

IMPERIAL

Programmes Committee (PC)

Minutes from the meeting held on:

Thursday 19 March 2026 (confirmed)

Present

Professor Cloda Jenkins (Joint Chair), Dr Errikos Levis (Joint Chair), Steve Ward (Secretary), Dr William Cox, Dr Tiffany Chiu (via email feedback), Dr Lorraine Craig, Dr Christopher Ford, Dr Kate Ippolito, Dr Elaina Maginn, Dr Martyn McLachlan, Dr Maria Parkes, Mr Scott Tucker, Dr Jeffrey Vernon, Dr Michael Weatherburn, Ms Judith Webster, Ms Betty Yue, Magdalena Jara, and Emina Hogas (Deputy President, Education).

In attendance

Ms Amy Huynh.

Apologies

Dr Tiffany Chiu and Dr Derek Huntley.

1. Welcome and Apologies

1.1 The Chair welcomed attendees to the meeting and apologies were noted.

1.2 It was announced that, consistent with previous years, a second set of minor-major modifications will be reviewed asynchronously via MS Teams, with allocations to be circulated by the Secretary the following day.

1.3 The Chair highlighted several digital innovations aimed at streamlining committee work, including the launch of the official Programmes Committee Teams site for centralised document sharing and the trial of summary papers for general members. Additionally, the committee is trialling departmental change-summary spreadsheets and Microsoft Loop for real-time agenda management; members were encouraged to provide feedback on the utility of these new formats.

2. Report of the previous meeting

The minutes of the previous meeting held on Thursday 27 January 2026 were confirmed as an accurate record.

3. Matters arising from minutes

It was noted that the MRes Aerospace Sciences had now been fully approved.

ITEMS FOR CONSIDERATION

4. Major Modifications

Faculty of Engineering

4.1 PC.2025.25 Department of Aeronautics

MEng Aeronautical Engineering (H401)
MEng Aeronautical Engineering with an Integrated Year Abroad (H410)
MEng Aeronautical Engineering with a Year Abroad (H411)
MEng Aeronautics with Spacecraft Engineering (H415)
MEng Aeronautical Engineering with a Year in Industry (H420)
MSc Advanced Aeronautical Engineering (H404)
MSc Advanced Computational Methods (H1U6)
MSc Composites (J5U1)

4.1.1 To consider a retrospective major modification proposal from the Department of Aeronautics to make programme and module changes as outlined in the change summary documentation for the named programmes above from October 2025.

4.1.2 The Committee commended the department on the high quality and volume of the paperwork, noting clear evidence of stakeholder engagement with students, external examiners, and the accrediting body. It was noted that while the modifications are primarily a "housekeeping" exercise to map LOs to existing delivery, the sheer scale of the update required rigorous scrutiny.

4.1.3 Detailed discussion took place regarding the alignment between the newly defined LOs and existing assessments. The Committee raised concerns about modules where LOs require students to demonstrate oral communication or teamwork, yet the assessments remain limited to written exams or lab reports. Further queries were raised regarding the "track points" in seven specific modules, where failure could potentially delay student progression until the following session, and whether group work assessments allow for individual failure or require a collective outcome.

4.1.4 Outcome: PC advised that the requirements and recommendations below be considered and that the updated documentation be submitted to the Co-Chair via the Committee Secretary. Subject to a satisfactory response, PC agreed to recommend the proposal via Chair's Action to QAEC for approval.

4.1.5 Requirements:

- **Learning Outcome and Assessment Mapping:** The department must provide clarification (with specific examples from modules such as Aerodynamics 1 and Materials) on how students demonstrate meeting specific LOs—such as oral communication and effective teamwork—within the existing assessment framework (e.g., written exams and lab practicals).
- **Assessment Streamlining:** In line with institutional guidance to reduce student burden, the department is required to review modules with an excessive number of LOs and look for opportunities to streamline these without compromising accreditation standards.
- **Reassessment and Progression:** Clarify the reassessment strategy for the seven identified modules with "track points." Specifically, the department must outline whether students are permitted to trail these modules or if failure necessitates a full year's delay, and how oral or experimental LOs are tested during reassessment.

4.1.6 Recommendations:

- **Group Work Transparency:** It is recommended that the department provides more explicit detail in student-facing documentation regarding how individual contributions to group work are weighted and the specific process for peer review to mitigate "free-riding."
- **Accreditation Alignment:** While noting that these changes are mandate-driven, the department should ensure that any future updates to assessment artifacts are closely mapped to these new LOs to maintain long-term compliance with accrediting body standards.

4.2 **PC. 2025.26 Department of Civil and Environmental Engineering**

MSc Geotechnical and Geological Engineering (H2EG / H2EG24)

MSc Geotechnical Engineering with Offshore Renewables (H2U3R / H2U3R24)

MSc Geotechnical Engineering (H2U3 / H2U324)

MSc Geotechnical and Earthquake Engineering (H2U4 / H2U424)

MSc Geotechnical and Geoenvironmental Engineering (H2UN / H2UN24)

MSc Geotechnical Engineering with Data Science (H2U3M / H2U3O)

MSc Geotechnical Engineering (Advanced Geotechnical Engineering)

MSc Geotechnical Engineering (Geotechnical Earthquake Engineering)

MSc Geotechnical Engineering (Geoenvironmental Engineering)

MSc Geotechnical Engineering (Data Science)

4.2.1 To consider a major modification proposal from the Department of Civil and Environmental Engineering to make the following changes for the named programmes above, with effect from October 2027:

- Restructure and consolidate four programmes (MSc Geotechnical Engineering, MSc Geotechnical and Earthquake Engineering, MSc Geotechnical and Geoenvironmental Engineering and MSc Geotechnical Engineering with Data Science) into a single MSc Geotechnical Engineering with specialist pathways, including associated updates to the programme-level learning outcomes.
- Rename the MSc Geotechnical and Geological Engineering to MSc Geological Engineering and updates to the programme learning outcomes.
- Remove the compulsory module 'Analysis and Constitutive Modelling' (CIVE70027), withdraw the compulsory module 'Design of Foundations and Retaining Structures' (CIVE70034) and add the compulsory modules 'Geomaterials' (CIVE70065), 'Characterisation of Materials' (CIVE70063) and 'Design Project: Offshore Renewables' (CIVE70125) for the MSc Geological Engineering programme.
- Withdraw the compulsory modules 'Design of Foundations and Retaining Structures' (CIVE70034) and 'Geotechnical Infrastructure: Slopes and Embankments' (CIVE70036) and introduce the new compulsory module 'Geotechnical Design' (10ECTS) for the MSc Geotechnical Engineering with Offshore Renewables programme.

