



Meeting **FACULTY LEARNING, TEACHING AND QUALITY COMMITTEE**
Place Microsoft Teams
Date and Time Wednesday 24 November 2021 at 14:15

Present	Professor M V Hejmadi	Associate Dean (Learning and Teaching) (Chair)
	Miss L Beaven	Centre for Learning and Teaching (CLT)
	Dr J Benardis	Department of Computer Science
	Miss M Crossman	Students' Union (SU) Sabbatical Officer (Community)
	Mr J Dean	Postgraduate Taught student representative (Department of Computer Science)
	Mrs G Eggleston	Academic Registry
	Ms P Gabriel	Programmes Manager (Operations)
	Dr M Harney	Curriculum Transformation Committee (CTC) member
	Dr W Heijltjes	Department of Computer Science
	Professor M Jones	Department of Chemistry
	Dr F R Laughton	Department of Physics
	Mr K Maharaj	Undergraduate student representative (Department of Computer Science)
	Mr G Mathlin	Natural Sciences programmes
	Dr K Mattacks	Centre for Learning and Teaching (CLT)
	Dr F Nemetz	Department of Computer Science
	Mr J Ogunyemi	Undergraduate student representative (Natural Sciences)
	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
	Dr J Troyer	Curriculum Transformation Committee (CTC) member
In attendance	Mrs M Hallett	Faculty Assistant Registrar (Secretary)
Apologies	Dr F Bisset	Head of Learning Partnerships
	Professor S Ward	Associate Dean (International)

Action

The Chair welcomed new FLTQC member Mr Jake Dean, new Postgraduate Taught student representative (MSc Machine Learning and Autonomous Systems).

The Chair welcomed the following extraordinary FLTQC members:

- Dr Marion Harney and Dr John Troyer (CTC members).
- Mrs Georgina Eggleston (Registry rep).

3069 MINUTES OF PREVIOUS MEETING

The Committee approved minutes of the meeting of the Faculty Learning, Teaching and Quality Committee held on 20 October 2021 (Paper 18), and there were no matters arising.

3070 CHAIR'S BUSINESS

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

- The FLTQC confirmed that it would like to bring back automated recordings for 2022/23.

Chair's action approval of:

- Special Programmes of Study / Assessment Arrangements (see Reserved business).
- Approval of a change to the PhD Biosciences Programme Specification to set confirmation to take place at 18 months, instead of 24 months (approved 1 November 2021) (Paper 19).

3071 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. Mrs Eggleston reported that a staggered sign off of the Course Descriptions had been agreed with Marketing if needed.

Department of Computer Science**BSc and MComp (Hons) Computer Science****BSc and MComp (Hons) Computer Science and Mathematics****BSc and MComp (Hons) Computer Science and Artificial Intelligence**

For the following, visit: [Docs for FLTQC 24.11.21 - All Documents \(bath.ac.uk\)](https://docs.bath.ac.uk/2023-24/FLTQC/24.11.21-All-Documents/)

Dr J Benardis presented this item, and Dr T Shardlow scrutinised.

The Committee considered the following Phase 2 documentation:

- Rationale for course design:

Dr Benardis explained that the main rationale behind course design was to build upon the success of the existing programmes and keep them aligned to the benchmark statements for computing, paradigms for computing education of the Association for Computing Machinery (ACM) and accrediting body, British Computer Society (BCS), guidelines. The Department has amended its provision to make it more contemporary and take into account the CT principles in terms of making the education more accessible. Programme structures have been changed to make them relatively broad in terms of content and to embrace useful synergies and pairings between the foundational concepts and relevant applications. The new programmes are strongly inspired by the Department's expertise and Research Groups in Human Computer Interaction, Visual Computing, Mathematical Foundations and Artificial Intelligence. Based on the Department's strong placements and ties with industry, the new programmes provide students with transferable skills and practical knowledge, at the appropriate levels, that give them the competitive edge with placement partners and employers.

Dr Shardlow noted that there appeared to be a reduction in the number of Year 3 and 4 units offered and enquired as to the change in coverage and whether students still had flexibility in choosing their programme.

