LEARNING AND TEACHING COMMITTEE

University of East Anglia

There will be a meeting of the Learning and Teaching Committee at 2pm on Wednesday 21 June 2017, in Committee Room 2, the Council House.

Refreshments will be available outside the room from 1.50 pm.

Michele Pavey
Learning & Teaching Manager
14 June 2017

AGENDA

1. BUSINESS OF THE AGENDA

   Items in Section A are for discussion and action by the Committee. Items in Section B contain routine recommendations which will be deemed to have been approved at the meeting unless members of the Committee ask for them to be discussed. Items in Section C are for information only. Any member of the Committee may ask for an item from Section B or Section C to be moved to Section A by contacting the Secretary before 5pm on Monday 19 June. Reserved items appear in Section D.

   These Items can be found on the Committee's Blackboard site.

   - Go to the UEA Portal site (https://portal.uea.ac.uk/) and log in
   - Click on the Blackboard tab
   - Then find the Learning and Teaching Committee Blackboard site listed under My Organisations and look at the Meeting Papers folder for the relevant meeting.

   The open items can also be found online at the Committee Office website at (https://portal.uea.ac.uk/committee-office/uea-committees-and-boards/learning-and-teaching-committee/learning-and-teaching-committee-2016-2017)

2. MINUTES

   To confirm
   	the Minutes of the meeting held on 10 May 2017 (Enclosed)

3. STATEMENTS BY THE CHAIR

   (1)	TEF outcome
   (2)	Future of the Taught Programmes Policy Group

4. CONFIRMATION OF CHAIR'S ACTION

   To report
   	confirmation of Chair's action

   - Approval of Terms of Reference for the Widening Participation Committee LTC16D124 (Divider B)

LTC16A006

SECTION A: ITEMS FOR DISCUSSION AND ACTION

Please look under 1. Business of the Agenda for details of how to view these documents.

A1. UPDATE ON SCHOOL RESPONSES TO RECOMMENDATIONS ARISING FROM SCHOOL TEF PREPAREDNESS DAYS

>To consider
>>an update on School responses to recommendations arising from TEF Preparedness Days LTC16D125 (Divider C)

A2. EMPLOYABILITY: ISSUES ARISING FROM TEF PREPAREDNESS DAYS

>To consider
>>a report from the Joint Head of Careers on employability issues arising from the School TEF Preparedness Days. LTC16D126 (Divider D)

A3. UNIVERSITY MENTAL HEALTH AND WELLBEING POLICY FOR STUDENTS, STRATEGY AND OPERATIONAL PLAN OF WORK

>To consider
>>the following recommendations:

>>(1) to endorse the vision and values expressed in the Policy; the Strategic Plan for delivery of the vision outlined in the Policy and the Operational Plan that sets out specific actions to be undertaken

>>(2) in order that the Policy can be fully implemented, to endorse the three key recommendations that the University:

>>>i. takes immediate steps to start to improve University-wide support for student mental health and measure outcomes;

>>>ii. ensures new University governance for student mental health and wellbeing;

>>>iii. develops further closer links with Norfolk & Suffolk NHS Trust and other statutory providers to support UEA students more effectively

>>LTC16D127 (Divider E)

A4. LTC REVIEW OF MARKING CRITERIA

>To consider
>>the following recommendations arising from the LTC review of Marking Criteria:

>>(1) that the Senate Marking Scales be retained in their current form;
>>(2) that the University's guidance document on the Senate Marking Scales be updated to provide appropriate advice on supporting student understanding of academic judgements.

>>LTC16D128 (Divider F)

A5.   REVIEW OF THE SUBMISSION OF WORK FOR ASSESSMENT POLICY

To consider
the following recommendations arising from a review of the Submission of Work for Assessment Policy:

(1)   *changes to penalties for numerically marked work:* the penalties applied to both word count and late submission to be changed to percentage deduction rather than a straight deduction of marks. The rationale for this is that this would seem fairer to students, as the current policy disproportionally penalises at the lower end – e.g. a 10% penalty would take a 50% mark down to 45% (rather than 40% if deduct 10 marks) and an 80% mark down to 72% (rather than 70% if deduct 10 marks).

