

# LEARNING AND TEACHING COMMITTEE



## Minutes of the meeting held on 26 May 2010

**Present:** The Pro-Vice-Chancellor (Professor T.B. Ward) (in the Chair), The Academic Registrar (Mr R. Evans), 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), the Dean of Students (Dr A. Grant), Associate Deans (LTQC) (Mr I. Farr, Dr N. Spalding, Dr N. Watmough and Dr H. Gillespie for Dr S. McGuire), the Academic Officer of the Union of UEA Students (Mr D. Sheppard)\*, and a representative of the Graduate Students' Association, Ms L. Sosa-Vargas\* (\*except for business marked\*\*).

**With:** The Head of the Learning, Teaching and Quality Office (Ms A.E. Rhodes), The Director of Faculty Administration (SCI) Mr M. McGarvie), the Assistant Registrars (Ms C. Gray, Ms E. Roberts and Mrs S. Walker, Ms A. Benson (Minute 96 refers) and Professor R. Gray (Director of Postgraduate Research Degree Programmes designate).

### *Apologies:*

**Members:** Mrs C. Dobson (UCS Rep), Ms. S. Kim (GSA representative), Mr P. Levy (LTC Director of Staff Development), Dr S. McGuire (Associate Dean (LTQ), Social Sciences) and Mr G. Sorrell (City College Norwich Representative)

**In attendance:** Assistant Registrars (Dr J. Ashman and Mrs M Steele), the Director of Information Services (Mr J. Colam-French) and the Equality and Diversity Manager (Ms H. Murdoch).

## 88 MINUTES

Confirmed

the Minutes of the meeting held on 21 April 2010.

## 89. STATEMENTS BY THE CHAIR

Reported that:

- (1) Professor Richard Gray had been appointed Director of Postgraduate Research Programmes vice Professor Chris Vincent;
- (2) Dr Ben Milner had been appointed Associate Dean (LTQ), Faculty of Science vice Dr Nick Watmough;
- (3) Mr Ian Farr had been reappointed Associate Dean (LTQ) in the Faculty of Arts and Humanities;
- (4) Ms. Lydia Sosa-Vargas had been appointed President of the Graduate Students' Association (GSA) and would be joining Learning and Teaching Committee as one of two nominees of the GSA;

- (5) as at 17 May 2010, the rate of response of UEA students to the Postgraduate Taught Experience Survey was 18.3% which represented 487 students (8% of part-time and 23% of full-time students). This compared well with a 12% response rate currently across the '94 Group, 13.6% nationally and with last year's (2009) final response rate of 12.8%. The response rates across individual Schools varied, with some showing a substantial response rate and others a very low rate. On the basis of some good response rates, it should be possible to provide meaningful data at the level of the School this year – but not in all cases;
- (6) the Faculty of Science had notified course closures under the new procedure. The Chair congratulated the Faculty on this, including the screening for impact assessment and urged other Faculties to take a strategic and critical appraisal of their course offering. (See LTC09D154);
- (7) the latest position on the development of the HE Achievement Record (HEAR) (See LTC09D155);
- (8) the Higher Education Funding Council for England had invited applications from institutions to shift the balance of their provision towards strategically important and vulnerable subjects (SIVs) in 2010/11. (The document may be consulted at:

[http://www.hefce.ac.uk/pubs/circlets/2010/cl06\\_10/](http://www.hefce.ac.uk/pubs/circlets/2010/cl06_10/)

- (9) a showcase of work by Postgraduate Research students would be held on 17 June, 2010 at the Forum, Norwich, to raise awareness about the range and quality of research being carried out at the University through poster displays, presentations and science cafes, as part of the first-ever Universities Week, 14-20 June. A competition for best poster would be held, with prizes to be presented by the Vice-Chancellor.

Further information may be found at :

<https://portal.uea.ac.uk/webapps/portal/frameset.jsp>

- (10) Professor Chris Vincent would be retiring from the University next month. On behalf of the Committee, the Chair thanked Professor Vincent for his contribution to the work of the Committee as Director of Postgraduate Research Programmes from 1 August, 2007, and wished him all the very best on his forthcoming retirement. Also on behalf of the Committee, the Chair congratulated Professor Gray and Dr Milner on their respective appointments and welcomed them to ex-officio membership of the Committee from the 2010-11 session.

