University of Bath
Faculty of Science

UNIVERSITY OF
BATH

Meeting	**FACULTY LEARNING, TEACHING AND QUALITY COMMITTEE**	
Place	Microsoft Teams	
Date and Time	Wednesday 2 December 2020 at 14:15	

Present	Professor M V Hejmadi	Associate Dean (Learning and Teaching) (Chair)
	Mr T Cheung	Postgraduate Taught student representative (Department of Computer Science)
	Dr M De Vos	Department of Computer Science (alternate for Dr F Nemetz)
	Dr T Hill	School of Management (for minute 2974)
	Miss F Jackson	Students' Union Sabbatical Officer (Community)
	Professor M Jones	Department of Chemistry
	Dr F R Laughton	Department of Physics
	Mr K Maharaj	Undergraduate student representative (Department of Computer Science)
	Mrs S Paine	Programmes Manager (Operations)
	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 T Wakeley	School of Management (for minute 2974)
	Dr J White	Natural Sciences programmes
	Mr J Withington	Undergraduate student representative (Department of Physics)
In attendance	Mrs M L Hallett	Faculty Assistant Registrar (Secretary)
Apologies	Dr F Bisset	Head of Learning Partnerships
	Dr F Nemetz	Department of Computer Science
	Professor S Ward	Associate Dean (International)

Action

2974 **THINKING AHEAD**

ASSESSMENT AND FEEDBACK GOOD PRACTICE: Dr Tim Wakeley (Acting AD L&T and DoT) and Dr Timothy Hill, School of Management (20 minute presentation, followed by 10 minute Q&A).

Feedback:

Dr Wakeley encouraged the use of feedback rubrics to facilitate consistency in the quality of feedback provided to students by Unit Convenors. Such a rubric would comprise a grid with level of attainment across the top (e.g. excellent, very good, good, satisfactory and poor) mapped against marking criteria down the side (e.g. criticality, quality of research, structure) adapted for each unit. It enables the provision of meaningful feedback (for all levels, 1-4, of undergraduate) in an efficient way. Most of the criticism levelled at Years 1 and 2 is about structure; the criticality measure is not applied as strictly as it is to Years 3 and 4. Stock phrases can be slotted into the rubric to make it more bespoke or the rubric can be standardised with relevant sections highlighted for different cohorts. Rubrics should also contain a section at the bottom for individualised summary feedback to be provided.

Dr Hill encouraged building feed-forward forms of feedback into units. For substantial pieces of coursework, final year students are asked to attend a 20 minute one-to-one meeting with a plan upon which the tutor can provide pointers and reading so that students are left with a clear direction and experience of lecturers taking time to listen to what interests them. This allows the design of final year assessments to be open-ended. Students are asked to choose a product / service about to be launched and apply a conceptual model introduced as part of the unit to determine its likely success. Students enjoy being able to choose a product / service that they are interested in and value being given personal feedback on their work; students enjoy being able to engage in an academic discussion about management and marketing issues. Drs Hill and Wakeley acknowledged that this form of feedback relies to an extent on relatively small cohorts (80 maximum, otherwise small group sessions are held in place of one-to-ones); it fosters good working relationships between lecturers and students, and students benefit from the self-directed learning gained from being empowered to create their own essay question which enables them to synthesise knowledge from previous years and across disciplines.

Dr Wakeley also encouraged asking students to maintain a learning log in which they reflect on what they are learning on a weekly basis. Students submit their logs during independent learning weeks so that the tutor can flag if students are going off-piste or biting off more than they can chew. The logs also enable students to receive constant feedback on their ideas as they develop them.

Assessment:

Dr Wakeley commented that while group work has its value, particularly for employability, it is challenging due to the free-rider issue / unequal contribution. A mechanism to address this is to allocate individuals within the group a mark based on their contribution to the group. This could result in submitted group work receiving a 2.1 mark, with 4 students in the group receiving a higher mark (e.g. in the 1st class range) and 1 student who made a lesser contribution receiving a lower mark. Dr Rogers reported that on the MPharm students are kept in tutor groups for a series of group work activities from the end of Year 1 to the end of Year 3 which helps to reduce the gaming aspect. Dr Rogers offered to discuss the mechanics in more detail with Dr Wakeley offline. Professor Hejmadi reported that in Biology and Biochemistry students are asked to sign a declaration of responsibility in which they state the contributions they have made, which the rest of the group are asked to acknowledge.

2975   MINUTES OF PREVIOUS MEETING

The Committee approved the minutes of the previous Faculty Learning, Teaching and Quality Committee (FLTQC) meeting held on 21 October 2020 (Paper 25) and there were no matters arising.

