

# LEARNING AND TEACHING COMMITTEE



## Minutes of the meeting held on 9 December 2009

Present: The Pro-Vice-Chancellor (Professor T.B. Ward) (in the Chair), the Director of Postgraduate Research Degree Programmes (Professor C. Vincent), the Director of Taught Programmes (Professor G. Moore), the Director of Partnerships (Ms E. Towner), LTC Director of Staff Development (Mr P. Levy), the Dean of Students (Dr A. Grant), Associate Deans (LTQC) (Mr I. Farr, Dr S. Connolly, Dr N. Spalding and Dr N. Watmough), The Academic Registrar (Mr R. Evans), Mrs C. Dobson (UCS Rep), the Academic Officer of the Union of UEA Students (Mr D. Sheppard),\* the Student Member nominated by the Union of UEA Students (Mr R. Reynolds)\*, and representatives of the Graduate Students' Association (Mr O. Fagbola and Miss S. Kim ) \* (\* except for business marked\*).

With: The Director of Faculty Administration (SCI) (Mr M. McGarvie), the Library Director (Mr N. Lewis), the Assistant Registrars (Dr J. Ashman (Committee Secretary), Mr L. Daly, Ms C. Gray, Ms H. Murdoch, Ms E. Roberts and Ms M. Steele), the Director of the Careers Centre (Ms A. Benson) and the Careers Centre Information Manager (Mr L. Doughty) for Minute 21, and the UEA London Project Manager (Ms L. Morton) for Minute 29.

Apologies: Mr G. Sorrell (City College Rep), The Head of the Learning, Teaching and Quality Office (Ms A. Rhodes).

### 17. MINUTES

Confirmed  
the Minutes of the meeting held on 28 October 2009.

### 18. STATEMENTS BY THE CHAIR

(1) The Chair welcomed the two new representatives of the Graduate Students' Association, Mr Olasoji Fagbola (President) and Ms Sunmi Kim.

(2) The meeting of Senate on 11 November 2009 discussed three major topics: a presentation on Admissions, a presentation on the Research Excellence Framework (REF), and a presentation on the Department of Business, Innovation and Skills' report on Higher Ambitions: The Future of Universities in a Knowledge Economy.

Senate had also received a report from the Learning and Teaching Committee and had confirmed the recommended semester dates for 2011-12.

(2) The "Central Student Handbook" was now available to students and to staff via the e-Portal (accessible via the "Faculty" tab on the Portal under "My UEA Groups"). Members would recall that one of the actions arising from the QAA Audit of the University in April 2009 was to consider mechanisms for making

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key information available to students. It was hoped that the on-line handbook, which had been proposed prior to the Audit, would be a useful response to this suggestion.

Thanks were extended to those colleagues in central offices and across the University who had commented on draft versions of the Handbook.

- (3) The four Associate Deans (LTQ) were thanked for their presentations and contributions to the Policy Half Day. It was encouraging to have further Faculty input. The Director of Taught Programmes had also given a presentation on Academic Appeals, which had helped to raise the awareness of Heads of Schools to current issues. (See also Minute 24 below)
- (4) The attention of members of the Committee was drawn to the UEA Student Experience 2009 report, a draft of which had been considered by the Student Experience Committee.  
(<http://issuu.com/unionofueastudents/docs/studentexperience2009>)

### 19. CONFIRMATION OF CHAIR'S ACTION

Confirmed

Chair's Action

- (1) Semester dates 2012/13 (A copy is filed in the Minute Book, ref. LTC09D037)

[Secretary's Note: an incorrect version of the document was originally attached to the agenda, of which Option 1 showed the dates approved by the Chair. The correct document has now been filed in the Minute Book.]

