

LEARNING AND TEACHING COMMITTEE



Minutes of the meeting held on 29 June 2011

- Present: The Pro-Vice-Chancellor (Professor T.B. Ward) (in the Chair), the Director of Taught Programmes (Professor G. Moore) (in the Chair), the Director of Postgraduate Research Degree Programmes (Professor R. Gray), 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 B. Milner and Dr N. Spalding), the incoming Academic Officer of the Union of UEA Students (Ms M. Evans)**, and the Student Member nominated by the Union of UEA Students (Mr D. Smith)** (except for business marked**).
- With: The Head of the Learning, Teaching and Quality Office (Ms A.E. Rhodes), the Director of Faculty Administration (SSF) Dr A. Blanchflower), the Library Director (Mr N. Lewis), the Assistant Registrars (Mr L Daly, Ms C. Gray, and Ms E. Roberts), the Director of the Careers Centre, Ms. A. Hillary and the Careers Information Manager, Mr. L. Doughty (Minute 84 refers) and the Disability Co-ordinator, Ms. J. Abson (Minute 83 refers).
- Secretary: Ms M. Steele (Assistant Registrar)
- Apologies: Mr G. Sorrell (City College Rep), Mrs C. Dobson (UCS Rep), Mr R. Evans (Deputy Registrar and Secretary) and the Academic Officer of the Union of UEA Students (Ms R. Handforth).

79. MINUTES

Confirmed
the Minutes of the meeting held on 18 May 2011.

80. STATEMENTS BY THE CHAIR

- 1) Report of the meeting of Senate on 15 June 2011.
- 2) League Tables
- 3) Budget 2011-12
- 4) Feedback on examinations for students in SSF
- 5) NSS 2011
- 6) Student Complaints
- 7) Vote of thanks

(In his report, the Chair noted that:

At the meeting of the Senate on 15 June, 2011

- (i) the Senate had considered the principles of the new academic model and had advised that it wished to see the draft regulations, when completed (as indeed was planned in view of the scope of change). The Senate had debated proposed degree weightings – but had not opposed them – and revisited concerns about marking at the pass/fail boundary;

- (ii) the Senate had discussed a presentation on league tables, specifically the recently-published 'Times' league table. This table showed that UEA had dropped from 23rd to 27th place over all. Analysis suggested that influencing factors were entry tariff, the number of graduates with 'good honours' and the number of graduates gaining graduate-level jobs. Although progress had been made in other areas (eg Staff:student ratios), other institutions were also making progress;
- (iii) in a debate about the HE landscape, the attention of Senate had been drawn to the impact of the reductions in Government support for learning and teaching, particularly in 2011-12 where the reductions took effect from April, 2012, ahead of the introduction of increased tuition fees. The Chair also reported to the Committee that the Government's White Paper on the future of HE had recently been published;

Other items

- (iv) the Faculty of Social Sciences was conducting a pilot whereby students received generic feedback on examinations. A first-year module in each School had been selected for this pilot and 70% of students had accessed on-line feedback via Blackboard. Face-to-face feedback session had been less successful, with low attendance;
- (v) the publication of the outcomes of the National Student Survey (NSS) 2011 was expected as follows:

3 August: institutional preview of own results
10 August: access via Unistats to all institutions; data
17 August mid-day: Unistats available for public access
30 August: custom-analysis of the results site available via IPSOS MORI;

The new Business Intelligence Unit of the Planning Office would conduct the analyses and circulate to Executive Deans and Heads of Schools;

- (vi) in recent weeks, the Office of the Independent Adjudicator (OIA) had 'named and shamed' two institutions (Southampton and Westminster) for their handling of complaints. In future, the OIA would be publishing HEI names where complaints were held to be justified or partly justified or where the OIA considered that there was a public interest in so doing. It was also noted that the Quality Assurance Agency (QAA) had also recently published on its website, two instances where it had investigated 'causes for concern'. One of these related to the University of Wales' international partnerships and the other concerned the handling of course closures;

