

LTC17D008

**Title:** New Technology Enhanced Learning Committee  
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**Date:** September 2017  
**Circulation:** LTC 18 October 2017  
**Agenda:** LTC17A001  
**Version:** Draft  
**Status:** Open

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### Issue

A need has been identified to improve the governance around online learning and to provide better infrastructure around the changing requirements of technology enhanced learning. The paper proposes the formation of a new subcommittee of Learning and Teaching Committee, called Technology Enhanced Learning Committee (TEL) to replace two existing bodies, ISD Education Board (ISD EB) and the Online Working Group (OWG).

### Recommendation

Recipients are invited:

To note the work undertaken to date by the Online Learning Working Group.

To recommend

- a) the establishment of a new a new Technology Enhanced Learning Committee (TEL) as a sub-committee of the Learning and Teaching Committee (LTC)
- b) that the Online Learning Working group is disbanded and that oversight of this aspect of the University's activities is taken on by the new TEL.
- c) that ISD Education Board is disbanded and replaced by TEL which will provide reports on a regular basis to ISSC
- d) that these arrangements be put in place for two academic years 2017/18 and 2018/19 with a review taking place in 2018/19

### Resource Implications

There are no direct financial implications in the creation of a new committee that combines and replaces the Online Learning Working group and the ISD Education Board and indeed there may be a saving in staff time in that the themes of work of the two groups are increasingly overlapping and so can be undertaken more efficiently by one group.

Currently ISD EB meets 3 times and year and the Online working group has been meeting every two months (in effect 5 times a year). The OWG has principally been focussed on UEA's free MOOC courses provided through FutureLearn, plus other related online matters. The proposal is for the new TEL to meet before each LTC which would result in a net reduction from 8 meetings a year to 6.

At present ISD EB is supported by CTEL and OWG is a relatively informal group supported by the LTS office. As a formal sub-committee of LTC, there would be a requirement for the new TEL committee to be supported by FPG Committee Office with the secretarial role filled most appropriately by a senior member of LTS staff. However this is a reduction in administrative burden overall with only one committee and fewer meetings in total.

### Risk Implications

The proposed change will have no material impact on the overall level of risk facing the University.

## Equality and Diversity

The proposal has no impact on groups with protected characteristics. The necessity for a dedicated working group has come to an end and the work can be taken on by a formal University Committee, which has an approved membership including student representation.

## Timing of decisions

A decision made on 19<sup>th</sup> September will enable an immediate winding up of the Online learning Working group.

## Further Information

For further information on the Online Learning Working group please contact:  
Dr Andrea Blanchflower [a.blanchflower@uea.ac.uk](mailto:a.blanchflower@uea.ac.uk), x2618) or Helena Gillespie, Academic Director for Widening Participation [h.gillespie@uea.ac.uk](mailto:h.gillespie@uea.ac.uk), x 2974).

For further information about the ISD Education Board please contact Andy Mee ([a.mee@uea.ac.uk](mailto:a.mee@uea.ac.uk), x1541) or Helena Gillespie, Academic Director for Widening Participation [h.gillespie@uea.ac.uk](mailto:h.gillespie@uea.ac.uk), x 2974)

## Background

### 1. UEA Plan 2016-2020

The UEA Plan 2016-2020 has the following relevant objectives

#### **Objective 1 – Investing in our campus**

- 1.1 A central pillar of the 2016–20 Plan will be the redevelopment of, and investment in, the campus to spearhead our commitment to modern and technologically enhanced teaching and state-of-the-art research and postgraduate research facilities. All campus development will be executed in a manner that recognises the imperative necessity for maintaining a strong student and staff experience during the construction work.

#### **Objective 5 – Investing in our technology-enhanced learning capacity**

- 5.1 We will develop a campus that supports technology-enhanced learning at all levels of the university, from courses that are wholly online to active learning classrooms with digital educational resources embedded in the curricula.
- 5.2 We will continue to expand the range of online provision across all faculties and encourage the integration of online or blended modules across all our taught programmes, with online resources available to support all modules.
- 5.3 Initial investment will be required to develop our online courses, but we will aim to deliver a positive revenue stream for these that will feed into the 2021–25 Plan.

