

**LTC15D028**

**Title:** *HUM Learning and Teaching Quality Committee – 20 May and 9 September 2015*  
**Author:** Lorraine Newark  
**Circulation:** Learning and Teaching Committee – 21 October 2015  
**Agenda:** LTC15A001  
**Version:** Final  
**Status:** Open

---

**Issue**

Faculty of Arts and Humanities minutes of LTQC meeting 20 May 2015 and 9 September 2015

**Recommendation**

Recipients are invited:  
To receive the minutes

**Resource Implications**

None

**Risk Implications**

None

**Equality and Diversity**

N/A

**Timing of decisions**

N/A

**Further Information**

Lorraine Newark, Coordinator & HUM LTQC Secretary, Arts Hub. Tel: 01603 592157, email: l.newark@uea.ac.uk

**Background**

Please find attached the confirmed minutes of the HUM LTQC meeting held on the 20<sup>th</sup> May 2015.

**Discussion**

None

**Attachments**

Minutes

**UNIVERSITY OF EAST ANGLIA  
FACULTY OF ARTS AND HUMANITIES**

**LEARNING, TEACHING AND QUALITY COMMITTEE**

Minutes of the meeting held on 20 May 2015

Present: Dr C Matthews (Chair), Mr S Bennett, Dr J Poppleton, Dr M Neumann, Dr R Tillett, Dr R Fraser, Mr T Barker (UUEAS HUM Faculty Convenor), Miss J Cule (UUEAS Educational Change Coordinator)

In attendance: Miss L Newark (Secretary to the Committee), Mr N Garforth, School Manager, AMA.

Apologies: Dr G Pagani, Ms M Pavey (Learning and Teaching Service, Arts Hub Manager), Mr J Clare (UUEAS Head of Student Engagement), Mr C Rand (UUEAS UG Education Officer)

59. **MINUTES**

Confirmed

Minutes of the meeting held on 25 March 2015. Copy held on the FLTQC Blackboard site.

60. **MATTERS ARISING NOT COVERED ON THE AGENDA**

None

61. **AGENDA ITEM A1. Statements from the Chair, Dr Matthews**

Received

61.1 Dr Matthews thanked Mr Barker for his contributions over the course of the year.

61.2 Message to be conveyed to Schools, particularly AMA-Media, that no support for VCR equipment will be available from September but there will be support to digitise material.

61.3 Dr Matthews advised that the Blackboard sites will be available until the 1st June for anyone wanting to copy material over for next year.

61.4 Dr Matthews thanked everyone who took part in the Learning and Teaching day. He acknowledged it was the Faculty's best year in terms of representation. Dr Matthews asked members to pass on thanks to colleagues.

61.5 Dr Matthews reminded all that everyone is to use the standardised module outline going forward. The link has been subsequently circulated:  
[http://www.uea.ac.uk/learningandteaching/documents/course\\_module](http://www.uea.ac.uk/learningandteaching/documents/course_module)

61.6 Dr Matthews advised that he had been invited to speak with the Pro Vice Chancellor to update about low enrolling modules. He thanked the Teaching Directors as the situation looked positive.

62. **AGENDA ITEM A2. Report from the Union of UEA Students (UUEAS)**

Received

Ms Cule advised that the code of practice is still being written but should go out for consultation shortly. This will go out to committees and schools.

63. **AGENDA ITEM B1. Feedback strategy**

Dr Matthews advised that he had attended meetings in most of the schools and that there seemed to be general buy in, including from Heads of School. He asked how the strategy was being progressed within the schools.

Responses from Teaching Directors:

- Interdisciplinary Institute for the Humanities  
The strategy has been circulated and the school is implementing most ideas. It is also included on the agenda for their away day
- LDC  
The school is implementing the strategies for next year.
- AMA  
The school is working through the strategy and focussing on working out how it fits with the employability strategy .
- PPL  
Implemented in PPL since September 2014. Introduced to all staff at School teaching strategy meeting 16 Sept 2014. All MOs required to integrate formative and summative assessment such that formative feedback is closely focussed on supporting summative performance.

Significant PPL participation in HUM TEPF project (at least 5 case studies).