Votes of thanks

On behalf of the Committee, the Chair warmly thanked all those members whose term of office was coming to an end: Professor G. Moore, Director of Taught Programmes; Mr. I. Farr and Dr. S. Connolly, Associate Deans (LTQ), HUM and SSF; and Ms R.Handforth, Academic Officer of the Union of UEA Students. The Chair gratefully acknowledged their leadership and their energy and commitment to the work of the Learning and Teaching Committee, wishing them all well for the future. In addition, Mr. R. Evans, Deputy Registrar and Secretary, was due to retire on 31 July, 2011. The Chair conveyed the Committee's thanks to Mr Evans, recognising his long service to the University and the insights and guidance he had given to the Committee.

Ms. Megan Evans, in-coming Academic Officer of the Union of UEA Students, was welcomed to her first meeting of the Committee. The Chair wished her well during her term of office and looked forward to a constructive and co-operative working relationship.

It was also the last meeting in their current Learning, Teaching and Quality Office roles for: Dr. Joanne Ashman; Ms. Christina Chan; Ms. Hannah Coman; Mr. Laurence Daly; Ms. Claudia Gray; Ms. Julia Jones (covering during Ms. Chan's secondment); Ms. Eva Roberts (whose Review of Assessment project was due to finish on 31 July, 2011); Mr. Stephen Knock; Mr. Paul Vazquez; Mrs. Lynne Ward; Mrs. Sally Walker and Ms. Alison Rhodes. The Chair thanked all for their service to the Committee and wished them all the very best in their new roles in the integrated administrative structure.

81. CONFIRMATION OF CHAIR'S ACTION

Confirmed

- (1) new prize regulations and amendments to existing regulations (A copy is filed in the Minute Book, ref. LTC10D090)
- (2) the withdrawal of the 'Association of Physicians of Great Britain and Northern Ireland Prize – Intercalated Degree' with immediate effect.

82. UEA LONDON

Received

an oral report.

(In discussion, members heard that a further meeting of the UEA London Review Group had been held on 12 July, 2011. It was reported that steady progress was being made in identifying and developing student support. Members welcomed the news that permission had been granted to the Union of UEA Students to recruit an additional, part-time member of advice staff, to be based in London. There was on-going work by the Library Group. A number of practical issues were being resolved, arising from the location of UEA academic staff at UEA London.)

83. ENHANCING THE STUDENT EXPERIENCE: STUDENTS WITH DISABILITIES

Considered

a report. (A copy is filed in the Minute Book, ref. LTC10D091)

(In this detailed report, members noted in particular:

- (i) that the case studies referred to in the report should be made more widely available. Thus, suitably anonymised, it would be useful if they were placed on the Dean of Students' website;
- (ii) the number of students with specific learning disabilities continued to increase. Students with more complex, sometimes 'hidden' disabilities, would require more consideration in terms of the range of support they would need;

- (iii) in view of (ii) above, it was important that all Schools should nominate a Disability Liaison Officer. So far, five Schools had not done so. Schools also need to promote their Services – something that students would find useful;
- (iv) the add-on module in SITS was under development and would enable academic and administrative staff to see what disabilities students had chosen to declare on entry. Such information would be valuable in providing advice and appropriate support. However, the Dean of Students' Office was aware that not all students declared disabilities (in particular international students) and not all students who declared a disability accessed the support available (for example, students with dyslexia). The Office was planning an analysis of the 'gap' over the summer further to explore these issues.)

84. ENHANCING THE STUDENT EXPERIENCE: EMPLOYABILITY

Considered

a report. (A copy is filed in the Minute Book, ref. LTC10D092)

RESOLVED

- (1) to discontinue in their present format the School/Faculty annual reports on employability
- (2) to adopt the recommendation of the review of module update, course monitoring and programme review that from 2011-2, annual course updates should address employability
- (3) that the Careers Centre prepare an annual report on statistical data for Schools/Faculties which should be addressed as part of the annual course updates
- (4) in their consideration of Schools' annual course updates, Faculty Learning, Teaching and Quality Committees to take account of the report from the Careers Centre
- (5) in their report to the Employability Working Group and to LTC, Faculty LTQCs to summarise and to highlight good practice and any issues.

