

LEARNING AND TEACHING COMMITTEE



Minutes of the meeting held on 27 May 2009

Present: The Pro-Vice-Chancellor (Professor T.B. Ward) (in the Chair), the Director of Taught Programmes (Professor G. Moore), the Director of Partnerships (Ms E. Towner), the Academic Registrar (Mr R. Evans), the Dean of Students (Dr A. Grant), Associate Deans of the Faculty Learning, Teaching and Quality Committees (Dr S. Connolly, Mr I. Farr, Dr N. Spalding and Dr N. Watmough), Mr R. Impey (on behalf of Mrs C. Dobson, UCS Rep), the Academic Officer of the Union of UEA Students (Mr D. Sheppard)*, and the Student Member nominated by the Union of UEA Students (Mr R. Reynolds)* except for business marked*.

With: The Head of the Learning, Teaching and Quality Office (Ms A.E. Rhodes), the Director of Faculty Administration (HUM) Mr A. Flack), the Assistant Registrars (Dr J. Ashman and Ms E. Roberts) and the Equality and Diversity Manager (Ms H. Murdoch).

Apologies: *Members:*
Mrs C Dobson (UCS Representative), Mr P. Levy (LTC Director of Staff Development), Mr G. Sorrell (City College).

In attendance:
Mr N. Lewis (Library Director)

The Chair welcomed to the meeting the Chair of the Higher Education Research and Innovation Group, Professor N. Norris (Minute 84 refers), the Director of Admissions, Dr R. Harvey (Minute 85 refers), the Director of Postgraduate Programmes in Higher Education Practice, Mr Nigel Curson (Minute 86 refers), the Director of the Careers Centre, Ms Anne Benson and Careers Adviser, Mr James Goodwin (Minute 87 refers).

80. MINUTES

Confirmed
the Minutes of the meeting held on 22 April 2009.

81. MATTERS ARISING FROM THE MINUTES

Minute 70 : QAA Institutional Audit

It was reported that the draft report on the recent Institutional Audi was now expected by 8 June, 2009 (the later date being at the request of the QAA).

Minute 73 : Reports from Plagiarism and Collusion Officers, 2007-08

It was noted that updates on some reports had been received and that these would be reported to the Committee at its meeting in October, 2009.

Minute 76 : Pg Research Programmes Policy Group

Members were informed that the final figures in respect of the PgR Experience Survey (PRES) was a total of 332 responses, a response rate of 28% (the figure for the 2008 survey for UEA was 22%). UEA had decided not to extend the closing date for replies, although a number of other institutions had chosen to extend the deadline to 31 May, 2009. After this date, outcomes for UEA would be compared with the national outcomes and with those for the 1994 Group, the Russell Group etc. Preliminary analysis would be presented to the 26 June meeting of the Policy Group.

82. STATEMENTS BY THE CHAIR

- (1) Teaching Enhancement and Student Success. (A copy is filed in the Minute Book, ref. LTC08D092)
- (2) Learning and Teaching Day
- (3) Timetabling project.

Reported that

- (1) details of the proposed expenditure under the new Teaching Enhancement and Student Success (TESS) arrangements had now been finalised and were presented to the Committee;
- (2) there had been positive feedback on the recent Learning and Teaching Day held on 29 April, 2009. Whilst attendance had been reasonable and there had been a 'buzz' to the day it would have added to the occasion if more colleagues had attended.

Members agreed that there should be a fourth 'L&T Day' at about the same time (April, preferably on a Wednesday). Planning for the event would commence earlier next session. It was suggested that the new Academic East Building (which was scheduled to have been completed by that date) be considered as a possible venue;

- (3) a timetabling project would be established with the Pro-Vice-Chancellor (Academic) in the Chair. There were a number of aspects to the review including : earlier publication of students' timetables (in response to students' concerns on this issue) and the possibility of discontinuing or changing the current slotting system to facilitate simplification of the timetable and efficient utilisation of rooms. The future of the slotting system would need to be advised to the Information Services Division before July as work would need to begin on timetabling for 2009-10. Another suggestion was that the timetabling system under the auspices of the Planning Office should run for all the whole year (i.e. fifty-two weeks).

83. CONFIRMATION OF CHAIR'S ACTION

Confirmed

new Prizes and amendments to existing prizes. (A copy is filed in the Minute Book, ref. LTC08D093)

(Members noted that in view of the increasing number of prizes, scholarships and bursaries available and the desire to increase the focus on students' success, the Development Office was developing a website dedicated to prizes etc to which readers would be directed from the University Calendar.