## 90. CONFIRMATION OF CHAIR'S ACTION

- (1) UEA London

Confirmed Chair's action with regard to the granting of approval to publicise the new course: BSc (Hons) International Business Management

(2) UEA response to the QAA consultation on the evaluation of the academic infrastructure

Confirmed Chair's action in approving UEA's response (A copy is filed in the Minute Book, ref. LTC09D134)

91. UEA LONDON

## Considered

recommendations to Senate regarding institutional approval. (A copy is filed in the Minute Book, ref.LTQ09D135)

## Recommended

that Senate endorse the recommendations (including that INTO UEA London be approved for a period of up to five years) subject to the Chair (of the Learning and Teaching Committee) confirming that the requirements had been met and recommendations appropriately considered, in line with the action plan which was attached at Appendix 1 of the report.

## RESOLVED

to thank all involved with the institutional approval process.

(Members noted that full reports from the approval event and the review of the delivery of the currently approved INTO UEA courses at INTO UEA London would be reported to the next meeting of the Committee.)

92. ACADEMIC STANDARDS : EXTERNAL EXAMINERS' REPORTS 2008-09 (Ug and Pgt), 2008

## Considered

a draft report to Senate. (A copy is filed in the Minute Book, ref.LTQ09D136)

Endorsed

(In its consideration, the Committee:

- (i) noted that, in order to ensure that issues did not have to be repeated by external examiners, improved ways of communicating with external examiners would be considered by the Faculties and the Learning, Teaching and Quality Office next session, including use of pro-formas to facilitate tracking;
- (ii) heard that the Faculty of Science had included a general response to all its examiners in the examiners' induction packs;
- (iii) were interested to hear how, in the Faculty of Arts and Humanities, information was provided on previous years' outcomes concerning marks around a borderline and that markers were encouraged to avoid a module mark ending in '9' unless this was as a result of averaging;
- (iv) supported the Director of Taught Programmes' proposal to hold discussions with Chairs of Boards of Examiners to capture good practice.)

93. LTC GOVERNANCE

Considered

a report. (A copy is filed in the Minute Book, ref.LTC09D137)

RESOLVED

to accept the recommendations in the report whilst expressing concern about the impact on the workload of Associate Deans (LTQ and PgR) in relation to the proposal that they be empowered to chair Stage 2 Academic Appeals and Academic Complaints Panels (albeit not in respect of cases arising in their own Faculty) if the Director of Postgraduate Research Programmes was unable to do so.

(In discussion, members:

- (i) noted that the report was a stock-take of the position in the aftermath of the 2009 institutional audit;
- (ii) agreed with the conclusions and recommendations in the report, albeit with some reservations expressed about the impact on the workload of the Associate Deans (LTQ) and, more generally, the direction of travel that this extension of authority might imply;
- (iii) in relation to (ii) noted that the extension of authority in this instance was a practical response to the decision of the Executive Team to appoint the Director of Postgraduate Research Programmes on a one-year, one-day-per week basis. Associate Deans would be asked to assist where the Director was unable to do so (noting that the number of Stage 2 appeals by postgraduate research students was currently small). Members were also urged to relay their concerns to Deans;
- (iv) were assured that training would be held for Associate Deans who might be asked to chair Stage 2 academic appeals, recognising that this would be useful in the development of understanding of the issues arising;
- (v) received clarification that the proposal with regard to the role of Associate Deans extended to Stage 2 academic complaints;
- (vi) heard that the next review of the academic advising system was scheduled to take place after the implementation and subsequent review of an alternate academic advising model at UEA London. This order of review had been suggested in order that the University review could take into account a range of evidence and experience.)

94. LTC REVIEWS

Considered

a progress report on the:

Proposed Membership and Terms of Reference of the review of Module Monitoring and Course Update and Review. (A copy is filed in the Minute Book, ref.LTC09D138)

## RESOLVED

to accept the proposed Membership and Terms of Reference of the above review with the addition of a student member of the Review Group who was experienced in course review.

(In welcoming the proposal, members voiced some concern about the scheduled commencement of the review in June/July, noting that it coincided with other on-going reviews and suggested a later start date, if possible).

95. LTQ PROJECTS

Considered  
a report on

Understanding student withdrawal (A copy is filed in the Minute Book, ref.LTQ09D139)

## RESOLVED

- (1) that it was important that the University should understand in more detail and in a more timely fashion the reason(s) for a student's withdrawal (excepting by a reason of disciplinary action) and that such understanding would inform the University's enhancement of the student (academic) experience;
- (2) that a small group be convened to take forward and build on the report and its recommendations;
- (3) to thank the Project Officers (Review of Transitions into/within HE and of Assessment) for a useful report.

