

LTC15D210

Title: SCI LTQC Minutes
Author: Alexandra Hupton
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Issue

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

1. 11 November 2015
2. 06 January 2016
3. 17 February 2016

Recommendation

Recipients are invited to receive the minutes.

Resource Implications

Not applicable.

Risk Implications

Not applicable.

Equality and Diversity

Not applicable.

Timing of decisions

Not applicable.

Further Information

Contact details: Alexandra Hupton, Learning and Teaching Coordinator, telephone 01603 597372, email: enb.ug.coord@uea.ac.uk for enquiries about the content of the paper.

Background

Not applicable.

Discussion

Not applicable.

Attachments



UNIVERSITY OF EAST ANGLIA
FACULTY OF SCIENCE (SCI)

LEARNING, TEACHING AND QUALITY COMMITTEE (LTQC)

Minutes of the meeting held on **Wednesday 11 November 2015 from 2.00 pm to 5.00pm** in **Estates Meeting Room 1**

Present: David Stevens (Chair), Mark Coleman (BIO), Simon Lancaster (CHE), Emilian Parau (MTH), Anja Mueller (PHA), Liam McCafferty (UUEAS Academic Office - PGT), Naomi Carter (UUEAS Research, Policy and Project Coordinator), Emilly Kitching (UUEAS Faculty Convener), Laura McGonagle (SCI Senior Faculty Manager), Rachel Paley (Learning and Teaching Service (LTS), Elizabeth Fry Hub Manager) and Alexandra Hupton (Secretary, LTS Coordinator)

Apologies: Geoff McKeown (CMP), Paul Dolman (ENV), Martin Loftus (NAT SCI), Connor Rand (UUEAS Academic Officer - UG), David Morales Rodrigues (UUEAS Faculty Engagement Convener), Ros Boar (TPPG)

A1. MINUTES OF THE PREVIOUS MEETING

Consider

minutes of the previous meeting held on 23 September 2015 (document A filed in the minute book). Accurate record of the meeting,

Updates and actions points from 23 September meeting

Item	Subject	Details
A1.	Minutes of the previous meeting	Action completed. Rachel Paley (RP) confirmed SCI represented by David Stevens (MTH), Gary Rowley (BIO) and ENV representative on the working group to discuss the new postgraduate taught (PGT) regulations.
A1.	Minutes of the previous meeting	Action completed. Alex Hupton (ACH) confirmed the minor course proposals for Bachelor of Science (BSc) Biochemistry and Biochemistry with a Year in Industry and Master of Science (MSci) Biochemistry and Biochemistry with a Year Abroad had been updated, fully approved and notifications sent out to Admissions, Recruitment and Marketing (ARM) etc.
A1.	Minutes of the previous meeting	Action completed by Anja Mueller (AM). PHA Ongoing

Item	Subject	Details
A2.1	Formerly invite Schools to submit proposals for internships	David Stevens (DS) and Emilian Parau (EP) worked with the Internship Office for MTH internship. Action: EP to share proposal with SCI Teaching Directors. Action: SCI Teaching Directors to consider submitting similar proposal for their School. Action completed by ACH, paper "Improving Feedback within Science" posted on SCI LTQC Blackboard site.
A5.	Timetabling the 2015/16 Academic Year	Action completed by RP to add the following issue to on the wash up spreadsheet: Personal Advisers haven't been receiving copies of their advisee's reassessment results.
A7.	National Student Survey (NSS)	Action completed by Connor Rand (CR). ACH circulated UUEAS Rep sheets via ZIP folder. Action: Naomi Carter (NC) to check UUEAS permission to Rep sheets to SCI LTQC Blackboard site. Action: ACH to upload UUEAS Rep sheets to SCI LTQC Blackboard site.
A9.	Remark Requests	Action completed by ACH. Superseded by DS membership on new working group after raising SCI's questions at Learning and Teaching Committee (LTC).
A10.	Management information requirements at aggregate course level	Action completed by ACH, Garrick Fincham invited to present at SCI LTQC 11 November 2015.
A11.1	Annual module and course reviews 2015/16	Action completed by Laura McGonagle (LMG). Good progress made. Few QAR forms outstanding.
A11.2	Peer Review 2014/15	Actions completed by Geoff McKeown (GMK) and DS to supply completed CMP PO2 form and complete Faculty PO3 form. Action: ACH to submit SCI PO2 and PO3 forms to LTC for reporting at December 2015 meeting.
A13.	Course Reviews (5 Year)	The schedule for 5 Year Course Reviews to be performed by SCI in 2015/16 is being progressed by Jean Whiting (temporarily stepping up and providing cover in Lynne Ward's absence). Schedule will be presented to LTC in December 2015.

MATTERS ARISING

None to report.

A2. STATEMENTS FROM THE CHAIR

2.1 **Teaching Directors' Conference**

- Simon Lancaster (SL), AM and Mark Coleman (MC) confirmed they have registered with CSED to attend this conference

- **Action:** DS to check if Paul Dolman (PD), GMK and Martin Loftus (ML) have registered.

2.2 Taught Programme Policy Group (TPPG)

- **Action:** DS to re-circulate new transition and induction guidance sent out by Adam Longcroft and collate and report SCI feedback to TPPG.
- BIO, PHA, MTH, CHE satisfied with the new arrangements. **Action:** DS to follow up with CMP, ENV and NAT.

2.3 The Cost of Bought in Teaching

- The Dean has requested SCI LTQC to look in to the increased costs due to bought in teaching, which has increased from £4k two years ago, to £8k last year and £12k this year.
- These costs include buying expertise from other Schools/Faculties within UEA.
- SL understands costs associated with CHE but no expected future growth.
- **Action:** DS to share the breakdown of modules with MC and SL.

2.4 Maximising the Time Resulting from the Restructuring of Academic Year

- Discussed further under item A8.

2.5 Teaching Space

- Issues relating to the appropriateness of teaching spaces raised in SCI in our PO3s, QAR3s and by students. Suitability of teaching spaces raised in PO3s this year and last across faculties.
- Estates and ITCS split responsibility for rooms and resources.
- **Action:** ACH to invite Rachel Brown from Estates to attend SCI LTQC in January to discuss issues raised concerning teaching space.
- **Action:** SCI Teaching Directors and SCI Faculty Convenors to collate issues and feedback to LMG.

A3. STATEMENTS FROM MEMBERS OF UNIVERSITY GROUPS

A3.1 Self-Cert Working Group report (attended by DS and CR)

Areas discussed included:

- Direction of travel moving to a 48hr/72hr period extension to cater for minor illnesses. University seeking medical advice to define suitable period.
- Students can apply for more than one self-cert in an academic year
- Presentation will change and students will be signing to say that they are ill and there could be repercussions if they are found to have made a fraudulent claim.

A3.2 TPPG (06 Oct 2015, attended by DS, SL and MC)

Areas discussed included:

- Schools required to appoint Induction Officers if not already done so.
- New Blackboard site for induction and transition made available to all staff.
- Schools with no reading week are able to continue without one.
- Training for Personal Advisers (PA) – new system of online training. All new staff will have to complete training and all existing staff will have to complete within three years.
- PA training has been publicised in ARM staff newsletter. Presentation by Adam Longcroft and Caroline Sauverin to all Senior Advisors to be cascaded. **Action:** DS to follow-up on the grand launch to students
- TPPG supported the principle of remarking.

- There is a working group for the new postgraduate taught (PGT) regulations. Some complications have been identified including 10 credit modules, passing all modules requirement and small numbers etc.

A3.3 Induction Working Group

Noted:

- EP reported this group concluded in June and feedback had been provided to Schools.

A4. STATEMENTS FROM STUDENT UNION (UUEAS) REPRESENTATIVES

Noted:

- Naomi Carter (NC) attended recent Staff:Student Liaison Committees (SSLCs) for ENV and CHE.
- No major issues raised at either CHE or ENV SSLC. Both meetings were well run and students and staff knew their roles.

A5. STUDENT EXPERIENCE REPORTS

Noted:

- The Postgraduate Student Experience Report 2015 covers both postgraduate research (PGR) and postgraduate taught (PGT) students although LTQC is concerned with taught programmes.
- The report includes 10 of 13 recommendations which apply to PGT. General summary from PGT students:
- Certain flash points in the Faculty of Social Science (SSF) and who are the PGT governance champions? Clearer for undergraduate (UG) and PGR within Faculties and UUEAS will be tying this in with issues raised by High Education Review (HER).
- Recommendation 4 – SCI has a mix of undergraduate Integrated Masters (IM) degrees and PGT degrees. It doesn't necessarily make sense to separate these as suggested in the recommendation.
- IM students don't have the same access to facilities as stand-alone PGT students, e.g. Level 7 modules (PGT students defined by level or module or whether they have graduated?).
- General consensus around the table was that if students have progressed from level 6 then they should be treated as post-graduate students.
- CHE structure promotes greater autonomy with separate Teaching Director (TD) for PGT and in BIO, Gary Rowley TD for PGT and M-level modules. PHA only has IM and some other schools have more students on IM courses than one year PGT.
- UUEAS seeking an environment for advocating best practice relating to PGT across the University. The members of SCI LTQC supported this and suggested that this is part of the TPPG remit.
- The Chair reflected that it is really hard to get PGT representatives because students are only here for a year and UUEAS trying to recruit them as soon as in the door.

