

LTC17D096

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Issue

Faculty of Arts and Humanities minutes of LTQC meetings from 8th November 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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Background

Please find attached the confirmed minutes of the HUM LTQC meeting held on the 8th November 2017

Discussion

None

Attachments

Minutes

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

Learning, Teaching and Quality Committee

Minutes of the meeting of the HUM Learning, Teaching and Quality Committee held on 8th November 2017

Present: Professor N. Selby (Chair), Dr M. Gough (PPL), Dr H. Emmett (AMA), Dr T. Karshan (LDC),

Secretary: Miss D. Goff

In attendance: Ms M. Pavey (LTS, Arts Hub Manager), Mr J. Tully (HUM, Senior Faculty Manager), Ms S. Harvey (uea|su representative)

Apologies for absence: Dr F. Costa (HUM), Ms J. Wilkinson (HUM School Manager Representative), Ms M. Leishman (Undergraduate Education Officer, uea|su), Ms M. Colledge (Postgraduate Education Officer uea|su)

26. MINUTES

Confirmed: Minutes of the meeting held on 4 October 2017 subject to the following amendments:

- Clarification of action points in Minute 20.
- Rayna Denison will be the Faculty's representative for the Student Experience Committee

26.1 Discussion was held over Minute 24.3 as it was unclear what action should have been taken by the Chair following the meeting. Dr Emmett thought the action had related to ensuring that we continued providing students optionality on their profiles and modules listed are ones they can actually take. Mr Tully added that he felt that student dissatisfaction is almost built in to module enrolment choice because modules are going to be under or oversubscribed and students are therefore not able to take the modules that they want do. He queried whether Schools' undertake any analysis on student enrolment data and whether there was a way to restrict choice to certain modules. He added that we can help ourselves by analysing historic data and removing modules where we are creating difficulty and adding additional resource to modules which are popular.

26.2 The Chair thought this was something that already happened but not necessarily on a formal basis. Ms Pavey added that the HUB had previously asked Schools if we could add a notice for students in all descriptions where we know they are likely to be oversubscribed. Dr Karshan said he would be happy for this to happen for LDC and Dr Emmett said they had already done this at PGT for AMA and this year there had only been one complaint. Ms Harvey agreed that it would be good practise for expectations to be set for students.

Resolved

- 1) The Chair to undertake actions from Minute 22 relating to NSS feedback
- 2) Ms Pavey to contact Dr Karshan to confirm that for the 2018/9 enrolment process LDC would like a note added to popular modules to alert students that these are likely to be oversubscribed.

27. Statements from the Chair

Received:

An oral report from the Chair on the following:

1. UEA one of only a few institutions to be in both strands of the TEF pilot. The Faculty has a representative, Dr Matthias Neumann who is working with Mr Garrick Fincham from the Business Intelligence Unit (BIU) and the Chair.
2. The Faculty's representatives on the Lecture Capture Working Group are Mr Stephen Bennett (HUM) and Dr Nadine Zubair (PPL).
3. Prof Neil Ward, working in consultation with the Student Union, is proposing a way of wrapping together TEF and SES into a Teaching Excellence plan for each School. Schools will be asked to compile a 6-8 page planning document commenting on 23 areas. The Chair confirmed that Heads of School were already of this requirement which would be consolidating existing work. He also advised that admin support should be provided in support of this exercise and Heads of Schools would be able to provide additional information.
4. The University is advertising four Widening Participation (WP) fellowships and colleagues are being invited to submit applications for these. These fellowships are in support of small scale projects where colleagues could work in collaboration with the WP team.

Resolved

1. Teaching Directors to liaise with Dr Neumann regarding the TEF Pilot.
2. The Chair - to circulate the TEF Learning and Teaching Enhancement Plan document
3. The Chair to circulate details of the Widening Participation Fellowships

28. Adviser Training

Received:

An oral report from the Chair regarding training for Advisers

- 28.1 Following a meeting with AD's and LTS all AD's were asked to raise the issue of Adviser training at their LTQCs specifically in regards to the following:

- The issue of adviser training had arisen following a strong recommendation in the Student Experience report where it was noted that training was at best patchy. The ADTP is consulting with the Students' Union and other areas of UEA or how best to improve the University's policy on adviser training. Two hundred academics have taken adviser training modules over last five years even though the University's plan says all new advisers will be trained & follow up training will also be provided for existing advisers every three years.
- Moving forward the online training module will be required to be taken by all new appointments and it will be obligatory to attend face to face training sessions run by CSED.

