

LTC15D209

Title: *Faculty Learning, Teaching and Quality Committee Minutes*
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Issue

Faculty of Arts and Humanities minutes of LTQC meeting 23rd March 2016

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 HUM LTQC meeting held on the 23rd March 2016.

Discussion

None

Attachments

Minutes

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

LEARNING, TEACHING AND QUALITY COMMITTEE

Minutes of the meeting held on 23rd March 2016

Present: Dr C Matthews (Chair), Mr S Bennett, Dr J Poppleton, Dr M Neumann, Dr R Tillett, Dr M Gough, Miss Z Phillips, (Entertainments Assistant, UEA|SU),

In attendance: Miss L Newark (Secretary to the Committee), Mrs J Wilkinson, School Manager, PPL.

With: Ms M Pavey (Learning and Teaching Service, Arts Hub Manager), J Tully, (Senior Faculty Manager, HUM), A Giles and D Slaughter (CSED), A McConnell (CTEL)

Apologies: Mr J Clare (UUEAS Head of Student Engagement), Mr C Rand (UUEAS UG Education Officer), Miss A Slevin (HUM Faculty Convenor)

59. MINUTES

Confirmed

Minutes of the meeting held on 17th February 2016 – held on the Blackboard site

60. MATTERS ARISING NOT COVERED ON THE AGENDA

60.1 HEA teaching fellowship

CM advised he would meet with John Tully, Senior Faculty Manager after Easter and that he now has the relevant data for those within the faculty.

61. SECTION A: ITEMS FOR REPORT

Agenda item A1. Statements from the Chair

Received:

An oral report from the Chair

61.1 MA Gender studies

This has now been approved by LTC and is in the process of being created.

61.2 Screenwriting MOOC

CM advised there were over 35,000 expressions of interest. 12,000 have started.

61.3 Housekeeping reminders

Turnaround times, CM reported the figures showing the University now returned 95% of students work within 20 working days. He asked the Teaching Directors (TD's) to pass on thanks to schools and colleagues

- 61.4 Module outline template
Reminded TD's that using the new template is obligatory from this year
- 61.5 Exam revision
CM advised that the meetings/revision sessions were being scheduled in teaching slots.
MN asked whether in future it would be easier to extend the teaching timetable into week 13. MP advised the LTS would review this year for next.
- 61.6 Low enrolling modules
CM reminded Teaching Directors that, as in previous years, he would be looking at the low enrolling modules to take a view on what will run or not for 16/17.
JP and RT raised the problem of not knowing which modules the visiting students will enroll on and the danger of cancelling some which would have been popular. This then puts added pressure onto the Teaching for those modules remaining.
CM advised he was aware of this and would take this into account.
- 61.7 Course profiles
LN explained that where course updates were not completed by the deadline of the end of January, that the webpages would not be updated until April. This meant that prospective students and to some extent, ARM, were looking at out of date profiles.
- 61.8 Generic exam feedback
CM advised that both TPPG and SEC (student Experience Committee) were asking for information
- He asked Teaching Directors to report back to him on:
- How many people did it
 - Where did it go?
 - How were students informed?
 - Is there any data on take up?
- CM talked about the possibility of it going alongside past papers
ACTION: All Teaching Directors to forward to CM ASAP.
- 61.9 FLTQC handbook to be circulated again for feedback **ACTION:** LN
- 61.10 CM reminded Teaching Directors of the Learning and Teaching day on 5th may and asked for them to remind their colleagues.
ACTION: All Teaching Directors
- 61.11 Student Experience Survey
- The University was placed 7th in the latest Times survey but remained in the top ten.
 - 150 UEA students took part.
- CM also explained that over years the same universities are in the top ten and tend to circulate around the rankings. He felt demonstrated that there is some level of satisfaction there.

61.12 UEA Experience Survey.
CM reported that this will no longer run and that the UEA will instead take part in a national UK experience survey which will allow us to benchmark against other universities. At the moment there are around 25 - 30 universities taking part but those that are involved are Universities we would align with.

61.13 New faces

- Theo Antoniou-Phillips is replacing Connor Rand as the Undergraduate Academic Officer.
- Madeleine Colledge is replacing Liam Gallagher as the Postgraduate Academic Officer.
- The Faculty is asking for expressions of interest for Associate Dean of Admissions, Postgraduate Research and also the Associate Dean. by 20th April.

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

Received:

An oral report from the UUEAS Education Officer

62.1 ZP reported on the recent Student Union representative elections:

- It was the highest turnout they had seen for a while with 3000 students voting.
- The successful candidates won by over 1000 votes so were popular choices.
- They each had some interesting points on manifestos.
- One point was making student evaluation feedback available before module selection.
- Mental health was on everybody's so can expect to see a lot of.
- Good news is that a lot of what Theo was asking for has already been done in HUM to some extent.