- (2) New Prizes in the School of Medicine, Health Policy and Practice

- (i) Jenny Lind Medal in Paediatrics
- (ii) The Arthritis Research Council Prize
- (iii) The Association of Physicians Prize – intercalated degree
- (iv) The Association of Physicians Prize – research project
- (v) East Anglian Obstetrical and Gynaecological Society Prize

### 20. DEPARTMENT OF BUSINESS, INNOVATION AND SKILLS REPORT: HIGHER AMBITIONS: THE FUTURE OF UNIVERSITIES IN A KNOWLEDGE ECONOMY

Considered

- (1) the executive summary of the above report (A copy is filed in the Minute Book, ref. LTC09038)

Members can consult the full report at:

<http://www.bis.gov.uk/wp-content/uploads/publications/Higher-Ambitions.pdf>

and also the Report of the HEFCE sub-committee for Teaching, Quality and the Student Experience.

[http://www.hefce.ac.uk/pubs/hefce/2009/09\\_40/](http://www.hefce.ac.uk/pubs/hefce/2009/09_40/)

- (2) a paper from the Head of the Learning, Teaching and Quality Office setting out the implications of the report for the Committee (A copy is filed in the Minute Book, ref. LTC09D039)
- (3) HEFCE proposals "Future arrangements for quality assurance in England and Northern Ireland". Responses to which are invited by 5 March, 2010. The response can be consulted at:

[http://www.hefce.ac.uk/pubs/hefce/2009/09\\_47/09\\_47.pdf](http://www.hefce.ac.uk/pubs/hefce/2009/09_47/09_47.pdf)

(In their consideration of these documents, and particularly the discussion items raised within the paper from the Head of the Learning, Teaching and Quality Office, members:

- (i) noted in particular that the quality assurance and enhancement landscape was likely to change over the coming period and that in addition to the HEFCE review of the Audit process there was a group looking at the role of external examiners;
- (ii) reflected that whatever changes were made to the Audit process, the student experience, including issues such as staff:student ratios, already prioritised by the University, were likely to remain key;
- (iii) considered that whilst the outcomes of the General Election next spring might impact on the agenda set out in the Department's Report, the main principles reflected in the Report were shared by the two major parties and were therefore likely to influence the future HE environment;
- (iv) were satisfied that a great deal of activity focused on the student experience was already being undertaken by the University, and therefore no additional action was necessary at this time;
- (v) highlighted the references within the Department's Report to the decline in sandwich courses and the desirability of providing opportunities for students to undertake industrial placements as part of their courses, something which students also wanted. It seemed likely that HEIs would be encouraged to continue to form ever closer links with industry and form industrial partnerships;
- (vi) concluded that there was already work being undertaken within the University on placement learning and that there was significant experience of providing placement learning within the Faculty of Health and elsewhere which could be readily and usefully shared across Schools and Faculties;
- (vii) noted that the development of INTO UEA London and the London study centre could provide access to a range of placement opportunities in London, but that placements could be undertaken anywhere nationally and internationally if appropriate structures were in place;
- (viii) reflected that consideration could be given to new ways of incorporating placements into courses, for example through semester-long rather than year-long placements, but that careful consideration would need to be given to the logistics of such developments;

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- (ix) acknowledged that there were a range of practical issues that needed to be taken into consideration when developing industrial placement opportunities, not least of which were ensuring that placements offered equality of opportunity to all students including those with disabilities;
- (x) concluded that in respect of the provision of information to prospective and current students, responsibility for the accuracy and publication of information might appropriately rest at the level of the School, with the Committee agreeing a framework within which information should be published;
- (xi) were reminded that the Committee had previously concluded that only information written with external publication in mind should be made (externally) publicly available and that until further guidance or requirements were issued there should be no change to the University's stance on the wider publication of materials such as programme specifications or employability reports;
- (xii) reflected that there might be challenges in producing information that met the needs of current students and of potential applicants, bearing in mind recent cases where students at other HEIs had complained and received compensation on the basis of "misleading" information at the admissions stage, and that there were several stakeholders whose views would need to be taken into consideration;
- (xiii) heard that more effective use of functionality within the UCAS website to highlight topics covered within degree courses might result in a move away from using detailed course titles to emphasise coverage of a particular aspect of a subject, which could result in a much less complex offer;
- (xiv) were satisfied that current arrangements for the induction of new external examiners, whereby external examiners developed in the role with appropriate information and support from Schools and existing examiners, was effective and efficient;
- (xv) noted that the UEA Code of Practice for the external examiner system was regularly reviewed and provided a useful medium through which to provide information and induction to examiners;
- (xvi) felt that there were considerable risks to the external examiner system within the Government's proposals, noting that the system operated on good will in the context of low fees and considerable time commitments alongside a teaching, research and administration role;
- (xvii) were reminded that Foundation degrees already existed in Partner Colleges and heard that Foundation degrees were developing at UEA as well in response to requests from PSRBs. Progression routes to UEA degrees existed and there were continual discussions with Schools to identify other potential routes;
- (xviii) noted that the University would need to review the current provision of part-time routes through degree courses.)

