

## Faculty of Science Report on Annual Programme Reviews for 2006-07

12 May 2008

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### 1. Timing of APRs

In accordance with University quality procedures for Annual Programme Review, a formal meeting was held with the following Schools/Departments:

Chemistry	8 February 2008
Computer Science	31 January 2008
Human Sciences	1 February 2008
Information Science	22 January 2008
IPTME	15 January 2008

Minutes have been circulated to HoDs/Teaching Coordinators as appropriate.

Mathematics and Physics underwent a Periodic Programme Review in April/May 2008.

### 2. Quality Enhancement Officer (Science)

A Quality Enhancement Officer (QEO) had been appointed with a particular focus on teaching and learning developments within the faculty. As part of her developing role, she attended all APRs and PPRs. Some examples of effective practice identified by her within departments at APR are summarized in Appendix 3. A strategy for dissemination of these findings is currently being developed.

## Departmental Summaries

### 1. Chemistry

#### 1.1 Issues raised by last APR/PPR

In response to the March 2007 PPR, the department had produced a follow-up Action Log (see Appendix 1). All actions had been satisfactorily attended to. The only issue needing further comment was Central Timetabling. It was noted that the PVCT has asked Anne Mumford to investigate the feasibility of this.

#### 1.2 UG Programmes

Undergraduate recruitment overall had been very successful. Asking grades had been increased for 2007 entry with a view to increasing intake quality.

##### *Chemical Sciences*

Summer progression rates at both Parts A and B were generally poor, but acceptable after SAP. There is a resit culture particularly at Part B. A working party to look at progression had been set up and concluded that it seems to be a cohort rather than a programme issue. Part C achievement was good.

### *Chemistry and Sports Science*

Progression for this programme was significantly higher than for Chemical Sciences, presumably due to the higher entrance requirements. Part C achievement was very good.

### *Chemistry and Information Technology*

This programme was first introduced for 2006 entry. Applications to date have been low and the department is considering whether to continue the programme.

### *Science and Engineering Foundation Studies (SEFS)*

Chemistry took over administrative responsibility for SEFS & ISEFS from 2007 entry. Although this has gone well, there have been issues:

1. Obtaining accurate data for the SEFS programme presents a problem.
2. SEFS has no intake targets as such; this causes intake management problems in August.
3. Applications and intake have increased; entry grades have also risen slightly. The high numbers of students is becoming a problem with regard to lab capacity.
5. Overall progression is generally considerably lower than for Part A programmes, with particularly low summer pass rates, 35-40%, which rises to 65-70% after SAP. There were 18 withdrawals for a variety of reasons, but this was fairly standard for this programme.
6. Attendance and engagement are poor. SD is taking action to trying to encourage attendance.
7. Personal tutorial support is now to be provided by the student's 'home' department. Some staff have been reluctant to take responsibility for their SEFS students.

### *International Science and Engineering Foundation Studies (ISEFS)*

ISEFS recruited its first students two years ago. Numbers are low and ESLU need at least six students for their modules to be viable. Its viability will be kept under review.

## 1.3 PG Programmes

### *Environmental Studies*

This programme has only small numbers of students; its viability is under review.

### *Chemical Sciences*

UK/EU intake peaked in 2006 and then dipped; international intake has continued to increase. The programme is very successful. Fees bursaries are offered to UK applicants and the department hopes to improve on UK recruitment. Achievement is excellent. A major revision is planned for 2008 entry, with new modules being offered as a result of recent appointments.

## 1.4 Student Feedback

No major problems were detected. Two minor negative comments related to library provision and accessibility of BITs. The NSS results were again excellent.

## 1.5 Staff-Student Liaison Committee Meetings

The SSC meetings are well organized and there were no major issues arising from them. Issues raised included attendance and coursework deadlines.

## 1.6 External Examiners Reports

All reports were very complimentary and positive; no major issues were reported. One commented on the high credit value (80) of coursework in the final year of the MChem programme, as the national benchmark is 60 credits. The department is addressing this; new measures will be in place for 2008-09.

