LTC15D072

Title:	*SCI LTQC Minutes*
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Issue

To receive the minutes of the Faculty of Science Learning, Teaching and Quality Committee meeting held on:

1. 29 April 2015
2. 1 July 2015
3. 23 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
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Background
Please find attached the confirmed minutes of the SCI LTQC meeting held on:

1. 29 April 2015
2. 1 July 2015
3. 23 September 2015

Discussion

N/A.

Attachments
Minutes.

University of East Anglia

**UNIVERSITY OF EAST
ANGLIA
FACULTY OF
SCIENCE**

LEARNING, TEACHING AND QUALITY COMMITTEE

Minutes of the meeting held on Wednesday 29 April 2015 at 2.00 pm

Present: Ben Milner (Chair), Nigel Clayden (CHE), Mark Coleman (BIO), James Desborough (PHA), Paul Dolman (ENV), Emilly Kitching (Student Rep, from 3pm), Martin Loftus (NAT SCI), Geoff McKeown (CMP), Emilian Parau (MTH), Ros Boar (TPPG) with Charlotte Price (BIO School Manager), Peter Courridge (Acting SCI Faculty Manager), Rachel Paley (EFB Hub Manager) and Carole Bull (LTQC secretary).

1.   MINUTES OF THE PREVIOUS MEETING

    Considered
    Minutes of the previous meeting held on 4 February 2015 (document A filed in the minute book)

    Updates and action points

Item number and subject	Details
5 – Attendance monitoring	The Chair had asked at LTC about record keeping and denying reassessment due to non-attendance and reported that all Foundation and 1st Year students would be permitted reassessment by default. 2nd and 3rd Year students would need to have a mark of at least 20% for automatic reassessment – below this it would be at the discretion of the Exam Board. This was now included in the regulations. Students who are not engaging and don't wish to talk to their Adviser can talk to either the Dean of Students Office or the Student Union.
7 – Module evaluation data to be made available to students for 2015/16	Noted that LTS would not be able to provide this data for 2015/16 but the Faculty Office have been able to provide summaries which are available on Blackboard by School. LTS will be able to provide the data for future years.

9 – QAA document relating to Masters level credits and co-teaching	LTQC questions on the document were forwarded to the ADTP by the Chair. The response was that PGT students can't take UG modules so modules would still have to be co-taught.

10 – Senate guidance on assessment	The Chair had queried the purpose of the document and what LTQC needs to comment on. The document is designed to help academics. Comments from LTQC had been noted and the document will be reviewed.
11 – Update on Peer Review	The Chair reported 97% compliance with Peer Review for the SCI Schools, with only a few left to complete.
12 – Reducing the number of examinations	The Chair had obtained the data from previous years for SCI exams and there had been a reduction in exams from 253 (2012/13) to 197 (2015/16). The exam period will now be reduced to 5 weeks in 2015/16 and to 4 weeks in 2016/17. To meet the 4 week timeline, SCI would need to remove a further 23 exams. The Chair can circulate the data if required. **Action: Chair**
13 – Full Course Proposal – Mathematics with a Foundation Year	Amendments had been sent to the Secretary and the proposal was ready for consideration by LTC.

2.   STATEMENTS FROM THE CHAIR

2.1   New course proposal from Admissions. New four year courses which will link SCI courses with EDU are proposed, aimed at students with an interest in teaching Science and also linked to the PGCE course. Heads of School have expressed interest in the proposal and more information may be coming to Teaching Directors.

2.2   Reducing exams. Provisional semester dates for 2015/16 have two 13 week semesters and a 4 week exam period. The extra week is not necessarily in one block but students are keen to have a revision week before exams.

LTQC comments:
- An earlier start in September may conflict with REF activity at this time.
- Revision for exams provides a high percentage of learning for students, many students saying typically that 60-80% of their learning is revision for exams.
- If more rooms are available, a four week exam period would not necessarily mean fewer exams.
- Density and spread of exams needs to be considered within a four week period.

- Student satisfaction may be reduced with more single assessments carrying more weight; students trust the exam system as fair and rigorous.

Action: Chair to contact Student Union for their view on reduction of exams.
Action: ADTP to be invited to the next LTQC meeting (Secretary).

2.3 <u>Co-taught modules.</u> Any co-taught modules need to come under the Code of Practice for co-taught modules. The Chair will circulate the Code.
Action: Chair

3. <u>STATEMENTS FROM MEMBERS OF UNIVERSITY GROUPS</u>

Noted
TPPG Report:
The theme of the Learning and Teaching Day due to held 30/04/15 is Transitions (from school to university and through each year at university). The ADTP will review and produce a policy on Transitions.
There will be demonstration of the Talis Aspire software (for creating reading lists). If any PowerPoint slides are available from the day they will be circulated to the group.
Other areas discussed by TPPG included:
- Enhancing the International student experience and looking at feedback
- Report on radical interventions on teaching and learning
- Use of Smart Watches in exams
- Module evaluations and using a template
- Blackboard and allowing students to access material from previous years

ISD Report: Nothing new to report
Induction Group Report: The group is still debating the best process and a further meeting will be held in May to finalise induction issues. There will be more to report at the next LTQC meeting.

4. <u>STATEMENTS FROM STUDENT UNION REPRESENTATIVES</u>

Noted the following from Emily Kitching
Transforming Teaching Awards – SCI had won awards in this student-led process.
E-Vision – students now have estimated dates for work to be returned and there has been positive feedback in relation to this.

5. <u>PRESENTATION FROM THE DIGITAL LEARNING DESIGNER OF THE LEARNING ENHANCEMENT TEAM</u>

Noted that this agenda item would be moved to the next meeting.

6. <u>QAE GUIDE AND EXTERNAL EXAMINERS ADMINSTRATIVE SUPPORT</u>

Received an oral report from Lynne Ward as follows:

Quality Assurance and Enhancement:
- There will be a new Quality Assurance and Enhancement handbook which will be available for any colleagues with QA responsibilities.
- The handbook will have three sections:
  Introduction and summary

Overview of university governance and committee structure and roles of academic colleagues
Links to areas associated with QAE
- o Lynne Ward will circulate a link to all committee members.