MN advised HIS have 100% exams to avoid having another essay due alongside others as an aim to reduce stress.

ZP responded that having everything resting on one assessment clearly adds more stress to students.

MN. Identified that this is the problem with driving down the number of assessments and adding formative work.

ZP. Advised that Theo starts in June and that she was just flagging up that this is one area he ran his election campaign on.

ACTION: Zoe to send through document which collates all points from all manifestos.

63. **SECTION B: ITEMS FOR DISCUSSION AND ACTION**

Agenda item B1 Semester Abroad

Discussed:

Document A previously circulated

- CM reminded the meeting that all HUM UG students have the option of selecting a semester abroad in second year. The result of this semester

abroad would be recorded on a Pass/Fail basis due to the past problem of interpreting grades.

- Those going on the semester abroad will be classified on 25/75 weighting and the Faculty needed to think about how this would work in practice.
- CM identified issues that the schools need to think about. What counts as pass fail? The proposal is to adopt the host institutions policy of what passes. What happens if student fails?
- How do we put in place a reassessment opportunity? Who sets the reassessment, what will it look like?

ACTION: TD's to take to teaching committee to talk about and respond to CM.

- How will we know what to set? JP
- How will we be able to assess the learning objectives? Does not feel right for us to set work for another institution. MN
- RT asked to formally raise a problem with the semester abroad for AMA. The students on a 4 year programme think they can do a semester abroad as well. The second problem is that students have to get 55% to progress onto the year abroad. If they do not meet that, the students are transferred into the 3 year programme. Under the new set up, these students can then go on semester abroad.
- CM suggested that students should achieve 55% in the first year to on the semester abroad.
- MP advised that Law and Chris Bigsby in AMA by have had concessions to ignore the threshold on 55% in the first year on their 4 year courses. To put in place the threshold for all first years may mean change in regulations which would go to LC in June.
- ZP. Think having a threshold is fine provided putting support in place for those who are around the borderline to help the students get to 55%.
All in agreement

64. Agenda item B2 Remark requests

Reported: Document B

64.1 Paper which has now been circulated has been signed off as new policy from 2016/17.

The main changes are

- Justification of request by students
- What to do where difference in marks

MN was on the working group and advised that the aim was to make sure the request was much more robust, that there were clearer reasons for a remark and to ensure that discussions have taken place. It also looked to address the problem of adjudication.

He explained that we would never find a policy which works with everyone.

MN clarified that the alternative member of staff could be the module convener.

JP asked:

- What happens to the mark in cases where there is a large discrepancy and the matter is referred to the Teaching Director. She felt this needed to be clearer.
- Who carries out the calculation of the new mark.

MP flagged up section 5.3 which is aimed to ensure consistency and cover these questions. JP questioned whether this could be confusing also noting that this has come out of the internal moderation policy.

65. **Agenda item B3 Learning/Training needs**

Received:

Consultation by Amanda Giles, with Debbie Slaughter

Notes of session available on Blackboard site under March meeting, CSED notes.

Request from Amanda that any further comments are sent to her. **ACTION:** all TD's.

66. **Agenda item B4 Course Approval Process**

Received: Documents in folder B4

Consultation by John Tully (JT)

66.1 Main headlines:

- This discussion forms part of the consultation process of project providing an opportunity to comment.
- JT will send comments to the project team as feedback from LTQC.
- The reason for the review is the changing context, landscape of higher education has changed and find ourselves in a much more competitive market.
- The product i.e. degree course is being looked at by customers and they will decide whether come to the school or not on the basis of this.
- The HEFCE sponsored IMAP study has come up with a number of proposals for course design which has been a key reference point for us. It also looks at the internal process.

These were headline findings from the executive summary;

- There is no point in putting course together unless a market for it
- If there is a market go ahead with course, if not best not to
- Course titles are really important in allowing people to find what looking for
- Courses tend to be successful when looked into recruitment cycle
- Most courses that do not attract target in first year fail. There are exception but 56 fail in first year, very few revived.
- The promotion of courses tend to work better when there is an academic champion is design, approval journey and lifetime
- Best practice is for schools to manage portfolio not just look at courses. Try not to have courses too similar.

JT advised that this is about having more robust financial and business planning feeding into the process, reducing bureaucracy. It is structured in a way which stops work being done on course if not going to succeed.

The process risk assessment and process purpose is to ensure that an overview is taken so that a member of staff does not put a lot of work into a proposal only to find a colleague has also been working on a similar course. There are restrictions in the ability to have an online version of the form which will be flagged as a risk when this goes to LTC.