### *Accreditation*

Favourable reports had been received from the Royal Society of Chemistry and all MChem programmes are accredited. [Note: the BSc degrees are not accredited.]

## 1.7 Other L&T issues

- a) The increasingly large Part A intake has created issues re lack of equipment and lab capacity.
- b) Absenteeism and lack of student engagement continues to be a problem particularly at Part B.

## 1.8 Conclusion

1. Both UG and PG intake are good, although the department must consolidate on UG UK/EU numbers to ensure these do not fall below 95 while maintaining the Part A numbers below 120.
2. Lab capacity is becoming an issue
3. The department has raised its UG entry offer and has a clear intake policy.
4. The portfolio of programmes is under review. The major UG growth area is in single honours chemistry. A working group is currently reviewing the joint honours programmes.
5. One issue is the low Part A and B summer pass rates on UG programmes. However, the year coordinators and TLC continue to monitor progress and develop possible solutions. The content and delivery of the Part A material is under review as part of a "Chemistry for our Future" project.

## 2. Computer Science

### 2.1 Issues raised by last APR/PPR

In response to the 2007 APR, the department had:

1. rewritten the ILOs for the BSc and MComp programmes
2. decided to assess the MComp and MSc students separately
3. revised the module COB231 but further revision was needed
4. included all SSC minutes in the APR documentation
5. promoted the use of Rapid.

Poor Part A & B progression rates remained an issue: the department will continue to monitor these

### 2.2 UG Programmes

In general applications recovered for 2007 entry after a dip in 2006. The new ITMB programme is looking healthy with a significant number of applications. Overall recruitment in 2006 held fairly steady cf. October 2005. Summer progression rates at both Parts A and B are still poor. Part A progression was mostly acceptable after SAP but there were still problems at part B. Part C achievement was good.

### 2.3 PG Programmes

#### *Information Technology*

This programme remains viable with 15 students being admitted in 2007. Achievement is satisfactory.

#### *Multimedia and Internet Computing*

Applications and intake have decreased since 2005; 10 students were recruited in 2007. Introduction of the Internet Computing and Network Security programme has affected recruitment. Achievement is good.

#### *Internet Computing and Network Security*

Intake is now significant at 19 (3 UK/EU & 16 International). Achievement is particularly good.

### 2.4 Student Feedback

In general the feedback was fine with only a few minor negative comments.

### 2.5 Staff-Student Liaison Committee Meetings

Issues raised by module feedback were not discussed in the SSC meetings. However, the department publishes an Issue Tracker which tracks all issues raised in all forums. The department will consider including their response to issues raised on module feedback in future SSC meetings.

### 2.6 External Examiners Reports

All the reports were very complimentary and no major issues were reported. However, the department agreed:

1. to check the quality of projects more thoroughly in future in response to comments about their varying degrees of difficulty

2. to provide written comments when marking projects and to provide a breakdown of marks rather than a single raw mark ( unless the online marking system is used)

Issues about sampling, Part B marks and guidance on project selection have already have been addressed.

#### 2.7 Other L&T issues

- a) The recent NSS results were very good and need to be consolidated in the next survey. It is recognized that NSS results and league tables do effect recruitment, both at UG and PGT.
- b) Absenteeism and lack of student engagement continues to be a problem. The department has made changes to the way the first year modules are taught to try to improve the situation.
- c) Actions and results of actions should be more clearly identified in Quality Manager reports.
- d) *Programme Development*  
It is proposed to introduce a new masters programme in Digital Image Processing in October 2009.

#### 2.8 Conclusion

1. Following the national decline in applications in this area, the department's UG intake now seems to be stabilizing at a lower but healthy level. Applications, following the introduction of the ITMB programme now appears to be increasing.
2. Progression particularly at Part B remains an issue and should be kept under review.
3. PGT recruitment, although lower than some years ago, is significant and on target in 2007.
4. External Examiners are very supportive, although there are a several, mostly minor issues, to resolve.