A6. IMPROVING STUDENT FEEDBACK ACROSS SCIENCE

Noted:

- The Chair previously circulated the LTC report "*20-Day Coursework Turn-around – Update on Progress with Efforts to Improve Assessment and Feedback Performance*" for consideration by Directors of Learning and Teaching.
- CHE review of past NSS comment fields identify the greatest weakness as the organisation of the process.
- CHE successes include coversheets (coursework only) providing the breakdown of marks ahead of submission and used to provide constructive, transparent feedback for effective feedforward learning for next piece of work. Students have been encouraging this as good practice. **Action:** SL to distribute CHE coversheet to membership.
- CHE examination feedback following UEA wide process plus publish generic feedback and students exercise the right to request personal feedback from Module Organiser (MO). MO obtains paper and speaks to student, rarely requested but available.
- BIO use question by question mark sheet, e.g. section A, section B and section C shows how student performed in each area and PAs can review in which section the student performs well or less well.
- BIO also have a feedback form based on senate guidelines as well as trying to make feedback quicker and richer using marking criteria and guidelines on Blackboard sites. Addressing promptness to achieve 15 day desire and 20 day deadline.
- Bachelors and Integrated Masters Regulations state that modules should all have at least one piece of formative work (all level 4, 5 and 6 (new this year)) but not all formative assessments are captured on eVision.
- Naomi will feedback (from the weekly student survey) any big issues that are raised by SCI students relating to assessment feedback.
- PHA issued new guidance for staff this year relating to feedback on projects and the promptness to improve the turnarounds for students.
- PHA students raised mainly issues relating to the Examination timetable which was outside the School's control. 2014/15 PHA finalists had four exams in one week.
- Rachel Paley acknowledged that there are significant system constraints that affect the timetabling of examinations however, the Assessments and Quality Office (AQO) are approachable and will work with Schools. **Action:** ACH to invite Lynne Ward to come to SCI LTQC to discuss SCI examination patterns and building in more time to review and amend examination timetables before publishing.
- Agreed to use SSLCs and Faculty Convenors/Course Reps to disseminate information such as actions to improve processes such as fixing the examination timetable or reporting/assessment feedback. **Action:** SSLC Secretaries to invite their School's TD to give feedback.
- BIO TD used TurningPoint software and timetabled two feedback events for every student, one at start of year, posting results on BIO student info zone (available to all students) followed by second event to review and feedback the action plan.
- Emily Kitching (EK) suggested participation might improve if students understood the impact of their feedback and they felt that improvements had been implemented. She recommended short focussed emails to clearly communicate actions taken in response to student involvement.

- MTH explain the marking scheme before the work and then breakdown the marking and provide feedback on sheet. Each lecturer provides a side of A4 generic feedback to be shared with all students and special feedback sessions are also arranged. More feedback sessions arranged for spring term.
- Generic feedback is most useful when saved with a particular past paper. These could be saved together in LTS archive.

A7. PRESENTATION FROM PLANNING OFFICE – GARRICK FINCHAM

Reported:

- Enterprise wide reporting system now live and will be publishing new reports.
- Data reports for Course Review process originally created with Teaching Directors about five years ago. New versions of these reports will to soon be available and will include employability data.
- To expedite, the previous version of the reports were replicated and Business Intelligence Unit (BIU) now interested in assembling volunteers to fine tune what we really want using a light touch working group communicating via email with one or two workshops at start and end.
- Presentation of aggregated data is out for consultation and can be refined from feedback.
- SL volunteered for working group.
- Access has to be automated and therefore data provided to LTS such as Module Organisers, Course Directors (CDs) and Teaching Directors (TDs) must be accurate.
- BIU reports currently done by course which isn't statistically significant due to small numbers. Tableau will be completely self-service and BIU will continue to work with customers and refine reports, but it should be a push button exercise.
- Technically needed to build a spot group for CDs or CDs and TDs but can create spot groups for anyone you think will need it, e.g. Associate Deans (ADs) etc.
- As and when reports go live, stakeholders will be contacted directly by email alert. Only be able to open links that you have rights for. We need to drill down from course level to management information at module level and data dashboard. **Action:** DS to send previous AD's (Ben Milner) reports to Garrick.
- Finalising the development schedule for reporting and the shopping list to avoid duplication. Currently 130 existing Discover reports to migrate by end of August 2016 after that wholly committed to new development work. **Action:** LMG to provide ACH with links to circulate to committee members.
- At the moment only accessible via Apple Macs onsite however ITCS working to enable Mac access off-site.
- SL and LMG very impressed with the amount of data available via the BIU Data Warehouse and thanked Garrick and his team.
- The Data Warehouse goes back in SITS as far as we have information except where stati change and data are overwritten in SITS, then the old data are lost forever. The new system takes regular snap shots to avoid any loss due to changes in stati going forward.

A8. COURSE AND MODULE UPDATE 2016/17

Noted:

- Email from Andrea Blanchflower introduced a new Module Outline Template form for 2016/17 annual module and course review process. Thanks to RP, LMG and

in SCI Local School Support Sarah and Tim these forms will be approximately 75% pre-populated.

- **Action:** SCI TDs to encourage your Schools' colleagues to review the whole document thoroughly (Module Organisers) because all this information will be made public in one way or another. Particularly sections 7 and 8 need to be reviewed and correct for assessment patterns. Although submission deadlines may not be available to meet the 18 December 2015 deadline.
- In NEW module proposal you can suggested a preferred module code.
- **Action:** SCI TDs to provide module codes of any old modules that didn't run in 2014/15 to your School Manager.
- The data for section 9 cannot be sourced from usual sources, e.g. SITS. **Action:** SCI TDs to provide any information for section 9 held within Schools to your School Manager.
- This is a good time to reflect on the need for modules with 10 students or less.
- Biggest issues for SCI include timetabling, reducing the number of exams and assessment strategies.
- In particular, timetabling currently uses a slotting system but it is crucial to identify which modules **must not** clash. For example, no third year MTH modules clash. MTH have also identified that DS's module shouldn't clash with certain ENV modules because a lot of ENV students want to take both or vice verse.
- BIO students have reported to TD that they find the way modules are selected confusing.
- The Chair and RP reinforced that the University must be able to deliver the choices that we advertise to students in our course profiles.
- There is an issue of balance due to the mix of yearlong and in semester modules.
- CHE strategy to move to yearlong modules effectively resulted in closing the door to visiting SEM based visiting students. Should we have a faculty policy on module shape, size, and credit?
- PHA operates only yearlong modules.
- Neil Ward has confirmed that there isn't a policy that prevents exams for autumn semester modules if there are pedagogic reasons.
- Student evaluation data can be feed in to the module update for specific improvements. Make your case to David Stevens for any changes resulting from student evaluation. There is a history of including late changes with approval from Adam Longcroft where appropriate.
- Module outline forms go back to Local School Support to update the single point of truth (Excel spreadsheet) and then forwarded to TDs for review and coordinate the assessment pattern and submission dates.
- **Action:** BIO and CHE TDs check that there aren't module clashes on the course profile for Biochemistry courses.
- New modules for next academic year same deadline as annual module review, i.e. 18 December 2015.
- BIO have submitted some new module proposals on the old form, already reviewed and pending approval next week. RP committed to accepting them and LTS will transfer on to new form and ensure on the master Excel spreadsheet. **Action:** MC to provide approved new module documentation to LTS. **Action:** ACH to check information transferred to new module outline template and sent on to LMG to include on Excel spreadsheet.

A9. PEER REVIEW

Received:

- PO2 CMP.
- PO3 approved by Chair's action. PO3 received.

Noted:

- Matching of teaching facilities to teaching activities is a long standing issue.
- SCI LTQC disseminate and TDs to share best practice within Schools.
- PO3 form has been updated and the implemented by SSF this year.
- SCI really good job approx. 92% over one year.
- BIO everyone has been reviewed over the last two years.

