

LTC11D036

Title: Faculty Associate Deans (Learning, Teaching and Quality)
Author: Faculty of Social Sciences Learning, Teaching and Quality Committee
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Issue

To receive the minutes of the Faculty of Social Sciences Learning, Teaching and Quality Committee meeting held on 2 November 2011.

Recommendation

None.

Resource Implications

Not applicable.

Equality and Diversity

Not applicable.

Timing of decisions

Not applicable.

Further Information

Contact details: Mr Paul Vazquez, Learning and Teaching Co-ordinator, telephone: 01603 593270, email: p.vazquez@uea.ac.uk for enquiries about the content of the paper.

Background

Not applicable.

Discussion

Not applicable.

Minutes of the meeting of the SSF LTQC held on Wednesday 2 November 2011

Present: Mrs Helena Gillespie (Chair & Associate Dean LTQ), Paul Vazquez (Secretary), Dr Jonathan Dickens (SWP), Dr John Gordon (EDU), Mr Richard Havell (Student Representative), Dr Shawn McGuire (DEV), Mr David Mead (LAW), Professor Naresh Pandit (NBS), Dr Bibhas Saha (ECO), Mr Matthew Wright (SSF Faculty Convenor).

With: Mr John Tully (LTS Hub Manager) re: Item 3

Apologies: Miss Meg Evans (Academic Officer, Union of UEA Students)

1 MINUTES

Document 11M002

Approved: Minutes from the meeting of 14 September 2011.

2 MATTERS ARISING FROM THE MINUTES

Item B1a – Module Outline Form.

Discussed:

Whether the form might benefit from greater flexibility, particularly around whether the same volume of information was required for later modules as for earlier ones, given that the information was already provided in the earlier details.

Whether the form might benefit from clarification of which elements were essential and should remain on it and which elements might be removable – in particular, text boxes were proving difficult to populate and might easily be removed to enable easier free text entry.

However, other Schools were not keen on major changes as they wished to be able to gauge the volume of resource required to undertake the task.

Action: It was agreed to gather comments and suggestions in the Spring Semester 2011/12 in order to review the form and make minor modifications to improve its functionality.

SECTION A: ITEMS FOR REPORT

A1 REPORT ON TPPG DISCUSSIONS ON THE 'LIGHTER TOUCH' PROCESS FOR MODULE EVALUATION BY STUDENTS

Document 11D009

[**SECRETARY'S NOTE:** Version 1 of this document was included within the meeting papers; the FLTQC Blackboard site has been updated to include version 4 of the document, which John Tully presented to the meeting.]

Received:

A presentation and guidance from John Tully (LTS Manager) on the new process, which had been created following a review in 2010/11 led by Nicola Spalding and was intended to be robust but more efficient. Several changes were outlined:

- The focus was now at course level rather than module level, anticipating the New Academic Model and giving greater coherence to course and module reviews.

- It also reduced the level of activity at module level, which would now be undertaken every 5 years unless a set trigger point for a review was hit.
- There would be no Programme Monitoring and Review in 2011/12, which would be a 'clock stop' year, with those Reviews initially scheduled for 2011/12 to be undertaken in 2012/13.
- New course and University-level questionnaires would be issued to students to shadow the questions asked in the NSS, which would also alert Schools to possible future NSS issues and prepare students for the NSS questions.
- The "you said...we did" approach was intended to encourage clarity of actions and student engagement and should be referred to SSLCs.
- Students should be informed at the outset of each module that there will be an evaluation at the end of the module so that they are able to give more consideration to their responses. It was intended that the questionnaire would be undertaken in February/March, with the replies being sent to Schools for consideration in June/July.
- The timing of course level annual reviews would be 2 weeks after the main June/July Examination Boards, with non-standard courses approx. 2 weeks after the relevant Board.
- Course monitoring and update forms would be circulated to FLTQC Secretaries by John Tully for passing onto members.
- If Schools wished to undertake additional evaluation or monitoring than that outlined in the new process, they would need to put in place arrangement to support the extra workload.
- The process would be reviewed after the first year to incorporate any minor amendments.
- Any questions or queries should be referred to John Tully.

Action: It was agreed to invite Dr Garrick Fincham of the Business Intelligence Unit to a future meeting to provide the committee with more information on the details it will provide for the process.

A2 REPORT AND TIMETABLE FROM THE NEW ACADEMIC MODEL WORKING PARTY Document 11D010

Reported that:

- 'Defined Choice' would replace the current 'Free Choice' to support programme coherency and employability. Further details on the scope and guidance for 'Defined Choice' would follow in due course.
- A pro-forma would need to be completed by Schools for each programme which would be running under the New Academic Model (NAM). The timings of this were currently that the completed forms would be returned by Schools to Julia Jones in January 2012 for consideration by a Faculty LTQC working party, before they were referred to LTC for approval. Existing programme specifications might provide some initial information, but would not carry forward to the new pro-formas.
- The Code of Practice on Assessment would flesh out the New Academic Model Regulations with details of assessment (eg formative, summative, synoptic etc).
- The Senate Marking Scale was in the process of being updated and would also clarify the differences in marking different types of assessments.
- The Review of Appeals and Complaints was also ongoing.

Discussed 1:

- The timing of completion of the NAM programme pro-formas would coincide with teaching, marking and producing research, creating very heavy and conflicting workloads for colleagues.

