



LTC13D075

Title: *SSF LTQC Minutes*

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Issue

To receive the Minutes of the Faculty of Social Sciences, Teaching and Quality Committee meeting held on 26 February 2014.

Recommendation

None.

Resource Implications

None.

Risk Implications

None.

Equality and Diversity

N/A

Timing of decisions

N/A

Further Information

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Background

N/A

Discussion

N/A

Attachments

None.

FACULTY OF SOCIAL SCIENCES

SSF LTQC 13M005

Minutes of a meeting of the SSF LTQC held on Wednesday 26 February 2014, commencing at 1400, in A1.83 (DEV Meeting Room)

Academic Members Present:

Helena Gillespie (Chair)
Neil Cooper (PSY)
Martin Gill (SWK)
Shawn McGuire (DEV)
Ratula Chakroborty (NBS)
Sue Long (ECO)

With:

Heather Reynolds (Secretary)
Rachel Paley (LTS Manager)

Apologies;

David Mead (LAW)
Lee Beaumont (EDU)
Louise Withers Green (SU Academic Officer)

Student Members Absent:

Molly Rushworth (SSF Faculty Convener)
Moji Adegbile (SSF Postgraduate Representative)

1. MINUTES

Confirmed: the Minutes of the meeting of 8 January 2014.
Document 13M004 available online

2. MATTERS ARISING FROM THE MINUTES

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 online.

A.1 STATEMENTS FROM THE CHAIR

- (i) HEA accreditation – volunteers sought. Senior Fellow accreditation - details available on the HEA website. National Teaching Fellowships – not many taken up this year.
- (ii) NSS response rates – no concerns to date.

A.2 LTC UPDATE

LTC update following meeting on 29 January 2014 (document online).

- Important that TDs cascade information at their next Teaching Committees.
- Peer observation very important.
- Updated policy should have been received from LTS with selection of forms.
- Data must be collected relating to those involved in peer observation.
- School Managers will hold a spreadsheet record in schools.
- Schedule of reviews required which must be kept up-to-date.
- TDs will set dates.
- At least 50% of observations should be completed this academic year.
- Data will have to be submitted to Faculty Exec and LTC via school Managers (copied to Chair).
- HOS not included in process as this is not management observation but peer observation. Does not prevent HoS being observed or observing.
- Retrospective observations can be included.
- Promotions observations are not the same as peer observations – relationship would need to be sufficiently within the policy to count if these are to be used.
- Non-teaching colleagues will not be included.
- Limited-teaching colleagues will be scheduled towards the end of the timeframe.
- ATs with sufficient teaching will be included unless there is a very good case for them not to be included (specific issues) in which case they can be delayed for the time being (decision taken by school).

RESOLVED:

- TDs to update Chair by 18 March – benchmark of what has been achieved in their schools.
- Chair will seek further guidance as to whether ATs can observe ATs.

A.3 FACULTY APPEALS & COMPLAINTS COMMITTEE

Please see report online.

A.4 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 will be tabled.

A.5 JOINT DEGREES – Adam Longcroft

- A quick update for you of actions taken (and ongoing) and regulatory changes introduced over the past 3 years to ensure a more consistent student experience for students on Joint Degrees. As you know, this was an area where previous audits identified there was scope for improvement. The cumulative impact of these changes should be significant, though it will be interesting to see whether this is borne out in feedback from JD students.

Actions taken to ensure a more consistent student experience for students registered on Joint Degree programmes:

1. More consistent Bachelors and Integrated Masters (BIM) regulations – which have removed much of the variance seen in CCS Regs.
2. Creation of Deputy CDs on Joint Degrees as part of the NAM.
3. New CD Role Descriptor across the University – clarify role and responsibilities of CDs esp in relation to Joint Degrees.
4. Training workshop for CDs ran with 25 CDs in Oct 2013, to be repeated this semester.
5. Enhanced training for Module Organisers (Ben Milner ran well attended workshop last semester and will run 2nd on Wednesday this week)
6. Cross-university 20 day turnaround for coursework, with expectations common across schools that work will be returned as soon as possible.
7. New regulations for treatment of extenuating circumstances which ensure that all students have one opportunity per semester to self-certify in relation to extensions.
8. New Appeals and Complaints system – with Faculty Appeals and Complaints Panels considering cases in more consistent manner across schools.
9. Feedback for all examinations (from 2012/13) and course tests (from 2013/14), so all students can expect to receive generic feedback regardless of the school their module is located within.
10. Work towards developing more consistent module outline information for all students (currently being taken forward via TPPG).
11. Developing consistent expectations re assessment tariffs and study time devoted to assessment (currently being taken forward via TPPG).