(2)   *include statements outlining the consequences of submitting the incorrect file type for electronic submission.* an increasing number of students are submitting incorrect file types which cannot then be opened (Blackboard) or printed (eVision). Proposed wording added to the policy states that incorrect files will not be marked and a zero mark will be applied. The online guidance and supporting documentation for students will be amended to reinforce the importance of checking both the file type and the quality of the submission;

(3)   *specifying a 30-working day turnaround time for dissertations, projects, portfoilios etc.*
In most Schools, there has been a long-standing informal understanding that such work will be returned within 30-working days, although that has not been universally applied.
The working group believe that the target is achievable and therefore recommends that the wording is amended to introduce the 30-working day turnaround for the assessment types listed above.

LTC16D129 (Divider G)

*A6.   COURSEWORK TURNAROUND DATA

To consider
a confidential report on coursework turnaround times in 2016/17. LTC16D*** (Divider *) and to consider the following:

(1)   whether any additional action is required at this stage;

(2)   whether any issues should be referred to the Project Board to consider;

(3)   to endorse the proposal that the Coursework Turnaround and Enhancement Report in the format presented to LTC should be a standing item for each LTC meeting in 2017/18

LTC16D130 (Divider H)

A7.   LTC REVIEW OF ACADEMIC APPEALS AND COMPLAINTS

To consider
the following recommendations arising from the LTC review of the Academic Appeals and Complaints policy in (1) to (10) below and give guidance on the PGR changes proposed in (11) and (12):

(1) address where UEA regulations do not reflect the OIA principles explicitly;
  a) providing evidence of where learning from appeals and complaints has been applied to enhance the student experience.
  b) ensuring information and guidance is clear and easy to find/understand;

(2) review the wording within the regulations to clarify areas identified as unclear or contradictory, paying particular attention to section 4 'The Nature of the Appeal/Complaint';

(3) amend the regulations to ensure they match corresponding policy documents for Moderation and Double-marked work, Plagiarism and Collusion and instructions to students for submitting extenuating circumstances evidence;

(4) consider working with the Student Union Advice Centre so that their guidance document for students is the main source of assistance online for students;

(5) consider how consistency across Extenuating Circumstances Panels and Faculty Appeals and Complaints Panel may be achieved. A work group to review;

(6) learn from past precedent and resolve cases at ECP level or earlier for given circumstances where possible. For example, where a student's work was submitted prior to the 3pm deadline but did not complete uploading until after 3.01pm, therefore resulting in a 'late submission'. This is outside of the students control and should not require an extension request or appeal to be raised. CIS development work may be required to help display the appropriate information within the current report;

(7) ensure that the University training for FACP members is held, where possible, outside of the teaching semester. Training to be run twice, in order for all to attend;

(8) update terminology as follows:
a. Institute of Food Research to Quadram Institute Bioscience;
b. consistency of capitalization: e.g. "student" versus "Student", "appeal" versus "Appeal";
c. consistency of section references: e.g. in 6.1, 4.1-4.3 instead of 4.i-4.iii;
d. consistency of grammar: e.g. "Regulations are" not "Regulations is";

(9) add references which direct PGR readers to PGR guidance and forms at https://portal.uea.ac.uk/postgraduate-research/appeals-complaints as well as LTS guidance and forms;

(10) future-proof the Regulations against the introduction of new professional doctorates (e.g. by replacing "and for the taught elements of the professional doctorates (ClinPsyD and EdD)" in Section 3;

(11) extend the length of time for PGR deadlines as follows: a. Section 6.4: replace 5 working days by 10 working days for Stage 1 PGR appeals/complaints: this allows additional time to arrange a PGR FACP since these are arranged on an as-needed basis rather than being given pre-set dates;

(12)   In Section 6.1: replace 20 working days by 30 working days for Stage 1 PGR appeals/complaints: this allows additional time for the scheduling of a PGR FACP since these are arranged on an as-needed basis rather than being given pre-set dates.

LTC16D131 (Divider I)

A8.   PROPOSED AMENDMENTS TO THE REGULATIONS REGARDING NON-ACADEMIC COMPLAINTS

To consider
a proposed revision to the regulations pertaining to Non-Academic Complaints that introduces a panel based approach so as to align more effectively with the successful model of Academic Complaint consideration. LTC16D132 (Divider J)

A9.   AMENDMENTS TO THE FITNESS TO STUDY REGULATIONS

To consider
a proposed revision to the regulations pertaining to Fitness to Study that removes the disciplinary aspect of the final stage and thereby incorporates the need for matters of fitness to be dealt with in a manner that does not imply culpability on the part of the student. LTC16D133 (Divider K)

A10.   NEW AWARDS AND NEW COURSE PROPOSALS

To consider
the granting approval of:

i.   Professional Doctorate in Health and Social Care – LTC16D134 (Divider L)

ii.   Doctorate in Educational Psychology – LTC16D135 (Divider M)

Members are advised that at its meeting on 7 June 2017 Senate agreed two new doctoral-level awards and associated exit awards
a) Professional Doctorate (ProfD) in Health and Social Care
b)   Doctorate in Educational Psychology (EdPsyD)

iii.   MA/MSc Education Leadership and Management – LTC16D136 (Divider N)

A11.   DO SOMETHING DIFFERENT WEEK

To consider
oral reports from the Associate Deans (L&T) on the feasibility of taught postgraduate students being able to participate in DSDW.