Action: Lynne Ward
Action: Secretary, if there are any queries from members, contact Lynne

- o The QAE Delivery Group are now focussing on external examiner reports.
- o This will be a completely electronic process with reminders by e-mail.
- o Reports will come to LTQC Blackboard sites and all committee members will have access.
- o The aim will be to have the process completed within a year of the report date.
- o If external examiners are not sending the report this can be taken into account for re-appointment.
- o Reports and responses will be published on the university web pages this year; academics, external examiners and students have all been notified.
- o There will now be a combined form rather than two.

Noted
- o Teaching Directors will notify Exam Board Chairs of the changes.
- o Training should be provided for external examiners in relation to the changes and to comply with the requirements for Chapter B7 (External Examining) of the QAA Quality Code

Higher Education Review update:
- o The Self Evaluation Document (SED) is now drafted and has gone out to external readers for suggestions.
- o The deadline for the SED to be uploaded to the QAA is the end of July.
- o The Assessments and Quality Office are working on preparing documentation in PDF format and the documentation will go to LTC in June.
- o The Higher Education Review visit will take place week beginning 12th October 2015.

7. REQUIREMENT FOR MODULE ORG ANI SER'S TO O FFER ASSI ST ANCE TO STUDENTS REFERRED TO REASSESSMENT

Received an oral report from the Chair as follows:
- o Module organisers are to offer assistance to students referred to reassessment.
- o This can be formal or informal.
- o E-mails about reassessment will be sent to module organisers and advisers.

LTQC discussion:
- o There should be a minimum expectation for students to avoid appeals.
- o The offer should be made to them and it is up to the students whether they take up the offer.

8. FEEDBACK FROM SCHOOLS FOLLOWING FIRST YEAR OF BIM

Noted that LTQC were asked to provide feedback on the first year of BIM (document B filed in the minute book)₆

LTQC discussion:
- o The deadline for providing comments was 30th April, for the information to go to LTC on 13th May.
- o In order to make a valid comment the data would be needed for proper analysis.
- o Comments should be deferred until the data was available.

Action: Chair to clarify with Caroline Sauverin what information is needed for the report to go to LTC.

9.   MAXIMISING STUDENT PARTICIPATION IN END OF MODULE EVALUATION

Noted that LTQC were asked to comment in maximising student participation in module evaluation (document C filed in the minute book)
LTQC discussion:
- o Informal mid-module evaluation may help to enhance experience for students and lecturer; informal post-it notes are good.
- o When students completed paper evaluations they were captive; some attempts have been made to use electronic evaluation while students are in the room.
- o The survey could be simplified to asking just one question about what needs changing.
- o More module specific questions would be better than generic questions, for example, about LTS.
- o Students would be more incentivised if they thought it would make a difference.
- o Publishing evaluation information is giving some feedback to students.
- o Students can also be given feedback with announcements at the beginning of modules about changes that have been made.

10.   2013/14 REPORT FROM THE LEARNING ENHANCEMENT TEAM

Received the 2013/14 report from the Learning Enhancement Team (document D copy filed in the minute book)
Noted
- o There could be useful programmes from the team for International students.
- o The team will come and talk to Teaching Directors and Schools if required.
- o If a large number of students are coming to the Learning Enhancement Team with the same learning issue this could be a School issue rather than Learning Enhancement Team.

11.   ATTENDANCE MONITORING

- o Received a review of the current approach to Attendance Monitoring in the Faculty of Science.
- o Current practice is not standardised across the Faculty of Science.
- o Technology could improve the ability to monitor students with swipe card access to
- o Rooms – this is on the Plan of Work for the lecture theatres.
- o Attendance monitoring is important for spotting issues or problems early on.

- o Recording that students have been called to an attendance meeting is important   for future reference – LTS should be notified of all attendance meetings with
- o individual students.

ACTION: Rachel Paley to meet with Local Support and the Senior Faculty Manager to ensure that the information on attendance meetings is reaching LTS.

12.   ENV STUDENT INFORMATION ZONE

- o This is seen as a useful place for general information and was popular with students.
- o Setting up did not require academic time; this was carried out by Local Support.
- o It would be useful to have a standardised area for all Schools in the Faculty with the same branding across Schools.

ACTION: Peter Courridge to take forward with all Schools in the Faculty.

13.   FULL COURSE PROPOSAL – Computer Graphics, Imaging and Multimedia with a Year in Industry

Received a full course proposal form for consideration.
Noted from the CMP Director of Learning and Teaching that many courses in the Faculty already have a Year in Industry variant.

LTQC comments:
- o S1 - is this a joint course? If not, then say No in the box,
- o AC2 - Year in Industry year is pass/fail not 40%.
- o PS6 - please give some examples for employability events.

ACTION: Geoff Mckeown to amend and send the corrected document to the Secretary.

14.   FULL COURSE PROPOSAL – Mathematics with a Year in Industry

Received a full course proposal form for consideration.
Noted from the MTS Director of Learning and Teaching that many courses in the Faculty already have a Year in Industry variant and the reaction from students through SSLC was very positive.

LTQC comments:
- o Year in Industry - for progression requirements this should be changed to 'Pass   120 credit placement module'.
- o PS5 - Some boxes need completing.
- o AC6.1 - the new placement module needs more description. It is important to show clearly the support students will get - visits, reports, etc and what they need to do to pass.
- o More explanation on how SCI/MTH will help students to find a placement. In particular listing the events that take place before the placement that are currently run by SCI and Careers, and what MTH will be adding to that.

**ACTION: Emilian Parau to amend and send the corrected document to the
Secretary.**

13.   <u>PROGRESSING COURSE PROPROSALS</u> - Nil

14.   <u>APPROVED COURSE PROPOSALS</u> - Nil

15.   <u>ANY OTHER BUSINESS – to close</u>

The Student Representative, Emilly Kitching, was asked for her views about what students might think of a four week exam period. Emilly responded that students would be most concerned about having more than one exam a day. They would also want to have a structured period of revision activity and it would be good to have a one week break at the end of the semester, ideally with an early Easter break and deadlines after Easter. Students do like the balance between exams and coursework but the semester is less stressful if there is time for revision. The revision process is a useful period of learning for students.