(Members:

- (i) welcomed the report, noting that it drew on quantitative and qualitative data;
- (ii) agreed with the view that it would be more useful to capture data in a more timely fashion, viz at the time of withdrawal from the University and that a systematic process should be developed (perhaps via the Survey Office, for example);
- (iii) noted that the continuation rate within the University was not as good as might be expected and that, whilst there were a range of factors at play (including entry qualifications, academic standards, induction) further exploration of the correlation (if any) between students' expectations and reason(s) for withdrawal and further mapping would be worthwhile;
- (iv) suggested that an automated questionnaire (eg in the form of a standard letter) be considered for issue on (if not before) the date of withdrawal;
- (v) speculated whether it would be useful for the proposed Review Group looking into module monitoring and course update and review to consider inclusion of questions/data within the current CM1 forms;

- (vi) further suggested that a small group be convened to take forward and build on the report, to include the Dean of Students, the Chair of the Review of Module Monitoring and Course Update and Review (Dr N. Spalding), and the Assistant Registrar (Planning Office – Planning and Management Information).

96. ENHANCING THE STUDENT EXPERIENCE: CAREERS

Considered  
a report on

UEA provision in the light of the revised Section 8 of the QAA Code of Practice on Career education, information, advice and guidance. (A copy is filed in the Minute Book, ref.LTC09D140)

Received  
an oral report on:

progress of CV Builder

*(With regard to Career education, information, advice and guidance)*

(In their discussion, members:

- (i) noted that the Quality Assurance Agency had published a revised Section 8 of the QAA's Code of Practice : Career education, information, advice and guidance (CEIAG) and that the report before the Committee was a summary of the key changes prepared by the Association of Graduate Careers Advisory Services (ACGAS) with the approval of the QAA:
- (ii) heard that the emphases were on 'strategic' and 'integrated' CEIAG;
- (iii) acknowledged, in the light of (ii) that the University's Employability Strategy was useful but that it might now be timely to review it. It was suggested that a small group be established with Faculty representation (e.g. Associate Deans (LTQ)) and relevant central services (eg. DOS, Library) to report back to the Committee during next semester, noting that partner institutions would undertake a mapping exercise under the auspices of the Director of Partnerships / Partnerships Office:

*(With regard to progress of CV Builder)*

- (iv) recalled that CV Builder was the University's process by which students could reflect on their University and other experience as part of their personal and academic development. The output of the process was a CV, and this replaced the Academic and Personal Development Profile;
- (v) were encouraged by the positive feedback that had been received from students (who had been engaged with CV Builder's development);

- (vi) were informed that between November, 2009 and February, 2010 there had been 2000 'hits' on CV Builder which suggested that students were more attracted to and interested in this approach;
- (vii) noted, however, that current Blackboard functionality did not permit further breakdown of statistics and that, given the current emphasis on employability, this should be brought to the attention of the Information Services Directorate;

97. ENHANCING THE STUDENT EXPERIENCE: OPERATION OF THE SYSTEM OF EXTENSIONS FOR COURSEWORK DEADLINES

Considered

a report. (A copy is filed in the Minute Book, ref.LTC09D142)

RESOLVED

- (1) to amend the policy in the University Calendar regarding the above to refer to a 'designated person' rather than the current list of a range of post-holders, in order to facilitate consistency of approach;
- (2) that there should be a single point of submission of requests for extension(s) to coursework submission deadline (for example, a Faculty Teaching Office), to be determined by each Faculty;
- (3) that attention should be drawn once again to the current guidelines on acceptable evidence for extenuating circumstances (<https://www.uea.ac.uk/ltqo/taughtprogs/concessions/acceptevidenceforextneuatingcircumstances>) and to ask the Taught Programmes Policy Group to keep these under review;
- (4) that Schools be asked to manage coursework deadlines in such a way as to avoid bunching as far as possible;
- (5) that the Union of UEA Students investigate the possibility of early fixing of the election dates for Union Officers so that Schools might bear these in mind when setting coursework deadlines.

