

**SSF LTQC 17M004**

Minutes of a meeting of the SSF LTQC held on **Wednesday 10th January 2018**, commencing at 1400, in **TPSC 2.24**.

**Academic Members Present:**

Neil Cooper (Acting Chair)  
Rob Grant (DEV)  
Fabio Arico (ECO)  
Lee Beaumont (EDU)  
Claudina Richards (LAW)  
Naresh Pandit (NBS)

**Student Members Present:**

Madeleine Colledge (PGT Education Officer)  
Tony Moore (UUEAS)

**With:**

Heather Reynolds (Secretary)  
Sally Doe (LTS Administrator)

**Apologies:**

Becky Fitt (LTS Manager)  
Yvonne Johnson (SWK)  
Borja Martin Simon (UG Faculty Convenor)  
Julia Ewart (PG Faculty Convenor)  
Mary Leishman (UG Education Officer)

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1. Minutes from the SSF LTQC meeting held on 22 November 2017 together with ongoing Action Plan.

**APPROVED** subject to the following amendment:  
B10 CSED TRAINING FOR KEY JOBHOLDERS

- Online or repeated session training would be helpful.

RESOLVED:

- Suitable training and induction must be provided for all post holders.

**Document 17M003 available online**

2. Matters Arising (which are not included separately within Agenda)

It was felt that the PTES results don't resemble end of year reviews. Noted that this survey has a long window of opportunity to respond and students might find it more useful to respond towards the end of the timeframe, perhaps May, when they would be better equipped to do so.

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## **SECTION A: ITEMS FOR REPORT**

Documents for these items are available to view on the SSF LTQC Blackboard site in the relevant meeting folder.

### **A1 Statements from the Chair**

- (a) TEF preparedness days – institutional issues and TEF pilot ongoing to be discussed further at the February meeting.
- (b) ECs – Commencing Tuesday Week 1 students will submit ECs online via an e:Vision task – forms will discontinue. Communications being circulated to staff and students. This will not impact on the work undertaken by ECPs.
  - Students with submission on SITS downtime days will potentially have the advantage of extra time. Earlier notice of SITS/e:Vision downtime would have enabled MOs to factor this into their planning.
- (c) Discussion around students moving between seminar groups – LAW has found that many students, particularly in large cohorts, are not attending their allocated groups and this is causing tutors to waste a lot of time updating attendance registers. Seminars run in two weekly cycles and it seems that some students who have been allocated a week 1 seminar may not attend their seminar but instead attend a seminar group running in the second week of the cycle – there are many reasons given by students for this. Often seminar events towards the end of the cycle end up with too many students in them. Too large groups will not be very satisfying for those students in them. Standard practice is for students to seek permission prior to changing group. The time involved in the process of tracking and managing this is becoming prohibitive but the School is keen to ensure that students do not miss seminars and previously reviewed their timetable with this in mind. Facilitating correct reporting of student attendance would be helpful. Some schools would not accommodate this situation and would require students to leave a group which has not been allocated to them. An alternative taking place in one school is to request evidence from students, to be submitted to TD, as to why they are absent.
  - LAW will be taking this matter forward to their SSLC as it does not appear to be a problem for other schools.
- (d) AT roles – discussion around formalising policies – Training of ATs (CSED) has been revamped and this looks promising. Combined with module level specifics, school ethos, practices and procedures. Mentoring of teaching activities should be separated from any PhD supervision and in this connection ATs could be aligned to Module Organisers in respect of their teaching although it was noted that some MOs could end up with a disproportionate workload in this respect. An AT forum facilitates interaction and sharing of best practice/knowledge.

### **A2 LTC Provisional Update**

Draft Minutes of the meeting held on 22 November 2017.

LTC Resolutions for the attention of LTQC Members (to be discussed at February meeting):

1. to note the responses to the institutional level issues raised at School TEF Preparedness days;
2. to note the timetable for TEF subject level pilot;
3. proposals for the interim changes to QA processes as a result of the TEF pilot. There will be a temporary suspension of School reviews of assessment and feedback and associated planning and School action planning in response to the NSS as these will be subsumed into the TEF pilot;
4. proposals for evaluation of plan to prepare for subject level TEF. The national TEF subject pilot will report its findings over the summer and the outcomes of this process will inform the next steps with school preparations for the TEF.

**Document available to view online**

### **A3 Faculty Appeals and Complaints Committee**

Report for December 2017.

**Document available to view online**

### **A4 Periodic Course Review 2016/17**

Schedule of events for 2017/18 available in the course review folder online.

**Document available to view online**

## **SECTION B: ITEMS FOR DISCUSSION AND ACTION**

### **B1 NEW COURSES**

None to consider.