2976   CHAIR'S BUSINESS

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

- 2020/21 OUEs for Semester 1 will run 29 November to 17 December, and for Semester 2 (& AY units) from 18 April to 6 May.

Secretary's note: following the meeting the Semester 1 close date was extended until 20 December to take into account SAMIS down time.

Chair's action approval of:

- Special Programmes of Study / Assessment Arrangements (see Reserved business).
- Approval of retrospective change to the assessment pattern for unit CM50305 Interdisciplinary Thesis Formulation Report for 2019/20 (approved 9 November 2020).

2977   FACULTY REP PRIORITIES 2020/21

Mr Withington introduced the following priorities based on discussions with Dept Academic Reps:

1) **Workload**: Review content of digital lectures and clarify what information is examinable and what content is additional information but not examinable. Link separately to optional extended explanations as long as there is not an excess of these. For all units release

timetables showing when content will be released online during the semester so that students can plan their workloads. Set time limits for total lectures uploaded in a week. Share best practice, e.g. several short lectures appear to be preferred. There is a perception of increased workload, e.g. online lectures overrunning since do not have usual time constraints.

2) **Improving feedback loop**: Review feedback processes to ensure that feedback is timely and make questions (e.g. in OUEs) more engaging so improve response rates and quality of feedback. Post surveys on Moodle unit pages or conduct at end of lectures. Use different feedback collection methods, e.g. student / lecturer led workshops. Gather feedback earlier, e.g. 4 weeks into term and in the final weeks of term. Feedback to lecturers in only received at the end of the semester so it takes almost a year to implement changes arising from feedback. Minimise the number of times students are asked for feedback to maintain engagement.

The Committee noted that some units have more than one lecturer so a survey in week 4 would not cover both. Also considered was potential for survey fatigue if students are asked to complete a unit survey in week 4 and then the OUE at the end. To avoid this, it was suggested that additional, earlier surveys be conducted at a department, rather than unit, level. Mr Withington highlighted that an interim unit survey could be useful to identify problems with, for example, pace, volume, content, signposting, that could be solved within a few weeks. The Committee noted that such issues could be collated by SSLC Academic year Reps and raised with the DoS / Unit Convenor / lecturer. It was acknowledged that this mechanism might not be consistently effective across all Departments. The Committee noted that an additional survey would add to staff workload. Dr Shardlow commented that the Department of Mathematical Sciences has been conducting week 4 surveys for a while and has found it simple and effective, not burdensome.

3) **Accessibility**: Agreeing a universal / consistent process for the storing of unit information on Bath Blend. For example, a table for each department / year and each unit, containing information on where problems classes will be held, recorded lectures will be uploaded, students can ask questions and communications will take place. Students are struggling to keep up with each unit using different software / platforms (Teams, Panopto, Moodle) and methods of pre-recorded lectures, LOILs and methods for Q&As. Make the extensions process more accessible and the Bath Blend work for disabled students.

The Committee noted that the problem with a single repository is that it may not get updated as things change (e.g. the number of LOILs held per semester) so could cause more confusion. Therefore the single repository would need to be automatically updated from the individual unit Moodle pages. The Committee also noted that exposing students to having to find information for themselves will help to prepare them for the world of work in which they will face the universal problem of multiple repositories / sources. It was acknowledged however that learning resources could be better signposted to facilitate accessibility.

2978   UNIT/PROGRAMME CHANGES

The Committee approved the following unit / programme changes for 2021/22:

Department of Mathematical Sciences:

https://cmis.sp.bath.ac.uk/SitePages/Requests_FLTQC.aspx?Dept=Mathematical%20Sciences

- Cover paper for all changes (Paper 28A).
- MSc Mathematics with Data Science for Industry (MSc MDSI): cover paper (Paper 28B) and course description [Programme Specification Curriculum Transformation (CT) alternative] (Paper 28C):

The Committee noted that the new programme had been designed in CATS as part of CT but would commence early in 2021/22 so had been converted into ECTS. The new units had already been approved as part of CT but were being represented to the Committee in ECTS with some other minor changes to content and assessment as detailed in the cover paper. The changes included:

- ❖ Withdrawal of MA50181 Mathematical Methods 1, MA50176 Case Studies in Mathematical Modelling and Industrial Mathematics, MA50200 Project Scoping and MA50187 Project.
- Integrated PhD Statistical Applied Mathematics (SAMBa):

The Committee noted the following changes:

- ❖ Moving MA50247 Bayesian and Large-scale Methods from S2 to S1 and removing MA40198 as a prerequisite.
- ❖ Moving MA50263 Mathematics of Machine Learning from S1 to S2 (as required by MSc MDSI) and removing CM50264 as a forbidden combination.
- ❖ Changing MA50174 unit title from Applied Numerical Computation to Topics in Applied Computation, syllabus and assessment from CW1 50%; CW2 50% to 100% CW.