One last thing....

In the last UUEAS Student Experience Survey, the Union recommended one additional change:

Joint Honours students should be assigned to the same seminar groups to allow for debate to become truly interdisciplinary.

I can see that, by placing all JD students into a single seminar group, that this would help to develop a sense of 'identity' within the JD cohort, and may help to promote an interdisciplinary discussion in that single seminar group. But I also have serious concerns that this would potential 'ghetto-ize' the JD students and distance them from single honours students on the same module(s). Having JD students distributed across several seminar groups seems to me to have considerable merit... What would your view be?

A.6 ANNUAL MODULE REVIEW & ANNUAL COURSE MONITORING

Deadline for completing the review of 2012/13 modules and courses was 8 November 2013 (UG) and 30 November 2013 (PGT). All Annual Course Monitoring forms (Course Director's report form and School Summary form) should have been submitted to Secretary by now. Template forms can be found in the Module Review and Annual Course Monitoring and Update folder on this Blackboard site.

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

SECTION B: ITEMS FOR DISCUSSION AND ACTION

B.1 NEW COURSES

None to report

B.2 CHANGES TO EXISTING PROGRAMMES

PSY

SSF MRes T1L9X2103 and T2L9X2203 – amendments to the PSY pathway.
Scrutineer – Lee Beaumont.

PSY – MRes UGs moving to Masters study outside of UEA as suitable course unavailable. School seeking to fill this gap.

Item withdrawn – will be dealt with virtually in due course.

B.3 ALICIA MCCONNELL, HEAD OF LEARNING TECHNOLOGY (1415)

This is an opportunity for Alicia to introduce herself and to discuss the ways technology is currently being used with a view to working out how best to support and build on what is currently happening.

1. Alicia - online teaching – BB- where are we? Stats provided to show usage by school Blackboard sites. Trying to get a theme for each school. Stats: High count of visitors to sites likely indicates a drive towards using BB. Likely a good link between teaching sessions and BB. Gaps in the stats likely indicate no BB site or nobody visiting the site but there may be another reason..
2. To TDs - does this fit with what you think is going on in your school as far as the blended learning approach is concerned?
3. PSY TD – It would be helpful to know what is happening on the ground in order to make the stats more useful.
4. Chair - what else might schools find useful - more database interrogation or seeking information from colleagues?
5. NBS TD – what is core objective?
6. Chair - to see data feeding into annual monitoring process.
7. STU - pressing for min requirement for use of BB (throughout UEA every mod had BB site containing core docs). No accurate way to collect data previously but this might be the case now. Rather not get into pedagogical pronouncements about what colleagues should or shouldn't do.
8. Alicia - Looking to work with faculties to see what might be done using BB.
9. Alicia - HUM – pdf annotation for on-line marking feedback – more to assessment than this - casting net wider. How could technology be used to enhance portfolios/presentation? Learning technologists coming up with ideas.
10. Alicia - FMH – online teaching – flipped classrooms – kind of resources that can be put into virtual classroom. See handout.
11. Virtual learning – feedback as in classroom. Stats helpful.
12. Chair – drive more traffic and more varied traffic to BB – give students more reason to engage with these materials. Propose that in SSF support offered for particular project in blended learning – more benefit if we can agree on general topic/approach which we can fit to our needs – share – more momentum.
13. Alicia's idea: introduce discussion board onto each BB module and make this available to students – students encouraged to ask questions, using the discussion board, during lecture and may answer each other's questions –

Module Organiser to consider questions and respond using a podcast. If there are no questions on a particular module it would be interesting to see why this might be the case in particular areas.

