

# FLTQC 5 June 2024

Wednesday, 5th June 2024 10:15am

Teams | Faculty of Science Learning, Teaching and Quality Committee

## Attendees

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### Attended

Zoe Burke (ZB)

Andrew Burrows (Chair)

Susan Crennell (SC)

James Foadi (JF)

Paula Gabriel

Marguerite Hallett

Liz Haynes (LH)

Momna Hejmadi

Zack Lyons (ZL)

Sarah Paine

Charareh Pourzand

Philip Rogers (PR)

Gan Shermer (GS)

Paul Snow (PS)

### Did Not Attend

Florin Bisset

Sarah Upendra Chandratreya

Ffion Gould

Tony Shardlow

Miranda Yafi

## 1.0 Welcome and Quorum (3314)

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The Chair welcomed members, noted apologies and observed that the meeting was quorate.

## 2.0 Declaration of Interest (3315)

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There were no declarations of any potential conflicts of interest.

## 3.0 Minutes of the Previous Meeting (3316)

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The Committee approved the minutes of the previous meeting held on 24 April 2024 (Paper 102).

## 4.0 Matters Arising (3317)

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There were no matters arising from the previous minutes.

## 5.0 Chair's Business (3318)

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- Pre-BEU meetings to prepare scaling scenarios: Consultation with BEC and BoS Chairs, to check that scaling decisions are likely to be supported, should focus on getting a second opinion on cases which are borderline, following consideration of the Faculty scaling guidance.
- Faculty Top 10 quality priorities for EQSC for 2024/25 (deadline for FLTQC feedback to Registry 12 June):

At its previous meeting the Committee agreed the following:

1. How QA reporting fits into wider University planning requirements, and associated workload and timing.
2. QA documentation to identify and review, in terms of necessity, feasibility and workload, all the tasks / responsibilities explicitly assigned to the DoS, DoT and HoD, the timing of these, and whether any can be reassigned to other roles.
3. QA35 and requirements / expectations regarding scaling.

The Chair reported that other faculties had identified:

1. QA3 new course approval: the large number of committees that a new course needs to go through and the need for clarity regarding the roles of these different committees.
2. QA4 unit/course changes: regarded as rigid and difficult to negotiate.
3. QA53 academic misconduct: needs to be updated with regard to AI.

The Committee had no further points to raise in addition to those above. The Chair asked members to email any comments to him by the end of the week.

### Chair's actions:

- Approval of withdrawal of optional units CM30225, CM30078 and CM50123 for 2024/25 (approved 17 May 2024) (no paper).
- Approval of semesterised versions (10 credits each) of year-long units CH12002 Foundations and Applications of Chemistry (Paper 103A) and CH22008 Fundamental Concepts of Chemistry (Paper 103B) (20 credits each) for the purpose of registering study-abroad students on them who may only join the University for a single semester (approved 30 May 2024).

The Chair encouraged departments who need to create semester-long versions of year-long units for visiting students to do so as soon as possible.

## 6.0 Integrated PhD Sustainable Chemical Technologies (SCT) CDT major change proposal (3319)

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The Committee approved the following documentation for a major programme change to the Integrated PhD Sustainable Chemical Technologies (SCT), for 2025/26:

- Cover paper (Paper 104A).
- Programme Specification (Paper 104B).
- QA3.4 CILO mapping to units (Paper 104C).
- Assessment map (Paper 104D).
- Response to feedback from FLTQCs and CPAC (Paper 104E).

- Exemption request for shared UG/PGT teaching (Paper 104F).

- Unit descriptions:

Fundamentals of biotechnology for non-biologists (Paper 104G).

Fundamentals of chemical engineering for non-chemical engineers (Paper 104H).

Fundamentals of chemistry for non-chemists (Paper 104I).

Systems Thinking 1: Sustainable development (Paper 104J).

Systems Thinking 2: Circular economy and resource efficiency (Paper 104K).

Systems Thinking 3: Principles and practice of industrial ecology (Paper 104L).

Systems Thinking 4: Green chemistry and process metrics (Paper 104M).

CE50270 Environmental economics, politics and management.

Catalysis and sustainability (Paper 104N).

Materials for sustainable energy (Paper 104O).

Water cycle and human health (Paper 104P).

MN52059 Commercialising new technology.

AI and machine learning for sustainable chemical technology (Paper 104Q).

Research Project 1 (Paper 104R).

Research Project 2 (Paper 104S).

Public and policy engagement (Paper 104T).

The Chair explained that as part of the Centre for Doctoral Training (CDT) that was approved earlier this year in SCT, there is a first year which is an MRes programme, as part of an Integrated PhD.

The CDT ran previously, but was not funded in the last round, so there has been a gap of approx. 5 years during which there has not been a cohort. The previous MRes has been changed in terms of its focus; the broad structure remains similar but some of the content has changed. FLTQC had approved the general principles / structure of the revised MRes in November (followed by CPAC in December) and is now asked to consider the detail, since funding has been secured for the CDT.