A10. QAR3s

Noted:

- CHE, ENV, MTH and PHA QAR3 completed
- **Action:** BIO TD to complete stage 1 QAR3 form.
- **Action:** DS to follow-up completion stage 1 QAR3 forms with TDs for CMP, ENG and NAT SCI
- Appropriateness of teaching facilities is a common theme.
- Could a paper based system result in higher levels of participation, particularly for module evaluation activities? Cons include: not necessarily anonymous if handwritten, time consuming, not environmentally friendly.
- Communicating the importance of participation and demonstrating the outcomes to students will encourage more engagement.
- Week 6 Post-It® Note exercise resulted in changes in teaching style for the second half of the module. Just a two minute exercise at the end of a lecture asking students to provide feedback one good thing and one bad thing about the module. Very tangible impact.
- The Faculty/University could offer incentives. Refreshing the style and or number of questions might help within the constraints of the software and the processing time. It is important to have a balance between obtaining qualitative and quantitative data. **Action:** RP and DS to discuss.
- Any system can be used for module evaluation however support is only provided for the University wide system.
- BIO TD really impressed by the TurningPoint software system.
- Suggestion to put five minutes aside in contact time to complete evaluation form on a mobile phone and provide a paper version to avoid discrimination. **Action:** RP to test module evaluation form completion on mobile phone devices to include Apple, Windows and Android technology.
- SCI chose to evaluate every module but not compulsory. UEA only evaluate Modules that are triggered for Annual Module Review. Imperative that we act on evaluations and be able to demonstrate those actions and improvements.
- Qualitative evaluation data to be shared with student representatives to feedback to wider student body.

A11. SUPPORT BETWEEN ASSESSMENT AND REASSESSMENT

Noted:

- PHA support not formalised. Individual students can request support which is provided by MOs.
- MTH MOs told to be available if student requests and members of staff rotated to make sure that a member of always staff available in School during this time.

- BIO provides support at MO and PA level. PA takes lead to contact student. Previously feedback that not all PAs have been aware when one of their students are referred for reassessment.
- CHE provide lots of learning resources and responsive to feeding back on assessments but requests have to come from students. However, this is not structured which would be difficult since many students are no longer local during this period.
- Students might feel they can't ask for help.
- **Action:** SCI TDs to reinforce with PAs that it is their responsibility to make contact with any of their advisees referred to reassessment.

A12. ANY OTHER BUSINESS (AOB)

Noted:

- Proposal for BSc/MPhys Physics courses has been developed by a working group comprising academic representatives from all SCI schools and student representatives. The proposal is to be discussed at Executive Team (Resources) (ETR) on 23 November. **Action:** LMG to provide ACH with evidence of ETR decision. **Action:** ACH to submit final proposal to LTC Secretary for consideration at December meeting.

Noted:

- The New Course Proposal process is being streamlined to a four stage risk based process. First step outlines the course idea and opportunities by the proposer, then stage 2 Market Research.
- There will be implications for School Exec Committees and Faculty LTQCs for approving low and medium risk proposals respectively and then reported at LTC.
- Only the High risk proposals go to LTC for approval.
- Could version control could be incorporated using the One Drive?

Noted:

- A few Schools didn't meet the 20 day turnaround time on coursework although issues primarily due to unexpected staff absences. **Action:** SCI TDs to review the report circulated by the Chair for learning and best practice.
- BIO met with all MOs who didn't meet the 20 day turnaround time on coursework and people are reviewing assessment patterns. This has been raised across the School which is providing additional support internally. At 10 days post submission date MOs will be sent a reminder, after 14 days MOs will be offered of assistance to return coursework on time. Introduced a proforma for providing feedback. Freeing up time for feedback using Blogs and Facebook groups to answer questions asked by multiple students.

SECTION B: ITEMS FOR REPORTB.1 QUALITY

Subject	Action
2014/15 Peer observation LTQC report (and associated School statistics) (PO3)	send to LTC secretary for consideration at December 2015 meeting
2014/15 Peer observation reports from Directors of Teaching (PO2)	send to LTC secretary for consideration at December 2015 meeting

B2. CHANGES TO EXISTING PROGRAMMES - NilB3. COURSE CLOSURES - NilB4. ONGOING COURSE PROPOSALS

Reported

School	Title	Status
CHE	BSc/MPhys Physics	<ul style="list-style-type: none">• Target 2017 launch.• Proposed sits under CHE umbrella alongside Natural Sciences.• Previously commented on by LTC (22 Oct 2014) and comments addressed but Faculty decided to step back and form a Working Group.• The Working Group has recommended, with some modifications, to go forward again. SCI Faculty Executive have agreed with the recommendations of the working group.• Neil Ward, willing to consider if absolutely necessary approving this by Chair's action (as it has already been through UEA LTC) subject to a sub-group looking at it, we would all prefer it to go to UEA LTC in December (deadline for papers 20 November).• ARM are holding a page in the prospectus until after the December LTC.
PHA	Independent Prescribing for Pharmacists	<ul style="list-style-type: none">• LTC 21 October 2015 RESOLVED<ul style="list-style-type: none">• the proposal should be referred back to the PHA Faculty Executive

		<p>to ensure that the Business Case is fully costed with appropriate resources allocated to develop online learning provision and with definite agreement from stakeholders that funding for course participants would be available;</p> <ul style="list-style-type: none"> • the Academic Director for Learning and Teaching Enhancement (Helena Gillespie (ADLTE)) would talk to the course initiators about the resources required to set up online provision for the course; • once the proposal had been revised to take account of the Committee's concerns the Chair would consult with the Director of Learning and Teaching Services, the Academic Director of Taught Programmes (Adam Longcroft (ADTP)) and the ADLTE before taking Chair's action to approve the course.
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B5. APPROVED COURSE PROPOSALS

Reported

School	Title	Status
BIO	MSci Biochemistry and MSci Biochemistry with a Year Abroad	<ul style="list-style-type: none"> • Minor Course Proposal • Approved by HoS and Chair SCI LTQC 29 Oct 2015
BIO	BSc Biochemistry and BSc Biochemistry with a Year in Industry	<ul style="list-style-type: none"> • Minor Course Proposal • Approved by HoS and Chair SCI LTQC 29 Oct 2015

B6. COURSE REVIEWS -Nil



UNIVERSITY OF EAST ANGLIA
FACULTY OF SCIENCE (SCI)

LEARNING, TEACHING AND QUALITY COMMITTEE (LTQC)

Minutes of the meeting held on **Wednesday 06 January 2016 from 2.00 pm to 5.00pm** in **CMP Meeting Room 2.29**

Present: David Stevens (Chair), Mark Coleman (BIO), Simon Lancaster (CHE), Emilian Parau (MTH), Anja Mueller (PHA), Liam McCafferty (UUEAS Academic Office - PGT), Naomi Carter (UUEAS Research, Policy and Project Coordinator), Emilly Kitching (UUEAS Faculty Convener), Laura McGonagle (SCI Senior Faculty Manager), Rachel Paley (Learning and Teaching Service (LTS), Elizabeth Fry Hub Manager) and Alexandra Hupton (Secretary, LTS Coordinator)

Apologies: Geoff McKeown (CMP), Paul Dolman (ENV), Martin Loftus (NAT SCI), Connor Rand (UUEAS Academic Officer - UG), David Morales Rodrigues (UUEAS Faculty Engagement Convener), Ros Boar (TPPG)

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A1.	Minutes of the previous meeting	David Stevens (DS) and Emilian Parau (EP) worked with the Internship Office for MTH internship. Completed Action: EP to share proposal with SCI Teaching Directors. Action: SCI Teaching Directors to consider submitting similar proposal for their School. Action completed by ACH, paper "Improving Feedback within Science" posted on SCI LTQC Blackboard site. BIO done, SL with School Manager in CHE.
A1.	Minutes of the previous meeting	National Student Survey (NSS) - Action: Naomi Carter (NC) to check UUEAS permission to Rep sheets to SCI LTQC Blackboard site. Action: ACH to upload UUEAS Rep sheets to SCI LTQC Blackboard site. Both Completed.

Item	Subject	Details
A1.	Minutes of the previous meeting	Peer Review 2014/15 - Action: ACH to submit SCI PO2 and PO3 forms to LTC for reporting at December 2015 meeting. Completed.
A2.1	Statements from the Chair	Teaching Directors' Conference <ul style="list-style-type: none"> Action: DS to check if Paul Dolman (PD), GMK and Martin Loftus (ML) have registered. Attended by SL.
A2.2.	Statements from the Chair	Taught Programme Policy Group (TPPG) <ul style="list-style-type: none"> Action: DS to re-circulate new transition and induction guidance sent out by Adam Longcroft and collate and report SCI feedback to TPPG. Completed. BIO, PHA, MTH, CHE satisfied with the new arrangements. Action: DS to follow up with CMP, ENV and NAT. Completed.
A2.3	Statements from the Chair	The Cost of Bought in Teaching <ul style="list-style-type: none"> Action: DS to share the breakdown of modules with MC and SL. Completed.
A2.5	Statements from the Chair	Teaching Space <ul style="list-style-type: none"> Action: ACH to invite Rachel Brown from Estates to attend SCI LTQC in January to discuss issues raised concerning teaching space. Completed. Action: SCI Teaching Directors and SCI Faculty Convenors to collate issues and feedback to LMG. Completed.
A3.2	TPPG (06 Oct 2015, attended by DS, SL and MC)	<ul style="list-style-type: none"> PA training has been publicised in ARM staff newsletter. Presentation by Adam Longcroft and Caroline Sauverin to all Senior Advisors to be cascaded. Action: DS to follow-up on the grand launch to students. 6 Jan - Hasn't happened yet but can still access the training module.

