

LTC13D075

Title: HUM LTQC Minutes- 15 January 2014
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Issue

To receive the minutes of the Faculty of Arts and Humanities Learning, Teaching and Quality Committee meeting held on 15 January 2014

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.

FACULTY OF ARTS AND HUMANITIES

LEARNING, TEACHING AND QUALITY COMMITTEE

Minutes of the meeting held on 15 January 2014

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

Apologies: Ms R Rawle, Mr J Seal

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

39. **MINUTES**

Confirmed

The minutes of the meeting held on 27 November 2013 were confirmed as a correct record.

40. **MATTERS ARISING NOT COVERED ON THE AGENDA**

40.1 *Student workload tariff*

Reported

28.3 Draft paper on assessment tariffs for students has been withdrawn.

40.2 *Student email etiquette*

Reported

30.3 Re inappropriate email communication by students and student expectations around responses from academic staff; the Academic Director of Taught Programmes would be pleased to consider email etiquette guidelines if anyone would like to write them.

40.3 *MA Media Studies*

Reported

32.1 Still awaiting final approval from LTC; scheduled to start September 2015.

41. **STATEMENTS FROM THE CHAIR**

The Chair reported orally on the following:

41.1 *Former HUM Associate Dean for Learning and Teaching*

The Chair formally recorded his thanks to Dr Sanna Inthorn, the former HUM ADLT and Chair.

41.2 *New Arts Hub Manager*

The Chair congratulated Michele Pavey on her appointment to the post of LTS Arts Hub Manager.

41.3 *TPPG Membership*

HUM members of TPPG 2013/14: Clive Matthews, Matthias Neumann and Bex Tillett.

41.4 *PTES*

UEA scores were poor in comparison to UEA NSS scores.

41.5 *Learning and Teaching day*

To be held Thursday 8 May 2014

- 41.6 *Peer observation of teaching*
To be audited by the QAA 2015 – the Faculty must achieve 100% compliance.
- 41.7 *National Teaching Fellows*
Heads of School have been instructed that the University must increase the number of HEA National Teaching Fellows; Simon Lancaster in the School of Chemistry is currently the only one. The University aims to submit 3 more people in the near future.
- 41.8 *Fire alarm*
A fire alarm went off in the Chair's Week 12 course test; he has asked that alarms are not tested in Week 12.
- 41.9 *UEA London*
The closure of UEA London would have a number of implications for HUM. The Guardian Master Classes would continue to be held in the Guardian Offices; however, a new venue would be needed for the Thought Out meetings. International Summer Schools would be affected.
- 41.10 *Formative assessment*
Schools are being required to increase the level of formative assessment and decrease the level of summative assessment; it was suggested that Rebecca Westrup (EDU) should be contacted for advice on designing formative assessment.
- 41.11 *Learning technology*
Simon Lancaster (CHE) is developing ways of embedding the use of IT into teaching. The Chair has arranged to meet him to discuss this. JG is to audit the use of IT in HUM Faculty teaching. It was acknowledged that more resources and training were needed.
- 41.12 *Higher Education Academy professional recognition*
The Chair is a member of the University's HEA Recognition Working Group. UEA is keen to increase the number of HEA Fellows, particularly as this criterion is likely to influence KIS data. Registration can be onerous, particularly for staff not registered on the MA HEP; therefore the University will pay for applications and develop an institutional route to registration which will be quicker and easier than applying for registration as an individual.
- 41.13 *Coursework submission and return – including extensions*
Reported in discussion
- The number of extension requests has increased dramatically as a result of the new policy of self-certification;
 - Students need to be clear that if an extension is granted the 20-day turnaround cannot be guaranteed;
 - Work submitted on time should be prioritised;
 - The Extenuating Circumstances regulations have been amended to state that where an extension request of over 20 days is granted it is not necessary for the School to provide a fresh assessment;
 - The returning of work via advisors does not work well;
 - The tracking spreadsheet should record the hand-in dates for late submitted work;
 - It would be useful to break up performance into 'on time' and 'late';
 - AMS do not wish students to use self-certification on their Year Abroad dissertations;

- The Chair has written to Jon Sharp requesting that the maximum self-certification period should be amended to 5 working days rather than 7.
42. **REPORT FROM THE UNION OF UEA STUDENTS (UUEAS)**
Reported
There will be a £6 million investment in Union buildings and facilities over the next few years.
43. **HUM PGT DIRECTORS**
Reported
- 43.1 JG is investigating whether there is a link between IELTS scores at admission (i.e. 6.5 vs 7.0) and PGT final performance.
- 43.2 Helena Gillespie (SSF AD) is investigating MOOCS (Massive Open Online Courses) with a view to further UEA involvement. Discussion ensued about the purpose of these in the context of UEA.
44. **ONLINE MODULE ENROLMENT TIMELINE**
Received
Timeline for online module enrolment for 2014/15 for continuing students
45. **DRAFT LEARNING AND TEACHING STRATEGY**
Considered
Draft University Learning and Teaching Strategy from the Academic Director of Taught Programmes
- 45.1 Members agreed that the introduction of a University Learning and Teaching Strategy was a welcome development and that the list of Undergraduate and Postgraduate attributes was useful.
Comments and discussion:
- 45.2 **General**
- Too many instances of single inverted commas
- 45.3 **Strategy principles**
- Principle 1
- Insufficient resources to support sophisticated induction at the beginning of all 3 years
 - Simple induction events in Years 2 and 3 could be achievable and useful
- Principle 2
- Delete the reference to Oxbridge
 - Aims, means and measures have been confused
- Principle 3
- Measures are inappropriate
 - Reference to flipped lecture should be deleted
- Principle 4
- Some staff have commented that the role of the adviser is now more administrative than pastoral
 - Delete the reference to a world-class campus environment
- Principle 5
- Not possible without adequate rooms/resources
 - CSED training is of insufficient quality; hence low take-up
- Principle 6

