

LTC13D041

Title: HUM LTQC Minutes- 27 November 2013
Author: Michele Pavey
Circulation: Learning and Teaching Committee-
Agenda: LTC13A003
Version: Final
Status: Open

Issue

To receive the minutes of the Faculty of Arts and Humanities Learning, Teaching and Quality Committee meeting held on 27 November 2013

Recommendation

None.

Resource Implications

Not applicable.

Risk Implications

Not applicable.

Equality and Diversity

Not applicable.

Timing of decisions

Not applicable.

Further Information

Contact details: Julia Jones, Learning and Teaching Coordinator, telephone 01603 592157, email: julia.jones@uea.ac.uk for enquiries about the content of the paper.

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 27 November 2013

Present: Dr S Inthorn (Chair), Mr S Bennett, Mr M Bowker, Dr H Emmet, Dr J Goodenough, Ms M Hughes, Dr B Mills, Dr M Neumann, Dr C Matthews, Dr J Poppleton, Dr L Powell, Dr C Riggs, Mr J Seal

Apologies: Ms R Rawle,

In attendance: Ms C Gray (Learning and Teaching Service, Arts Hub Manager), Dr J Gifford, Ms M Pavey (Secretary to the Committee)

27. **MINUTES**

Confirmed

The minutes of the meeting held on 9 October 2013 were confirmed as a correct record.

28. **STATEMENTS FROM THE CHAIR**

The Chair reported orally on the following:

28.1 *New HUM Associate Dean for Learning and Teaching*

Dr Clive Matthews has been appointed the new HUM Associate Dean for Learning and Teaching

28.2 *New academic initiatives*

i) There have been discussions at a University senior staff policy half day and a Heads of School half day where Professor Neil Ward, PVC (Academic) promulgated his vision. This included the expectation that for every piece of summative work on a module students will be required to undertake a piece of formative work. There should also be a reduction in the number of summative assignments set.

ii) There will be an extension until January 8 2014 for module update. *Secretary's Note:* This deadline was subsequently changed to 24 January, this being the deadline for both course and module update, as outlined in a memorandum to Heads of School from Dr Andrea Blanchflower, Director of University Services.

iii) There is a recognition that feedback can be other than written. Concerns from members of the Committee that that not all formative work lent itself to being formally recorded on SITS were noted.

28.3 *TPPG*

i) Module Outlines: The Academic Director of Taught Programmes (ADTP) would like a consistent Module Outline. The outline template used by SSF was tabled for information. It was hoped that the form would be linked to SITS to enable parts of it to be pre-populated. Some members of the Committee were concerned about the detail required in the SSF template.

ii) Assessment tariffs – how much work students are expected to undertake in their module. A draft paper from the ADTP was tabled. It included a notional word count for students across their course. Both issues are under discussion and would come back to the LTQC in due course.

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

Reported

- 29.1 Exam timetabling – the UUEAS has been campaign for an earlier release of the exam timetable and students' examinations to be more spread out is being addressed by the University.
- 29.2 UUEAS was looking at how to publish events/activities across UEA more effectively, for example using its social media as a means of dissemination.
- 29.3 Miss Hughes, the HUM Convenor, was involved in HUM restructuring which included being a member of a working group on School Identity with other student representatives.

30. **HUM ASSESSMENT AND FEEDBACK PROJECT REPORT**

Considered:

- 30.1 Recommendations arising from the HUM Assessment and Feedback Project including a list of possible actions drawn out by the Chair were considered. It was noted that each School would establish an Assessment and Review Group to look its courses. The University had invited bids for resources to address Key Performance Indicators including student satisfaction with assessment and feedback.
- 30.2 The project found that students undertook formative work, if they could see a benefit, if it was well designed, if the timing was right and did not clash with other commitments. The report also highlighted student perception of differences in approaches to marking across Schools. The Chair emphasised the need to ensure that Schools clearly set out the expectations of how they mark. This would be especially important when the BA Liberal Arts started.
- 30.3 Members discussed student expectations with regard to academic staff responding to emails. It was agreed that it would be very useful to have a shared understanding of when students should be encouraged to use emails and when to have face to face meetings with staff during office hours. It was agreed that Module Organisers could make this clear in Module Outlines.
- 30.4 The Chair advised members that all data from the project would be made available via the HUM Blackboard site. Funding was being sought for someone to undertake more data analysis.

Resolved

The HUM Convenor would liaise with the UUEAS Academic and Communications officers about the possibility of UUEAS running skills workshops for students which would include appropriate interaction with academic staff.

31. **REVIEW OF THE HUM MODULE ENROLMENT PILOT IN 2013**

Considered:

- 31.1 A review of the process for allocating students to oversubscribed undergraduate modules from the LTS Arts Hub Manager and feedback from ART and LDC was considered. From an LTS perspective some changes would need to be made to ensure students making only minor errors in completion of form were not treated too harshly. Also the issue of how incoming visiting students chose their options needed further consideration. The expectations of visiting students in terms of module availability needed to be managed. This was a particular issue in LDC and colleagues were in discussions with the Study Abroad office.

- 31.2 It was agreed that, for LDC in particular, where oversubscription on some modules was a problem, the system used prior to the introduction of random allocation to modules worked better, where if students did not get first choice they got their second choice module.

