

LTC16D015

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Issue

Faculty of Arts and Humanities minutes of LTQC meeting 13 July and 7 September 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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Attachments

Minutes

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

Learning, Teaching and Quality Committee

Minutes of the meeting held on 13 July 2016.

Present: Dr C Matthews (Chair), Dr M Neumann, Dr Francisco Costa,
Prof Nick Selby, Mr T Antoniou-Phillips, Ms Z Philips

In attendance: Ms M Pavey (LTS Arts Hub Manager) and Mr A Ponka
(LTS Co-ordinator and Secretary to Committee).

Apologies: Mr S Bennett, Dr R Tillett, Dr M Gough and Dr J Poppleton

85. MINUTES

Confirmed: Minutes of the meeting held on 18 May 2016.

SECTION A: ITEMS FOR REPORT

86. Statements from the Chair

Received:

An oral report from the Chair

- 86.1 Dr Matthews thanked those who are leaving the committee. Dr Neumann, Dr Tillett and Mr Bennett are all leaving and being replaced by Dr Jessica Sharkey, Dr Sanna Inthorn and Dr Francisco Costa respectively. Anna Slevin, Connor Rand and Liam McCafferty are also all leaving, and will be replaced by Theodore Antoniou-Phillips and Madeline Colledge.

Dr Matthews introduced Professor Nick Selby, who will be superseding Dr Matthews as Associate Dean and Chair of the HUM LTQC as of 1 August.

Dr Matthews thanked everyone for their help and support over the last two years.

- 86.2 A replacement will be needed for Dr Neumann on the Taught Programmes Policy Group (TPPG). The current representatives are Professor Selby, Dr Neumann and Dr Poppleton.

ACTION: Dr Selby to look into finding a replacement.

86.3 The Learning and Teaching Briefing was held yesterday and another session will be running on 15 September. Anyone who was unable to attend the briefing on 12 July should attend the briefing in September instead.

86.4 In the Spring Semester 2017, week 7 of teaching will be the “Do Something Different” week (previous known as “Enrichment Week”. Week 14 will be the “Study Plus” week. Due to the Bank Holiday in week 12, teaching will be moved into week 13.

A2. Report from the Union of UEA UEA|SU

Received: An oral report from the UUEAS Education Officer

SECTION B: ITEMS FOR DISCUSSION AND ACTION

B1. Learning and Teaching Bulletin – July 2016

Received: Document A – Learning and Teaching Bulletin – July 2016

B2. Annual Course Review (QAR3) approvals by the Chair

Completed forms stored on the LTS Quality Blackboard site

Received: Document B – QAR3 (PPL)

B3. Issues for the Future

Oral report received from Dr Matthews.

B4. Introduction of New ADTP

To consider

How the University should be progressing over the next few years.

B5. Five Yearly Course Reviews (CR3)

None for this meeting

SECTION C: ONGOING ITEMS FOR REGULAR REPORT

None for this meeting

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

Learning, Teaching and Quality Committee

Minutes of the meeting of the HUM LTQC held on 7 September 2016

Present: Professor N Selby (Chair), Dr M Gough (PPL), Dr J Poppleton (LDC), Ms M Colledge (uea|su Postgraduate Education Officer), Mr T Antoniou-Phillips (uea|su Undergraduate Education Officer), Dr F Costa (IIH)

Apologies for absence: Dr S Inthorn (AMA)

Secretary: Ms M Pavey (Learning and Teaching Manager, Arts Hub)

In attendance: Mrs J Wilkinson (HUM School Manager representative), Mr J Tully HUM Senior Faculty Manager), Ms Z Phillips (uea|su representative)

1. MINUTES

Minutes of the meeting held on 13 July 2016 will be presented to the next meeting of the Committee

2. MATTERS ARISING FROM THE MINUTES NOT COVERED ON THE AGENDA

There were no matters arising

3. STATEMENTS FROM THE CHAIR

Associate Dean (L&T) Priorities

- 3.1 The Chair advised members that his priorities as Associate Dean (L&T) would be focussing on the new Teaching Excellence Framework (TEF), working to continue to embed the New Academic Model (NAM) within the Faculty's teaching and learning strategy, employability and widening participation (WP). Underpinning all these areas is the relationship between teaching and learning and research.