4.2.2 The committee commended the department on this "evolutionary" step, noting that the restructure represents a significant modernisation of the Civil Engineering portfolio. The committee welcomed the use of external evidence, specifically the Times Higher Education (THE) Portfolio Review, and the clear inclusion of student and external stakeholder feedback. It

was noted that the department had successfully managed complex logistical and timetabling challenges to ensure the new pathway model is viable.

4.2.3 Discussion took place regarding the specificity of the newly drafted LOs. While the committee found the LOs to be well-mapped to assessments and appropriate for the discipline, a query was raised regarding whether such high specificity might limit "futureproofing" and necessitate frequent further modifications. The committee also sought assurance regarding the viability of individual streams should student enrolment become imbalanced across the various options.

4.2.4 Outcome: PC agreed to recommend the proposal to QAEC for **approval**.

4.2.5 Recommendations:

- **Learning Outcome Review:** While the current LOs are accepted, the department is encouraged to consider if slightly broader language could be used in future iterations to ensure the documentation remains resilient to minor curriculum updates without requiring formal modification.
- **Stream Viability:** The department should provide a brief statement to the Co-Chair outlining the contingency plan for maintaining the viability of specific modules or streams in the event of significantly imbalanced enrolment across the new pathway options.
- **Student Communication:** Ensure that clear guidance is provided to the small cohort of part-time students to explain how their transition into the restructured pathway will be managed.

Department of Civil and Environmental Engineering

4.3 MSc General Structural Engineering (H2A1 / H2A124 / H2A136)

MSc General Structural Engineering with Data Science (H2A11)

MSc Earthquake Engineering (H2A3 / H2A324 / H2A336)

MSc General Structural Engineering (H2A1 / H2A124 / H2A136)

MSc Structural Steel Design (H2U5 / H2U524 / H2U536)

MSc Concrete Structures (H2A2 / H2A224 / H2A126)

MSc Advanced Structural Engineering

MSc Advanced Structural Engineering (Steel Structures)

MSc Advanced Structural Engineering (Concrete Structures)

MSc Advanced Structural Engineering (Mechanics, Modelling and Simulation)

MSc Advanced Structural Engineering with Data Science

4.3.1 To consider a major modification proposal from the Department of Civil and Environmental Engineering to make the following changes for the named programmes above, with effect from October 2027:

- Restructure and consolidate three programmes (MSc General Structural Engineering, MSc Structural Steel Design and MSc Concrete Structures) into a single MSc Advanced Structural Engineering with specialist pathways, including associated updates to the programme-level learning outcomes and assessment strategy.

- Adopt the revised structure of the new MSc Advanced Structural Engineering programme, update the assessment strategy, withdraw the compulsory module 'Seismic Design of Concrete Structures' (CIVE70099) and merge it with compulsory module 'Seismic Design of Structures' (CIVE70098), and introduce the new compulsory module 'Structural Retrofitting' for the MSc Earthquake Engineering.
- Rename the MSc General Structural Engineering with Data Science to MSc Advanced Structural Engineering with Data Science.
- Adopt the revised structure of the new MSc Advanced Structural Engineering, update the assessment strategy, change the module designation from compulsory to elective for 'Reinforced Concrete II' (CIVE70101) and 'Design of Steel Buildings' (CIVE70104), and update the elective rules for the MSc Advanced Structural Engineering with Data Science programme.
- Withdraw the existing module 'Structural Analysis' (CIVE70096) across all programmes and introduce the new compulsory module 'Advanced Structural Analysis'.

4.3.2 The Committee noted that this proposal is substantially similar in rationale and structure to the previous item. The reviewer commended the quality of the documentation and specifically noted the academic rigour of the updated reading lists, particularly regarding specialised topics such as retrofitting.

4.3.3 A technical discussion took place regarding the distinction between 'Core' and 'Compulsory' modules. It was clarified for the record that 'Core' modules are non-condonable and must be passed to achieve the award, whereas 'Compulsory' modules must be taken but may be subject to compensation/condonement under specific regulatory conditions. The Committee also noted the importance of ensuring that the removal or replacement of compulsory modules does not negatively impact the achievement of the overall Programme LOs.

4.3.4 **Outcome:** PC agreed to recommend the proposal to QAEC for **approval** with the following recommendations

4.3.5 **Recommendations:**

- **Regulatory Clarity:** It is recommended that the department ensures the distinction between 'Core' and 'Compulsory' modules is clearly articulated in the student handbook to avoid confusion regarding condonement rules.
- **Programme Learning Outcome (PLO) Mapping:** The department must provide a brief summary or supporting sentence in the final rationale to confirm that the PLOs have been cross-checked against the revised module diet and that all outcomes remain fully assessable despite the removal of certain compulsory modules.

Dyson School of Design Engineering

4.4 **MEng Design Engineering (28G3)**

4.4.1 To consider a major modification proposal from the Dyson School of Design Engineering to make the following changes for the named programme above, with effect from October 2026:

- Change the rules by which students select their elective modules – withdraw all FHEQ level 6 elective modules and replacing with corresponding FHEQ level 7 modules.

- Withdraw the core module 'Sustainable Design Engineering' (DESE50007) in year 2 and introduce the new core module 'Engineering Mathematics 2'.
- Rename 'Engineering Mathematics' (DESE40001) to 'Engineering Mathematics 1'.
- Change the assessments for core module 'Materials and Manufacturing' (DESE40003).

4.4.2 To consider a major modification proposal from the Dyson School of Design Engineering to make the following changes for the named programme above, with effect from October 2027:

- Introduce the new core module 'Sustainable Design Engineering' for year 3.
- Reduce the credit size from 15 to 7.5 and update the module learning outcomes, assessment strategy, assessments and delivery term for the core module 'Design Engineering Futures' (DESE60001).

4.4.3 The committee welcomed the reduction of Design Engineering Futures from 15 to 7.5 ECTS and the corresponding reduction in assessment volume. The introduction of Maths 2 was also supported as pedagogically appropriate. However, significant discussion took place regarding the proposal to allow Year 3 students to enrol in Level 7 modules. While noting the department's rationale to simplify timetabling and increase student choice, members raised concerns regarding the regulatory implications—specifically that Level 7 modules require a 50% pass mark compared to the 40% pass mark for Level 6.