RESOLVED

- (1) that no immediate action was required as a result of the Department's Report, but that developments would continue to be watched and considered as they emerged;
- (2) to reaffirm the principle that only information that had been prepared and designed with an external audience in mind should be made externally available;
- (3) that the Director of Admissions (Dr R Harvey) would be invited to take forward with Schools and Faculties strategies for increasing the visibility of UEA courses through web searches, with particular reference to UCAS;
- (4) that current information made available to external examiners should be kept under review, but that no further web based provision for external examiners was currently required;
- (5) that the Learning, Teaching and Quality Office would be asked to prepare a draft response to the HEFCE consultation document, which would then be circulated for comment prior to submission.

21. STUDENT PROGRESSION AND EMPLOYABILITY STRATEGY

Considered

- (1) reports from
  - (i) the Faculty of Arts and Humanities. (A copy is filed in the Minute Book, ref. LTC09D040)
  - (ii) the Faculty of Health. (A copy is filed in the Minute Book, ref. LTC09D041)

*(The reports from the Faculties of Science and Social Sciences would be available at the February meeting of the Committee.)*
- (2) an oral report from the Director of the Careers Centre who noted that the CV Builder was live on Blackboard for students, having replaced APD. Students had indicated that it was a more useful tool. Thanks were extended to Schools for having raised awareness of this new tool.)
- (3) an oral report from the Careers Centre Information Manager who highlighted that:
  - (i) full institutional data was available on the CCEN web pages and could be accessed at:  
<http://www.uea.ac.uk/careers/services/staff/ueanetwk/Employability%20and%20progression%20-%20Appendix%20v4%202009.pdf> ;
  - (ii) the figures needed to be viewed in the context of the current economic climate, but an analysis of the data suggested that there had been a minimal adverse effect upon our graduating students (whilst noting that there might be a delayed impact in next year's figures);

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- (iii) improved employability data had had a significant impact on the University's rankings in league tables, demonstrating the importance of this data;
  - (iv) there were a number of factors underpinning the improved employability data, including structural changes such as new vocational courses producing results in the years taken into account;
  - (v) regional employment resulting from a high proportion of students remaining in Norwich or the wider region remained a feature of the data (something which had been investigated through a project commissioned by the Dean of Students in 2005), but the latest data showed an increase in the proportion of regional jobs at a graduate level;
  - (vi) a significant proportion of UEA graduates were dependent upon the public sector for employment;
  - (vii) in terms of Careers Centre activity, a new Job Shop had opened on the Square in September 2008, providing student access to campus-based job opportunities. In excess of 1,000 students had accessed campus based jobs and there had been a significant rise in student employment on campus. However, more aggressive marketing of this facility was planned;
  - (viii) data indicated that there had been an increase in student engagement with the Careers Centre, across the full range of resources available;
  - (ix) looking forward, there were proposals to include graduate salaries within the Key Performance Indicators. This information was not currently routinely collected and it was felt that requesting it might have an impact on response rates, that the information collected might not be reliable and that the regional factor might have a skewing effect;
  - (x) the University had created a new post of International Student Careers Adviser, a joint appointment between the Careers Centre and the Dean of Students' Office.
- (4) a final version of the Faculty Employability Guide. (A copy is filed in the Minute Book, ref. LTC09D068). This document can also be consulted at

