

LEARNING AND TEACHING COMMITTEE



Minutes of the meeting held on 24 June 2015

Present: Pro-Vice-Chancellor (Professor N. Ward) (in the Chair), the Academic Director of Taught Programmes (Dr A. Longcroft), the Academic Director of Learning and Teaching Enhancement (Mrs H. Gillespie), the LTC Director of Staff Development (Ms A. Giles), the Director of University Services (LTS) (Dr A. Blanchflower), the Dean of Students (Dr A. Grant), Associate Deans (L&T) (Ms R. Chakraborty, Mrs R. Doy, Dr C. Matthews, Dr B. Milner), the Library Director (Mr N. Lewis), the representative from City College Norwich (Dr J. White), the Undergraduate Education Officer of the UEA Union of UEA Students (Mr C. Rand), the Postgraduate Education Officer of the UEA Union of UEA Students (Mr L. Mccafferty)

With: the Head of LTS (Quality) (Dr J. Sharp), the Head of LTS (Systems) (Mrs C. Sauverin) the Head of Postgraduate Research Service (Dr V. Easson), the Head of Partnerships (Mrs S. Walker), the Head of Student Engagement: UEA Union of Students (Mr J. Clare), the Academic Director of INTO (Dr M. Perry), the incoming Associate Dean (L&T) for SCI (Professor D. Stevens), the University's Market Research Manager (Ms R. Price) and the University's Market Research Officer (Ms. R. Hannant) for Minute 163, the Senior Faculty Manager (SSF) (Dr L. Bohn) for Minute 172

Secretary: the Learning and Teaching Manager (LTS) (Ms M. Pavey).

Apologies: the representative from University College Suffolk (Professor P. Cavenagh) and the Academic Director of Partnerships (Professor I. Dewing)

160. MINUTES

Confirmed

the Minutes of the meeting held on 13 May 2015.

161. STATEMENTS BY THE CHAIR

The Chair reported orally on the following:

- *Starred Firsts*
Arising from the May meeting of LTC a paper on Starred Firsts was scheduled to come to the June meeting. However, more work is being carried out on proposals and a paper will come to a meeting in 2015/16.
- *Procedures for approving scholarships, bursaries and prizes*
Following a meeting with the Chair, the Head of LTS (Quality) and colleagues in the Development Office, a revised process for the approval of scholarships, bursaries and prizes had been devised and was a Section B item for this meeting of LTC.

162. CONFIRMATION OF CHAIR'S ACTION

Confirmed

confirmation of Chair's action

LTC14M006

LTC-M2
24.06.2015
Min. 162

Approval of new prizes, bursaries and scholarships and amendments to existing prizes bursaries and scholarships.

162.1 New prizes, bursaries and scholarships

- 1) School of Health Sciences Prize for Best Overall Academic Performance – post registration programmes
- 2) The James Fisher Marine Services Prize
- 3) The Chantry Scholarship
- 4) The Henry Thomas Browning Prize
- 5) UEA Literary Festival MA Crime Fiction Scholarship
- 6) The British Geophysical Association prize
- 7) The Millis-Sainsbury Institute for Art Prize
- 8) The Paula Kantor Prize
- 9) The Robin Bolton Memorial Prize

162.2 Amendments to existing prizes, bursaries and scholarships

- 1) The Savile Scholarship in MA Creative Entrepreneurship
- 2) The Ink, Sweat & Tears Poetry Writing Scholarship
- 3) The Lightfoot Marketing Scholarship in American Studies
- 4) The Sir Roy & Lady Catherine Goode Prize
- 5) The Sir Roy & Lady Catherine Goode Prize for Best Overall Performance in the Degree of Master of Laws

162.3 Approval of a BA Geography, BA Geography with a Year in Industry and BSc Geography with a Year in Industry.

It was noted that proposed Year Abroad variants had been approved in principle, but more work was required before they were fully approved. (This document can be found on the LTC Blackboard site and in the Minute Book ref. LTC14D258).

