

LEARNING AND TEACHING COMMITTEE



There will be a meeting of the Learning and Teaching Committee at 2pm on Wednesday 14 March 2018, in Committee Room 2, the Council House.

Refreshments will be available outside the room from 1.50 pm.

Michele Pavey
Learning & Teaching Manager
7th March 2018

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 12 March 2018. 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-2017-2018>)

2. MINUTES

To confirm
the Minutes of the meeting held on 24 January 2018 (**PAGE 1**)

3. STATEMENTS BY THE CHAIR

An update on Teaching Excellence Plans

SECTION A: ITEMS FOR DISCUSSION AND ACTION

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

*A1. BUSINESS CONTINUITY

To consider

- (1) the confidential report on the University's business continuity plans
- (2) the detail of the provisions including the delegation of powers.

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*A2. A REVIEW OF THE EXPERIENCE OF THE TEF SUBJECT LEVEL PILOTS

To consider

the following confidential recommendations relating to the TEF Subject Level Pilots:

- (1) that UEA conducts a lesson-learning exercise to capture the insights derived from participation in the TEF Subject Pilot;
- (2) that UEA offer to participate in the second stage of the Pilot, likely to be launched in Autumn 2018, if offered the opportunity.

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A3. OUTCOMES AND RECOMMENDATIONS FROM THE REVIEW OF INTERNAL QUALITY ASSURANCE PROCESSES

To consider

of the following recommendations following the review of the University's Internal Quality Assurance processes.

Principal recommendations

- (1) To introduce a new Quality Review Framework (QRF), which removes all duplication of effort, has a more focused pedagogic and holistic approach, highlights the importance of the Course, meets compliance requirements and highlights the importance of student involvement;

2017/8 rest of cycle recommendations

- (2) To continue with the current IQA processes including QAR1, 2 and 3 and Quinquennial reviews for the rest of the academic year 2017/18. (Whilst immediately ceasing some activity was considered this has been balanced against the time and effort already committed to these processes in this academic year);
- (3) To pay and train student reviewers currently involved with Quinquennial reviews with immediate effect. (The exact details will be determined between Head of LTS (Quality), Human Resources and UEA Students Union.);

2018/9 cycle onwards recommendations

- (4) Overall: To cease current IQA processes including QAR1, 2 and 3 and Quinquennial reviews for the academic year 2018/19;
- (5) Overall: To implement the new QRF in a phased approach from September 2018 bringing in elements which can be developed in time immediately and other developments as we move through the cycle;

- (6) Student layer: To cease running end of module evaluation;
- (7) Student layer: To introduce compulsory mid-module evaluation for every module, every year. The Module Organiser can decide the exact timing and methodology. The output from this evaluation should be fed into the review process and fed back to students but not formalised;
- (8) Student layer: To introduce a combined course and module evaluation to gauge student feedback including institutional feedback. This would be via an online survey each semester to reduce survey fatigue and maximise response rates and quality;
- (9) Student layer: To formalise the inclusion in reviews of course and module learning from Complaints and Appeals;
- (10) Student layer: To formalise the inclusion in reviews of course and module feedback from SSLCs;
- (11) Student layer: To evaluate and develop reporting which feeds into course and module review to improve the accessibility, accuracy, validity and relevance to meet the needs of the proposed new reviews;
- (12) Course layer: To introduce a Module Feedback activity, which allows a Module Organiser (MO) to evaluate and comment on their module responding to information collected through the student layer. The MO can assign short, mid and long term changes required to their module with mid and long term to be discussed at the QRF panel;
- (13) Course layer: To introduce a Course Feedback activity, which allows a Course Director (CD) to evaluate and comment on their course responding to information collected through the student layer. The CD can assign short, mid and long term changes required to their module with mid and long term to be discussed at the QRF annual panel;
- (14) Course layer: To introduce an annual QRF panel activity to discuss the mid and long term changes proposed to courses and modules. The outcomes will inform course and module update. The annual panel would ideally consider a group of cognate courses rather than just an individual course;
- (15) Course layer: To design and develop a reporting mechanism which displays the Module and Course Feedback Activity outcomes for use at the QRF annual panel;
- (16) Course layer: To include student reviewers in the QRF annual panels. To pay and train student reviewers who take part in the proposed new QRF annual panel events;
- (17) Course layer: To allow courses which require an external PSRB/accreditation review to be exempt from internal quality assurance processes which duplicate the work of the external review. This will require a formal mapping mechanism as these external reviews vary. PSRB/accreditation will need to be officially recorded to satisfy statutory obligations;
- (18) Course layer: To implement dynamic start dates for core QRF activities where Schools can determine activity dates based on appropriateness within their academic cycle;
- (19) School layer: Introduce a QRF sign off activity where Teaching Directors (TD) will assess completion rates of new quality processes by School each