**UNIVERSITY OF EAST
ANGLIA
FACULTY OF
SCIENCE**

LEARNING, TEACHING AND QUALITY COMMITTEE

Minutes of the meeting held on Wednesday 1 July 2015 at 2.00 pm

Present: Ben Milner (Chair), Nigel Clayden (CHE), Mark Coleman (BIO), James Desborough (PHA), Paul Dolman (ENV), Dave Stevens (MTH), Josh Clare (UUEAS) with Laura McGonagle (SCI Senior Faculty Manager), Charlotte Price (BIO School Manager), Peter Courridge (Acting SCI Faculty Manager), Rachel Paley (EFB Hub Manager) and Carole Bull (LTQC secretary).

Apologies: Martin Loftus (NAT SCI), Ros Boar (TPPG), Emilly Kitching (Student Rep), Geoff
McKeown (CMP), Emilian Parau (MTH).

1. MINUTES OF THE PREVIOUS MEETING

   Considered
   Minutes of the previous meeting held on 29th April 2015 (document A filed in the minute book)

   Updates and action points

Item number and subject	Details
2 (2.2) – Reducing exams	The Chair spoke to students about the reduction of exams. The reaction of the students varied with no consensus of opinion. The Academic Director of Taught Programmes was attending the 1st July meeting to discuss the reduction of exams.
6 – QAE guide and External Examiner administrative support	Lynne Ward had circulated the link to Quality Assurance and Enhancement documentation to all committee members. No further queries had been received to forward to Lynne.
8 – Feedback from Schools following first year of BIM	The Chair had clarified with Caroline Sauverin what information was required and the report had been produced for LTC.

11 – Attendance monitoring	The Acting SCI Faculty Manager had met with Local Support colleagues on the subject of attendance monitoring and will deliver a report at the 1st July meeting.

12 – ENV Student information zone	The Acting SCI Faculty Manager reported that the information zone would be rolled out for all Schools in due course.
13 – Full Course Proposal – Computer Graphics, Imaging and Multimedia with a Year in Industry	Amendments for this course proposal had been received from the Teaching Director and the course has been approved by LTC.
14 – Full Course Proposal – Mathematics with a Year in Industry	Amendments for this course proposal had been received from the Teaching Director and the course has been approved by LTC.

2. <u>STATEMENTS FROM THE CHAIR</u>

2.1 <u>Semester dates and academic year</u>. For academic year 2015/16 there will be 12 weeks before Christmas and 14 weeks afterwards with a 5 week exam period. Week 13 will be a revision week. For 2016/17 the exam period will be 4 weeks. No decisions were taken at LTC on a week 7 employability week for 2015/16. The question of the timescale for single marking and moderating exams with a shorter exam period was not discussed at LTC.

2.2 <u>Starred firsts.</u> The decision to introduce starred firsts was deferred by LTC until next year. Currently there was not a standardised score for a starred first across the faculties.

2.3 <u>Coursework turnaround data.</u> The Pro-Vice-Chancellor and Academic Director for Learning and Teaching Enhancement had been looking at this data and two SCI Schools were flagged up as not meeting the 20 day turnaround requirement – BIO and PHA. A follow up meeting is to be arranged with the PVC, ADLTE, Head of School and Teaching Director for BIO. There will be a new form for the Head of Schools to complete with coursework turnaround data.

2.4 <u>Self certification.</u> A working group will be set up to review the process of self certification for next year. The incoming Associate Dean will be a member of the working group, representing SCI.

2.5 <u>Spring and summer submission deadlines.</u> Assessments which spill over into the next semester are being considered. Where assessments occur in Week 1 there should be no problem but Schools should consult with their SSLC to gather views on assessment deadlines in the next semester.

2.6 <u>Learning and Teaching Day.</u> For 2015/16, Learning and Teaching Day has been set as 5th May 2016.

2.7 <u>Reassessment.</u> A reminder that colleagues are required to offer support to students who have been sent to reassessment.

2.8   Classification of degrees. LTC has taken the decision that Year 1 will not count towards the classification of degrees.

3.   STATEMENTS FROM MEMBERS OF UNIVERSITY GROUPS

Noted
TPPG Report:
Areas discussed by TPPG included:
- The Senate guidance on assessment and feedback document has been revised and will go back to Senate.
- For semester abroad programmes, the recommendation is that they are marked as pass/fail and not with percentile marking.
- The work on the coursework repository is going to plan and it will be available from academic year 2015/16. The repository will contain marked coursework which students will be able to access as a learning resource. The Learning Enhancement team and Dean of Students were working on this project and asking students for work. NC queried what control there would be over the work which would be placed in the repository. MC will take the question back to TPPG.
- Restructuring – there was not enough time for discussion or for consultation for this matter.
- Reading weeks were discussed and the ADTP is happy for decisions about reading weeks and what format they take to be made at a local level, by School or course. LTC has also confirmed that the decision to have a reading week should be taken at a local level.

ISD Report: No report from ISD.

- DS reported that a new working group will look at the current course approval process and recommend changes to LTC in October.

- A new consultation will take place on the future of quality assessment in the UK with responses co-ordinated by the University.

ACTION: DS to e-mail the QAA document round to all Teaching Directors.

4.   STATEMENTS FROM STUDENT UNION REPRESENTATIVES

Noted the following from Josh Clare:
Apologies were reported from Conor Rand (Undergraduate Education Officer UUEAS) and Liam McCafferty (Postgraduate Education Officer) for the meeting. Noted that Conor and Liam had been re-elected for the next academic year.

The priorities for Conor in the next year will be as follows:
- Spaced out deadlines; increased use of lecture recording on Blackboard; printing allowance; abolishing Library fines; more opportunities for study abroad; bigger focus on joint honours; Integrated Masters students to use postgraduate facilities; Library extension.
The priorities for Liam in the next year will be as follows:
- Integrating the New Academic Model into postgraduate; reducing exams; adopting postgraduate employment charter; winter graduation; more postgraduate social space.