### 3 Human Sciences

#### 3.1 Issues raised by last APR/PPR

In response to the 2007 APR, the department:

- a) had considered and implemented methods to improve programme and project feedback return rates.
- b) had improved the support for students looking for placements
- c) re-considered the choice of optional modules in Year 2 across all programmes. However, most programmes are restricted by the requirements of accreditation bodies.

Action was still needed to:

- a) clarify further the Action Trail though the minutes of the SSC meetings
- b) include the department's response to student feedback as an agenda item at SSC meetings.
- c) attempt to maintain a definitive a definitive coursework schedule for the whole department.
- d) resolve the issue of providing model answers to exam questions for External Examiners.

#### 3.2 UG Programmes

Overall applications to the department remained buoyant and the department again exceeded its UK/EU intake target. Progression statistics for the Psychology and Human Biology programmes were excellent. Summer progression for the Psychology with Ergonomics and Ergonomics programmes was lower, particularly ay Part A, but most students recovered at SAP. Part C achievement was generally excellent.

#### 3.3 PG Programmes

##### *Ergonomics*

Both UK/EU and International admissions have increased. UK/EU intake has increased, in spite of the declining trend in UK/EU admissions elsewhere. Achievement is very good.

##### *Occupational Health*

This was a new programme for 2006 entry; one full-time student was recruited and awarded an MSc. 2007 applications and intake exceeded targets. It has significantly increased the PGT population.

##### *MRes in Human Biology, Psychology or Ergonomics*

This was a new programme for 2006 entry; three full-time students were admitted in 2006, one was awarded an MSc and two needed to resit. Intake has risen for 2007 entry.

### 3.4 Student Feedback

No major problems were detected. The outcomes from action trails in both the UG Psychology and UG Ergonomics student feedback paperwork in the respective APR document were not clear, although it was reported that all issues raised had been dealt with.

### 3.5 Staff-Student Liaison Committee Meetings

Students still had issues relating to coursework deadlines and feedback. The department along with the QEO are trying to address this. A checklist has been produced to improve staff's awareness of the timing of procedures involved when marking and moderating work.

### 3.6 External Examiners Reports (PGT reports from Hall, Ashcroft & Foster outstanding at APR)

The External Examiners' reports were generally very positive, one referring to the PGT Ergonomics programmes setting the 'gold standards' in the field. Some issues were:

1. *variability in marking practices particularly among new staff*

The department is taking a more active role in trying to eradicate this variability in marking.

2. (a) *duplication of examination questions and coursework*

(b) *differences in the quality of the assessed work between modules.*

The department will monitor both.

The EEs report for (a) Occupational Health and (b) MRes had not been received at the time of this meeting. Verbal comments had been very positive however.

### 3.7 Other L&T issues

1. The department has more students and less staff than in previous years, but should soon have a full complement of staff. There have been a large number of staff changes since the last APR and most of the programme tutors are new to the role.
2. There is a shortage of key equipment for students in the final year when demand peaks for the large cohort of Psychology students.
3. The anonymous paperwork presented at finalists' Exam Boards had proved difficult to deal with and some staff feel the potential for errors is now greater. The department will continue to monitor this.
4. *Programme Development*

The department is considering introducing a new programme in nutrition as part of the School of Sports Science and Human Sciences. There is also the possibility of other joint programmes with SSES and one in Bioengineering with Electrical Engineering.

### 3.8 Conclusion

1. The department continues to recruit well and has steadily increased its intake. The quality of students is very good but the department is not getting as many international UG students as it would like. It aspires to increase numbers in this area up to 10%. PGT recruitment has taken a recent dip but is now back on target. The international numbers are increasing significantly
2. Staffing levels have not kept up with the increasing student numbers.
3. Progression and achievement are generally good. There is a minor issue with summer pass rates on some programmes.
4. EEs reports were mostly positive.
5. There are still issues with assessment and feedback.
6. The department needs to ensure all new staff are familiar with and implement university and departmental procedures, such as that relating to personal tutoring.
7. Action trails through some of the paperwork are not always clear.