### **B2 CHANGES TO EXISTING PROGRAMMES**

Reporting DEV change of title from 'with overseas experience' to 'with overseas placement' (CP1CU received – CP4 not required)

BA Geography and International Development with Overseas Experience U1LL7V302

BA International Development with Overseas Experience U1L922304

BSc International Development and the Environment with Overseas Experience U1L2FR304

BA International Development with Anthropology with Overseas Experience U1L8LP301

BA International Development with Economics with Overseas Experience U1L2LC304

BA International Development with Politics with Overseas Experience U1L2LP305

BA Media and International Development with Overseas Experience U1L9PO301

**Proposals documents available in New Course Proposals and Course Closures folder online.**

**Document 17D082 available online**

### **B3 EXTERNAL EXAMINER REPORTS/RESPONSES**

**(a) School: DEV BA Year: 2016/17 External Examiner: Dr Glenda Cooper  
Scrutineer: Claudina Richards**

"The one comment I made at the meeting of the Board was to point out that checking for plagiarism is not done as a matter of course in the International Development

department. I have found it very useful at my own institution where we can do this automatically. It might be worth considering if this should be introduced in some way.” Noted that this has already been taken forward.

**(b) School: NBS BA Year: 2015/16 External Examiner: Dr Ron Hodges  
Scrutineer: Neil Cooper**

The EE commented upon the very limited timescale between the review of work and the examination board. This is an institutional issue which will impact on other Schools. The role of the EE in reviewing examination marking needs further consideration at a University level.

**(c) School: PSY BA Year: 2015/16 External Examiner: Dr Katharine Appleton  
Scrutineer: Yvonne Johnson**

The EE noted that ‘The range of assessments allows for a good grounding in Psychology in levels 1 and 2. The longer, more open, in depth assessment in levels 3 are particularly good, allowing good students to really shine and allowing good discrimination between students’ and that she ‘was impressed by the number of boards that the School had already undertaken in relation to the marks for this academic year, and consequently the speed with which we could proceed on the day. I was impressed also with the new online system, and several suggestions for changes to this were offered at the time. On the ‘word limit’, EE suggests eliminating the 10% over currently allowed by UEA.

**(d) School: PSY BA Year: 2015/16 External Examiner: Dr Alana James  
Scrutineer: Yvonne Johnson**

EE found it hard to discern on what basis very small differences in marks are judged e.g. 80, 81 or 82. She also suggested that borderline marks be avoided (e.g. 59; 60) and that categorical marks (e.g. 58 or 62) be used to more clearly signal degree classification.

#### **B4 SSLC UPDATES – FACULTY CONVENORS**

- (a) Dissertation Experience – SU report on dissertation experience of Masters’ students.
- (b) PGT Dissertation Support – The Report – presentation by PGT Education officer available online.
- (c) Three common themes arose following the survey which involved 128 students across 18 schools. Some sample sizes were small and it might be useful to compare to PTES results.
- (d) Distinguishing between conversion and cognate students might show that the conversion courses are more dissatisfied (students being introduced to new modules may not be in a good position to complete a piece of research). Data not distinguished at this time so unknown.
- (e) Range of dissertation submission dates causing accommodation difficulties (in the majority of cases submission and course end date varied by more than 3 weeks - noting this is problematic for Tier 4 Visa students) – majority of students did not know their submission deadline until more than three months into their course). SU have recommended a review of this situation, attempting more consistency with submission deadlines and ensuring students are aware of these deadlines at the beginning of their course, together with an attempt to co-ordinate accommodation contract end dates with final submission deadlines.
- (f) DEV students spending time in the field find that they are still paying for accommodation during their absence. PGT Education Officer advised that Accommodation Office will continue with two accommodation periods and this will not change. Students could try to rent out their room during this period.

- (g) Supervision – formalising supervision arrangements as there is a varied practice across the University.
- (h) Training & Preparation – formalising research training. SU recommending that
  - (a) all PGT courses must offer mandatory training and information on the dissertation-writing process and
  - (b) information on students' personal research should be collected very early to help develop cohort-level research training. Noted that the latter may be difficult in all cases with late admissions being an unknown.
- (i) There may be some need for autonomy with deadlines and if this is the case for any schools they may raise this with the PGT Education officer.
- (j) Dissertation review group being formed.

**Document 17D083 available online**

### **B5 TEF – Duncan Watson (1430)**

Update.

There is a University level co-ordinating team working on the pilot chaired by Neil Ward. Information on the TEF Subject-Level Pilots and participants can be found here: <http://www.hefce.ac.uk/lt/tef/participants/subject/>

Overall summary:

- Metrics confirmed and schools should congratulate themselves. SSF is the top faculty with mostly golds and two schools on the cusp of gold, strategic importance.
- Healthy enrolment figures with good numbers in gold schools.
- Pressures: If gold narratives not up to scratch then metrics may change; additional workload.
- Other Universities are being proactive by bringing more people in to share the burden – this could be considered.
- Data – ongoing process and additional data being introduced – second sweep for Model 'A' data. Information may be supplied on request from BIU.
- Process is fluid. Expecting update by 25 January but it is expected that students will input into submissions (not clear which ones) through SSLC course reps or academic societies.

Progress so far:

- NBS draft completed.
- Feedback will be received at meeting on 19<sup>th</sup> Jan which should help with the direction of narratives. Focused help should be available.
- 100% compliance by Friday 12 January is very important but there may be an opportunity to submit up to Tuesday 16 January if absolutely necessary.
- Submissions should be via One Drive in individual folders – upload and entitle Doc 6 initial narrative and subject name.
- It is not clear who will be involved in the upcoming pilot next year but it would be useful to start thinking about how the process can be simplified (Models 'A' and 'B'). SSF members have been particularly effective at sharing good practice.
- BIU team have blocked out opportunities to meet with colleagues who need clarification in respect of the data and these meetings have been found to be very useful.