Dr White welcomed this change given that the unit had repeatedly high averages (>70%) previously, particularly if the new assessments allow a range of outcomes.

- ❖ Moving MA40171 from S1 List B to S1 List A.

The Committee noted that the changes needed to be applied to the programme structure in CMIS.

- Undergraduate programmes [BSc (Hons) Mathematical Sciences, BSc (Hons) Mathematics and Statistics, BSc (Hons) Mathematics, BSc (Hons) Statistics and MMath (Hons) Mathematics]:

The Committee noted that the changes proposed were in response to the new BSc (Hons) Mathematics, Statistics and Data Science (MSDS) programme, designed for students with single Maths, due to commence from 2021/22. MA2 units Introduction to Data Science (S1) and Machine Learning 1 (S2) would be made available to final year maths students from 2022/23. Other changes included:

- ❖ Adding Machine Learning 1 to S2 of Year 2 as well as final year, so that Machine Learning 2 can be added to S1 of final year.
- ❖ Adding Introduction to Data Science to S1 of Year 2 as well as final year.
- ❖ Adding Applied Data Science to S2 of final year.
- ❖ Replacing compulsory 12 credit MA10265 Programming and Discrete Mathematics (being withdrawn) with new unit Programming, Foundations and Connections in Year 1 to provide the underpinning python programming needed for Introduction to Data Science and Machine Learning 1 (now in Year 2 as well as Year 3). MA20222, which is a compulsory unit in Year 2 of BSc MSDS and an option in final year maths degrees, would also be taught using Python.
- ❖ BSc (Hons) Mathematical Sciences, BSc (Hons) Mathematics and Statistics and BSc (Hons) Statistics (all variants): moving MA20216 Algebra 2A from being compulsory to optional.
- ❖ BSc (Hons) Mathematics and Statistics: adding MA20222 Numerical Analysis as an option in Semester 1, Year 2.
- ❖ MA10230: changing unit title from Methods and Applications 1A to Multivariable Calculus and Differential Equations. Also changing aims, LOs, skills and content and removing MA10208 as a forbidden combination.

Dr Shardlow reported that all changes had been to the SSLC and that there had been no feedback from students. The External Examiners had been consulted and supported the changes. The Committee noted that the changes needed to be rolled out across all of the maths degrees in CMIS. Dr Shardlow commented that the new units could also be made available to Physics joint degrees.

2979   DEPARTMENT LEARNING, TEACHING AND QUALITY COMMITTEE (DLTQC) MINUTES
The Committee noted the minutes of the meetings held on:
Department of Biology and Biochemistry: 11 November 2020 (Paper 33).
Department of Chemistry: 3 November 2020 (Paper 34).
Department of Computer Science: 13 October 2020 (Paper 35).
Learning Partnerships Office: 14 May 2020 (Programme and Partner Management Committee minutes, Bath College) (Paper 36).

Department of Mathematical Sciences: 28 October 2020 (Paper 37).
Natural Sciences: 28 October 2020 (Paper 38).
Department of Physics: 3 November 2020 (Paper 39).

2980   ANY OTHER BUSINESS
- Student mailing lists: The Committee considered Paper 39A. Mr Maharaj proposed that Departments create opt-in mailing lists for students from other Departments who take their units, especially students on joint degrees, to enable them to access Department generic information (e.g. generic exam information and availability of GTA space for students outside of the Department) before it filters down to the unit level. The Committee acknowledged the benefits of the proposal but agreed it could cause students confusion and to become overwhelmed with information. The Committee agreed that essential information and, in the interests of fairness, other relevant information, should be communicated through unit mailing lists to ensure it reaches all affected students.
- Decolonising the curriculum: This will feature on a future FLTQC agenda.

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2981 MINUTES OF PREVIOUS MEETING

The Committee approved the minutes of the previous FLTQC meeting held on 21 October 2020 (Paper 25), and there were no matters arising.

2982 UNDERGRADUATE PROGRAMME ANNUAL MONITORING REPORTS 2019/20

The Committee considered the Annual Monitoring Reports 2019/20 for the following Learning Partnerships Office / Department of Computer Science programmes:

• FdSc and BSc (Hons) Applied Computing licensed to Bath College (Paper 26): Dr Bisset reported that Bath College had applied the University's no detriment policy successfully, and had achieved improvement in their NSS scores.