162.4 BA Mathematics with a Year in Industry

Arising from Minute 147, the amendments required to the above course proposal had been made and the Chair had taken action to approve the amendments.

(A copy can be found in the Minute Book, ref. LTC14D214)

*163. 2015 STUDENT EXPERIENCE SURVEY

This minute is confidential and attached as a separate sheet.

*164. COURSEWORK TURNAROUND DATA AND NEXT STEPS

This minute is confidential and attached as a separate sheet.

165. SELF CERTIFICATION: EXTENSIONS TO SUBMISSION DEADLINES

Considered

proposed amendments to self-certification by students when seeking extensions to submission deadlines and data on the number of extensions received in 2013-14 and 2014-15. (A copy can be found in the Minute Book, ref. LTC14D217)

Reported

the Head of LTS (Quality) gave a brief overview of the paper with a recommendation that a working group be established to explore the benefits and potential disadvantages of self-certification for extensions to submission deadlines. He suggested that the working group should consider a number of aspects relating to self –certification, including whether or not the current regulation which related to the requirement that self- certification could only apply to the first extension request in an academic year should be lifted. Currently there was a lack of consensus across the University on the issue of self-certification. Should the working group agree that removing the requirement that self-certification could only apply to the first extension request in the academic year was desirable then it could be implemented mid-year without detriment to students.

(In its detailed discussions members heard from the Dean of Students that she was working with colleagues in the Medical Centre and in the Dean of Students' Office on matters relating to evidence requested by students to support deadline extension requests).

RESOLVED

- 1) a working group would be established to explore the benefits and potential disadvantages of self-certification in terms of academic probity and rigour; the wider impact on student support and student experience, student preference and the associated costs/efficiency gains;
- 2) the Dean of Students would be a member of the group;
- 3) current regulations relating to self- certification for extensions to submission deadlines should remain in place until the group had considered the matter fully;
- 4) the group would report to the October 2015 meeting of LTC.

166. CONSIDERATION OF MARKS FOR PERIODS OF STUDY ABROAD

Considered

proposals to change the regulations relating to the assessment of undergraduate and integrated masters courses with a semester or year abroad. (A copy can be found in the Minute Book, ref. LTC14D218)

Reported

166.1 The Head of LTS (Systems) informed the Committee that in February a meeting of Teaching Directors and Study Abroad Coordinators had proposed that students undertaking a semester abroad should not receive a mark and that this period of study should be assessed on a pass/fail basis.

166.2 This would result in a change in the classification of degrees with a semester abroad. It was proposed that the change would be brought in from 2016/17 onwards on the basis that students going abroad had already chosen their modules and been advised of how they would be assessed. However, if all students in a cohort agreed, then classification on a pass/fail basis could be introduced earlier.

RESOLVED

- 1) for Bachelors courses where there is a semester abroad, the study abroad is considered on a pass/fail basis and does not contribute to the classification of the degree. For these students their degrees classification will be based on 180 credits, with Year 2 (60 credits) weighted 25% and final year (120 credits) weighted 75%;

LTC14M006

LTC-M4
24.06.2015
Min. 166

- 2) further consultation should be undertaken on Integrated Masters courses with a year abroad, the three year Computing Studies with a Year Abroad and other matters relating to good practice in operating study abroad as outlined in the proposal document. The outcome of the consultation would be considered further at a future meeting of LTC;
- 3) no change will be made to the current regulation that the year abroad study for four year Bachelors degree is pass/fail and does not count towards the classification towards a degree.

167. ONLINE LEARNING STRATEGY

Considered

recent developments in on-line learning, the development of an on-line strategy and an approval process for new on-line courses, MOOCS, on-line modules and non-credit bearing short courses. (A copy can be found in the Minute Book, ref. LTC14D219)

Reported

the Academic Director of Learning and Teaching Enhancement (ADLTE) outlined the work being undertaken on developing an online learning strategy. She noted that teaching online had different requirements with regard to both pedagogy and business and so a different process for approval of online modules, courses, non- credit bearing short courses and MOOCS was required. Templates had been developed which were intended for any initial proposal to develop online provision. Full proposals would then be required once the information provided on the templates had been scrutinised and approved.

