

**LTC17D119**

**Title:** *HUM LTQC*  
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**Issue**

Faculty of Arts and Humanities minutes of LTQC meetings from 8<sup>th</sup> 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 10<sup>th</sup> January 2018.

**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 10<sup>th</sup> January 2018

Present: Professor N. Selby (Chair), Dr M. Gough (PPL), Dr F. Costa (HUM), Dr J Sharkey (HIS), Ms M. Leishman (Undergraduate Education Officer, uea|su)

Secretary: Miss L. Newark

In attendance: Ms L Cosham (HUM School Manager Representative)

Apologies for absence: Dr T. Karshan (LDC), Mr J. Tully (HUM, Senior Faculty Manager, Ms M. Colledge (Postgraduate Education Officer uea|su), Ms M. Pavey (LTS, Arts Hub Manager), Ms S. Harvey (uea|su representative)

**39. MINUTES**

To confirm: Minutes of the meeting held on 8 November 2017. Copy held on the HUM LTQC Blackboard site.

39.1 Noted 26.1 to be taken to schools for discussion.

39.2 Reminder for point 29 for all to have marking criteria on Blackboard and to discuss in class.

**40. MATTERS ARISING NOT COVERED ON THE AGENDA**

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**SECTION A: ITEMS FOR REPORT**

**41. Statements from the Chair**

Received:

41.1 The Chair welcomed back the committee for the new semester and introduced Linda Cosham, PPL School Manager.

41.2 Teaching Excellence framework

The initial narratives to start furnishing the UEA with submissions for stage two were due to Neil Ward by Friday 13<sup>th</sup> January. Dr Neumann is dealing with TEF for HUM. It was requested that if any colleagues within the schools are working on these and need help from the Teaching director to please be generous with their time.

Dr Sharkey and Dr Gough commented that it would have been useful to see the feedback from their quinquennial reviews held last year as part of this process.

Resolved: Secretary to investigate.

The Chair offered to have an overview if helpful to the School before submission.

- 41.3 HUMFY would like to feed into the schools plans.  
RESOLVED: FC to contact Dr Neumann.
- 41.4 Teaching Excellence Planning documents - TEP  
The aim is that those should be prepared before the full TEF submission goes in. It was recommended that the Teaching Directors liaise with Heads of School regarding the status. TEP due in February.  
UPDATE: Templates due to be made available on 19<sup>th</sup> January.
- 41.5 Student module enrolment - Undergraduate only  
Teaching Directors were asked to keep The Chair and LTS updated any problems arise during the process.
- 41.6 Module outlines  
Teaching Directors reminded to complete rest of module outline document for 18/19 and 19/20.

Questions were raised regarding level of details required for assessment and teaching teams.

RESOLVED: Secretary to investigate and updated following the meeting:

**Module and Course Update**

**Module Outlines for 2018/9 – next phase of the eVision task**

*The Module Outline task will reopen on 18 December to allow Module Organisers to add in the information that will be displayed to students who are choosing their modules for next year through OME. The information that academics are asked to add are:*

- *Learning Objectives and outcomes*
- *Learning activities and indicative student effort hours*
- *Attribute development grid*
- *Module enhancements (changes introduced in the light of student feedback and module review).*
- *Associate tutor support and external lecturers, if known, (this is not published but will be used by the School for costing/recruitment purposes).*

*The module type i.e. coursework or exam will have been included in the first phase. The exact breakdown and weighting of formative and summative is not provided until later, we think in the final phase (there are two more to come) and even then only published to students once enrolled.*

*Deadline for completion 5<sup>th</sup> February*

- 41.7 The Chair advised he planned to meet with Heads of School and the Team Leaders, including School Managers for information. The aim of these meetings would be to talk through areas of work Teaching Directors need support on.

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

#### **42. External Examiner reports**

Discussed

Committee responsibilities for scrutiny of reports

Resolved: To pick up during informal meetings with NS and Teaching Directors

#### **43. Course update and overview process**

Discussed

Feedback of the process this year.

NS explained that he would be contributing to the evaluation and feedback of the process and asked for any immediate thoughts.