The Calendar would continue to refer to prizes but would not in future set out the detailed rubric.)

84. HIGHER EDUCATION RESEARCH AND INNOVATION GROUP

Considered
a report. (A copy is filed in the Minute Book, ref. LTC08D094)

RESOLVED that

- (1) the report be circulated to Heads of Schools and Faculty Learning and Teaching Quality Committees for consideration;
- (2) the four Faculty Associate Deans (LTQ), in the light of feedback from Schools, decide which suggested action(s) they would wish to pursue during 2009-10;
- (3) a report on (2) be presented to the Committee at its meeting in April, 2010;
- (4) relevant recommendations (for example, those that had implications for regulatory frameworks and/or assessment policy and practice) should be considered by the on-going reviews of the Common Course Structure Degree Regulations and of examinations;
- (5) the Committee's thanks and congratulations be conveyed to the Chair of HERIG, Professor Nigel Norris and members.

(In their detailed consideration with particular regard to taking forward the recommendations, members:

- (i) for the most part, agreed with the view that relevant recommendations (for example those that had implications for regulatory frameworks and/or assessment policy and practice) should be considered by already established reviews and that it was important to identify those recommendations that had University-wide import and those that could be more locally handled;
- (ii) concurred with the view that other (local) recommendations could be considered within Schools and Faculties which should select two-three recommendations and plan to embed these. A report should then be made to the Committee towards the end of the 2009-10 session (April, 2010.)

85. UEA LONDON

Considered
the confidential proposed arrangements for

- (i) institutional approval for UEA and INTO programmes
- (ii) approval in principle of UEA programmes
- (iii) approval in principle of INTO programmes

(A copy is filed in the Minute Book, ref. LTC08D095)

RESOLVED

- (1) to support the proposed arrangements for institutional approval for the delivery of UEA and INTO programmes at UEA London, subject to the addition of more members to the Approvals Panel and noting that the timescales outlined in Appendix 1 of the paper were provisional and might be subject to change, albeit still within the deadline for reporting to Senate at its meeting on 11 November, 2009;
- (2) to approve in principle the proposed UEA programmes for delivery at UEA London subject to further assurances regarding the proposals for the introduction of undergraduate provision and urging that there should be a reasonable timescale for the phased introduction of all academic provision;
- (3) to approve in principle the proposed INTO programmes for delivery at UEA London;
- (4) to schedule an additional meeting of the Learning and Teaching Committee probably in mid-October, 2009 (date to be finalised) to be devoted to consideration of recommendations regarding UEA London from the Approvals Panel and from Faculties (the latter in respect of their detailed consideration of proposed UEA programmes) prior to the November meeting of the Senate;
- (5) to thank Dr Richard Harvey for his presentation.

(In their detailed consideration, members

- (i) were informed that the University at its highest levels was committed to the UEA London concept;
- (ii) noted that the building would consist of academic space and student accommodation. The former was scheduled to be handed over to the Joint Venture Company (JVC) on 11 December, 2009, with a view to the first students commencing from 11 January 2010. Alternative arrangements would be made to accommodate those students who commenced in January, 2010. In due course, there would be capacity for 1500 students with numbers being built up in phases. In the initial phase, the Joint Venture Company would occupy three floors of academic space;
- (iii) heard that the proposed academic provision for UEA London included INTO UEA programmes; UEA master's provision; UEA undergraduate programmes with the possibility of international exchange students and UEA Norwich students spending time at UEA London. It was proposed that existing INTO UEA programmes would be replicated at UEA London; that some existing UEA master's provision would move their location to UEA London; whilst other master's and undergraduate provision would be replicated and/or developed at UEA London;
- (iv) understood that the proposed approvals process had three separate but overlapping foci: the approval of INTO programmes; the approval of UEA programmes; and the approval of institutional arrangements to run both sets of provision. For the approval of INTO programmes, the normal validation arrangements would apply. The remit of the