(In its detailed discussions members

- i) acknowledged that demands for support from the Learning Enhancement Team for on-line initiatives should be kept under review;
- ii) agreed that the proposed initial approval process for on-line courses should be reviewed on a case by case basis to monitor the effectiveness of the new procedure).

RESOLVED

- 1) to endorse the developing strategy and criteria to be used to evaluate new on-line proposals;
- 2) to approve new approval processes for MOOCS, online courses, on-line modules and non-credit bearing short courses.

168. SEMESTER DATES AND THE SHAPE OF THE ACADEMIC YEAR

Considered

recommendations for the shape of the academic year and semester dates from 2016/17 onwards (A copy can be found in the Minute Book, ref. LTC14D220)

Reported

168.1 The Director of Learning and Teaching Services informed the Committee that consultation on proposed semester dates and the shape of the academic year had been undertaken in a number of fora including Faculty LTQCs and the Employability Executive. Agreement on Recommendation 1 in the document, relating to the autumn semester being of 12 weeks duration, including induction activities, had been reached. The proposal that the spring semester should be fourteen weeks long had also been supported as had the proposal to have a four week break at Christmas and Easter.

168.2 In its discussions the Committee confirmed its support for the recommendations outlined above. It was noted that in 2016/17, when the assessment period moved to four weeks, there would be two additional weeks, the use of which required further discussion. It was also noted that Recommendation 4 relating to reading weeks with no timetabled content ceasing to be a feature of modules or courses was the Committee's next agenda item.

RESOLVED

- 1) to approve the following recommendations:
- 2)
 - i) that the Autumn semester be of 12 weeks duration, including induction activities (Recommendation 1);
 - ii) that Congregation be scheduled for the third week in July (Recommendation 5).
 - iii) that for 2015/16 – introduce Week 14 activities as detailed below into Week 13 immediately prior to the interim 5 week assessment period (Recommendation 6);
 - iv) that for 2016/17 - introduce the pattern 12 - 14 – 4 and, in order to create a useable teaching period after the Easter break in 2017, move this break from the previously agreed four weeks commencing 10th April to the four weeks commencing 27th March in order to give 10 weeks before and 4 weeks after the Easter break (Recommendation 7);
 - v) that for 2017/18 – introduce the 12-14- 4 pattern leaving the Easter break as previously approved so giving 9 weeks before and 5 weeks after the Easter break (Recommendation 8);
 - vi) dates for 2018/19 through to 2021/22, as set out in the proposed schedule of dates. For 2020/21 option B was approved (Recommendation 9).
- 3) further consideration was required on the use of Week 7 and 14 (Recommendation 2) and on the proposal that courses with no examinations extend their timetabled contact delivery into the assessment period (Recommendation 3).

169. REVISITING THE RATIONALE FOR READING WEEKS

Considered

proposals for the use and timing of reading weeks (A copy can be found in the Minute Book, ref. LTC14D221)

Reported

The Academic Director of Taught Programmes (ADTP) introduced a number of recommendations regarding the use of reading weeks, noting that there was very disparate practice across the University. He emphasised that it was important for Schools to ensure that they met the thresholds for contact time. He advised members that there had been support at TPPG for a change in traditional module delivery mid-semester which could take the form of online or self –directed tasks for students to undertake.

(In its detailed discussions

- i) the concept of accountability being required if there was no prescription in how Schools used these weeks was put forward;
- ii) the need to ensure that there was consistency at course or School level was particularly important for students on joint honours courses was agreed).