- JS commented that the Learning and Teaching Service Hub team have been amazing, really supportive and helpful. HIS found the close deadlines set for ARM stressful to work to.
- Both MG and JS commented that James Smith in ARM had been really helpful. They felt it would have been useful if there was a separation and more of a gap in the process of module and course update, particularly for TD's as they were required to review for all courses in their school.
- The difference between update and overview was difficult to understand. Found it very difficult to see how process going on eVision.
- Could not tell which ones were completed and which were waiting on. Would be good to have a spreadsheet or live report to show what stage each at.

#### **44. Head of School Absence reports**

Received:

Update on reports received/outstanding

NS explained that he was required to complete an overview report for the Faculty and in order to do this Heads of School needed to complete theirs.

RESOLVED: TD's to remind their Heads of School.

#### **45. Formative assessment**

Discussed:

Modes of formative assessment and standardisation across the Faculty.

(Dr Jess Sharkey)

45.1 An issue surrounding retaining attendance in autumn semester in weeks 11 and 12 was identified within the HIS 5-yearly review. The school is keen to look at ways to embed an employability agenda but found the lack of attendance a concern.

45.2 As part of the review both the External and Chair suggested being more creative in forms of assessment. The External felt the School could be less reliant on summative and to put more work into formative. Also suggested having marked presentations and suggested the School was not being fair to students by not assessing them.

There was a discussion to clarify what the School can assess in summative work as they want to help prepare students for interviews which may require presentations.

There followed a discussion of how the School could reassess presentations:

- Marking presentations by having a percentage of the mark calculated from mark given by other students – part peer assessed.
- Students in AMA are asked to also write a short piece describing their contribution and what they learned from assessment.
- Question raised about how the moderation process can work for presentations as there was concern the school would not have the resources or expertise available. Noted that Drama invite their external examiner to attend performances which acts as the moderation/external process.

45.3 There was a discussion about embedding attendance in classwork. The example of portfolios, asking students to reflect on six entries, writing about lectures. This method was used and found to be effective by others.

RESOLVED: The Chair offered assistance to HIS Teaching Director to think more about creative solutions for this.

#### **46. Concession Framework**

Received:

An oral report from the Academic Director of Taught Programmes

(Dr Clive Matthews)

46.1 Dr Matthews joined the meeting in order to explain his role and position on reviewing concession requests when escalated to him by the LTS Hub Manager.

46.2 Concessions mainly relate to changing modules after week three, changing course after week 3, students wanting to do 40/80 split across semester, students going off profile. Dr Matthews explained his view on these requests:

- Off profile – this depends on what is requested. If the same learning outcomes are still achieved then the decision is more straightforward. Where the request is to substitute a core module for an optional – would tend to be rejected on the basis that the module was made core on the profile because it was essential. However, these are all taken on a case by case basis.
- Changing module after stipulated period. On whole these would be rejected on the basis that there are regulations and should stick to them, unless there are strong reasons. Dr Matthews stated he is consistent with the regulations.
- Late module changes have been received, even up to week 8 starting in week 9 supported by the module organiser, which is of concern. Dr Matthews calculated that with 200 hours study for a 20 credit module, this meant the student had just 4 weeks to do all of the study. This would result in 85 hours a week in the four remaining weeks when added to other subjects.

- Dr Matthews expressed his disappointment that Heads of School and TD's supported such requests.
- Changing courses – this often entails students having to take new modules. Therefore this follows that cannot do after week 3 if means will have to change modules.
- In terms of 40/80 split, the university says should be 60/60 but could do 50/70 on occasion (to take account of year-long modules). The reason being that 80 credits requires 67 hours a week which is too big of a burden. This is highly likely to be approved.
- Extenuating circumstances – students requesting late submission of appeals after the 10 day deadline. Most of these are upheld to allow submission. The exceptions are those without supporting evidence. Statements from parents for illness or where the evidence does not fit the timeframe are not accepted.

46.3 Ms Leishman asked how well are students told that if want to swap need to do it in first three weeks (autumn), two weeks (spring). A discussion followed of how to ensure students are aware.