- HIS

Formative assessment:

In HIS we introduced lots of formative assessment in all modules. The engagement with formative work has been very variable. In some cases 100%, in others less than 20%. One of the problems is that those students that would benefit most from engaging with formative work are often amongst those that don't. For students that do engage with formative work, the process and the feedback have been very valuable indeed. The engagement appears to be best when students fully understand how formative assessment feeds into the summative piece. The design of formative assessment is being reviewed by module organiser in order to increase engagement with it.

Turnaround Time:

Preliminary data appears to confirm that feedback has been provided in a more timely fashion in 2014-15. Deadlines for written formative work have been set to make sure feedback is received well in advance of the deadline for summative work to allow students to reflect and act upon it.

Item to be added to next agenda for all to report back

**ACTION:** Teaching Directors

64. **AGENDA ITEM B2. Reading weeks**

Discussed

- 64.1 Action for all to send views on reading weeks to Dr Matthews. Dr Matthews explained it was important to put views forward to ensure the Faculty was not faced with decisions made by others due to lack of contribution.  
**ACTION:** Miss Newark to remind members for feedback.
65. **AGENDA ITEM B4. Exam Script return**  
Reported
- 65.1 Dr Matthews reported that this paper had been accepted by LTC. There was agreement in principle that students will have right of access to their scripts. There will be a number of pilots in the university next year to see how this can be run effectively and efficiently.
- 65.2 The meeting discussed how this would change the marking process. Dr Neumann commented that feedback will have to be written for the student's benefit which would be a change to current practice.
- 65.3 Mr Barker suggested that the University could think about students collecting scripts and using the feedback to gain understanding with their adviser in the first week of the next semester.
66. **AGENDA ITEM B5. BIM Evaluation**  
Received
- 66.1 Dr Matthews highlighted that it was noted in the report that there were no responses from HUM. He stated that there will be a call for further feedback later in the year. Dr Matthews recommended referring to the grid in the report as it provides a useful summary. **UPDATE:** A response was received from Dr Pagani for PPL
67. **AGENDA ITEM B3. Remarking**  
Discussed
- 67.1 Dr Matthews advised that the Academic Director of Taught Programmes, Dr Longcroft has asked for LTQC comments about the re marking process. He reported that last year HUM had 22 students who asked for remarks, all Undergraduate. There were 40 in SSF, 2 in SCI and 1 in FMH.
- 67.2 During the discussion the following points were raised:
- There is a lack of clarity over the academic side of the process.
  - Schools may not always have someone who is competent to do the remarking.
  - Is the Teaching Director in the best position to adjudicate? Dr Poppleton felt she was as is given both the sets of comments. It was that agreed that the Teaching Director would benefit from having the assessment rubric in order to aid the decision.
  - Dr Matthews stated he was unhappy that where the remarking produces a different mark the adjudicator often splits the difference between the two which is not appropriate.

- The additional issue that there is no such thing as a correct answer with the disciplines in HUM.
- Dr Neumann suggested that if looking at the terminology used in senate scale it can be difficult to apply in this context.

**ACTION:** Miss Newark to remind everyone to feed in comments.

68. **AGENDA ITEM B6. Semester dates**

Received

68.1 The meeting discussed the proposed dates. Comments/concerns raised include:

- Concern over perceived lack of consultation with research staff
- A feeling that the proposal is deceptive as two weeks are where they are and to move them means finding time elsewhere. Dr Tillett
- A preference from Dr Neumann and Dr Matthews is 12, 12, 2, 4
- Agreement that students have a right to get value for money. ALL
- Acknowledge that attendance is an issue. With removing the attendance assessment HIS has experienced lower attendance. Dr Matthews felt that the Faculty could think creatively and can come up with something useful in two weeks.
- Mr Bennett pointed out that if this was held before the exams then students will use two weeks to revise. If afterwards, they will go home.
- Dr Neumann thought it might depend on what is put on and that schools would have to work with the Students Union to provide a mix of academic activities, employability and fun. He suggested it would be easier to manage in terms of resources.
- Mr Barker expressed his view that when buying a degree, the degree is set and there is no need to change it. Believes we should not be pushed away and make people think the money argument is valid.
- Preference for 12 week option. Mr Barker made the point that, in terms of exams, when there is less summative work, exams, no matter how few, become more important. He felt that the welfare issue is a real problem, in terms of having enough time to prepare and revise.
- Mr Barker also felt that the 2 weeks should be rolled directly into the teaching period. He accepted that students might not attend but suggested it was important not to see a break.
- Dr Tillett raised that also have to think about the welfare of staff as starting earlier on modules would mean research time is cut. ATR staff are contracted to do this.
- Dr Tillett also raised that we should not always start from the point of view that everything is broken. Some things do work.
- The committee noted that there needs to be a work life balance between teaching and research.