Noted that a revised code of practice on student representation was passed by LTC.

5.   REDUCTION OF EXAMS FOR 2015/16 AND 2016/17

Points raised by LTQC:
- Whether reduction of exams will be uniform across the university as SCI has a high percentage of exams.
- Students felt that revision for exams formed a high percentage of their learning for the degree course.
- Lack of consultation – took place 2007 – 2011 but low impact.
- Impact of change on good honours, student experience and learning as a result of changes in regulations to BIM – won't be clear what this is until August 2016 by which time reduction in exams will already be implemented.
- Type of assessment should be decided based on assessing the learning outcomes, not on an overall quota for exams.
- Concern about the quality of the process – if the exam period is shorter there will be less time for marking and there is already not enough time for double marking.
- What would be the proportion of the total exam reduction to come from SCI, taking into account any PSRB restrictions.

Responses from ADTP:
- For some courses there is a clear rationale for exams but the reduction of exams needs to take place across the whole university.
- Some students do not like exams; they require students to write, they can disadvantage international students, students don't always find the marking transparent.
- Consultation took place as a part of the consultation for NAM/BIM. A detailed questionnaire had been sent round to all Schools and there was wider consultation, including the Student Union.
- A first review of the BIM regulations and the impact of this has gone to LTC. There will be continual monitoring of the progress of BIM.
- There needs to be compromise between the preference of the School and the direction of travel overall in the university.
- The minimum requirement for marking is single marking and moderation which is being met. If resources are available Schools can double mark.
- Overall the university is looking at reducing by 80 exams in 2016/17 and as a proportion of this SCI should be aiming for a reduction of 20.

ACTION: ADTP will confirm in writing to the Faculty the reduction in exams required for 2016/17.

6.   FEEDBACK ON THE RE-MARKING PROCESS – (SUMMARY OF RE-MARK DATA AS PRESENTED TO TPPG TO VIEW)

Noted:
That there were very few requests for re-marks in SCI; only one in the data presented (document B, copy filed in the minute book) with some more recently which were not recorded in this data.
LTQC discussion:

There is currently no representation of CHE on the SCI Appeals and Complaints Panel and a recent complaint was upheld without the full knowledge of requirements on the course.

ACTION: Chair to take this forward and follow up with the SCI FACP.

7.   THE INCLUSION OF PGT COURSES WITHIN BIM REGULATIONS AND THE INCLUSION IMPLICATIONS FOR 10 CREDIT MODULES, LEVEL 6 MODULES AND CO-TEACHING

LTQC discussion:

o Changes to PGT modules will follow the BIM changes to modules with marking uplift within 0.5 marks and reassessment in the failed component of a module.
o There will also be no 10 credit modules allowed under the new regulations.
o Some courses for SCI PGT do still have 10 credit modules.
o Current regulations do not allow for students to take Level 6 modules at Level 7 although they can take Level 5 modules at Level 6.
o Flexibility to take Level 6 modules at Level 7 would improve the prospect for vulnerable modules with low numbers and improve teaching efficiency. The Level 6 modules could have advanced topics and a different assessment at Level 7.

ACTION: to ensure that SCI has representation on the working group to discuss the new PGT regulations.

8.   PRESENTATION FROM THE HEAD OF LEARNING TECHNOLOGY

Received:

A presentation from the Head of Learning Technology, Alicia McConnell about the new Digital Learning Designers and what they can provide for the Faculty of Science.

o There are three new digital learning designers with Paul Wright the chief designer. They can help with creating an online resource for teaching.
o The Centre for Technology Enhanced Learning will be at the top of the ITCS building and will have Blackboard breakfast sessions (8.15 – 9.15) plus twilight teaching sessions for support. Technicians will be available at set times during the week for workshops and sharing good practice.
o The sessions should be up and running by the end of September.
o Blackboard material will be archived each year and can be grouped by year for reference.
o Digital learning designers can also help with online tests and can show if students are engaging with the information on Blackboard.

ACTION: Teaching Directors to contact the Head of Learning Technology to take forward in Schools either at School Boards or Learning and Teaching Day.

9.   REVIEW OF THE ADVISING SYSTEM – IMPLICATIONS OF CHANGES PROPOSED FOR 2015/16

Discussed:

The above (received documents C (a) and (b), copies filed in the minute book)

LTQC discussion:
- Advisers and advisees will be linked through eVision and can arrange a meeting through this.
- Notes can also be made of the meeting with a copy to go to the student and adviser.
- Roll out of this system will be communicated by LTS.
- LTQC will be receiving reports on advising which will feed into LTC. Reports will come from Senior Advisers.
- There will be a log of activity for the online system and the BIU will be asking students about the support they have received.
- DoS will be involved with training so that advisers are aware of what they can cover.
- One issue is that students don't have to attend meetings with their adviser and may not see the value of the meetings.

10.   ATTENDANCE MONITORING

Received:

Notes of an Attendance Monitoring meeting for the Faculty of Science held in June 2015 (document D, copy filed in the minute book)

Discussed:

- Not all Schools were fully utilising Local Support for data entry in relation to attendance monitoring. For larger modules, module organisers will be contacted with the offer of support for entering negative returns if they wish to use this,
- The adviser/advisee booking system can also be used for attendance monitoring to invite a student to a meeting with Adviser, Senior Adviser or Head of School. The minutes of any meeting are only available to the student and the person who has invited them.
- The attendance monitoring report will be migrated to Tableau and any improvements required have been sent to Christina Chan.
- There will be a trial of attendance monitoring by campus card in the next academic year.

11.   ANNUAL REVIEW OF ASSESSMENT AND MODERATION AND ANNUAL COURSE REVIEW

Discussed:

The combining of the Annual Review of Assessment and Moderation with the Annual Course Review process (received document E copy filed in the minute book)

- The Senior Faculty Manager reported that most Schools are opting to keep separate meetings.
- The LTS Manager reported that there will be a review of all QA processes and the timing of these.