14. PSY TD - Social networking sites – some good group work on Facebook – why use BB?
15. Alicia - more to online teaching than BB – University's adopted approach is BB. Students requesting online BB (no requests for Facebook).
16. NBS TD – international students asking questions after lectures.
17. ECO TD – wouldn't want to see students not engaging with lecture – might be texting friends rather than texting a question.
18. EDU TD – encourage students to use mobile devices. Might not be less engaged, depends on what they are using and how – student behaviour issue.
19. Alicia – bring into students' conscious minds the benefit they get from the time they have with lecturers.
20. DEV and ECO use clickers in first year.
21. Clicker project – using turning point – ECO working on this.
22. Chair – something to think about – using clickers across faculty – different types of cohorts/teaching. Objective to increase learning technology in our teaching.
23. NBS TD – seek feedback of students through focus group to see what they think – student expectation and understanding.
24. Alicia – difficult for students to know what they want – need a blend. Perhaps student-led focus groups with projects for each group.
25. Alicia offering as much technical support as we need – enhanced focus on something particular. Relatively small investment of academic time.
26. NBS TD – need guidance with focus group work.

RESOLVED:

1. Alicia's view was that it is better to experiment. She will consider and respond.
2. TDs will add this item to SSLC agendas – issue of learning technology – think about the way in which they would like to use this.

B.4 TIMETABLING – RACHEL PALEY, LTS MANAGER

To discuss timetabling in general and in particular the slotting system.

Document 13D014

- Rachel is the LTS lead for this process.
- Timetabling working group trying to slowly improve the process.
- Need to improve spread of teaching across the week
- Tuesday – Thursday there is a concentration of teaching.
- Some schools spread their teaching and others chose peak times.
- Wednesday p.m. is not a teaching option and visit days complicate timetabling.
- Schools have different ways of planning their timetables – some specific slotting – some using a range of slots.
- Rooming mainly manual for 2013/14.
- If Rachel had a magic wand she would like to be able to enter pattern of teaching together with all data and press a button to achieve an ideal Timetable. Tribal working with the University on this and outcome awaited – not in place for next academic year.

- Chair – It is clear that colleagues are working hard to make timetables and the timetabling process better for everyone.
- ECO TD - Room restriction for large cohorts remains.
- NBS TD note to Timetabling Group - Sem 3 historically has been a struggle - UEA unable to provide rooms for teaching as these are made available for conferences.
- SWK TD note to Timetabling Group – interactive lectures – lecture rooms are not nice open spaces – need to list as seminars on the timetable.
- DEV TD note to Timetabling Group – incredibly fluid situation in school – deadline for teaching allocation too early – School is not in a position to plan – rolling-over plan for previous academic year doesn't work.
- It isn't possible to reduce lead in time at the moment.

B.5 PSY ANNUAL COURSE MONITORING AND UPDATE – NEIL COOPER

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.

- Handout held online.
- Collating intelligent feedback on modules.
- Online – lack of take up.
- System using hard copy questionnaire last teaching session of semester receives an improved response but results in data which has to be dealt with manually.
- Used clicker system this year:
 - An administrative member of staff attended the lecture.
 - Questions made available using a Powerpoint presentation.
 - Relatively quick minimal disruption.
 - Powerpoint and clicker system takes around 5 mins.
 - Results gathered in the background.
 - Instant data available to the School.
 - Administrative staff recognise when all results received and moves on to the next question.
 - Weeks 11 & 12 – As there is no feedback/assessment data we need to return to same students weeks 2 and 3 with specific questions relating to this data.
 - Not sure how this will be covered with regard to Sem 2 modules.
- Chair - Perhaps schools could use some of these ideas – week 12 may not be best as students might be most stressed. Suggesting much earlier with a formative approach or much later. Need to think about timing.
- Clickers reasonably quick to distribute – lecturer not present whilst administrator carries out evaluation task.
- Qualitative feedback – supplementing clickers with paper in lectures for this purpose.