- There will be an annual advising bulletin which will up-date colleagues on any amendments to the advising policy including any new developments in the field. The ADTP will also write a handbook for advisers.
- 28.2 Ms Harvey spoke on behalf of the SU Officers who wanted to make clear that they wanted advisers to be better trained especially in issues surrounding mental health.
- 28.3 Ms Harvey queried how training would be recorded. The Chair explained that this was currently being discussed together with the issue of how we track compliance & follow up with those who haven't done this. Ms Pavey noted that we do have precedents in recording this type of data so it was possible to do so in this case.
- 28.4 Dr Gough noted that the level of advice given was patchy and it was about ensuring that it was passed on to all academic colleagues that this was an important part of the job and is not an optional extra. The Chair suggested that it was included as part of School plans for teaching excellence. Asking the question of 'how do we develop a better sense of a learning community?' Academics should think about justification/rationale as to why this is part of their job. Building stronger and better relationships with students.
- 28.5 Mr Tully stated that advising times being published were only a problem if there were inconsistencies in what was being offered which then opens the door to student complaints. He added that this was also currently been looked at through the transitions project and it was felt that there could be common themes that come up at certain points in the student journey. These themes once identified could then be feed into advising meetings at certain times of the year.
- 28.6 Dr Karshan noted that when he had arrived at UEA there had been no induction including for being an adviser and he had to rely on asking colleagues for advice. He suggested that the Faculty could put on an annual half day induction event to cover this for new staff and existing if necessary. Dr Emmett added that this was part of Athena swan so needed to be looked at.

29. Assessment and Feedback

Considered

A memo from Neil Ward on Assessment and Feedback focusing specifically on marking criteria.

- 29.1 The Chair said he wanted to draw Prof N. Ward's memo to the attention of Teaching Directors as following the analysis of NSS student data key themes had been identified and Schools had five action points to consider:
- Attention to timeliness,
 - Marking criteria clearer in advance,
 - Fairness of marking procedures,
 - Helpfulness of feedback – feed forward,
 - New staff appropriately inducted
- 29.2 Ms Harvey – Timeliness less an issue but during the 'quality conversations' with students what came out is that they are interested in the marking criteria and having

this in advance. The Chair added that each module's marking criteria needs to be included on their BB sites. Mr Tully added that School Offices can help with this task.

- 29.3 Dr Karshan said this was an issue that he had already championed in LDC. Mr Tully reminded TD's that their School Offices can support academics by adding the Senate Marking Scales to all Module BB sites. Dr Emmett confirmed that this had already been done for AMA. Ms Pavey added that one of the findings from the recent TEF meetings was that best student feedback on this issue came where in the first seminar of the semester the teachers discussed the marking criteria for each assessment so students were clear what was expected of them.

Resolved:

1. For Teaching Directors to ensure that all module organisers have included the marking criteria on their module blackboard sites.

30. Lecture Capture

Resolved:

To table the item as Dr Sharkey was unable to attend the meeting to lead the discussion on this issue.

31. Reassessment

Resolved:

To table the item as Dr Sharkey was unable to attend the meeting to lead the discussion on this issue.

32. Catch-up Plan for Course Transfers and Late Module Changes

Discussed

The introduction of the catch-up plan for course transfers and late module changes.

- 32.1 Dr Gough raised concerns regarding the new late module/course transfer catch-up plan making the process of students transferring late a more bureaucratic process. The decision to allow late changes now seems to be at the discretion of module organisers who are then penalised by having to fill in this form. He added that he had received complaints from both students and academics including from colleagues who wouldn't usually voice complaints.
- 32.2 Ms Pavey noted that the ADTP takes a much more firm view of late module changes than his predecessor and had rejected course and module transfers because they had been requested after the week 3 deadline. His argument is that when students transfer late it is a case of tens of hours of work that they have missed and his view is how can students' catch-up with work alongside keeping up with their other modules.

It is no longer enough for academics to say that the student is going to be able to do this the ADTP wants to know how this will happen.