Resolved

- i) that module outlines should make it explicit where a module is normally oversubscribed and if priority is to be given to any particular group of students.
- ii) that the lottery will no longer take place and will revert back to Schools making decisions on who will be allocated to modules. The role of LTS will be to provide colleagues in Schools with the data to enable them to allocate students to modules.
- iii) Students will need to be advised that random allocation will no longer be in place. It was agreed that Dr Poppleton and Ms Gray would draft a statement.

32. **NEW COURSE PROPOSALS**

Considered:

32.1 ***MA Media Studies***

Dr Mills introduced the proposal noted that it was research-led and centred around public engagement. Students would be required to have an IELTS score of 7. The new course had been developed with a strong steer from the HUM Faculty Executive and Associate Dean for Admissions. Dr Gifford reported that Dr M McLaughlin HUM Associate Dean for Admissions would like to see all new course proposals prior to them being formally approved.

- 32.2 Mr Bowker advised that PSI were concerned about overlap with two of their Media related degree offerings and that potentially FTM and PSI could be competing for the same students. It was agreed that Mr Bowker would consult with PSI colleagues about removing the PSI modules included in the profile. It was noted that the ART modules included in the course profile would need to be removed since they were available only to ART postgraduate students.

- 32.3 Following discussion on the proposal it was agreed that section BC2.1 on Market Research should be reworded to include how it is different from the MA Media Culture and Society

Resolved

that subject to the amendment of BC2.1 as outlined above which should to be approved by Dr Clive Matthews as incoming Associate Dean L&T, the proposal be approved and forwarded to LTC for approval,

32.4 ***UEA/Guardian Master Classes- New three month routes in i) Historical Fiction, ii) Crime Fiction and iii) Travel Writing***

Considered

The introduction of the new courses outlined above was considered. It was noted that they would lead to a certificate of completion.

Resolved

that the proposals be approved and that the Course Director of the programmes be reminded that courses should not be advertised before formal approval had been granted.

33. **COURSE CLOSURES**

Considered:

Formal closure of courses which either had not been running for some years or which had been replaced by new course titles in i) AMS, ii) FTM, iii) LDC, iv) MUS, v) PHI and vi) PSI, details of which formed part of the paperwork for the meeting.

Resolved

that the courses be formally closed.

34. **POSTGRADUATE RELATED ISSUES**

Considered

Members were informed that HUM had announced its commitment to fund twenty Faculty studentships in line with AHRC rates of the next five years as part of its obligations to the CHASE bid. Plans were in place to consider and award the four scholarships for 2014/15.

35. **EMPLOYABILITY**

Reported

Professor Charmley was unable to attend the meeting but his successor would update members on employability initiatives at the January LTQC meeting.

36. **UNDERGRADUATE EXTERNAL EXAMINER REPORTS 2012/13 AND SCHOOL RESPONSES**

Considered

Members discussed Undergraduate External Examiner reports and School responses that had been completed to date. Those available at the meeting had been posted on the HUM LTQC Blackboard site. Members who had scrutinised the reports and School responses reported that External Examiners were generally very positive.

Resolved

that the School responses be approved and circulated to External Examiners. Dr Inthorn and Dr Matthews would write an overview identifying key themes from the reports once they had all been received.

37. **UNIVERSITY ROLE DESCRIPTION: MODULE ORGANISER**

Considered

37.1 Members discussed the format and content of a proposed role descriptor for Module Organisers using an example produced by NSC. Consideration was being given to a University wide role description and LTQCs were invited to submit comments on the role.

37.2 Following discussions members agreed that the descriptor needs to emphasise more that convenors lead on module design and, for example completing mark sheets, mentoring and support for ATs teaching on the module, peer review where appropriate, for example on team taught modules, and also have responsibility for module update/responding to module feedback and have responsibility for assessment strategies. Communication between Course Directors and convenors should be emphasised.

Resolved

that the Committee's views should be fed back to the Academic Director of Taught Programmes.

38. **COURSE APPROVALS, COURSE TITLE CHANGES AND COURSE CLOSURES IN HUM 2013/14**

Received

The above document was received.

LTC13D041

Title: *SSF LTQC Minutes*
Author: Heather Reynolds
Date: 13/1/14
Circulation: List of recipients
Agenda: LTC13A003
Version: Final Version
Status: Open

Issue

To receive the Minutes of the Faculty of Social Sciences, Teaching and Quality Committee meeting held on 27 November 2013.

Recommendation

None.

Resource Implications

None.

Risk Implications

None.

Equality and Diversity

N/A

Timing of decisions

N/A

Further Information

Contact details: Heather Reynolds, Learning and Teaching Coordinator, telephone 01603 592517, email: h.reynolds@uea.ac.uk, for any queries/further information relating to this document.

Background

N/A

Discussion

N/A

Attachments

None.

SSF LTQC 13M003

Minutes of a meeting of the SSF LTQC on Wednesday 27 November 2013, held at 1400, in A1.83 (DEV Meeting Room)

Academic Members Present:

Helena Gillespie (Chair)
Lee Beaumont (EDU UG)
Neil Cooper (PSY)
Ed Anderson (DEV)
Ratula Chakroborty
Sue Long (ECO)
David Mead (LAW)
Gill Schofield SWK (representing Martin Gill)

Student Members Present:

Louise Withers Green (SU Academic Officer)
Molly Rushworth (SSF Faculty Convener)
Moji Adegbile (SSF Postgraduate Representative)

With:

Heather Reynolds (Secretary)
Becky Fitt (LTS Manager)

Apologies:

Martin Gill
Naresh Pandit (NBS)

1. MINUTES

Confirmed: the Minutes of the meeting of 2 October 2013.
Document 13M002 (available online)

2. MATTERS ARISING FROM THE MINUTES

None.