(In their consideration, members:

- (i) noted that the review of the operation of the system of extensions for coursework deadlines had been undertaken in response to the recommendation of the Quality Assurance Agency's auditors (2009 Institutional Audit) that the University review the system to assure itself 'that the application in practice of policy and procedures for extensions to submission deadlines and for extenuating circumstances does not result in inequitable treatment of students';
- (ii) were informed that the Pro-Vice-Chancellor (Academic) had asked the Associate Deans (LTQ) to investigate, assisted by the Project Officer (Transitions into/within HE);
- (iii) heard that the report had concluded that practice appeared to be diverse, and that a contributory factor might be the range of post-holders permitted under the policy to consider extension requests. They were informed that in the Faculty of Science, a model had been

adopted that requests were handled by the Teaching Office and decisions made at School level;

- (iv) agreed that a model such as the one adopted in the Faculty of Science, would promote consistency. Accordingly, it was agreed that the current policy in the Calendar should be amended to refer to a 'designated person(s)' permitted to consider extensions to deadlines, leaving Faculties to determine who that should be but with the stipulation that it should be made clear to students in written material (e.g. student handbooks) and relevant websites/Blackboard sites;
- (v) also agreed that the Taught Programmes Policy Group be invited to review the current guidance on acceptable evidence for extenuating circumstances, alongside its current consideration of penalties for late unauthorised submission of coursework and that Schools/Faculties be reminded about the current guidelines available via the Learning Teaching and Quality website;
- (vi) were informed by the Academic Officer of the Union of UEA Students that some students campaigning to be elected to full-time Officer posts of the Union had been denied extensions to coursework deadlines. He asked whether the Committee would regard candidacy for full-time Officer posts as a legitimate extenuating circumstance. Members were not minded to do so but did recommend to Schools that they should take the election timetable into account when setting coursework deadlines if possible. The Academic Officer agreed to raise the issue of early fixing of the date in order for appropriate deadlines for submission of coursework;
- (vii) requested data on the volume of submissions, if it were readily available.)

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

Noted

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

SSF (A copy is filed in the Minute Book, ref.LTC09D156)

99. PG RESEARCH PROGRAMMES POLICY GROUP

Considered

a report. (A copy is filed in the Minute Book, ref.LTC09D143)

RESOLVED that

- (1) proposed changes and additions to the Code of Practice : Research Degree be incorporated into an updated Code of Practice;
- (2) proposed revisions to the Regulations for the Degrees of Doctor/Master of Education be approved with effect from 2010-11;

- (3) to record the Committee's thanks and best wishes to the Director of Postgraduate Research Programmes, Professor Chris Vincent on the occasion of his retirement on 30 June, 2010, for his contribution to the work of the Committee and for his leadership of this key area.

(During their discussion, members:

- (i) heard that electronic thesis submission had gone 'live' from 1 April, 2010, with candidates now having the option of either submitting to the Library two hard-bound copies or one hard-bound and one electronic copy. They endorsed the proposal that the number of copies of the abstract provided could be reduced from three to five. Both these amendments would be made in the 2010-11 edition of the Calendar;
- (ii) noted that updates had been made to the report form for Examiners of PhD, MPhil and Research Masters to ensure on-going alignment with relevant Regulations and Instructions to Examiners;
- (iii) were updated about proposed changes and additions to the Code of Practice : Research Degrees regarding provision of skills and employability training for all postgraduate research students, taking into account national standards including the Roberts 'Set for Success' report and the expectations of Research Councils UK. Members were encouraged to hear that feedback received from students regarding the 2009-10 training programmes had been good and that plans were advancing for next year's programmes, noting that skills training would be increasingly devolved to Faculties and that it was anticipated that 'Roberts' funding would be withdrawn from April, 2011. They were informed that the Faculties were seeking resources to continue to offer the training which would be based on principles agreed by the Skills Training Steering Group as set out in the papers;
- (iv) commented that it was important that the University community engaged with and delivered the revisions to the Code of Practice in the area of skills training and employability since the Code had mandatory force;
- (v) heard that the Policy Steering Group would give further consideration to the position whereby some postgraduate research students received training before they taught and were thus considered 'students' at the time of this training whilst others received it as a consequence of being appointed to teach and so were considered 'staff';
- (vi) supported the proposed revisions to the EdD/MEd Regulations (which in certain respected reverted to the regulations preceding the current ones) but asked that the School of Education and Lifelong Learning clarify whether an upgrade from the MEd to the EdD was appealable or not).

100. TAUGHT PROGRAMMES POLICY GROUP

Considered  
a report on

- 1) retention of students' work
- 2) regulations for submission of students' work (taught postgraduate dissertations)
- 3) return of examination scripts to candidates
- 4) review of coursework marking by registration number
- 5) General Regulation 6

(A copy is filed in the Minute Book, ref.LTC09D144)

RESOLVED

that the new regulations governing the submission of work for Master's awards and the form of the dissertation be approved for implementation from September, 2010.

