

LTC15D123

Title: *SSF LTQC Minutes*
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Issue

To receive the Minutes of the SSF LTQC meeting held on 13.1.16.

Recommendation

None.

Resource Implications

None.

Risk Implications

None.

Equality and Diversity

N/A

Timing of decisions

N/A

Further Information

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Background

N/A

Discussion

N/A

Attachments

Minutes

SSF LTQC 15M004

Minutes of a meeting of the SSF LTQC held on Wednesday 13 January 2016, commencing at 1400, in TPSC 2.24.

Academic Members present:

Ratula Chakraborty (Chair)
Rob Grant (DEV)
James Watson (ECO) (in Duncan Watson's absence)
Lee Beaumont (EDU)
Claudina Richards (LAW)
Naresh Pandit (NBS)
Vicky Scaife (PSY) (in Neil Cooper's absence)
Jeanette Cossar (SWK)

Student Members present:

Amber Watson (SU Faculty Convener for Education)
James Merewood (SU Faculty Convener for Engagement)
Tony Moore (UUEAS)

With:

Heather Reynolds (Secretary)
Becky Fitt (LTS Manager)

Apologies:

Connor Rand (SU Academic Officer – Undergraduate Representative)
Liam McCafferty (SU Academic Officer - Postgraduate Representative)

1. MINUTES

Confirmed: the Minutes of the meeting of 11 November 2015.
Document 15M003 available online

2. MATTERS ARISING FROM THE MINUTES

- (a) Assessment Criteria - TDs to confirm that assessment criteria is included within Module BB sites and there was no response within module evaluation to indicate that the assessment criteria was not clear to students.
 - A suggestion was made that feedback and assessment item could appear automatically in the menu on each Module BB site but it was felt that standardisation would not be appropriate.
- (b) Teaching Room Capacity - Secretary investigating process for reassessing capacity.
 - Nigel Shed reported that the space Management team led currently by Rachel Brown undertake reviews of space a couple of times per year. A check took place over the Christmas period with only a couple of minor

- issues raised. If anyone has specific issues we have been instructed that they should raise these with jobdone to seek a remedy.
- (c) Peer observation - TDs reporting to SFM.
 - The April year-end report will be submitted to June LTC.
 - (d) UEA remarking policy - Tony Moore reporting on action taken in other institutions.
 - Connor Rand reported: any LTQC discussion of remarking and self-certification, or any SU research to be presented, has been superseded by events – a new remarking policy has passed through Learning Teaching Committee and self-certification is still being actively considered by the review group.
 - (e) Late Submission Penalty System.
 - Connor Rand update following discussion referred to TPPG.
 - (f) Self-certification CW extensions.
 - Tony Moore reporting on practice in other institutions. See (d) above for Connor Rand's report.
 - (g) Using TALIS - feedback from Faculty Conveners.
 - No feedback received.
 - (h) Clarifying the purpose of School Board - TDs reporting on action taken within their schools.
 - Reporting function. Chair to clarify terms of reference and feed back to student representatives.
 - (i) Sharing of External Examiner reports within schools with students - feedback from TDs.
 - No feedback received.
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SECTION A: ITEMS FOR REPORT

Documents for these items are available to view on the SSF LTQC Blackboard site in the relevant meeting folder.

A.1 STATEMENTS FROM THE CHAIR

- (a) Maximising the value of the two weeks gained from reducing the examination period to four weeks from 2016/17 onwards, to include Week 7 enrichment week.
- SSF schools would prefer to be able to choose an appropriate week during the second semester to be used as an enrichment week.
 - Central resources sufficiently available?
 - What is the rationale for having it week 7 only?
 - Is it the intention to use for both UG and PGT – this is unlikely to be useful?
 - Purpose of the enrichment week needs clarity – are some of the opportunities being planned provided centrally?
 - Is week 14 just about revision?
 - Could centrally organised events be concentrated on particular days leaving free days for school events?
 - Insufficient time already to plan ahead.
 - Students may be on placements.

RESOLVED:

- (1) Chair will seek further information.
- (2) Enrichment week to be discussed again in February.

(b) LTC: Minute 40 Peer Observation: ADs (L&T) to remind colleagues in their Faculties that individuals should not be named in School or Faculty summary reports (PO2 and PO3).

- Reminded.

(c) Top down University SSLC agenda items.