LTC14M006

LTC-M6
24.06.2015
Min. 169

RESOLVED

- 1) Schools that currently do not use Reading Weeks should be free to continue current practice;
- 2) Schools who use a Reading Week:
 - i) should convey the purpose and aims of the week as well as the value that will be gained from engaging with the activities;
 - ii) should explain the expectations in terms of student attendance (for example, whether it is expected that students will remain local during the period);
- 3) It should be made clear that any reference to a Reading Week, or other preferred nomenclature should emphasise that this was a change in course delivery and not a break in studies;
- 4) Schools could use the term Reading Week or any other term that was appropriate to the activities undertaken in that week.

170. SPRING AND SUMMER SUBMISSION DEADLINES ON TAUGHT PROGRAMMES

Considered

the use of January submission deadlines for autumn modules, and the use of deadlines that fall within the examination period on spring modules (A copy can be found in the Minute Book, ref. LTC14D222)

The ADTP invited members to consider and approve recommendations with regard to setting assignment deadlines in the examination period and setting deadlines for autumn semester deadlines in January.

RESOLVED

Deadlines in the examination period:

- 1) Schools setting assessment deadlines in the examination period should consult their student bodies on this issue via their SSLCs (these are AMA, HIS, HUM, LDC, PPL, BIO, CMP, ENV, DEV, ECO, EDU, PSY, SWK);
- 2) Schools should communicate the results of this consultation with their students and should also report the outcomes to their FLTQCs;
- 3) once a clear preference is established in each School, Schools will need to either change their current practice, or continue with it;
- 4) FLTQCs should monitor the use and impact of submission deadlines in the examination period in future.

Deadlines in January for autumn semester modules:

- 5) Schools that set January deadlines for autumn semester modules should consult their student bodies on the use of January submission deadlines issue via their SSLCs (these are AMA, BIO, CHE, DEV, ECO, EDU, ENV, HIS, LAW, LDC, MTH, NBS, PPL, PSY);
- 6) Schools should communicate the results of this consultation with their students, and should also report the outcomes to their FLTQCs;
- 7) once a clear preference is established in each School, schools will need to either change their current practice, or continue with it;
- 8) the principle that *Schools should avoid the use of January submission deadlines that extend beyond week 1 of the Spring Semester, unless there is a compelling academic rationale for doing so* should be conveyed to Schools to inform their planning: Any rationale should also be communicated to students and to FLTQCs;

- 9) FLTQCs should monitor the use and impact of January submission deadlines in future.

171. ACADEMIC STUDENT INDUCTION AND TRANSITIONS

Considered

recommendations from the Academic Student Induction Working Group. (A copy can be found in the Minute Book, ref. LTC14D223)

Reported

the ADTP gave members a brief overview of the work undertaken by the Academic Student Induction Working Group and referred them to the recommendations arising from its deliberations. He acknowledged that learning style questionnaires, as proposed in Recommendation 9 were contentious within the HE sector. Therefore in the proposals for new students to undertake such a questionnaire before arrival the 'should' would be amended to 'may' in the report. He also acknowledged that proposals to devote resources to the development of an Induction/Transitions website in Recommendation 10 would require further consideration and the Recommendation 11 which referred to repurposing elements of the UEA MOOC 'Preparing for Uni' might pose some logistical problems.

(In its detailed discussions member noted that:

- i) new students did not have access to some UEA systems and facilities until after they had been fully registered;
- ii) there were potential inequalities of experience for students who accepted offers near to the start of the academic year or students coming from INTO compared with other new students);
- iii) it was not always possible to be as prescriptive as outlined in recommendation 5, which proposed that a period of at least three full days should be set aside for induction in Week 1;
- iv) providing students with reading lists should be considered as part of pre-arrival induction.

RESOLVED

- 1) subject to the provisos outlined above the recommendations outlined in the report should be approved;
- 2) the Academic Induction/Transition Liaison Group would take forward a number of the recommendations and would focus on sharing good practice across the University, reporting to both the Student Experience Committee and LTC.