Item	Subject	Details
A6.	<u>IMPROVING STUDENT FEEDBACK ACROSS SCIENCE</u>	<ul style="list-style-type: none"> • CHE successes include coversheets (coursework only) providing the breakdown of marks ahead of submission and used to provide constructive, transparent feedback for effective feedforward learning for next piece of work. Students have been encouraging this as good practice. Action: SL to distribute CHE coversheet to membership. Completed. • Action – ACH invite L Ward • Agreed to use SSLCs and Faculty Convenors/Course Reps to disseminate information such as actions to improve processes such as fixing the examination timetable or reporting/assessment feedback. Action: SSLC Secretaries to invite their School's TD to give feedback. Completed.
A7.	<u>PRESENTATION FROM PLANNING OFFICE – GARRICK FINCHAM</u>	<ul style="list-style-type: none"> • As and when reports go live, stakeholders will be contacted directly by email alert. Only be able to open links that you have rights for. We need to drill down from course level to management information at module level and data dashboard. Action: DS to send previous AD's (Ben Milner) reports to Garrick. Overtaken by events arising from Teaching Directors Conf • Finalising the development schedule for reporting and the shopping list to avoid duplication. Currently 130 existing Discover reports to migrate by end of August 2016 after that wholly committed to new development work. Action: LMG to provide ACH with links to circulate to committee members. Completed.

Item	Subject	Details
A8.	<u>COURSE AND MODULE UPDATE 2016/17</u>	<ul style="list-style-type: none"> • Action: SCI TDs to encourage your Schools' colleagues to review the whole document thoroughly (Module Organisers) because all this information will be made public in one way or another. Particularly sections 7 and 8 need to be reviewed and correct for assessment patterns. Although submission deadlines may not be available to meet the 18 December 2015 deadline. Agenda item later • Action: SCI TDs to provide module codes of any old modules that didn't run in 2014/15 to your School Manager. Completed. • The data for section 9 cannot be sourced from usual sources, e.g. SITS. Action: SCI TDs to provide any information for section 9 held within Schools to your School Manager. Agenda item later. • Action: BIO and CHE TDs check that there aren't module clashes on the course profile for Biochemistry courses. Aгенad item later • BIO have submitted some new module proposals on the old form, already reviewed and pending approval next week. RP committed to accepting them and LTS will transfer on to new form and ensure on the master Excel spreadsheet. Action: MC to provide approved new module documentation to LTS. Completed for two new modules. Action: ACH to check information transferred to new module outline template and sent on to LMG to include on Excel spreadsheet. Later

Item	Subject	Details
A10.	<u>QAR3s</u>	<ul style="list-style-type: none"> • Action: BIO TD to complete stage 1 QAR3 form. Completed. • Action: DS to follow-up completion stage 1 QAR3 forms with TDs for CMP, ENG and NAT SCI – NAT SCI completed. • The Faculty/University could offer incentives. Refreshing the style and or number of questions might help within the constraints of the software and the processing time. It is important to have a balance between obtaining qualitative and quantitative data. Action: RP and DS to discuss. Outstanding – agenda item for FEB • Suggestion to put five minutes aside in contact time to complete evaluation form on a mobile phone and provide a paper version to avoid discrimination. Action: RP to test module evaluation form completion on mobile phone devices to include Apple, Windows and Android technology. Delegated to SIS records – it works but not optimal, doable but not ideal.
A11.	<u>SUPPORT BETWEEN ASSESSMENT AND REASSESSMENT</u>	<ul style="list-style-type: none"> • Action: SCI TDs to reinforce with PAs that it is their responsibility to make contact with any of their advisees referred to reassessment. Completed. Reminder more appropriate time next year. Where do Senior Adviser Reports go to? Not SCI LTQC, not familiar to members. Some students still reporting that they haven't heard from their PA at all so far in 2015/16. School SSLCs, FLTQCs

Item	Subject	Details
A12.	<u>ANY OTHER BUSINESS (AOB)</u>	<p>Proposal for BSc/MPhys Physics courses has been developed by a working group comprising academic representatives from all SCI schools and student representatives. The proposal is to be discussed at Executive Team (Resources) (ETR) on 23 November. Action: LMG to provide ACH with evidence of ETR decision. Completed. Action: ACH to submit final proposal to LTC Secretary for consideration at December meeting. Completed.</p> <p>Noted:</p> <ul style="list-style-type: none"> A few Schools didn't meet the 20 day turnaround time on coursework although issues primarily due to unexpected staff absences. Action: SCI TDs to review the report circulated by the Chair for learning and best practice. Completed. Very pleased with many people returning within 15 days.
B1.	<u>Quality</u>	2014/15 Peer observation LTQC report (and associated School statistics) (PO3). Action: ACH send to LTC secretary for consideration at December 2015 meeting
B1		2014/15 Peer observation reports from Directors of Teaching (PO2). Action: ACH send to LTC secretary for consideration at December 2015 meeting

MATTERS ARISING

None to report.

A2. STATEMENTS FROM THE CHAIR

2.1 none

A3. STATEMENTS FROM MEMBERS OF UNIVERSITY GROUPS

A3.1 Course Proposal working group (Dave)

New streamlined QAA approved course proposal process. Idea of new process to identify no go proposals earlier before lost academic time spent on course design. Going out for consultation, eg FTLQCs and other fac committees and student representatives etc. Risk based approach.

PQT Regulations working group (Dave)

Liam UUEAS, Gary Rowley. On the table:

Allowing 20 credits at level 6 for MSc and limited condoned failure and allowing some 10 credit modules.

Integrated Masters for Year Abroad

Unified progression requirements requested by Adam Longcroft and echoed by QAA during HER. Applies to all integrated Masters – there will be a working group. Suggested formal proposal go to LTC in Jun for implementation in 2016/17. ENV keen to offer and market as soon as possible so should course proposals be initiated for 2018/19 Academic Year publication deadline November 2015 – target September 2105 LTQC. Dave to gather SCI feedback and collate a Faculty proposal. Professional requirements trump any Faculty requirements.

Self-Cert Working Group report (attended by DS and CR)

Areas discussed included:

-

A3.2 TPPG (18 Nov 2015, attended by DS, MC, CR)

Areas discussed included:

- TEF, Helena presented green paper. Two phases, first based on QAA review allow to raise fee cap by rate inflation. TEF phase include several levels but metrics very vague at the moment.
- Remarking – new proposed policy discussed. Includes rules relating to requests and the process including how to determine final mark after the remarking. If discrepancy between the marks is >10 to 15% then taking a midpoint of the two marks then referred to teaching director for
- Module evaluation
- What to do with weeks 7 and 14 in SEM2 will take effect 2016/17? LTC have accepted that some teaching would have to be maintained for BIO for example to complete research modules. Will be called learning enhancement weeks and will be proposals and organisation at School, Faculty and University levels. **Action: RP to raise with LTS management and DS to raise with Neil Ward and have confirmation that this is happening to be communicated and what the University Level coordinated activities are.** Dave to liaise with employability committee.
- TPPG and LTC (teaching excellence framework) – top level priority is seeking student retention worst performing top 20 Uni for student retention.

A3.3 ANother Working Group

Noted:

-

A4. STATEMENTS FROM STUDENT UNION (UUEAS) REPRESENTATIVES

Noted:

- Happy New Year

A5. IMPROVING STUDENT FEEDBACK ACROSS SCIENCE

Noted:

- BIO assessment feedback have all achieved 20 day turnaround this year. HoS and DLT met with all MOs that had coursework returned >20days last academic year to identify any roadblocks and using local support to pickup and return work

and chase markers. Previously LTS chase MOs who may not have chased markers now LSO chase individual markers at 10days, 14days (notified HoS and DLT). Asked all MOs/Markers to use either feedback proforma or use one of their own in effort to improve speed and quality of feedback. Students have commented on promptness in recent student evaluations.