(In their consideration of the report, members:

- (i) noted the Policy Group's discussion on retention of students' work and echoed the Group's view that introduction of a *regulation* to require undergraduate students to retain a copy of marked coursework from their Honours years was not appropriate but that a strong *recommendation* should be made to students to retain their work (for a number of reasons, including making it available to an external examiner should a student be on a classification borderline or to counter suspicion of use of unfair means) and that this should be made clear in handbooks, by Academic Advisors and by course teams. Members also agreed with the view that it would not be practical for Faculty Offices or Schools to retain (hard) copies of students' work;
- (ii) were aware of the ongoing discussions regarding appropriate forms of feedback to students. The Academic Officer of the Union of UEA Students had given a useful presentation to the Group summarising students' responses to a recent Union survey on a range of issues, including examination feedback. The Policy Group had also received comments from Faculty Managers of Teaching Offices in respect of the practicalities of returning scripts to students. Members had heard that the current position (in line with the view of the parallel review of examinations and course tests) was that tight resources would be better-targeted at effective feed-forward, which was also advocated by 42% of students who responded to the survey. The Academic Officer was likewise of the view that provision of statistics about module performance and feedback at the start of semester would produce reasonable 'wins';
- (iii) with regard to the review of coursework marking by registration number (including an Equality Impact Assessment of a sample of coursework marks), noted the Group's recommendation that, in the absence of no overwhelming case to move away from anonymous coursework marking, there should be no change to the current policy. However, members noted that Group's concern that there was anecdotal evidence that feedback on coursework was perceived as being less valuable since the implementation of the policy. They

also noted that Faculty Managers would continue their consideration of more efficient de-anonymisation and return of coursework;

- (iv) were informed that the Group had seen a preliminary draft of a revised General Regulation for students concerning attendance, engagement and progress and associated disciplinary procedures, had had an opportunity to comment and had endorsed the general approach being taken.)

#### 101. NEW COURSE PROPOSAL

##### Considered

for approval in principle a new course proposal : Foundation Degree in Social Pedagogy and Integrated Children's Services (School of Education and Lifelong Learning). (A copy is filed in the Minute Book, ref.LTC09D145)

##### RESOLVED

- (1) to grant authority to the Chair to give approval in principle to the above new course proposal subject to confirmation of 1) satisfactory consultation with the Dean of Students and 2) of an appropriate way to ensure that students were aware and had consented to the sharing of information about attendance (or lack of it) with their sponsoring employer(s);
- (2) that Regulations be drafted, based on current Common Course Structure Degree Regulations with appropriate adjustments.

(In discussion, members:

- (i) noted that this course proposal had the distinction of being the first Foundation Degree to be offered on campus within a School of Studies;
- (ii) were informed that the School of Education and Lifelong Learning had developed the proposal in conjunction with a local (regional) employer;
- (iii) heard that parallel consideration had been completed by the relevant Faculty, which was supportive;
- (iv) in response to a question about sustainability, were informed that there was a recognition that significant development and up-skilling was required in this area of Children's services. A contract was being drawn up with the employing body which might offer some cushioning from significant variations in numbers. There was also an opportunity cost in not pursuing the development at UEA;
- (v) expressed concern that the Dean of Students had not yet had an opportunity to comment, noting that the 'old' instead of the 'new' template proforma (being piloted by the Faculty of Social Sciences) had been used. The new template specifically required comments from central services such as the Dean of Students' Office. This was particularly important in respect of the current proposal since the students were part-time and consideration would need to be given as to how best to provide access to the range of support services in the Dean of Students' Office;

- (vi) suggested that the School review the (number of) learning outcomes (133) and, if possible, simplify them into higher level objectives whilst acknowledging that professional, statutory and/or regulatory requirements might preclude this;
- (vii) asked that the School ensure that students were informed of and consented to the proposal that poor/non-attendance would be reported to their sponsoring employer(s), having regard to Data Protection requirements;
- (viii) noted that significant increases in staff resource were not regarded as necessary in view of the modest student numbers, current workload norms in the School and provision of work-based learning support;
- (ix) agreed that new regulations, based on current Common Course Structure Degree Regulations with appropriate adjustments of should be prepared, to be approved by the Director of Taught Programmes. The new regulations anticipated the likely direction to be taken by the revised CCS regulations, with the requirement to pass all modules. It was noted that given that all modules were to be passed and in the absence of classification there was no particular need to calculate a year and degree aggregate;
- (x) asked the Dean of Students' Office to look into the eligibility or otherwise of part-time Foundation Degree students for disability living allowances since there might otherwise be a financial impact on/implications for the Dean of Students' Office. Depending on receipt of clarification, this should be made clear in any student handbooks, prospectuses or other admissions material.)