172. REVIEW OF THE STUDENT REPRESENTATION AND STAFF STUDENT LIAISON CODE OF PRACTICE WORKING GROUP

Considered

recommendations in the final report of the review of the Working Group set up to review the Student Representation and Staff Student Liaison Code of Practice. (A copy can be found in the Minute Book, ref. LTC14D224)

Reported

172.1 Dr Louise Bohn, SSF Senior Faculty Manager and co-chair of the Working Group introduced the review report and drew members' attention to seven recommendations arising from the group's deliberations. She noted that some resources were required to ensure consistent implementation of the proposed Student Representation Code of Practice.

LTC14M006

LTC-M8
24.06.2015
Min. 172

Considered

172.2 The Head of LTS (Quality) advised the Committee that the Student Experience Committee (SEC) was the appropriate forum to consider the implementation, monitoring and evaluation of the Code of Practice rather than a Student Representation Working Group as proposed, since SEC had a formal reporting relationship to LTC.

172.3 It was agreed that the Code should reference PGR where appropriate. It should also include an indication of the amount of time student representatives might devote to their role should be made more explicit. It was agreed that further discussion was required on the proposal to set up and maintain a Student Representation Blackboard site, although it was acknowledged by members that it would be a useful resource. It was also agreed that reference to support services offered by the Dean of Students/ Office should be added to the Code.

RESOLVED

- 1) subject to the amendments and additions outlined in Minutes 172.2 and 172.3, the Student Representation Code of Practice and the recommendations made by the working group be approved. These recommendations were that:
 - i) the Code of Practice will be driven by the VCO and cascaded via Deans and Heads of School;
 - ii) LTC undertake a formal scoping exercise to evaluate the costs and benefits of establishing an online feedback system to enable students to feedback as individuals to the University;
 - iii) a 'We said, We did' approach is adopted to illustrate the changes that representation can achieve;
 - iv) LTC explore the costs and benefits of an awareness campaign to raise awareness of the importance of student representation;
 - v) UUEAS will create a Student Representation Handbook for students and staff;
 - vi) a University wide Student Representation Blackboard site should be set up.
- 2) consideration of the Code of Practice will be a standing item on the SEC agenda.

173. NEW AWARDS AND NEW COURSE PROPOSALS

Considered

the granting approval of:

- i) MSc Physician Associate Studies. (A copy can be found in the Minute Book, ref. LTC14D225)

Reported

the Associate Dean (L&T) for FMH advised members that the proposal to offer an MSc in Physician Associate Studies was driven by the NHS and there is a nationally agreed curriculum for the course. The role of Physician Associate is intended to address the shortage of middle grade doctors in the NHS. The possibility of some co-teaching with medical students, which would comply with the University's policy on co-teaching was being investigated. The course will not be regulated by a professional body initially but this was likely to change in the future.

RESOLVED

the proposal be approved.

- ii) MSc Adult Nursing. (A copy can be found in the Minute Book, ref. LTC14D226)

Reported

the Associate Dean (L&T) for FMH informed members that the proposal was the result of a redistribution of current commissions for adult nursing. The Faculty planned to take some of the undergraduate nursing numbers into a postgraduate taught cohort. The course is derived from the undergraduate course but with Masters level assessment and outcomes.

APEL will be used to ensure the students meet the requirements for entry to the NMC register.

RESOLVED

that the proposal be approved.

174. COUNTING YEAR ONE TOWARDS DEGREE CLASSIFICATION

Considered

whether semester two of year one should count towards undergraduate degree classification. (A copy can be found in the Minute Book, ref. LTC14D22)

RESOLVED

taking account of the case made in paper produced by the ADTP, to approve the recommendation that the University should not count semester two of year one and should maintain the existing weightings for Bachelors and Integrated Masters programmes.