### 2. The On-line Working Group

The On-line Working Group was established in 2013 at a point in time when the University had no strategy in this area and there was a risk of developments leading to organisational complexity and inefficiency.

The working group determined that it should focus on

- a) credit bearing on-line modules and courses;
  - b) non-credit bearing modules and courses;
  - c) MOOCs;
- and would also consider:
- d) e-learning on traditional campus based courses;
  - e) the University's digital presence and footprint.

It had the following objectives

- 1) To develop a University strategy for on-line learning.
- 2) To support the development of an on-line module(s) and/or course(s) or CPD course(s) and establish some firm objectives for the number of courses and MOOCs the University should be offering in 2020. (*Noting that the current hotspots are health; creative writing; business, international development and computer sciences*).

- 3) To establish a process for the consideration and approval of
  - non credit bearing on-line courses
  - MOOCs.
- 4) To recommend revisions to the current new course approval form to facilitate use for on-line credit bearing courses.
- 5) To consider proposals for new credit bearing, non-credit bearing courses and modules and MOOCs and recommend and prioritise proposals that meet the University's on-line strategy.
- 6) To review the University quality assurance process to ensure they are appropriate and relevant for on-line courses.

#### Group membership

Chair – PVC Academic  
 Academic Director of Learning Enhancement  
 Academic Director of Taught Programmes  
 Academic Director of Admissions  
 Pedagogical Innovation Ambassador  
 Faculty representatives  
 Director of ARM,  
 Head of Strategic Marketing,  
 Head of Learning Technology  
 Director of Information Services  
 Director of Student and Academic Services

3. ISD Education Board  
 The membership and terms of reference of the ISD Education Board can be found in Appendix A.
4. Learning and Teaching Committee  
 The membership and terms of reference of the Learning and Teaching Committee can be found in Appendix B.

## **Discussion**

### **1. Online learning - progress made to date**

The main objectives of the working group have been achieved.

#### 1.1. Strategy

A University strategy for online learning and MOOCs has been developed and was approved by LTC in June 2015 and can be found on the portal via the following link:

<https://portal.uea.ac.uk/documents/6207125/8480269/online-learning-strategy.pdf/72183e10-9cdf-43e0-9f1b-4797917faf00>

#### 1.2. Development of online activity.

One of the objectives was to support the development of an on-line module(s) and/or course(s) or CPD course(s) and establish some firm objectives for the number of courses and MOOCs the University should be offering in 2020.

To date the focus has been on short courses and MOOCs. The Group developed some criteria to enable some control to be exercised in the development of online courses as available staff resource has been limited such that not every idea can be supported. This is on-going. Consideration now needs to be given to degree apprenticeships which will have a significant e-learning element.

The Group commissioned some consultancy work to determine which part of the online market UEA should focus on.

Income targets have been included in University plans but to date this has not cascaded to form Faculty and School targets.

1.3. Approval process

Approval processes and template forms have been developed and are in operation for

- MOOCs
- Online credit and/or award bearing UEA short courses – as a pre-approval stage prior to the normal approval mechanisms
- Online non-credit bearing UEA short courses

1.4. New course approval process

The new course approval process and accompanying forms have been re-designed in the last 12 months and will work for on-line award bearing courses.

1.5. Approval practice

Practice has evolved and a sub-group undertakes the scrutiny on behalf of the Working Group. It is proposed that these approval process continue with the approval process being delegated to the same sub-group from the new TEL committee.

1.6. Quality assurance.

A major review of internal quality assurance is underway with the work being undertaken by a working group established by LTC. This group will need to consider the appropriateness and relevance for online award bearing and credit bearing courses as well as non-credit bearing activities.

**2. Technology Enhanced Learning**

The role of technology in learning at UEA has grown from a niche area to an essential aspect of pedagogy over the last 10 years. During this time, most projects related to technology enhanced learning were discussed at ISD EB, reporting to ISSC. As a result projects were undertaken with technological considerations in the lead. Teaching enhanced learning is now so pervasive and vital to the pedagogical experience at UEA, we must reconsider this and the proposal is that such projects are run as learning and teaching projects. While effective technology will of course be vital to success, future projects should be led by pedagogical considerations and therefore the new committee should report to LTC. This will also enable decision making about technology enhanced learning to be situated in the context of other underpinning aspects of pedagogy, for example quality assurance and trenching and learning policy.