## 4 Information Science

### 4.1 Issues raised by last APR/PPR

In response to the 2007 APR, the department:

- a) decided to discontinue the UG Information Science programme
- b) was revising the UG Information and Library Management programme
- c) agreed actions with the English department to facilitate coordination of students option choices
- d) improved the amount of contact between supervisors and dissertation students as requested by an EE.

The possibility of offering an UG Information and Knowledge Management programme on a part-time basis or possibly introducing a new programme, which offered distance-learning modules to attract part-time students, is still under consideration.

Social Sciences department are not presently prepared to consider a joint programme in Publishing with Communication and Media Studies. Information Science will continue to pursue this.

### 4.2 UG Programmes

#### *Information Management and Business Studies*

This is a healthy and popular programme. Applications and UK/EU intake have increased. International applications dipped for 2006 entry but recovered for 2007 entry. Entry qualifications peaked for 2006 entry and then dipped slightly for 2007 entry.

#### *Information Management and Computing*

Applications and intake have decreased. Entry qualifications dipped for 2006 entry but returned to 280 for 2007 entry. The department will try to maintain the mean A level score for 2008 entry.

#### *Publishing with English*

Applications, intake and entry qualifications have all decreased. However, applications for 2008 are improved. Poor attendance was an issue with these students.

#### *Information Science*

This programme is being withdrawn.

Overall, progression was generally good, although some Part A and Part B progression rates, before SAP, were again disappointing. The high percentage of international students whose studies had been terminated on the Information Management and Business Studies programme had caused concern. The programme tutor recognized that the department needed to take greater responsibility for inducting and supporting these students and would review their procedures. There were clearly identifiable modules at Part B, which Information Management and Computing students tended to fail. The department would monitor this and take action, if appropriate. Achievement at Part C was generally good.

### 4.3 PG Programmes

#### *Electronic Publishing*

This programme has been withdrawn.

#### *Information and Knowledge Management*

Full-time UK/EU admissions have risen slightly. Full-time international applications peaked for 2006 entry then fell back to 2005 levels for 2007 entry. Achievement is excellent

#### *Information and Library Management*

Full-time and part-time numbers have decreased over the last three years. The department is increasing its efforts to market this programme. Achievement is good; most students graduate with an MSc.

### 4.4 Student Feedback

No major problems were detected. The following issues were being addressed:

- a) Part-time postgraduate students had concerns about the lack of contact during the summer.
- b) Part B students had expressed concerns about the distribution of coursework deadlines
- c) minor complaints about Business School modules were to be discussed this with the 'link person'

d) group sizes on the ISA310 module, but this was being addressed.

#### 4.5 Staff-Student Liaison Committee Meetings

A complete set of Minutes was presented; they are clear and have a logical action trail throughout. The module feedback system would be reinstated and results would be presented at the meetings. Students had lots of minor complaints about coursework and feedback but they had all been addressed. These included:

- a) varying amounts of material on Learn/Moodle between modules
- b) PGT Metalib training
- c) Marking criteria on COC281 Software Project Management
- d) Part B students were not allowed to use the Business School Placement office.

#### 4.6 External Examiners Reports

The reports were generally positive and complimentary. Some issues raised were:

1. there was no standard marking scheme for coursework. The department acknowledged this and was moving towards a more standardized approach
2. there needed to be more consonance between learning outcomes and assessment on some modules
3. feedback to students could be improved and standardised to ensure all students know whether they have achieved the learning outcomes.

#### 4.7 Other L&T issues

##### *National Student Survey*

The department did very well in the 2007 survey and hopes to maintain their position; they are aware of issues relating to assessment and feedback that need addressing. It is currently undertaking a review of assessment and feedback across all programmes and modules.