- Institutional Approval Panel would be extended to include consideration of the academic operation of UEA London in respect of UEA provision, including students support and student services. The findings of the Panel would be conveyed to Faculties to inform their detailed consideration of courses. The Panel's and the Faculties' recommendations would be made to the Committee which in turn would report to the Senate;
- (v) agreed that there should be an additional meeting of the Committee in mid-October (date to be confirmed) to be devoted to consideration of UEA London ahead of the 11 November meeting of the Senate;
 - (vi) also agreed that the Institutional Approvals Panel (the core of which was suggested in the Committee's papers) should be extended to include, for example, the Faculty Associate Dean (Social Sciences); Dean of Students; Library nominee and ITCS nominee;
 - (vii) expressed the view that governance structures, academic standards, the quality of the student experience and equity and comparability of that experience compared with UEA Norwich should be paramount considerations. The impact on resources both in Norwich and in London should be borne in mind as should the issue of whether UEA provision would be the same as between Norwich and London or whether there should be some differentiation (in addition to the mode of attendance which was likely to be part-time (perhaps block release) in respect of master's provision);
 - (viii) whilst voicing concern about the tight schedule for the phasing in of academic provision, considered that the above proposals offered an appropriate mechanism – subject to some fine-tuning of timescales and personnel – for consideration given that the Committee would have an overview and be in a key position to make informed recommendations to Senate.)

86. CENTRE FOR STAFF AND EDUCATIONAL DEVELOPMENT

Considered

a report. (A copy is filed in the Minute Book, ref. LTC08D096)

Endorsed

the report, being an annual report summarising CSED's activities during the 2007-08 session.

RESOLVED

- (1) to thank Mr N. Curson, Course Director, MA Higher Education Programme, for presenting the report;
- (2) that the Associate Dean (Learning Teaching and Quality) (Science) draw up a discussion paper on continuing professional development, including minimum levels thereof and how this might be recorded and made available to Heads of Schools / Promotions Committee), in consultation with the Director of Taught Programmes and the Chair of the Promotions Criteria Review Group.

(In their discussion, members:

- (i) were informed that the CSED report formed part of a wider report presented by the Human Resources Division to Council;
- (ii) noted that the account of the main strands of training and development work included an appendix showing the range of courses directly related to learning and teaching and how these compared with the previous year;
- (iii) were pleased that the number enrolled on the MA HEP now stood at around 200 at any one time but also noted that in the opinion of the Course Director, the programme as currently constituted and resourced, had reached capacity;
- (iv) heard that a new module on teaching evaluation would be offered from the 2009-10 session and would be compulsory. This might meet in part the recommendations of the Quality Assurance Agency audit team that it would be desirable for the University to review its current optional approach with regard to peer observation of teaching;
- (v) acknowledged that continuing professional development of existing staff was a particular challenge. One possibility was that the 'evaluation' module might be made available to all staff, possibly using a different model. Another approach to ensuring appropriate links were made was for the Course Director MA HEP to submit reports to the University Promotions Committee.
- (vi) also noted that Academic Practice short courses would continue to be available as part of the MA HEP;
- (vii) agreed that further training on the Advising System should be addressed because of the System's impact on the student experience. It was confirmed that the revised policy and guidance documentation following the recent review of the advising system included documents written specifically for students. These documents emphasised how students should engage with the process;
- (viii) with regard to information technologies, were informed that the 'Blackboard' System was becoming more embedded and that newer, emerging technologies such as Pod-casts were being explored. Their use within and links to academic practice could be investigated by MA HEP students. An example of a new technology was an updated, web-based technology for facilitating meetings, hitherto available in the LaRC's iLab. The upgraded technology would enable "distributed" meetings with people who were geographically separated and/or not participating in 'real' time. The Course Director of MA HEP was leading this initiative which was called the 'Synergy' Project. Participants included the School of Environmental Sciences as well as another University. A progress report would be presented to the Committee as part of CSED's annual report.)

Considered

Guidelines to assist Schools/Faculties. (A copy is filed in the Minute Book, ref. LTC08D097)

RESOLVED that

- (1) the draft Guidelines, to assist Schools/Faculties in their consideration, continued implementation and delivery of the Student Progression and Employability Strategy, should be supported and further developed as a useful aid to Schools/Faculties;
- (2) the Committee's thanks be extended to the Director of the Careers Centre (Ms A. Benson) and the Careers Adviser (Mr J. Goodwin).

