

LTC11D100

Title: HUM LTQC Minutes- 21 March 2012
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Circulation: Learning and Teaching Committee – 27 June 2012
Agenda: LTC11A006
Version: Final
Status: Open

Issue

To receive the minutes of the Faculty of Arts and Humanities Learning, Teaching and Quality Committee meeting held on 21 March 2012.

Recommendation

None.

Resource Implications

Not applicable.

Risk Implications

Not applicable.

Equality and Diversity

Not applicable.

Timing of decisions

Not applicable.

Further Information

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Background

Not applicable.

Discussion

Not applicable.

**UNIVERSITY OF EAST ANGLIA
FACULTY OF ARTS AND HUMANITIES**

LEARNING, TEACHING AND QUALITY COMMITTEE

Minutes of the meeting held on 21 March 2012

Present: Dr Sanna Inthorn (Chair), Mr M Barlow, Dr C Carmichael, Mr M Goodbun, Dr J Goodenough, Dr M Rimmer (for Dr R Denison) Dr D Rycroft, Dr T Smith, Dr R Wilson

In attendance: Ms M Pavey (Secretary to the Committee)

Apologies: Dr C Matthews and Mr M Myles

33 MINUTES

Confirmed

The Minutes of the meeting held on 25 January 2012 were confirmed as a correct record.

34. PEER ASSISTED LEARNING

Noted

The Academic Director of Taught Programmes was reviewing how this would be taken forward as part of the establishment of a 'community of learning'. Initiatives might include getting students more involved in teaching including giving feedback on formative assessments and setting up study/assessment groups.

35. PLANNED PERIODIC PROGRAMME REVIEWS

Received

The schedule of programme reviews from 2006/7-2012/13 was received. It was noted that staff from the Learning and Teaching Service would contact Teaching Directors of those programmes scheduled for review in 2012/13 over the summer to discuss the requirements of the reviews.

36. STATEMENTS FROM THE CHAIR

The Chair reported orally on the following:

36.1 *New Academic Model (NAM)*

The Chair advised members that she would feedback her own and colleagues' experiences of undertaking the process of completing programme proposal document for undergraduate programmes in an effort to ensure that the process was less labour intensive when completing the exercise for postgraduate programmes.

36.2 *Corporate Plan*

The University was looking to expand and provide teaching excellence. Schools should be prepared to review and possibly cut courses and modules with low student numbers. Any new course proposals would need to be developed in the context of the Corporate Plan.

36.3 *100,000 Words*

An expectation that students in HUM Schools would be required to write approximately 100,000 words over the course of their undergraduate degrees had been proposed. Some members of the Committee expressed concern at this proposal. This included concern that such a rule might act as a disincentive for Schools to use assessment methods that strengthened and assessed skills other than academic writing, such as public speaking, which were important for

employability. There was also concern that this rule might imply that non-Humanities students were more productive or more hard-working than Humanities students.

- 36.4 *Code of Practice on Peer Observation*
Members were reminded that Schools needed to undertake peer observation of teaching in 2012/13 if this was not already in place.
- 36.5 *TPPG Update*
i) A new Code of Practice on Placement Learning, relating to study abroad, internships and work placements, was under consideration.
ii) A policy on Continuing Enhancement of Pedagogical Practice was being developed. Its central premise was that all staff who teach should have more training for teaching on a regular basis.
iii) A new policy on Word Counts was under discussion and a proposal would be submitted to the Learning and Teaching Committee for consideration and ratification.
- 36.6 *Moderation of coursework*
It was confirmed that it was acceptable for Schools to continue with existing practices as the policy of moderation was being reviewed and a new policy would be introduced for 2012/13. Some concerns had been expressed about the complexity of the policy adopted in 2011/12.
- 36.7 *Feedback on examination performance*
HUM supported feedback on examinations and it would be for Schools to determine how they would provide feedback.

Resolved

The Chair would circulate to members the proforma for providing feedback on examinations used in PSI. The proforma highlighted three positives and three areas for improvement within the script.