#### 4.8 Conclusion

1. Recruitment could become an issue at both UG and PG level and the department needs to monitor this closely. The proposed UG UK/EU 2008 target of 106 is lower than for 2007 entry and should be achievable. The department has used the pre-applicant date for the first time and hope this helps to stimulate applications. Applications to the Publishing programmes have picked up and they are aware that more work needs to be done to convert these applications.
2. The 'Blue Skies project' is looking at offering a set of new masters programmes for 2009 relating to both content and delivery. Proposals should be in place by September 2008.
3. The application for MTA funding for a new IM&BT programme has gone through to the second round. A number of companies are involved and if successful this should be on-line for the 2008 intake with a proposed initial intake of ten students.
4. The department is looking at the 'with China' model used in IPTME to see if this is an option to pursue to encourage PGT recruitment.
5. Student Feedback and External Examiners reports are generally positive although there are a number of mostly minor issues to resolve. Many relate to coursework and feedback and the department should try to address these.

## 5 IPTME

### 5.1 Issues raised by last APR/PPR

In response to the March 2007 PPR, the department had produced a follow-up Action Log (see Appendix 2). All actions are either complete or on-going. Additional points raised were:

1. *C4 Integration strategy for LCMP:* This is on-going. LCMP students already work with other undergraduates in a number of lab classes and participate in social activities with both undergraduate and postgraduate students. This includes a reception organised for the PG and LCMP students.
2. *C7 Mathematics provision:* This has been looked at across all programmes and some changes will be made to tailor the provision more towards Materials.
3. *Item 1 Study Week:* This has been renamed.
4. *Item 2 Links to CETLs and HEA Subject Centre:* Collaboration has also taken place with sigma, the Maths CETL, and engCETL. Following a meeting with UKCME in December 2007, further projects and initiatives are being considered.
5. *Item 5 Alumni contacts:* The department is organising an event in June 2008, which will seek to involve older Alumni as well as recent graduates and staff.

### 5.2 UG Programmes

#### *General comments*

1. There is a trend of rising numbers into Materials programmes at Loughborough, against national trends. The department now has the highest numbers of UG materials students in the UK.
2. The department has reached their lab capacity for UG students.
3. The entry offer will rise from 240 to 260 for all BEng / BSc 2008 entry and is likely to rise again for 2009 entry to 280 points.
4. The department is aiming towards more globalisation of their activities.
5. A visit to India has been arranged with a view to introducing a Materials with India programme.

#### *Automotive Materials*

Applications, intake and entry qualifications have all decreased slightly, which is disappointing. To help stimulate recruitment for 2008 entry, the department sent out a large mail shot during Summer 2007.

#### *Materials Engineering*

Applications dipped for 2006 entry but recovered for 2007 entry. Intake and entry qualifications increased slightly.

#### *Materials with Management Studies*

This programme is to be discontinued after 2007 entry.

#### *Design with Engineering Materials (formally Applied Design)*

Applications, intake and entry qualifications have shown an upturn after a poor intake in 2006. There has been a 10% rise in applications so far for 2008 entry.

Overall, summer pass rates are still low and Parts A & B progression after SAP is disappointing for some BEng students. Part C achievement is generally good.

### 5.3 PG Programmes

#### *Polymer Technology*

International intake has increased significantly due to a) the LCMP student intake and b) the Singapore entry, regained after a dip. The programme is near capacity due to lab capacity. Progression is good.

#### *Materials for Industry*

International full-time intake has increased due to the LCMP programme input. Progression is good.

The department should check whether there are any 'settling in' issues causing the semester 1 failures.



IPTME has recruited a Graduate Development Officer (GDO) to stimulate part-time UK/EU recruitment.

#### 5.4 Student Feedback

The majority of modules received very good feedback and there were no major problems detected. Some modules had low questionnaire feedback return rates; the department should consider ways of improving this. Issues included:

1. *Postgraduate modules:* There was a general undercurrent of comments about coursework. The department should ensure all new staff are familiar with the Coursework Code of Practice and adhere to it.
2. *Communication problems:* There were complaints about students having difficulty understanding some lecturers whose first language was not English. IPTME staff have worked with Professional Development who are piloting a programme of extra English Language support for university staff.

#### 5.5 Staff-Student Liaison Committee Meetings

The meetings were well organized with a clear action trail, although not every action had been followed up. There were no major issues raised, although there were number of comments about timing and amount of coursework and late feedback on coursework. However, the coursework schedule has been changed for 2007 and a new rota has been introduced. It was noted that module feedback was not on the agenda.