- The meaning of this section is unclear
- The terms 'multicultural' and 'international' have been confused
- Principle 7
- This was welcomed; Richard McGuire working on the HUM Employability Strategy
- Principle 8
- 24-hour feedback is impossible
- Module evaluation is not a reliable measure of how good a module is
- Mechanisms for feedback should not be prescribed
- Continual enhancements are not achievable
- Principle 9
- Not achievable
- What does 'value' mean?
- Section on 1:1 formative to summative ratio contradicts other directives
- 'Unnecessary complexity' is a subjective measure
- Students prefer more than one summative assessment per module
- Has the student body been properly consulted over this?
- 'Timeliness of feedback' has different meanings in different disciplines
- Principle 10
- This is not a principle
- Analytics do not tell the whole story

45.4 **Implementation plan**

- Outcomes and measures are confused in the 'Measure of Success' column

46. **DEVELOPMENT OF A UNIVERSITY WIDE MODULE OUTLINE PRO-FORMA**

Considered

The SSF standard module outline form. It was noted that a standard module proposal form could prevent new modules 'slipping through the net' without proper approval.

47. **DOSSIERS**

Considered

The provision of dossiers to HUM students. JG has compiled information about what each School provides. It was noted that if Schools provide hard copy dossiers to students, they must not charge for them.

48. **SCHOOL SUSTAINABILITY STATEMENTS**

Considered

Sustainability statements (Future Skills Initiatives) from HUM Schools. UEA is taking part in the HEA 'Green Academy' initiative and therefore each School has been required to submit Template 1 by 16 January and the first draft of Template 2 by 31 January.

49. **EMPLOYABILITY**

Considered

HUM Employability initiatives.

49.1 The Chair congratulated Dr Richard Maguire who has been appointed as HUM Director of Employability.

49.2 RM's intention is to empower our students so that they are successful when they leave us. He is keen to work with colleagues across the University to share best

practice, and to embed Employability in teaching, with use of an Employability 'theme' within courses and modules.

- 49.3 RM noted that many HUM students leave consideration of careers and employment until the last minute; in future students would be encouraged to develop their Employability attributes from the beginning of their courses.
- 49.4 Students trust academics, who are therefore well placed to help them. Academics should be helped to be aware of the Employability attributes which are being developed in their modules, e.g. team work.
- 49.5 Personal advisors should be encouraged to guide students towards Employability resources.
- 49.6 Guidance booklets are being produced for academic staff.
- 49.7 RM noted that the Draft Learning and Teaching Strategy graduate attributes do not map onto the UEA Careers/Employability attributes.

Action: RM to send UEA Careers/Employability attributes to the Chair

Action: RM to report back the Committee at a future meeting

50 **UNDERGRADUATE EXTERNAL EXAMINER REPORTS AND SCHOOL RESPONSES**

Considered

Undergraduate External Examiner reports and School responses

- 50.1 The reports were approved with the proviso that the ART response to William Bowden re presentation criteria was edited slightly.
- 50.2 The reports were very positive, and External Examiners had praised programmes for their wide range of assessment types.
- 50.3 The External Examiners had considered that where high marks had been awarded this was justified, but that Schools should be awarding more high marks.
- 50.4 The Chair noted that the forum of the full LTQC meeting was not appropriate for the consideration of the EE reports and responses. He proposed that from next year all the reports and responses should be posted on the HUM LTQC Blackboard site, and that 2 panels should be convened (so that members did not review their own Schools) each consisting of the Chair, 2 further members and the Secretary.

51. **MINOR CHANGES TO THE HUM FOUNDATION YEAR**

Considered

Minor Changes proposal form for the HUM Foundation Year

- 51.1 Noted that the changes could not be approved in advance of receiving the external comments, but that if the changes were approved in principle, the Chair could approve by Chair's Action at a later date.
- 51.2 Changes were proposed to the 2 compulsory humanities modules.
- 51.3 Studying a language would become optional.

- 51.4 Two new optional modules: 'An Introduction to Music and Media Technologies' and 'What is Politics' would be included.
- 51.5 Some minor errors on the form and programme specification were pointed out, but the changes were approved in principle.

Action: LP to prepare an amended form and programme specification

Action: JJ to pass to the UG coordinator to send out for comments, and arrange for proposal to be submitted to the Faculty Executive after the comments received and responded to