(Members

- (i) noted that the guidelines had been drafted to support the Student Progression and Employability Strategy and that they were also consistent with the relevant section of the Quality Assurance Agency's Code of Practice on Career Education, Information and Guidance;
- (ii) welcomed the development of this document which was intended to be a practical resource for implementing the Student Progression and Strategy. Its focus was on the different skills needed to get and to do a job;
- (iii) requested that further guidance be inserted regarding provision of references: for example, having regard to recent equality legislation, how to approach a reference request which asked whether an applicant (who might have a disability) was able to perform a particular task;
- (iv) encouraged the preparation of a parallel document written for students which should be clear and succinct;
- (vi) suggested that it would be useful to include anonymised case studies from the University and from other Universities, if possible.)

88. EQUAL OPPORTUNITIES

Considered

a report (A copy is filed in the Minute Book, ref. LTC08D098)

ENDORSED

the report, subject to clarification of the number of Schools which had appointed a Disability Liaison Officer (paragraph 3.5, bullet point 4 refers).

(Members noted that this report was the fourth such report to the Senate and Council in this key area.)

89. LTC CODE OF PRACTICE: STUDENT REPRESENTATION AND STAFF:STUDENT LIAISON

Considered

a report on the operation of the Code 2007 -08 and 2008-09 (A copy is filed in the Minute Book, ref. LTC08D099)

RESOLVED

- (1) to discontinue the requirement, currently in the Code of Practice, that Schools hold an annual Open Forum;
- (2) to incorporate within the Code of Practice, a requirement that Staff:Student Liaison Committees consider the outcomes of national surveys of students including (at present) the National Student Survey (NSS), the new Postgraduate Taught Experience Survey (PTES) and the Postgraduate Research Experience Survey (PRES);
- (3) to remind School Directors (Learning, Teaching and Quality) of their responsibilities under the Code, with particular reference to their duty to liaise with students' representatives.

(In their consideration, members

- (i) noted that the recent audit had commented on some diversity of practice and reiterated their concern that School Directors (Learning, Teaching and Quality) must observe the substance of the Code of Practice and fulfil its expectations;
- (ii) welcomed the training that the Union of UEA Students was planning in the autumn for student chairs of Staff:Student Liaison Committees and student representatives on School Boards and other Committees.)

90. LTC REVIEWS

Considered

reports on the following reviews of:

- (1) CCS and structure of the academic year (A copy is filed in the Minute Book, ref. LTC08D100)
- (2) Professional Misconduct and/or Unsuitability procedures (A copy is filed in the Minute Book, ref. LTC08D101)
- (3) Disciplinary Procedures (A copy is filed in the Minute Book, ref. LTC08D102)

(With regard to the review of the Common Course Structure (CCS) for undergraduate programmes and the structure of the academic year)

Recommended the following principles, that:

- (1) students be required to pass all modules in order to proceed to the next stage of their course (but with the expectation that procedures for condoning failure will be considered);
- (2) compensation of marks within a module continue to be allowed, as in the current CCS regulations (with the exception of those courses where Professional, Regulatory and/or Statutory Body (PSRB) requirements specify that all modules be passed without condonation and that no compensation between elements within a module be allowed);
- (3) courses be constructed to ensure that students engage with all the assessment items of a module.

(With regard to the reviews of the Professional Misconduct and/or Unsuitability and of the Disciplinary Procedures)

ENDORSED

the principles identified by The Review Groups that would underpin, inform and guide the reviews.

(In their consideration, members

With regard to the review of the Common Course Structure (CCS) for undergraduate programmes and the structure of the academic year

- (i) noted that the principles, if endorsed, would underpin, inform and guide the drafting of regulations, one of the first steps being to flesh out the parameters in respect of the principle of 'condonation';
- (ii) were informed that the Faculty of Social Sciences in particular had some reservations about the potential impact that the requirement to pass all modules might have on curriculum design (possibly less exciting and intellectually diverse) and on student choice (possibly more 'safe' options selected). The risks of failure might be exacerbated as a result;
- (iii) agreed that the next steps should be for the Review Group to make proposals concerning condonation. The Faculty Associate Dean (Learning, Teaching and Quality) Social Sciences indicated that the Faculty would be willing to revisit its concerns (see (ii) above) in the light of such proposals. One possibility might be that Schools be permitted to choose whether to condone or not (consistent with PSRB requirements and equality of treatment);
- (iv) identified two further issues for the Review Group's consideration, namely, the possible impact on reassessment of the principle that students be required to pass all modules and on how 'free choice' might operate. The Review Group was aware of the academic and other arguments in support of 'free-choice' and also of the institutional costs involved. Issues under consideration were: continuation of 'free choice' but in a more structured way and the account to be taken of 'free-choice' module(s) in the operation of condonation rules;
- (v) heard that the Review Group was also keeping abreast of any developments (though no firm proposals at present) with regard to the future of the current degree classification system and of post-qualifying admissions. The award of credit on successful completion of a module was a notion that was also under consideration. This would represent a return to the position before the current CCS regulations were implemented (the current regulations viewing 'credit' as an indicator of volume);
- (vi) concurred with the view that, instead of framing the debate in terms of 'risk', the debate should be couched in terms of intellectual development, engagement and 'stretching';