37. **NEW ACADEMIC MODEL**

Noted

- 37.1 Committee members were reminded that a selection of programme proposals from other Schools would be sent to Teaching Directors in other Schools for scrutiny together with a feedback proforma to complete. In Week 12 representatives from each School would reconvene for a final meeting after which the Chair would sign off the forms and they would be sent to the Learning and Teaching Committee (LTC) for final approval.
- 37.2 Dr Wilson requested that his thanks to Dr Jo Poppleton and Dr Clare Connors was placed on record for the work they had undertaken in completing programme proposal documents for LDC whilst he was on study leave.

Tabled

- 37.3 The Hum response to the document 'Towards a New Academic Model for Postgraduate Programmes' was tabled. It was noted that the implementation of the PgT NAM was likely to be deferred until 2014/15.

Resolved

School responses to the PgT NAM would be put onto the HUM LTQC Blackboard site.

38. **POSTGRADUATE TAUGHT EXPERIENCE SURVEY (PTES) 2011**

Considered

The Chair reported that in general, responses to the 2011 PTES survey showed that students were satisfied with their courses. It was acknowledged that in some Schools

response rates were low and consideration should be given to how they could be improved.

39. **EXTERNAL EXAMINER REPORTS 2010/11**

Reported

39.1 The Chair reported that the LTQC Sub groups convened to scrutinise School responses to External Examiner reports had noted the number of commendations in Externals' reports for the high quality of teaching and student work. Several Schools had also been commended for innovative teaching methods.

39.2 There was some discussion about the University's decision to introduce the award of merit for taught Masters programmes. This had been raised by almost all External Examiners for PgT courses. Some members expressed concern that the award of a merit for those achieving a taught aggregate mark of between 60 and 69.99% was too low and that 65-65.99% would be more appropriate.

Resolved

The Chair would request information on the data used when making the decision that the award of merit should be for those gaining an aggregate mark in their Masters degree of between 60 and 69.99%.

39.3 The Chair advised members that she planned to set up informal meetings where staff could meet to share good practice and teaching related experiences. It was agreed that the experience of sharing information related to the NAM had been very useful and had demonstrated the benefits of such meetings.

40. **MODULE ENROLMENT: RESERVE CHOICES**

Considered

The Committee discussed the importance of students in most HUM Schools making reserve module choices.

Resolved

The Chair and Dr Jayne Gifford would work with Mr John Tully to examine the number of students allocated their first or reserve choices. Following this analysis it might be necessary to give further consideration to why first choices could not always be accommodated.

41. **ADDITIONAL COSTS FOR TEACHING RELATED ACTIVITIES IN HUM**

Considered

Member considered a document outlining charges made by some Schools for teaching related activities or resources. Such costs, defined as those charged in addition to tuition fees, were subject to a university wide review. The student representative present stressed the importance of students knowing in advance of taking up their place what additional costs they should expect to budget for.

42. **COURSE APPROVALS, COURSE TITLE CHANGES AND COURSE CLOSURES IN HUM 2011/12**

Received

42.1 Members received a report on course approvals, course title changes and course closures in HUM for 2011/12.

Approved

The closure of the MA Language, Society and Media within LCS was approved.

43. **REPORT FROM THE UNION OF UEA STUDENTS (UUEAS)**

Tabled

- i) A report from the Union of UEA students on the effect of the integration project on student experience.
- ii) Students' guide to feedback created by students in the Faculty of Medicine and Health

Reported

- i) The report from the UUEAS concluded that in general the integration process had work well. New students were generally positive about the simplicity of the coursework submission system. The importance of clear communication to all students on all key processes was highlighted.
- ii) Consultation on electronic marking of coursework was now being undertaken. Mr Andy Mee in ITCS was seeking modules with fewer than 30 students to take part in a pilot of Week 12 of the Spring semester.

Resolved

Teaching Directors to advise module organisers interested in being included in the online marking pilot to contact Andy Mee.