Dr Benardis explained that some units had been removed, mainly from Year 4, and in Year 3 around Safety Critical Systems, Networking, Intelligent Agents and Cryptography to ensure the new programmes are deliverable with current staff. The number of options had been reduced to a representative suite from each of the Research Groups and some elements had been incorporated into other units. Priority had been given to more relevant topics and, to this end, some new units had been created. The units comprising Years 3 and 4 may be reviewed as staffing and current topics change. The Final Year of the MComp had been overhauled to give it greater vision and identity; it used to comprise mainly units from the Department's MSc programmes, with few bespoke units. Now it is more heavily research inspired and includes 4 Reading Modules based on the Research Groups. Students will be offered the opportunity to take options not taken in Year 3 (Level 6) as advanced extended (Level 7) options in Year 4, with the appropriate adjustment in terms of teaching and assessment, mainly around research tasks that require critical thinking and evaluation. Mrs Eggleston commented that a student might wish to take a Level 6 unit in Year 3 and then study it again at a higher level in Year 4. Dr Benardis added that the cornerstone of the MComp Final Year will be a new, significant (40 credit) research project. Mrs Eggleston

highlighted the risk of grade inflation associated with increasing the MComp research project from 30 to 40 credits.

Dr Shardlow enquired as to how the Department would ensure differentiation between the 30 credit Extended Project and 20 credit Individual Project in the BSc Final Year. Dr Heijltjes explained that the 30 credit option would be limited to promising students able to find a willing supervisor. It would involve an explicit process in which the supervisor was aware that they had selected a student with a specific research focus. The 30 credit option is designed to give BSc students an opportunity to complete a more in-depth, research driven project, which Research Groups will find valuable, e.g. to prepare students for an MSc or PhD in a particular direction. The plan is to have a separate deliverable in the form of a research paper.

Dr Shardlow enquired as to the main risk to the successful delivery of the CT programmes. Dr Heijltjes stated that the main risk was workload. Dr Shardlow highlighted the workload implications of project marking. Dr Benardis explained that individual projects are a requirement of accreditation; group supervision has already been implemented. Dr Heijltjes explained that the MComp Research Project and BSc Extended Project would form the minority, with the Individual Project forming the bulk. The Department is offering the minimum permitted by the BCS and the Individual Project is being reduced from 24 to 20 credits. Dr Benardis reported that CT had been communicated to the BCS but that a response had not yet been received.

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

Dr Harney recommended removing some of the specificity, e.g. in the assessment % breakdown, learning and teaching hours and reference to particular products such as Balena, in order to avoid becoming hostage to fortune. Dr Benardis agreed to review this with Marketing.

Dr Harney recommended making more explicit, at the start, the distinction between the BSc and MComp to make clear to prospective students that the difference is not just the Research Project. The Chair highlighted as good practice Bristol's computing course summaries. Dr Troyer flagged the importance of the history of computing.

- Course structure (Annex 4):

Mrs Eggleston noted that the programmes comprised few DEUs, particularly the joint programmes. Mrs Eggleston highlighted that Year 1 of BSc (Hons) Computer Science and Mathematics only comprised 50 credits.

The Committee noted that QA3 states that in line with guidance set out in the Framework for Higher Education Qualifications the expectation is that for programmes with 'and' in the title, there will be an approximate 50/50 split between disciplines; for programme titles containing 'with', the split will be between 75/25 and 60/40. For 'and' programmes, students should be graduating with a roughly 50/50 split and this should be evident in the Final Year; although students may dial up or down overall to just under 60/40, either way.

Mrs Eggleston commented that the 50/50 split was not clear for the Computer Science and Artificial Intelligence (AI) programmes. Dr Heijltjes reported that the Visual Computing units and the Individual Project should be counted as AI. The CT programmes will specify that projects should be AI oriented. This means 85 out of 180 credits are AI, so 5 short of an exact 50/50 split.

Dr Benardis reported that the Department had decided that BSc and MComp (Hons) Computer Science and Mathematics would no longer be accredited by the BCS as it restricted the type of project students could take. In the CT programmes students would ideally be able to take more mathematically orientated projects. Mr Maharaj asked if students would be able to take a pure maths project. Dr Heijltjes stated that in principle that would be possible if a willing supervisor could be identified. Dr Shardlow confirmed that MA projects are not available on the BSc and MComp (Hons) Computer Science and Mathematics degrees. Dr Shardlow suggested that it might be possible for a Maths project to be offered under a CS unit code, subject to supervisor availability.