(In their consideration of the reports, members:

- (i) were informed that the Careers Service had within the last two weeks produced latest data on first destinations. This revealed - not surprisingly in the light of the current economic position of the country - a significant drop in the number of graduates securing graduate-level jobs. This was not confined to UEA but was a pattern across all Universities;
- (ii) welcomed the amount of work that the Faculty of Arts and Humanities (HUM) had undertaken during the last session in this area, noting that Mr. Ian Farr would continue to take a lead in the Faculty on employability issues during 2011-12. Particularly noteworthy was HUM's audit of its partner connections, its sharing of information with the Careers Centre and its consideration of the value of placements within courses;

- (iii) welcomed the new Careers Centre website reporting and analysis of the statistics whilst acknowledging the necessarily retrospective reporting of destination statistics ;
- (iv) in the light of (iii) recognised the intention that Faculty reports on Schools' employability strategies take into account the statistics, reflect on what had happened and to use the data to look forwards and to inform future strategies;
- (v) acknowledged that the timing for these two related strands did not readily align and thus the proposal, in the review of module update, course monitoring and programme review, that annual course review should address employability, was welcomed. Not only would this reduce the number of reports, it was considered appropriate that employability be considered in this context with onwards reporting to Faculty Learning, Teaching and Quality Executives;
- (vi) consequent on (v) above, supported the proposal that relevant data be reported to Schools via an annual report prepared by the Careers Centre, to be considered by the Faculty, possibly also by the Employability Working Group and thereafter by the Learning and Teaching Committee (LTC). The timing of the annual report and the annual course updates would need to be looked at;
- (vii) agreed that Faculty reports to the LTC in accordance with the employability strategy should focus on and summarise examples of good practice and draw LTC's attention to highlights and issues;
- (viii) noted that a new performance indicator regarding 'first destinations' was to be introduced. To members' concern, this measure (whilst reflecting a Unistats measure) excluded further study from 'first destinations';
- (ix) thanked the Careers Centre for its continued input into this important area.)

85. ENHANCING THE STUDENT EXPERIENCE: STUDENT REPRESENTATION AND STAFF:STUDENT LIAISON

Considered

a tabled report on 2010-11. (A copy is filed in the Minute Book, ref. LTC10D093)

RESOLVED

that further consideration should be given to the possible provision, University-wide of a School certificate for participation in SSLCs and other forms of representation in the light of the development of the HE Achievement Record (HEAR) and to the proposal that the Union of UEA Students consider whether there should be an Academic Officer for PGR students.)

(In their discussion, members:

- (i) noted that this annual report on the operation of student representation and staff:student liaison was a requirement of the University's Code of Practice on assuring and enhancing teaching

quality. The University's arrangements in this area had been singled out as a feature of good practice by the Quality Assurance Agency (QAA) and it was important to ensure that these were continuing to operate appropriately, to identify and share features of good practice and to consider any issues of concern;

- (ii) were informed that 15/24 expected reports had been received – a lower rate of return than in the previous session but noting that the University was in the process of re-structuring its administrative, clerical and secretarial support which might account for the delay. It was agreed that the outstanding reports should be followed up for the first meeting of the Committee in 2011-12;
- (iii) heard that the Union of UEA Students did not always receive copies of minutes of Staff:Student Liaison Committee (SSLC) meetings where these were held and urged Schools (through Faculty Associate Deans (TQ) and School Directors (LTQ)) to ensure that these were lodged as per the Code of Practice. A recent internal audit had identified three Schools that had not provided SSLC minutes and noted the correlation with relatively low scores in the NSS. The Union of Students also requested further information from Schools regarding the operation of SSLCs in their area, including: the Chair; the level at which the SSLC operated (eg per course or split between undergraduate and postgraduate taught provision). The Chair invited the Union of UEA Students to let him know if they experienced any difficulties with obtaining this information;
- (iv) was pleased to note that SSLCs were discussing the outcomes of the NSS and Postgraduate Taught Experience Survey (PTES) and that there were examples of good practice (such as the use of the Student Portal and Blackboard to disseminate information about SSLCs and opportunities for student representation; the School of Economics' decision to aim for a three-week turn-around time for course-work marking; and HUM's Graduate School Student Committee for PGR students;
- (v) had their attention drawn to some concerns about teaching accommodation and the provision/state of repair on PCs around the campus. It was encouraging to see that although there remained concerns about library resources, there was good liaison with Faculty librarians.)