- Should not receive too many items of this nature (not to be standing items).
- James Merewood felt it would not be useful to discuss items that students didn't have any control over. Concern that the number of items might escalate and that there is no disconnection between the items raised and the general meeting items. Sometimes items are raised which students had already discussed and fed back on. (Rooms for instance).
- Consider best way to achieve student feedback.

(d) Students with unconditional grade offers

- Not achieving their expected grades.
- Students may have taken foot off the pedal as expected to do much better.
- Need to make sure students in this situation have good achievement opportunities during their studies. TDs to review how best to achieve this within their individual schools.
- Advisers would be providing positive support with a sensitive approach.
- Student Progress Meeting is an opportunity to consider all students progress and any extenuating circumstances.

(e) Phasing out Module Boards of Examiners.

- Chair feeding back to Caroline Sauverin following input from TDs.

(f) CW turnaround

- Situation satisfactory in respect of data to hand (Chair checking NBS data with Rachel Paley).

NOTE: Following this meeting Rachel Paley advised: NBS turnaround is good - they had two items go to 21 days in SEM1, but this has been put down to an admin error (around how the dates were recorded and subsequently emailed). The Head of School and Teaching Director know about this issue and it will be reflected as such in reports to LTC etc.

- Note of thanks to all faculty members.

(g) Starred Firsts not mentioned on certificate (discussion to take place).

(h) CSED courses – encourage staff to attend.

DOCUMENTS 15D011 available online

A.2 LTC UPDATE

LTC update following meeting on 2 December 2015

The following actions were agreed:

1. *Minute 35 PTES LTQCs* to consider the survey paying particular attention to assessment and feedback, dissertations, contact time and availability of staff
2. *Minute 36 Good Honours Statistics: ADLTE and Academic Registrar* in the BIU to undertake further work
3. *Minute 37 Fit to Sit*: to operate in 2015/16 and be reviewed by LTC in December 2016 (**MBBS Course Director**).
4. *Minute 39 Review of L&T strategy*: **LTC members** to submit feedback to the ADTP
5. *Minute 40 Peer Observation: ADs (L&T) to remind colleagues in their Faculties that individuals should not be named in School or Faculty summary reports (PO2 and PO3)*
6. *Minute 41 Review of BIM: Head of LTS (Systems)* to obtain information on the number of Course Tests by School & semester

7. *Minute 42 Weeks 7 & 14 in the Spring Semester: ADTP* to develop the paper for Senate
8. *Minute 43 Student Participation in Online Module Evaluation: Head of LTS (Systems)* to work with Head of the SAS Team on use of technology to enhance participation rates. **LTC Secretary** to request that SSLCs have module evaluation on their agenda
9. *Minute 45 Re marking requests-revised policy: ADTP* to amend the draft policy to take account of issues raised at the meeting, discuss with Student Union UG Education Officer and submit the revised policy for Chair's action
10. *Minute 49 Reading Online Project: Library Director* and **Director of LTS** to consider how the UEA Module Outline template could link to Talis

DOCUMENT 15D012 available online

A.3 TPPG

Update following recent meeting not yet available.

A.4 FACULTY APPEALS & COMPLAINTS COMMITTEE

November/December 2015 report available online.

A.5 PERIODIC COURSE REVIEW 2015/16

Course Review documentation 2015/16 can be found in the Course Review folder on this Blackboard site including the PGT schedule of Course Review Events. There doesn't appear to be any UG Course Review Events due this academic year.

A.6 ANNUAL MONITORING

Deadlines for completion of 2014/15 UG and PGT Annual Course Monitoring:

| Annual Course Review (Guidance Notes 4 & 5) | | |
|--|-------------------|-------------------|
| Deadline for completion of Exam Boards | 13/07/2015 | 30/11/2015 |
| Email 4 to CDs to complete QAR2 Stage 2 | 31/07/2015 | 02/12/2015 |
| CD to complete QAR2 Stage 2 | 14/08/2015 | 16/12/2015 |
| Email 5 to TD to complete QAR2 Stage 3 | 14/08/2015 | 16/12/2015 |
| TD to complete QAR2 Stage 3 | 28/08/2015 | 13/01/2016 |
| Deadline for completion of Course Monitoring QAR2 form | 28/08/2015 | 13/01/2016 |
| Email 6 to TD to complete QAR3 Stage 1 | 31/08/2015 | 13/01/2016 |
| TD to complete QAR3 Stage 1 | 14/09/2015 | 27/01/2016 |

| | | |
|---|-------------------|-------------------|
| Email 7 (FLTQC Sec) to AD to complete QAR3 Stage 2 | 14/09/2015 | 27/01/2016 |
| ADs to complete QAR3 Stage 2 | 28/09/2015 | 10/02/2016 |

