

**SEN16D036**

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**Issue**

This is a round up report to members of Senate for information on activities of the Learning and Teaching Committee meetings held on 25 January 2017, 15 March 2017 and 10 May 2017

**Recommendations**

None

**Resource Implications**

None

**Risk Implications**

None

**Equality and Diversity**

None

**Further Information**

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**Background**

N/A

**Discussion**

The report is for information only and no discussion is anticipated.

**Attachments**

Summary report is below.

## Report of the Meeting of the Learning and Teaching Committees of Senate on 25 January 2017

The following items were considered by the Learning and Teaching Committee of Senate on **January 25 January 2017** and are presented here for the Senate's information.

For all documents referred within this report, please refer to LTC agenda at:

<https://portal.uea.ac.uk/committee-office/uea-committees-and-boards/learning-and-teaching-committee/learning-and-teaching-committee-2016-2017>

### 1. UPDATE ON THE DEVELOPMENT OF AN EVALUATION FRAMEWORK FOR UEA'S PEER ASSISTED LEARNING (PAL) SCHEME

Members were advised that that a review of the PAL scheme is being undertaken and an evaluation of the scheme will be presented to LTC at its meeting in October 2017.

### 2. LEARNING ENHANCEMENT TEAM REPORT 2015/16

The Committee received a report on the Learning Enhancement Team's activity and usage of its services in the academic year 2015/16.

### 3. ANNUAL MODULE AND COURSE REVIEW – UPDATE ON UG COMPLIANCE 2015/16

3.1 LTC considered an update from Associate Deans (L&T) on non-compliance with undergraduate annual module and course review in 2015/16. Both the Chair and the Director of Student and Academic Services (SAS) emphasised that compliance with the University's quality assurance processes is compulsory for all Schools. Compliance is reported annually to UEA Council as part of the HEFCE Annual Accountability Return on Quality Assurance).

3.2 Arising from this consideration poor compliance from HUM Schools was noted and the Committee resolved that the HUM Associate Dean (L&T) and the HUM Executive Dean should work to ensure 100% compliance with the process from HUM Schools.

### 4. FMH 5 YEARLY COURSE REVIEW (CR3) REPORT, 2015/16

The Committee considered issues arising from the 5 yearly course reviews undertaken in FMH in 2015/16. The review highlighted the success of online and at a distance course delivery. It was noted that a number of the risks identified in the report relating to this type of course delivery have been addressed in the process for approving online courses. However, there are still risks, including the adaptation of processes requiring face-to-face interaction for online course provision. This is being addressed by the Online Learning Group.

### 5. HUM TRANSITIONS

The Committee received a presentation from the HUM Senior Faculty Manager following the evaluation of the HUM Transitions Initiative. He noted that student generated activities and peer initiatives are key to the project and would be further developed in future years. Working collaboratively with uea|su had also contributed to the success of the initiative.

### 6. COURSEWORK TURNAROUND: A REVIEW OF AUTUMN SEMESTER TURNAROUND TIMES 2016

Members noted that there was 98% compliance with the 20 day turnaround overall compared with 96% at the same time last year. Associate Deans (L&T) were asked to continue to emphasise the importance of timely turnaround in their Faculties. An improvement in turnaround times in LDC was noted.

### 7. CSED ANNUAL REPORT 2015/16

Following consideration of the annual report the Committee agreed that the Chair, the Academic Director of Taught Programmes (ADTP) and the Academic Director of Learning and Teaching Enhancement (ADLTE) will give further consideration to the engagement of academic staff in the

academic practice courses offered by CSED and, in the context of teaching practice development within Schools, consider how upskilling in pedagogy can best be delivered.

8. NEW AWARDS AND NEW COURSE PROPOSALS

The Committee approved the MA in Second Language Education. It also approved in principle the BSc Environmental Science (jointly delivered with Ocean University China).

9. REVISED PROCEDURES FOR THE NEW COURSE PROPOSAL PROCESS

LTC approved revised procedures for the New Course Proposals Process, subject to the role holders who should be consulted on new course proposals being added to the CP2 form.

10. MRES DEGREE AND AWARD REGULATIONS

The Committee considered proposals for MRes degree and award regulations to be introduced from 2017/18. Following detailed discussions members agreed that since there were no substantial differences between the proposed regulations for the MRes degrees and taught Masters degrees, the MRes regulations should continue to be incorporated within the Common Masters Framework (CMF) regulations until such time as differences evolved.

It was further agreed that that the Director of SAS, the Academic Director of Postgraduate Degree Programmes and the Head of the Postgraduate Research Service will meet to ensure that the proposed changes to MRes degree course profiles are introduced in a manner that complies with the requirements of the Competition and Markets Authority. In addition a sub-group will consider proposed MRes pathways in SSF in the context of funding application deadline.

