# LEARNING AND TEACHING COMMITTEE

University of East Anglia

Minutes of the meeting held on 30 June 2010

Present: The Pro-Vice-Chancellor (Professor T.B. Ward) (in the Chair), the Director of Postgraduate Research Degree Programmes (Professor R. Gray), the Director of Taught Programmes (Professor G. Moore), LTC Director of Staff Development (Mr P. Levy), the Dean of Students (Dr A. Grant), Associate Deans (LTQ) (Mr I. Farr, Dr N. Spalding and Dr N. Watmough) and the Academic Officer of the Union of UEA Students (Mr D. Sheppard)*.

With: Dr B Milner (Associate Dean LTQ SCI from 2010-11), Ms L Morton (for item 111), Mr L Doughty (for item 112), The Head of the Learning, Teaching and Quality Office (Ms A.E. Rhodes) and the Assistant Registrars (Dr J. Ashman, Ms C. Gray and Ms M. Steele)

Apologies: The Director of Partnerships (Ms E. Towner), the Academic Registrar (Mr R. Evans), Mr G. Sorrell (City College Rep), the GSA Representative (Ms L. Sosa-Vargas), the Library Director (Mr N. Lewis), the Associate Dean (LTQ, SSF) Dr S McGuire, Senior Assistant Registrar Mrs S Walker and Assistant Registrar Ms L. Ward.

## 108. MINUTES

Noted

that the Minutes of the meeting held on 26 May 2010 would be confirmed at the next meeting on 27 October 2010.

## 109. STATEMENTS BY THE CHAIR

Reported that

1. Meeting of the Senate on 16 June 2010

   Senate had agreed the recommendation from LTC for the Institutional Approval of INTO London and UEA London. The overarching principles of the Disciplinary Procedures had been agreed by Senate and the procedures would, after further consideration by the lawyers and the Learning, Teaching and Quality Office, be approved under Chair's action.

2. Academic Teaching and Scholarship posts 2010-11.

   Council had agreed that additional money would be provided to create further ATS and Associate Tutor posts, helping increase staff-student ratios. The funding would be devolved to Faculties with £100,000 being allocated to FOH, £200,000 to SSF and HUM and £500,000 to SCI.

3. League Table positions

   The Committee were pleased to note that the University's rankings in the league tables had improved with the University being ranked 23rd in the Times and 19th in the Guardian.

4.      Time budgets on module descriptors

It was agreed that it would be appropriate to add notional working hours to module descriptors and work would continue on this during 2010-11.


110.    <u>CONFIRMATION OF CHAIR'S ACTION</u>

Confirmed

(1)      the granting of approval in principle to the new course proposal for a Foundation Degree in Social Pedagogy and Integrated Children's Services (Document LTC09D145 of the meeting on 26 May, 2010, refers)

(2)      revised Disciplinary Regulations and Procedures and revised General Regulations for Students (Document LTC09D118 of the meeting on 21 April refers). See also agendum 3 (Statements by the Chair).

Please go to the following web link for the document
https://intranet.uea.ac.uk/committeeoffice/ueacombds/sen/sen0910/160610/dividerfsen09d026

As noted above these had subsequently been considered by Senate on 16 June 2010.

(3)      New Prize Regulations (A copy is filed in the Minute Book, ref. LTC09D134)


111.    <u>UEA LONDON</u>

Considered

proposals for Year 1 of the BSc in International Business Management. (A copy is filed in the Minute Book, ref. LTC09D135)

(In their consideration of the above, members noted

- Noted that the LTC meeting on 21 April 2010 had considered proposals for Year  2 and 3 of the course, and the intention to start a Year 1 programme  in 2011-12 for Home/EU and International entrants. The intended curriculum for Year 1 presented in the report was based upon the INTO Diploma, but modules would not be co-taught with the Diploma since the educational background of the cohorts would be different.

- Were informed that that the business case for the Year 1 had been approved by the Faculty Executive and that the Faculty Learning, Teaching and Quality Committee would consider the academic case at its meeting on 7 July 2010.

- That the compulsory non-credit bearing elements of the programme and use of the online discussion blog were being considered as part of the ongoing developmental work in progress which would be reported back to SSF LTQC.

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RESOLVED
(1)    To give approval in principle to the proposals for Year 1 of the BSc in International Business Management;
(2)    To authorise the Chair to give final approval to Year 1 of the BSc in International Business Management following approval of the academic case by the Faculty Learning, Teaching and Quality Committee.