SECTION A: ITEMS FOR REPORT

Documents for these items are available to view on the SSF LTQC Blackboard site in the relevant meeting folder with discussion taking place via the discussion board on that site.

A.1 STATEMENTS FROM THE CHAIR

- (a) Communication – important to ensure that messages are cascaded within schools. Communications need to also filter up from hubs. Use School Managers. Use Teaching Committees.
- (b) Item A15 – a school colleague might aspire to be member of this group.

- (c) Item A12 – seeking an academic representative – Ratula Chakroborty volunteered. Secretary will advise Rob Gray.
- (d) Item A14 – information published on web pages, LIB, portal, etc. Students aware of learning enhancement team.

A.2 LTC UPDATE

LTC update following meeting on 23 October 2013 (document online).

A.3 FACULTY APPEALS & COMPLAINTS COMMITTEE

This Committee met on 14 October (schedule of meetings and outcomes available online).

A.4 FACULTY PLAGIARISM & COLLUSION COMMITTEE

This Committee did not meet as there were no cases currently to be considered

A.5 CODE OF PRACTICE ON STUDENT REPRESENTATION AND STAFF/STUDENT LIAISON

Faculty Report to LTC confirming that monitoring of this Code of Practice has taken place in Schools/Faculties, identifying any matters of principle and/or major issues which should be brought to the attention of LTC as well as notifying LTC of examples of good practice (document available online).

A.6 COURSE REVIEW

Course Review Schedule for 2013/14 available in the Course Review folder online. Faculty Report to LTC (CR3) relating to 2012/13 Course reviews to be made available online shortly.

A.7 MODULE OUTLINES

Early December 2012 a new version of the module outline template was agreed and circulated for use by SSF Schools. This avoids Module Organisers having to complete the University's data capture form in addition to their module outline as the data capture information is incorporated into this version of the module outline template. Please ensure all Module Organisers use this template when preparing their module outlines for 2013/14 (module outline template available online).

A.8 ANNUAL MODULE REVIEW & ANNUAL COURSE MONITORING

Deadline for completing the review of 2012/13 modules and courses was 8 November 2013 (UG) and is 30 November 2013 (PGT). UG Annual Course Monitoring forms (Course Director's report form and School Summary form) should have been submitted to Secretary by 8 November, at the latest, to ensure that they may be considered at this meeting. Template forms can be found in the Module Review and Annual Course Monitoring and Update folder online.

Completed forms received are available in the Module Review and Annual Course Monitoring and Update online.

A.9 MODULE UPDATE

The University has provided an updated form which Schools may find useful (module update template available online).

A.10 STUDENT MODULE ENROLMENT

On-line module enrolment - for consideration please and then discussion at the January meeting

(1) Currently we have in place a system whereby Stage 3 SSF students have available to them a free choice list which does not include level 4 modules. Those who wish to enrol on a level 4 module have to make an application in hard copy rather than online. This enables SSF Schools to have control over whether or not a student can take a non-cognate module at level 4. Is this something the Faculty wishes to continue or would schools prefer to give blanket approval for any of their students to take a non-cognate level 4 module?

LTS School responses following the last enrolment session (April 2013):

EDU permit free choice students (2nd and 3rd years, Physical Education, and Education) to choose outside of the School with no restrictions as long as the module chosen is not the same or very similar to anything taught in EDU. 1st year students do not take modules outside the School.

SWK students do not take any free choice modules outside the School; they only take SWK modules, all of which are compulsory.

PSY 1st year students do not choose any modules outside their School. 2nd and 3rd year students are not allowed to take level 4 modules outside the School. They may take level 5 but must discuss this with their Advisor first.

CCE Choosing external modules is not applicable to CCE courses.

NBS would permit blanket approval for any of their students to take a non-cognate level 4 module as long as they retain control over the publication of the list of what those non-cognate modules would be.

(2) Currently Advisers receive a copy of their advisees enrolment 'wish list' to enable them to engage with their students on this issue and take the opportunity to flag up any issues with them. Is this still the case?

LTS School responses following the last enrolment session (April 2013):

EDU and PSY hold meetings with students to explain choosing options or free choice modules. Students are encouraged to talk to their Adviser and Module Organisers.

NBS encourages students to attend and ask questions at the NBS module fair and via the LTS support sessions with the Advisers being 'on hand' for academic questions.

A.11 EXAM FEEDBACK

Chair's report to LTC available online.

A.12 TPPG MEMBERSHIP

Taught Programmes Policy Group meets 6 times a year to discuss university policy and make recommendations to Learning and Teaching Committee. We need another academic to become part of this group in addition to Vicky Scaife from PSY and Helena. Please can you let Helena have details of anyone in your department who you think might be suitable for this role? It would be helpful if they weren't in EDU or PSY as those schools are already represented.

A.13 ROLE DESCRIPTION FOR MODULE ORGANISER

Aim: To develop a University Module Organiser role description.

Comments from the academic development workshops on the 'Role of the Module Organiser' would be usefully fed into a draft proposal for a University Module Organiser Role.

ADTP would like the proposal to go through FLTQCs, TPPG and then to LTC (preferably to be with the latter by Jan/Feb 14). (NSC Module Organiser's role template available online.)