175. TAUGHT POSTGRADUATE REGULATIONS

Considered

proposed amendments to the Common Masters Framework regulations for 2016/17 and proposals to develop a New Academic Model for taught postgraduate programmes. (A copy can be found in the Minute Book, ref. LTC14D228)

Reported

the Head of LTS (Systems) advised members that as a result of the introduction of the New Academic Model including the Regulations for Bachelors and Integrated Masters Awards for undergraduate programmes there was a need to align regulations governing the postgraduate mark scheme for students entering the final year of their Integrated Masters degree. In light of this it would also be timely to give further consideration to the possibility of a New Academic Model for taught postgraduate programmes.

(In discussing the proposals the UUEAS Postgraduate Education Officer raised the issue of the perceived disparities of treatment of students on integrated Masters and taught postgraduate Masters degrees. It was agreed that further consideration of this matter was needed).

RESOLVED

- 1) to approve the change to PGT module coding and mark schemes to bring them in line with those for undergraduate modules, specifically:
 - i) from 2016/17 all PGT modules follow the agreed module coding for BIM modules, including the allocation of level 7 to replace level M in the coding structure;
 - ii) from 2016/17 all PGT modules follow the BIM UG mark scheme in which marks within 0.5% of the pass mark are treated as a pass;

LTC14M006

LTC-M10
24.06.2015
Min. 176

iii) from 2016/7 that all students who have failed a module are reassessed in all failed components of the module rather than the 'synoptic' reassessment in place now.

- 2) to endorse that other aspects of the NAM with respect to postgraduate taught programmes, as detailed in the proposals outlined in the paper, should be discussed at TPPG and LTC early in 2015/6.

176. PEER ASSISTED LEARNING (PAL)

Considered

the PAL project 2014-15, a summary evaluation of the project and recommendations for 2015-16. (A copy can be found in the Minute Book, ref. LTC14D229)

176.1 Members were advised by the ADTP that the report submitted for the Committee's consideration contained a number of recommendations. This report together with a business case which would focus on the longer term future of PAL, would be brought back to LTC once quantitative data on student achievement was available to Dr Georgios Papadopoulos, the UEA Teaching Fellow undertaking research into PAL.

176.2 Members acknowledged the significant work undertaken by Ms Anne Guyon as the University's PAL champion.

177. EVALUATION OF THE 2015 LEARNING AND TEACHING DAY

Considered

an evaluation of the 2015 Learning and Teaching Day held on 7 May 2015 (A copy can be found in the Minute Book, ref. LTC14D230)

Reported

the Head of CSED advised the Committee that responses from participants at the 2015 Learning and Teaching Day had been positive and had helped identify potential improvements for future years. It was noted that from the statistics provided in some Schools attendance at the event was very low and in some Schools there were no participants.

RESOLVED

to endorse the recommendations outlined in the evaluation report that:

- i) the programme be finalised earlier so that it can be lodged into diaries by the end of January;
- ii) the Steering Group undertake to seek out contributions from Schools and not rely on a Call for Papers;
- iii) at least one of the keynotes should be of a more controversial nature that should pose difficult questions;
- iv) some encouragement should be given to holding sessions that take the form of an open discussion, including a debate;
- v) the experiment of interviewing presenters should be continued next time;
- vi) the 2016 Learning and Teaching Day be held on 5 May 2016.

178. EXCELLENCE IN TEACHING AWARDS

Considered

a review of the Excellence in Teaching Award scheme and recommendations as to its future. (A copy can be found in the Minute Book, ref. LTC14D231)

Reported

the ADLTE informed the Committee that the central tenet of what was being proposed was that the University should focus on the award of University Teaching Fellowships and that rewards for teaching excellence should be recognised through the normal reward mechanisms of ex gratia payments, special incremental progression or discretionary awards. She noted that the Excellence in Teaching Awards Panel had agreed that moving resources from Excellence in Teaching Awards to other forms of recognition had a number of advantages and a focus on Teaching Fellowships should help with bids for National Teaching Fellowships.