- Modified moderation form in ENV asking moderator to ask whether marker has provided quality and useful feedback and if not refer back to the marker. **Action: RP to raise within LTS to implement across Uni.** Last NSS ENV scored really well on feedback aspiration deadline to return feedback within 10days using a streamlined feedback sheet and provides structure to provide feedback on coursework. Paul couldn't say whether any moderation forms had been returned for not providing suitable feedback.
- Check that Hub are refusing to accept coursework returns without a moderation form.
- Mth feedback returned within 15 days and offer feedback sessions as well as generic feedback sheets. Plans to interview students to see what the students want for feedback.
- NatSci while return times have been reduced and in particular one module 3 times faster for coursework returns for some module but not recognised by students such as new students and no previous experience, eg first year students.
- Lizzie Rowe excellent job working with CHE to forewarn SL if any returns approaching the 20day deadline. Difficulties where a piece of work has multiple academics responsible for individual sections of a pieces of coursework – even though each individual might turn their bit around in two days. Module outline clearly says how does the feedback from this formative assessment feedforward to summative assessment. If not quality feedback how can it be formative so what's the point of the formative assessment? It's not a useful learning activity and should be removed from the module outline. E-submission is opportunity for much richer and personalised feedback and Simon provides video feedback and audio annotation but feels that current system misses that opportunity. CHE have replaced summative course tests with formative course test and provide immediate feedback in the second half of the teaching time.
- Students are seeking more variety and holistic feedback. Including students in how they want this to be moved forward and what Schools are doing.
- PHA (Lazlo) – used timing more structured and introduced a deadline for second marker and introduced a standard feedback form. Go through feedback immediately after formative tests. Improvement in return times.

A6. Discussion FROM Estates and Building Division – Rachel Brown and Mark Jones

Noted:

- Keen to have a discussion around teaching rooms based on feedback from academic staff, student reps and students via SSLC. Dave had a tour around the campus with Rachel over the summer.
- Mark and Rachel have some learning points, eg why do IT have responsibility for WhiteBoards? Not got a plug on it therefore working to redistribute of ownership. Introducing a biennial inspection process and Rachel and Mark working much more closely together.
- Mark is working on new AV procurement.
- Dave will work with Rachel and Mark to represent SCI user needs, eg type, quality and location of boards for teaching.

- Positioning of screens covering a white board how do we get that resolved? If you have something that is current, eg A1.012. Use Dave and focus group to understand how people work/teach in a room so that white board can be used to write additional information to respond to student query.
- EFry big teaching rooms bottom right hand corner can't see the board because the lectern is in the way.
- Moving from analogue to digital display technology came up with generic spec based on room size but need to revisit and have more specialised per space.
- For new spaces some of those basic specs are being incorporated eg every seat can read Arial font 16 and every student has a surface to lean on for note taking.
- Focus on lecture theatres 2, 3, and 4 are Estates priorities to improve first because for instance broken seats which can't be replaced due to very old mechanisms therefore massive impact on capacity levels. However, SCI academics feel that these are quite good teaching spaces.
- Inappropriate teaching spaces have a really negative impact on student experience and engagement.
- Refurbishment schedule based on the Estates Strategy points to where Estates to spend money over the next 25 years but we could consider some mitigating cases or alternatively we update capacity numbers to reflect the actual numbers it can seat and how we include the activity that the rooms is being booked for.
- Edated room audits performed at least every six months. ISD audits IT/AV etc to check function prior to the start of year in August and repeated in Jan/Feb. However, ENV and BIO experience that still lots of issues encountered in the first few weeks of new year which take a long time to correct and therefore perhaps the testing isn't fit for purpose.
- Enterprise Centre visualiser height giving users backache. Rachel take Cong 0.19 to resolve screen/distance from chairs. EFry lecture theatres with obscured view. Also noise from outside impacting EFry and Arts and timing of waste collection.
- Dave suggest to maintain SCI teaching space log

A7. MODULE and COURSE profile UPDATE 2016/17

Noted:

- Module update should be complete this Friday. We are still waiting for some returns which puts everything back. Academics will need these before we can progress course profiles.
- CHE commended Lizzie Rowe and Dave and Laura's initiative to repopulate revamp level 7 modules. Very pleased with the form and Simon has added value with.
- Staff will be able to view 2016/17 modules outlines on eVision from Monday if module outlines received.
- Coords

A8. University Learning Gains Research Project

Received:

Noted:

- HEFCE funding bid, Neil Ward and Helen Gillespie put a proposal together to include grade point averages as a measure of learning gain so where's the start point. Second measure, self-efficacy (School of Economics championing) asks them about their confidence to answer a question over the length of a course/module. Third measure, gold standard of measuring

learning gain, concept inventory delivered as multiple choice questionnaire at start and end of the module not to assess students but to evaluate an module for learning gain. Chemistry has identified concept inventory for a first year module which might work for a che module for a first year PHA module. BIO identified a biochemistry module that could use this methodology. Chemistry and possibly PHA will be implementing all three methodologies but students that don't wish to participate can opt to withdraw from this educational study. ENV also identified some opportunities.

- Concept inventory created following student focus group
- Added values already counts in league tables.

A9. Annual QAR3s

Noted:

- BIO QAR3 learning – improving assessment and feedback and student staff ratio and addressing the large number of students in BIO
- NATSCI QAR3 – timetabling. Dave would like to sit down with NAT SCI to discuss student pathways.

A10. Post graduate Taught Experience Survey (PTES) 2015

Noted:

- BIU analysis for SCI. Likely to become more widely available and published in public domain but sample sizes so small not all SCI schools show up and PHA seem to get caught up in FMH.
- ENV have done very well.
- BIO fall down assessments and feedback
- CMP and BIO – organisation scores seem to have impacted overall satisfaction.
- PTES and NSS organisation, management, eg 2 hour seminar and have to change room halfway through, Seminar cancelled but only notified by a Post-it on the door, timetabling, examination timetabling are particularly key as these have such an impact on UEA's league table performance.
- PHA postgraduate students are part-time and working in NHS and academics trying to use Skype more to mitigate and an internal review to try and improve and manage the communications and workload for students.
- Overall performance across years and performance compared to the University and the verbatim comments are really key. Sample sizes too volatile to comment on.
- Dave to follow-up with CMP

A11. The quality assurance agency for higher education QAA Higher Education Review Recommendations

Noted:

- Clean bill of health from QAA but some recommendations
- Not all programme specs published – historically UEA not been very thorough or in a timely manner. This year rolling up with course profile update and if no changes we'll just rollover from previous year.
- External input included in the academic design for the new process.
- Drift from approved course proposal with year on year changes. Higher level Uni process.
- Driver for progression criteria being more uniform
- Mechanism – Are ARM involved in the internal Quality review?

- From the draft report. Neil Ward keen to respond in March to say either corrected or plans in place to resolve the recommendations.

A12. Exam timetabling

Statement – from Jean Whiting. Five week exam period to keep to UEA principles.
Awaiting results from BIU student survey.

Results from student survey show a clear consensus. **Action : RP to share the survey result.**

A13. ANY OTHER BUSINESS (AOB)

Noted:

- BIOchemistry course closure for part-time

Noted:

-

Noted:

-

SECTION B: ITEMS FOR REPORT

B1. QUALITY

Subject	Update					
	School	Report Received	Draft Response	Scrutiny 01	Scrutiny 02	Final Report on BB site
2014/15 UG External Examiners reports and draft responses (noted that complete forms were available on the SCI LTQC Blackboard site)	BIO	✓	Chased, due 05 Jan 2016	Simon Lancaster	Anja Mueller	
	CHE	✓	✓	Mark Coleman Due 12 Jan 2016	Emilian Parau Due 12 Jan 2016	
	CMP Including ACT SCI	✓	Both due 29 Jan 2016	Anja Mueller	Mark Coleman	
	ENV	✓	✓	Emilian Parau Due 02 Feb 2016	Martin Loftus Due 02 Feb 2016	
	MTH Including ENG	✓	Both due 29 Jan 2016	Martin Loftus	Simon Lancaster	
	PHA	✓	✓	Geoff McKeown Due 12 Jan 2016	Paul Dolman Due 12 Jan 2016	
	NAT SCI	✓	✓	Paul Dolman Due 22 Jan 2016	Geoff McKeown Due 22 Jan 2016	
Subject	Update					
	School	Report Received	Draft Response	Scrutiny 01	Scrutiny 02	Final Report on BB site
2014/15 PGT External Examiners reports and draft responses (noted that complete forms were available on the SCI LTQC	BIO	✓	Vince Ellis Due 17 Dec 2015	Simon Lancaster	Anja Mueller	
	CHE	✓	✓	Mark Coleman Due 01 Feb 2016	Emilian Parau Due 01 Feb 2016	
	CMP Including ACT SCI	✓	Two Due 18 Dec 2015 and two due 08 Jan 2016	Anja Mueller	Mark Coleman	

Blackboard site)	ENV	✓, one outstanding	Due 08 Jan 2016	Emilian Parau	Martin Loftus	
	MTH Including ENG	✓	Due 08 Jan 2016	Martin Loftus	Simon Lancaster	
	PHA	✓	✓	Geoff McKeown Due 01 Feb 2016	Paul Dolman Due 01 Feb 2016	
	NAT SCI	N/A	N/A	N/A	N/A	N/A

SCI LTQC Process:

1. identify any problems so the responses can be passed back to the School for correction
2. minor problems can be discussed with members concerned
3. more serious issues and common themes should be raised by SCI LTQC
4. At SCI LTQC serious issues/concerns arising from the reports/responses will be considered (school by school) and the two members who reviewed the documents will be asked for comments.
5. LTQC prefer a streamlined approach where the committee only see the bigger/common themes, rather than minor details.