A.14 ACADEMIC STUDY SKILLS SUPPORT FOR STUDENTS

Study Skills Toolkit on Blackboard

The *Study Skills Toolkit* is a set of interactive exercises for developing students' academic study skills. It is the ideal place to start if students are looking for advice about the skills they need to be successful in their studies at UEA. There are lots of materials they may use to help them

- get organised and manage their time
- get the most out of their lectures and seminars
- think more critically
- improve their reading skills
- become a better writer.

To access the *Toolkit* go to the Academic tab of the UEA Portal and look for the module DOS-LET: Learning Enhancement Team.

Academic Skills Workshops

The Learning Enhancement Team is running a series of workshops to help students in their studies at UEA. The workshops are aimed at helping them to

- manage their time effectively
- become a better writer
- think critically.

Workshops take place in the Library most Wednesdays from 2-4pm. Full details, including workshop slides and materials, can be found at www.uea.ac.uk/dos/let/workshops.

The programme is open to all UEA students. No booking is required, but places will be allocated on a first come, first served basis.

A.15 CONSULTATION ON DRAFT NEW GUIDANCE ON EDUCATION FOR SUSTAINABLE DEVELOPMENT

If you wish to respond to the following, please respond directly to Adam (cc Helena):

"Dear Helena, Rosie, Ben and Sanna,

QAA have just released a draft of the guidance on Education for Sustainable Development (ESD). There is a link to the document in the attached Pdf letter. I would welcome your views on the draft guidance to HEIs. Feel free to circulate to TDs in schools for comment (I recognise that it may not be possible to actually discuss in an LTQC meeting).

I have shared the Pdf with members of the **Future Skills Initiative** (focusing on ESD) - Stefi Barna MED and Tim O'Riordan (ENV) – for their comment too.

The deadline for our institutional response is 3 January, so a pretty tight timeframe (as usual).

If you could send me any collated comments from each of your Faculty LTQCs – i.e. one set of comments/feedback – by **Mon 9 Dec** that would be very helpful. Hope that's OK.

I will take feedback from Faculty LTQCs into account in our institutional response to QAA. Adam" (QAA Circular available online.)

SECTION B: ITEMS FOR DISCUSSION AND ACTION

B.1 NEW COURSES

None to report

B.2 CHANGES TO EXISTING PROGRAMMES

Minor Changes Course Proposals

EDU - PGT Credit Only (part-time) - To enable students to undertake modules for credit only on a part-time basis (they may also be registered for another programme so cannot be full-time visitors) - Scrutineers Shawn McGuire/Ed Anderson (business case approved by Faculty Executive 31.10.13).

EDU - MA in Education, MA Mathematics Education, MA Literacy, Lifelong Learning and Development - Scrutineers Shawn McGuire/Ed Anderson (business case approved by Faculty Executive 14.11.13).

EDU TD: These courses existed in various forms and this action will streamline. MA Education consists primarily of international students.

Ed Anderson: Clearly this is a modular structure with more student choice, aligning with other SSF courses. Good aims. Revised prog spec hard to follow in places so perhaps could be made clearer. Clear picture of course profile needed. Assessment – modules all assessed in a similar way. Could there be an opportunity for a range of methods, possibly an examination component.

Chair: Traditionally PGT courses in EDU do not include examination assessment.

Student Rep: Students prefer varied diet of assessment. Range of word count might be helpful for dissertation.

PSY - SSF MRes - adding a new DEV pathway - Scrutineer Martin Gill (business case being considered by Faculty Executive 28.11.13 – note that this was approved).
Comments from Martin: "I have looked through the proposals to delete the MRES International Development and replace it with a DEV pathway through the MRES Social Sciences. The proposal appears to make good academic sense for the reasons given and will widen the support networks available to the students. I support the proposal."

PSY TD: Realignment to include DEV pathway – wider experience.

Proposal documents available in New Course Proposals and Course Closures folder on this Blackboard site. A reference copy will be available at the meeting.

RESOLVED: To approve all of the above minor course changes.

B.3 SCHOOL ACTION PLANS

Short presentations by Teaching Directors relating to school action plans, outlining how schools are addressing outcomes from the NSS, good honours, assessment and feedback, SES and continuation rate data.

SWK - Martin Gill (Gill Schofield presenting) - Presentation available online.

ECO - Sue Long - Presentation available online

LAW - David Mead - Presentation available online.

Chair: - Certain types of assessment enable students to achieve 100% - across all subjects.

LAW TD – School tends to be low on first class awards as opposed to competitors.

Professional body and External Examiners encouraged wider use of the range of marks
Hard to convey sense of reflection and analysis.

Gill Schofield: Formative – suggest sitting down with student to compare their essay with a good essay example.

EDU - Lee Beaumont – Presentation available online.

Relatively new UG courses. Education course – students tend to be mature whereas the Physical Education course tends to attract younger students.

NSS– (Education) new Course Director should help to improve the situation.

Progress reports to be considered at April 2014 meeting.

B.4 NAM/BIM UPDATE (DEFINED CHOICE)

Dealt with by email after the meeting. Guidance being circulated by LTS.

- Each School needs to identify where in NAM year 2 course profiles they are expecting students to be able to choose modules FROM OUTSIDE THE 'HOME' SCHOOL(S).
- Once this is done think about what would be a useful 'menu' of choices for the student to fill these gaps with, and then check with the schools concerned that these modules are available, fit with the timetable and there is space for your students.

It is vital that this does not just become the 'hit and miss' that free choice was in the past – this is a key purpose of the NAM.

