

LTC16D119

Title: Faculty Learning, Teaching and Quality Committee Minutes – HUM
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Issue

Faculty of Arts and Humanities minutes of LTQC meetings from 22nd March 2017

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

Minutes of the meeting of the HUM Learning, Teaching and Quality Committee held on 22 March 2017

Present: Professor N. Selby (Chair), Mr T. Antoniou-Phillips (Undergraduate Education Officer, uea|su), Ms M. Colledge (Postgraduate Education Officer uea|su), Dr M. Gough (PPL), Dr S. Inthorn (AMA), Dr J. Poppleton (LDC), Dr J. Sharkey (HIS), Miss Bethany Summerfield (HUM Faculty Convenor)

Secretary: Miss D. Goff

In attendance: Ms M.Pavey (LTS, Arts Hub Manager), Mr N. Shed (Head of Timetabling) for Minute 67, Mr J. Tully (HUM, Senior Faculty Manager), Ms J. Wilkinson (HUM School Manager representative)

Apologies for absence: Dr F. Costa (IIH)

64. MINUTES

Confirmed:

Minutes of the meeting held on 15 February 2017.

65. Statements from the Chair

Received

An oral report from the Chair on the following

1. thanks to colleagues for the 100% compliance from HUM with the 2015/16 undergraduate and taught postgraduate annual module and course update (QAR) process;
2. Teaching Directors are asked to ensure that colleagues in their School submit module reading lists to the Library to comply with the LTC mandate on this. Consideration is being given to finding a HUM resource to employ someone to work with academic colleagues in HUM on the provision of reading lists to the Library;
3. there will be a two day writing workshop on 15 and 16 May for HUM staff who want to submit HEA fellowship applications. Twelve places are available;
4. the Academic Director of Learning and Teaching Enhancement (ADLTE), Mrs Helena Gillespie has asked for information about any PAL schemes in the Faculty

RESOLVED

- 1) Teaching Directors to action 2. above;
- 2) Teaching Directors to advise the Chair of any PAL scheme currently operating.

66. Report from the Union of UEA UEA|SU

Received

an oral report from the uea|su Education Officers.

- 66.1 An event is being run by uea|su for taught postgraduate students to develop their research skills before beginning work on dissertations. PhD students have volunteered to do face to face sessions for pgt students on various aspects of research.

- 66.2 At the next LTQC meeting the uea|su Undergraduate Education Officer will present proposed changes to the Student Representation Code of Practice. uea|su will move to two course representative recruitment rounds; firstly in April and May and also in September and October if there are still unfilled places. This means that there will be trained student representatives from the start of the academic year. A proposal to change the representative student ratio to 1:50 or 60 students will be made.

Resolved

any resources Schools might have to contribute to the event outlined in 66.1 above should be forwarded to the uea|su Postgraduate Education Office, Madeleine Colledge.

67. **Timetabling**

Received

An oral report from Mr Nigel Shed, the Head of Timetabling on the changes to the timetabling set-up and rooming process for 2017/8.

- 67.1 For the 2017/18 timetabling process a specialist LTS timetabling team is being set up to create teaching patterns and events. Part of the rationale for this is that eVision is slower than SITS when setting up the teaching patterns. The team will be trained in SITS and will set up the timetables for their Hub. This should help to enhance the quality of timetabling data and should be a quicker process.
- 67.2 The Arts Hub timetablers are Jess Kerry and Jane Setford. The work starts in early April and will finish at the end of May. To room all events takes 5 to 6 weeks when LTS colleagues will then schedule events and get timetables for continuing students published by 11 August.
- 67.3 Mr Shed stressed to the Committee that the more accurate the room requests are the less chance there should be of the need to move out of slot to have a room. There will be a review of how this has gone to see if it makes the timetabling process more efficient and streamlined.

Resolved

- 1) Teaching Directors will highlight to academic colleagues in their School the importance of meeting the LTS deadlines for timetabling and providing accurate information.

- 2) The HUM LTQC Secretary will ascertain from School Managers when School teaching allocations will be agreed to ensure there is a workable deadline for LTS to receive and work on the allocations.

68. **I ♥ Arts and Humanities**

Received

An oral report from the Senior Faculty Manager on developments including:

1. Joint Honours – a student focus group is being established and will meet on 18 May 2017. There will be students and a key academic from each School on the group. There will also be an LTS representative.
2. Pre Arrival Communication strategy with Students – HUM will liaise with ARM to link up with the pre-arrival information ARM sends to new students. This can be bespoke to the School or joint honours level students. It will include a link to the HUM Transitions Blackboard site and pre-arrival registration task. This will be a substitute for the hard copy brochure produced last year.
3. Work has been undertaken on developing a planning tool that maps the student journey and allows for a series of interventions at key times in this journey.
4. HUM is working in partnership with uea|su on the Opportunities Fair and the buddy scheme, building on the positive feedback from last year's activities.

Resolved

an overview of 3. above will be presented to the next HUM LTQC.