B.6 CHANGE IN REGULATION RELATING TO CW TITLES AND EXTENSIONS EXCEEDING 20 DAYS

Where this causes difficulties TDs will log incidents and module details. We have data on this to be discussed.

Data:

DEV/ECO/LAW UG and PGT extension data to January 2014

EDU/NBS/PSY/SWK CW turnaround data (DEV/ECO/LAW data to be received)

LTS Arts Hub statement email circulated to Heads of Schools 23.1.14 – Michele Pavey

Document 13D015 held online

- Extensions – self-certify – spike this year – expected to settle substantially next year.
- Links to data for CW return. This data has some amendments and will be recirculated.
- TDs felt this could be used as a management tool – making comparisons.
- Chair will take forward the following message:
 - Data needs to be accurate.
 - Data shouldn't be used as a league table.
- Rachel – ARTs Hub data incomplete – nearly ready to circulate but unlikely to be as detailed as the data for EFry. Data being put into context.
- Moderation affected.
- NBS TD – students need to meet deadlines
- Message to Pro VC – in general, self-certs not favoured.
- PSY – scheme needs to be piloted.

RESOLVED:

To continue discussion at April meeting.

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

MA QTS Primary Education T1X120101PM (closure approved 28/1/14)

MA Primary Education T2X120401 (closure approved 28/1/14)

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.

NBS – Doherty (MBA) – Letter only (School Response approved 27.02.13)

SWP – Baron (PGT)

EXTERNAL EXAMINERS' REPORTS 2010/11 OUTSTANDING

EDU – Levy (PGT) - with LTS

SWP – Johns (PGT) – with LTS

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.

CCE – Richardson

NBS – Doherty (MBA), Melewar (MSc)

SWP - McGregor (Skehill) (PGT)

EXTERNAL EXAMINERS' REPORTS 2011/12 OUTSTANDING

DEV – Lind (UG), Lowe, Sanchez-Ancochea (PGT) – with Scrutineer

LAW - Scott (PGT) – report not submitted

NBS – Rogers (FT), Rogers (PT) (MBA), Almond (MSc) – with Scrutineer

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.

ECO – Reilly (PGT)

Scrutineer's comments Section D: Issues for the Attention of SSF LTQC:

The external examiner recommends that the University should adopt the 'rounding up' convention for Masters programmes and this is supported by the School.

EDU -- Tan (UG)

Scrutineer's comments Section D: Issues for the Attention of SSF LTQC

The history of this course's engagement with External Examiners could serve as a model for effective and constructive use of the examiner system. It is a solid example of good practice in QA.

NBS – Johnson (UG), Asimakou, Tempest (MSc - PGT) (UEA LOND)

SWK - Higgs (UG)

Scrutineer's comments Section D: Issues for the Attention of SSF LTQC

It will be useful for SSF LTQC to clarify responsibility regarding informing External Examiners in the faculty. Before every appointment is made I would suggest that the LTS staff member responsible informs the department and especially the Course/ Programme Director the information that is begin collated to send through and ensure that the department is happy with what is being sent. At the moment this is not the practice and from personal experience in NBS I am not entirely happy with how this process is managed. It is best not to start off with a new External on the wrong foot and therefore the stage of appointment and information handover is critical.

EXTERNAL EXAMINERS REPORTS 2012/13 OUTSTANDING

DEV - Stringer, Lind , Sen (UG) - with School
EDU - Smith (UG) - report not submitted
LAW - Marson (UG) – with LTS
LAW - Anderson (UG) - report not submitted
PSY - Cook (UG) - report not submitted
PSY - Vitkovich (UG) – with School

DATE OF NEXT MEETING AND FUTURE ITEMS

Wednesday 23 April 2014, commencing at 1400, in A1.83 (DEV Meeting Room)

1. Rebecca Price (Planning) – PTES presentation to facilitate planning.
Meeting: APRIL 2014
2. School Action Plans – Progress Reports.
Meeting: APRIL 2014
3. Senate Scales – revisit to assess the impact of the new UG Senate Scales introduced 2012/13.
Meeting: MAY 2015