RESOLVED

the Recommendations outlined in the report should be approved, namely that:

- i) excellence in teaching and learning is recognised through the normal reward mechanisms of ex gratia payments/ special incremental progression/ discretionary awards;
- ii) should the criteria for staff annual review require updating to fully recognise excellence and innovation in teaching and learning then this be brought to the attention of the Director of Human Resources;
- iii) the UUEAS Transforming Teaching awards scheme is supported;
- iv) the Excellence in Teaching Award ceases to be an ex gratia payment and becomes a personal and development allocation of funding for staff to use as they see fit for their own personal and professional development;
- v) the awards are linked to University Teaching Fellowships;
- vi) the awards are made on an annual basis to all those holding a University Teaching Fellowship (nine staff at steady state, three new fellowships awarded each year);
- vii) one award per year, made to a new University Teaching Fellow be determined to be the Sir Geoffrey and Lady Allen prize and like other awards to be spent on their personal and professional development;
- viii) the Sir Geoffrey and Lady Allen prize remain valued at £1,000 with the value of the other awards determined on an annual basis depending on the budget available.

179. QAA QUALITY CODE

Approved

an annual Report From QAA Quality Code Chapter Champions (A copy can be found in the Minute Book, ref. LTC14D232)

180. APPROVAL OF SCHOLARSHIPS, BURSARIES AND PRIZES

Approved

proposals to streamline the approval of scholarships, bursaries and prizes. (A copy can be found in the Minute Book, ref. LTC14D233)

LTC14M006

LTC-M12
24.06.2015
Min. *181

*181. UPDATE ON PARTNERSHIP WITH THE INSTITUTE OF HEALTH AND SOCIAL CARE STUDIES

This report is confidential and attached as a separate sheet.

182. MOUNTVIEW ACADEMY OF THEATRE ARTS: APPROVAL OF POLICIES AND PROCEDURES FOR 2015/16

Approved

proposed changes to regulations, policies and procedures for implementation from the 2015/16 academic year. (A copy can be found in the Minute Book, ref. LTC14D235)

183. ROYAL MARSDEN SCHOOL: APPROVAL OF POLICIES AND PROCEDURES FOR 2015/16

Approved

the regulations, policies and procedures that will be implemented for the UEA validated provision at the Royal Marsden School from September 2015. (A copy can be found in the Minute Book, ref. LTC14D236)

184. LTC REVIEW OF THE ADVISING SYSTEM

Approved

the revised Advising Policy for undergraduate and postgraduate students from 2015/16. (A copy can be found in the Minute Book, ref. LTC14D237)

185. REVISIONS TO THE UNIVERSITY'S POLICY STATEMENT AND GUIDELINES ON BULLYING, HARASSMENT AND ABUSE, ASSAULT AND STALKING AND THE USE OF SOCIAL MEDIA AND PROCEDURES FOR DEALING WITH HARASSMENT

Approved

proposed changes to the University's Policy and Guidelines on bullying, harassment and abuse, assault and stalking and the use of social media and procedures for dealing with harassment. (A copy can be found in the Minute Book, ref. LTC14D238)

186. TRANSITIONAL ARRANGEMENTS FOR POST-REGISTRATION COURSES IN HSC

Approved

transitional arrangements for Credit Only Level 6 Post-registration students in HSC prior to the adoption of the Bachelors and Integrated Masters Regulations. (A copy can be found in the Minute Book, ref. LTC14D239)

187. REPORT FROM THE MEETING OF THE UNIVERSITY CAMPUS SUFFOLK JOINT ACADEMIC COMMITTEE

Approved

recommendations from the meeting of the University Campus Suffolk Joint Academic Committee held on 24 June 2015. (A copy can be found in the Minute Book, ref. LTC14D240)

188. ANNUAL REPORT FROM THE ISD EDUCATION BOARD

Approved

a report on the work of the Information Services Education Board in the academic year 2014/15. (A copy can be found in the Minute Book, ref. LTC14D241)

189. PARTNERSHIPS

Received

an update from the Partnerships Office. (A copy can be found in the Minute Book, ref. LTC14D242)