- The Senior Faculty Manager also reported that there is a working group formed to look at the reports produced by the BIU and what is required. It would be useful to have academic colleagues who use the data to join the working group.

   ACTION: Teaching Directors to forward on Course Director names to the
   Senior Faculty Manager.

12. MINOR COURSE PROPOSAL – BSc Biochemistry and Biochemistry with a Year in Industry and MSci Biochemistry and Biochemistry with a Year Abroad

Received:
   A minor course proposal form for consideration (documents F (a) and (b), copies filed in the minute book).
   These course proposals are the result of merging a number of courses which had experienced low numbers in recent years.

   LTQC comments:
   Would the Year Abroad for the MSci be a pass/fail year and would this be a full counting year?

   ACTION Chair to check the proposal and pass to the Course Director for amendments.

13. FULL COURSE PROPOSAL – Pharmacy Certificate of Independent Prescribing

Received:
   A full course proposal form for consideration (document G, copy filed in the minute book).

   LTQC comments:
   o Credits don't currently add up to 60 for a certificate.
   o Query about the resource available for a new appointment.
   o Course will need external accreditation.

   ACTION: Chair to provide comments to the Course Director for further work on the proposal then to be considered at the next LTQC meeting.

13. PROGRESSING COURSE PROPROSALS - Nil

14. APPROVED COURSE PROPOSALS - Nil

15. ANY OTHER BUSINESS – to close

Thanks were expressed to the outgoing Chair, Ben Milner, for his work in steering the SCI Faculty through the LTQC meetings for the past 5 years.

The meeting closed.

UNIVERSITY OF EAST ANGLIA
FACULTY OF SCIENCE (SCI)

LEARNING, TEACHING AND QUALITY COMMITTEE (LTQC)

Minutes of the meeting held on **Wednesday 23 September 2015 from 2.00 pm to 5.00pm** in **CMP Meeting Room 2.29**

Present: David Stevens (Chair), Martin Loftus (NAT SCI), Mark Coleman (BIO), Simon Lancaster (CHE), Geoff McKeown (CMP), Emilian Parau (MTH), Anja Mueller (PHA), Connor Rand (SU Academic Officer - UG), David Morales Rodrigues (SU Faculty Engagement Convener), Emilly Kitching (SU Faculty Convener), Naomi Carter (UUEAS Research, Policy and Project Co-Ordinator), Laura McGonagle (SCI Senior Faculty Manager), Rachel Paley (Learning and Teaching Service (LTS) Representative, Elizabeth Fry Hub Manager) and Alexandra Hupton (Secretary)

Apologies: Paul Dolman (ENV), Liam McCafferty (SU Academic Office - PGT), Josh Clare (UUEAS)

A1.   <u>MINUTES OF THE PREVIOUS MEETING</u>

Noted:
        Confirmed as a true and accurate record of the meeting held on 1 July 2015 (document A filed in the minute book).

Updates and actions points

Item	Subject	Details
3	Statements from Members of University Groups	Completed. David Stevens (DS) emailed the Quality Assurance Agency for Higher Education (QAA) document to all Teaching Directors (TDs).
5	Reduction of Exams for 2015/16 and 2016/17	Completed. The Academic Director of Taught Programmes' (ADTP) confirmed in writing to the Faculty the reduction in exams required for 2016/17 (document A filed in the minute book).
6	Feedback On The Re-Marking Process – (Summary Of Re-Mark Data As Presented To Taught	Chair to take this forward and follow up with the Faculty of Science Appeals and Complaints Panel (SCI FACP). On the agenda.

	Programmes Policy Group (TPPG) To View)	
7	The Inclusion Of Postgraduate Taught (PGT) Courses Within Bachelors and Integrated Masters (BIM) Regulations And The Implications For 10 Credit Modules, Level 6 Modules And Co-Teaching	To ensure that SCI has representation on the working group to discuss the new PGT regulations. **Action:** Rachel Paley (RP) to check with Caroline Sauverin who is representing SCI.
8	Presentation From The Head Of Learning Technology	Teaching Directors to contact Alicia McConnell Head of Learning Technology to raise awareness of new Digital Learning Designers in Schools either at School Boards or Learning and Teaching Days. This is being progressed. Alicia will be presenting at the School of Biological Sciences' (BIO) Learning and Teaching Day.
11	Annual Review Of Assessment And Moderation And Annual Course Review	Teaching Directors to forward on Course Director names to the Senior Faculty Manager. Sent to Andrea Blanchflower's Personal Assistant and Head of Schools (HoS)
12	MINOR COURSE PROPOSAL – Bachelor of Science (BSc) Biochemistry and Biochemistry with a Year in Industry and Master of Science (MSci) Biochemistry and Biochemistry with a Year Abroad	Ben Milner, outgoing SCI LTQC Chair checked the proposal and passed comments back to Andrew Hemmings, Course Director for amendments. Approved three but the variant which has a year abroad will be held back to be included in process led by Caroline Sauverin. These won't need to go back to SCI LTQC. **Action:** Alex Hupton (ACH) to amended final proposals.
13	FULL COURSE PROPOSAL – Pharmacy Certificate of Independent Prescribing	Ben Milner, outgoing SCI LTQC Chair to provide comments to the Course Director for further work on the proposal then to be considered at the next LTQC meeting. BEN MILNER: from my recollection I think there were wider issues with this that Laura was also concerned about. I will check and get back to you. Moving to non-credit bearing continuous professional development (CPD). **Action:** Anja

		Mueller (AM) to follow-up with Course Director (CD).