- Following the upload of narratives on 12 January, colleagues will have access to each other's narrative. An opportunity to share good practice.
- Noted that Model A narrative has to be 5 pages. Model B narrative is up to 2 pages.
- Reminder to update time spent on this pilot scheme on One Drive.

## **B6 MODULE AND COURSE UPDATE**

2018/19 and 2019/20 course update.

Tracker providing LTQC with information relating to SSF course update changes requested. Column entitled 'Date 2018-19 CP1CU Form received' indicates whether or not the course update form has been received by LTS. Column entitled 'CHANGE CODE ASSIGNED' indicates the level of changes requested. Worksheet 'definition of changes' will help you to understand the coding in the 'change code assigned' column where needed. Codes D and H may require new versions of a route code to be created to enable cohorts to be managed through and where this is required LTS will arrange. Where a new course is required, this will come through the course proposal process in the usual way.

Completed CP1CU forms and tracked change profiles available if needed.

LTS team updating tracker following discussions with TDs.

**Document available to view online**

## **B7 ATTENDANCE MONITORING REPORTS**

- Faculty overview attendance monitoring 2016/17 (LTC Jan) tabled. Chair's comments considered and noted that this document has been submitted to LTC.
- Noted ECO excellent practice led by Senior Adviser. SAs may wish to discuss this further with ECO SA.

**Document available to view online**

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## **SECTION C: ONGOING ITEMS FOR REGULAR REPORT**

### **C1 COURSE CLOSURES**

DEV (the following courses will be formally closed once all students have completed):

BA Geography and International Development with Overseas Experience  
 BA International Development with Overseas Experience with Overseas Experience  
 BSc International Development and the Environment with Overseas Experience  
 BA International Development with Anthropology with Overseas Experience  
 BA International Development with Economics with Overseas Experience  
 BA International Development with Politics with Overseas Experience  
 BA Media and International Development with OS Experience

**Closure documents available in the Course Closure folder online.**

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## **SECTION D: EXTERNAL EXAMINERS' REPORTS**

## **D EXTERNAL EXAMINERS' Reports**

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#### **Deadlines for the consideration of UG and PGT reports and responses 2016/17:**

##### **2016-17 Reports – Receipt from External Examiners:**

- Standard UG Programmes – 2 August 2017
- Standard PGT Programmes – 12 January 2018

##### **School Consideration of Reports and Preparation of Responses**

- Preparation of responses by Chair – 4 weeks from availability of report on Faculty Learning, Teaching and Quality Committee (FLTQC) Blackboard site
- Chair confirms teaching executive (or equivalent) approval of responses to Team Leader – within 1 week after meeting

##### **Faculty Consideration of Reports and Approval of Responses**

- Scrutiny of reports and responses by FLTQC – 4 weeks from notification of availability of prepared responses

##### **SSF LTQC 17A004**

- Final amendments by Chair following FLTQC scrutiny – 2 weeks from notification of availability of feedback

##### **Reporting**

- Notification of approved responses to External Examiner – 1 week from notification of approval

##### **D1. External Examiners' Reports 2015/6 Outstanding**

LAW - ROGERS (UG) - Needed revised school response, re-sent to Scrutineer  
05.12.2017

##### **D2. External Examiners' Completed Reports 2015/16**

ECO - MCCAUSLAND (UG)  
ECO - JOHN SESSIONS (UG)  
LAW - SYRETT (UG)  
LAW - ANDREANGELI (PG)  
LAW - FARAH (PG)  
LAW - NIKAKI (PG)  
NBS - HUA TAN (UG)  
NBS - HODGES (UG)  
NBS - CHARLES (UG)

NBS - DAVIES (UG)  
NBS - SCOTT (UG)  
NBS - VELOUTSOU (PG)  
NBS - HUA TAN (PG)  
NBS - MCDONNELL (PG)  
PSY - APPLETON (UG)  
PSY - JAMES (UG)  
PSY - BAKER (PG)  
PSY - MILLINGS (PG)

### **D3. External Examiners' Reports 2016/17 Outstanding**

These reports are still being submitted by external examiners.

### **D4. External Examiners' Reports 2016/17 Completed**

DEV - MACONACHIE (UG)  
DEV - PAGE (UG)  
DEV - COOPER (UG)

**Documents for these items are available to view on the SSF LTQC Blackboard site in the External Examiners' folder.**

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## **SSF LTQC 17A004**

### **Date of Next Meeting and Future Items**

**Date of Next Meeting: Wednesday 21 February 2018 1400-1600 in TPSC 2.24**

**Future Items:**

**LTC Meeting 29 November 2017 Resolutions to be discussed**

**Faculty overview UG & PGT External Examining 2016/17 (LTC March)**

**NSS School Responses**

**Module Evaluation participation (LTC Jan and June)**

**PGT QAR3 (LTC March)**