- 32.3 The Chair explained that the form had been designed to head off complaints. Ms Pavey added that the form is designed to assure the ADTP that full consideration has taken place and that by allowing students to transfer late that they have not been set up to fail. Ms Pavey added that the ADTP recognises that additional guidance on the purpose of this form would be helpful.
- 32.3 Mr Tully questioned whether if there were significant number of late changes is there something that could be done upstream to prevent this. Ms Pavey confirmed that there is data held on the number of late module and course transfers but collating it would be a manual process.
- 32.4 The Chair queried who was ultimately responsible for students' progression through the course. He noted that the catch-up plans are attached to Module Organisers but wondered if ensuring that the student complied with this plan should be the responsibility of the adviser who would have an overview of the student's progress. Dr Emmett confirmed that the Adviser was asked to do this where the student had changed course and a plan had been put in place.
- 32.5 Dr Karshan asked for an explanation for allowing any late module transfers. Dr Gough felt that it lay with student satisfaction. If students were on modules they don't like and were not able to change these it could have a significant impact on the rest of the semester or even their degree.
- 32.6 The Chair asked how far students were aware of the window for making changes to their modules. Dr Gough replied that it was something that he explained to his students.
- 32.7 Dr Emmett concluded the discussion by commenting that both Module Organisers and students needed to know that when a catch-up plan is required there is a lot of work involved. She noted that whilst students are supported there is no additional support for staff.

Resolved

1. Dr C. Matthews to be invited to an up-coming LTQC to discuss the rationale behind the new catch-up plan form for course transfers and late module changes.
2. TD's to ask colleagues to make sure students are aware of the deadline for changing modules in Autumn (end of week 3) and Spring semester (end of week 2) and students know that only in exceptional circumstances will they be allowed to change their modules after this deadline.

33. Joint Honours Students

Discussed:

The support Schools offer to students on joint degrees

- 33.1 Dr Emmett raised an issues which had come up at the AMA Staff Student Liaison Committee and had been brought to her attention by the Senior Adviser who said that students on joint degrees should have two advisers. She noted that this wasn't currently the case in AMA and if it should be who was responsible for ensuring this happened.
- 33.2 The Chair confirmed that it was University policy for students on joint degrees to have an adviser in both Schools. Ms Pavey and Mr Tully confirmed that it was the Schools' LTS Team Leaders who were responsible for ensuring this happened in conjunction with the Senior Adviser.
- 33.3 The Chair confirmed that this issue was raised in the Transitions working group who thought about this and how joint honours students could be accommodated. It was an ongoing issue that would continue to be considered as part of transitions.

34. Module and Course Up-date

Considered:

Schools' ongoing progress with the Module and Course Up-date process for 2018-9 and 2019-20.

- 34.1 The Chair began by noting that there had been some last minute glitches for module up-date with some data not being quite right so he wanted to express his thanks to Teaching Directors for ensuring this part of the process was completed. Dr Emmett noted that her colleagues had completed this task without the need for any cajoling.
- 34.2 The Chair asked the Teaching Directors for any up-date of where their Schools were with course up-date with the deadline for completion of this process being 12pm on Monday 13th November.
- 34.3 Dr Karshan said that LDC would like a four day extension to this deadline as the School's Teaching Committee would be meeting next Wednesday. An extension would be beneficial as it would allow the School to address admissions problems.
- 34.4 Dr Emmett said that she felt that AMA would be able to meet the deadline if there was some flexibility for 2019/0 information and the School will have the chance to make changes next year. The Chair said he strongly hoped this would be the case.
- 34.3 Dr Gough said that PPL would also appreciate an extension of four days. He also added that he had noticed from the spreadsheet of non-compliance re: module up-date that some data was missing. He said there was a discrepancy between data provided for UG & PG.

- 34.4 The Chair noted that Schools received module lists on 1st November which meant they had less than seven working days to provide course up-date information for two years. This was not workable and a recipe for poor pedagogic practice.
- 34.5 Dr Emmett added that Schools want to have time to consider and revise course profiles. Dr Karshan agreed saying that in LDC they were concerned about admissions and needed to re-design their first year which is something they wanted to fully discuss and consider at their School meeting next week.
- 34.6 The Chair confirmed that he had requested an extension from James Smith (Marketing and Recruitment team, ARM) but he had been repeatedly told that the deadline cannot be missed. Ms Pavey noted that Schools should be aware that if an extension for academics is granted then this will cut into the time LTS has to make undertake their up-dates.