MATTERS ARISING

    i.   Reduction in exams.
- a. The Chair requested that the reduction in the number of examinations be on everyone's agenda during the autumn module update.
- b. Geoff McKeown (GMcK), the School of Computing Sciences (CMP) have already made reductions during updated modules and more have been planned.
- c. Anja Mueller (AM), since 2012 to date the School of Pharmacy (PHA) have removed approximately twenty-five examinations.
- d. Mark Coleman (MC), BIO have plans to remove three examinations. Some students may find multiple pieces of coursework too many assessments rather than discrete course tests throughout the year which can aid productive learning.
- e. RP confirmed this information is captured on the system and can be reported on.
- f. Emilian Parau (EP) added the School of Mathematics (MTH) are introducing a new area of study (engineering) therefore they might create an increase.
- g. Course tests are reported on as well and the University does not expect to see a corresponding increase.
- h. Members of the committee questioned whether the primary motivation was to fit in to a reduced exam period.
- i. Connor Rand (CR) reminded the committee that the paper, Reducing the number of Exams and Course Tests presented to the Learning and Teaching Committee (LTC) on 22 October 2014 talked about reducing the number of 'assessments' including course tests and examinations. Students view course tests as examinations. Delivering course tests present logistical challenges for the Learning and Teaching Service (LTS).

A2.   STATEMENTS FROM THE CHAIR

A2.1 **Formerly invite Schools to submit proposals for internships**
Inspired by the presentation by Michael Grove at UEA's Learning and Teaching Day 2015 the Chair invited Schools to submit their proposals, in consultation with the Internship Programme Team, to hire science students as interns. Schools asked to propose an idea for the student to aid enhancement of the feedback process, e.g. participate in drafting of policy of how to use feedback. Expected that roles would be School specific. Funding available approx. £1500, standard intern rate. Roles could start as early as possible with some initial introductory work but would expect the more time working next summer. **Action:** DS to contact Internship Programme Team for advice/support.

CR questioned how will these roles will interface with the non-paid student representatives. Emily Kitching (EK) created a paper to improve the current ways students receive feedback across the faculty presented at SCI LTQC in December 2014. **Action:** ACH to find and distribute Emily's paper

"Improving Feedback within Science" (Blackboard link:
https://learn.uea.ac.uk/bbcswebdav/pid-1351923-dt-content-rid-1775718_1/orgs/NET-SCI-LTQC/0.4%20Document%20C%20-%20Student%20Union%20-%20feedback%20paper.pdf).

A2.2 **New procedure for course proposals**
The Chair announced his membership of a new working group to streamline the process for developing new course proposals with a lighter touch at the start of the process. First stage: one page proposal to Senior Faculty Manager (Laura) and some market research done by ARM avoiding time and energy invested in course proposals that are not commercially viable. Minor course amendments will be approved at faculty level.

A2.3 **Physics**
The Chair announce he is also chairing a working group exploring bringing back Physics to the UEA. Discussed at Faculty Executive meeting last week and approved in principal but will not be a new School. It will be a subject, like geography or engineering.

A3. STATEMENTS FROM MEMBERS OF UNIVERSITY GROUPS

Noted
Self-Cert Working Group report (attended by AM and CR):
Areas discussed included:
- Academics not supportive of the self-cert and feeling that it's not working at the moment.   Increases pressure on Hubs and Academic staff including spreading marking time and didn't seem to reduce admin burden or reduce the number of medical certificates.
- Agreed that self-cert would remain as is for 2015/16 but proposal to change the form from 2016/17 to self-cert for a minor illness and including a declaration signed by the student that this is a true representation.
- Working group will meet again next year to agree what should be included in the self-cert.
- A consensus was reached that there's a clear and justifiable reason to have a self-cert system even if it doesn't work as well as it could at the moment. Other institutions have also introduced a self-cert system.
- If you have a medical extension you can still use your self-cert thereafter.
- Students use the current system as a tool, deployed strategically to gain an extension so if used early on the year for a genuine reason they are disadvantaged and unable to relieve the pressure when multiple assessments are due. Disadvatages students who don't play the system.

Induction working group (attended by EP):
- Finished in June and fed out to schools.

TPPG Report:

- Has not met since last SCI LTQC.

A4.   STATEMENTS FROM STUDENT UNION REPRESENTATIVES

Noted the following from Connor Rand:
- Lots of activities to support the up-coming Higher Education Review (HER) as well as Welcome Week.
- Naomi Carter, UUEAS Research, Policy and Project Co-Ordinator has been working closely on National Student Survey (NSS) results and will soon be in touch with Schools about student representation.
- New student representation code of practice drawn up last year so Naomi identifying School Staff Liaison Officers. Training for student representatives to take place in the third or fourth week of October and Emily would like the full staff list before then.
- The Student Union refurbishment has been completed and building opening went well.

A5.   TIMETABLING THE 2015/16 ACADEMIC YEAR

To discuss
       Oral reports from members regarding the timetabling of the 2015/16 academic year.
BIO report:
- Significant problems encountered with BIO timetables for individuals not fully populated. Contingency plans enacted and broadly resolved but some students had no timetable on Monday and worked well with Hub to sort.
- Problems with induction timetable including the location of the Head of School introduction and a cancelled event that wasn't removed from the student timetables.
- The main issues could be resolved in future with better document management (version control) and improved communications between the School and Hub teams, e.g. use track changes and agree final version before publication.
- RP suggested it could be possible to Office 365 for document management.

CHE report:
- Also document management issues that didn't become apparent until timetables started to be generated. This was a bigger issue for returning students in part due to clashes and issues with Course Profiles exacerbated by tight reassessment timelines and reprocessing students.
- Developed a greater understanding of CHE Course profiles and a lot of people worked very hard to minimise the impact to students.
- RP – LTS worked with Simon and all the weekend to make sure that students could see timetables.   2

CMP report:
- Generally quite good this year. Some staff are not happy with their venues but otherwise alright.

MTH report:
- 80% alright but some rooms not good for teaching MTH, e.g. rooms without blackboards or whiteboards such as the new IT rooms. Many teaching rooms are not ideal for MTH students.
- It's difficult to change rooms although some issues have been resolved.
- Personal advisors haven't been receiving copies of reassessment results for their advisees and are therefore unable to provide support. **Action:** RP to feedback to LTS Team Leaders.
- Rachel thanked Emilian for working with the Hub to resolve MTH issues.
- Induction event relocated (by room bookings) from MTH rooms and offered Enterprise building at fee of £250.