4.4.4 The committee noted that while there is institutional precedence for this approach, it potentially places Year 3 students at a disadvantage if the increased difficulty and higher pass marks are not clearly mitigated. It was also noted that the Office for Students (OfS) expects integrated Masters programmes to progress clearly through FHEQ levels.

4.4.5 **Outcome:** PC advised that the requirements and recommendations below be considered and that the updated documentation be submitted to the Co-Chair via the Committee Secretary. Subject to a satisfactory response, PC agreed to recommend the proposal via Chair's Action to QAEC for approval.

4.4.6 **Requirements:**

- **Assessment Transparency:** The department must update all module specifications to include missing technical details, specifically the word counts for written assignments and the durations for exams and presentations.
- **Terminology Correction:** Rename the "Viva" in the Maths 2 module to "Lab Oral Assessment" to ensure terminology remains consistent with College-wide standards, where "Viva" is typically reserved for doctoral examinations or borderline cases.
- **Level 7 Mitigation Strategy:** Provide a formal statement outlining how Year 3 students will be supported when undertaking Level 7 work. The department must confirm that students will be explicitly warned about the 50% pass mark requirement and the increased academic rigour associated with these modules.

4.4.7 **Recommendations:**

- **Student Choice Guidance:** It is recommended that the department works closely with student representatives to develop clear guidance for Year 3 students, ensuring they understand the workload implications of selecting Level 7 options over Level 6.

- **Monitoring of Failure Rates:** The department is encouraged to monitor the failure and resit rates for Year 3 students on Level 7 modules during the first year of implementation to ensure the policy does not negatively impact student progression.
- **Mapping of Level 7 Credits:** Ensure that the total number of Level 7 credits taken across the programme remains in compliance with the Taught Provider Regulations for the award of an integrated Masters degree.

4.5 Dyson School of Design Engineering

MSc Design Engineering (H902)

MSc Design with Behaviour Science (H903)

MSc Cleantech Innovation (H4C1)

MRes Design Engineering Research (H901)

MA/MSc Innovation Design Engineering (H3D6)

4.5.1 To consider a major modification proposal from the Dyson School of Design Engineering to make the following changes for the named programmes above, with effect from October 2026:

- Update the learning outcomes for multiple core and compulsory modules.
- Update the learning outcomes and FHEQ level of multiple elective modules.
- Withdraw elective modules 'Industrial Design' (DESE61001) and 'Industrial Design (extended)' (DESE60013) and replace with the renamed FHEQ level 7 variant 'Generative Designing' and 'Generative Designing (extended)'.
- Reduce the ECTS from 15 to 7.5 and rename the core module 'RCA College Wide Provision' (DESE70024), introduce a new 7.5 ECTS core module 'Core Skills' and update the programme specification, including the programme learning outcomes, to reflect the modifications for the MA/MSc Innovation Design Engineering programme.

4.5.2 The committee noted the complexity of the proposal, particularly regarding the relationship between standard and "extended" versions of elective modules. Members expressed concern that the "extended" modules (7.5 ECTS compared to 5 ECTS) appeared to grant significant additional credit for a single extra learning outcome related to a reflective report, without clear indications of the required word length or proportional workload. It was suggested that this could lead to potential inequities in credit-earning opportunities for students.

4.5.3 Significant discussion took place regarding the shift of elective offerings to Level 7. The committee questioned the balance of assessment in several modules, noting instances where a five-minute video carried more weight than a technical report. Concerns were also raised regarding "black box" group projects where the method for discerning individual contributions was not explicitly defined. Regarding the RCA-partnered modules, the committee noted inconsistencies in the documentation regarding credit reductions and formatting, though it was acknowledged that working across institutional systems presents unique administrative challenges.

4.5.4 Outcome: PC advised that the requirements and recommendations below be considered and that the updated documentation be submitted to the Co-Chair via the Committee Secretary. Subject to a satisfactory response, PC agreed to recommend the proposal via Chair's Action to QAEC for approval.

4.5.5 Requirements:

- **Extended Module Rationale:** Provide a robust justification for the 2.5 ECTS credit uplift for the "extended" module variants. The department must specify the word count for the reflexivity report and clarify which students are eligible to select these versions to ensure fairness.
- **Assessment Weighting and Criteria:** Review the assessment balance for modules where video components outweigh technical reports. Additionally, the department must explicitly define the mechanism for identifying individual marks within group projects to ensure transparency.
- **Level 7 Alignment:** Conduct a final review of the modules transitioning to Level 7 to ensure that all LOs and assessment criteria have been appropriately upscaled to meet Masters level academic rigour.
- **RCA Documentation Consistency:** Provide a clarified set of module specifications for the RCA-partnered modules that consistently reflects the intended credit reductions and aligns with the Imperial College documentation structure.

4.5.6 Recommendations:

- **Assessment Consolidation (Design Psychology):** The committee recommends that the department reviews the assessment strategy for Design Psychology. Members suggested that the "formative" team challenge could potentially replace the written exam as the summative assessment to increase student buy-in and reduce the overall assessment burden on this small-credit module.
- **Formative Engagement:** Address how the department ensures high levels of student participation in formative group tasks, particularly when these are followed by individual summative exams.
- **Structural Clarity:** For future submissions involving multiple variants of the same module, the department is encouraged to use a clear mapping table or diagram to assist reviewers in identifying the specific differences between "standard" and "extended" offerings.

4.6 Department of Electrical and Electronic Engineering
BEng Electrical and Electronic Engineering (H600)
MEng Electrical and Electronic Engineering (H604)
MEng Electrical and Electronic Engineering (Management) (H6N2)
MEng Electrical and Electronic Engineering (Year Abroad) (H601)
BEng Electronic and Information Engineering (HG65)
MEng Electronic and Information Engineering (GH56)
MEng Electronic and Information Engineering (Year Aboard) (HG6M)
MSc Analogue and Digital Integrated Circuit Design (H6W8)
MSc Applied Machine Learning (I460)
MSc Communication and Signal Processing (H6U8)
MSc Control and Optimisation (J8U4)

MSc Future Power Networks (H6U7)
MSc Sensor Systems Engineering (H6O5)