SECTION B:

ITEMS WHICH CONTAIN RECOMMENDATIONS BUT WHERE NO DEBATE IS ANTICIPATED

Please look under 1. Business of the Agenda for details of how to view these documents.

LTC16A006

B1. PROPOSED AMENDMENTS TO THE 2017/18 BACHELORS, INTEGRATED MASTERS AND CERTIFICATE REGULATIONS BIM)

To consider
proposed amendments to the BIM regulations from 2017/18. The substantive amendments are outlined below:

(1)   3.3, 11.3, 12.4, 15.3.1, 15.4.3, 16.1.1, 16.1.2   Introduction of Compensation;

(2)   5.1 Introduction of an expectation of studying 60 credits in each semester, with a maximum of 70 credits in any one semester;

(3)   9.1 Module Boards will normally be held immediately prior to the Stage or Final Board;

(4)   Reorganisation of Section 12 paragraphs;
(5)   12.10 and 13. 6 Introduction of reassessment requirements for failure of a Semester Abroad;

(6)   15.4.1 Extension of Provisional Progression to include Stage 2;

(7)   15.5 Removal of 'subject to the agreement of the Course Director' for Integrated Masters students who are transferred to a suitable Bachelors course.

LTC16D136a

B2.   LTC REVIEW OF THE AWARD OF GRADUATE DIPLOMA

To consider
the following recommendations arising from of the LTC review of the award of Graduate Diploma

(1)   that the amendments to the standard Graduate Diploma Regulations set out in the document presented to the Committee are approved for new students in 2017/8; the main changes are:
  i.   to remove courses no longer on offer
  ii.   to reference the current Extenuating Circumstances regulations to clarify that Grad Dip students would be considered by an EC Panel it the same way as any other taught student
  iii.   to accommodate compensation where this is available
  iv.   to remove the additional paragraphs about part-time AMA students as this is accommodated elsewhere.

(2)   that ARM Executive is asked to review the provision of standard Graduate Diplomas in the light of the very low enrolments.

LTC16D137

B3   NEW PARTNERSHIP PROPOSAL- SOUTH ESSEX COLLEGE

To approve
in principle that South Essex College be considered as a new institutional partner, subject to the standard due diligence process and an Institutional Approval event. LTC16D138

B4.   ANNUAL REPORT FROM INFORMATION SERVICES DIRECTORATE EDUCATION BOARD

To consider
        the annual report from the ISD Education Board. LTC16D139

B5.   EVALUATION OF THE 2017 LEARNING AND TEACHING DAY

To consider
        an evaluation of the 2017 Learning and Teaching Day held on 18 May 2017 including participant evaluations and report observations. LTC16D140

B6.   SCI FIVE YEARLY COURSE REVIEW SUMMARY (CR3): UNDERGRADUATE COURSES IN ECOLOGY 2015/16

To consider
        issues identified for University consideration arising from the 5 yearly review of undergraduate courses in Ecology. LTC16D141

B7.   STUDENT REPRESENTATION CODE OF PRACTICE

To consider
        recommendations arising from a review of the Student Representation Code of Practice, noting that Appendix 9,4 relating to Graduate Student Staff Forums has still to be considered and approved by the PGR Executive.

(1)   approve the revised changes to the Student Representation Code of Practice;

(2)   approve an agreement to work to deliver the Action Plan of this document which shows foundations to improve the system and develop aspects such as training and individual feedback which will develop and strengthen Student Representation at UEA;

(3)   provide the resources required to deliver key actions such as online training and the blackboard "find my rep" area;

(4)   provide 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;

(5)   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 **S**tudent Representation as a standing agenda item at all FLTQCs and at LTC**;**

(6)   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;

(7)   communication and easy access to information is key to ensure SSLC's and student representation function effectively. The previous Code of Practice 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;

(8) the Code of Practice document should be available and promoted to *all* members of UEA staff, not just Student Partnership Officers;

(9) 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.

