

**LTC16D045**

**Title:** *HUM LTQC Minutes*  
**Author:** Michele Pavey  
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**Issue**

Faculty of Arts and Humanities minutes of LTQC meeting 5 October 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**

Michele Pavey, Acting LTQC Secretary, Arts Hub. Tel: 01603 592097 , email:  
m.pavey@uea.ac.uk

**Attachments**

Minutes

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

**Learning, Teaching and Quality Committee**

Minutes of the meeting of the HUM LTQC held on 5 October 2016

Present: Professor N Selby (Chair), Dr M Gough, Dr S Inthorn, Dr J Poppleton, Dr F Costa, Dr J Sharkey

Apologies for absence: Mr J Tully

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

In attendance: Mrs J Wilkinson,

**19. MINUTES**

The Minutes of the meeting held on 13 July and 7 September were confirmed as an accurate record, subject to the correction in Minute 5.6.2 of the Minutes from 7 September to read that colleagues who seek mid-module feedback may take account of this in the rest of the delivery of the module.

**20. MATTERS ARISING FROM THE MINUTES NOT COVERED ON THE AGENDA**

20.1 *3.7 Collaborative working*

RESOLVED

Proposed lunch time sessions with School level directors, uea|su representatives, School Managers and Associate Deans will be taken forward by the Chair with the HUM Senior Faculty Manager.

20.2 *5.6.2 Mid Module Feedback*

RESOLVED

The LDC Teaching Director will provide information on how LDC colleagues approach mid-module feedback. The AMA Teaching Director will provide information on what the School is proposing to do. This will be an agenda item for the next LTQC meeting.

**21. STATEMENTS FROM THE CHAIR**

The Chair advised members of the following:

- 1) *Teaching and Learning Priorities*: He has met with Teaching Directors and Heads of School to ascertain Schools' teaching priorities in order to set the agenda for the work of LTQC;
- 2) *Online marking*: If colleagues wish to participate in online assessment they should be encouraged to do so;

- 3) *HEA Fellowships*: Teaching Directors are asked to encourage colleagues to apply for HEA fellowships. He will be setting up workshops to help staff with the application process.

#### RESOLVED

Arising from a question about whether fellowship applications have to supply references from senior HEA fellow the Chair undertook to find out and report back.

- 4) *Teaching Directors Conference*: this takes place on 24 November between 1-4pm and will focus, in part, on the TEF.

#### RESOLVED

The Chair will forward information on the conference to committee members.

- 5) *TEF update*: Teaching Directors are asked to disseminate the paper from the Pro Vice Chancellor, academic, on the TEF to colleagues. Assessment and feedback, particularly the timeliness and helpfulness of feedback is a key concern for the University. Retention of students is also important. Employability will be a key consideration for HUM.

## 22. REPORT FROM UEA|SU

Received:

There were no students present.

## 23 COURSEWORK TURNAROUND

Considered.

Written and oral School action plans for maintaining and improving the quality of feedback and turnaround times.

Key issues arising from discussions of Schools' plans included:

- 1) The AMA and LDC Teaching Directors will discuss further how having one piece of summative work works in practice. LDC uses formative work which feeds into the summative piece and which includes peer feedback in class.
- 2) In LDC writing too much feedback is an issue which will be considered further in the School. Staff have been provided with some feedback templates which they can choose to use.
- 3) The LDC Teaching Director will be asking students what feedback they would find helpful and will take this back to a School Teaching Committee. Members agreed that this is a positive thing to do.
- 4) HIS is working to ensure that feedback matches the assessment criteria and having a generic feedback form assists with this.
- 5) PPL did well last year with timeliness so will continue its existing practices and will roll out e-marking as far as possible. Initiatives include sending regular messages to staff reminding them of the importance of meeting turnaround deadlines.

- 6) IIH will maintain what they have been doing which has worked well. There are 170 students on the HUM Foundation year with 15 seminar groups so there is a big team of markers to coordinate. Module Organisers are proactive in working with the markers which has helped with turnaround times.

## **24. I ♥ ARTS & HUMANITIES**

- 24.1 This will be a regular agenda item. The PPL School Manager reported that despite some initial timetabling issues, PPL had good turnout for the year two welcome back session but poor attendance at the Course Director led sessions for second year students. The LDC Teaching Director reported that there was strong feeling within LDC that the second year induction is mis-timed. Feedback from second years has not been entirely positive with many students stating they would have preferred to have had teaching from Week 1. It was agreed that feedback from year 1 students could be used in the in design of year 2 for next year.
- 24.2 It was noted that further work on issues relating to timetabling and distinguishing what was compulsory and what was optional for students to attend is required. In addition, AMA has an enrichment week in week 7 of the autumn semester and this needs to be reconsidered for next year.
- 24.3 It was agreed that the Humanities day went very well.

## **25. PEER OBSERVATION OF TEACHING 2015/16**

Two reports were submitted for consideration from IIH and PPL. Some members were concerned about the time consuming nature of the process whilst agreeing that Peer Observation per se was extremely useful.

### **RESOLVED**

the Chair will write his Faculty Overview once reports from all School reports (PO2s) have been submitted and will highlight members' concern about the administration of the process.

## **26. REWARDING READING: ENCOURAGING STUDENTS TO BECOME DEEP READERS**

There was a brief discussion of a talk and workshop given by Dr Jude Seaboyer from the University of Queensland which some members had attended. Although interesting, it was agreed that it was not necessarily applicable across disciplines. The Chair advised members that he wants the Faculty to give further consideration to reading as pedagogy.

**27. Update on 2015/16 Undergraduate Annual Course and Module Review**

During the discussion of 2015/16 annual course and module review and the production of QAR2s (Course Directors' reports) and QAR3s (Teaching Director Reports) all Teaching Directors stated that they had not completed their QAR3 reports because they had not been advised that QAR2 reports had been finalised.

**RESOLVED**

that the Secretary would explore with colleagues in the Arts Hub which QAR1 and QAR2 reports had been completed and submitted onto the QA Blackboard site.

**28. NEW NATIONAL STUDENT SURVEY (NSS) FROM 2017**

Members considered the new and revised questions which would comprise the 2017 NSS. Arising from this consideration the following key issues were highlighted:

- 1) The HUMFY interdisciplinary module works well but there is scope for the development of more interdisciplinary modules.
- 2) There is a new section in the NSS on the learning community. HUM needs to give further consideration to how students are encouraged to become active learners and how they are encouraged to think about their learning journey and becoming accomplished researchers.
- 3) In AMA the SSLC is currently not working as effectively as it could, in part because of difficulties in getting student representatives. It was agreed that this required further consideration since it has also been an issue for PPL.
- 4) Student voice will be a new section in the NSS and so it is important that HUM can embrace the 'you said we did' approach in responding to student feedback. Showing students how past feedback has been actioned is important and the University's Module outline template has a section in which this can be demonstrated.

**RESOLVED**

- 1) Teaching Directors will distribute the list of NSS questions to colleagues in their School;
- 2) the PPL School Manager will circulate the pledge card distributed to all PPL undergraduate students.