112.    ENHANCING THE STUDENT EXPERIENCE: CAREERS

Considered
(1)    an oral report on the future of the European Computer Driving Licence (ECDL).

(In discussion members:

Noted that there was less market demand for the ECDL from an employability perspective and that there had been ongoing technical problems. Schools would be asked to remove references to the ECDL from prospectuses and handbooks.

(2)    the Higher Education Funding Council for England's Circular letter 12/2010 on: Employability Statements. (A copy is filed in the Minute Book, ref. LTC09D136)

Members were informed of the new HEFCE requirement to publish an employability statement on the Unistats website by 31 August 2010. As the statement length is only 3000 characters a higher level portal would be created with links to other sites including case studies and the Job Shop. The statement would need to be updated annually and would form a useful promotion tool.

RESOLVED
(1)    to withdraw the ECDL service with effect from the next academic year. Schools were asked to remove references to the programme from prospectuses and School handbooks.

(2)    that Annie Grant and Anne Benson would be asked to prepare a first draft of the Employability Statement and to seek comments from members.


113.    ENHANCING THE STUDENT EXPERIENCE: STUDENTS WITH DISABILITIES

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

(In discussion members noted:

(1)    That there had been a high use of the service and the appointment of Disability Liaison Officers in Schools had proved very effective, particularly in raising awareness.

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(2)  That in the National Student Survey dyslexic students tend to be less satisfied with their experience at UEA across all 22 questions than students without a disability and this is particularly noticeable in respect of the timeliness and helpfulness of feedback. The outcomes for UEA in NSS 2009 indicated that UEA dyslexic students and students with disabilities were more satisfied than the sector average - a notable exception to this was dyslexic students in response to questions about the fairness of assessment and the timeliness and helpfulness of feedback.

114.  ENHANCING ACADEMIC STANDARDS AND THE STUDENT EXPERIENCE: THE DATA WAREHOUSE PROJECT

Considered
a presentation on the above.

Noted that
the Data Warehouse was designed to sit on top of multiple systems and business areas to produce a rationalised, linked together set of data. It allows greater drilling down to Faculty and School level, the modelling of scenarios and the greater use of management information, for example, in course review. Further comments on its potential use should be forwarded to Garrick Fincham in the Planning Office.

115.  LTC PROJECTS

Considered
the final report of the 'Transitions into/within HE' project. (A copy is filed in the Minute Book, ref. LTC09D138)

RESOLVED
(1)  to thank the Project Officer, 'Transitions into/within HE' for her final report, acknowledging the enhancements that had been made, as a result of the project, to the student experience.

(2)  to publish the final report on the web and to disseminate widely to Schools.

116.  LTC REVIEWS

Considered
oral progress reports on the following reviews:

(1)  Common Course Structure Degree regulations.

It was noted that the principles for the new CCS have been set out and will inform the new CCS Regulations. Schools are being asked to think about what they want their courses to be as a whole rather than as a series of modules.

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(2)    Examinations and Course Tests.

The Examinations and Course Tests Review Group had met on 16 June 2010. The Committee's attention was drawn to the paper included in Section C on the business costs of assessment which was endorsed by the Review Group. A survey of the number of course tests held at UEA indicates that there are approximately 20,000 sittings. The review of exams and course tests will adhere to the principle that assessment strategy must be designed by academics, but their thinking should be informed by all the information including a realistic view on the cost of assessment items.

(3)    Module, Monitoring and Course Update Review

The first meeting of the Module, Monitoring and Course Update Review Group was held on 29 June 2010. The membership and terms of reference had been agreed. The Review Group's remit is to increase efficiency, reduce load and speed up processes.

(4)    Professional Misconduct and/or Unsuitability procedures.

(5)    Disciplinary Procedures.

It was noted that revised General Regulations were being drawn up, with legal advice, including a new fitness to study procedure.

RESOLVED
that Faculty Associate Deans would identify a representative sample of modules to produce some indicative costings of assessment.

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

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

HUM (A copy is filed in the Minute Book, ref. LTC09D139)
SCI (A copy is filed in the Minute Book, ref. LTC09D140)

Considered
(1)    Module Monitoring and Course Update reports from Faculties:

(A copy is filed in the Minute Book, ref. LTC09D141)

It was clarified by the Associate Dean HUM that the Faculty remained in compliance with University procedures for Module Monitoring and that the Faculty's internal timetable for receiving reports was aimed at streamlining the process.