102. QAA INSTITUTIONAL AUDIT, 2009: PROGRESS REPORT ON ACTION PLAN

Noted

a progress report. (A copy is filed in the Minute Book, ref.LTC09D147)

103. QAA INSTITUTIONAL AUDIT, 2009: NOMENCLATURE OF COMMITTEES

Considered:

a report. (A copy is filed in the Minute Book, ref.LTC09D148)

RESOLVED

that the recommendations be implemented

(Members noted that this report had been prepared as response to the advisable recommendation following Institutional Audit in 2009 that the University should "specify the limits of acceptable variability and practice at school level with particular reference to nomenclature for key Committees. This concern was felt to contribute to some ambiguity in the designation of roles and responsibilities at Faculty level and below.)

104. UEA CODE OF PRACTICE: STUDENT REPRESENTATION AND STAFF:STUDENT LIAISON

Noted

outstanding responses to the questionnaire on the operation of the above.  
(A copy is filed in the Minute Book, ref.LTC09D149)

105. ADDITIONAL ITEM: SCHOOL OF ENVIRONMENTAL SCIENCES: PROPOSED CHANGES IN DEGREE WEIGHTING

Considered

a proposal.

RESOLVED

that, in affirming approval of proposed changes in degree weighting between Stages of the revised suite of Environmental Sciences programmes (previously reported) equity of treatment amongst candidates should be maintained as follows:

- (a) *students progressing to Stage 2 in 2010-11*: the Board of Examiners to have available to it aggregate degree marks calculated using both weightings offered to students (50:50 and 40:60) and to give a student the benefit of doubt if one or the other weighting produces a higher class of degree, notwithstanding the student's choice of weighting; and
- (b) *students in Stage 3 2009-10*: whilst accepting the rationale put forward as to why these students were not given an option with regard to degree weighting, (noting that the structure of the programme had not changed) the Board of Examiners to consider aggregates calculated using both weightings for degree classification purposes, and to give the benefit of the doubt to a student if one or the other weighting produces a higher class of degree.

106. ITEMS FOR REPORT

Received reports on:

- (1) LTC Review: (a progress report on the review of Disciplinary Procedures).  
(A copy is filed in the Minute Book, ref.LTQ09D150)
- (2) Student Experience Committee  
(A copy is filed in the Minute Book, ref.LTC09D151)
- (3) Partnerships  
(A copy is filed in the Minute Book, ref.LTC09D152)
- (4) Programme Monitoring and Review  
(A copy is filed in the Minute Book, ref.LTC09D153)
- (5) New Course Proposals and Notification of Course Closure  
(A copy is filed in the Minute Book, ref.LTC09D154)

- (6) Quality Assurance Agency, noting

that the Agency had published

(1) a note of the Professional statutory and regulatory bodies' (PSRB) forum: Supporting sustainability

(This may be consulted at:

<http://www.qaa.ac.uk/employers/PSRBMar2010.asp>)

(2) a podcast/note about the QAA's leadership of a working group, made up of colleagues from across the higher education sector in the UK and Europe, to explore the **nature of 'doctorateness'** and to consider if further guidance would be useful to support the existing advice about academic quality and standards for doctoral education (see box on right).

(Further details may be consulted at:

<http://www.qaa.ac.uk/standardsandquality/doctoralqualification/default.asp>

- (7). Universities UK: (an update on the Development of the Higher Education Achievement Report).  
(A copy is filed in the Minute Book, ref.LTC09D155)

107. ITEMS DEFERRED TO NEXT MEETING

The following items were deferred to the next meeting of the Committee

(1) Review of peer observation of teaching

(2) Future of the European Computer Driving Licence

*(With regard to the European Computer Driving Licence (ECDL))*

- (viii) were informed that the item had been deferred to the next meeting of the Committee;
- (ix) pending further discussion, heard that possession of the ECDL was no longer a requirement of the National Health Service (one of the reasons behind its introduction in the Faculty of Health);
- (x) noted that they would be asked to reflect on the University's view of ECDL, including whether it should continue to be supported; whether demand for it remained; whether students' skill sets had changed such that it was no longer a key employability development tool; and whether confirmed expenditure was warranted.)