## Report of the Meeting of the Learning and Teaching Committees of Senate on 15 March 2017

The following items were considered by the Learning and Teaching Committee of Senate on **15 March 2017** and are presented here for the Senate's information.

For all documents referred within this report, please refer to LTC agenda at:

<https://portal.uea.ac.uk/committee-office/uea-committees-and-boards/learning-and-teaching-committee/learning-and-teaching-committee-2016-2017>

### 1. CONFIRMATION OF CHAIR'S ACTION

The Chair reported that he had taken Chair's action since the last meeting of LTC to approve the following:

Amendment to the 2016/17 Common Masters Framework:

- i. all part-time students who were due to go to Board in the coming year and who have taken new modules in 16/17 (continuing) are considered under the 'new' 16/17 regulations as well as the 15/16 and have the no-detriment rule applied.
- ii. any student who has taken all M level modules, and who goes to Final Board in 16/17, will be considered under the 2015/16 regulations.

Changes to the MRes Social Science Research Methods for 2018/19

- i. to increase the credit allocated to the research dissertation element from 80 credits to 100 credits;
- ii. to introduce six new pathways, in Politics, Economics, Experimental Philosophy, Human Geography, Social Anthropology, and Science, Technology and Sustainability (STS);
- iii. to refresh the six existing pathways, which are: Business and Management, Education and Lifelong Learning, International Development, Law, Psychology and Social Work and Social Policy;
- iv. approval is also given for these changes to be introduced for 2017/18 on the strict condition that applicants can still study on the course profile they applied to should they wish, and without detriment.

### 2. STUDENT ENGAGEMENT WITH THE CAREERS SERVICE

Following detailed consideration of student engagement with the Careers Service it was agreed that the Academic Director of Widening Participation would review the analysis of the Careers Service data with a WP perspective to determine whether further action is required. OFFA agreement resource could support this. It was also agreed that the results of TEF preparedness meetings completed would be considered at the LTC meeting in June 2017 including considerations of embedding employability in courses. Finally it was agreed that the Joint Head of Careers and the Academic Director of Postgraduate Research Degree Programmes would meet to consider the results from a PGR perspective and agree appropriate dissemination.

### 3. THIRD EVALUATIVE REPORT FOLLOWING THE IMPLEMENTATION OF THE BACHELORS AND INTEGRATED MASTERS AWARD REGULATIONS (BIM)

The Committee considered an evaluative report on BIM and agreed that it could be shared with External Examiners.

### 4. COMPENSATION WITHIN THE BACHELORS AND INTEGRATED MASTERS AWARD REGULATIONS (BIM)

LTC approved a number of recommendations relating to the introduction of compensation of one module per year, subject to a number of caveats, within BIM with effect from the 2016/17 academic year.

5. ANNUAL TAUGHT POSTGRADUATE COURSE AND MODULE REVIEW 2015/16 FACULTY REPORTS (QAR 3)

The Committee examined issues for University-wide consideration and good practice for wider dissemination arising from Faculty reports on 2015/16 PGT Course and Module review (QAR 3) in HUM, SSF and SCI. It was agreed that the Learning and Teaching Manager and Secretary to LTC would collate issues arising for the University and collect responses where relevant to report to LTC. Following feedback from all Faculties about issues with data collection and reporting, the Head of Learning and Teaching (Quality) will consider process improvements as part of the Internal Quality Assurance Review.

6. ANNUAL TAUGHT UNDERGRADUATE COURSE AND MODULE REVIEW 2015/16 FACULTY REPORTS (QAR 3)

Members considered issues identified for University-wide consideration and good practice for wider dissemination arising from Faculty reports on 2015/16 undergraduate Course and Module review (QAR 3) for CMP, MTH and HSC.

7. SCHOOL PLANS ADDRESSING OUTCOMES FROM THE 2016 POSTGRADUATE STUDENT EXPERIENCE SURVEY (PTES)

School plans and overviews from Faculty Associate Deans (L&T) to address issues arising from the 2016 PTES Survey were considered for HUM, SSF, FMH and SCI. In response to some concerns expressed by the Postgraduate Education Officer of the Uea|su around some students being unclear about when to start work on their dissertation and submission deadlines it was agreed that Associate Deans (L&T) would advance the issue of providing clear dissertation information and deadlines and seek resolution via FLTQCs.

8. READING LISTS- UPDATE ON RECEIPT OF READING LISTS BY THE LIBRARY

The Committee received a report from the Library Director on compliance with the requirement that all reading lists should be deposited with the Library for 2016/17. Arising from discussions on this issue it was agreed that the Library Director and the Undergraduate Education Officer of the uea|su will produce a joint paper for a future meeting of LTC. The Library Director also agreed provide a more detailed case on the recommendation and benefits of providing reading lists electronically using Talis in the next report.