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(2)     Themes identified through module monitoring.

The SCI Module Monitoring report had identified issues with unsuitable teaching accommodation and the full potential of Blackboard not being utilised. It was agreed that the appointment of new Learning Technologist posts and a space manager in Estates would help.

(3)     MClinEd and MA HEP programmes for new academic staff.

It was noted that, with immediate effect, new clinical lecturer appointments to the Faculty of Health will be eligible to take the MClinEd as an alternative to the MAHEP, in order to support their teaching and learning prior to confirmation of post. This has the benefit that FOH academic staff are able to engage with other healthcare professionals and to remain in contact with their peers and the wider community. It was anticipated that 2-3 members of staff would undertake this route each year. Such staff would still be required to undertake Module 5 of the MA HEP (Evaluation of University Teaching) as this is a requirement for all probationary staff without exception

(4)     Oral reports

The SCI Faculty LTQC minutes provide details of two new courses proposed – the MSc Forensic Archaeometry and Provenancing Studies (CHE) and MSc Pharmacy Technology (PHA).  Both courses are in new areas of study and are proposed to start in September 2011.

RESOLVED

(1)     To endorse the use of the MClinEd as an alternative development opportunity for new members of staff in FOH.

(2)     To authorise the Chair to give approval in principle to the MSc Forensic Archaeometry and Provenancing Studies (CHE) and MSc Industrial Pharmacy (PHA) following submission of a detailed case.

118.    PG RESEARCH PROGRAMMES POLICY GROUP

Considered

(1)     an oral report on:

(i)     Roberts funding and PGR training programmes 2010-11
(ii)    Amendments to the Code of Practice and Research Degree Policy Documents regarding the submission of material from published papers as part of the thesis.
(iii)   Combination of the Rules for the Submission of Work for Higher Degrees and Rules for the Form of Theses and Dissertations

(2)     Combined Research Masters Regulations. (A copy is filed in the Minute Book, ref. LTC09D142)

(3)   Revisions to the Doctor of Education Regulations for 2010-11 (A copy is filed in the Minute Book, ref. LTC09D143)

The Postgraduate Research Programmes Policy Group had met on 30th June 2010. In discussion it was reported that:

- *PGR Showcase*

  The PGR Showcase held at the Forum on Thursday 17 June 2010 had been very successful and good for public engagement.

- *Roberts funding and skills training programmes 2010-11*

  It had agreed by the Executive Team that that Roberts funding received from RCUK for the period 1st October 2010 to 31st March 2011 would be split equally between the four Faculties. CSED would no longer be providing PGR training, with the exception of the PGR Teaching Skills training, for which there would be no charge to Schools.

  Plans for skills training programmes for 2010-11 are well advanced. The Code of Practice for Research Degrees has been revised to include reference to the requirement that all research students undertake 10 Personal and Professional Development (PPD) training credits per year (5 PPD credits per year for part time students).

  RCUK have announced an independent review of the impact of the 2002 Roberts' Review recommendations. The evidence from the review will inform decisions about future arrangements for career development and transferable skills training of research students and staff.

- *Thesis format*

  Whilst there was no support for developing an 'alternative thesis format', the Policy Group agreed the inclusion of further guidance in the Code of Practice and Research Degree Policy Documents regarding the submission of material from published papers as part of the thesis.

- *Rules for the Submission of Work for Higher Degrees and Rules for the Form of Theses and Dissertations*

  The Rules for theses and postgraduate taught dissertations have been disaggregated and the PGR rules combined to form a single document 'Rules for the Submission of Work for Higher Degrees (Research Degrees)'.

- *Combined Research Masters Regulations*

  In addition to endorsing the revisions (Divider I) the Policy Group also agreed, following discussions with EDU, that 13 (3) of the MA by Research could be removed since the historical conditions/student profiles that led to these regulations being drawn up were no longer applicable.

- *Revisions to Doctor of Education Regulations*

    The principles relating to the proposed revisions were endorsed by LTC at its meeting on 26th May 2010. Draft revised Regulations have now been drawn up and were considered by the Policy Group.

    (In discussion, members noted:

    That the School had been very careful to maintain the distinction between research degrees and taught degrees, as set out by the QAA and HEFCE. The research component of the EdD remains larger than the taught component when measured by student effort. The word count for the MEd in the previous proposal has been increased from 20,000 to 30,000 words.