**ACTION:** Members to send through notes for feedback. **UPDATE:** the proposals circulated have since been superseded.

69. **AGENDA ITEM B6. Talis demonstration by Sian Blake and Sarah**

**Elsegood**

Received

- 69.1 Sarah explained how the Talis system allows the library to streamline the copyright process.
- 69.2 Sian asked for the Module Organisers to let the library team know of reading lists by August so that they can pull the list together for them.  
**ACTION:** Teaching Directors to speak with colleagues
- 69.3 Suggestion to invite Talis presentation to school meetings.  
**ACTION:** ALL Teaching Directors

70. **AGENDA ITEM B8. Future use of Blackboard by Mrs McConnell**  
Received

- 70.1 Mrs McConnell presented the use of Assessment on blackboard. She explained she will be inviting participants from those who have used emarking or use blackboard interactively.
- 70.2 Mr Bennett raised a concern about a problem with the system if losing connection online as it does not have a local buffer. He identified this as a potential risk.

71. **AGENDA ITEM C1**

71.1 Course Closures approved

T1LL44101 International Public Policy And Public Management (MA)		T1LL44101
T2LL44201 International Public Policy And Public Management (MA)		T2LL44201
T1L430101 Public Policy and Public Management (MA)		T1L430101
T2L430201 Public Policy and Public Management (MA)		T2L430201
T1VML0101 The Philosophy, Politics And Economics Of Public Choice (MA)		T1VML0101
T2VML0201 The Philosophy, Politics And Economics Of Public Choice (MA)		T2VML0201
T2L430202 Public Policy and Public Management (MRes)		T2L430202
T1L430102 Public Policy and Public Management (MRes)		T1L430102

71.2 Minor course amendment approved

U1PL32302 (pre 2013: U1P32301) Politics and Media Studies

72. **AGENDA ITEM C7.**  
External examiner school response approved  
PGT PPL-PSI Adam Quinn

73. **Any other business**

PGT Review

Dr Fraser

PGT review proposals due in no later than the 4<sup>th</sup> June AMA, HIS and PPL responses not yet received.

**ACTION:** Teaching Directors

**UNIVERSITY OF EAST ANGLIA  
FACULTY OF ARTS AND HUMANITIES**

**LEARNING, TEACHING AND QUALITY COMMITTEE**

Minutes of the meeting held on 9<sup>th</sup> September 2015

Present: Dr C Matthews (Chair), Mr S Bennett, Dr J Poppleton, Dr M Neumann, Dr R Tillett, Dr M Gough, Dr E Cockayne, Miss Z Phillips, (Entertainments Assistant), Mr C Rand (UUEAS UG Education Officer).

In attendance: Miss L Newark (Secretary to the Committee), Ms M Pavey (Learning and Teaching Service, Arts Hub Manager), Mr N Garforth, School Manager, AMA, Mrs J Wilkinson, School Manager, PPL.

Apologies: Mr J Clare (UUEAS Head of Student Engagement),

**1. MINUTES**

Confirmed

Minutes of the meeting held on 20 May 2015. Copy held on the FLTQC Blackboard site.

**2. MATTERS ARISING NOT COVERED ON THE AGENDA**

Mrs Wilkinson advised that she was taking over the role of School Manager representative from Mr Garforth for 2015/16.