- Phase 2 unit summary information (Annex 7).

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

Dr Harney commented that it appeared that not all of the CILO were mapped to units, e.g. in Years 3 and 4. Dr Benardis explained that the Department had focussed on mapping the compulsory units because all CILO are met by the compulsory units alone. The mapping for the optional units only shows the CILO that all optional units meet. Dr Benardis added that each individual optional unit would be mapped as part of accreditation.

- Oversight and Feedback (Annex 6).

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

Department of Mathematical Sciences

BSc (Hons) Mathematics

BSc (Hons) Mathematics and Statistics

BSc (Hons) Mathematics, Statistics and Data Science

MMath (Hons) Mathematics

For the following, visit: [Docs for FLTQC 24.11.21 - All Documents \(bath.ac.uk\)](https://www.bath.ac.uk/docs/2024/11/21/all-documents/)

Dr T Shardlow presented this item, and Dr F Nemetz scrutinised.

The Committee considered the following Phase 2 documentation:

- Rationale for course design:

Dr Shardlow reported that Year 1 of the CT programmes is identical to the current offer because Year 1 had been redesigned recently to mirror BSc (Hons) Mathematics, Statistics and Data Science starting 2021/22. Year 2 has been redesigned to include a mix of 10 and 5 credit units. On BSc (Hons) Mathematics all Year 2 and 3 units are optional and on some of the other degrees there is a pattern to work through to give students a guided choice through the units. In Year 3 prerequisites determine what students are allowed to take, but there remains flexibility. Students are provided with an opportunity to take external units in Computer Science, Physics, Economics, Education and Management. In BSc (Hons) Mathematics Year 3, students can take 10 credits per semester of external units. For the MMath there is a similar pattern of taught units and a 20 credit research project which all students are required to take. The BSc (Hons) Mathematics and Statistics degree will be accredited by the Royal Statistical Society (RSS), and includes compulsory statistical units. The new BSc (Hons) Mathematics, Statistics and Data Science degree will likely also become accredited by the RSS.

Dr Nemetz observed that the Department has withdrawn BSc (Hons) Statistics (from 2021/22) and BSc (Hons) Mathematical Sciences (from 2023/24) and enquired as to why MMath is only offered in Mathematics. Dr Shardlow stated that there are approx. 45 students on the MMath. Offering an MMath in Mathematics, Statistics and Data Science would require introducing additional units. Dr Shardlow added that there is no real market for MMath degrees outside of Mathematics. The Department is concerned about the future of the MMath as it is, given the movement of students towards MScs currently, following the improvement in MSc funding.

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

Dr Nemetz noted that the rationale states that “Each unit is rigorously assessed by examination (in exam halls)” and in Annex 3 exams are described as “closed-book invigilated” and enquired as to whether this could be hostage to fortune. Dr Shardlow stated that this is fundamental to how the Department wishes to assess its programmes, and students want to know how they are going to be assessed. Dr Shardlow explained that if invigilated exams became not possible, the Department would write to students explaining the change. Professor Hejmadi commented that adding this level of detail about factors beyond our control increases risk; it is better to leave it open-ended. The same applies to referring to ‘Teams’ and ‘Zoom’. Dr Nemetz enquired as to whether it is necessary to specify the programming language that will be taught in Year 1, i.e. Python. Dr Shardlow stated that Python is very stable and is not likely to change in the medium-term. Mr Dean commented that students would prefer to learn Python (as opposed to Matlab) as it is used by industry. Dr Shardlow confirmed that this was one of the reasons the Department shifted from Matlab to Python for 2021/22. Dr Nemetz also recommended removing the specificity in the stated

percentage of Year 1 to be assessed by exam. Dr Shardlow acknowledged that a change made by Marketing to the BSc (Hons) Mathematics and Statistics Course Description, to their preferred style, had not been propagated yet and that updates needed to be made to reflect changes in Computer Science.