Action: David Mead to contact the Pro-Vice Chancellor (Academic) to ask whether some consideration might be given to altering the timing of the completion of the pro-formas and whether this might be achieved by additional resources within the SITS Team to enable greater activity to take place later in the timetable.

[**SECRETARY'S NOTE:** David emailed the PVC (Academic) on 3 December 2011.]

Discussed 2:

- Whether the timetable applied to both undergraduate and taught postgraduate programmes.

Action: Helena to investigate and confirm.

[**SECRETARY'S NOTE:** Version 15 of the New Academic Model Timetable shows a different timeframe for taught postgraduate pro-formas - in "Late May/early June 2012" "Schools to begin work on pro-formas for PGT NAM Programme Specs".]

A4 SSF GUIDANCE NOTE ON CHECKING ADVISEES' ATTENDANCE AND MARKS Document 11D011

A5 EXAMINATION BOARD PRACTICE WORKSHOP

Reported that:

- The Academic Director of Taught Programmes would be collating further guidance on best practice to distribute to colleagues.

A6 UNIVERSITY POLICY ON WORD LENGTHS Documents 11D012 a & b

Reported that:

- There had been some confusion surrounding the guidance issued to students following the removal of penalties for word lengths. This issue was being revisited during the current year. In the meantime, any assessment item whose word length was a Learning Outcome and would therefore continue to be penalised should strictly adhere to the Regulation in the Calendar; in the majority of cases, where there was no penalty to apply, and instructions were therefore only guidance to students, colleagues should be aware of possible queries from students, but no action was required to correct this as no student would be disadvantaged without penalties imposed.

SECTION B: ITEMS FOR DISCUSSION AND ACTION

B1 STATEMENTS FROM THE CHAIR

(i) Update on electronic submission of coursework.

Reported that:

- Pilot modules with submission dates during Weeks 6 to 8 had been identified.

Discussed:

- That the UEA “Papercut” system, which enabled students to send items for printing to the UEA network directly from home or a laptop without the need to access a PC on Campus, was a very useful way to print coursework cover sheets, but that few people were aware of it.

[**SECRETARY’S NOTE:** Message regarding “Papercut” passed onto LTS colleagues leading on coursework submission and the SITS Team Manager.]

(ii) Student Representation on Schools and Faculty committees.

Discussed:

- That it would be very helpful if SSLCs and other meetings requiring student representation could take place on different days and times to enable student representatives to attend them all without clashes.

Action:

Members to pass details of SSLC meeting dates onto the Secretary for collating into a combined document for the FLTQC to consider.

(iii) Key Information Set (KIS).

Reported that:

- The University was hoping to introduce the Key Information Set from 2012/13. HEFCE and the QAA required it to be introduced from 2013/14. The Department for Business and Skills was consulting on the details, but it was likely to be made up of some details originating from within the University and some details sourced externally (eg the NSS).
- A link to the current HEFCE Circular detailing the information available at present was available within the “Links to other documents or websites of interest” section of the Blackboard folder for the meeting.

(iii) General Regulation 8 – residence within 50km of campus.

Reported that:

- There were a large number of students within SSF who were living outside the permitted distance of 50km from Campus. It was planned to deal with this by issuing general notifications to affected students, dependent on the level of detail which could be extracted from SITS.
- It was also hoped to review the Regulation for future years so that, for example, it might become guidance to students and further explain the reasons behind it, instead of being a Regulation.

[**SECRETARY’S NOTE:** Subsequent discussion with the Pro-Vice Chancellor (Academic) has resulted in confirmation that no action on this issue needed to be taken by SSF in 2011/12 and that the Regulation will indeed be reviewed).

B2 UPDATE ON NBS ACTIVITY AT UEA LONDON

Received:

An oral report from Professor Naresh Pandit:

- There had been delays in issuing Campus Cards to give access to City University and its Library, with only 70 of 270 cards issued to date.
- There were problems to be resolved surrounding the Professional Services Team, which were complicated by the fact that the staff were employed by the Joint Venture rather than directly by UEA.

- IT in teaching rooms had been failing and there was insufficient IT support to resolve problems quickly. This issue had been worsened in the short term by a recent resignation.
- CSED tutors had been visiting UEA London to carry out staff development. Whilst this was working, further refinement was required.
- A high level meeting was due to take place shortly to attempt to resolve these issues.
- Eight new ATS posts had been advertised, interviews would take place during mid November to early December. There had been a large number of high quality applicants for each post.
- There was now a Deputy Senior Adviser based at UEA London. All Faculty had been trained in UEA's academic advising system and all students were able to access City University's version of the Dean of Students' Office.

B3 DRAFT PLACEMENTS CODE OF PRACTICE

Document 11D013

Reported:

That a new Code of Practice had been drafted and was due to be discussed at TPPG. Members were invited to pass any comments to the Chair via email.

DATE OF NEXT MEETING AND FUTURE ITEMS:

Wednesday 7 December 2011, from 2.30pm to 4.30pm, in ARTS I, room 1.83 (the DEV Meeting Room)

Items expected at the December 2011 Meeting:

School Responses and Action Plans to NSS (including SSLC comments) – see October meeting.

New Academic Model Update.

UEA London Update.

PGR Annual Monitoring.

UEA Summer School 2012, including SSF teaching.

External Examiners Status Report.

'Lighter touch' MM1 Module Evaluation.

The University's Assessment Compact.