B.5 ASSESSMENT AND APL MINI AUDIT

Chapter B6 – assessment of students and accreditation of prior learning. Indicators of quality. TDs will consider the indicators on the mini audit document and see if they can evidence what is being done within their schools (also considering ownership of the evidence).

As I said at the last meeting, one of the things we want to do this year is to up our focus on assessment and feedback. A pressing issue it seems is consistent application of the many new policies and procedures in this area across the faculty.

Hence Jacqueline and I hatched the plan for the mini audit.

I think it might be helpful to have an item on it as a work in progress at this FLTQC as there may be useful things we can help one another with here, with a final deadline in the Spring Term. Meanwhile please ponder.

Document 13D011

Thanks to those colleagues who have already submitted their mini-audits (SWK, ECO, PSY). Chair would like to receive the remainder as paper with annotations or in electronic form. Please do be frank and honest with your comments on the indicators. Current responses range from 'yes we can evidence all of this' to 'some of these indicators make no sense'. All very useful as Chair gets to grips with the process within the Faculty and for the University as a whole. There will be more on institutional audit at future meetings.

B.6 LEARNING & TEACHING STRATEGY

Document 13D012

No action needed at present – item withdrawn.

SECTION C: ONGOING ITEMS FOR REGULAR REPORT

Documents for these items are available to view on the SSF LTQC Blackboard site in the relevant meeting folder.

C.1 COURSE CLOSURES

EDU

T2X130401 MA Secondary Education (closure approved 2.10.13).

U2W803101 Diploma in Creative Writing (closure approved 1.11.13)

ECO

U1LV15302 and 12LV15303 Economics & Philosophy (closure approved 1.11.13)

LAW

U1M102101 Graduate Diploma in Legal Studies (closure approved 21.10.13)

DEV

- (1) U1L2L1301
- (2) U1L2LC301
- (3) U1L2F7301
- (4) U1L2FR301
- (5) U1L791302
- (6) U1L2L6301
- (7) U1L2LP301
- (8) U1L2F7301
- (9) U1L2FR303
- (1) BA International Development with Economics
- (2) BA International Development With Economics With Overseas Experience
- (3) BSc International Development With Environment And Society
- (4) BSc International Development With Environment And Society With Overseas Experience
- (5) BSc International Development With Overseas Experience
- (6) BA International Development With Social Anthropology And Politics
- (7) BA International Development With Social Anthropology And Politics With Overseas Experience
- (8) Int Dev with Environment and Society (NAM version)
- (9) Int Dev with Environment and Society with Overseas Experience (NAM version)

(closure approved 21.10.13)

Documentation available in the New Course Proposals and Course Closures folder online.

SECTION D: EXTERNAL EXAMINERS REPORTS

Deadlines:

23 August 2013 – receipt of UG External Examiners' reports by Assessments Office (Assessments Office will remind those External Examiners who have not submitted by this deadline)

11 October 2013 – consideration of UG External Examiners' Reports by Schools and for draft responses to be received by FLTQC.

15 November 2013 – Faculty LTQC to approve responses to UG External Examiners' reports and for schools to send formal responses to UG External Examiners.

13 December 2013 – FLTQC UG External Examining process report to LTC.

13 December 2013 – receipt of PGT External Examiners' reports by Assessments Office (Assessments Office will remind those External Examiners who have not submitted by this deadline).

31 January 2014 – consideration of PGT External Examiners' reports by schools and for draft responses to be received by FLTQC.

28 February 2014 – FLTQC to approve responses to PGT External Examiners' reports and for schools to send formal responses to PGT External Examiners. FLTQC PGT External Examining process report to LTC.

D.1 EXTERNAL EXAMINERS' REPORTS 2010/11 COMPLETED

Documents for these items are available to view on the SSF LTQC Blackboard site in the relevant meeting folder.

None to report since last meeting.

EXTERNAL EXAMINERS' REPORTS 2010/11 OUTSTANDING

EDU – Levy (PGT) - with School (Awaiting Course Leader's Return)

SWP – Baron, Johns, (PGT) – with School

D.2 EXTERNAL EXAMINERS' REPORTS 2011/12 COMPLETED

Documents for these items are available to view on the SSF LTQC Blackboard site in the relevant meeting folder.

NBS – Souchon (Cadogan) (MSc UEA London) (PGT)

EXTERNAL EXAMINERS' REPORTS 2011/12 OUTSTANDING

CCE – Seddon – with School

CCE – Richardson - report not submitted

DEV – Lowe, Sanchez-Ancochea (PGT) – with School

DEV – Lind (UG) - with LTS

LAW - Scott (PGT) – report not submitted

NBS – Doherty, Rogers (FT), Rogers (PT) (MBA), Almond, Melewar (MSc) Souchon (Cadogan) (MSc UEA London) (PGT) – with School

SWP - McGregor (Skehill) (PGT) - with School

SWP - Hart (PGT) - report not submitted.

D.3 EXTERNAL EXAMINERS' REPORTS 2012/13 COMPLETED

Documents for these items are available to view on the SSF LTQC Blackboard site in the External Examiners' folder.