69. Feedback and Assessment Project

Received

An oral report from the Chair who explained that he had met with Nick Garforth who is co-running the project with him. They have collated data from a variety of sources and the next stage will be consultation with Schools possibly as part of their planned teaching away day. The Chair will circulate a series of questions to be discussed at this event together with relevant data. The findings and good practice from this work will then be shared across the Faculty.

Resolved

Teaching Directors to ensure that the questions are considered at the most appropriate event in their School.

70. UEA Review of Study Abroad - Quality Assurance Issues

Considered

School responses to the review of Study Abroad Quality Assurance Issues:

- 70.1 Members were advised that as part of a University Review of Study Abroad, LTQCs were asked to consider regulations relating to UEA students studying abroad and Visiting students coming to UEA.
- 70.2 The Committee agreed that the current requirement for students on a course with a year abroad to obtain an aggregate mark of 55% was appropriate and believed that this should be consistent across the university.
- 70.3 Members also agreed that HUM students who failed their year abroad should be reassessed in order to ensure that the learning outcomes of the year are met. As part of these discussions it was agreed that if students on their year abroad were failing to engage they should be treated in the same way as a student at UEA in terms of

offering pastoral support where appropriate or involving General Regulation 13, relating to engagement and attendance.

- 70.4 Not all members were clear about how a failed semester abroad is reassessed but agreed that it should take place at the institution in which students took the semester abroad. They also supported the view that visiting students, apart from those from Dickinson colleague for whom there was a special arrangement, should undertake a full workload of 60 credits per semester.

71. **UEA Review of the Peer Observation Policy**

Considered

School responses to the review of the Peer Observation Policy.

- 71.1 The Chair reported that he has fed back comments already received to the ADLTE. The PPL Teaching Director reported that PPL students did not like the proposal in the Learning Walk documentation that they be part of the team that assesses teaching at the same time as being a learner. This point was also made by Miss Summerfield, HUM student convenor.
- 71.2 There were queries about how something that operates in schools could be adapted to work in HE. It was noted that aspects of it could be used in specific circumstances but not as a general mechanism for peer observation. It was also noted that for PhD students who teach there are many ways of peer assessing and in some places it does not happen at all. Administrative support, which members felt is currently lacking, was deemed to be a very important part of any Peer Observation process.
- 71.3 Examples of effective practice discussed by the Committee included being observed by a colleague from outside the Faculty who focussed on teaching methods rather than subject content and also pairing new and more experienced academic colleagues. In addition, HIS lunch time sessions for academic staff and Associate Tutors to share teaching practices, including how they use technology in teaching, was also agreed to be good practice.

Resolved

- 1) any thoughts on how the process could be more discursive should be sent to the Chair;
- 2) the Chair will ascertain why ATS1 staff are not subject to Peer Observation.

72. **Extenuating Circumstances Policy Revisions**

Considered

Proposed revisions to the Extenuating Circumstances Policy including revisions to the self-certification process. These were noted. There were concerns that there had not been time for Schools to consult on the proposals.

Resolved

Teaching Directors to advise Ms Pavey of any feedback from Schools before 29 March 2017.

73. **PGT**

Received

An oral report from the Chair on the PGT Consolidation project

1. PGT Representation – how is PGT represented
2. PTES Reports – how to ensure compliance

73.1 The Chair reported that at Faculty Executive it had been agreed that Schools need to look at what was offered at PGT and consider the possibility of consolidation to become more efficient. Schools were also being asked to think creatively and consider working within and across Schools. They were also being asked to cut the number of modules being offered in half as the Faculty currently had 76 modules running with enrolment numbers of fewer than 11.

73.2 The Undergraduate Education Officer asked if an equality assessment was undertaken before modules were cancelled as the modules with low enrolments were often specialist modules. The Chair explained that equality and diversity was not currently one of the criteria used when deciding if modules should run.

73.3 The Chair noted that the headlines from the PTES reports were that Schools need to improve student participation as response rates were still very small. The reports also indicated that there was a need to provide better dissertation training to students. The Chair noted that in AMA a Blackboard resource is currently being developed to support this for both undergraduate and postgraduate students.

Resolved

- 1) Teaching Directors to ensure that PGT matters discussed at LTQC are communicated to PGT Directors.
- 2) Teaching Directors to consider how to encourage fuller participation in the PTES survey
- 3) Postgraduate Education Officer to liaise with students and provide feedback on what dissertation support would be most helpful to them.

74. **Course Approvals, Course Title Changes and Course Closures in HUM, 2016/7. Held in folder C1 within meeting papers for this meeting on Blackboard**

Considered

Course Closure History of Art Erasmus programmes

Resolved

to close these programmes.

75. **Undergraduate and Postgraduate External Examiner Reports and School Responses**

Noted

Undergraduate and Postgraduate External Examiner reports and School responses approved by the scrutineer panel:

UG

LDC

Power, Meech and Perry

HIS

Packer and Small

PGT

HIS

Hughes

C8. **I ♥ Arts and Humanities**

Noted

Minutes from the I ♥ Arts and Humanities meeting on 23rd February.