SC enquired as to whether Semester 2 is taught as blocks of teaching, given that some units have their final assessment in Week 21. The Chair explained that, similar to before, Semester 2 involves intense teaching over a couple of weeks. Some of the units in Semester 1 are the fundamentals, which are partly taught alongside other MSc programmes, so the preferred structure of short, sharp concentrated units, cannot be applied. The units in Semester 2 are bespoke to the MRes, which helps facilitate cohort building.

PS enquired as to whether XX30252 relied upon a number of external teachers who may not be around in the long-term. SC confirmed that this particular unit on the environmental stream is taught by University staff.

The Committee noted that the exemption request for shared UG/PGT teaching would be considered by CPAC on 26 June. The Chair commented that only a relatively small number of students take XX30252.

SC highlighted that Systems Thinking 3: Principles and practice of industrial ecology (Paper 104L) states that there is a report in Week 9, whereas the Assessment map (Paper 104D) states that the report is due in Exam Week 2, the latter of which would be preferable to avoid bunching with other coursework. **Action:** Programme Team to ensure consistency in the documentation.

*Secretary's note: this action was completed by the Programme Team the day after the meeting.*

The Chair noted that some units will make use of teaching on other existing MSc courses in Life Sciences and Chemical Engineering and requested more information on how that would work in practice. **Action:** Programme Team to provide this information when available.

The Committee agreed to recommend to CPAC approval of the major change to the Integrated PhD SCT for 2025/26, subject to the action points above being addressed. The Committee noted that the proposal would be considered by E&D FLTQC on 17 July.

## 7.0 Categorisation of assessments according to permitted Gen AI use for 2024/25 (3320)

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The Committee noted the categorisations in the departmental spreadsheets:

### Department of Chemistry:

GS reported that the vast majority of non-exam based assessments have been categorised as category B. One Final Year unit explicitly uses AI so is category C. Category A has been applied to the Year 1 lab units because the Department deems it an extra level of complexity for First Years to be considering AI as well. The Chair enquired as to how use of AI would be policed for the Year 1 lab units. GS explained that it probably cannot be policed but the aim was to set expectations and ease the mental load on students because, for example, the experience that the Department has had with some Final Years was that even mentioning that they could use AI caused them anxiety in terms of whether / how they should use it.

### Department of Computer Science:

ZL reported that initially the Department had categorised most assessments at Category A because it is difficult to control in terms of boundaries and extent of usage. Also, students need to be taught the skills they need first, without the use of AI, so that they can understand how AI can help them, critically analyse what AI generates and whether it is appropriate to use.

However, the Department has since switched a lot of assessments over to Category B because use of AI is difficult to police and because as a Computer Science department the Department should probably be embracing AI.

LH commented that the CLT is trying to put together some templates that might be useful for Category B to provide some wording on where use of AI is / is not allowed. The Committee noted some potentially helpful wording on the CLT webpages:

<https://teachinghub.bath.ac.uk/guide/genai-assessment-categorisation/>

The Committee also noted the CLT webpage guidance regarding Category A: "In certain, specific, circumstances, it is likely that some coursework will require that Gen AI is not permitted. Staff can, of course, simply inform students not to use Gen AI tools, but in the case of open-book assessment such as essays and reports, there will be no definitive way to prove wrongdoing. In reality, therefore, this option is likely to be limited to a small number of assessments that include in-person tests, practical labs, viva or presentation style activities".

The Committee noted that the central deadline for completion of the assessment categorisation spreadsheets is this Friday, 7 June.

### Department of Mathematical Sciences:

JF reported that he is a member of the Department's Gen AI working group which advised the Department to adopt Category B for coursework, e.g. essays, and Category A for in-person examinations and oral assessments. The working group will monitor these categorisations over the coming year.

### Natural Sciences:

SC reported that the only units in the Nat Sci spreadsheet were pre-CT XX units, i.e. it is missing post-CT SC units. LH agreed to follow up on this with CLT / Registry. All exams have been categorised as Category A, and coursework will be Category B unless Unit Convenors advise otherwise.

### Department of Physics:

PS reported that most assessments had been categorised as Category B, with some Category As in Year 1 because students need to be able to do coding on their own. The DLTQC had agreed that there was no need to ensure consistency in the categorisation of Final Year projects because, for poster design, for example, it might be appropriate to use AI.

### Department of Life Sciences:

ZB reported that all Year 1 online MCQ exams had been categorised as Category A, and most coursework had been categorised as Category B.

PR commented that the categorisations were likely to evolve over time as AI develops. With regard to the possibility of making changes to assessment categories mid-year, it was clarified post-meeting that the CLT expectation is that individual assessment Gen AI categories could be

changed, in the same way as changing a word count, or any other instruction to a student in an assignment brief, however, it may be prudent for departments to keep a record of category changes, so that they can have a course-wide overview.

The Chair encouraged members to share insights they obtain from other universities, e.g. through External Examiner roles/contacts.