<http://www.uea.ac.uk/employability>

(In their consideration of the above reports, members

- (i) heard that there was no requirement to collect first destination information from international students and recognised that this was problematic for Schools with a high proportion of international students;

- (ii) welcomed the planned work within the Careers Centre to focus on improving the information collected from international students and the creation of the International Student Careers Adviser post;
- (iii) commented on the difficulty of gathering next destination information from research postgraduates and explored whether there was potential to collate information centrally from supervisors as well as students, noting that such information was often requested from Research Councils and would be required for REF;
- (iv) recognised the requirement for the Careers Centre to work closely with the alumni relations team (MAC);
- (v) were pleased that the University had exceeded its benchmarks in graduate employment, notwithstanding the current economic situation;
- (vi) noted that James Goodwin (CCEN) was eager for colleagues in Schools to contact him with UEA-based examples that could be used to further populate the Employability Guide;
- (vii) considered whether it remained appropriate for LTC to continue to receive an employability report from each School, but reflected that it might be appropriate to take a view on this once all the reports had been considered following the February meeting and also that the inclusion of the reports provided an opportunity for information to be disseminated between Schools and Faculties, and that ideas mentioned in one report might be picked up in other Schools;
- (viii) suggested that Faculty Executives might also usefully formally review this information set.)

## 22. LTC PROJECTS

### Considered

a report on assessment. (A copy is filed in the Minute Book, ref. LTC09D042)

(In their consideration of this report members

- (i) welcomed the report and thanked the Project Officer for her analysis of the data;
- (ii) noted that limitations in respect of the data stored within the Student Information System (SIS) had previously constrained the analysis, but that there was now sufficient information within SIS to track a cohort through three years of study;
- (iii) were reminded that the report focused on the major course within a School because more specialist courses often contained too few students for data and analysis to be meaningful;
- (iv) were asked to consider whether the progression analysis taking into account A-level tariff and cohort year averages were useful data that should be built into standard University management information reports;

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- (v) reflected that it would be of benefit for colleagues with responsibility for admissions as well as for teaching and learning to consider the data and reports, specifically at School level, although a broader perspective might also be beneficial;
- (vi) concurred that there were often subject-specific factors (such as students taking a subject at A-level prior to admission) affecting the data, which were best explored at School level;
- (vii) agreed that any consideration of the report should also take into consideration the work undertaken in Schools and covered by the Transitions Project, such as the impact of more comprehensive induction processes;
- (viii) reflected that the report might also usefully be taken into consideration as part of the review of the standard information provided to Module Assessment Boards;
- (ix) heard that international students were not included in the data because they tended not to arrive with A-levels, which was again a concern for Schools with high numbers of international students;
- (x) recognised that ways needed to be found of more effectively tracking international students and students who had previously studied at INTO UEA;
- (xi) heard that a colleague in the School of Economics was undertaking a project as part of the Higher Education Practice programme, collating information on IELTS component scores and tracking through students' performance;
- (xii) noted that similar issues arose in respect of tracking students who might fall within the Widening Participation umbrella since there was no obvious proxy within the data.)

### RESOLVED

to emphasise to the SITS Project Board and the SITS Project Team the importance of identifying ways to track students on the basis of IELTS component scores (not just the overall score) and to track students progressing to UEA from INTO with reference to their course.