#### 5.6 External Examiners Reports

Reports were excellent and contained evidence that the department had responded satisfactorily to suggestions made in previous reports.

##### *Accreditation*

Both DEM and MSc programmes were awarded accreditation by the Institute of Materials, Minerals and Mining (IOM3) in October 2007. The IOM3's only reservation was in relation to the scheduling of practical work on the postgraduate programmes..

The DEM programme was also awarded accreditation by the Institute of Engineering Designers (IED) in June 2007. The IED's suggested the department monitor recruitment carefully. Some negative comments about the reduction of the weighting of the final year project and the lack of quality of the supporting graphical portfolio work had since been addressed.

#### 5.7 Other L&T issues

1. Staff felt they had been well supported by Lee Barnett (Science faculty OLDO) during the pilot transition period from Learn to Enhanced Learn).
2. *NSS*  
The department is taking action in order to maintain its excellent result last year. The department's lowest score was for feedback and procedures have been tightened up.

#### 5.8 Conclusion

1. Recruitment at UG level remains challenging.
2. Pass rates before SAP are still low in some cases but it is hoped that the recent programme restructuring will help improve this.
3. Recruitment at PG level is excellent and benefiting from the LMCP initiative
4. The newly appointed Graduate Development Officer will offer assistance with part-time PGT recruitment issues.
5. Lab capacity and associated resources are limiting factors currently for further expansion.
6. Assessment and feedback issues are being carefully monitored and actions taken to improve feedback.

## 6 Faculty Summary

### 6.1 UG Programmes

1. Faculty recruitment was excellent in 2007 in a year in which applications increased. UG UK/EU recruitment was well above target and UG International recruitment was just above target, if the Shandong students are included. Some departments had taken more UK/EU undergraduate students to compensate for a shortfall elsewhere enabling the Faculty to exceed its original target.
2. Retention and progression is generally satisfactory but pass rates at both Parts A and B are still low, mainly before SAP, on some programmes.
3. Part C achievement is generally good.
4. Some departments have now increased offer levels in an effort to improve intake quality.

### 6.2 PG Programmes

1. 2006 UK/EU recruitment continues to decline reflective of a national trend. Overall international recruitment was excellent being significantly above target reflecting the continuing efforts made by departments. The faculty has continued to part-finance a number of departmental initiatives to help maintain this.
2. Achievement is generally good.

### 6.3 Students

1. Feedback was mostly positive. Departments were clearly responding to issues raised.
2. The faculty again obtained excellent results in the National Student Survey.

### 6.4 External Examiners

External Examiners reports were generally good with few issues raised. There was clear evidence that departments respond positively to External Examiners comments.

### 6.5 Other L&T issues

1. Increasing staff workload, due to increasing student numbers and lab capacity issues, is causing tension in some departments.
2. Students non-attendance and general lack of engagement is an increasing problem