RESOLVED
    to approve the revisions to:

(1)    The Regulations for the Masters by Research Degrees for 2010-11.
(2)    The Doctor of Education Regulations for 2010-11

119.    TAUGHT PROGRAMMES POLICY GROUP

Considered
    an oral report on:

- Reports from Associate Deans on Feedback to Students
- Illegible Examination Scripts – amendment to Regulations
- Overview of Stage Two Academic Appeals and Academic Complaints and Issues Arising
- Review of the Dissertation Supervision proforma
- Taught Postgraduate Course End Dates
- Fitness to Return from Intercalation – revised procedures
- Initial Overview of Postgraduate Taught Experience Survey

(In discussion, members noted that:

- The Regulations regarding illegible scripts are very strict at present; the revised regulations will allow examiners more flexibility.
- The Dissertation Supervision proforma was currently in use in SSF but was not mandatory. The importance of setting out expectations very early on was stressed.

RESOLVED
    to authorise the Chair to approve the revised Regulations regarding Illegible Examination Scripts by Chair's action.

120.    LOOKING AHEAD TO 2010-11

Considered
    a report. (A copy is filed in the Minute Book, ref. LTQ09D144)

RESOLVED
    to endorse the LTC priorities for 2010-11.

121.  REVIEW OF PEER OBSERVATION OF TEACHING

Considered
proposals for a review. (A copy is filed in the Minute Book, ref.LTC09D146)

RESOLVED
to endorse the proposed membership of the review group, membership of an advisory group and terms of reference.


122.  UEA LONDON/INTO UEA LONDON INSTITUTIONAL APPROVAL AND REVIEW OF EXISTING INTO UEA COURSES FOR LONDON DELIVERY

Considered
a report. (A copy is filed in the Minute Book, ref. LTC09D145)


123.  PARTNERSHIPS OFFICE ACTIVITY

Considered
a report. (A copy is filed in the Minute Book, ref.  LTC09D146)

RESOLVED
that the recommendations contained in the report relating to (1) the re-approval of UCS at Suffolk New College at institutional level for a period of five years commencing September 2010 and (2) the approval or re-approval of the courses listed for delivery at UCS for a period of up to five years commencing September 2010, subject to the conditions and requirements outlined in the validation reports being met by the agreed deadlines, (3) the discontinuation existing UCS provision as listed, be approved.


124.  CONCESSIONS AND APPROVALS

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


125.  MODULE AND COURSE MONITORING, UPDATE AND REVIEW

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


126.  NEW COURSE PROPOSALS

Received
a report. (A copy is filed in the Minute Book, ref. LTC09D149)


127.  BUSINESS COSTS OF ASSESSMENTS

Received
a report. (A copy is filed in the Minute Book, ref. LTC09D150)

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128.    QUALITY ASSURANCE AGENCY

Reported
  (1)    that the QAA is consulting on a draft revised Recognition scheme for subject benchmark statements. The closing date for responses is Friday 2 July 2010. (Further details can be found at http://www.qaa.ac.uk/news/circularLetters/CL0610.asp )

  (2)    that the Agency has published a podcast on Benchmarking student engagement in which Alex Bols, Head of Education and Quality at NUS talks about the growing emphasis in UK higher education on the student voice, and how NUS is leading the development of a benchmarking toolkit to measure the effectiveness of student engagement. (This may be consulted at www.qaa.ac.uk/podcasts )

  (3)    that the QAA Chief Executive Anthony McClaran gave evidence on 21 May 2010 to a public hearing as part of Lord Browne's review of higher education funding and student finance. In response to questions from the panel, Anthony outlined the role of QAA in auditing the links between teaching quality and the student experience, and emphasised the importance of effective communication with students and the wider public. (See www.qaa.ac.uk/news/media/pressReleases/210510.asp )

  (4)    that the QAA had responded to the HEPI report published on 3 June 2010 on the issues of degree comparability. (This may be consulted at
www.qaa.ac.uk/news/media/pressReleases/030610.asp


129.    HIGHER EDUCATION FUNDING COUNCIL FOR ENGLAND

Reported
    that HEFCE has provided information to institutions on the next steps in the 2010 National Student Survey (NSS) process, including how and when to access their 2010 NSS results via both the Ipsos MORI and Unistats web-sites. Institutions will be able to preview their results on the Ipsos MORI NSS results site from 23 July 2010. (Further details can be found at http://www.hefce.ac.uk/pubs/circlets/2010/cl09_10/ ).