86. ENHANCING THE STUDENT EXPERIENCE: EQUALITY AND DIVERSITY PERSEPECTIVES

Considered

a report. (A copy is filed in the Minute Book, ref. LTC10D094)

RESOLVED

that further analysis of the data presented –either in this report or in the report on 2011-12 - would be desirable.

(In considering this report focussing on the profile of students submitting academic appeals and complaints, members:

- (i) noted that the completion and return of equality and diversity data was voluntary on the part of students. The return-rate was below 50% and this should be borne in mind when considering the data;
- (ii) notwithstanding the above, it appeared that there was a higher percentage of ethnic minority students and students with disabilities submitting appeals and complaints and it would be useful and appropriate to analyse this in more detail, working with the University's Head of Equality and Diversity;
- (iii) the development and recent implementation of a database to record appeals and complaints might usefully include more information on diversity and/or the provision of more information via SITS.)

87. PARTNERSHIPS

Considered

the Easton College Academic Appeals Procedure. (A copy is filed in the Minute Book, ref. LTC10D095)

Recommended

that the revised academic appeals procedure for Easton College be approved.

(In recommending approval, members were aware that some updating of terminology would be required to reflect the changes arising from the implementation of the administrative integration project.)

88. NEW COURSE PROPOSALS

Considered

- (1) approval in principle for a new course proposal from the School of Nursing and Midwifery for an MSc in Midwifery (A copy is filed in the Minute Book, ref. LTC10D096)
- (2) approval of BSc in International Business Management, MSc Management, MSc Marketing and Management, and MSc Finance and Management at UEA London. (A copy is filed in the Minute Book, ref. LTC10D097)

ENDORSED

(with references to 'IBM' to be removed from the programme specification and any course documents)

(In reaching these decisions, members noted that

- (i) the proposed MSc Midwifery represented an extension to Master's level of the existing Postgraduate Diploma. It was intended that this Master's level provision operate as a sixty-credit 'top-up' for students who had successfully completed the Postgraduate Diploma at UEA. Such an approach had precedent at UEA and presaged a possible University-wide 'building blocks' approach under discussion with regard to the Common Masters Framework (CMF);

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- (ii) the proposals concerning the suite of Master's provision at UEA London were presented for final approval (LTC having previously granted approval in principle, with some provisos.) Satisfactory responses to the concerns raised having been received, members were content to give final consent. It was confirmed that the Dean of Students' Office would provide adviser training and that the provision of 'master classes' whilst compulsory (and thus students could be reported under relevant procedures if they did not attend), would not be credit-bearing.)

89. LTC PROJECTS

Considered

an oral report on the use of Process Manager for new course proposals.

(Members welcomed the introduction of the use of Process Manager in the preparation of new course proposals, with immediate effect. They noted that the project had been complex and its implementation had been delayed by the administrative integration project. Nevertheless, there was the prospect of swifter, more 'joined-up' and paper-less consideration and transit through the system of new course proposals in accordance with the Code of Practice. This process would be assisted by automatic sending of emails to key players and with the ability to comment on-line and to view others' comments. A presentation had recently been held for academic and support colleagues and details would be made available via the LTQ website. It was noted that bids would have to be made via the SITS Project Board for further updates to the system.)