**ACTION:** Miss Newark to amend membership

**3. AGENDA ITEM A1. STATEMENTS FROM THE CHAIR**

None

**4. AGENDA ITEM A2. Report from the Union of UEA Students (UUEAS)**

Areas for discussion to be covered in other items on the agenda.

**5. AGENDA ITEM B1. National Student Survey (NSS) results**

5.1 The University did very well and was the only university who came in top five in every NSS category.

5.2 Dr Matthews reviewed the overall scores for the Faculty against previous the year. Assessment and feedback was highlighted as the main area of concern – overall the score went up by one point for 14/15. Dr Matthews reported the view overall is that if the University can increase the score in this category we would be number one. He commented that, if we do not get this right we are not giving students best learning environment they can have.

5.3 Dr Matthews gave the example of Edinburgh to illustrate how difficult this can be, they have a leading expert that put together a fantastic programme surrounding assessment and feedback which has made no impact on the NSS at all.

5.4 It was confirmed that two thousand students took part in the survey.

5.5 Comments from Mr Rand on the subject:

- Suggested that we are improving but others are improving faster.
- Recommend that schools should take time to go through the qualitative feedback as there are other interesting things to draw out. Obviously assessment and feedback is an issue but other areas that stood out were communication and between staff and students, for example student support came out negative for AMA. Organisation and time tabling was another issue.

5.6 Mr Bennett suggested it might be worth asking students explicitly what they want in feedback.

## **6. AGENDA ITEM B2. Assessment Feedback**

Received

6.1 To focus on the subject of assessment and Feedback, the meeting then discussed the senate guidance on assessment.

<https://www.uea.ac.uk/learningandteaching/documents/assessment/senate-guidance-on-assessment-feedback>

6.2 Dr Poppleton had comments about document not relating specifically to academic work which she would feedback on directly to Dr Matthews.

6.3 Mr Garforth, talked about reading week and suggested creating an activity called 'feedback session'. He asked if it would be possible could deliver feedback in timetabled sessions during that week. By calling it a feedback session students would know they are receiving it. Dr Matthews asked the teaching directors what they thought of this idea.

6.4 Mr Bennett commented that the foundation year are concentrating on transition from A level to degree. He suggested they can add into this how students feel about feedback. This might provide some useful data about the connection and whether it is lost in degree programmes. Collating this to be helpful would take a number of cycles though.

**ACTION:** Dr Matthews to circulate the paper to Teaching Directors to take to their schools. Teaching Directors to provide feedback and how will use it.

## **7. AGENDA ITEM B3. Coursework Turnaround - Confidential**

7.1 Ms Pavey talked about when LTS 'stop the clock' when moderation or mark sheets are missing when the work is returned to the Hub by markers. This means that until all of the paperwork is returned the work will not be recorded as returned to the Hub.

7.2 Dr Matthews made a plea for the Faculty to hit the 20 day turnaround on 100% of work going forward. He reminded the meeting that there is a faculty plan about feedback and suggested that schools have best practice which can be shared.

7.3 Dr Matthews talked through detailed statistics for assessment feedback by school. Comments from this discussion:

- Have to concentrate on how improve promptness while maintaining quality. – Dr Matthews.
- Using a rubric and explaining clearly to students has helped. Using comment banks in electronic marking can help speed things up. - Mr Bennett
- It may be time to look at the vehicle using to help speed things up. – Mr Garforth

7.4 Dr Matthews, asked the committee to re-read his feedback document as sometimes we provide too much summative feedback, which is then too late to help the student in that module.

7.5 Dr Poppleton asked whether it was the understanding that if markers reduce the amount of summative assessment students do, this will have an impact on the score. Is that the reason?

Dr Matthews explained that this was not the case and that the understanding is that formative work is more useful to help students develop and learn.

7.6 Mr Rand commented that, if markers are struggling with the 20 working day turnaround, there is an argument that summative feedback is even less valuable by that point. He suggested Schools should be looking at the assessment patterns.

7.7 Dr Poppleton asked whether there were any guidelines on setting word counts.

Dr Matthews advised there were not but that History have come up with something useful which might be good to share.

**ACTION.** To come up with Faculty wide guidelines - LTQC.

**ACTION:** Secretary, Miss Newark, to forward the HIS Assessment review report to Dr Poppleton and also to add it to the Blackboard site.