NAT SCI report:
- NAT SCI students often enrol late so it's not unusual for them not to have a timetable.
- There has been some scheduling issues which produced some clashes resulting in modules being moved. That reduced/removed the availability of some modules for NAT SCI students and has resulted in the one student withdrawing from their course.

PHA report:
- Quite a few teaching events without a room.
- A large number of tutorial slots can't be roomed (up to 20 students). Alternative suggestions have not been appropriate, eg multiple groups in a lecture theatre, hold in office.
- Week 3 and week 4 team-based learning (TBL) sessions not yet roomed.
- Workshops are being delivered in lecture theatres which isn't ideal.

UUEAS report:
- Thanked the many staff that worked hard over the weekend to progress timetable solutions.
- Very late release of timetables has a large impact on a number of particular groups of students causing stress and anxiety, e.g. students with specific learning disabilities (SpLD), childcare arrangements or other caring commitments.
- Situation better than it was four or five years ago but very disappointing.
- A student received their timetable very late and their Personal Advisor got very angry when the student couldn't make a meeting with them.
- Some issues around teaching spaces locations and there are some two hour events split in half between two locations.

- Especially concerned about increasing student numbers moving forward and forward planning. Serious thought how the University will cope across all support functions as well as timetabling and teaching space with increasing numbers.
- Some ENV module choices clash so you can't always make your desired selection.

LTS report:
- Continuing students have been completed early (August).
- First year and new students will always be difficult due to late information from Admissions, Recruitment and Marketing (ARM).
- Problems have been experienced across all the Faculties.
- Specific issues will be addressed through the timetabling working group.

A6.   GOOD HONOURS BY MODULE - UG

To receive and discuss
       Good Honours by module (UG) summary:

- Students' degree classes shouldn't be affected by the modules they take and more broadly what they study and where. Directors of Learning and Teaching (DLTs) asked to review their School's data.
- CHE have identified level 5 modules have too low a level of good honours outcomes and action plan includes adjusting the ratio of course work to examination to 30:70 for module 5001Y. Tends to be a culture that our subject is tough which is not constructive, fair or helpful. If there are modules that consistently underperform compared to other modules or national comparisons, we can address that. It's not about dumbing down the examination but looking at how the examination is assessed. CHE School board will be comparing the performance of CHE to BIO and asking whether CHE students are inherently poorer performers compared to BIO or whether they are assessed differently.
- BIO traditionally see a drop in second year performances.
- BIO are more concerned about the variation in marks in first year modules to try and ensure a more even student experience.
- UEA degrees should be comparable to other institutions and shouldn't disadvantage our students because of machismo.
- ENG – 4040Y module sticks out.
- Next year report to just two significant figures.
- CMP feel they've progressed some modules there are some with significant numbers of students that pull the overall module down. Business Information Systems (BIS) students that have transferred from Norwich Business School (NBS) can create an issue as they may not be the strongest students and for some modules there seems to be some language barriers experienced by foreign students.

- PHA in good shape except for one module in year one, with a high maths content, and have already added more workshops to support students.
- PHA previously made year one harder to bridge gap to year two.
- PHA Bachelor of Science (BSc) course receives weaker students from Master of Pharmacy (MPHA).

A7. NATIONAL STUDENT SURVEY (NSS)

LTQC discussion:

- UEA slipped down the rankings a little this year and SCI in particular, with exception of CMP, dropped down in overall satisfaction.
- Themes included improving student experience of assessment and feedback. Make sure that students appreciate what is provided in terms of feedback and that it is provided uniformly and used constructively.
- School should use NSS as biggest opportunity for Schools to improve their student's experience (Business Intelligence Unit (BIU) still processing).
- Headlines from UUEAS analysis of NSS.
  - Congratulations to NAT SCI and Biochemistry 100% and BIO at 95% overall satisfaction.
  - Levels of support Actuarial Science (Act Sci) 61% overall satisfaction including comments about support and career service support for graduate support and opportunities. **Action:** CR to provide copies of the Union's Representatives' sheets.
  - Students cited examples of hand written and illegible feedback or feedback that wasn't detailed enough or constructive, e.g. or just 'good'.
  - Student value prompt feedback which is particularly important for formative learning.
  - Students are frustrated by the difference in quality and turn-around of feedback provided by different members of staff.
  - Students have commented that they are penalised if work is handed in late but they're not compensated for the late return of feedback/marks.
- Poor scoring of assessment and feedback can be due to the **variation** between the experiences of individual students across individual modules.
- Managing student expectations will help, e.g. what is prompt? Within five days or within the maximum twenty working days described in the Guidance for Students on the Procedures for Coursework Submission and Return?
- SCI Schools dropped down in 'Organisation' possibly due to students completing survey at a time that coincided with exam timetabling problems.
- MTH – good comments including assessment marking fair.

- The Committee noted it was embarrassing that UUEAS has NSS data, analysed and summarised before staff. BIU text version available to staff Friday 25 September 2015.
- Good NSS performance will help Schools that find it hard to recruit students as well as providing a good experience.

A8.   ASSESSMENT AND REASSESSMENT

LTQC discussion:

- Faculty turnaround times for marking examinations too short.
- CHE examinations available to pick up the Friday (28 Aug) before bank holiday and asked to return marks in spreadsheets to Hubs on Tuesday (1 Sep). All CHE examinations require double marking.
- CMP had some quick turnaround time for marking but only a small cohort students so it was achievable.
- MTH large module scheduled toward the end of exam period leaving only a few days to mark plus one incident of one marker having two large modules to mark.
- It took a long time to get outcomes of reassessment to students (and past the publish deadline). This resulted in students pestering advisers and other academics for results, which put staff in a difficult situation.
- This year, due to reassessment under BIM regulations more students failed at reassessment and were withdrawn resulting in appeals. It was not made clear enough at Hubs or in the communications that things are 'OK, because they can lodge a complaint', which has resulted in Advice workers being in the awkward position of advising the student that they won't be able to return to study.
- Personal Advisors haven't received copies of communications sent to students after reassessment and didn't know what had or hadn't been communicated to students.
- UUEAS have been contacted by students receiving confirmation on Wednesday about whether or not they have been withdrawn from their course starting on the Monday.
- BIO finding multiple reassessment level is untenable for some students.