Draft deadlines for completion of 2015/16 UG and PGT Annual Module and Course Monitoring (standard programme schedule):

| | Standard UG Timeline 1 | Standard PGT Timeline 1 |
|--|-------------------------------|--------------------------------|
| Annual Module Review (Guidance Note 3) | | |
| Module End Date | 23/06/2016 | 23/06/2016 |
| Email 1 to MO | 23/06/2016 | 23/06/2016 |
| Email 2 reminder to MOs to complete Stage 2 of QAR1 | 01/07/2016 | 01/07/2016 |
| Deadline for completion of Stage 2 of QAR1 | 08/07/2016 | 08/07/2016 |
| Email 3 to TDs to complete Stage 3 of QAR1 | 08/07/2016 | 08/07/2016 |
| TDs to complete Stage 3 of QAR1 | 22/07/2016 | 22/07/2016 |
| Deadline for completion of Module Review | 22/07/2016 | 22/07/2016 |
| | | |
| Annual Course Review (Guidance Notes 4 & 5) | | |
| Deadline for completion of Exam Boards | 18/07/2016 | 02/12/2016 |
| Email 4 to CDs to complete QAR2 Stage 2 | 22/07/2016 | 09/12/2016 |
| CD to complete QAR2 Stage 2 | 29/07/2016 | 16/12/2016 |
| Email 5 to TD to complete QAR2 Stage 3 | 12/08/2016 | 16/12/2016 |
| TD to complete QAR2 Stage 3 | 26/08/2016 | 13/01/2016 |
| Deadline for completion of Course Monitoring QAR2 form | 26/08/2016 | 13/01/2016 |
| Email 6 to TD to complete QAR3 Stage 1 | 02/09/2016 | 13/01/2016 |
| TD to complete QAR3 Stage 1 | 16/09/2016 | 27/01/2016 |
| Email 7 (FLTQC Sec) to AD to complete QAR3 Stage 2 | 16/09/2016 | 27/01/2016 |
| ADs to complete QAR3 Stage 2 | 30/09/2016 | 10/02/2016 |

SECTION B: ITEMS FOR DISCUSSION AND ACTION

B.1 NEW COURSES

EDU

BA Physical Education with a Year Abroad - Scrutineer Duncan Watson (scrutineer's report attached). Amended and approved by Chair 23.11.15.

Proposal documents available in New Course Proposals and Course Closures folder online.

Document 15D013 available online

B.2 CHANGES TO EXISTING PROGRAMMES

PSY - Scrutineer Naresh Pandit

Psychology Masters Credit only.

RESOLVED: Once scrutineer has had an opportunity to consider and report, Chair will take action.

NOTE: Following meeting scrutineer liaised with school to resolve queries and Chair approved 21.1.16.

NBS - Scrutineer Lee Beaumont – report circulated and available online.

MSc Operations and Logistics Management (previously MSc Advanced Operations and Logistics Management)

MSc Management (previously MSc in Advanced Business Management)

RESOLVED: Approved

B.3 EXTERNAL EXAMINER REPORTS/RESPONSES

Detailed in Section D of this agenda.

B.4 SSLC UPDATES – FACULTY CONVENORS

Report from Lawrence Hardy (responsible for the PPL Induction programme) attached relating to matter raised at November meeting (Induction week Feedback: Many schools focussed on new students and not so much on returning students (transition). Some students reported that no transition/induction had taken place in their schools, particularly those on joint degrees. For instance, PPE course students had Economics induction week but were not invited to the PPL induction week.)

- ECO will ensure that this will be taken forward.
- A report will be presented to February LTQC by ECO TD with regard to good and bad practice which will help to develop induction plan for next year.

Document 15D014 available online

B.5 PTES 2015 AND PLANNING FOR STUDENT SURVEYS 2016 - COMMUNICATIONS PLAN

- PTES – SSF schools did well. A lot of positives and some negatives.
- New survey 1 Feb.
- EDU – data – spread across several schools who identify education as a component. Difficult disaggregating it down to EDU's students. Difficult to

get meaningful data. Becky Price may be able to help with this and Chair happy to follow through with EDU.