- Course structure (Annex 4):

Dr Nemetz commended the reduction in the number of units in Year 1 and the associated reduction in assessment, as well as preservation of the tutorial system and weekly homework.

Dr Harney highlighted the large number of options in Years 2 and 3 and enquired as to whether this could be reduced (e.g. restricting choice to some of the key elements of the research strengths) in order to reduce assessment. Dr Shardlow explained that the list of options was necessary to cover the range / diversity of mathematics that the Department engages in, which is large, with many Research Groups. Students will choose up to 5 options per semester which must include 1 x 10 credit option; students could choose to take 2 x 10 credit options in a semester to reduce the number of units they take. Dr Shardlow added that the Department sells its programmes on choice and flexibility. Dr Harney enquired as to where there had been a major transformation. Dr Shardlow explained that there had been a reduction in the number of units that students take in Years 2 and 3; they will take fewer units, some bigger units, and fewer exams so less assessment. There has been some modernisation of the curriculum and a clean-up of the prerequisites to make easier the progression to Year 3. Mr Dean enquired as to how much overlap there is between the optional units. Dr Shardlow stated that he was not aware of any significant overlap, other than possibly learning about the same types of arguments but from different perspectives, which would enrich understanding in any case.

Professor Jones highlighted the importance of reviewing Maths CT in light of what other Maths departments are offering in terms of numbers of options. Professor Hejmadi stated that Bristol have core units in Year 2 in their Maths programmes. Dr Troyer stated that he is an advocate of options, and highlighted that choice has historically been an issue for Maths students generally.

Dr Harney enquired as to why in the MMath, UG and PGT will be cotaught, despite the requirement to decouple UG and PGT shared teaching. Dr Shardlow explained that the Department aims to minimise coteaching but there is a need to share resources for efficiency reasons. In order to make the large number of options viable in terms of cohort size there is a need to share, to a certain extent. Mr Dean enquired as to whether UG students would struggle to understand content that is being pitched in between UG and PGT level. Dr Shardlow explained that PGT students tended to struggle more because they had often come from other universities that had not provided them with the prerequisite knowledge. Professor Hejmadi added that the assessment would be tailored for the two groups in terms of level.

Mrs Eggleston noted that students are required to take 25 credits of MA units in each semester of Year 2, and 20 credits of MA units in each semester of Year 3. Mrs Eggleston stated that it would be helpful to provide greater explanation of the pathways students can take through the programmes as part of Phase 3. Mrs Eggleston noted that DEUs are only specified in Year 1 and suggested that some of the optional units could be made DEUs too. Mrs Eggleston enquired as to whether the compulsory units in BSc (Hons) Mathematics and Statistics and BSc (Hons) Mathematics, Statistics and Data Science should also be DEUs (if failure of these units would mean failure to meet the CILO). Mrs Eggleston suggested that the programme team review the balance of content of the programmes with 'and' in the title to ensure it is fairly even and accords with the programme titles. Mrs Eggleston confirmed that any change in programme title would require APC approval.

- Phase 2 unit summary information (Annex 7).

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

Dr Harney commented that it appeared that not all of the CILO were mapped to units. Dr Shardlow stated that all CILO are mapped to units. Statistics and programming in Years 2 and 3 are only covered by specific options so it is not possible to map them.

Dr Harney commented that there is no LO for the placement or study year abroad. Mrs Eggleston observed that CILO 8 “Reflect on your development of the skills required for effective independent and group working, including when tackling challenging problems” was mapped against a lot of units. Dr Shardlow acknowledged that some of the ticks needed to be removed.

- Oversight and Feedback (Annex 6).

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

Natural Sciences

BSc (Hons) Natural Sciences

MSci (Hons) Natural Sciences

For the following, visit: [Docs for FLTQC 24.11.21 - All Documents \(bath.ac.uk\)](https://www.bath.ac.uk/docs/2024/11/21-all-documents/)

The Chair reported that Natural Sciences was not able to complete Phase 2 at this stage. The documentation would be made available tomorrow for all to comment on by the end of Monday 29th at the latest, in time for the CTC meeting on Tuesday 30th.