190. UPDATE ON PARTNER PROGRESS ON MAPPING TO THE QAA QUALITY CODE

Received

an update on the progress of UEA's partner institutions on mapping to the QAA Quality Code. (A copy can be found in the Minute Book, ref. LTC14D243)

191. POSTGRADUATE RESEARCH EXECUTIVE

Received

a report on the latest activities of the Postgraduate Research Executive and a summary of changes made in 2014-15 for Quality Code Chapter B11. (A copy can be found in the Minute Book, ref. LTC14D244)

192. REPORT ON STUDY AND WORK ABROAD 2014/15

Received

an update on incoming study and outgoing student study and work abroad in 2014/15. (A copy can be found in the Minute Book, ref. LTC14D245)

193. REPOSITORY OF EXAMPLES OF STUDENTS' WORK

Received

an update on the work of the Coursework Repository Working Group. (A copy can be found in the Minute Book, ref. LTC14D246)

194. HEA ACCREDITATION SUBMISSION

Received

the University's HEA accreditation submission. (A copy can be found in the Minute Book, ref. LTC14D247)

195. REPORT FROM THE STUDENT EXPERIENCE COMMITTEE

Received

a report on the last two meetings of the Student Experience Committee. (A copy can be found in the Minute Book, ref. LTC14D248).

LTC14M006

LTC-M14
24.06.2015
Min. 196

196. FUTURE SKILLS INITIATIVE WORKING GROUP

Received

an update on the work of the Future Skills Initiative Working Group. LTC14D249)

197. REVIEW SCHEDULE: REGULATIONS, HANDBOOKS, POLICIES AND PROCEDURES, GUIDANCE AND STUDENT CHARTER

Received

a schedule for the review of regulations, handbooks, policies, procedures, guidance and Student Charter. (A copy can be found in the Minute Book, ref. LTC14D250)

198. NEW COURSE PROPOSALS AND COURSE CLOSURES

Received

a report on minor course changes for the following courses:
BA Politics and Media Studies (course title change). (A copy can be found in the Minute Book, ref. LTC14D251)

Received

a report on course closure for the following courses: (A copy can be found in the Minute Book, ref. LTC14D252)

- i. MA International Public Policy and Public Management T1LL44101/T2LL44201
- ii. MA Public Policy and Public Management T1L430202/T2430201
- iii. The Philosophy, Politics and Economics of Public Choice T1VM0101/T2VML2021
- iv. MRes Public Policy and Public Management T1L430102/T2L430202

199. FACULTY LEARNING, TEACHING AND QUALITY COMMITTEES

Received

minutes of the meeting of the Faculty Learning, Teaching and Quality Committees

- i. Faculty of Arts and Humanities 23 March 2015. (A copy can be found in the Minute Book, ref. LTC14D253)
- ii. Faculty of Medicine and Health Sciences 25 February 2015. (A copy can be found in the Minute Book, ref. LTC14D254)

200. QUALITY ASSURANCE AGENCY

Received

CL-07-15 Mathematics, Statistics and Operational Research Subject Benchmark. (A copy can be found in the Minute Book, ref. LTC14D255)

201. EQUALITY OF OPPORTUNITY FOR STUDENTS: ANNUAL REPORT FROM THE UNIVERSITY'S HEAD OF EQUALITY AND DIVERSITY

Received

a report from the University's Head of Equality and Diversity on equality of opportunity for students. (A copy can be found in the Minute Book, ref. LTC14D256)

202. SENATE GUIDANCE ON ASSESSMENT AND FEEDBACK

Received

Senate Guidance on Assessment and Feedback approved by Senate at its meeting on 10 June 2015. (A copy can be found in the Minute Book, ref. LTC14D257)

203. LTC DATES 2015/16

Received

dates of LTC meetings in 2015/16. All meetings start at 14:00 and take place in Committee Room 2 in the Council House

- 21 October 2015
- 2 December 2015
- 27 January 2016
- 16 March 2016
- 11 May 2016
- 22 June 2016