NBS - Aminzare, Fan, Fox, Jeanes, Hodges (UG), Barrett, Christodoulou (UEA London) (UG)

SWK - Broadhurst, Murphy, Nelson (UG)

DATE OF NEXT MEETING AND FUTURE ITEMS

Wednesday 8 January 2014, commencing at 1400, in A1.83 (DEV Meeting Room)

JAN 2014 Meeting:

Employability Projects 2013/14 - Fiona Lettice (1415 for 40 mins including discussion time - presentation handouts will be tabled)

Dr Adam Longcroft ADTP (to meet TDs, answer questions and to discuss items of particular interest)

On-line module enrolment (following consideration of item A10 November meeting)

JAN/FEB 2014 Meeting:

Issues and recommendations arising from annual course monitoring and update in PSY (In 2013/14 the School will be asking students on some modules to reflect on their experience of modules once they have received back all module marks. This is in response to feedback from a trial post-module reflection and concerns that students usually complete evaluations before the module has finished and all results received) to be considered and any recommendations to be forwarded to TPPG.

APRIL 2014 Meeting:

School Action Plans – Progress Reports.

MAY 2015 Meeting:

Senate Scales – revisit to assess the impact of the new UG Senate Scales introduced 2012/13.

LTC13D041

Title: FMH LTQC Minutes - 2 October 2013
Author: Julia Jones
Circulation: Learning and Teaching Committee
Agenda: LTC13A003
Version: Final
Status: Open

Issue

To receive the minutes of the Faculty of Medicine and Health Learning, Teaching and Quality Committee meeting held on 2 October 2013

Recommendation

None.

Resource Implications

Not applicable.

Risk Implications

Not applicable.

Equality and Diversity

Not applicable.

Timing of decisions

Not applicable.

Further Information

Contact details: Julia Jones, Learning and Teaching Coordinator, telephone 01603 593528, email: julia.jones@uea.ac.uk for enquiries about the content of the paper.

Background

Not applicable.

Discussion

Not applicable.

Minutes of the meeting of FMH LTQC held on 2 October 2013

Present: Rosie Doy (Chair), Debbie Harrison (RSC), Simon Horton (RSC),
Mary Jane Platt (MED)
Apologies: Zoe Butterfint (RSC), Cath Harrison-Williams (NSC), Ian Harvey (FMH), Julia
Hubbard (NSC), Lynne Ward (LTS)
With: Julia Jones (Secretary).

1. MINUTES

Confirmed
the minutes of the meeting held on 19 June 2013 (Document 13D0001)
were confirmed.

2. MATTERS ARISING

Reported in discussion

- 1) final versions of the Confidentiality Policy and the General Advice to Students on Confidentiality had been circulated and were being disseminated. Emma Sutton was setting up a working group to implement the policy. School representatives were - MED: to be confirmed; NSC: Emma Sutton; RSC: Christine Raschka.

ACTION: MJP TO CONFIRM MED REPRESENTATIVE

3. CONFIRMATION OF CHAIR'S ACTION

- 1) Undergraduate External Examiner Reports
- 2) BSc (Hons) Human Communication Sciences approval (the course had been advertised and was on the UEA website)

4. STATEMENTS FROM THE CHAIR

- 1) RSC Teaching Director: the Chair reported that Zoe Butterfint had taken over from Debbie Harrison as RSC Teaching Director. The Chair thanked DH for her work.

Reported in discussion:

- DH would be attending the first meeting of the year for each of the relevant committees and then would be stepping back to hand over to ZB.
 - DH would be taking the lead on 2012/13 PQAF and ZB on 2013/14.
- 2) Change of administrative support for LTQC: the Chair reported that Rob Gray had changed roles and would no longer be supporting FMH LTQC. She recorded her thanks to Rob for his work and support, and welcomed the new secretaries Paul Vazquez/Julia Jones. Rob would still be on hand to advise them as necessary.
 - 3) New MED AAB course: the Chair reported that MED was rethinking the course proposal; the School had wanted to include BIO Year 1 modules but BIO had no

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capacity.

- 4) Additional LTQC members (3 places available); the Chair reported that she had received expressions of interest for these roles and would, along with MJP, be interviewing the applicants.
- 5) PQAF ARM 2013/14: the Chair reported that the meeting would be held on Tuesday 28 January 2014 from 9 am to 1 pm.
- 6) Midwifery validation: the Chair reported that the validation process for the Midwifery shortened programme for training existing nurses as midwives (undergraduate outcomes) had been extremely successful.
- 7) Teaching Directors Conference: the Chair reported that a University wide Teaching Directors Conference would be held on Tuesday 19 November from 2 pm to 5 pm. Topics would include preparing a portfolio for HE fellowship (Nicola Spalding) and flipping lectures (Simon Lancaster).

Reported in discussion:

- DH suggested that a supportive overview would be helpful with regard to the TDs conference.
 - The Chair suggested Adam Longcroft outlining a top down overview followed by input from all re the challenges faced.
 - The conference would incorporate the sharing of good practice (eg assessment and feedback).
 - Innovative use of IT and good quality School teaching and learning IT help to improve NSS scores. FMH needs to bear in mind placements, CPD, post-registration programmes and so on. The Chair reported that she was a member of the ISD information board but was unable to attend any meetings. DH volunteered to be the FMH representative on the ISD board, taking a Faculty wide view.
- 8) Tuesday 22 October 2013 from 12 pm to 4 pm: 'Milk Round Plus' – careers service recruitment and opportunities fair.