Recommendation for Action	Actor(s)	Action
The Department is encouraged to explore the rationale of its use of online resources for supporting teaching and learning and to take advantage of developments with the new Moodle VLE by more innovative use. Advice could be sought from the Faculty's Online Learning Development Officer on the approaches that might work well for the discipline, and Professional Development provision in this area should be exploited.	Dept FOLDO	FOLDO presentation to staff meeting Jan 2008. Training sessions recommended. Departmental access via moodle not presently available (due Oct 2008).
Whilst there may be considerable continuing professional development activity linked to learning and teaching taking place, this was not evident from the material presented. Accepting that CPD can take many differing forms, and also be undertaken through internal and external engagement (e.g. via the RSC), the Panel would have found it helpful to have more indication of the level and nature of staff activity in this area. The Department may need to consider greater use of development opportunities on offer.	TC administrator	Full record from PD will be requested for the next PPR. Dept administrator will request listing of external activities at the end of each semester.
A common approach should be determined across the Department for informing students when they will receive feedback on coursework.	No new action required	Such a system has been in place for some years and the departmental guidelines may be found at : <a href="https://internal.lboro.ac.uk/sci/cm/dept/Teaching/Guidelines/Examination%20and%20Assessment%20procedures/Coursework_code_of_practice.htm">https://internal.lboro.ac.uk/sci/cm/dept/Teaching/Guidelines/Examination%20and%20Assessment%20procedures/Coursework_code_of_practice.htm</a>
Pass rates, particularly in Part B of undergraduate programmes, should continue to be carefully monitored and resolutions pursued.	Academic staff TC	Actions in place will continue.
The Department should be careful not to appear to downgrade its BSc awards in order to encourage higher completion rates for the MChem.	TC Academic staff	The essential point is that the MChem programmes are accredited as meeting the academic standard required for Chartered Chemist status – the BSc programmes are not.
Whilst the Department is clear itself on the positioning of the MChem award in relation to the MSc, it will need to keep abreast of the position of the MChem and MSc in regard to developments affecting the acceptability of the UK integrated Masters in Europe and to the impending issue of a credit framework for the University's awards, and will need to engage fully with local and national debate.	TC Academic staff	We have discussed the position of the MChem with respect to the European bachelors/masters qualifications with representatives of the Royal Society of Chemistry in early 2007 and the department is cooperating with a "Chemistry for our Future" project entitled "Mastering Bologna" led by Imperial College. A departmental representative (Dr DR Worrall) attended the first thematic conference of the Bologna process, "Chemistry Studies in the European Higher Education Area" in Dresden in 2004. However, in the

		absence of definitive guidelines, our main concern remains to avoid introducing course components etc which would be unacceptable in the Bologna framework (e.g. awarding MChem credit for Industrial Placements).
The Department should ensure that all tutors maintain records of contact with students and should review how this is done and confirm a system, such as Co-Tutor, across the Department.	No new action required	Such a system has been in place for some years and staff are reminded annually. The departmental guidelines may be found at: <a href="https://internal.lboro.ac.uk/sci/cm/dept/Teaching/Gudelines/Tutorial%20Record%20System/Tutorial%20Record%20System.htm">https://internal.lboro.ac.uk/sci/cm/dept/Teaching/Gudelines/Tutorial%20Record%20System/Tutorial%20Record%20System.htm</a> .
The Department should continue to explore the development of further joint honours programmes, though problems in timetabling such programmes are fully understood.	TC Academic staff	Current problems relating to laboratory capacity, timetabling, and difficulties with the university's proposals for a credit framework mean that the department is presently more actively considering discontinuing the existing joint honours courses than introducing new ones.
Due to restrictions in laboratory space the Department's capacity for undergraduates was near its limit. Ongoing discussion about the possibility of offering a degree in Pharmacy, which would require a new building, might resolve the issue, but discussions were only at an investigative stage. As the next stage the Department might consider raising entrance requirements.	TC Admissions Ctte	Advertised entry grades have been increasing for a number of years. Reducing the extent of "concessions" for part A entry and raising requirements for progression from SEFS are in progress.

## Appendix 2: IPTME PPR 2007 Action Log

Item	Responsibility / where action taken*	Outcomes
<b>C1</b> <b>Moderation of PGT exam papers</b>	TLC-U, TLC-P	Much improved EPA report for PGT. Consistent policy now in-place and being adhered to. Revised CoP.
<b>C2</b> <b>Return dates for CW</b>	TLC-U, TLC-P	No change in policy required. Reminder of CW CoP to all staff.
<b>C3</b> <b>Use of current students to integrate new PGT students</b>	Staff-Meeting; Staff-Student Committee	Agreed – good idea. See C4. LSU – Possible training requirements ?? Contact made with Professional Development.
<b>C4</b> <b>Integration strategy for LCMP</b>	XB	Some progress - scheme outlined at Staff Meeting (Oct 2007).