B2. CHANGES TO EXISTING PROGRAMMES - Nil

B3. COURSE CLOSURES – see below

School	Title	AD sign off date
CMP	BSc Computing Science with a Year Abroad (document E)	14 Dec 2015

B4. ONGOING COURSE PROPOSALS – N/A

B5. APPROVED COURSE PROPOSALS

School	Title	Status
CHE	BSc/MPhys Physics (document F)	<ul style="list-style-type: none"> • Approved by LTC 02 Dec 2015

B6. ANNUAL MODULE AND COURSE REVIEW 2014/15 (QARs)

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	✓	✓	✓	✓	✓	✓
	CHE	✓	✓	✓	✓	✓	✓
CMP	✓	✓	2 outstanding 16 Dec	✓	✓	✓	

				2015			
	ENG	✓	✓	✓	✓	✓	✓
	ENV	✓	✓	✓	✓	✓	With TD
	MTH	✓	✓	✓	n/a	n/a	n/a
	NAT	✓	✓	✓	n/a	n/a	n/a
	SCI						
	PHA	✓	✓	✓	✓	✓	✓

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	✓	✓	✓	✓	Overdue reminder sent 17 Dec 2015	13 Jan 2016
	CHE	✓	✓	✓	✓	✓	13 Jan 2016
	CMP	✓	4 outstanding	5 ready for completion	✓	✓	13 Jan 2016
	ENG	✓	✓	Sent 16 Dec 2015	✓	Notified 17 Dec 2015	13 Jan 2016
	ENV	✓	✓	✓	Overdue - Awaiting completion QAR1	Overdue - Awaiting completion QAR1	13 Jan 2016
	MTH	✓	✓	✓	n/a	n/a	n/a
	NAT SCI	✓	✓	✓	n/a	n/a	n/a
PHA	✓	✓	✓	✓	✓	✓	

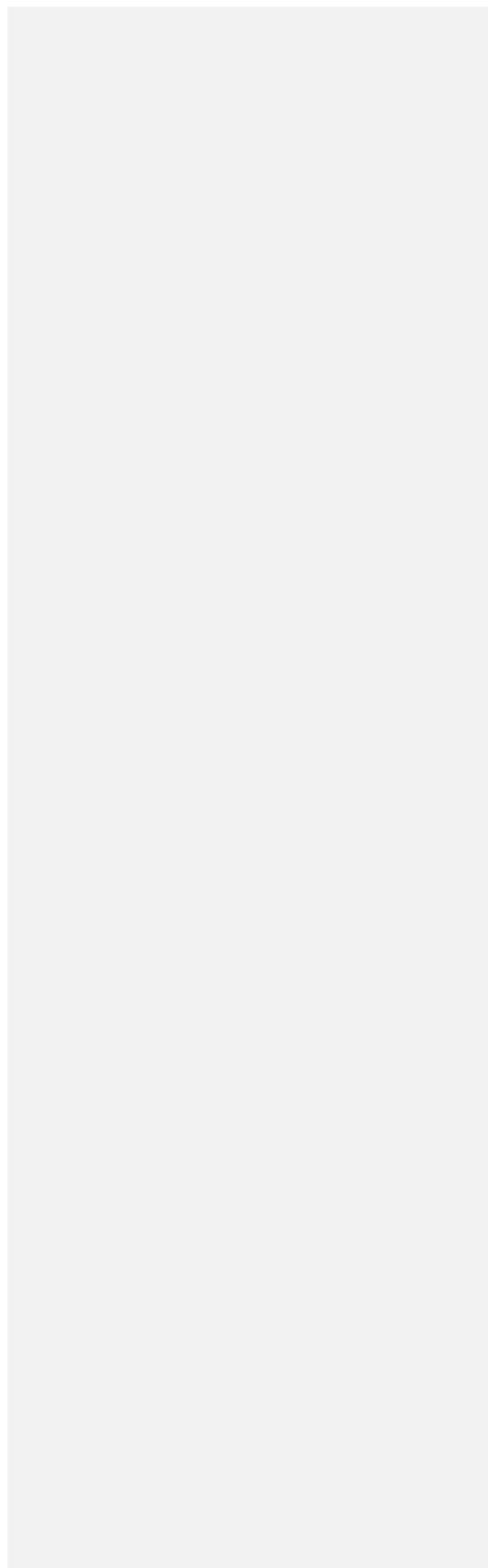
Subject	Update					
2014-15 QAR3 forms (noted that completed forms were available on the LTS Quality Review site)	School	UG		PGT		
		TD	AD	TD	AD	
	BIO	✓	✓	27 Jan 2016	10 Feb 2016	
	CHE	✓	✓	27 Jan 2016	10 Feb 2016	
	CMP	14 Sep 2015	28 Sep 2015	27 Jan 2016	10 Feb 2016	
	ENG	14 Sep 2015	28 Sep 2015	27 Jan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

B7. 5 YEARLY COURSE REVIEWS 2014/15
(document G)

B8. PLAGIARISM AND COLLUSION: SAFE ASSIGN TEXT MATCHING SOFTWARE

To note

Replacement of the University's Text Matching Software (TMS) – a report
from the Online Marking ISD Project Manager from 21 October 2015 Learning and
Teaching Committee (LTC)
(<https://portal.uea.ac.uk/documents/6207125/10517409/ltc15d016.pdf/16ccf941-71aa-4c25-b5ef-82f37559fc8b>)





UNIVERSITY OF EAST ANGLIA
FACULTY OF SCIENCE

LEARNING, TEACHING AND QUALITY COMMITTEE (LTQC)

Minutes of the meeting held on **Wednesday 17 February 2016 from 2.00 pm to 5.00pm in CMP Meeting Room 2.29**

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

Apologies: Liam McCafferty (UUEAS Academic Office - PGT)

A1. MINUTES OF THE PREVIOUS MEETING

Consider

minutes of the previous meeting held on 06 January 2016 (document A filed in the minute book). Accurate record of the meeting,

Updates and actions points from 06 January meeting

Item	Subject	Details
A1.	Minutes of the previous meeting	<ol style="list-style-type: none">1. QAR3s. Completed Action: Rachel Paley (RP) and David Stevens (DS) to discuss ways to improve student participation in module evaluations. Done2. Support Between Assessment and Reassessment. Outstanding Action: SCI TDs to repeat reminder after this year's assessment period that it is Personal Advisors responsibility to make contact with any of their advisees referred to reassessment. Completed Action: Alexandra Hupton (ACH) to add Senior Adviser Reports as item on last LTQC agenda in 2015/16.
A3.4	TPPG (18 Nov 2015, attended by DS, MC, CR)	<ul style="list-style-type: none">• Completed Action: RP to confirm with LTS management that the learning enrichment weeks are going ahead and when.• Completed Action: DS to confirm with Academic Pro-Vice-Chancellor that the learning enrichment weeks are going ahead and request that this is communicated to all staff including what the

		<p>University level coordinated activities are.</p> <ul style="list-style-type: none"> • Completed Action: DS to liaise with employability committee.
A5.	Improving Student Feedback Across Science	<ul style="list-style-type: none"> • Outstanding Action: RP to raise within LTS to implement across University. ENV scored really well in the last National Student Survey for feedback. The School's aspires to return feedback within 10 working days using a streamlined feedback sheet which provides structure for feedback on coursework. Awaiting Feedback Michele Pavey.
A6.	Teaching Spaces	<ul style="list-style-type: none"> • Action: TDs to update SCI teaching space log with any additional items to be raised via DS and LTQC. Ongoing. Send to Ads PA – Isobelle Rowe
A9.	Annual Course monitoring: school summary 2014/15 (QAR3)	<ul style="list-style-type: none"> • Completed Action: DS to discuss NAT SCI student pathways.
A12.	Exam Timetabling	<ul style="list-style-type: none"> • Outstanding Action: RP to share the BIU student survey results with committee. Communication plan underway to be out shortly.