With regard to the reviews of Professional Misconduct and/or Unsuitability and of Disciplinary Procedures

- (vii) welcomed the reviews of the above procedures;
- (viii) supported the general direction of travel which would be underpinned, informed and guided by the general principles outlined in the accompanying papers;
- (ix) noted that as well as making efforts to streamline the procedures, the Review Groups would also clarify the burden of proof required. One view expressed was that the burden of proof should be high if penalties were to be imposed; on the other hand, it was noted that the Office of the Independent Adjudicator (OIA) applied the test of 'balance of probabilities'. At the same time, the University had to be mindful of the implications for the student body as a whole and, in some cases, on the public, patients, pupils and/or clients in respect of any penalties imposed.)

91. LTC: PLAGIARISM AND COLLUSION PROCEDURE

Considered

a revised procedure. (A copy is filed in the Minute Book, ref. LTC08D103)

Endorsed in principle

the revised procedure subject to the completion of further consultations, following which authority would be vested in the Chair of the Committee to take action as appropriate.

(Members:

- (i) were informed that the revised procedure moved the standard of proof from 'beyond reasonable doubt' to that of 'balance of probabilities'. One possible outcome under the new scheme was that no penalty be imposed particularly where the distinction between poor academic practice and plagiarism was not clear. In these circumstances, it was suggested that the labelling of any offence avoid reference to 'plagiarism';
- (ii) noted that the revised procedure had been circulated for comment by School Plagiarism Officers. Where, in response to these comments, the revised procedures should be further amended, the Chair of the Learning and Teaching Committee would have the authority so to do on behalf of the Committee, in order for the changes to be included in the 2009-10 Calendar. Any further comments by members of the Committee were to be submitted to the Learning, Teaching and Quality Office).

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

Received

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

SSF (A copy is filed in the Minute Book, ref. LTC08D104)
HUM (A copy is filed in the Minute Book, ref. LTC08D105)

Considered

- (1) reports on student retention and engagement:
- (i) Arts and Humanities (A copy is filed in the Minute Book, ref. LTC08D106)
 - (ii) Health (A copy is filed in the Minute Book, ref. LTC08D107)
 - (iii) Science (A tabled report is filed in the Minute Book, ref. LTC08D119)
 - (iv) Social Sciences (A copy is filed in the Minute Book, ref. LTC08D108)

RESOLVED

- (1) that comments on the reports on student retention and engagement be notified to the Secretary;
- (2) to thank Associate Deans (Learning, Teaching and Quality) for their reports, to which further attention would be given during next session;
- (3) to grant authority to the Chair of the Committee to consider for approval a possible proposal to establish a Graduate School in the Faculty of Social Sciences.

93. TAUGHT PROGRAMMES POLICY GROUP

Considered

- 1) Postgraduate Taught Experience Survey (PTES)
- 2) Assessment Policy
 - a. Overseas (Re)assessment
 - b. Use of Calculators and Dictionaries in Examinations
 - c. Concessions for Delayed Examinations and Course Tests
 - d. Sample Sizes for work seen by External Examiners
 - e. Negative Marking
- 3) Provisional Semester Dates
- 4) Support for Students Taking Delayed Assessment / Reassessment
- 5) Future Management of Concessions / Appointments of Examiners

(A copy is filed in the Minute Book, ref. LTC08D109)

RESOLVED that

- (1) the recommendations contained in the paper be adopted, that:

With regard to overseas examinations

- (a) overseas examinations not be made generally available to students from the 2009-10 academic year (i.e. from August, 2010);
- (b) overseas examinations in the August reassessment period 2009 continue to be made available *by concession* to those students whose personal circumstances prevented them from returning to the University;