The Committee considered the following Phase 2 documentation:

Phase 2 unit summary information (Annex 7):

The Committee approved a 12 credit, Level 6 Vertically Integrated Project (VIP) unit to be introduced from 2022/23 (as a replacement for a Final Year project). The unit will be offered as part of CT as a 15 credit unit. The unit is an XX unit as it is undecided which department will own it; the unit will be available to departments across the Faculty, and potentially across the University, to provide interdisciplinary VIPs with a common framework. Natural Sciences will pilot the unit in their programmes from 2022/23. The Committee noted that E&D have a 6 credit VIP unit. Professor Hejmadi commented that this unit would be beneficial for students from an employability and career development perspective.

Dr Laughton explained that VIP teams would be mixed; some students will take the unit for credit while others will take it as extra-curricular. Dr Laughton did not consider that students taking the unit as extra-curricular would have a potentially detrimental effect on students taking the unit for credit (i.e. on their assessments) because they will be taking the unit voluntarily and for their own motivations, e.g. to build-up their skills and improve their CVs, so will engage and contribute. Furthermore, the assessment items are mainly individual, e.g. writing a journalistic report on the topic. Much of the assessment will involve a reflective commentary on how the project progressed, including learning from mistakes and guidance received, and what they made of the resources (including team members) available to them. The ideas pitch will involve the group presenting, e.g. in a Dragons’ Den type format, to an audience comprising all of the teams, supervisors, assessors and anyone interested in attending, e.g. staff from the Public Engagement unit. Everyone in the audience will complete a simple feedback form; staff and student forms will be clearly labelled as such. An average student mark and staff mark will be taken which will inform the 10% weighted peer assessment in both Semester 1 and 2. In terms of general performance, a template will be provided to assess particular aspects (e.g. creativity, how hard they have worked, reliability) with examples / justifications required, against a simple 1-5 marking scale; these marks will be moderated. Students will mark themselves as well as everyone else in their team, and correlation in the marks will be reviewed.

Dr Laughton explained that department Directors of Studies will need to approve that projects are couched at the right level within the discipline, and that appropriate supervision is available.

Department of Pharmacy and Pharmacology

MPharm (Hons) Pharmacy (and with integrated pre-registration year)

The Chair reported that the Department was not able to complete Phase 2 at this stage due to there being too much uncertainty around the MPharm.

Dr Rogers explained that guidance from the General Pharmaceutical Council (GPhC) on the new standards against which the MPharm would be accredited was published early this

year. The standards are predicated on students having greatly enhanced time spent in clinical practice placements during the programme, to be funded by Health Education England (HEE). It is expected that most Schools of Pharmacy are likely to offer 12 weeks of placement across the 4-year MPharm. HEE is still promoting the concept of 20% of time in Years 1 and 2 being in practice and 40% of time in Years 3 and 4. This represents a significant divergence from the Phase 1 plan. Fitting such time in practice into a 2 x 15 week semester presents challenges. There is also uncertainty around placement funding following the recent government announcement that HEE would be merged into NHS England. Another aspect to consider is the complexity of organising placements alongside other Schools of Pharmacy in the South of England; it is not possible to send all MPharm students in each year group to the same hospitals in the same week during the academic year. The Department plans to have a fully developed programme to be considered in time for Phase 3.

In addition, the Regional Director of HEE has asked the University to consider and cost developing a remote centre to teach the MPharm in Devon / Cornwall (where there is a significant workforce shortage) in partnership with Exeter and/or Plymouth. The Dean and VC are both involved in considering this complex proposal. Should it go ahead it will have implications for programme design. The Department would wish to align any satellite development with teaching in Bath.

The GPhC has informed the Department that the 2021/22 and 2022/23 intakes will need to migrate to the CT programme in 2023/24 (so to Years 3 and 2 of the new programme respectively) which presents CMA challenges. The GPhC have advised that accreditation will be in two phases: An initial accreditation in 2022/23, followed by a full accreditation 2 years later, the nature of which will be dependent on the funding streams agreed.

Dr Rogers added that after Year 1 of the MPharm (where there is joint teaching with Pharmacology and Nat Sci), the programme stands alone so will not impact upon any other programmes.