- 4.6.1** To consider the major modification proposals from the Department of Electrical and Electronic Engineering to make programme and module changes as outlined in the change summary documentation for the named programmes above from October 2026 and October 2027.
- 4.6.2** The committee welcomed the integration of ethics and sustainability into the "Professional Competencies Portfolio" modules. However, serious concerns were raised regarding the assessment strategy for these variants. Members noted that modules with vastly different credit weightings (ranging from 5 to 30 ECTS) appeared to share identical learning outcomes and assessment burdens in the paperwork. Additionally, the committee questioned the necessity of "must-pass" status for all individual components in these modules, particularly for a 10 ECTS variant requiring six separate assessments, which was deemed disproportionate.
- 4.6.3** Regarding the redesigned MSc Control, Robotics and Optimisation, the committee noted that the Robotic Manipulation module contained 10 Learning Outcomes for only 5 ECTS, with some appearing to describe syllabus content rather than outcomes. Clarification was also sought on the Selected Topics and Power Systems module, where the verbs used in the LOs (e.g., "describe," "explain") were noted to be below the required Level 7 standard.
- 4.6.4** **Outcome:** PC advised that the requirements and recommendations below be considered and that the updated documentation be submitted to the Co-Chair via the Committee Secretary. Subject to a satisfactory response, PC agreed to recommend the proposal via Chair's Action to QAEC for approval.
- 4.6.5** **Requirements:**
- **Credit and Assessment Calibration:** The department must clarify how the assessment burden is scaled between the 5, 10, 25, and 30 ECTS versions of the Portfolio modules. If the requirements are identical, a robust pedagogical rationale must be provided; otherwise, assessments must be adjusted to reflect the credit value.
 - **Streamlining Learning Outcomes:** Review the LOs for Robotic Manipulation and Selected Topics and Power Systems to ensure they are proportionate to the credit size, reflect Level 7 expectations, and distinguish clearly between outcomes and course content.
 - **Assessment Output Clarification:** For the 3D-printing design project, the department must clarify whether the object of assessment is the digital design or the physical artifact and explicitly outline how individual contributions are graded within the team project.
 - **Must-Pass Rationale:** Provide a rationale for the "must-pass" requirement for all individual assessment components in the Portfolio modules, specifically addressing the implications for students who may fail a single minor component.
 - **Sustainability Module Assessment** Clarify the assessment structure for the combined Sustainability module by providing the specific relative weightings for the

three workshop elements and defining the objective methodology for the assessment of student engagement.

4.6.6 Recommendations:

- **Assessment Redundancy:** It is recommended that the department reviews the "engagement mark" component in the portfolio modules to determine if student engagement is already sufficiently evidenced by other summative tasks, thereby reducing unnecessary assessment.
- **Collaborative Review:** The committee suggests involving departmental Teaching Fellows in the next iteration of the proposal to help resolve the identified structural and logistical tensions.
- **Progression Mapping:** The department should review the potential for "trailing credit" resulting from these changes and ensure the strategy aligns with College-wide regulatory views on progression.

Faculty of Medicine

Department of Metabolism, Digestion and Reproduction

- 4.7**
- Postgraduate Certificate Clinical Research (A3CR9)**
 - MRes Clinical Research (1YFT) (A3CR)**
 - MRes Clinical Research (2YPT) (A3CR24)**
 - Postgraduate Certificate Clinical Research (Diabetes and Obesity) (A3DO9)**
 - MRes Clinical Research (Diabetes and Obesity) (1YFT) (A3DO)**
 - MRes Clinical Research (Diabetes and Obesity) (2YPT) (A3DO24)**
 - Postgraduate Certificate Clinical Research (Translational Medicine) (A3CD9)**
 - MRes Clinical Research (Translational Medicine) (1YFT) (A3CD)**
 - MRes Clinical Research (Translational Medicine) (2YPT) (A3CF)**
 - Postgraduate Certificate Clinical Research (Human Nutrition) (A3CH9)**
 - MRes Clinical Research (Human Nutrition) (1YFT) (A3CH)**
 - MRes Clinical Research (Human Nutrition) (2YPT) (A3CH24)**
 - Postgraduate Certificate Clinical Research (Human Nutrition) (Online) (A3CH27)**
 - MRes Clinical Research (Human Nutrition) (Online) (1YFT) (A3CH25)**
 - MRes Clinical Research (Human Nutrition) (Online) (2YPT) (A3CH26)**
 - Postgraduate Certificate Clinical Research (Multiple Long-Term Conditions (MLTC)) (A3CMC)**
 - MRes Clinical Research (Multiple Long-Term Conditions (MLTC)) (1YFT) (A3CM1)**
 - MRes Clinical Research (Multiple Long-Term Conditions (MLTC)) (2YPT) (A3CM2)**

- 4.7.1** To consider the major modification proposals from the Department of Metabolism, Digestion and Reproduction for the named programmes above from October 2026:

Modification form 1: To increase the ECTS credit from 60 to 65, amend the module assessment strategy and assessments for the core module 'Clinical Research: Research Project' (META70016).

Modification form 2: To reduce the ECTS credit from 15 to 10, change the module learning outcomes, assessment strategy and assessments for the core module 'Research Conduct and Clinical Research Measures' (META70010). This modification subsequently withdraws all postgraduate certificate awards named above.

Modification form 3: To suspend the MRes Clinical Research (Human Nutrition) (Online) streams for three academic years.

4.7.2

The committee reviewed the proposal to remove the online stream (Modification 3) and agreed this was appropriate due to low enrolment and the negative impact on student experience. However, significant concerns were raised regarding the proposal to reduce a core module from 15 to 10 ECTS by removing a summative ethics assessment (Modification 2) and transferring those 5 credits to the MRes Research Project, bringing it to 65 ECTS (Modification 1).

4.7.3

The committee noted that a 65 ECTS project exceeds the maximum limit of 60 ECTS specified in the Taught Provider Regulations. It was further highlighted that increasing the project size to 65 ECTS would eliminate the possibility of a PG Cert exit award, creating an "all or nothing" risk for students. The committee determined that the current rationale—increasing the project word count by 2,000 words—was insufficient to justify deviating from regulations or the reduction in taught module credits without a corresponding decrease in teaching hours.

4.7.4

Outcome: PC did not approve Modifications 1 and 2 in their current form. The Department is required to seek a steer from the Regulations Policy and Regulations Committee (RPRC) regarding the regulatory deviation before resubmitting to this committee. Modification 3 was approved. The paperwork for Modifications 1 and 2 will need to be resubmitted to Programmes Committee.