90. LTC REVIEWS

Considered

- (1) a report on the new academic model (A copy is filed in the Minute Book, ref. LTC10D098)
- (2) an oral report and tabled paper on Module review, annual course monitoring and update and programme review. (A copy is filed in the Minute Book, ref. LTC10D115)

RESOLVED

- (1) to support in principle an 'assessment compact' to accompany the new academic model
- (2) that the draft regulations and proposals with regard to credit and to assessment strategy should be circulated for comment as set out in (iii) to (v) below
- (3) that the recommendations of the review of module monitoring, course update and programme review be accepted and that the new system be adopted from 2011-12, as set out in (vi) to (x) below.

New academic model

(In this update regarding the above, members:

- (i) were informed that discussions had now commenced with regard to the Integrated Master's and the Common Master's Frameworks. There was likely to be a different model in some respects for the CMF compared with the undergraduate model. Issues regarding fees for Integrated Master's provision had not been resolved in the recent White Paper;
- (ii) supported in principle the proposed introduction of an 'assessment compact', agreeing that the document be submitted for Chair's approval once finalised and prior to circulation to the wider community as a 'work-in-progress' document. Members noted that other HEIs had introduced such compacts as part of the drive to increase students' engagement and achievement and the presentation by Professor Gibbs earlier in the session had highlighted this approach which stressed the mutual obligations of students and staff in this area;
- (iii) noted that the first pass at draft regulations had been completed and circulated to Associate Deans (LTQ), School Directors (LTQ) and Chairs of Boards of Examiners with a covering note about the core set of issues invited. Comments were to be submitted to Ms Claudia Gray (LTQO) prior to 31 July. Thereafter the new academic model would be progressed by the incoming Academic Director of Taught Programmes, Dr. Adam Longcroft, and the new Learning and Teaching Service. It was envisaged that there should be one response from each School, copied also to the Academic Officer of the Union of UEA Students;
- (iv) endorsed for consultation the proposals with regard to credit which were in line with Framework for Higher Education Qualifications (FHEQ). Thus, greater than 90 credits at level 3 would be required in Stage 3; no more than 20 credits at level 1 in Stage 2; and no level 1 in Stage 3. It was recognised that the structure/content of, for example, language courses might need review. Exceptions outside course profiles could still be considered by concession to the Academic Director of Taught Programmes;
- (v) supported the proposal to reduce the six-week examination period to four weeks from 2013-14. To achieve this would require a thought-out assessment strategy at the level of the course combined with a need to put a cap on the examination burden. An alternative option would be to implement a more structured approach University-wide with regard to credits, hours and examinations;

Review of module review, annual course monitoring and update and programme review

- (vi) discussed a tabled report of the principal recommendations arising from the review of the current arrangements for module review, annual course monitoring and update and programme review led by Dr. Nicola Spalding;

- (viii) endorsed the proposals that:
- in a risk-based approach, each module be monitored at least once within a five year cycle unless specified triggers are present (eg a new module, a new module leader, student concerns raised in the previous year or a member of probationary staff delivering the module);
 - course review should take place on an annual basis, including student evaluation at the level of the course. The focus should become the course rather than at the level of individual modules. Nevertheless, student evaluation – following the NSS questions in years 1 and 2 – would also include an opportunity to comment on modules, including some free text;
 - programme review should continue to take place every five years. There were still some issues to be resolved including the precise arrangements for the collection of relevant information and for what purpose it was being collected;
- (ix) agreed that the new approach should be rolled out University-wide during 2011-12, commencing with module monitoring using the risk-based approach and annual course review. It had previously been agreed by the Committee that no programme reviews would take place unless required by a Professional, Regulatory and/or Statutory Body to facilitate the bedding-in of the new integrated support structure;
- (x) were informed that the new Business Intelligence Unit (BIU) of the Planning Division would take forward the new annual survey of students in years other than the final one, probably around the same time as the NSS was held - during the period March/April. The BIU would also seek the comments of final year students on their modules (their course- level views being undertaken by the NSS). Arrangements for postgraduate taught students would be similar, with their course-level views being sought under PTES arrangements, albeit if this survey moved to being conducted on a biennial basis, further consideration would need to be given on how to glean students' views.)