## 23. NEW AWARDS AND NEW COURSE PROPOSALS

### Considered

- (1) a request from the School of Education and Lifelong Learning (EDU) for approval of a new award title of Master of Teaching and Learning (MTL) (A copy is filed in the Minute Book, ref. LTC09D044)
- (2) approval in principle for a new course proposal from the School of Medicine Health Policy and Practice (MED) for a Master of Surgery in Oncoplastic Breast Surgery (MS), including approval of a new award title of Master of Surgery and delivery through distance learning (A copy is filed in the Minute Book, ref. LTC09D045)
- (3) a request from the School of Computing Sciences for approval to reinstate the award of Bachelor of Engineering (BEng)

- (4) a report on the trial of the revised course approvals procedure in the Faculty of Social Sciences. (A copy is filed in the Minute Book, ref. LTC09D046)

(In their discussion of the above items members

- (i) were content that the Partnerships Office had been consulted during the preparation of and had reviewed the new course proposals from EDU and MED), both of which involved off-campus delivery, and were satisfied that these did not fall within Partnerships arrangements;
- (ii) reflected that whilst the number of awards at UEA were increasing, the MTL was a new national development, with the award title being nationally dictated by the TDA;
- (iii) noted that both new course proposals (from EDU and MED) offered modes of delivery based on continuing professional development within the work place, rather than in a traditional campus-based classroom environment;
- (iv) heard that Partner Colleges were preparing a request to deliver Bachelor of Engineering courses;
- (v) noted that the version of the New Course Approval process being built within Process Manager had evolved from the process being piloted within SSF, which had addressed some of the issues raised in the report;
- (vi) noted that there were issues that could helpfully be explored as part of the next phase of implementation, specifically with reference to fast track amendments and approvals;
- (vii) were reminded that there had been a number of drivers behind the implementation of an approvals process that required consultation with a number of stakeholders;
- (viii) heard that central Divisions welcomed the opportunity to see new course proposals at an early stage;
- (ix) encouraged Faculty Executives to draw to the attention of senior managers instances where comments on proposals were not provided in a timely manner and noted that further briefings for those required to provide comments might be beneficial;
- (x) heard that the Process Manager version of the full new course proposal process was still under construction and would be available in the spring.)

RESOLVED

- (1) to approve the award title of Master of Teaching and Learning (MTL);
- (2) to approve the award title of Master of Surgery (MS);
- (3) to give approval in principle to the new course proposal for a Master of Surgery in Oncoplastic Breast Surgery;

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- (4) to approve the reinstatement of the award of Bachelor of Engineering (with effect from September 2010);
- (5) to thank the Faculty of Social Sciences for conducting the pilot of the paper-based version of the new course approvals procedure.

### 24. DIRECTOR OF TAUGHT PROGRAMMES

Considered

a report and proposals in respect of the Review of the Common Course Structure from the Chair of the Review Group (A copy is filed in the Minute Book, ref. LTC09D047)

(In their discussion of this item, members:

- (i) were advised that the report and recommendations were from the Chair of the Review Group and not from the Review Group itself;
- (ii) were reminded that in undertaking this Review, the University intended to go back to basics, rather than tweaking the existing regulations;
- (iii) heard that following its completion, the Integrated Masters and Common Masters Regulations would be reviewed with the intention that all three sets of regulations would remain in line as far as was appropriate;
- (iv) learned that the Regulations would be reformatted to integrate what currently fell into the separate regulations and instructions to examiners;
- (v) were advised that whilst the University intended to implement the revised regulations for CCS, IM and CMF in September 2012, external and national factors might impact upon this schedule;
- (vi) were informed that the revised regulations aimed to take account of changes in the HEFCE funding model by encouraging students to engage with all items of assessment;
- (vii) noted that there was still no national agreement on the future of degree classification, but that the revised regulations aimed to protect student interests in the event that a Grade Point Average system was adopted, again by encouraging engagement with all items of assessment;
- (viii) reflected that there would be School-specific issues to be resolved through the detail of the regulations during the consultation phase;
- (ix) heard that the Student Information System (SIS) did not permit the easy extraction of management information on the academic profile of students referred to reassessment, but that case studies and better information probably existed within Faculties and Schools;