7.8 Mr Bennett commented that in the feedback document lots of different methods of delivering feedback is talked about. He wondered whether students are thinking of just the written feedback when completing the NSS.

7.9 Mr Rand respond that he thought it can become blurred for students and that all sorts of things impact on this feedback including things like hand written feedback they cannot read.

7.10 Miss Phillips commented that:

The headers are very clear to us but may not be for students and that sometimes this is where they will mark down in a category as nowhere else fits and this is where it may seem strange to us.

She wondered how much schools are having dialogue with students about when work being late. Using the pastoral conversations to help alleviate the stress with students would be useful.

- 7.11 Dr Matthews suggested that the criteria can easily be improved, by going through in class and using peer review. He explained that prompt feedback is essential and that each school in the Faculty has been to see Helena Gillespie, Academic Director for Learning and Teaching Enhancement, and Neil Ward, Pro-Vice-chancellor (Academic). There are some schools who are regularly slower than others in marking. Dr Matthews suggested the meeting that a twenty day turnaround is not really quick enough, nor is fifteen and that we need to find a way to do this quicker.
- 7.12 Mr Rand referred to comments made in the NSS regarding LDC. These reflected that students felt there is subjectivity in marking and that they find it unfair that LDC students are marked differently from the rest of the University. Students also remarked that 'Feedback on our work sometimes taking a long time, which could understand but sometimes markers have lost work'.
- 7.13 Miss Phillips asked whether the Faculty gives students mid module feedback. The question was raised whether we are putting too much pressure on the summative work as feedback on summative work is often only way of students knowing how well doing they are doing. If more feedback was given during the module this could manage expectations.

#### **8. AGENDA ITEM B4. Reading weeks – revisiting the rationale**

- 8.1 Dr Matthews reported that this was discussed at the Taught Programmes Policy Group (TPPG) and that the general view was that these were not a bad thing.
- 8.2 The opinion of TPPG was that activities should be going on, and if so, it is a good thing. It was made clear that reading weeks are not a half term. Dr Matthews advised he would revisit this as part of the induction working group and will it would also form part of the transitions week.
- 8.3 Dr Matthews recommended that if going to have a reading week in schools, should all have it in the same week.  
**ACTION:** Teaching Directors to take to teaching committee.
- 8.4 Mr Rand reminded the meeting that, if a school has joint honours students, they should have a conversation with the other school to ensure consistency.

The following schools confirmed their planned reading weeks as:

IIH – week 7

LDC – week 7

AMA – week 6

#### **9. AGENDA ITEM B5. Student representation code of practice**

Received

- 9.1 Mr Rand advised that key staff should be familiar with this. A whole chapter of the document is dedicated to student representation. Expecting this to come up in the HER and he was looking forward to discussing it.

- 9.2 It was agreed that going forward the Chair and Secretary would meet with the Student Union representatives a week prior to the LTQC meetings. The purpose of the meetings is to invite issues, papers for presentation and to talk about agenda items.

**ACTION:** Miss Newark to arrange. **Resolved.**

- 9.3 Following discussion it was agreed that the SSLC minutes would feed into the LTQC and therefore become a standard item on the agenda.

**ACTION:** Mrs Wilkinson to liaise with other HUM School Managers to ensure these are sent through to the Secretary.

**ACTION:** Miss Phillips to advise the Secretary of the name of the new HUM Faculty convenor. **Resolved**

## **10. AGENDA ITEM B6. Adviser system review**

Received

- 10.1 Dr Matthews advised that there has been a review and now have guidance available. He suggested that Teaching Directors should be aware that this intersects with learning and teaching issues and should encourage colleagues to make better use of system.
- 10.2 Mr Rand asked whether the reports from senior advisers would go to LTQC or LTC. Ms Pavey has forwarded the question on for consideration. Dr Matthews felt it was appropriate if a copy comes to LTQC initially.
- 10.3 Miss Phillips has been working with another school and the adviser system has quite a strong impact on the management organisation within the school. Students are aware and are discussing more openly.
- 10.4 CSED Courses were discussed and it was highlighted that often the courses only once and during teaching time which makes it difficult to attend.
- 10.5 Dr Matthews noted that there is a review of the green book (for promotions) planned and can imagine that having attended courses would come into the discussions.
- 10.6 Dr Matthews talked about Universities approaching the Teaching Excellence Framework (TEF) and how attending courses was likely to be important. Mr Rand commented that the results of how the QAA and TEF mesh into each other will be interesting.