A2. STATEMENTS FROM THE CHAIR

None

A3. STATEMENTS FROM MEMBERS OF UNIVERSITY GROUPS

A3.1 Taught Programme Policy Group (TPPG) (attended by MC, RB, DS)

Areas discussed included:

- Reviewing UEA Policy on use of proof-readers – two extremes expressed and refined version of draft proposal submitted to the Learning and Teaching Committee (LTC). A module outline can include a statement that proof-reading not allowable.
- JISC report on use of Social Media in teaching –on TPPG Blackboard site. Identified multiple different Social Media Policies across the University but a **single integrated policy** is needed.
- Options for electronic exams and course tests. No adequate software available therefore this is 10 year goal. Although MED do something partial using a software system called Rogo.
- Individualised exam feedback in 2016/17 and ENV in pilot.
- Clive Mathews chairing group on Transitions that reports to LTC. BIO have implemented some changes to induction.

A3.2 PGT regulations working group (Paul Dolman (PD), DS)

Proposed changes to algorithms for PGT Regulation changes. Allowing MSc students to take third year modules to be taken to LTC. May be permitted to

have a 10 credit module. Standard ratio dissertation to taught credits for MRes programmes.

A3.3 Whiteboard/Blackboard subgroup (attended by DS)

Areas discussed included:

- The University's desire to standardise teaching rooms and focus on whiteboards.

A3.4 SCI/EDU working group (attended by ML, SL and DS)

Areas discussed included:

- Developing Science Courses with EDU to lead to a Teaching qualification with Science courses

A3.5 Online Working groups (attended by SL)

Areas discussed included:

- Choice of Massive Open Online Courses (MOOCs) some consultants currently reviewing.
- Currently Biochemistry MOOC in production funded by Biochemistry Society.

A4. STATEMENTS FROM STUDENT UNION REPRESENTATIVES

Noted:

- Emily Kitching reported back from the Faculty's Staff Student Liaison Committees (SSLCs) including questions about the University wide Student Rep Zone which is being created on Blackboard and led by Michele Pavay.
- ENV SSLC queried whether other Schools provide lecture handouts.

Responses:

- BIO ceased providing handouts several years ago. Conclusion of impact to student experience was students that had received handouts missed them but students thereafter didn't miss. However, notes are still provided on Blackboard a few days before lecture.
- The Head of School left it to the lecturer's discretion and about half still supply handouts. Everything posted on Blackboard.
- CMP all teaching material posted on Blackboard, still have printer allowance, some students print and others don't.
- ENV don't have a printing allowance. PowerPoints should be posted on Blackboard two days prior to lecture (but doubt universal compliance) and most Module Organisers provide paper handouts.
- MTH post everything on Blackboard and some Module Organisers give handouts.
- NAT post materials on Blackboard.
- PHA post everything on Blackboard a week before lecture and give handouts in practicals and workshops.

A5. IMPROVING STUDENT FEEDBACK ACROSS SCIENCE

Commented [AH(1)]: keep as standing item

Noted:

No updates

A6. CONSULTING ON LTC WORKING GROUPS: SELF CERTIFICATION AND INTERNAL QUALITY ASSURANCE (JON SHARP, HEAD OF LEARNING AND TEACHING (QUALITY)) (Time 14:30)

1. Update from LTC Working Group for self-cert process

Noted:

- The University undertakes a number of scheduled reviews each year. This year much more consultative approach please contact after meeting if you would like to provide more information.
- The current arrangement allows one self-certified extenuating circumstance (EC) per annum. The imminent introduction of an electronic system for ECs provides the opportunity to consider if the number of self-certs should be increase. If so how long, what for, how much approval? Some circumstances where a student's performance is impacted for short-term, e.g. flu-like symptoms, diarrhoea and vomiting (D and V), or family emergency such as 72hr period. If this is type of Emergency, non-evidenced extension proposed it would need to be rebranded. From time to time students will have a legitimate reason to need a very short extension without third party evidence but should not reoccur more than twice a year. We must consider the impact of such extensions to hand in date. If it coincides with a weekend this effectively becomes a five day extension. Bunching of submission dates must be avoided. Longer than three days is more than a minor illness and would expect medical treatment/evidence. The working group requires as much feedback as possible before the final proposal submitted to the Learning and Teaching Committee (LTC).
- However you present this if you provide the facility students will use it and self-cert currently being used for non-allowable circumstances. ENV have experience of students using the self-cert for a delayed in submitting their third year dissertation. Issues with coursework return dates, students missing start SEM2 teaching because large coursework pending. Paul Dolman in favour of scrapping the self-cert.
- Students intrinsically honest therefore important to certify on honour or trust. The impact of extensions depends on whether Saturday and Sunday are working days or not. JS are we giving them the opportunity
- If students in Professional Schools found to mislead by using the self-cert for a circumstance outside the Academic Registrars Council (ARC) Criteria they can be disciplined/struck off.
- Mark Coleman students use their self-cert strategically to maximise their study time. However, if you have an extension and provide medical or other evidence the 'self-cert' option is lost. Not against self-cert in principle as long as it doesn't make liars out of our students.
- Ros Boar suggested a 24 hour self-cert period to obtain third party evidence to support a longer extension. Although the UEA Medical Service (UMS) provide retrospective medical evidence so if you have D and V and go to the GP the next day 'the student told me'.
- Connor Rand has worked on this group. Students are in favour of self-certs because they are much less invasive and easier to use. Most students are honest and making other avenues easier to use then less likely to feel the need to lie. 72 hour could be really useful, e.g. death of a family member don't feel like providing a death certificate.
- David Morales – students don't think it's specifically for health issues. Funding available to British students for support with their special learning difficulties (SpLD) but that's not clearly communicated to international

students who might use self-cert to provide a little extra time to help them cope with their SpLD.

- MTH, CMP, CHE and PHA broadly against self-cert ECs.
- UUEAS strongly in favour of self-cert ECs.

2. Update from LTC Working Group for Internal Quality Assurance

- Aim to move to one process with different elements and to simplify the current processes. The original intention of the current triggers was to save time and effort however not adding value so either we take risk based approach or move to reviewing every module once every nth year. The process should be easy to support and the Learning and Teaching Service should be able provide the pertinent information easily to those who need it. The amount of time lag between introducing and implementing changes should be minimised and describe what the course will provide a student overall but not promise module specifics. Proposals will only be submitted to LTC if we have the resource to provide the process either with system, staff or reprioritisation solution.
- Information must be supplied directly. Forms should be pre-population with existing information to be amended. MOs feel that they're always being to provide the same information again and again.
- Ask Module Organisers and Course Directors for all the information LTS need once a year and then use it as you need it, eg assessment patterns, teaching patterns. Module review and module update one form at the same time. Course review and course update and programme specification done on one form done once. **Review and update as one process on a single form** doing at the same time results in the action plan implemented more promptly.
- There are two distinct and different audiences for module information – current students and potential new students through marketing messages created by SCI Marketing team.
- The timeline has to be aligned with the ARM timelines.
- Easter Enrolment means that module updates etc make a nonsense of the time lines. After receiving your second year marks and then all the QA processes happened over the summer update in advance next academic year.
- Triggers shouldn't be so prescribed. If it was part of module update then we wouldn't need the triggers.
- The Quality Assurance Agency for Higher Education (QAA) care that we document our system rather than what our system is.
- Timetabling issues being considered separately.

3. Course Proposal process

- Working group Dave (Chair) Rob Grant from DEV, Laura and Caroline Sauverin, Garrick, Giles (ARM)
- New staged process. Academics complete CP1 outlining the idea and signed off by HoS, AD LTQ (Dave) and used to triage proposals to categories such as low risk, e.g. name change of MChem courses and jump to CP4 (listing the modules and detailed academic content). Higher risk categories require two additional forms for completion by other staff CP2 (School Manger to complete), CP3 (Finance Manager to complete). Guidance notes have been drafted to include category definitions. Only need to populate CP4 with any information that is changing.
- Targeting summer 2016 LTC for approval.
- SCI LTQC unanimously supports streamlined process.