4.7.4

Requirements:

- **RPRC Consultation:** The department must present a robust rationale to the RPRC for exceeding the 60 ECTS project limit and the subsequent loss of the PG Cert exit award.
- **Credit Weighting Rationale:** Provide a clearer justification for the reduction of the taught module from 15 to 10 ECTS, specifically identifying where teaching and learner hours have been reduced, as the removal of a single assessment alone does not necessitate a change in credit volume.
- **Resubmission:** Following PRC consultation, the revised proposal must return to the full Programmes Committee for consideration rather than via Chair's Action, given the significance of the changes.

Faculty of Natural Sciences

4.8

Centre for Environmental Policy

MSc Environmental Technology (J9UF)

MSc Sustainability, Environmental Policy and Innovation

4.8.1

To consider a major modification proposal from the Centre of Environmental Policy to redesign the MSc Environmental Technology programme and relaunch it as the MSc Sustainability, Environmental Policy and Innovation, with effect from October 2027.

4.8.2

The committee commended the department on the high quality of the submission, noting that the paperwork was exceptionally clear and included helpful visual aids, such as a schematic diagram of the new programme structure and an FAQ document for students. The committee welcomed the reduction in assessment volume and the clear articulation of the student journey across the various pathways.

4.8.3

However, the committee noted that the scale of the redesign was so significant it bordered on a new programme proposal. Concerns were raised regarding the complexity of the "pathway" model and whether students might be overwhelmed by the volume of choice. Detailed discussion took place regarding assessment flexibility, specifically modules offering a choice between a written assignment and a presentation, which may not be permitted under current regulations and would present significant operational challenges in Banner.

4.8.4

It was noted that the programme changes had been approved by the Admissions Subcommittee.

4.8.5

Outcome: PC advised that the requirements and recommendations below be considered and that the updated documentation be submitted to the Co-Chair via the Committee Secretary. Subject to a satisfactory response, PC agreed to recommend the proposal via Chair's Action to QAEC for approval.

4.8.6

Requirements:

- **Assessment Regulation Compliance:** Clarify whether students genuinely have a choice of assessment format (e.g., written vs. presentation). The department must provide a rationale for this approach and explain how this will be managed within Banner and at the modular level to ensure regulatory compliance.
- **Credit and Module Rationale:** Provide a clearer rationale for designating certain modules as 'compulsory' rather than 'core'. Additionally, address the high staffing levels on 5 ECTS modules to ensure sustainable delivery.
- **Quality Assurance:** Submit the full External Examiner responses and a summary of their feedback to provide assurance of external support for the redesign.
- **Operational Detail:** Provide further information on the timing and selection process for projects, as well as a formal policy for managing oversubscribed elective modules.

4.8.7

Recommendations:

- **Student Guidance:** Develop robust academic guidance to help students navigate the complex interdisciplinary pathways and avoid potential "choice paralysis."
- **Evaluation Framework:** Establish a clear plan for evaluating the success of the new structure after the first cohort, including specific metrics for student feedback and outcome tracking.

- **Module Spec Review:** Conduct a technical review of the "Feedback" sections in all module specifications to ensure the assessments described (and the feedback provided) match the actual assessments listed for those modules.

4.9

Department of Chemistry

4.9.1 MSc Digital Chemistry with AI and Automation (F1H6O)

Postgraduate Certificate in Digital Chemistry with AI and Automation (F1H6OC)

To consider a major modification proposal from the Department of Chemistry to make the following changes for the named programme above, with effect from October 2026:

- Withdraw the compulsory 'Artificial Intelligence in Chemistry – Materials' (CHEM70021) and merge the module material with compulsory module 'Artificial Intelligence in Chemistry – Drug Discovery' (CHEM70017), redesigning the module into 'Machine Learning for Molecules and Materials Design'.
- Change the module learning outcomes, module content, assessment strategy, assessments, allocation of study hours and module description for the compulsory module 'Automation and Enabling Technologies in Chemistry' (CHEM70014).
- Change the module learning outcomes, module content, assessment strategy, assessments, allocation of study hours and module description for the compulsory module 'Journal Club' (CHEM70016).
- Change the module learning outcomes, module content, learning and teaching approach, assessment strategy, assessments, module description and module title for 'Design of Experiments' (CHEM70020) to 'Techniques for Reaction Optimisation'.

4.9.2

The committee welcomed the spirit of the redesign, particularly noting the innovative approach to the 'Journal Club' module. Members commended the efforts to move away from passive learning by restructuring the module to ensure consistent student engagement and active participation.

4.9.3

However, significant concerns were raised regarding the assessment burden across the newly redesigned 5 ECTS modules, specifically: Machine Learning for Molecules and Materials Design; Automation and Enabling Technologies; and Techniques for Reaction Optimisation. Each of these 5 ECTS modules currently requires three summative assessments. The Committee noted that this volume of assessment within a single term likely creates an unsustainable "deadline mode" for students and contradicts recent institutional directives from the Vice-Provost (Education and Student Experience) to reduce assessment loads. Furthermore, the committee questioned whether the high number of LOs for these small-credit modules necessitated such a heavy assessment regime.

4.9.4

Outcome: PC advised that the requirements and recommendations below be considered and that the updated documentation be submitted to the Co-Chair via the Committee Secretary. Subject to a satisfactory response, PC agreed to recommend the proposal via Chair's Action to QAEC for approval.

4.9.5

Requirements:

- **Assessment Rationalisation:** The department must review the three specified 5 ECTS modules and identify opportunities to consolidate or reduce the number of summative assessments. The total assessment load must be proportionate to a 5 ECTS credit weighting.
 - **Learning Outcome Alignment:** Review the Learning Outcomes for the redesigned modules to ensure they are appropriate for the credit size and can be effectively tested through a more streamlined assessment strategy.
 - **Educational Development Unit (EDU) Consultation:** The department should clarify the extent of EDU involvement in the redesign to date. If not already completed, the department is required to consult with their EDU representative to refine the assessment-to-LO mapping.
- 4.9.6**

Recommendations:

- **Student Workload Mapping:** It is recommended that the department maps the submission deadlines for all modules across the term to identify and mitigate potential "bottlenecks" where multiple assessments fall due simultaneously.
 - **Journal Club Model:** The Committee recommends that the innovative engagement model used in the Journal Club module be shared as a point of good practice within the Faculty.
- 4.10**

Department of Life Sciences

MSc Living Planet with Computational Methods in Ecology and Evolution (LPCE)

MSc Living Planet with Ecology, Evolution and Conservation (LPEC)

MSc Living Planet with Research Methods in Ecology (LPRM)

MSc Living Planet with Sustainable Agriculture and Technology (LPSA)

MSc Living Planet with Nature Based Solutions (LPNS)

MSc Taxonomy, Biodiversity and Evolution (LPTB)

MRes Biosystematics (LPRB)

MRes Living Planet with Ecology, Evolution and Conservation (LPRC / LPRC1)

4.10.1 MRes Living Planet with Computational Methods in Ecology and Evolution (LPRE / LPRE1)

MRes Living Planet with Ecosystems and Environmental Change (LPEE / LPEE1)

To consider the major modification proposals from the Department of Life Sciences to make the following changes for the named programmes above, with effect from September 2026:

Modification form 1: To merge the three stream-specific 7.5-ECTS modules into one 7.5-ECTS module and one 15-ECTS module for the MSc Living Planet programmes, and to update the programme and module specifications as outlined in the change summary documentation for all the MSc programmes listed above.