## **11. AGENDA ITEM B7. Induction**

- 11.1 Mr Garforth updated the committee on how the induction planning had gone.

He commented that there was a distinct difference between schools where have an academic lead for induction to those who do not. Dr Matthews advised that the new guidelines on induction do say there should be a single lead. Dr Poppleton suggested that it would be nice if wasn't the Teaching Director given their workload.

- 11.2 **Transitions** – update from Dr Matthews

- There is a HUM project group on transitions.
- A podcast is about to be circulated asking for support from the Faculty for inductions in general to make the HUM one the best in the university. Have visions of it being much more interesting and exciting.
- The group thinks there are ways of improving mode of delivery for 16/17 by making better use of Faculty as a whole and develop a sense of belonging and Faculty identity.
- Want students to feel empowered by the Faculty they are studying with. There are a couple of calls for activities which might be useful, the group will be asking for ideas.
- There will not be any teaching for any year in week one from next year in HUM. Also need to think of induction as a year long.
- Mr Bennett stated he was keen on using gamification to encourage sense of belonging and possibly involve prizes.
- Dr Matthews would like a much more rounded pre arrival support system.
- The meeting discussed whether continuing students are being asked what they would have liked to know in their first year. The Students Union is doing this, as is the Business Intelligence Unit (BIU), although the timing has yet to be decided. Miss Phillips suggested it would also be interesting to hear from advisers to first years about any common themes.

## **12. AGENDA ITEM B8. External Examiner reports**

Received: Documents F1 and F2  
Associate Dean's annual report

- 12.1 It was agreed to continue with the sub groups scrutinising the reports so more meetings will be set up shortly.

## **13. AGENDA ITEM B9. Learning and Teaching Briefing**

- 13.1 The Quality Assurance Agency (QAA) for Higher Education review is due to take place week starting 12<sup>th</sup> October.
- 13.2 The University has compiled the SED, which gives a fantastic overview of what the university thinks it is doing. Dr Matthews suggested that for anyone not familiar with the set up and organisation, a huge amount of information available here.  
<https://portal.uea.ac.uk/documents/6207125/8480269/uea-self-evaluation-document.pdf/28b252c1-f828-4024-8065-d03d26cfbc70>
- 13.3 Mr Rand advised that the student submission is available online. This has been received with interest across the university. This document has raised issues such as student representation. Mr Rand is happy to answer questions on it.

[http://issuu.com/ueasu/docs/qaa\\_student\\_submission\\_final\\_/1?e=13816860/14330799](http://issuu.com/ueasu/docs/qaa_student_submission_final_/1?e=13816860/14330799)

- 13.4 One thing of interest is the peer review as in the 2009 audit it was noted that there were none in the university. It is certain we will be questioned on this so it is crucial that we complete the paperwork. Will be questioning whether everyone knows what the processes are and how they are working.
- 13.5 Dr Matthews referred to the Learning and Teaching strategy and the need to check that the LTQC provision is speaking to these.  
<https://www.uea.ac.uk/learningandteaching/documents/learningteaching/UEA+Learning+Teaching+Strategy+2014-19>
- 13.6 Quality Assurance and Enhancement document is really useful to look at. All processes are included, really useful to bring everyone up to speed.  
<http://www.uea.ac.uk/learningandteaching/documents/learningteaching/guidance-document-quality-assurance-and-enhancement-taught-programmes>
- 13.7 Module update and course update has now separated again. Module update will take place prior to Christmas and then the course update after. Have returned to a more logical system.