9. COURSEWORK TURNAROUND TIMES: A SNAPSHOT REPORT

The Committee noted that significant progress has been made with coursework turnaround times and the new student focus on the quality of their feedback. It was acknowledged that more work may be required in communicating improvements.

10. NEW AWARDS AND NEW COURSE PROPOSALS

The Committee approved the BSc Actuarial Sciences & BSc Actuarial Sciences with a Year in Industry.

11. THE HIGHER EDUCATION ACHIEVEMENT RECORD (HEAR):-RE-IMPLEMENTATION WITH AN IN-HOUSE SOLUTION

LTC agreed that the University would immediately cease the implementation of the HEAR through GradIntelligence service and that it should explore enhancing the existing paper-based European Diploma Supplement transcript to include information currently unique to the HEAR for undergraduate students graduating in 2017/8 onwards. It was agreed that in due course we should consider further developments including an online version accessible to students and alumni and extending the transcript to PGT graduates. In addition, the new transcript could be developed to include a formative version available online throughout the period of study.

## Report of the Meeting of the Learning and Teaching Committees of Senate on 10 May 2017

The following items were considered by the Learning and Teaching Committee of Senate on **10 May 2017** and are presented here for the Senate's information.

For all documents referred within this report, please refer to LTC agenda at:

<https://portal.uea.ac.uk/committee-office/uea-committees-and-boards/learning-and-teaching-committee/learning-and-teaching-committee-2016-2017>

### 1 STATEMENTS BY THE CHAIR

- 1.1 LTC New Course Proposals sub group: The Chair reported that a new subgroup of LTC has been set up to scrutinise new course proposals categorised as 'Level 2 standard risk' prior to them coming to LTC for consideration. The subgroup comprises the LTC Chair, the Director of SAS, the ADTP, the Academic Director of Partnerships and the Academic Director of Widening Participation. It was agreed that that Associate Deans (L&T) will cascade this information throughout their Faculties.
- 1.2 Proposal to merge LTC and SEC: Given the overlap in membership and some overlap in the business considered by both committees consideration is being given to having one Learning, Teaching and Student Experience Committee. The proposal was approved in principle by SEC at its meeting on 3 May 2017. The Chair noted that uea|su representatives had raised some issues that he would consider prior to producing a proposal to go to Senate on 7 June.

### 2. CONFIRMATION OF CHAIR'S ACTION

Members were informed that since the last meeting of LTC the Chair had taken action to approve the following:

- 1) Royal Marsden School Foundation Degree Regulations:  
the existing UEA Partnerships regulations governing foundation degrees at Easton and Otley College and Brooksby Melton College is extended to cover foundation degree provision at the Royal Marsden School;
- 2) Approval of the introduction of a Year Abroad for the following courses in ECO:  
BSc Business Economics with a Year Abroad  
BSc Business Finance and Economics with a Year Abroad  
BSc Economics with Accountancy with a Year Abroad

### 3. STUDENT REPRESENTATION CODE OF PRACTICE

Members endorsed and provided feedback on the updated Code of Practice, noted the resource implications identified in the action plan and agreed to adopt the following further recommendations:

- 1) the Student Representation Working Group has not continued as per the recommendations of the previous Code of Practice. It is therefore felt that this working group should be replaced by Student Representation as an agenda item at all FLTQCs and at LTC at least once each semester to ensure that the actions in the Action Plan are being taken forward;
- 2) the Action Plan should be reviewed during at least one FLTQC and LTC per semester to ensure that it, along with the Code of Practice, becomes more of a working document;
- 3) communication and easy access to information is key to ensure SSLC's and student representation function effectively. The previous CoP referred to a University wide Student Representation Blackboard site which, although has been developed, is not being used effectively. The recommendation is therefore to explore alternative ways for this information to be made available – possibly along the lines of the Student Zone in SCI – in consultation with Schools and Faculties and uea|su;
- 4) there are discrepancies in awareness of the Code of Practice itself. This document should be available and promoted to all members of UEA staff, not just Student Partnership Officers;
- 5) to develop an online training module on Student Representation – compulsory for all SPOs, recommended for administrative staff supporting SSLCs, and available to all staff to complete if they wish;

- 6) the resource commitment required to implement the code consistently. This is in terms of staff time and any School-based budgets allocated to supporting student representation activity. Resources required to fulfil the needs of representation at UEA are outlined in the Action Log of the CoP.

#### 4. DO SOMETHING DIFFERENT WEEK

LTC approved the following recommendations arising from the evaluation of the 2016/17 Do Something Different Week (DSDW).