It is proposed that the course approval aspect of the OWG would be handled by a subgroup of the TEL, bringing it into line with the course approval work of the subgroup of LTC. Given that many important issues have in the past been discussed at both LTC and ISD EB, the proposal to bring the two bodies closer represents a positive step in recognition of the role of technology and a potential efficiency.

**3. New Technology Enhanced Learning Committee membership and terms of reference**

3.1. Proposed Membership

There is considerable overlap of membership between the Working Group and the ISD Education Board and also with the Learning and Teaching Committee.

The proposed membership is as follows:

PVC Academic (or nominee) – Chair  
Academic Director of Taught Programmes  
Academic Director of Admissions  
Academic Director of Post Graduate Research  
Academic Director of Widening Participation

Director of Student Services (or nominee)  
Director of Admissions, Recruitment and Marketing (or nominee)  
Director of Student and Academic Services (or nominee)  
Director of IT (or nominee)  
Library Director  
Head of Learning Technology  
2 representatives from each Faculty, one to be Associate Dean for Learning and Teaching –  
one a Teaching Director  
SU UG and PG Education Officers

Secretary: LTS representative

It is proposed that we retain the scrutiny group for reviewing new online modules, courses and MOOC proposals as follows:

- Academic Director for Widening Participation
- Head of Learning Technology
- Director of Admissions, Recruitment and Marketing

### 3.2. Proposed Terms of Reference

- 1) To develop and keep under review the University strategy for on-line learning.
- 2) To support the development of on-line module(s), course(s) an CPD course(s) and establish some firm objectives for the number of courses and MOOCs the University should be offering in 2020.
- 3) To consider proposals for new credit bearing, non-credit bearing courses and modules and MOOCs and recommend and prioritise proposals that meet the University's on-line strategy.
- 4) To review the University quality assurance process to ensure they are appropriate and relevant for on-line courses.
- 5) To advise on priorities and develop policy and monitor practice for technology enhanced learning including:
  - a) e-assessment
  - b) online examinations
  - c) the use of systems that support teaching, learning and induction, including Blackboard, eStream and Turnitin
  - d) reading lists and provision of digital resources including e-textbooks and policy on open educational resources
  - e) lecture capture - the recording of face to face teaching events
  - f) Learner Analytics
- 6) To provide regular reports to ISSC on priorities and policy development and act as the primary stakeholder forum for ISD Services that support Education and Engagement activities.

It is proposed that the new Technology Enhanced Learning Committee meets six times per year each meeting to take place at least 3 weeks before a meeting of LTC.

### **Attachments**

Appendix A – ISD Education Board membership and terms of reference

Appendix B – Learning and Teaching Committee membership and terms of reference

## ISD Education Board

### TERMS OF REFERENCE

1. To take a strategic overview of the development and operation of ISD Services that support Education and Engagement activity\*, identifying and agreeing Institutional priorities and strategic direction in order to inform the planning of an annual programme of work for ISD for approval by ISSC.
2. To oversee the development and operation of services required to support Education and Engagement activity, working closely and collaboratively with other committees and working groups as appropriate.
3. To review and comment on policy and procedures as appropriate.
4. To act as the primary stakeholder forum for ISD Services that support Education and Engagement activities.
5. To champion the development and implementation of ISD Services that support Education and Engagement activities in the wider University community.
6. To receive regular reports from the Director of Information Services on the development, implementation and operation of Services that support Education and Engagement activities.
7. To receive reports, as appropriate, from Directors of University Services, Heads of Central Divisions, ISSC, Learning and Teaching Committee or other ISD Boards.
8. To provide reports and recommendations to other University committees as appropriate; in particular ISSC, which has the overall strategic authority for ISD services.

\* Academic requirements of services that support the administration of education will be considered by this board, however consideration on prioritisation of work for administrative systems will reside with the Administrative Systems Board. In particular the allocation of resources for support and development of Blackboard falls within the ambit of the Administrative Systems Board, albeit decisions about how to develop Blackboard may well reside within the ambit of the Education Board.