Teaching Excellence Framework

- 3.2 Key issues relating to the TEF that need to be addressed by the Faculty include assessment and feedback and how to deliver timely feedback. This is linked to the relationship between formative and summative assessment. He noted that the move to online marking will also have an impact. Looking at how other institutions have improved their NSS scores on assessment and feedback will be part of the work undertaken on this.
- 3.3 Professor Selby emphasised that the Faculty needs to ensure that robust systems are in place for delivering and monitoring teaching excellence ready for TEF 2 and beyond. Teaching Directors have an essential role in this. Sharing excellent practice and listening to student views on what works will be very important. HUM LTQC has a key role

to play in keeping under review the interface between academics, students and LTS.

HEA Fellowships

- 3.4 There is a University drive for as many academics as possible to gain an HEA Fellowship

New Academic Model

- 3.5 Ensuring the Faculty is NAM compliant will be a priority. HUM now needs to come into line with the rest of the University, particularly with regard to thinking at the level of the course rather than module. This will be effected via annual course review and module update. Schools should think about what their courses offer and their distinctive features and work these into the design of the course as a coherent whole.

Employability and Widening Participation

These can be addressed in core modules which will enable Schools to make an argument that is intellectual as well as pedagogical about what the things are in which they excel.

Collaborative working

The Senior Faculty Manager (SFM) noted the connection between learning and teaching and areas such as employability, admissions and the WP agenda but pointed out that these areas sometimes work independently from each other other. He proposed a series of Faculty lunch time sessions where School level directors, SU reps, School Managers, Associate Deans and representatives from other services which support the Faculty's work are invited to discuss a range of issues.

4. REPORT FROM UEA|SU

Received:

An oral report

5. LEARNING AND TEACHING UPDATES

Considered:

- Document A: Learning & Teaching Bulletin – July 2016
- Document B: TEF Newsletter

Learning and Teaching Updates

- 5.1 The Chair advised members that he attends a monthly meeting with the Associate Deans (L&T) from the other Faculties, the Director of LTS and PVC (Academic). Key issues arising from the most recent meeting were staff attaining HEA Fellowships, the impact on timetabling as a result of additional numbers taken through Clearing and the timeliness of coursework feedback. He noted that LDC and AMA are required to provide regular updates to PVC and the Academic Director of Learning and Teaching Enhancement (ADLTE) on how the Schools are addressing turnaround.

Learning and Teaching Day 2016/17: Confirmed date is 18 May 2017.

- 5.2 The SFM advised members that there is a will in HUM to provide events linked to the innovation in pedagogy and teaching being undertaken in the Media Centre.

Do Something Different Week w/c 27 February Week 7 of spring semester.

- 5.3 The Chair noted that this will comprise a week of activities for undergraduate students and academic staff. Where possible there should be no assessment deadlines set during that week.

Reading weeks

- 5.4 Discussions highlighted the different practices across Schools about when reading weeks occur. It was agreed that taking account of students on joint degrees was important.

Resolved

This issue will be discussed further at a future meeting in 2016/17.

PVC (Academic), ADTP, Director of LTS Visits to Schools

- 5.5 These visits are linked to the TEF. Teaching Directors, Course Directors and Associate Deans (L&T) will be involved.

Learning & Teaching Bulletin

- 5.6.1 Members discussed the proposal to move to a focus on course review rather than module review from 2017/18. uea|su representatives were concerned that there is still a lack of understanding of what getting and giving feedback means. Furthermore, if they are requested to give feedback at the end of the year students might not remember or might not be inclined to give feedback which will not benefit them.
- 5.6.2 There was a discussion on the value of mid-module feedback. In some parts of LDC tutors seek mid module feedback on formative work which might then be reflected in the forthcoming summative assignment.