- LAW – possible areas for improvement – dissertation supervisor feedback – completed after questionnaire closes – supervision doesn't start until other forms of assessment have taken place. This may be the case for all schools. TD should raise this with BIU. NBS similar situation but perhaps because they have discussions earlier in the year the students respond better to the survey. Some questions are very specific and it would be difficult for students to respond (for instance, supervisor has required skills – student wouldn't have chosen their supervisor and wouldn't know whether they had the required skills – how are they answering?).
- PSY – need to manage expectations in some areas. Actively addressing some teething problems (early stages of programmes).
- SWK – dissertation problems similar to LAW. Vulnerable to fluctuations – small sample size. Students on advanced SWK course study over many years and do not complete the survey. Discussing administration of PTES with BIU and will share outcome of this.
- DEV – limited sample but good results. Dissertation – limited number of students impacting on results. Placements/internships – appropriate support (extensions/support over summer).
- NBS – good response rate. Improvements – dissertation – supervisors being suitably qualified. Organisation and management – voice not fully heard within SSLCs. Quality of feedback – very large modules – considering limiting number of pieces of assessment being marked by examiners. All feedback being typed.
- Tony Moore advised that Liam McCafferty's casework with international students resulted in feedback relating to lack of financial information received at the beginning of their course (opening bank accounts etc.).
NOTE : Following this meeting, LTS Manager investigated to see what banking information is available to international students and found that there is a lot of advice available in the DOS web pages – <https://portal.uea.ac.uk/dos/international-students/new-students> - see Pre-departure Guide which contains info on 'Money & Banking' which includes opening a UK bank account; and <https://portal.uea.ac.uk/dos/money-matters/other-information>.
- Chair asked TDs to share any best practice/ideas.
- James Merewood – some students don't exactly know which school they are in – cause for concern. LAW TD – subject area ie LAW students doing commercial may see themselves as business (NBS) students.

Document 15D015

B.6 STUDENT MODULE EVALUATION

Module Evaluation - participation monitoring - to enable Faculty report to LTC

Document 15D016

- In respect of online surveys:
 - Are there any studies being done to show this is beneficial ?
 - How is the University dealing with potential unconscious bias ?
- Chair – University would like to raise response rates, TEF coming – module evaluation reporting will become a factor of this, green book will also have module evaluation. Outside of this meeting how best can we utilise this data and what can we do for the benefit of ourselves?

- Faculty Conveners – getting detailed feedback good – depends on the type of feedback. Sometimes quantity not relevant. Paper form more valuable for written comments (using clickers for questions).
- Increased pressure to get high percentage and quality return, promotions, probations, etc. Raw data can be a very blunt instrument and there appears to be an obsession with it.
- Improving the response rate should lead to better data.
- Too much surveying may have a downside – Important to push NSS and PTES. Qualitative comments more valuable.
- Moving to online evaluation has decreased the response rate in the case of EDU.
- Consider different ways of collecting data (audience response system (ARS) collection in lectures or hard copies etc.)

B.7 SCHOOL ANNUAL REVIEW OF ASSESSMENT AND MODERATION

Monitoring progress in completing action points and identifying opportunities for wider sharing of best practice.

- PGT feedback via QAR 3s.
- Tony Moore wondered whether it be appropriate for a student representative to contribute to the School review day. Connor Rand may follow this up.
- This discussion takes place at Teaching Committee in EDU where student representative is present.
- Some meetings take place during the summer period so timing might be difficult for student representatives to attend.

Document 15D017 available online

B.8 COURSE REVIEWS 2014/15

LAW and DEV PGT 2014/15 Course Reviews - Final CR2s attached
Report to LTC (CR3) on Course Reviews 2014.15 will be completed shortly

- Names of those responsible for actions and deadlines missing from action plans for LAW and DEV.

RESOLVED: TDs will update and resubmit to Secretary to enable Chair to complete Faculty Course Review report.

DEV report:

- Vote of thanks to Claudina Richards for chairing.
- Good overall report with some suggestions to take forward.
- Many practices very specific to DEV.
- Careers particularly commended – expectation that their practice will be rolled out to other schools.
- IELTS levels for incoming students – some students with ability of 6.5% IELTS were found not to be able to participate fully. It is possible to increase IELTS admission level.
- DEV may decide to group courses for future course reviews.