LTC16D142

B8. PROPOSED PGR AMENDMENTS TO THE PLAGIARIM AND COLLUSION POLICY

To consider
the proposed PGR amendments to the Plagiarism and Collusion policy as outlined below:

(1) insert new paragraph 5.3 (the numbering is currently incorrect so there is no existing paragraph 5.3) to state:

5.3 University approved text matching software may not be used for the purposes of screening any parts of the dissertation or research work of postgraduate research students except where this is explicitly approved via a concession request submitted via the Postgraduate Research Service to the Academic Director of Research Degree Programmes, for example in certain cases of alleged misconduct in research.

(2) replace "Postgraduate Research Office" with "Postgraduate Research Service".

(3) clarify (Sections 2, 4) that matters of plagiarism and/or collusion relating to the research work of a postgraduate research degree candidate or graduate will be handled under Research Degree Policy Document 5: Procedures for Dealing with Allegations of Misconduct in Research against Student

LTC16D143

B9. PROPOSED REVISIONS TO THE INSTRUCTIONS TO EXAMINERS FOR RESEARCH DEGREES 2017-18

To consider
(1) Proposed revised Instructions to Examiners for 2017-18;

(2) Associated changes to the Regulations to reflect changes to the recommendations open to examiners:
   i. the reduction of the options for thesis correction on the ClinPsyD from three (6 weeks, 3 months and 6 months) to two (6 weeks and 3 months);
   ii. Removal of the option to recommend corrections of a presentational nature, within one week from the MD by Research; this is covered by the correction of minor typographical errors permitted by 'pass no corrections';
   iii. Removal of the option of recommending a second oral examination for the MD by Research and MD by Publication, in line with the Regulations for the other research degrees. If deemed necessary by the examiners this could be sought via a concession.

LTC16D144

SECTION C: ITEMS FOR REPORT

Please look under 1. Business of the Agenda for details of how to view these documents.

C1.   PARTNERSHIPS

To receive
a report from the Partnerships Office. LTC16D145

C2.   POSTGRADUATE RESEARCH EXECUTIVE

To receive
(1)   a report on the latest activities of the Postgraduate Research Executive
(2)   an update on the University's compliance with Chapter B11, Research Degrees, of the QAA Quality Code.

LTC16D146

*C3.   UPDATE ON PEER ASSISTED LEARNING

To receive
a confidential update on Peer Assisted Learning. LTC16D147

C4.   ANNUAL REPORT ON STUDY AND WORK ABROAD 2016/17

To receive
a report from   the Head of International Programmes and Study Abroad LTC16D148

C5.   OFFICE OF THE INDEPENDENT ADJUDICATOR ANNUAL STATEMENT 2016

To receive
the 2016 annual statement from the OIA. LTC16D149

C6.   NEW COURSE PROPOSALS AND COURSE CLOSURES

To receive
a report on minor (low risk) course changes for the following courses:
  i.   MA Development Practice
  ii.   M Pharm Pharmacy
  iii.   M Pharm Pharmacy with Placement
  iv.   Pharmacy with a Foundation Year

LTC16D150

a report on course closures for the following courses:
  i.   PGCert Cognitive Behavioural Therapy Skills
  ii.   PGCert Person Centred Counselling Skills
  iii.   PGCert Focusing-Oriented Psychotherapy
  iv.   PGDip in Counselling
  v.   MA in Counselling (FT and PT by October 2018)

LTC16D151

C7.   <u>FACULTY LEARNING, TEACHING AND QUALITY COMMITTEES</u>

To receive
minutes of the meeting of the Faculty Learning, Teaching and Quality
Committees
   i.   SCI LTQC meetings held on 15 February 2017 and 3 May 2017.
         LTC16D152
   ii.   FMH LTQC meeting held on 19 April 2017. LTC16D153

C8.   <u>REPORT FROM THE STUDENT EXPERIENCE COMMITTEE</u>

To receive
a report from the Student Experience Committee. LTC16D154

C9.   <u>LTC DATES 2017/18</u>

To receive
dates of LTC meetings in 2017/18. All meetings start at 14:00 and take place in
Committee Room 2 in the Council House

   - 18 October 2017
   - 29 November 2017
   - 24 January 2018
   - 14 March 2018
   - 9 May 2018
   - 20 June 2018

SECTION D: RESERVED AGENDA

Please look under 1. Business of the Agenda for details of how to view these documents.

No items have been received