### MEMBERSHIP

Board Role	Board Member
PVC (Academic) or nominee (Chair)	Academic Director of Widening Participation Helena Gillespie (nominated by Neil Ward)
Academic Director of Taught Programmes	Dr Clive Matthews
Director of Student Services or nominee	Head of the Learning Enhancement Team, Jeremy Schildt
Student Union UG and PG Education Officers	Madeleine Colledge and Mary Leishman
Director of Information Services	Iain Reeman
Library Director	Nicholas Lewis
Assistant Director Faculty IT Support	Mark Jones
Associate Dean Teaching and Learning (SSF) or nominee	Ratula Chakraborty
Associate Dean Teaching and	Emma Sutton

Learning (FMH) or nominee	
Associate Dean Teaching and Learning (HUM) or nominee	Professor Nick Selby
Associate Dean Teaching and Learning (SCI) or nominee	Professor Simon Lancaster
Director of Student and Academic Services or nominee	Head of LTS, Caroline Sauverin
Head of Learning Technology	Alicia McConnell
<b>In attendance</b>	
Two representatives of the Learning Technology team as required (one as Secretary)	Andy Mee (Secretary)
Interested Parties	Christine Raschka
Head of Resources (Library)	Edmund Chamberlain

### **FREQUENCY OF MEETINGS**

The Board will meet 3 times a year and more frequently if there is a specific need. Minutes from each meeting will be reported to ISSC.

## Appendix B

### **Learning and Teaching Committee membership and terms of reference**

Pro-Vice-Chancellor (Academic) (Chair) - Professor Neil Ward (2018)  
Academic Director of Taught Programmes - Dr Clive Matthews  
Academic Director of Learning and Teaching Enhancement - Mrs Helena Gillespie  
Academic Director of Postgraduate Research Degree Programmes - Dr Nick Watmough  
Academic Director of Partnerships - Professor Ian Dewing  
Head of Staff Development - Ms Amanda Giles  
Directors of University Services - Ms Andrea Blanchflower (LTS) and Ms Helen Lewis (RID)  
Director of Information Services - To be appointed  
Director of Library Services - Mr Nick Lewis  
Director of Student Services - Dr Jon Sharp  
Chair (Associate Dean) of the LTQ of each Faculty - Professor Nick Selby (HUM), Ms Ratula Chakraborty (SSF), Dr Ben Milner (SCI) & Mrs Emma Sutton (FMH)  
City College Norwich Representative - Mr Jerry White  
The Undergraduate Education Officer of the Union of Students - Ms Mary Leishman (2018)  
The Postgraduate Education Officer of the Union of Students - Ms Maddie Colledge (2018)  
The Welfare, Community and Diversity Officer - Ms India Edwards (2018)  
Secretary - Ms Michele Pavey, Learning and Teaching Manager

### **Terms of Reference**

- 1) To define with the approval of the Senate, implement and review the University's strategies for learning and teaching, in line with the University's corporate strategy and taking into account Faculty and School strategic aims;
- 2) To develop policies, regulatory frameworks and Codes of Practice that secure the standards of the University's awards, assure the quality of the student experience and encourage innovation in learning and teaching;
- 3) To ensure compliance with those policies, regulatory frameworks and Codes of Practice through Learning and Teaching governance arrangements which comply with the University's Statutes;
- 4) To monitor the impact of those policies, regulatory frameworks and Codes of Practice on academic standards and the student experience including equality of opportunity, and to ensure that remedial action is taken where the outcomes do not meet University's requirements or those of external regulatory bodies (including those relating to disability and physical access to buildings);
- 5) To appoint examiners, on behalf of the Senate, for all taught and research programmes, on the recommendation of the responsible officer or body of the School;
- 6) In accordance with the above terms of reference, to consider matters brought forward for its attention by the Senate, the Academic Director of Taught Programmes and Academic Director of Research Programmes and the subcommittees of the Learning and Teaching Committee and to delegate matters appropriately for action;
- 7) To liaise with other agencies within the University on matters of mutual concern including matters of resource allocation as it affects the delivery of learning and teaching;
- 8) To consider and report annually to Senate upon:
  - (a) the maintenance of academic standards based on the outcomes of the University's external examiner reporting system
  - and
  - (b) matters concerning the equality of opportunity of students.

Senate 24.6.98 :Minute 40  
Senate 23.6.99 :Minute 39(1)  
Senate 25.6.2003 :Minute 49  
Senate 2.3.05 : Minute 17