66.2 JT invited questions or thoughts

Is the main driver to foreclose sickly projects? - CM

Yes, in the past we have had courses which only ever attracted a few students but they remained open because no one made a decision to close them.

- So the idea is to close on a proposal much earlier where it is something that would not have got through - CM

This is good provided the first section gives adequate space to put forward the course in the best way - SB

Yes, this is why best practice is for a new proposal to have an academic champion. JT

- Worried about incremental course updates. Changes each year could result in a brand new course by year three which has not gone through due process. - CM

Yes, that is why the risk assessment takes place. The group has had discussions about creeping change. Caroline Sauverin, Head of Service, LTS, is working on this. JT

- Where a Course title changes, who measures the risk?

We need to strike a balance that allows change to happen. Even for minor changes at the moment the form puts people off. We have to be able to move on. - MN

The viability also depends on the tariff. - MN

- There is a mention in the process of things going to faculty exec where appropriate but does not expand?

This is because faculties work differently so where it says this read, in HUM.

JT

- When will it be implemented?

Aiming for May LTC, though might be in June. JT

ACTION: Reminder to Teaching Directors for any follow up questions: LN

67. **Agenda item B5 Blackboard traffic and the new CTEL Centre**

Received: School documents previously circulated – folder B5
Presentation by Mrs. A McConnell (AMc)

67.1 CM requested that's TDs looked at the module Blackboard sites with greatest usage so that could look at best practice which could be shared.

67.2 AMc introduced the services the CTEL can provide. She explained that there are three teams within the learning technology centre, more information can be found on their webpages: <https://portal.uea.ac.uk/learning-technology/centre-for-technology-enhanced-learning>

AMc explained that the team can rapidly create content in BB so that students can give feedback. They also provide training during drop in sessions if people want to learn to do it themselves.

67.3 In terms of the sort of content making the team can help with AMc gave examples of flipped learning, virtual classrooms, bespoke learning packages, resources specifically to support assessment, frequently asked questions in video one stream. SB pointed out that colleagues can look at these in use on some sites.
AMc commented that it was likely that the Module Organisers at the top of BB usage lists are using these.

67.4 AMc wanted to talk about how we can pinpoint learning enhancements. She explained that her team was getting pressure to build more MOUCS etc. but that it is our students who should be benefiting from the technology we have.
SB suggested that if CTEL was creating content they could look at what various people are doing and could collect sections to make a MOUC out of it.

67.5 CM explained that having digital access improves the time that colleagues do then spend with students.
AMc confirmed that this was the idea and that there are some who are looking to replace the entire lecture side so there are lots of discussion boards and more interactive time when they meet.

67.6 CM is looking for TDs to identify courses which could benefit from some time with CTEL to develop their BB site further. AMc explained that TD's will be given access to all modules within their school so they can look at what others are doing. This has to be taken in context of what is being delivered. SB asked how AMc got the data to show usage of the BB site and if it was available without switching on the tracking. AMc confirmed that this is directly from database and did not need the tracking functionality to be switched on within the BB site.

AMc suggested that they could target new delivery teams, work in response to module evaluations or might just want to choose a module with a particular content which is relevant. The aim is for each school to have three to five modules to target and create some online content. TD's will be trained who will then be able to identify these modules. MN suggested targeting some modules where using technology would help to make best use of resources. He raised the issue of the peer review system of being told there is a problem with resources to help.

67.7 RT asked how content would be delivered. AMc suggested lectures could be recorded. RT asked about whether there was a problem with this and who owns the intellectual property.

ACTION. LN to arrange time to discuss methods with TDs.

67.8 AMc advised that CTEL had a new member of staff, Tracy Tutt, assigned to HUM working with the Media suite.

68. Agenda item - B6 Enrichment Week
Received: Announcement of 3rd March 2016, held on the Blackboard site in the folder 'Enrichment week'
CM asked schools to start thinking about what they want to do to contribute.

69. Agenda item B7 Module student Evaluation
To discuss

MN raised the issue of student attendance. Students are not coming to lectures/seminars which is affecting learning for other students. Some are not doing the reading which also has a knock on effect. He questioned whether this was a problem increasing in size as it felt worse than last semester.

ACTION: LN to source statistics.

70. SECTION C: ONGOING ITEMS FOR REGULAR REPORT

70.1 Agenda item C1.Course Approvals, Course Title Changes and Course Closures in HUM 2015/16, 2016/7. Held in folder C1 within meeting papers for this meeting on Blackboard

Minor course changes:

Film Studies and English Literature
Film Studies and History

New course proposals for Guardian Masterclass, approved by Chair:
How to write children's fiction
Continuation class bibliography

70.2 Agenda item C2.QAR3 approvals by the Chair
Completed forms stored on the LTS Quality Blackboard site
To receive:
AMA UG