A7. IMPROVING STUDENT PARTICIPATION IN MODULE EVALUATIONS

This item was deferred for discussion at 20 April meeting
how to improve student participation in module evaluations.
(Document C - SEM1 module evaluation participation rates)

A8. 2014/15 UG EXTERNAL EXAMINER (EE) REPORTS AND RESPONSE FORMS

Noted:

1. BIO and ENV - Routine Use of Anti-Plagiarism Software - Safe-Assign software piloted 2015/16. Current UEA process relies on MOs to identify, follow-up and investigate potential plagiarism. Mark Coleman acting as an External Examiner for the University of Essex has been told by their students they are in favour of routine use of anti-plagiarism software because it 'catches the cheats'.
2. BIO - Generous uplifting of borderline candidates due to new algorithm being used according to Bachelors and Integrated Masters (BIM) Regulations (67.5% 1st class) – We are bound by UEA's BIM Regulations.
3. BIO and CHE – Annotation project marking - Some scripts seen by EEs weren't annotated because blind double marked so the EEs only see the annotations from one marker. ENV only complete comment forms which are completed independently and EEs sees both forms. Response if you provide sufficient information on the comment form shouldn't need to see the annotated copies (60 credits of a final year project) EEs want evidence of mark trail through a project. EEs to see both copies.
4. BIO – Positive variation in assessment method. Congratulations on a variation in assessment method.
5. BIO - Mark distributions over time - Tariff has increased.
6. NatSci - the academic team leading have serious concerns that reduced flexibility of module choice will erode the attractiveness and viability of this degree course -
7. NatSci – commended frequent coffee mornings attended by staff and students as an example of best practice for a limited cohort degree.
8. CHE – If externals are unable to attend exam board in person be pragmatic depending on the amount of notice could use Skype to facilitate some input into the process.
9. MTH – Scaling - MTH Consider the use of downward scaling of module marks in exceptional circumstance in or to ensure parity between modules. – there is a policy for concession to upgrade but not other way.

A9. MODULE AND COURSE UPDATE AND MODULE ENROLMENT 2016/7

Noted:

- Module Fairs organised, e:Vision forms to be completed by students to select their modules. E:Vision information limited and The QAA review criticised the divergence of information across Schools going forward plan to use the University wide Student Rep Zone on Blackboard. However, Science Local School Office (LSO) have created an interim module guide Blackboard site.
- **Action:** DLTs to provide information about their module fairs and any other school specific information to Isabel Rowe (I.Rowe@uea.ac.uk).
- ENV holding a student led module café for the second year. Information has been extracted from module outline form provided by Academics in annual

module update. Information varies by module depending on what was completed during the update process. Includes Career Skills from the employability section.

- Aspiration to roll out across the faculties but can't link to e:Vision and would like to include modules in other Schools taken by SCI students, e.g. DEV and NBS.
- Include timetable slot in the summary page before clicking through to the module outline.
- MOs responses to student evaluations will be included if it's available.
- Also included the Student evaluations that were responsible for implementing updates to modules.
- The members of the Committee expressed their thanks to Isabel.
- The module outline template included this year but not the separate Academic Responses to the student evaluations. However, The University must publish these responses to close the feedback loop to students and encourage students to participate in the evaluation process. ENV publish their responses on their SSLC site but would prefer to publish on the University wide Student Rep Zone on Blackboard.

A10. ANNUAL COURSE MONITORING: SCHOOL SUMMARY 2014/15 (QAR3)

Commented [AH(2)]: I need to check and update – if no more update I'll remove

Noted:

Updates will be reported in section B of agenda for next meeting.

A11. INTEGRATED MASTERS PROGRESSION REQUIREMENTS

Noted:

Action: David Stevens to progress off-line and present proposal for approval at the next meeting.

A12. ENRICHMENT WEEK

Noted:

Defer to next meeting.

A13. ANY OTHER BUSINESS – to close

Reported:

- MChem and MChem new course profiles approved.

SECTION B: ITEMS FOR REPORT

B1. QUALITY

Subject	Action
2013/14 PGT MTH Al-Duri B EE report and School Response	Report to LTC as part of SCI LTQC Feb minutes.
BSc Biomedicine CR3 – 5 Yearly course	Report to LTC in SCI Course Review

Commented [AH(3)]: Done Feb SCI LTQC send to LTC

review from 2013/14	2014/15 report
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Commented [AH(4)]: Done Feb SCI LTQC send to LTC

Subject	Update					
	School	Report Received	Draft Response	Scrutiny 01	Scrutiny 02	Final Report on BB site
2014/15 UG External Examiners reports and draft responses (noted that complete forms were available on the SCI LTQC Blackboard site)	BIO	✓	✓	✓	✓	03 Feb 2016
	CHE	✓	✓	✓	✓	
	CMP Including ACT SCI	✓	Both due 29 Jan 2016 – need Teaching Exec no responses	Anja Mueller	Mark Coleman	
	ENV	✓	✓	Emilian Parau Due 02 Feb 2016	✓	
	MTH Including ENG	✓	✓ (to be processed) ENG due 29 Jan 2016	Martin Loftus	Simon Lancaster	
	PHA	✓	✓	✓	✓ - 1 report referred back to Chair	
	NAT SCI	✓	✓	✓	Geoff McKeown Due 22 Jan 2016	
Subject	Update					
	School	Report Received	Draft Response	Scrutiny 01	Scrutiny 02	Final Report on BB site
2014/15 PGT External Examiners reports and draft responses (noted that complete forms were available on the SCI LTQC	BIO	✓	Vince Ellis Due 17 Dec 2015	Simon Lancaster	Anja Mueller	
	CHE	✓	✓	Mark Coleman Due 01 Feb 2016	Emilian Parau Due 01 Feb 2016	
	CMP Including ACT SCI	✓	Two Due 18 Dec 2015 and two due 08 Jan 2016	Anja Mueller	Mark Coleman	

Blackboard site)	ENV	✓, one outstanding	Reminder sent to Chair 1 Dec and 21 Jan	Emilian Parau	Martin Loftus	
	MTH – ENG only at PGT	✓	✓	✓	✓	
	PHA	✓	✓	Geoff McKeown Due 01 Feb 2016	Paul Dolman Due 01 Feb 2016	
	NAT SCI	N/A	N/A	N/A	N/A	N/A

SCI LTQC Process:

1. identify any problems so the responses can be passed back to the School for correction
2. minor problems can be discussed with members concerned
3. more serious issues and common themes should be raised by SCI LTQC
4. At SCI LTQC serious issues/concerns arising from the reports/responses will be considered (school by school) and the two members who reviewed the documents will be asked for comments.
5. LTQC prefer a streamlined approach where the committee only see the bigger/common themes, rather than minor details.

B2. CHANGES TO EXISTING PROGRAMMES - Nil

B3. COURSE CLOSURES – see below

School	Title	AD sign off date
BIO	BSc Biochemistry (Part time), Admissions Code U2C700602 (document D)	05 Jan 2016

B4. ONGOING COURSE PROPOSALS – N/A

B5. APPROVED COURSE PROPOSALS

School	Title	Status
N/A		

B6. ANNUAL MODULE AND COURSE REVIEW 2014/15 (QARs)

Commented [AH(5)]: Alex to update

Subject	Update						
	School	UG			PGT		
		TL	MO	TD	TL	MO	TD
2014-15 QAR1 forms (noted that completed forms	BIO	✓	✓	✓	✓	✓	✓

were available on the LTS Quality Review site)	CHE	✓	✓	✓	✓	✓	✓
	CMP	✓	✓	2 outstanding 16 Dec 2015	✓	✓	✓
	ENG	✓	✓	✓	✓	✓	✓
	ENV	✓	✓	✓	✓	✓	With TD
	MTH	✓	✓	✓	n/a	n/a	n/a
	NAT SCI	✓	✓	✓	n/a	n/a	n/a
	PHA	✓	✓	✓	✓	✓	✓

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	✓	✓	✓	✓	2 Overdue reminder sent 21 Jan 2016	13 Jan 2016
	CHE	✓	✓	✓	✓	✓	✓
	CMP	✓	4 outstanding	5 ready for completion	✓	✓	13 Jan 2016
	ENG	✓	✓	Sent 16 Dec 2015	✓	Notified 17 Dec 2015	13 Jan 2016
	ENV	✓	✓	✓	Overdue - Awaiting completion QAR1	Overdue - Awaiting completion QAR1	13 Jan 2016
	MTH	✓	✓	✓	n/a	n/a	n/a
	NAT SCI	✓	✓	✓	n/a	n/a	n/a
	PHA	✓	✓	✓	✓	✓	✓

Subject	Update				
	School	UG		PGT	
		TD	AD	TD	AD
2014-15 QAR3 forms (noted that completed forms were available on the LTS Quality Review site)	BIO	✓	✓	27 Jan 2016	10 Feb 2016
	CHE	✓	✓	✓	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	✓	✓	27 Jan 2016	10 Feb 2016
	MTH	✓	✓	n/a	n/a
	NAT SCI	✓	✓	n/a	n/a
	PHA	✓	✓	27 Jan 2016	10 Feb 2016

B7. 2014/15 ANNUAL REVIEW OF ASSESSMENT AND MODERATION REPORTS

For report from BIO, CHE, ENV, MTH, NATSCI and PHA
 CMP to follow
(document E)

B8. SENIOR ADVISORS' REPORTS ON COMPLIANCE WITH NEW ADVISING POLICY

For report from BIO, CHE, CMP, ENV, PHA, MTH
(Document F)

B9. SUPPORT BETWEEN ASSESSMENT AND REASSESSMENT POLICY

For report from LTC January 2016
(Document G)