

LTC17D160

Title: Review of the Taught Programmes Policy Group
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Issue

Whether the Taught Programmes Policy Group (TPPG) should be formally closed.

Recommendation

Recipients are invited:

- (1) Approve the closure of Taught Programmes Policy Group (TPPG);
- (2) Thank all members of TPPG for their contribution over the years.

Resource Implications

None

Risk Implications

None

Equality and Diversity

The main recommendation is not thought to have any effect on equality and diversity.

Timing of decisions

With immediate effect

Further Information

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Background

The Taught Programmes Policy Group (TPPG) was initiated over a decade ago. Originally set up as “a policy development group advisory to the Academic Director of Taught Programmes (ADTP) in respect of undergraduate and postgraduate taught programmes and students”, a temporary suspension was placed upon TPPG’s meetings in October 7th 2016 (see LTC16D007) on the grounds that it had become outdated and inefficient given that better

means of seeking targeted advice had been developed since its inception. After a two year moratorium it is now possible recommend its permanent closure.

Although a useful discussion forum, by 2016 it had become apparent that TPPG suffered from some serious problems:

1. TPPG was initiated when there was only one Academic Director (the ADTP) with responsibilities relating to UG and PGT learning and teaching issues. Since then the University has introduced the roles of Academic Director of Learning and Teaching Enhancement (ADLTE) and Academic Director of Widening Participation (ADWP). TPPG did not sit easily with this triumvirate of ADs.
2. A significant proportion of the membership of TPPG also sat on other committees, and most especially on LTC, so that were being asked to consider and comment upon the same issues multiple times.
3. Due to the ad-hoc representation on TPPG, beyond the presence of the Faculty Associate Deans, there was not always sufficient specialist expertise to produce the best advice on the wide range of issues brought before the Group. At the same time, because not all members of TPPG were role holders within their School/Faculty, the lines of communication and on whose behalf individuals spoke were not always clear.
4. Further to (3), in recent years the University has instituted specialist Working Groups to inform and direct policy review and development (chaired by the relevant Academic Director) so removing the need for much of the advisory capacity of TPPG.
5. TPPG often sought advice outside the Group especially from LTQCs and other relevant groupings within the University.
6. TPPG met six times a year with relatively little benefit given the required resource.

Discussion

For the last two years the Academic Directors have been advised through policy Working Groups, feedback from Faculty LTQCs (sometimes by the ADs attending meetings in person or by circulating documents for comment) and, in some cases, Task and Finish Groups. The result has been an improvement in quality assurance and enhancement by consultation and feedback from those with relevant expertise.