#### 14. Emarking

- 14.1 50% of e-marking in the University was within HUM Schools last year. E-marking is moving to the blackboard platform. Those who used e-marking before will be supported through the assisted grades journey on Blackboard this semester.
- Dr Matthews commented that this is an area where all, staff and students can benefit from technology.
- 14.2 Mr Bennett commented it would be useful to have e-marking for reassessment as well.  
**ACTION:** Miss Newark to take back to project group.

#### 15. Module outlines

- 15.1 Dr Matthews encouraged colleagues to complete the new form  
Mr Bennet reported a problem with format of form when using on MAC. Ms Pavey confirmed this had been reported and was noted.

#### 16. Annual review of assessment and moderation

- This should have now taken place.
- There is a box on the QAR 3 form where show what has happened.
- Dr Matthews advised this is an opportunity to demonstrate how using feedback and reminded Teaching Directors that we must have held those meetings in some form and report back.
- Mr Bennett commented that he found it really useful as LTS made contact and let the school know exactly what needed doing and when.
- Dr Gough reported that the matter was tackled during their School away day.

- Dr Tillett advised that her School have carried this out within departments
- Dr Poppleton confirmed LDC has done theirs.

17. Dr Matthews asked about the provision of documents in hard copies to students within modules and reminded everyone that all documents should be available in electronic format. Anything that is crucial to students learning would be provided hard copy.

17.1 Mr Rand asked about how schools have done in terms of providing reading lists to Talis for students. Dr Poppleton reported that Waterstones needed to know module convenors and had contacted LTS who were not able to help.

**ACTION:** Miss Newark to check. Waterstones had made an enquiry on a general level to LTS centrally and was informed that this would not be available until all modules across the UEA had been populated with Module Organisers.

**Resolved:** Now with the Director of University Services Office.

18. Dr Matthews updated on items from TPPG:

- Mid module evaluation. Beneficial on two accounts
  1. To take account of issues and concerns half way through module and effect change
  2. Knock on effect for students to see that we do take account of information.

- Can be very light touch.
- Suggested not to be carried out online

**ACTION:** Teaching Directors to take to teaching committees.

18.2 Key points from the discussion:

- Mr Rand reported that there was no enthusiasm among student body for a formal evaluation half way through the module and that mid module feedback rather than evaluation would be a better way to describe it.
- Dr Tillett expressed a concern of how quickly can turn around and make a change.
- Miss Phillips advised students really want acknowledgement that feedback has been heard and understood. Most students are practical. She suggested that the more formal you make it, the less appealing you make it.
- Dr Matthews confirmed that there was no intention at the moment to make it formal.
- It was agreed that the feedback can also be positive, not just about making changes.
- Dr Poppleton suggested that an idea could be asking students what type of formative work they would want.
- Dr Gough stated that he has always used mid module evaluation. The groups chose reps, feed back to them and they come to see him outside of class.
- Dr Matthews commented that personally he would like it to be done in class as it fosters a sense of community but whatever works best.

18.3 **Autumn Modules with exams**

The Faculty is under pressure from the Pro-Vice-Chancellor and Faculty Dean to eliminate exams assessment for autumn modules. This is a big issue in History, Philosophy and Art. Dr Matthews will be pushing to have these removed.

LDC do not have any exams and use the time to do something useful with the students such as the first year conference. This is a really good way to encourage learning in different ways and areas. This demonstrates really good practice.

Mr Rand asked what the views were of the students who have exams. Dr Cockayne commented that the idea of doing away with the exams was not received that well in HIS.

Dr Matthews raised two issues:

- Whether exams are good ways of assessing
- Whether students should be examined on a module which has finished five months previous.

He stated is it not clear what benefit is being achieved with this. Dr Cockayne reported that those most vocal about wanting to keep them were those who only taught in autumn and wanted to assess by exam. Those who taught throughout the year were not so concerned.

**C1. Course Approvals, Course Title Changes and Course Closures in HUM 2015/16, 2016/7**

**Course Closures – Document G - APPROVED**

**BA Film and American Studies**

**U1TW76402**

**U1TW76401 (PRE- 2013)**

**U1TW76302**

**U1TW76301 (PRE-2013)**

**BA Film Studies and Art History**

**U1WV63302**

**U1WV6301 (PRE-2013)**