JF commented that the greatest challenge may come in explaining to students the appropriate use of Gen AI within specific subjects / units. It may become necessary to change assessments, e.g. from specific questions with solutions to open questions which require the reasoning behind a solution to be demonstrated. JF recommended that each department identify at least one member of staff with responsibility for ongoing Gen AI monitoring.

PS requested that the summer interns working on Moodle pages help to ensure that these include the Gen AI rules for assessments and an explanation of what these rules mean for particular units.

The Committee noted that the Academic Integrity Training and Test (AITT) had been updated to align with the University's approach to Gen AI. GS enquired as to what training would be available to students from Year 2 onwards who would not be taking the revised AITT. LH advised that the Skills Centre has training that already exists for students. The TEL team are offering Introduction to Gen AI with Microsoft Copilot webinars for staff. The CLT will provide further training on other aspects of Gen AI in due course.

PS suggested that, given the dynamic situation and new Gen AI rules which will evolve as Gen AI develops, students should be required to take the AITT every year, particularly Final Year students, before they start their project reports.

LH enquired as to whether staff would find it helpful to have short 'how to' videos on how students might wish to use Gen AI that they could play to students when setting assessments. Members agreed that this would be helpful.

## **8.0 Degree Apprenticeship Quarterly Monitoring Report (3321)**

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The Committee noted the MSc Computer Science Degree Apprenticeship Quarterly Monitoring Report (February - April 2024) (Paper 105). ZL reported that this was the first report since the Ofsted inspection, so it reflects some of the outcomes of the inspection.

## **9.0 Feedback from Committees (3322)**

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### **Academic Programmes Committee (APC):**

The Committee noted the minutes of the meeting held on 21 February 2024 (Paper 106), in particular approval of:

Department of Mathematical Sciences Curriculum Transformation Form A Phase 1 plan, including programme title changes.

New Programme Proposal: MSc Advanced Machine Learning.

New Programme Proposal: MSc Artificial Intelligence.

MPharm (Hons) Pharmacy at University of Plymouth Year 0 (Preparatory Year).

Withdrawal of 19 obsolete Science courses, with immediate effect.

Withdrawal of MSc Machine Learning and Autonomous Systems, Department of Computer Science, from 2024/25.

Withdrawal of the following programmes, Department of Life Sciences, from 2024/25: PG Cert & Dip Prescribing and Therapeutics, MSc Clinical Pharmacy Practice (Primary Care) and (Secondary Care).

MSc Prescribing & Therapeutics title change to MSc Clinical Pharmacy Practice from 2024/25.

### **Courses and Partnerships Approval Committee (CPAC):**

The Committee noted the minutes of the meeting held on 1 May 2024 (Paper 107), in particular approval of:

New Programme Proposals: MSc Advanced Machine Learning and MSc Artificial Intelligence for commencement from 2025/26.

Department of Mathematical Sciences Curriculum Transformation Form A Phase 1 plan, including programme title changes.

Department of Computer Science and Department of Mathematical Sciences Curriculum Transformation Form B (Exemptions from flexible design parameters in the Academic Framework).

MPharm (Hons) Pharmacy at University of Plymouth Year 0 (Preparatory Year).

AP3T major change proposal for commencement from 2024/25.

### **Student Experience Advisory Board (SEAB):**

The Committee noted the minutes of the meeting held on 8 May 2024 (Paper 108).

## **10.0 Department Learning, Teaching and Quality Committee (DLTQC) Minutes (3323)**

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The Committee noted the minutes of the meetings held on:

**Department of Life Sciences:** 8 May 2024 (Paper 109).

**Department of Chemistry:** 8 May 2024 (Paper 110).

**Department of Computer Science:** 17 April 2024 (Paper 111).

**Department of Mathematical Sciences:** 24 April 2024 (Paper 112).

**Department of Physics:** 8 May 2024 (Paper 113).

**Learning Partnerships Office:** 19 April 2024 (Programme and Partner Management Committee minutes, Bath College) (Paper 114).

## **11.0 Any Other Business (3324)**

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The Committee noted the following FLTQC meeting dates proposed for next year. The Chair asked members to let the Secretary know if they foresee any issues with them.

All on a Wednesday at 2:15pm, unless otherwise stated:

16 October 2024

27 November 2024

29 January 2025 (at 10:15am)

12 March 2025

30 April 2025

4 June 2025 (at 10:15am)

JF reported that he had started working on generic grade descriptors for the Faculty, in line with the OfS framework. The immediate goal is for JF to interact during the summer and possibly Semester 1, with all departments of the Faculty, via the DoT and involving all interested parties, to try and understand the departments' perspective on assessment and feedback. This will help put JF in a better position to start shaping a strategy for the Faculty, including generic grade descriptors. The Chair added that the Faculty had generic grade descriptors in the past to which department grade descriptors were aligned. Changes/updates were reviewed by FLTQC annually until this was put on hold in order to facilitate focus on Education Strategy priorities (particularly Curriculum Transformation). The Chair reported that development of generic Faculty grade descriptors, aligned with the OfS framework, is happening across the University, not just in Science.