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year. This will be a tick box exercise informed by a Tableau report and will inform the compliance report prepared annually for Council;

- (20) Overall: To set up separate task and finish groups to develop the detailed processes underlining these principles. Each group may have different representation to bring in relevant expertise as required e.g. Market Research team to assist with survey design, Planning to assist with report development etc.

Additional recommendation

- (21) The proposed Quality Review Framework primarily focuses on department level quality review. As part of the requirements of the Office for Students it is recommended that we revisit institutional level quality assurance considering staff student ratios, staff qualifications, facilities, library and other learning resources, Student Support Service, transparency information, Student Protection Plan, CMA compliance, terms and conditions, appeals and complaints processes, student transfer arrangements, attendance, data futures, timeliness in reporting and admissions systems. Laura Thompson and Andrea Blanchflower, Director of Student and Academic Services will lead on this work..

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A4. LIBRARY: READING LISTS

To consider

the following recommendations relating to the adoption of TALIS for providing reading lists of essential course texts

- (1) to note current levels of compliance as on 23/1/18;
- (2) to help disseminate via LTQCs and other relevant faculty mechanisms the key deadlines for 2018/19 academic year and remind faculty about ongoing benefits;
- (3) to confirm the validity of the 2018 action plan, especially the trial of a more targeted approach to 1-1 training focusing on specific academics who have yet to start using Talis.

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A5. DO SOMETHING DIFFERENT FESTIVAL

To consider

the following recommendations relating to Do Something Different

Principal Recommendations

- (1) continue running the Do Something Different project throughout the year with events led by UEA Student Union;
- (2) continue running the Do Something Different Festival week for at least a further 4 years to allow sufficient time to benefit from having an established event.

Operational Recommendations

- (3) fix the timing of the Do Something Different Festival Week to be Spring Semester Week 6 as this consistently works when considering the movement of the Easter break and the flow of the teaching in this semester;

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- (4) consider whether limited teaching and/or other compulsory/necessary activity such as module choice fairs could happen during the Festival Week to help keep students on campus and support engagement with the programme on offer;
- (5) continue running the project as a partnership between the University and UEA Student Union;
- (6) continue to provide project funding to UEA Student Union (£30K per annum);
- (7) consider moving the University management of the project to an events team who can more appropriately resource this type of project (with appropriate additional funding).

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A6. NEW AWARDS AND NEW COURSE PROPOSALS

To consider

the granting of approval of:

CMP

MComp with Study Abroad. **LTC17D104 (PAGE 97)**

ECO

MSci Economics & Finance. **LTC17D105 (PAGE 125)**

A7. PROPOSED REVISIONS TO RESEARCH DEGREE POLICY DOCUMENT 14

To consider

changes proposed by the Human Resources Division to bring RDPD14 into line with UEA employment policies. **LTC17D106 (PAGE 151)**

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.