Department of Physics

BSc and MSci (Hons) Mathematics and Physics

For the following, visit: [Docs for FLTQC 24.11.21 - All Documents \(bath.ac.uk\)](#)

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 there are fewer, bigger units in Years 1 and 2 which comprise core, foundation, compulsory units, bar one optional maths unit in Year 2. The bigger units provide more flexibility in terms of the order in which topics can be taught, more synoptic connections can be made across the units and assessment has been reduced. The Department had wanted to use shell units in the Final Years to reduce assessment more but instead have had to offer a number of 5 credit units, each with exams. It is important, following on from the core, for students to be able to choose the direction in which they want to go, i.e. to pursue their interests in particular areas of physics and maths.

A 30 credit semester-long project has been introduced into Semester 1 of the Final Year of the MSci (replacing the current 18 credit year-long project; slightly larger than the 12 credit equivalent for the BSc students) in order to overcome no longer being able to mix and match Level 6 and 7 units across Years 3 and 4; there are no PH4 lectured units in Semester 1 of the Final Year. This makes the MSci more akin to the MPhys programmes. It has, however, restricted the Level 7 lectured units available to these students, particularly the MA4 units. Another improvement, for both BSc and MSci students, is that now lab skills, and other skills, have been aggregated into bespoke units in Years 1 and 2.

Professor Jones concurred that it was regrettable that the University had decided not to offer shell units, which has been particularly detrimental to Science, and requested that this decision be revisited.

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

Dr Harney recommended making clearer in the course summary text the differentiation between the BSc and MSci. Dr Harney enquired as to whether there had been an overall reduction in assessment, given that the course highlight of reduced summative assessment is caveated with regular formative assessment. Dr Laughton stated that students will see a reduction in assessment but staff less so (although some of the formative assessment will have automated marking); assessment would have been reduced to a much greater extent if shell units had been permitted.

- Course structure (Annex 4):

Professor Jones questioned whether it was appropriate for there to be only 10 credits of Maths in the Final Year of the MSci. The Committee noted that it might be possible for a Maths project to be offered under a PH unit code, subject to supervisor availability, particularly given the relatively small MSci cohorts. Dr Laughton added that some staff find the MSci students working on a project helpful for their research. In any case, the research projects undertaken by the MSci students are mathematical physics projects. The Committee agreed that if the Final Year project is counted as Maths credit, or even with a 50/50 split, the programme is very close to a 50/50 split overall.

- Phase 2 unit summary information (Annex 7).
- Course Intended Learning Outcomes (CILO) mapping (Annex 5).
- Oversight and Feedback (Annex 6).

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

3072 STUDENT EXCHANGE

The Committee agreed to recommend the new student exchange arrangement to CPAC for institutional approval between the Department of Chemistry and the University of North Carolina Greensboro, USA (Paper 19a). The Committee noted that some of the current USA exchanges are coming off the books because the partners are receiving and not sending.

3073 FEEDBACK FROM COMMITTEES

Academic Programmes Committee (APC)

The Committee noted the minutes of the meeting held on 20 October 2021 (Paper 20), in particular approval of:

- Withdrawal of MSc Human Computer Interaction and MSc Software Systems (and with placement variants) from 2022/23 (approved under Chair's action on 17 September 2021).
- Withdrawal of EngD Digital Entertainment from 2021/22 (approved under Chair's action on 17 September 2021).
- Withdrawal of FdSc (from 2021/22) and BSc (Hons) (Honours Year) Applied Computing (WBL) (from 2023/24) licensed provision delivered by Bath College.
- New MSc Data Science and Statistics (Health) programme in the Department of Mathematical Sciences, for commencement from 2022/23.

Courses and Partnerships Approval Committee (CPAC)

The Committee noted the minutes of the meeting held on 26 October 2021 (Paper 21), in particular approval of the Society for Natural Sciences accreditation submission.

Education, Quality and Standards Committee (EQSC)

The Committee noted the minutes of the meeting held on 1 November 2021 (Paper 22).

3074 DEPARTMENT LEARNING, TEACHING AND QUALITY COMMITTEE (DLTQC) MINUTES

The Committee noted the minutes of the meetings held on:

Department of Chemistry: 2 November 2021 (Paper 23).

Department of Computer Science: 28 October 2021 (Paper 24).

3075 ANY OTHER BUSINESS
There was none.