

LTC16D070

Title: *Faculty Learning, Teaching and Quality Committee minutes – 9 November 2017*
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Issue

Faculty of Arts and Humanities minutes of LTQC meeting 9th November 2016

Recommendation

Recipients are invited:
To receive the minutes

Resource Implications

None

Risk Implications

None

Equality and Diversity

N/A

Timing of decisions

N/A

Further Information

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Background

Please find attached the confirmed minutes of the HUM LTQC meeting held on the 9th November 2016

Discussion

None

Attachments

Minute

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

Learning, Teaching and Quality Committee

Minutes of the meeting of the HUM LTQC held on 9 November 2016

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

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

Apologies for absence: Dr M Gough and Mr J Tully

In attendance: Miss L. Newark, Do Something Different Week Project Manager for Minute 32 Mrs H Gillespie, Academic Director for Learning and Teaching Enhancement (ADLTE) for Minute 40, Mrs J Wilkinson

29. **MINUTES**

Confirmed

the minutes of the meeting held on 5 October 2016 were confirmed subject to an amendment in the second sentence of Minute 23 2) to read 'Staff have been provided with optional feedback templates which outline what to include in feedback'.

30. **MATTERS ARISING NOT COVERED ON THE AGENDA**

Minutes 20.1 *Collaborative Working*: the Chair will be meeting with the Senior Faculty Manager to discuss taking forward lunch time sessions with School level directors, uea|su representatives, School Managers and Associate Deans.

Minute 25 *Peer Observation*: The HUM PO3 (Faculty Summary from School Peer Observation reports) was considered by LTC.

31. **Statements from the Chair**

The Chair reported orally on the following;

- 1) HUM review of Assessment and Feedback: the HUM Faculty Executive has approved a project on the review of Assessment and Feedback (paper tabled). The main driver is to facilitate discussion and dissemination of good academic practice;
- 2) Low enrolling modules: the policy on closing modules with low enrolments is related to the management of teaching time to enable staff on an ATR contract to prepare for the REF and for those on an on ATS contracts to undertake scholarship.

Resolved

Teaching Directors should check the spreadsheet of low enrolling modules, noting that these modules will be closed unless there is a rationale provided to Professor Selby by 9 December 2016. He will then consider the rationale received for retaining a module in consultation with the relevant Teaching Directors.

- 3) TEF preparedness meetings have been arranged for all Schools. These are modelled on REF preparedness meetings.

Resolved

the Chair will discuss queries arising from the Committee's discussions with the PVC Academic; namely, concern about attendance at meetings scheduled in vacation time and School Managers not being involved in the meetings.

- 4) The Academic Director of Taught Programmes (ADTP) would like to attend a meeting of HUM LTQC;

Resolved

that ADTP should be invited to attend the January 2017 LTQC;

- 5) The University Learning and Teaching Spaces Group needs a HUM representative.

Resolved

that Dr Jess Sharkey would be the HUM representative on the group.

32. Report on Do Something Different Week

Received:

An oral report from the Project Manager

- 32.1 Miss Newark advised the group that she has been attending SSLCs to discuss Do Something Different week which take place in Week 7 of the spring semester. Teaching takes place during weeks 1 to 6 and 8-13. Undergraduate teaching in HUM is suspended during week 7 for the event but taught postgraduate teaching will continue. If there is any co-teaching of undergraduate and taught postgraduates, undergraduate students will need to attend these teaching events.
- 32.2 Students were asked for suggestions for events for the week and many have been incorporated. There are currently 59 unique events some of which will run twice. A draft schedule was tabled. Once the confirmed schedule is published students can book on events online and these will appear in their timetable. Members were impressed by the number and diversity of planned events.

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

Considered

An update on QAR2s still outstanding and to consider QAR3s.

Tabled: a QAR3 for LDC which needs to be signed off by the Chair.

Resolved

that all outstanding undergraduate QAR3s for 2015/16 should be submitted to the Chair for sign off ready for consideration at LTC by 17 November 2016.

34. Module and Course Up-date

Considered

Actions for Schools arising from memo from Andrea Blanchflower on module and course up-date

Members considered the consequences of the proposals around the timetable slotting system for Schools in the Director of LTS' memorandum on Module and Course update and were unsure how they could work for HUM.

Resolved

that the Head of LTS (Systems) and the Timetabling Manager should be asked to work with HUM colleagues on this aspect of module and course update.

35. **Modules with low enrolment and approval to continue in 2017-8**

Considered

2016/7 Modules with enrolment numbers of less than 11

The Chair reiterated the process outlined in 31. 2) above.

36. **Dissertation Turnaround Times**

Considered

A proposal to move to a return period to students of 30 working days for UG and PGT dissertations and projects.