B1. FACULTY REPORTS ON EXTERNAL EXAMINERS' REPORTS 2015/16 and 2016/17

To consider

issues arising for University wide consideration and good practice for wider dissemination arising from Faculty reports on 2015/16 and 2016/17 External Examiner reports

(1) FMH Taught Postgraduate Report (2015/16)

(2) SCI UG & PGT (2016/17)

LTC17D107 (PAGE 157)

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B2. REPORT FROM THE MEETING OF THE UNIVERSITY OF SUFFOLK JOINT ACADEMIC COMMITTEE (UCS JAC)

To consider

a recommendation from the UCS JAC that a number of courses be discontinued from 2017/18. **LTC17D108 (PAGE 161)**

SECTION C: ITEMS FOR REPORT

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

C1. ACADEMIC PARTNERSHIPS

To receive

a report from the Academic Partnerships Office. **LTC17D109 (PAGE 171)**

C2. POSTGRADUATE RESEARCH EXECUTIVE

To receive

a report on the latest activities of the Postgraduate Research Executive. **LTC17D110 (PAGE 175)**

C3. UNIVERSITY LEARNING AND TEACHING DAY: MAY 2018 (THEME: SHOW AND TELL- SHARING INNOVATIVE TEACHING PRACTICE)

To receive

the programme for the 2018 Learning and Teaching Day. **LTC17D111 (PAGE 177)**

C4. EXTERNAL EXAMINER REPORTS 2016/17: TAUGHT POSTGRADUATE COMPLIANCE REPORT

To receive

a compliance report for 2016/17 External Examiner reports for taught postgraduate courses. **LTC17D112 (PAGE 179)**

C5. ANNUAL MODULE AND COURSE REVIEW – UNDERGRADUATE COMPLIANCE REPORT 2016-17

To receive

a report on compliance with the 2016/17 annual module and course review process for undergraduate courses. **LTC17D113 (PAGE 181)**

C6. LTC PLAN OF WORK

To receive

an update on the LTC plan of work. **LTC17D114 (PAGE 183)**

C7. SCHOLARSHIPS, BURSARIES AND PRIZES

To receive

a report on scholarships, bursaries and prizes approved since the last meeting of LTC. **LTC17D115 (PAGE 185)**

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C8. NEW COURSE PROPOSALS AND COURSE CLOSURES

To receive

a report on new course proposals for the following courses:

EDU

PGCE Primary (Key Stage 1/Lower Key Stage 2 with Primary Languages – French

PGCE Primary (Key Stage 1/Lower Key Stage 2 with Primary Languages – German

PGCE Primary (Key Stage 1/Lower Key Stage 2 with Primary Languages – Spanish

LTC17D116 (PAGE 189)

C9. FACULTY LEARNING, TEACHING AND QUALITY COMMITTEES

To receive

minutes of the meeting of the Faculty Learning, Teaching and Quality Committee:

(1) SCI LTQC DATE 13 December 2017 – LTC17D117 (PAGE 195)

(2) SSF LTQC DATE 10 January 2018 – LTC17D118 (PAGE 213)

(3) HUM LTQC 10 January 2018 – LTC17D119 (PAGE 221)

(4) FMH LTQC DATE 10 January 2018 – LTC17D120 (PAGE 231)

C10. LTC REVIEW SCHEDULE: REGULATIONS, HANDBOOKS, POLICIES AND PROCEDURES, GUIDANCE AND STUDENT CHARTER

To receive

the 2017/18 LTC Review Schedule: regulations, handbooks, policies and procedures, guidance and Student Charter. LTC17D121 **(PAGE 241)**

*C11. SCHOOL GOVERNANCE STRATEGY

To receive

a confidential paper considered by the University's Widening Participation Committee work undertaken by the Academic Director WP and Head of Outreach to build closer links with local and regional schools through helping schools find members for their local governing bodies from UEA staff. LTC17D122 **(PAGE 249)**

C12. DATE OF NEXT MEETING

To report

That the date of the next meeting of the Learning and Teaching Committee is:

Wednesday 9th May 2018 – 2pm

The final meeting of 2017/18 will be Wednesday 20th June 2018 – 2pm

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.