Resolved

to explore the LDC model further to see if it could be developed across the Faculty.

5.6.3 **Coursework Turnaround**

For 2016/17 the policy states that coursework should be returned to students ideally within 15 working days but no later than 20 working days. There was some support amongst members that the Module Organiser or seminar group leader is more appropriate than Adviser to receive uncollected marked work for return to students.

6. NSS RESULTS

Considered:

- Document C: NSS 2016 data release
- Document D: Key Points on New NSS

- 6.1 The Chair advised the Committee that results from the NSS show that there is much work to do on Assessment and Feedback in the Faculty. It was noted that HIS has risen in the rankings from last year.
- 6.2 With regard to overall Student satisfaction HIS did very well but other Schools have dropped down the rankings. A key task for LTQC will be to consider ways to improve performance in these areas. The Chair noted that he is working with the HUM SFM on issues around the usefulness and timeliness of feedback.

7. COURSEWORK TURNAROUND

Members considered what mechanisms Schools have in place to ensure timely return of coursework. It was noted that e-marking has the potential to make a positive difference this year. Also, the importance of managing students' expectations by, for example, ensuring that the marker or module organiser notifies students if deadlines will not be met was acknowledged.

Ms Phillips emphasised that although speed of turnaround is important to students quality of feedback is more important. Often feedback on formative work is appreciated more than that on summative by students. The SU get complaints about summative work being due in before formative work has been returned.

Resolved

for the October meeting of LTQC each Teaching Director will produce an action plan of how their Schools will maintain and seek to improve feedback and turnaround times

8. I ♥ ARTS & HUMANITIES

- 8.1 The HUM SFM informed members that the HUM Student Transitions project views induction as an ongoing process based on the student cohort journeys from applicant to student through to becoming alumni. Peer to Peer and student led activities are an important part of this initiative which lends itself to looking at WP and student retention and employability. The project is currently focussing on Week 1 of the autumn semester but it will be ongoing. The next phase will evaluate how Week 1 went and how to build in other transition activities.
- 8.2 New students will be given a written brochure with an email copy going out pre-arrival. The brochure complements the New Student Website. Once students have completed online registration they will have access to the I ♥ Arts and Humanities Blackboard site. This contains a

range of pre-arrival activities and aims to prepare students for coming to study in HUM.

- 8.3 There will be a second brochure which will be given out in Week 1. It has the essential information students need for induction. Week 1 has course and School specific activities and Faculty level events and addresses students on joint honours courses. It also maps to SU led activities. Communication with academic colleagues and key role holders is key. There will be a coffee and cake meeting for academic staff in HUM in the Council Chamber on 13 September to raise staff awareness.

9. Peer Observation of Teaching 2015/16

The Chair reminded members that as part of the Peer Observation process, School reports (PO2) on the process are required to be submitted to LTQC to enable him to produce a Faculty summary report (PO3) for LTC's October meeting.

RESOLVED

Teaching Directors should submit PO2 reports to the Chair by the end of September 2016.

10. QAR Process Timeline

Received:

- Document E: 2015/16 Annual Monitoring Timeline Grid

Members were reminded of the dates for completion of QAR2 reports.

11. 5-year Course Reviews Expected in 2016-17

Received:

- Document F: Draft List of HUM Course Reviews Expected in 2016-17
- Note the Schools that have reviews are being contacted by staff in LTS to begin preparations for the events.

12. Course Approvals, Course Title Changes and Course Closures in HUM 2015/16, 2016/7.

None for this meeting

13. Items for report/discussion from Faculty Appeals and Complaints Panel meetings

None for this meeting

14. Items for report/discussion from Teaching Committees

None for this meeting

15. Items for report/discussion from Learning and Teaching Service

None for this meeting

16. SSLC Minutes: Matters arising from SSLCs

None for this meeting

17. Employability

None for this meeting

18. Undergraduate and Postgraduate External Examiner Reports and School Responses

None for this meeting