Resolved

1. The Chair to confirm if the Faculty can have an extension to the deadline for Course up-date through until Friday 17th November.
2. The Chair will seek further guidance on of minor course changes or larger changes (LDC) from Andrea Blanchflower and Caroline Sauverin.
3. Dr Gough to provide the secretary with the details of the missing PPL data relating to Module and Course Up-date so she can investigate the issues

35. Peer Observation Reports

Discussed

Common themes arising from Schools' Peer Observation Reports

- 35.1 The Chair noted that he will be producing his PO3 for November's LTC on the basis of the Schools' PO2 reports. He therefore wanted to issue his thanks to Teaching Directors for completing these especially where he knows in some cases it was difficult to access data. The Chair explained that there were two issues he was going to address in his report but he would like to take this opportunity to hear the views of the Teaching Directors.
- 35.2 Dr Emmett raised an issue which she felt maybe specific to AMA which was the constant triage of teaching planning as the Teaching Allocation was changing over summer. She noted that there were a number of AT's which were asked to teach classes at a moment's notice. The Chair agreed that this issue was one which was particular to AMA and he trusted that it was one which was being looked at. The Chair continued by saying that more broadly this issue does throw up the issues of what structures and systems of supporting teaching are in place and it is worthwhile to bring these to attention of LTC.
- 35.3 Dr Emmett noted that staff were saying that they didn't feel prepared and their peers are noting this during their observation. It used to be that ATs knew what modules they were teaching on much earlier so they had the opportunity to think about making

changes to the teaching over the summer. Dr Emmett concluded by saying that she would like for teaching headspace to be built back in for everyone.

- 35.4 The Chair reminded everyone that during the last academic year there had been an attempt to re-jig the peer observation policy but it had floundered on the issue of how far peer observation should focus on engaging pedagogy and how far it should be looking at structures. The Chair explained that working group was currently dormant when Dr Gough expressed an interest in joining it.
- 35.6 The Chair summarised the comments he would be including on the Faculty PO3:
- Process is valued if some of systems for the administration of this process are a little arcane.
 - AMA, IIH & PPL sense that the training requirements for ATs need to be tightened up.
 - Peer Observation provides Schools with an opportunity of sharing best practice. Off the back of Peer Observation HIS have developed a 'how to teach seminar'.
 - Propose to LTC the process has highlighted glitches in procedural and administrative processes.

Resolved

1. Dr Karshan to make additional comments to the LDC PO2 and re-send this to the Chair ahead of LTC.

36. I ♥ Arts and Humanities

Received

An oral report from the Senior Faculty Manager on Transitions week 2017

- 36.1 Mr Tully explained that the project was now between two distinct phases. The first part of the project had been to look at transitions around student arrival and up to the end of the first week of semester. Now with two years' experience of this phase the project team were now focusing on evaluating this experience. So far they had noted that there had been a lot of good things that had come of this experience and there was also some areas where there was still some work to complete. This phase of the project will be handed over to Schools once the evaluations have been completed.
- 36.2 The project team will then start the final phase of the project which will be looking at students' journey through their studies including from UG to PG or PG to PGR. Mr Tully added they will also be looking at the advising system and how employability amongst other things feeds into this. They had also looked at a project run at Nottingham Trent that addressed students concerns around the 'big brother' analysis of their personal data.
- 36.3 Mr Tully concluded by saying that they had received some nice testimonials from the Student Union who liked what the Faculty were doing and would like to see this

template used across the university. He also mentioned that together with the Chair he would be talking about the transitions project at the Vice Chancellor's Head of School meeting later in the month.

37. Other Matters Arising

Dr Gough queried the accuracy of the data on the Talis Reading list which was circulated to Schools last week. The Chair noted that there appeared to have been some inaccuracies with this data and he had fed these this back.

38. Undergraduate and Postgraduate External Examiner Reports and School Responses

Noted:

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

UG

HIS – 2016/7

Packer
Small
Hughes

PGT

HIS – 2015/6

Morewood
Glaisyer
Strickland

38. Date of next meeting

Wednesday 10th January in Arts 0.30