5. HE FELLOWSHIPS

Reported in discussion:

- UEA membership of the Higher Education Academy was low, and some metrics, encouragement and coaching were needed.
- HE fellowship application preparation needed to be part of the appraisal process
- The levels of fellowship were:
 - **AFHEA** – Associate Fellow of the Higher Education Academy
 - **FHEA** – Fellow of the Higher Education Academy
 - **SFHEA** - Senior Fellow of the Higher Education Academy
 - **PFHEA** – Principal Fellow of the Higher Education Academy
- Faculty were being encouraged to apply for fellowship, as the QAA is keen on HE fellowships and levels of membership are measured in league tables.
- Nicola Spalding (a Senior Fellow) was to brief Teaching Directors at the TDs conference.
- FMH academics possessed in many cases existing accreditation (for example, Fellow of the Academy of Medical Educators) which hopefully could be mapped

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onto an HE fellowship application.

- Nurses and midwives require an approved teaching qualification, ie a PGCE (the PGCert in Clinical Education is HEA accredited for Fellowship level; also with concurrent teaching experience can be mapped into a portfolio for approval for Lecturer recognition by the NMC
- It would be very useful if the CSED could provide support for the portfolio and application process, for example via half-day courses.
- Faculty events would also be useful.
- Members felt that the University should contribute to the costs of application.

ACTION: CHAIR TO APPOINT FLTQC HE FELLOWSHIP CHAMPION

ACTION: CHAIR TO ADD TO AGENDA OF GOOD PRACTICE MEETING

6. SPECIFIC ADMINISTRATIVE CONCERNS AND COMMENDATIONS

Reported in discussion:

- MED: MJP reported that LTS hub staff had to attend central registration event so not available to support the new MED students.
- NSC: JH had reported to the Chair that 'start of year' had gone better this year, except for midwifery students (who have an early start date) for whom some handbooks and other information was not ready. Early work on timetable paid off, and the Chair thanked JH and the coordinators in the ECB Hub.
- RSC: DH reported that RSC had been very unhappy with the level of service provided by LTS in the run up to registration week, although a temporary team leader had been drafted into the EFRY Hub at the last minute who had been very effective. There had been significant timetabling problems in relation to PGT students, and Evision was showing wrong information for some timetables. N Spalding feeding up. DH reported that in RSC the academics (esp Course Directors) have a great deal of administration to deal with which makes the job very difficult.
- Nicola Spalding was feeding RSC concerns upwards, and the Chair asked for details so she could pass them onto Ian Harvey and senior LTS managers.

ACTION: DH TO GIVE THE CHAIR DETAILS OF RSC CONCERNS

- All 3 Schools expressed serious concerns about the Disclosure and Barring Service, which had recently moved to LTS; late completion of the process was leading to some students being unable to start their placements at the appointed time.
- A DBS lead academic is needed for each School, as Schools have different processes and timings and frequency vary according to requirements.

ACTION: CHAIR TO REQUEST MEETING WITH LTS RE THE DBS

ACTION: CHAIR TO CONFIRM THE DBS LEAD FOR EACH SCHOOL

7. NEW REGULATIONS INCLUDING NEW ACADEMIC MODEL IMPLEMENTATION With Lorraine Newark (New Academic Model Administrator)

Reported by LN:

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- New policies or changes to policies on (eg) Extenuating Circumstances, Moderation and Plagiarism and Collusion were co-incidental and not part of NAM.
- NAM regulations would apply to the new (2013 intake) cohort of undergraduate students.
- Effect on FMH would be minimal.
- New algorithms for classification (Bachelors degrees and Integrated Masters degrees) had been introduced.
- New progression rules would mean that all students would need to pass all their modules (unless Extenuating Circumstances applied).
- Rounding of marks would mean that 39.5% would be a module pass (not to be applied for FMH if not appropriate).
- Year averages/award marks would be rounded for progression/classification purposes.
- Formative work – level 4 module formative work can be submitted electronically
- Students would not have an automatic right to reassessment.
- Reassessment would be by component.
- Exam boards would have more right to grant concessions.
- Regulation specifying that students may take no more than 120 counting credits of coursework-only modules has been removed.

8. SHA PQAF 2013/14

Received

PQAF Planning document (13D0002) and PQAF Action Plan (13D0002A).

Reported by the Chair:

- That there were likely to be reductions in adult nursing provision.

Reported in discussion:

- The attitudes and values of the mentors would be key.
- There was a query about the identity of the Chair of NSC service user panel.
- RSC would hold an annual review meeting and create ideas to feed into other groups.
- Practice Education Providers were showing greater commitment but in some cases needed to enhance transparency and service user involvement.
- We need to be drafting text for the self-evaluation (submission by 8th November) and MJP has slides which may help.

ACTION: CHAIR TO CHECK IDENTITY OF CHAIR OF THE NSC SERVICE USER PANEL

ACTION: CHAIR TO CHECK WHETHER LAURA BOWATER HAD BEEN INVITED TO THE WP EVENT OF 22 NOVEMBER

9. PGT ANNOTATION OF SCRIPTS

Reported in discussion:

- Members would like an update on the plan re electronic marking and submissions and electronic annotation.
- MJP felt that part of the moderation process should be looking at the feedback.

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- The Chair reported that there had been a NSS comment re MED and lack of feedback.
- In RSC and NSC practice varied.
- Different practices led to an unequal experience for students.

ACTION: SECRETARY TO CHECK ON DEVELOPMENT FOR ELECTRONIC ANNOTATION AND INVITE RACHEL PALEY OR CAROLINE SAUVERIN TO NEXT FMH LTQC

10. CRITICAL READ SCHEDULE 2013/14 , COURSE REVIEWS AND VALIDATIONS (Document 13D0003)

Received

FMH LTQC Critical Read Schedule 2013-2014 (13D0003).