With regard to use of calculators and dictionaries

- (c) students be permitted to take only those language to language translation dictionaries into examinations and course tests which had been stamped to indicate authorisation;
- (d) the University publish a list of approved language to language dictionaries;
- (e) where a student brings a dictionary into an examination room that has not been stamped (even where the dictionary appears on the approved list) the dictionary be confiscated;
- (f) invigilators continue to perform routine checks of dictionaries to ensure that they had been stamped and contained no unauthorised material (for example, annotations or inserts);
- (g) students only be permitted to take an approved calculator into examinations (where the use of calculators is permitted);
- (h) the University publish details of approved models of calculators;

With regard to concessions for delayed examinations and course tests (good cause)

- (i) with effect from the start of the 2009/10 academic year, all requests for a delayed assessment opportunity involving an examination or an examination-style course test (first sit or reassessment) be considered by the Director of Taught Programmes via the Examinations Office, to ensure greater consistency. At present delayed sits for examination-style course tests were considered by the Board of Examiners in accordance with Instructions to Examiners;

With regard to provisional semester dates

- (j) the provisional dates of Semester 2 in 2011-12 and 2012-13 be adjusted to produce a 9 + 3 split in preference to a 10 + 2 on the grounds that this would be better support teaching after the Easter break, noting that, as the assessment period immediately followed the end of the semester, no new material should be introduced in week 12. (The Policy Group was aware that the work of the CCS and Academic year Review Group as well as governmental discussions around the shape of the academic year would potentially impact upon future planning);

With regard to sample sizes of assessed work seen by external examiners

- (k) the guidance note for Faculty Offices regarding the minimum arrangements for the sample of assessed work seen by external examiners, be adopted with effect from 2009-10

With regard to negative marking

- (l) Schools seek the approval of the Learning and Teaching Committee for any assessments where marks are to be deducted for incorrect

answers, in the same way that Schools are required to seek approval for assessment on a pass/fail rather than a numerically marked basis, with authority to approve negative marking delegated to Associate Deans (Learning, Teaching and Quality).

(Members also

- (i) supported the Policy Group's arrangements – to take immediate effect – for the enhanced support of students taking assessment or reassessment following a period of intercalation. The support would include, in addition to

retention of access to Blackboard sites (where in use) and to the services provided by the Dean of Students' Office (including Learning Enhancement):

- reasonable guidance from the Module Organiser or their Adviser in respect of preparations for assessment / reassessment (equivalent to the advice to which current students had access);
- module or generic revision or examination preparation sessions (where these are provided);

- (ii) noted that some Schools had adopted negative marking, whereby marks were deducted for incorrect answers within a multiple choice assessment. It was acknowledged that there were circumstances where this practice had sound pedagogic value and public safety considerations, for example in dissuading future practitioners from guessing, or in taking into consideration the number of wrong answers accumulated by future practitioners. In general, however, the Policy Group had considered that such marking practices went against the principle adopted by the University that marks represented positive achievement and that the assessment rules were not designed to accommodate scenarios where a student achieved a negative mark for a module. The Policy Group had therefore recommended that some University oversight of the rationale for such assessment strategies would be beneficial to ensure equality of treatment;

- (iii) were informed that the Examinations Office in liaison with the International Student Advisory Team within the Dean of Students' Office would compile a list of approved dictionaries for the most common languages spoken by UEA students. This list would be augmented as students presented new languages for which a translation dictionary was required. To assist with the development of the list of approved dictionaries, the Examination Office would in addition prepare examples of the typical dictionary entries that would be acceptable. Whilst the detail of the stamping process remained to be finalised, it was envisaged that this would take place well in advance of major assessment cycles;

- (iv) heard that the Examinations Office would consult those Schools which permitted the use of calculators in examinations to ascertain whether there were one or two models that would be acceptable to all. The Policy Group had noted that it would not be reasonable for different Schools to recommend different models because of the number of programmes that drew on modules across Schools;

- (v) noted that details of the approved list of dictionaries and calculators would be published to students at the earliest opportunity. The campus Waterstones would be informed of the list of approved dictionaries and the Union shop would carry stock of the approved calculators.)

94. TAUGHT PROGRAMMES AND POSTGRADUATE RESEARCH PROGRAMME
POLICY GROUPS

Considered
proposals concerning concessions against regulations. (A copy is filed in the Minute Book, ref. LTC08D110)

RESOLVED that
Concessionary powers and powers to appoint Boards of Examiners, including external examiners, be delegated as set out in the paper submitted to the Committee, with effect from 2009-10, if feasible.