• International Foundation Year (IFY) licensed to Bath College (Paper 27): The Committee noted that 22 students had completed the IFY and progressed to the University (although 2 chose not to take up this opportunity, one for personal reasons and the other chose to progress to another University). Only 1 student progressed to the Faculty of Science. Dr Bisset reported that numbers have increased for this year (2020/21).

2983   ACADEMIC STANDARDS IN UNDERGRADUATE OUTCOMES FOR 2019/20
The Committee noted data on degree outcomes to 2019/20 (Paper 29).
Professor Hejmadi highlighted the need to monitor grade inflation to ensure the
University stays in line with the sector. Across the institution there has been a rise of 12%
in the number of Firsts. There are variations across sub-populations within the student
cohort, e.g. attainment of BAME (gap increased) and disabled (gap decreased) students.
The University's Degree Outcomes Group will undertake further analysis at Department
level. It is expected that Council will want to know what action will be taken to take us
back to 'normal'. However, there will be a long tail following application of the safety net.

2984   MITIGATING MEASURES FOR 2020/21
The Committee noted mitigating measures (coursework extensions, examination
deferrals, late/non-submission of assessment, IMC) for assessment for 2020/21 (Paper
30), approved by Senate on 18 November 2020.
Students have the following options available:
- To defer an exam attempt without evidence or approval required; they simply have to
  notify of this intention before the submission deadline. More guidance to follow,
  including coursework deferral.
The Committee agreed that clarification was required as to whether 'submission deadline'
meant date of examination, or deadline for submitting the exam script. The former would
prevent students from reviewing the exam paper and then, based on that, deciding to
defer. The former would also require access to the exam paper to be removed from
students opting to defer.
The PGT student rep enquired as to whether extensions / deferrals would be reflected on
the Transcript. The Committee noted that mitigation is only displayed on a student's
Record of Assessment, not on their Transcript, and that this would not include extensions
but would show 'assessment deferral'.
- Request a deadline extension for an assessment item with the expectation that if
  there are any evidence requirements (and this should be for the minority of requests)
  these will be related to the length of the extension and not the granting.
Dr Laughton flagged that Paper 30 states "Processes will be communicated by the
Department owning the unit in question, and must be clear to all students undertaking a
particular unit's coursework assessment regardless of the student's home department".
QA16 states "Requests for extensions should be submitted by a student to the Director of
Studies for consideration in cases where the majority of their units are in the same
Department. Where this is not the case, the Unit Convenor should consider the request in
consultation with the appropriate Director of Studies". Therefore Departments will need to
communicate clearly to students, for each unit, to whom they should submit extension
requests.
The Committee also agreed that it should be made clear to students that extensions
normally preclude the award of IMC, unless the IMC occurred during the extension period
in which case it may be considered by the Faculty IMC Panel.
- More time to submit an IMC claim, i.e. 7 calendar days instead of 3 (evidence
  requirements yet to be determined).
- In extraordinary circumstances, where a submission is already complete, have a late
  assessment submission accepted (Associate Dean's approval required).

2985   PROGRAMME AND UNIT CHANGES FOR 2021/22
The Committee noted proposed timescales and process for the 2021/22 academic year
(Paper 31). UG intermediate changes for 2021/22 must be approved by the end of
February 2021 (normally end of January) to give Departments more time to consider their
approach and submit changes; PGT changes must be approved by the end of March
2021 as before. The Curriculum Committee will oversee the approvals process and
approve major changes for 2021/22.

Dr Todd enquired as to whether unit/programme changes approved for 2020/21 as 'temporary' needed to be re-approved to remain for 2021/22 and beyond.
Secretary's note: following the meeting confirmation was obtained from Registry that only a light touch approval would be needed to continue the changes made for this year.
Professor Jones enquired as to requirements for the brief plan to be provided by Departments by 15 December 2020 of the nature of the changes they intend to make for 2021/22 (para 3g).
Secretary's note: following the meeting confirmation was obtained from Registry that this deadline could be ignored. Registry will ask Associate Deans L&T informally about plans Departments might have, particularly following RCPT discussions on the approach for 2021/22.

2986   FEEDBACK FROM COMMITTEES
University Learning, Teaching and Quality Committee (ULTQC)
The Committee noted the minutes of the meeting held on 30 September 2020 (Paper 32).

2987   ANY OTHER BUSINESS
There was none.