Reported in discussion:

- DH needs to be taken off the schedule.
- Proposed new courses were to include:
 - Postgraduate Certificate in End of Life and Palliative Care
 - Postgraduate Certificate in the Frail Elderly
 - BSc ABB course in Paramedic Science
 - Jon Lerner/EDU Health and Fitness programme
- MJP pointed out there was no university overview on new programmes. No of beds available decided how long clearing open, and how many new students were accepted. A 'top down' as well as a 'bottom up' approach was needed. Liaison with all the relevant people should take place before the detailed work on a proposal was completed.
- The Julian building would be opening at the end of the autumn 2013 semester – it would not be part of MED.

ACTION: SECRETARY TO PRODUCE UPDATED VERSION OF THE SCHEDULE

11. ANTICIPATED NEW POST-REGISTRATION CPD DEVELOPMENTS 2013/14 (Document 13D0004)

Received

Document on Anticipated New Post-Registration CPD Developments 2013-2014 (13D0003).

Reported by the Chair:

- CPD provision was likely to be reduced overall for economic reasons.

12. COURSE PLANS FOR MODULE MONITORING

Reported in discussion:

- Module monitoring plans were being developed and overall course/school plans worked out.
- MB BS A104 needed a quinquennial review – as soon as possible in spring 2014. Laura Bowater and John Winpenny were the joint course directors.
- MB BS A100 needed concession to postpone the quinquennial review as the course

was undergoing GMC audit; this would be in the second half of 2016.

**13. NSS AND PTES REPORTS/ACTION
With Becky Price (Planning Office)**

Received

NSS AND PTES REPORTS/ACTION documents (13D0005 and 13D0006).

Reported by BP:

- There were 2 different uses for NSS data:
 - Marketing and recruiting – comparing UEA against mainstream universities;
 - Business intelligence – internal intelligence and strategic planning – comparing UEA to the whole market, ie, all institutions.
- Most of the data relates to students on first degrees, but the Planning Office has made some spreadsheets for NSC re post registration programmes.
- All courses are included under ‘whole School’ data, but individual courses can only be looked at when they fit the JACS codes, eg MBBS, Nursing, Midwifery and the 3 UG RSC courses.
- For publishable data 23 students are required.
- For internal course data 10 students are required.
- NB the data does not look at the context or make judgements. Issues resulting from central University impact are also reported to schools so they can have the conversations with the appropriate people/services. Organisational issues such as timetabling have obviously had an effect.
- Quick wins could be achieved by prioritising IT, the library and resources generally.

Assessment and feedback

- Promptness (lack of);
- Plus for FMH fairness and helpfulness of feedback;
- Will measure improvements next year where plans have been put in place.

Learning resources

- MED good for UEA but poor compared with other MED schools, who tend to provide such resources as (eg) iPads for assessment.
- Learning resources were a factor in Health and in Science.

MED

- Did well – improved from last year;
- MED strong for student support – students said they were being consulted and listened to which is very unusual;
- The MB BS Course Director received a great deal of praise.

NSC

- Weak against the wider University and against other Universities.
- Organisation and management and communication were viewed as poor.
- Some of this relates to NHS issues but is blamed on UEA; we need to separate out the placement issues.
- Need to separate out placement issues – Becky to arrange.

ACTION: BP TO PROVIDE PLACEMENT DATA

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Reported in discussion:

- The teaching hub used to be integrated with school and some students didn't like the change. CMP have similar issues to NSC, and it may be that specific issues that are spilling over into all the responses.

Reported by BP:

RSC

- The picture was more varied.
- SLT is the weaker area.
- Access to resources, placements and academic support are all issues.

Dissemination of data

- Tableau works on UEA desktops and there may be a server based version in future
- Becky's and her team members are happy to visit and present as required

Reported in discussion:

- Student experience survey: MED carried out a survey in March and would like to map across to some of the questions on SES
- Becky was arranging stakeholder meetings and was to meet with the MED contact Susan Miles).
- Students don't see marks as feedback and we need to manage their expectations of what feedback is (though this was unlikely to be the whole issue as UEA had a very low score compared to competitor institutions).
- PQAF survey for NHS – newsletter for students – we need to do more work to explain what feedback is – can apply to NSS as well.
- Ask students what they think, maybe every year, and form focus groups.
- There is a move to reduce turnaround time for formal assessments; this will be difficult to achieve.

14. REPORTS FROM MEMBERS

1) School Directors (LTQ)

RSC

Reported by DH:

- RSC was officially renamed on Saturday at the opening of the NEAT centre.
- RSC now has a Twitter account.

MED

Reported by MJP:

- There had been changes to the MB BS course.
- Mental health had moved from year 5 to year 4, therefore mental health would need to run twice for a year.
- There would be 3 placements of 60 students in year 4, rather than 2 of 90; this made them easier to manage.
- There would be an impact on current year 4 as it would be a long year for them, but

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they would reap the benefit of the changes in year 5.

- Finals would be in March so students would have a chance to reassess later that year.

2) Service User Involvement

Reported by SH:

- PQAF: service users were to be involved in recruitment in NSC
- Training for service users
- Involved in OSCE-type NNI events.
- Admissions update 2 December 2013
- Interview process.
- Research fellowship
- Survey of alumni
- Focus groups
- Finance/budgets may improve