- (x) felt that an exploration of case studies of those students referred to reassessment would be beneficial prior to final agreement about limiting access to reassessment opportunities as there was some unease that the current proposals were overly harsh;
- (xi) recognised that reassessment consumed a sizeable resource;
- (xii) reflected that a move to component reassessment rather than synoptic reassessment could have resource implications and implications for the timing of reassessment if academic staff were required to prepare and mark a number of different assessment items per module rather than a single reassessment essay or examination;
- (xiii) agreed that it would be necessary to explore the practical implications of this proposal and identify assessment strategies that would permit it to work;
- (xiv) noted that reassessment fees would need to be reviewed in the light of any changes to the University's approach to reassessment;
- (xv) identified that consideration would need to be given to ways in which courses would articulate where modules in the spring semester presupposed competencies achieved in modules taken in the autumn semester;
- (xvi) noted that the issues highlighted in section 5 of the paper from the Chair of the Review Group would be discussed in due course.)

RESOLVED

- (1) to endorse the revised work plan for the Review Group;
- (2) to mandate the Review Group to pursue the recommendation that reassessment should not be an automatic right and that reassessment opportunities should only be offered in certain circumstances;
- (3) to mandate the Review Group to pursue the recommendation that reassessment should be at the level of the component and not synoptic at the level of the module;
- (4) to endorse the recommendation that if component reassessment is adopted, marks should be capped at the component level and a module aggregate recalculated accordingly;
- (5) to endorse the recommendation that progression be linked more explicitly and transparently to the level designation of modules;
- (6) to endorse the recommendation of the Review Group that the minimum volume of Honours level credit that students must take in order to obtain an Honours degree should be consistent with HEFCE/QAA statements.

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### 25. LTC REVIEWS

Considered

oral reports on the following reviews of:

(1) Examinations and Course Tests

(It was reported that

- (i) the Review Group had not met this academic year, but background work continued, particularly in respect of a major piece of modelling of examination data which needed to be completed prior to discussion by the Review Group;
- (ii) an approved list of translation dictionaries for use in examinations had been put in place and work was continuing on a list of calculators;
- (iii) another major focus for this academic year would be course tests and consideration of future arrangements for their management and encouragement of a reconsideration of assessment strategies to reduce their volume.

(2) Professional Misconduct and/or Unsuitability procedures.

(3) Disciplinary Procedures.

(Members were informed that;

- (i) a decision had been taken to merge the Review Groups looking at Professional Misconduct and/or Unsuitability and at Disciplinary Procedures;
- (ii) the Review Groups had explored the recasting of the Senate Discipline Committee (SDC) as a body sitting in various modes to deal with Misconduct in Research (by students), Professional Misconduct and/or Unsuitability, Cheating in Examinations, Attendance and Progress, Plagiarism, and fraudulent applications;
- (iii) the issue of penalties had been problematic, with some wishing to retain complete discretion, whilst others advocated a tariff of penalties which could be publicised to students, but a consensus appeared to be developing around a framework of 'norms' which still allowed the SDC discretion;
- (iv) the model provided by the Plagiarism and Collusion policy of various levels of offences and penalties, accompanied by appropriate support packages, was attractive and would likely be proposed;
- (v) in parallel, the Review Group would also consider proposals for a Fitness to Study policy, focused on student welfare, which would provide a procedure for dealing with circumstances where it was considered that a student was

too ill or too encumbered with other personal circumstances to study.

26. FACULTY ASSOCIATE DEANS (LEARNING, TEACHING AND QUALITY)

Received

- (1) minutes of the meeting of the Faculty Learning, Teaching and Quality Committee:  
  
FOH (A copy is filed in the Minute Book, ref. LTC09D048)  
HUM (A copy is filed in the Minute Book, ref. LTC09D049)  
SCI (A copy is filed in the Minute Book, ref. LTC09D050)  
SSF (A copy is filed in the Minute Book, ref. LTC09D051)
- (2) Reports on Programme Reviews undertaken in 2008/9 from FoH and SSF. (Copies are filed in the Minute Book, refs. LTC09D052 LTC09D053)
- (3) A report from the Faculty of Health on Module Monitoring and Course Update for 2007/8. (A copy is filed in the Minute Book, ref. LTC09D054)

Considered

oral reports from the Associate Deans

RESOLVED

that the matter raised by AD (LTQ) HUM in respect of the way in which information gathered via student evaluations of teaching and modules could be used within promotions cases was more appropriately a matter for HRD.