91. DISCIPLINARY REGULATIONS

Considered

an oral report on amendments to Disciplinary Procedures for 2011/12

RESOLVED

to grant Chair's authority to approve amendments to the policy/procedure for 2011-12

(In their consideration, members:

- (i) heard that a number of minor policy changes were made earlier in the session and these would need to be incorporated in the 2011-12 entry in the University Calendar;

- (ii) supported the proposal – on the basis of the advice of the Chair of the Senate Student Discipline Committee in the light of the operation of the Committee – that the membership in respect of consideration of non-academic discipline cases change to the Chair plus one member of academic staff and one student member.)

92. PLAGIARISM AND COLLUSION

Considered

a report of the annual meeting with Plagiarism Officers LTC10D099)

ENDORSED

- (1) the decision of the Director of Taught Programmes in conjunction with School Plagiarism/Collusion Officers that the University should not use the tariff system proposed in the 'Amber Project'
- (2) the proposal that a report be submitted to the Committee in 2011-12 comparing the penalties imposed by Plagiarism/Collusion Officers/Committees with the tariff system of the Amber Project
- (3) in principle the proposals regarding changes to the Plagiarism and/or Collusion Policy and Procedure with the exception of the proposed ten-working-days time-scale within which a Plagiarism/Collusion meeting should be held, subject to the changes being approved by Chair's action and should the timescale for changes to the Calendar permit
- (4) the proposal that there should be no change to the policy regarding non-disclosure to Boards of Examiners that low marks were due to plagiarism and/or collusion, to ensure that students were not penalised twice.

(In their debate, members agreed that Schools should be encouraged to work towards the target of a ten-working-day time-scale within which a Plagiarism/Collusion meeting should be held and to review the possibility of setting a time-scale for 2012-13.)

93. THE HIGHER EDUCATION ACHIEVEMENT REPORT

Considered

a report. (A copy is filed in the Minute Book, ref. LTC10D100)

ENDORSED

the proposed establishment of a working group.

(Members noted:

- (i) a summary of the national position, including the pilots of the 'HEAR';
- (ii) that it would be helpful to raise awareness amongst students from an early stage of the Diploma Supplement and its potential impact on prospective employers and on opportunities for postgraduate study;

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- (iii) two major differences between the HEAR and the existing Diploma Supplement in that the HEAR would include more detailed information at the level of the module and was intended to provide a much wider perspective of a graduate's achievements, not necessarily confined to academic results;
- (iv) that the Union of UEA Students had expressed reservations about some aspects of the HEAR particularly in respect of the additional information that might be provided under section 6 in terms of equity of treatment for students not just within but across institutions.)

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

Considered
oral reports

95. PG RESEARCH PROGRAMMES POLICY GROUP

Considered
an oral report.

ENDORSED

the proposal that proposed changes to PhD regulations be submitted to the Chair for approval

(In discussion, members noted that the new edition of the Code of Practice: Research Degree Programmes would include a prescribed range of supervisory meetings (between 8 -12)

96. LEARNING AND TEACHING STRATEGIES

- Considered
- 1) a report on the development of learning and teaching strategies (LTC10D101)
 - 2) a tabled progress report on the 2010-11 plans, including recommendations arising from the 2009 Institutional Audit by the QAA. (A copy is filed in the Minute Book, ref. LTQ10D104)

ENDORSED

the proposed next steps in the development of learning and teaching strategies, agreeing that it would be appropriate for the discussions to be taken forward after the implementation of the new integrated administrative support structure.

(In discussion, members also noted progress against the 2010-11 plans. Progress was encouraging particularly in the light of the additional work arising from the administrative integration project.)

97. STUDENT CHARTER

Considered

a report on sectoral developments (A copy is filed in the Minute Book, ref. LTC10D103)

RESOLVED

that a review of the UEA Student Charter was timely in the context not only of the developments within the sector but also with regard to internal developments relating, for example, to the new academic model and to the proposed assessment contract. The review was included in the forward plan for 2011-12 (see Minute 06 (2) above).