(In their consideration, members recalled that the Policy Group had been considering a proposal that additional concessionary decisions be delegated from the Learning and Teaching Committee (which acts on behalf of Senate on such matters) to Schools/Faculties.)

95. QUALITY ASSURANCE AGENCY

Considered
the Agency's report on

Thematic enquiries into concerns about academic quality and standards in higher education in England Final report - April 2009

(A copy is filed in the Minute Book, ref. LTC08D111)

(The report may also be consulted on the QAA's website at:

<http://www.qaa.ac.uk/standardsandquality/thematicenquiries/FinalReportApril09.pdf>

(Members' attention was drawn to

- (i) the document's submission to the on-going inquiry into 'Students and Universities' by the Parliamentary Universities, Science and Skills Select Committee (USSSC) as part of the select Committee's evidence;
- (ii) the possible areas on which a revised audit process (from 2011) might focus, including : standards and degree classification across the sector, assessment practices, contact hours, language requirements for international students and the role of external examiners;
- (iii) the recommendations in the report, including:
 - more training of external examiners and a nationally agreed and mandatory set of minimum expectations for the role;

- review of assessment practice to improve robustness and consistency of assessment and classification practices within and between institutions;
 - at discipline level, a national discussion regarding the range of contact hours appropriate to the student learning experience and sufficient to enable degree standards to be maintained;
 - provision of readily available and clear information about nature/amount of contact;
 - introduction of review methods using both primary and secondary sources of evidence;
- (iv) the submission of a separate report from the Higher Education Funding Council for England to the Select Committee on the above.

Members also noted that the Learning and Teaching and Quality Office, Directors and Associate Deans (Learning, Teaching and Quality) would keep a close eye on developments.)

96. NEW COURSE PROPOSAL

Considered for approval in principle
the attached New Course Proposal (A copy is filed in the Minute Book, ref. LTC08D118)

RESOLVED

- (1) to grant approval in principle to the proposed BA (Hons) History of Art with Gallery and Museum Studies, in the School of World Art Studies and Museology, with effect from 2009-10, subject to satisfactory comments from an independent external academic;
- (2) to approve a proposal arising from the development of a master's programme in midwifery in the School of Nursing and Midwifery, that students who obtained the Postgraduate Diploma (necessary for registration purposes) could continue to the Master's element.

(Members

- (i) were informed that 'Gallery and Museum Studies' would be offered as part of an undergraduate degree course for the first time. It was confirmed that comments on market research and from the Library Director had been received;
- (ii) noted that the proposal in respect of the development of a master's programme in midwifery would mean that successful students who proceeded to the master's element, would graduate with dual awards (viz PgDip and MSc) and that the stipulated maximum accreditation of prior learning (APL) requirements would thereby be exceeded.

There was precedent for this in another School in respect of provision carrying professional registration and the requirements of the Professional, Statutory and/or Regulatory Body in this particular instance made the proposed approach necessary.)

LTC08M006

LTC-M16
27.05.2009
Min. 98

97. PARTNERSHIPS

Approved

amendments to the Norfolk Regulatory Framework governing courses at City College, Norwich and Easton College. (A copy is filed in the Minute Book, ref. LTC08D112)

98. ITEMS FOR REPORT

Received

reports on:

- (1) Partnerships (A copy is filed in the Minute Book, ref. LTC08D113)
- (2) Concessions and Approvals (A copy is filed in the Minute Book, ref. LTC08D114)
- (3) New Course Proposals (A copy is filed in the Minute Book, ref. LTC08D115)
- (4) Module Monitoring, Course Update and Course Reviews (A copy is filed in the Minute Book, ref. LTC07D116)
- (5) Student Experience Committee (A copy is filed in the Minute Book, ref. LTC08D117)

99. THANKS

On behalf of all members of the Committee, the Chair thanked the outgoing President of the Graduate Students' Association, Ms. Rebecca Pinner, for her thoughtful contribution to the work of the Committee and to the work of the various policy and review groups of which she was a member.

Also thanked was Mr. Richard Reynolds, Student Member of the Committee nominated by the Union of UEA Students.

The Committee gratefully acknowledged the contribution of Mr Tony Flack, Director of Faculty Administration (Arts and Humanities) who was retiring at the end of the session after over thirty years' service at UEA. Members wished Mr Flack a long and happy retirement.

The Chair also thanked other members for their support and looked forward to another successful, challenging and interesting session, 2009-10.