<b>C5 ESRI liaison, “to ensure that jointly taught modules are fully integrated”</b>	HW, BH, EJ to meet ESRI Staff	‘IPTME-ESRI Teaching Liaison Group’ formed. Met in Oct 2007 with progress made and some clear, minuted actions.
<b>C6 UG entry routes &amp; qualifications</b>	TLC-U. Liaison with new SEFS Director	TLC-U – no change for ‘direct entry to SEFS’. Met new SEFS Director – change of entry grades for 2009 (B.Eng and M.Eng).
<b>C7 Different Maths knowledge – pre-req. for Part-C modules ?</b>	HW, SJM, TLC-U	Item has been through TLC-U and Staff Meeting. Progress is being made (SJM).
<b>ALSO:</b>		
<b>1. Re-name Week-6 “Study Week”</b>	Staff Meeting, SSC	Re-labelled as suggested.
<b>2. Closer links with SIGMA / UKCME</b>	SJM, RLH.	Well established dialogue - UKCME visited LU in Dec. 2007 to discuss work on CAA and continued collaboration.
<b>3. More proactive in exploiting its industrial contacts</b>	MT, GDO	GDO has now been recruited (Dec. 2007) and progress is being made.
<b>4. Employment prospects – use in publicity / recruitment</b>	RLH, HW, Admissions	Activity this year - new small fliers (including one for DEM) and posters produced to send out to schools. (Effects will only be apparent in 2008). Info still needed from Alumni for the web pages. SCH / RLH are about to review the UG admissions web-pages; more to be done at that point.
<b>5. Greater use of LU Alumni in recruitment</b>	TLC-P	Min Nah – Singapore. Attempting to use China / LCMP in the same way. IPTME has organised the “4020” Alumni reunion event for June 2008.
<b>LU-1 Health &amp; Safety compliance</b>	LU (LTC)	No actions for IPTME.
<b>LU-2 ELSU items (a and b)</b>	LU (LTC)	No actions for IPTME.

\* All items brought to the attention of IPTME Staff in 2007 (Staff Meetings)

Updated:  
Post-TLC-U (14.11.07)  
Again 21.11.07, 04.12.07, 07.01.08

**B Haworth**

## 1 Teaching

### Using Computer Aided Assessment (IPTME)

Via a HEA Subject Centre grant, electronic teaching materials for statistics and thermodynamics have been developed. Originally conceived as a means of assessing students, the teaching packages are now used as self-study materials. Tutorial sessions can be arranged using the on line resources within a PC lab.

### Using technology to promote student interaction (Human Sciences)

Via a SIGMA Technology Evaluation Award, first year students are being encouraged to engage with the lecturer using interactive slates during basic statistics sessions. Groups of 3 students are provided with a slate onto which they can draw (or write) answers to questions posed by the lecturer. By using the interactive “control panel” the lecturer can view the student contributions and project them onto the large screen. The lecturer is then able to modify the session content depending on the students’ responses, promoting understanding and engagement.

## 2 Assessment and feedback

### 2a Providing feedback

#### Using the “Course work assignment – your feedback” sheet (IPTME)

Staff are prompted to give written feedback to students under generic headings (structure, grammar, interpretation etc). Staff are also prompted to make suggestions for further improvements to assignments.

#### Using “generic coursework cover sheet” (Information Science)

Staff provide written comments relating to students’ work. The format of feedback (oral, written etc) provided by staff is currently being audited by the Teaching Coordinator to inform a potential review of the coursework cover sheet and feedback in general.

### 2b Assessment

#### Development of departmental guidance on assessment (Information Science)

The Department is considering the appropriateness of guidance relating to assessment and the use of assessment criteria. Staff recognise the importance of well-structured and explicit assessment criteria and are exploring the potential to widen the use of these.

#### Use of a “project marking system” (Computer Science)

Although currently unavailable, the Department has developed an on-line system which allows staff to select comments from a drop down list and input marks to generate an A4 sheet of feedback for projects.

## 3 Organisation and Management

### Induction for returning students (Information Science)

Following student feedback, the Department offers returning students an Induction event, giving students a chance to reacquaint themselves with procedures and requirements.

### Module review system (Computer Science)

Information from different sources (module evaluation questionnaires, responsible examiners’ comments, external examiners’ comments) is pooled within a central, on-line resource for students to view.