- (1) that the Do Something Different Week (DSDW) continues to run for the next two years. This will provide a baseline and year on year comparison to enable valid assessment of its impact and value to the student experience;
- (2) that a planning committee is created, chaired by Head of Learning and Teaching Services(Quality), with student membership, to plan DSDW 2018 and DSDW 2019.
- (3) that the week is run in the same format as during 2016/17, on a voluntary basis, for all undergraduate students.
- (4) that further consideration be given to the DSDW offer being extended to taught postgraduate students. Although the reported recommended that DSDW should be open to taught postgraduate students it was agreed that Faculty LTQCs should consider the feasibility of taught postgraduate students being able to participate in the DSDW and report back to the June meeting of LTC.
- (5) consideration is given to the means of improving participation rates and the number and range of activities offered by Schools
- (6) that the DSDW be combined with the Global Opportunities week and other such similar events.

#### 5. COMPETITION AND MARKETS AUTHORITY: COURSE AND MODULE UPDATE

Members noted confidential proposed amendments to the timelines for course and module update to ensure CMA compliance and agreed that that Associate Deans (L&T) will ensure that the changes to the timelines are disseminated to academic colleagues once the document has been finalised.

#### 6. EXTENUATING CIRCUMSTANCES: SELF- CERTIFICATION

The Committee agreed proposed changes to the Extenuating Circumstances policy based on the following recommendations:

- (1) the University should continue to offer students extension by Self-certification (for 2017/18 onwards);
- (2) the number of Self-certifications possible if required should be extended from one per academic year to two. One can be used at reassessment if not used previously (for 2018/19 onwards);
- (3) a Self-certification extension will have a duration of 72 hours with work to be submitted before 3pm the next working day (for 2018/19 onwards);
- (4) any item of coursework that has a deadline within the Self-certification period will be covered by the extension (for 2018/19 onwards);
- (5) only coursework can be covered by Self-certification and the definition of coursework should be strengthened to exclude practical work such as lab demos and presentations (for 2017/18 onwards).

#### 7. UEA ACCESS AGREEMENT 2018/19 AND PLANNED APPROACHES FOR MEETING COMMITMENTS TO WIDENING PARTICIPATION, STUDENTS' SUCCESS AND PROGRESSION

LTC agreed the following:

- (1) all FLTQCs should consider the Access Agreement at the next available meeting, and have this as a standing item for each year from now on. Members of the WP team will be happy to attend to take questions;
- (2) regular data on WP student performance will be provided at Faculty, School and subject level and this should be considered at FLTQCs;

- (3) consideration will be given to whether there are new or existing aspects of student support that could be enhanced for WP student groups using Access agreement funding. These should then be discussed with the WP manager and Academic Director.

#### 8. MANDATORY ADOPTION OF TALIS ASPIRE AS THE DEFAULT READING LIST SERVICE

The Committee approved the following recommendations proposing the mandatory adoption of TALIS Aspire as the default Reading List service for the University:

- (1) to ensure a consistent institution-wide approach to reading list provision, the fairer provision of library resources across all disciplines, and to accelerate the growth of embedded digital learning at UEA, TALIS reading list software be mandated across all modules where reading lists are relevant;
- (2) to support the mandate, the TALIS system be reconfigured with consistent nomenclature to denote 'Core' and 'Further' reading, with the minimum requirement being to provide the 'Core';
- (3) that academics be asked to comply from the 2017/18 academic year, with an indicative target of 31st July 2017 for new lists, and rollover of existing lists, to enable sufficient time for new items to be ordered.

It was also agreed that LTC will receive regular reports on compliance with the requirement that TALIS reading list software is used for all modules where reading lists are relevant. In addition, the issue and the resolutions agreed by LTC will be considered at the next Heads of School meeting.

#### 9. COURSEWORK TURNAROUND TIMES: A SNAPSHOT REPORT

Members heard that fewer Schools were fully complying with the 20 day turnaround requirement compared with the same time last year. Academic colleagues will be reminded of this requirement prior to the forthcoming marking period

#### 10. FULL-TIME PHD SUBMISSION RATES

The Committee agreed that a report on full-time PhD candidates who submit their doctoral thesis (pre-viva) within four years of their initial registration date together with School Actions plans will be submitted to the May meeting of LTC each year.

#### 11. UEA JOINT BOARDS OF STUDY WITH PARTNER INSTITUTIONS: UPDATED TERMS OF REFERENCE

The Committee agreed updated Terms of Reference for Joint Boards of Study with UEA Partner institutions. The Boards have joint membership between UEA and each partner institution. Policies and procedures have developed over time and the Terms of Reference have been updated to reflect current practice.

#### 12. RECOMMENDATIONS ARISING FROM THE UNIVERSITY OF SUFFOLK JOINT ACADEMIC COMMITTEE

The Committee agreed proposed changes to the Joint Academic Committee (JAC) membership and Terms of Reference with effect from 31 March 2017. It also approved a recommendation that the BA (Hons) Photographic and Digital Media and the DipHE Photographic and Digital Media run at Great Yarmouth College would be discontinued from 2017/18.