightings. Dr Cooper noted that there had been a 30% reduction in units but only a 20% reduction in assessment and enquired as to whether the Department had made the most of the opportunity to reduce the assessment load. Dr Edmead explained that when the switch was made in Year 1 from semester-long units, which would have had an assessment at the end of each semester, to year-long units, the Department agreed it would be beneficial to have a 20% MCQ at the end of Semester 1 to help First Year students settle in and familiarise themselves with Inspera, followed by a 70-80% exam, comprising MCQ and some short note questions to assess conceptual understanding, at the end of Semester 2. In Year 2, units include a 20-40% coursework element (e.g. essay, group presentation, poster, lab reports) and open-book exams. Dr Edmead explained that with the introduction of online exams, the Department turned many of its Year 2 factual recall short note questions into more application of knowledge to avoid students cheating; the exam papers are now approx. 40% MCQ and 60% understanding of knowledge and application and linkage of concepts. The Department has tried to reduce both staff and student assessment workload. Coursework

marking is a high burden on staff during the semester and it is difficult to provide timely feedback. Years 3 and 4 comprise more essay-based exams to enable students to demonstrate application of knowledge. The Department has aimed to balance coursework, developing skills and research ability to find their own knowledge, with exams, to assess core material.

Dr Gjersoe highlighted that a higher proportion of exams, means fewer individual feedback opportunities for students so it is important to ensure that such opportunities are as valuable as possible. Dr Edmead explained that several formative assessment stages have been built into Year 1, e.g. self/peer assessment as part of a workshop. Dr Edmead confirmed that there is high staff engagement with the self/peer assessment process to ensure that it is as valuable as receiving individual feedback from a member of staff. Students are provided with extensive feedback on essays which feeds forward into their dissertation in Year 3 and project report in Year 4. Students are also provided with feedback on presentations. In Year 1 students are provided with feedback on a group problem-based learning presentation, which they can take forward into Year 2, where the presentation carries a higher weighting. Students also do an essay in Year 1 upon which they receive tutor feedback to take forward into Year 2.

The Committee agreed to approve the Phase 3 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
BSc and MSci (Hons) Mathematics and Physics

For the following, visit: Physics - All Documents (bath.ac.uk)

Dr F Laughton presented this item, and Dr G Shermer scrutinised. Dr Laughton explained that the programmes comprise a smaller number of larger units in Years 1 and 2 to enable more synoptic teaching and assessment of core material. Year 2 builds upon Year 1 and both years provide the foundation knowledge. The number of exams has been reduced substantially. A formative assessment framework, linked to the personal academic tutorial system, has been introduced to enable students to maintain progress and receive feedback throughout the year. Tutors will convene small group tutorials weekly. This will form part of a zero credit weighted, must pass unit. In Years 3 and 4, the Department was unable to make as many changes to the structure and assessment as it would have liked because it could not have shell units. However, the units now present as a more attractive package. The new BSc and MPhys (Hons) Physics with Theoretical Physics degrees start in 2022/23 so will run for one year in the old scheme before moving over to the new scheme. Some of the unit LOs and content are indicative and will be edited / refined and reduced going forward.

Dr Shermer asked if the fortnightly coursework formative assessment would result in an increase in workload for staff, e.g. setting the questions, oversight of submissions. Dr Laughton explained that tutors will monitor their tutees' progress through weekly small group tutorials and DoSs will oversee submissions periodically, e.g. through a Moodle report. Some of the formative assessment tasks will be to require students to submit solutions to problem sheets that they have been set for their units, and lab assessments, e.g. to write an abstract for an experiment that students have been doing, for discussion with their tutor.

Dr Shermer enquired as to the retrieval mechanism for students unable to progress due to failing the zero credit weighted, must pass unit. Dr Laughton explained that students would be required to complete supplementary assessment. Students will only be required to complete approx. 75% of the formative assessment. The threshold is low; students will be monitored for engagement rather than for quality of submission. Mrs Eggleston commented that the must pass units form a clear mechanism by which to package

together the formative assessment feedback opportunities provided to students in Years 1 and 2.
Dr Shermer praised the Department's learning from the pandemic, e.g. by adding an extra hour to in-person exams.
Dr Gjersoe enquired as to whether the Department had considered making the formative synoptic assessment summative and incorporating it into core, credit weighted units. Dr Laughton explained that the aim was to impress upon the students the importance of keeping-up all the way through their programme, to aid understanding and build on foundations, without getting distracted by marks / difficulty levels, particularly given the various competing pressures they will have on their time. Dr Cooper acknowledged that while physics relies upon the accumulation of knowledge and skills, the fortnightly formative assessment programme across Years 1 and 2 appeared to represent a lot of work for both staff and students and may not incentivise students to develop and become independent learners. Dr Laughton commented that the Department would adapt the programme as needed through trial and error.
The Committee considered the following Phase 3 documentation:

- Annex 10 (Phase 3 information, including any exemptions from NFAAR).
- Updated course structures (Annex 4).
- Updated unit information (Annex 7):

Dr Laughton highlighted that not all the assessments fit with the Assessment Taxonomy so it may be necessary in SAMIS to only specify the overarching assessment type, without specifying the assessment sub-types. The assessment tasks have been separated out in the unit descriptions, but it was not possible to label some of them with a sub-type included in the Assessment Taxonomy. For example, the 30 credit MPhys Research Project includes a 55% weighted assessment task called 'The Physics', which is a holistic assessment of the student's understanding of the physics involved in their project. In addition, the final project mark is arrived at based on discussions around moderation of the different assessment components, rather than a strict weighted average of the different components.

- External Examiner report and response.
- Annex 11 Assessment Strategy and Mapping:

Dr Cooper enquired as to the need for Year 1 and 2 units to be assessed by a 1 hour MCQ and a 2 hour exam, with a view to reducing assessment. Dr Laughton explained that some of these units are large (20 credits) and cover a lot of core material. Staff felt that the assessments were necessary to measure sufficiently the students' knowledge and understanding. Years 1 and 2 are approx. 80% exam and 20% lab, which is similar to the current split and is in line with other institutions.
Mrs Eggleston commented that there did not appear to be any presentations in Year 1. Dr Laughton highlighted that presenting scientific talks and posters formed part of the Physics Skills 1 unit, e.g. answering questions for the assessors visiting the poster.
The Committee agreed to approve the Phase 3 documentation, subject to the action points above being addressed.

3131 FEEDBACK FROM COMMITTEES

Education Board

The Committee noted the minutes of the meeting held on 9 May 2022 (Paper 87).

Education, Quality and Standards Committee (EQSC)

The Committee noted the minutes of the meeting held on 17 May 2022 (Paper 90).

Academic Programmes Committee (APC)

The Committee noted the minutes of the meeting held on 25 May 2022 (Paper 91), in particular approval of new programmes MSc Biotechnology (Healthcare Technologies) and (Sustainable Biotechnologies) from 2023/24 and (with Entrepreneurship) from 2024/25 (approved under Chair's action on 23 March 2022).

3132 DEPARTMENT LEARNING, TEACHING AND QUALITY COMMITTEE (DLTQC) MINUTES

The Committee noted the minutes of the meetings held on:
Department of Mathematical Sciences: 4 May 2022 (Paper 95).
Department of Pharmacy and Pharmacology: 18 May 2022 (Paper 96).
Department of Physics: 23 May 2022 (Paper 97).

3133 ANY OTHER BUSINESS

There was none.