Dr Matthews advised that he thought Michele Pavey was writing a statement.  
RESOLVED: Secretary to follow up with Michele Pavey and send out.

46.4 Dr Matthews announced other areas he will be looking at over the next few months:

- Chairing review on extenuating circumstances
- Plagiarism and collusion
- Moderation

46.5 Ms Leishman suggested that Schools send a welcome back email to include information regarding concession requests.

Dr Matthews advised that he was considering writing an article for concrete about how marking is fair and asked if Ms Leishman thought it would be useful. Ms Leishman replied that if they know what the limits are students can see what is fair.

#### **47. Extenuating Circumstances**

To receive

An oral report on the automation of the process from LTS Hub Manager  
(Michele Pavey)

Michele Pavey sent her apologies and LN provided an update on her behalf.

47.1 The automation of the Extenuating circumstances process was about to go live and would not currently change the working process for Extenuating Circumstances

Panels. Students will be able to apply for extenuating circumstances via the portal going forward.

47.2 There would be help clinics in the ARTS Hub for students, posters, emails and bulletin announcements to keep everyone informed.

**47.3. Deadlines beyond recommend dates by LTS**

Discussed:

Impact of late submission of work on students, LTS, School Offices and Markers.

47.4 The following were consequences of setting coursework submission deadlines after the cut-off date proposed by LTS were explained:

- Students quickly became aware that if their deadline was from the 18<sup>th</sup> Dec, they could use their self-cert for an extension until the 2<sup>nd</sup> Jan. This resulted in a high quantity of extension requests.
- Each submission of late work takes the same amount of time to process in the hub as a whole module. This number of late submission combined with the system down time had a negative impact on the hub.
- Late submitted work submitted on the 2<sup>nd</sup> January meant that markers needed to be on campus to collect at that point in order not to lose marking days.
- The marking of late work impacts on the start of semester with both preparation for and delivering of teaching.

It was commented that from the point of view of the markers - they were aware of the potential impact when setting the deadlines this so cannot have cause to complain.

- Although the aim is to turn around late work within 20 days, this is not always possible with other demands. When a large proportion of the cohort have applied an extension the turnaround time on these could result in the perception of late return of work.

RESOLVED: To note for next year with submission dates, taking into account the change to 3 days in 2018/19.

48. AOB  
Lecture capture.

The Chair advised that there is a working group led by Helena Gillespie on Inclusive Curriculum which has discussed lecture capture as an issue. The group is aware of the pressures on resource.

Ms Leishman commented that there is a recognition that a growing number of Schools are starting to do this.

49. Student Union

Actions were suggested which would help the Students Union representatives play a more active role in the committee meetings:

- To have a broader context given for agenda items prior to the meeting
- To have a list of bullet points explaining the item and its relevance.

RESOLVED: The Chair and Secretary to develop for future meetings.

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

**50. Course Approvals, Course Title Changes and Course Closures in HUM, 2017/8. Held in folder C1 within meeting papers for this meeting on Blackboard**

CP4 BA Intercultural Communication with Business Management (U1Q9N2302)  
CP4 Intercultural Communication with Business Management with a Foundation Year (U1Q9NF401)  
CP4 Modern Language with Management Studies (U1R9N2405)  
CP4 Modern Languages with Management Studies (Double Honours) (U1R9ND401)

**51. Items for report/discussion from Faculty Appeals and Complaints Panel meetings**

None for this meeting

**52. Items for report/discussion from Teaching Committees**

None for this meeting

**53. Items for report/discussion from Learning and Teaching Service**

None for this meeting

**54. SSLC Minutes: Matters arising from SSLCs**

None for this meeting

**55. Employability**

None for this meeting

**56. Undergraduate and Postgraduate External Examiner Reports and School Responses**

To note:

Undergraduate and Postgraduate External Examiner reports and School responses (these are on the HUM LTQC Blackboard site in the External Examiners tab)

**57. I ♥ Arts and Humanities**

None for this meeting

**58. Date of next meeting**  
14<sup>th</sup> February 2018