4.10.2 Modification form 2: To update the programme and module specifications as outlined in the change summary documentation for the MRes programmes listed above.

The committee reviewed the proposal to merge two 7.5 ECTS modules into a single 15 ECTS module. The department's rationale—that the integrated structure allows for a more

- 4.10.3** cohesive teaching approach and a longer development period for projects—was accepted by the Committee.

It was noted that this change aligns with the original pedagogical intent for the programme and has been well-received by students and relevant stakeholders. However, the committee identified significant issues with the documentation for the module regarding Policy for NBS. The module description was found to be highly confusing, with contradictory information regarding the assessment timeline (stating submission is required after three weeks, while the module lasts a full term). Furthermore, the committee noted that the MRes

- 4.10.4** documentation was not provided in a "tracked changes" format, making it difficult to verify the exact nature of the amendments against the previous versions.

Outcome: PC advised that the requirements and recommendations below be considered and that the updated documentation be submitted to the Co-Chair via the Committee Secretary. Subject to a satisfactory response, PC agreed to recommend the proposal via Chair's Action to QAEC for approval.

4.10.5

Requirements:

- **Module Specification Revision:** The department must significantly revise the module description for Policy for NBS to ensure the assessment deadlines, module duration, and terminology are clear and understandable for students.
- **Clarification of Credit Merging:** Provide a final confirmation of the credit and assessment structure. While the committee understands the move to a 15 ECTS module, the department must ensure the written rationale consistently reflects that assessments are distinct to their respective modules (7.5 ECTS and 15 ECTS) rather than shared across them.
- **Documentation Standards:** For the MRes modifications, the department is required to provide a version of the module specifications that clearly identifies the changes made (e.g., via tracked changes or a side-by-side comparison), as the current "new text" format does not allow for sufficient oversight of the amendments.

4.10.6

Recommendations:

- **Structural Consistency:** The department is encouraged to review the entirety of the "Living Planet" suite to ensure that the newly integrated 15 ECTS format is applied consistently across all relevant routes.
- **Administrative Tracking:** For future submissions involving multiple programme iterations, the department should ensure the summary spreadsheet explicitly maps specific text changes to the corresponding module specifications to facilitate the review process.

Imperial Business School

MRes Business (1YFT) (N1UQ)

4.11

MRes Business (2YFT) (N1UQ2) – 2025/26 cohort

MRes Business (2YFT) (N1UQ2) – 2026/27 cohort

- 4.11.1** To consider the major modification proposal from the Business School to make programme and module changes as outlined in the change summary documentation for the named programmes above from October 2026.

The Committee noted that the proposed changes were well-considered and would strengthen the progression route into doctoral study. Members welcomed the introduction of new compulsory modules aimed at refining the research experience. However, a query was raised regarding the "Research Experience" module, which appeared to vary significantly by pathway—with some students performing research assistant-style work while others focused on research proposals. The committee sought assurance that these differing activities would result in a consistent student experience and fair assessment against shared learning objectives.

4.11.2

Further discussion focused on the impact of credit reductions in certain areas and whether these changes had been adequately reflected in a reduced assessment burden. The Committee also noted the need for a more robust rationale regarding the programme's continued competitiveness with international peers following these changes.

4.11.3

- 4.11.4** **Outcome:** PC advised that the requirements and recommendations below be considered and that the updated documentation be submitted to the Co-Chair via the Committee Secretary. Subject to a satisfactory response, PC agreed to recommend the proposal via Chair's Action to QAEC for approval.

Requirements:

- **Programme Specification Audit:** The department must conduct a technical review of the Programme Specification to ensure all module titles are correct; specifically, references to "Data Analysis 2" must be updated to the new module title.
- **Learning Outcome Review:** Revise the Learning Outcomes for the Applied Microeconomics module to ensure they accurately reflect the updated curriculum and level of study.
- **Credit and Assessment Alignment:** Provide clarification on how the reduction of credits in specific modules has been reflected in the assessment strategy to ensure student workload remains balanced and proportionate.

4.11.5

Recommendations:

- **Research Experience Consistency:** The department is encouraged to provide a more detailed outline of how the "Research Experience" module ensures a comparable learning experience for students across all pathways (M&E, Finance, and EPP), despite the differing nature of the practical tasks.
- **External Peer Benchmarking:** It is recommended that the paperwork be updated to include evidence or a brief narrative demonstrating how these changes maintain the programme's competitiveness against peer international MRes offerings.
- **External Examiner Feedback:** The department should provide the actual responses or detailed summaries of feedback from the External Examiners to provide full assurance of external support for the modifications.

4.12

Finance Suite

MSc Finance (N301 / N3012)

MSc Finance and Accounting (N302 / N3022)

MSc Investment and Wealth Management (N303 / N3032)

MSc Financial Technology (N305 / N3052)

4.12.1 MSc Risk Management and Financial Engineering (N34G / N34G2)

To consider a major modification proposal from the Business School to introduce a set of wide-ranging updates to programme content, module offerings and assessment design across the named programmes above, with effect from October 2026.

4.12.2

The Committee strongly endorsed the shift to Python, noting the extensive consultation with industry, alumni, and students. The consolidation of the curriculum through the removal of low-enrolment modules was also supported, with members noting that significant student choice is maintained. The committee also welcomed the general reduction in the number of summative assessments across the suite.

4.12.3

Discussion took place regarding the "Ethics and Professional Standards" module, which is currently weighted at 0 ECTS despite requiring approximately 25 hours of student effort. While noting that 0-credit modules exist in the current regulations, the Committee suggested these might be better integrated into foundational modules in the future. Further queries were raised regarding a £1,500 fee for students transferring from the 12-month to the 16-month programme extension; the committee sought clarification on whether this fee covers additional tuition or is administrative in nature.