LAW report:

- Amazing range of courses.
- Small modules, specialised courses.
- Norwich isolation.
- Marking fully discussed.
- Balance between bespoke marketing for LAW and central services. Difficult to get support centrally for specific visits to countries.
- IELTS levels for incoming students – some students with ability of 6.5% IELTS were found not to be able to participate fully. It is possible to increase IELTS admission level.
- Plagiarism – big problem with high level plagiarism, cheating also with bought work. LAW trying to do more to make sure students are aware. Quality of offering and teaching staff – surprising numbers not higher.
- James Merewood – LAW SSLC – accessibility to journals – international students struggling. ECs section concerning. Does stress from academic requirements qualify as an EC? Three essay deadlines in the same week for instance. Concerned that this might not be considered an EC.

Document 15D018 available online

B.9 ASSESSMENT AND FEEDBACK

Workshop Talk

- Duncan Watson will feedback to Chair in respect of workshop relating to assessment and feedback.

B.10 MODULE AND COURSE UPDATE

- Module update on track. Schools working on course update and programme specifications.
- Suggest any new forms introduced are piloted. Chair would welcome a TD to join the group reviewing.
- Preferably decrease in course tests – student driven.
- DEV students seem to favour course tests as opposed to coursework over Christmas period.
- Students concerned that course tests are not always undertaken in examination conditions – room etc.

Document 15D019 available online

SECTION C: ONGOING ITEMS FOR REGULAR REPORT

Documents for these items are available to view on the SSF LTQC Blackboard site in the relevant meeting folder.

C.1 COURSE CLOSURES

None to report.

SECTION D: EXTERNAL EXAMINERS REPORTS

**Deadlines for the consideration of UG and PGT reports and responses 2014/15:
2014-15 Reports - Receipt from External Examiners:**

- Standard UG Programmes – within 4 weeks of Board of Examiners and no later than 31 July 2015

- Standard PGT programmes – within 4 weeks of Board of Examiners and no later than 11 December 2015

School Consideration of Reports and Preparation of Responses

- Preparation of responses by Chair – 4 weeks from availability of report on Faculty Learning, Teaching and Quality Committee (FLTQC) Blackboard site
- Chair confirms teaching executive (or equivalent) approval of responses to Team Leader – within 1 week after meeting

Faculty Consideration of Reports and Approval of Responses

- Scrutiny of reports and responses by FLTQC – 4 weeks from notification of availability of prepared responses.
- Final amendments by Chair following FLTQC scrutiny – 2 weeks from notification of availability of feedback.

Reporting

- Notification of approved responses to External Examiner – 1 week from notification of approval

D.1 EXTERNAL EXAMINERS' REPORTS 2012/13 OUTSTANDING

EDU – Ford (PGT) – with School

D.2 EXTERNAL EXAMINERS' REPORTS 2013/14 OUTSTANDING

PSY– Cook and Vitkovitch (UG) – with task group member

SWK - Nelson (PGT) – with School

SWK – Murphy (PGT) – with task group member

EXTERNAL EXAMINERS' REPORTS 2014/15 COMPLETED

LAW – Bagshaw, Barker, Fovargue, Marson, Reid, Rogers, Smith & Syrett (UG)

NBS – Barrett, Fox, Hodges, Land, Stevens & Tan (UG)

SWK – Bailey & Nelson (PGT)

EXTERNAL EXAMINERS' REPORTS 2014/15 OUTSTANDING

DEV – Page, Prentice, Maconachie & Khampati (UG) – with task group member

ECO – Sessions & Cook (UG) - with task group member

EDU – Battersby, Fisher, Perkins & Windross (PGT) – with task group member

DATE OF NEXT MEETING AND FUTURE ITEMS

Wednesday 24 February 2016, commencing at 1400, in TPSC 2.24

Future Items:

Annual Module Review, Annual Course Monitoring and Course Review + Annual Review of Assessment and Moderation

Opportunities will be identified for the wider sharing of best practice and progress in completing action points will be monitored on an annual basis.

February 2016

1. Maximising Student Participation in End of Module Evaluation - Monitoring module evaluation participation rates will be a standing item discussed in November and February annually.
2. Enrichment week.
3. Jon Sharp attending to speak in respect of the following: (a) LTC review of internal quality assurance (b) self-certification (extensions) working group.