98. LOOKING AHEAD TO 2011-12

Considered

1) a tabled report on planned and possible reviews during 2011-12. (A copy is filed in the Minute Book, ref. LTC10D102)

2) Proposals for supporting teaching enhancement for student success 2011-12. (A copy is filed in the Minute Book, ref. LTC10D105)

RESOLVED

(1) to approve, in principle, the forward-plan for 2011-12

(2) to support the proposals for teaching enhancement for student success.

99. TAUGHT PROGRAMMES POLICY GROUP

Considered

a report. (A copy is filed in the Minute Book, ref. LTC10D106)

RESOLVED

(1) to support the proposed direction of travel indicated in the report;

(2) to thank the out-going Director of Taught Programmes and LTQO support colleagues for their hard work, care and attention with regard to the many issues and challenges tackled by the Group. Thanks to their efforts, a range of new and updated regulations, policies and procedures had been introduced to ensure the maintenance of academic standards and to enhance the academic experience of students of taught programmes.

100. PARTNERSHIPS OFFICE ACTIVITY

Considered

a report (A copy is filed in the Minute Book, ref. LTC10D107)

Recommended

(1) that UCS Otley be reapproved as a partner institution of the University of East Anglia and the University of Essex for a period of five years commencing September 2011, subject to the conditions in the institutional review report being met by agreed deadlines.

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- (2) pending a successful outcome to the approval event on 23 June, 2011, that UCS Ipswich be approved for the delivery of postgraduate research degrees for a period of five years commencing September 2011, subject to any conditions contained within the approval report being met by agreed deadlines.
- (3) approval of the recommendations for course validations, re-validations and course closures as set out in the report.

101. LTC PROJECTS

Considered

the final report of the Review of Assessment. (A copy is filed in the Minute Book, ref. LTC10D108)

RESOLVED

to thank the Director of Taught Programmes and all those engaged in the review, especially the Project Officer, Ms. Eva Roberts. It was acknowledged that a range of activities had been undertaken under the auspices of the project which had helped raise awareness and understanding of and interest in assessment issues at all levels and which underpinned much of the development of the new academic model.

102. HIGHER EDUCATION FUNDING COUNCIL FOR ENGLAND

Reported

that further proposals for the publication of the Key Information Set (KIS) for students had been published. All KISs were to be made available via institutional web-sites and the wider information set should be in place by the end of September 2012.

See <http://www.hefce.ac.uk/news/hefce/2011/kis.htm>

103. 'BOLOGNA'

Reported

the publication of the UKHE Europe Unit e-newsletter which may be consulted at:

<http://www.europeunit.ac.uk>

This included:

- proposals for new education benchmarks on employability and mobility
- the launch of the new European Qualifications Framework (EQF) portal website to increase transparency about qualifications
- a report on the Annual Conference of the European University Association's Council for Doctoral Education (EUA-CDE).

104. ITEMS FOR REPORT

(1) PARTNERSHIPS OFFICE ACTIVITY

Received

a report. (A copy is filed in the Minute Book, ref. LTC10D109)

(2) 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. LTC10D110)

FOH (A copy is filed in the Minute Book, ref. LTC10D111)

SSF (A copy is filed in the Minute Book, ref. LTC10D112)

(3) CONCESSIONS AND APPROVALS

Received

a report. (A copy is filed in the Minute Book, ref. LTC10D113)

(4) NEW COURSE PROPOSALS AND COURSE CLOSURES

Received

a report. (A copy is filed in the Minute Book, ref. LTC10D114)

(5) QUALITY ASSURANCE AGENCY

Reported that

- 1) a new subject benchmark statement for Masters degrees in computing had been published. This may be consulted at:
www.qaa.ac.uk/academicinfrastructure/benchmark/masters
- 2) the outcome of QAA reviews would be a major factor in UKBA's decision on whether to award Highly Trusted Sponsor status to private HE institutions. See
www.qaa.ac.uk/news/media/pressReleases/130611.asp