4.12.4

Outcome: PC advised that the requirements and recommendations below be considered and that the updated documentation be submitted to the Co-Chair via the Committee Secretary. Subject to a satisfactory response, PC agreed to recommend the proposal via Chair's Action to QAEC for approval.

4.12.5

Requirements:

- **Transitional Arrangements:** The department must clarify the impact of the shift from R to Python for students currently on Interruption of Studies (IoS) or those required to resit modules. Confirmation of the support provided to ensure these students are not disadvantaged is required.
- **Fee Rationale:** Provide a formal rationale for the £1,500 transfer fee for the 16-month extension, ensuring this is clearly articulated in student-facing documentation.
- **Module Descriptor Detail:** Review module descriptors to ensure they focus on overarching themes and learning outcomes rather than a granular, lecture-by-lecture itemisation of content, to allow for future flexibility.
- **Technical Correction:** Ensure all new or revised modules have been assigned appropriate codes and that the pass-fail criteria for the "Extended Work Placement" are clearly defined to avoid confusion regarding the "100% pass mark" recorded in the system.

4.12.6

Recommendations:

- **Zero-Credit Review:** The department is encouraged to review the 0-ECTS "Ethics and Professional Standards" module to determine if it can be rolled into a credit-bearing foundation module, accurately reflecting the 25 hours of student effort.
- **Participation Marking:** While noting that participation marks (10%) are standard in business education, the department is encouraged to ensure robust systems are in place for the objective assessment of this component to mitigate potential student appeals.
- **Level 7 Learning Outcomes:** Review the LOs for Ethics and Professional Standards in Finance to ensure the language used reflects the expected rigour of Level 7 study.

4.13

MSc Global Health Management (N1EG / N1EG2)

MSc Global Health Management (Innovation and Entrepreneurship) (N1EG1 / N1EG12)

4.13.1 MSc Global Health Management (Economics and Data Science) (N1EGE / N1EGE2)

To consider the major modification proposal from the Business School to make programme and module changes as outlined in the change summary documentation for the named programmes above from September 2026.

4.13.2

The committee noted that while there were no fundamental issues in the proposal, the documentation required significant technical tidying. A primary concern was raised regarding the sequencing of approvals; the paperwork indicated that the School Electives Committee would not meet to formally approve the new modules until May. The Committee expressed reluctance to grant even conditional approval to a modification that might be suspended later if the Electives Committee did not support it. It was also noted that the complexity of the "streams" and "concentrations" was difficult to navigate without visual aids, such as a structural diagram.

4.13.3

Regarding the module documentation, the committee noted that the LOs were presented as unnumbered bullet points, making them difficult to reference for quality assurance purposes.

4.13.4

Outcome: PC deferred the decision. The Committee agreed to withhold final action until the School Electives Committee has formally approved the new elective modules and the withdrawal of previous ones. Once local approval is confirmed and the technical requirements below are addressed, the proposal may be recommended for approval via Chair's Action.

4.13.5

Requirements:

- **Confirmation of Local Approval:** Provide written evidence that the School Electives Committee and relevant Faculty committees have formally signed off on the module changes to ensure the modification is not at risk of future suspension.
- **Structural Visualisation:** The department must provide a schematic diagram or table that clearly articulates the relationship between core modules, streams, and concentrations to ensure the programme structure is transparent to both reviewers and students.

- 4.13.6**
- **Learning Outcome Formatting:** All module specifications must be updated to number the Learning Outcomes individually rather than using bullet points, ensuring ease of reference for assessment mapping.

Recommendations:

- **Terminology Clarification:** It is recommended that the department provides a clear definition of "concentrations" within the programme handbook to differentiate them from "streams" and prevent student confusion.
 - **Approval Sequencing:** The department is encouraged to review its internal committee scheduling to ensure that Faculty and Elective level approvals are secured before items are brought to the College-level Programmes Committee in future cycles.
- 4.14**
- 4.14.1**

MSc Management (N19J / N19J2)

To consider the major modification proposal from the Business School to make the following changes for the named programme above from September 2026:

- Withdraw the compulsory modules 'Organisations and Leaderships – Personal Dynamics' (BUSI70564) and 'Organisations and Leaderships – Interpersonal Behaviours' (BUSI70565).
 - Introduce the new compulsory module 'Organisations and Leadership'.
 - Change the module designation for 'Entrepreneurship' (BUSI70038) and 'Sustainable Business Simulation' (BUSI70058) from elective to compulsory.
 - Withdraw the elective modules 'Creating Stakeholder Value through Acquisitions and Partnerships' (BUSI70482) and 'Technologies in Marketing' (BUSI70036).
 - Updates to the programme specification – programme overview, learning and teaching approach and assessment strategy.
- 4.14.2**

- 4.14.3**
- The Committee supported the rationale for the modifications, noting that the withdrawal of under-recruiting modules and the update of compulsory content reflected a necessary refresh aligned with current sector priorities. However, the Committee noted that because the module specifications for the withdrawn modules were not provided for comparison, it was difficult to verify if the new consolidated module fully encompassed the previous learning outcomes.

- 4.14.4**
- The Committee also discussed the redesignation of two modules from elective to compulsory. While the rationale was accepted, members queried whether this change created any duplication within the programme, given that the overarching Programme LOs remained unchanged. Furthermore, the committee raised recurring concerns regarding the assessment burden on 5 ECTS modules, noting that multiple assessments for small-credit modules continue to be a point of friction in student satisfaction surveys and contradict institutional directives to reduce assessment loads.

- 4.14.5**
- Outcome:** PC advised that the requirements and recommendations below be considered and that the updated documentation be submitted to the Co-Chair via the Committee Secretary. Subject to a satisfactory response, PC agreed to recommend the proposal via Chair's Action to QAEC for approval.

Requirements:

- **Content Consolidation Reassurance:** The department must provide a brief mapping or statement confirming that the core competencies and learning outcomes from the two withdrawn compulsory modules have been successfully integrated into the new replacement module.
- **Programme Learning Outcome (PLO) Clarification:** Clarify how the redesignation of electives to compulsory modules affects the curriculum mapping. Specifically, the department should confirm there is no redundant duplication of content now that these modules are mandatory for all students to meet the existing PLOs.
- **Technical Document Tidying:** Conduct a final editorial review of the Programme Specification to ensure wording is consistent, particularly regarding the explanation of "0.5 ECTS" weighting for electives taken abroad, to ensure clarity for the student body.