A9.   REMARK REQUESTS

LTQC discussion:

- Can we trust these data? Do we believe that they are correct and how were they produced?
- MTH missing from this list.
- Coursework only from May 2015.
- UUEAS advise on threshold. **Action:** ACH to request updated data request highlight where the difference between the original mark and

remarks more than 5% higher, between +/-5% difference and more than 5% lower. Include examinations and be clear what has been presented and what action to propose from them.

- CHE always double mark all examinations anyway.
- Numbers of remark requests not very high in SCI. When good feedback is practiced with robust marking schemes, results should be transparent and negate remarking.

A10.   MANAGEMENT INFORMATION REQUIREMENTS AT AGGREGATE
        COURSE LEVEL

LTQC discussion:

- Pulling together variances of courses and aggregating data to consider it all together, e.g. good honours, employability for collections of courses. At Course Specification level form asked to collate appropriately aggregated course, e.g. Chemistry to include Master of Chemistry (MCHEM) in US variant.
- Garrick had produced and circulated a suggested list for DLTs to approve.
- Don't want to lose granularity but might consider grouping all year in industry students. **Action:** Alex to invite Garrick to November meeting.

A11.   MONITORING UPDATE

Noted the following:

A11.1 Annual Course Reviews and Module Reviews (QARs). **Action:** Teaching Directors to follow up within Schools and Laura McGonagle to remind HoS.

A11.2 External Examiner Reports – 2013/14 PGT (view on SCI LTQC Blackboard)
  i.   Stockman R – CHE
  ii.   Bryan S - BIO
  iii. Marsden S - BIO
  iv.   Magee T – BIO
  v.   Dr Jonathan Robert – CMP
  vi.   Dr Hujun Yin – CMP
  vii. Dr Lily Sun – CMP
  viii. Dr David Studholme – CMP
  ix.   Dr Natalia Bochkina – CMP
  x.   Dr Bushra Al-Duri – MTH/ENG
  xi.   Dr John Silcock - PHA

A11.2 Peer Review 2014/15 – BIO, CHE, ENV, MTH, PHA
Not required for NAT SCI as captured by the other Schools' processes.
Action: GMcK to supply completed CMP PO2 form.
Action: DS to complete Faculty PO3 form.

A12.   COURSE PROPOSALS

Noted:
- Included as Statements from the Chair.

A.13.   COURSE REVIEWS

Received:
- the list of Course Reviews scheduled in 2015/16.
- Noted MSci Plant Sciences and MSci Microbiology are now being delivered under the umbrella of MSci Biological Sciences.
  Action: RP to Check with Team Leaders to sense check and liaise with Lynne Ward.
  Action: ACH to circulate checked list as part of papers for November meeting.

A14. <u>ANY OTHER BUSINESS – to close</u>

- The Chair reiterated his offer of one to one's with DLTs off-line.

SECTION B: ITEMS FOR REPORT

B.1 <u>QUALITY – see below</u>

Subject	Update						
2014-15 QAR1 forms (noted that completed forms were available on the LTS Quality Review site)	School	UG			PGT		
		TL	MO	TD	TL	MO	TD
	BIO	✓	✓	✓	✓	✓	2/5
	CHE	✓	✓	✓	✓	02 Oct 2015	16 Oct 2015
	CMP	✓	✓	✓	✓	✓	✓
	ENG	✓	✓	✓	✓	✓	✓
	ENV	✓	17 Jul 2015	30 Jul 2015	✓	✓	31 Jul 2015
	MTH	✓	✓	30 Jul 2105		17 Jul 2015	30 Jul 2015
	NAT SCI	✓	✓	✓		17 Jul 2015	30 Jul 2015
	PHA	✓	17 Jul 2015	30 Jul 2015	✓	✓	30 Jul 2015

Subject	Update						
2014-15 QAR2 forms (noted that completed forms were available on the LTS Quality Review site)	School	UG			PGT		
		TL	CD	TD	TL	CD	TD
	BIO	✓	14 Aug 2015	28 Aug 2015		16 Dec 2015	13 Jan 2016
	CHE	✓	14 Aug 2015	28 Aug 2015		16 Dec 2015	13 Jan 2016
	CMP	Tbc	14 Aug 2015	28 Aug 2015	✓	16 Dec 2015	13 Jan 2016
	ENG		14 Aug 2015	28 Aug 2015		16 Dec 2015	13 Jan 2016
	ENV	✓	14 Aug 2015	28 Aug 2015		16 Dec 2015	13 Jan 2016
	MTH		14 Aug 2015	28 Aug 2015		n/a	n/a
	NAT SCI		14 Aug 2015	28 Aug 2015		16 Dec 2015	13 Jan 2016
	PHA	✓	14 Aug 2015	28 Aug 2015		16 Dec 2015	13 Jan 2016

Subject	Update				
2014-15 QAR3 forms (noted that completed forms were available on the LTS Quality Review site)	School	UG		PGT	
		TD	AD	TD	AD
	BIO	14 Sep 2015	28 Sep 2015	27 Jan 2016	10 Feb 2016
	CHE	14 Sep 2015	28 Sep 2015	27 Jan 2016	10 Feb 2016
	CMP	14 Sep 2015	28 Sep 2015	27 Jan 2016	10 Feb 2016
	ENG	14 Sep 2015	28 Sep 2015	27 Jan 2016	10 Feb 2016
	ENV	14 Sep 2015	28 Sep 2015	27 Jan 2016	10 Feb 2016

	MTH	14 Sep 2015	28 Sep 2015	n/a	n/a
	NAT SCI	14 Sep 2015	28 Sep 2015	27 Jan 2016	10 Feb 2016
	PHA	14 Sep 2015	28 Sep 2015	27 Jan 2016	10 Feb 2016