27. TAUGHT PROGRAMMES POLICY GROUP

Considered

- (1) an oral report on the meeting of TPPG on 25 November 2009
  - Amendments to the Academic Appeals Procedure
  - Sticker system to assist with feedback on coursework
  - Course closure procedure
  - Guidelines on Group Work
  - Guidelines on Scaling of Marks
  - Semester Dates
- (2) proposals for a Course Closure Procedure (A copy is filed in the Minute Book, ref. LTC09D055)  
  
This item was deferred to the meeting of the Committee on 3 February 2010.
- (3) proposals for amendments to the Academic Appeals Procedure (A copy is filed in the Minute Book, ref. LTC09D056)
- (4) the recommendation that a sticker system aimed at ensuring targeting feedback on written assignments be introduced for students with Specific Learning Difficulties.

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- (5) a progress report on the development of guidelines on the scaling of marks (A copy is filed in the Minute Book, ref. LTC09D057)

This item was deferred to the meeting of the Committee on 3 February 2010.

### RESOLVED

- (1) to approve the proposal that the Academic Appeals procedure be clarified to more clearly set out the option available to a Head of School to approve or submit a concession as relevant as a result of an Academic Appeal where the circumstances indicate that this is the appropriate remedy, rather than referring all matters back to a Board of Examiners;
- (2) to recommend to Executive Team that all Heads of School be required to undertake mandatory Academic Appeals and Academic Complaints training;
- (3) to approve the implementation of a sticker system for written assignments aimed at ensuring that students with Specific Learning Difficulties receive better focused feedback comments. (Details of the implementation to be coordinated by the Director of Taught Programmes.)

## 28. PG RESEARCH PROGRAMMES POLICY GROUP

### Considered

- (1) a report on the 'Roberts' funding allocation to Faculties/CSED for 2009-10 (A copy is filed in the Minute Book, ref. LTC09D058)
- (2) a summary of issues arising from external examiners' reports for research degrees 2008-09 (A copy is filed in the Minute Book, ref. LTC09D059)
- (3) a report from the meeting of the Policy Group on 6 November 2009 (A copy is filed in the Minute Book, ref. LTC09D060)
- (4) whether research students should be given the option of depositing either an electronic or a hard copy of their thesis in the Library. (A copy is filed in the Minute Book, ref. LTC09D061)

(In discussion of the above items, members:

- (i) heard that in future, the Contract Research Staff (CRS) component of the 'Roberts' funding allocation would be the responsibility of the PVC (Research and Knowledge Transfer) in conjunction with Research Executive;
- (ii) learned that an issue raised through a number of external examiners' reports in respect of copyright had been pursued with the University's Information Policy and Compliance Manager, who had confirmed that there was no issue in respect of this material during the assessment process.)

RESOLVED

to approve an amendment to the Regulations to permit students to deposit a copy of an approved thesis in the University Library in either electronic or hard copy. (Details of the implementation to be decided by the Policy Group.)

29. PARTNERSHIPS

This minute is confidential and attached as a separate sheet.

30. ITEMS FOR REPORT

Received

reports on:

- (1) Partnerships (A copy is filed in the Minute Book, ref. LTC09D063)
- (2) Concessions and Approvals (A copy is filed in the Minute Book, ref. LTC09D064)
- (3) Appointment of External Examiners (Taught Provision) 2009/10 (A copy is filed in the Minute Book, ref. LTC09D065)
- (4) New Course Approvals (A copy is filed in the Minute Book, ref. LTC09D066)
- (5) Module and Course Monitoring, Update and Review (A copy is filed in the Minute Book, ref. LTC09D067)