4.14.6**Recommendations:**

- **Assessment Load Review:** The department is strongly encouraged to review 5 ECTS modules that currently utilise three summative assessments and seek to streamline these to reduce the overall student assessment burden.
- **Study Abroad Transparency:** It is recommended that the department includes a clear note in the programme handbook explaining the ECTS weighting differences for modules taken at partner institutions to prevent student confusion during the elective selection process.

4.15**4.15.1****MSc Strategic Marketing (N501T / N501T2)**

To consider the major modification proposal from the Business School to make the following changes for the named programme above from September 2026:

- Update the module learning outcomes, module content, assessment strategy, assessments and associated staff for the compulsory module 'Strategic Market Management' (BUSI70279).
- Update the module learning outcomes, assessment strategy and assessments for the compulsory module 'Applied Strategic Marketing' (BUSI70283).
- Update the module learning outcomes, module content and assessment descriptors for the compulsory module 'Digital Marketing' (BUSI70286).

4.15.2

The committee reviewed the proposed changes to Strategic Market Management, Applied Strategic Marketing, and Digital Marketing. The redistribution of LOs between modules was generally accepted; however, concerns were raised regarding the clarity and measurability of specific revised outcomes. In particular, the Committee questioned the use of the term "engaging" in relation to ethical dilemmas, noting that "engaging" is pedagogically ambiguous and difficult to assess summatively at Level 7.

4.15.3

Detailed discussion took place regarding the alignment between the reshuffled LOs and the existing assessment artifacts. The Committee noted that while report lengths and basic durations had been updated in the paperwork, the descriptions of "group reports" and "quizzes" remained too vague to provide full assurance that the new LOs were being

4.15.4 assessed to the appropriate depth. The Committee echoed previous concerns from this meeting regarding the need for departments to provide clearer evidence of how assessment briefs integrate with revised learning outcomes, even when the assessment format itself remains unchanged.

4.15.5 **Outcome:** PC advised that the requirements and recommendations below be considered and that the updated documentation be submitted to the Co-Chair via the Committee Secretary. Subject to a satisfactory response, PC agreed to recommend the proposal via Chair's Action to QAEC for approval.

Requirements:

- **Learning Outcome Refinement:** The department must revise the LO related to "engaging with ethical dilemmas" in the Applied Strategic Marketing module. The wording should be updated to a more measurable Level 7 verb (e.g., evaluate, critically analyse, or synthesise) to ensure it can be clearly assessed.
 - **Assessment Mapping Clarification:** Provide a brief clarification or updated assessment matrix for Applied Strategic Marketing. This should demonstrate how the specific LOs moved from other modules are explicitly covered within the existing group reports and quizzes.
 - **Technical Reassurance:** Confirm that the revised LOs in the Digital Marketing module are fully encompassed by the current assessment strategy, ensuring no gaps in coverage have been created by the removal of previous outcomes.
- 4.15.6

Recommendations:

- **Documentation Standards:** The Committee recommends that for future modifications involving LO shifts, the department provides more detailed assessment briefs or mapping documents. This will allow reviewers to verify that the depth of the assessment remains appropriate for the revised learning objectives.
- **Ethical Assessment Practice:** The department is encouraged to consult with the Educational Development Unit (EDU) to ensure that the assessment of ethical dilemmas is robustly integrated into the marking criteria for the relevant group reports.

4.16 Education Centres and Schools

**4.16.1 Educational Development Unit
Postgraduate Certificate in Clinical Education (PCSM)**

4.16.2 To consider a major modification proposal from the Educational Development Unit to introduce a new online Postgraduate Certificate in Clinical Education pathway for The Pears Cumbria School of Medicine, with effect from October 2026.

4.16.2 The Committee reviewed the proposed updates to the 2024 PG Cert to facilitate delivery at the new medical school in Cumbria. The update aims to accommodate a geographically dispersed cohort by introducing synchronous and asynchronous delivery options and appointing local module leads.

The proposal was praised for its strong evidence of stakeholder engagement, a convincing needs assessment, and clear alignment with the Advance HE Fellowship pathway. It was noted that while the core teaching remains classroom-based (rather than in clinical settings), the "dispersed" nature of the cohort requires specific administrative and technical considerations.

4.16.3

Outcome: PC advised that the requirements and recommendations below be considered and that the updated documentation be submitted to the Co-Chair via the Committee Secretary. Subject to a satisfactory response, PC agreed to recommend the proposal via Chair's Action to QAEC for approval.

4.16.4

Requirements

- **Delivery Mode Representation:** Review the module specifications currently marked as 'Taught/on campus.' The team must confirm if this accurately reflects the planned asynchronous/online components.
- **ICTS & Costs:** Evaluate whether the high level of online delivery necessitates specific ICTS requirements or "Additional Programme Costs" for students, particularly regarding equipment access.

4.16.5

Recommendations

- **Staffing Updates:** Establish a process to ensure named leads in the official paperwork are kept current, especially given the high staff turnover within NHS and teaching hospital environments.
- **Consistency:** Standardize the word order for "Learning and Teaching" and "Synchronous/Asynchronous" throughout the document to ensure professional consistency.

ITEMS TO NOTE

5. PC.2025.23 Chairs Report

5.1 The consider the actions taken by the Chair on behalf of the Committee.

6. Quality Assurance and Enhancement Committee (QAEC)

PC noted the minutes from the previous QAEC, published on the university website:

www.imperial.ac.uk/about/governance/academic-governance/senate-subcommittees/quality-assurance-enhancement-committee/

7. Any other business

7.1 Members were encouraged to attend the upcoming Learning and Teaching Festival and to share the event details with colleagues, noting that the programme features a wide range of presentations on innovative teaching and assessment practices from across the College.

7.2

The Committee noted that a second set of minor-major modifications would be managed asynchronously via the MS Teams site. The Secretary confirmed that these papers would be released by Friday, 20 March, with a deadline for reviewer feedback set for the end of Monday, 30 March. Reviewers will use the online outcome tracker to submit their decisions and any associated recommendations or requirements for final approval by the Co-Chairs.

8. Dates of future meetings

8.1 The next Programmes Committee meeting will be held online, scheduled for 21 May 2026.

8.2 The Chair noted that an additional meeting of the Programmes Committee has been scheduled for Wednesday 24 June. It was explained that this meeting has been reintroduced to manage the high volume of Chair's Actions typically received at that time of year.