Members discussed the proposal noting that clarification was required on what constitutes a project, for example in the context of a CP (coursework and project) module. Some members also expressed concern at the very short timescales they are given to mark dissertations prior to Board of Examiners, particularly taught postgraduate Boards.

Resolved

- 1) Teaching Directors will consult with their Teaching Committees on the proposal and report to Chair by 13 January 2017;
- 2) the Arts Hub Manager will ensure that it is made very clear to students that if they are granted extensions past a certain date it is unlikely that work will be marked in time for Board of Examiners.

37. **I ♥ Arts and Humanities**

Considered

An up-date on the project aims for this year and the timeline for development of different aspects of I Love Arts and Humanities including a review of the issue of Joint Honours students.

37.1 Members heard that School teams are reviewing findings arising from feedback from students and staff;

37.2 It was reported that AMA SSLC minutes demonstrated that sometimes joint honours students are not being given full consideration for example with events that they would like to have attended clashing. It was noted that work being done on this. Some members noted that the concept of a home school does not necessarily

register with students on joint honours. The possibility of offering modules specifically aimed at joint honours students was discussed.

38. Mid-module Evaluation

Considered

Existing and proposed methods of mid-module evaluation

38.1 AMA: all AMA students are being invited to complete an electronic survey in week 7. The survey questions will be at course level and they have been discussed and approved by the School Executive. Some questions relate to assessment and feedback and others address new NSS questions. The outcomes will be discussed at the AMA SSLC.

38.2 LDC mid module feedback is taking place in week 7 in various formats. Dr Poppleton tabled the feedback form she uses for one of her modules and, in part this relates to the coursework, but also contains some general questions. Members agreed that the general questions posed were useful as a model for other schools' mid-module evaluations.

39. Study Plus/Revision Week

Considered

School activities in Study Plus

The Chair advised members that week 14 of the spring semester is a teaching week freed up by moving to a 4 week examination period. This does mean an imbalance between the autumn and spring semesters. Spring has Do Something Different Week in week 7. Week 14 can therefore be used as a teaching week or for assessment workshops or tutorials if coursework has been set for weeks 15 or 16.

40. Peer Observation of Teaching

Considered

Questions below in relation to a proposal for a revised Peer Observation process posed by the Academic Director of Learning and Teaching Enhancement

1. In what ways does peer observation make an impact in your school at present?
2. Could the changes to the mode and process improve impact?
3. What types of events should be observed?
4. Which staff should be observed and when?
5. To what purpose is/should the information gathered be put?
6. How should this process relate to (and avoid duplicating) other quality assurance activity such as QAR?

40.1 The ADLTE informed the Committee that the University's Peer Observation Code of Practice had been reviewed in 2015/16. Given the importance of Peer Observation in the TEF, which requires the impact and effectiveness of the University's Peer Observation Scheme to be evidenced she is seeking views from all LTQCs both by attending meetings and via a questionnaire for Teaching Directors

- 40.2 Following discussion of Question 5 ‘to what purpose is/should the information gathered be put?’ members agreed that Peer Observation should not be a performance management tool. The Committee felt that it should be a mechanism for taking shared responsibility for student learning and supporting each other in the development of teaching to aid learning.
- 40.3 Some members were concerned that the forms currently used for the process are not fit for purpose, do not encourage dissemination of information and do not provide a means of reporting on team teaching and how well this works. Members agreed that if compliance and impact are the two key things that should be reported as part of the process, the process or the forms needs to be redesigned
- 40.4 Q3. ‘What types of events should be observed?’ Members supported auditing teaching materials on Blackboard as a method of Peer Observation on the proviso that the member of staff being observed was agreeable. It was agreed that facilitating a forum for discussion around pedagogical issues is key. It could also be a remedial tool, if for example, the staff member being observed has particular issues with a group on which they would like advice. It was agreed that auditing of marking can be seen as feedback.
- 40.5 Q4. ‘What staff should be observed and when?’ There was discussion on whether considering the outcome of module evaluations would be desirable. For example, should there be triggers if there was poor module feedback? Members supported a process which excludes such triggers since Schools already have mechanisms for dealing with this.

Resolved

the ADTP will send an electronic version of the form to the Chair who will send it Committee members to complete.

41. **Course Approval: Proposed changes to the MA in Broadcast Journalism**

Considered

Proposals to create two routes and rename the course Broadcast and Online Journalism to Broadcast and Online/Digital Journalism and Broadcast and Online Digital Journals (International).

Members considered the proposal noting that in the proposed international route students could graduate having undertaken very little journalism.

Resolved

that the proposal be approved subject to the course team addressing the concern outlined above. The Chair of LTQC will take Chair’s action to approve the revisions.

