

# LEARNING AND TEACHING COMMITTEE



## Minutes of the meeting of the Learning and Teaching Committee held on Wednesday 19 March 2014

- Present: Pro-Vice-Chancellor (Professor N. Ward) (in the Chair), the Academic Director of Taught Programmes (Dr A. Longcroft), the Director of University Services (LTS) (Dr A. Blanchflower), Associate Deans (L&T) Mrs R. Doy, Mrs H. Gillespie, Dr C. Matthews, Dr B. Milner), for the LTC Director of Staff Development (Mr. G Hinchliffe), the Dean of Students (Dr A. Grant), the Academic Director of INTO (Mr M. Perry), the representative from City College Norwich (Mr J. White), the Academic Officer of the Union of UEA Students (Ms L. Withers Green) and the undergraduate student representative of the UEA Union of Students (Ms M. Hughes).
- With: the Head of LTS (Systems) (Mrs C. Sauverin), the Head of Partnerships (Mrs S. Walker), the Head of PGR Students Office (Dr V. Easson), the Head of Careers and Employability (Mr J. Goodwin) for Agenda Item A1.
- Secretary: the Learning and Teaching Manager (LTS) (Ms M. Pavey).
- Apologies: Director of Postgraduate Research Degree Programmes (Dr N. Watmough), the University College Suffolk representative (Mrs C. Dobson), the Library Director (Mr N. Lewis), the Academic Director of Partnerships (Professor I. Dewing), the Head of LTS (Quality) (Mr J. Sharp) and the Student Support Manager of the UEA Union of Students (Ms J. Spiro).

### 56. MINUTES

Confirmed

the Minutes of the meeting held on 29 January 2014 (Enclosed)

### 57. STATEMENTS BY THE CHAIR

- 1) report on Senate discussion of the University's performance on learning and teaching matters
- 2) the appointment of an Academic Director of Learning and Teaching Enhancement
- 3) Module and Course Update for 2015/16
- 4) efficiency through the New Academic Model: using the two weeks gained from the move to a four week assessment period
- 5) QAA Review for Specific Course Designation at Mountview Academy of Theatre Arts

(in his statements, the Chair noted that:

- i) at the last meeting of Senate, three Faculty Deans, and in one case, a Head of School nominated by the Dean, reviewed their Faculty's performance, explored reforms and highlighted key activities with regard to learning and teaching;
- ii) Mrs Helena Gillespie had been appointed to the role of Academic Director of Learning and Teaching Enhancement;
- iii) the University had set itself ambitious goals for reviewing patterns of assessment and moving from less summative to more formative work. This was

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part of an effort to improve the efficiency and efficacy of assessment. Schools were encouraged to give early consideration to structures and patterns of assessment across modules and courses for 2015/16;

- iv) a future LTC meeting would give consideration to how best to use the two weeks which would be potentially freed up for other activities, as the implementation of the New Academic Model drove forward a move from a six to a four week assessment period;
- v) a QAA review of Specific Course Designation at Mountview Academy of Theatre Arts, had been very successful. QAA examined the provision validated by UEA and identified five areas of good practice, with four being related to the close relationships with UEA's Partnerships Office and the quality procedures put in place).

### 58. CONFIRMATION OF CHAIR'S ACTION

Confirmed

that the Chair had taken action to approve:

For City College, Norwich:

- (i) updates to the Norfolk Regulatory Framework to reflect Health and Social Care Professions Council requirements;
- (ii) updates to the Professional Misconduct and Unsuitability Procedure and the Mitigating Circumstances Procedure to reflect changes to job roles at the College.

### 59. MAXIMISING ATTENDANCE AT THE 2014 CAREERS FAIR

Considered

potential ways of maximising attendance at the 2014 Careers Fair

Reported

- (i) the 2014 Careers Fair would take place on 23 October 2014 between 10:00 and 16:00. The 2013 Fair had been extremely well attended by students with a wide range of employers present. The intention was if possible, to increase, levels of participation in the event by both students and employers;
- (ii) it was agreed that consideration would be given, where practicable, to enabling as many final and second year students as possible to attend the event.

Resolved

- (i) Associate Deans (L&T) would take this forward via Faculty Learning, Teaching and Quality Committees (LTQC's) and report back to LTC;
- (ii) Associate Deans (Employability) would be asked to consider the issue at Faculty Employability Executives.

### 60. ENHANCING ASSESSMENT FEEDBACK

Considered

- 1) a report from the Academic Director of Taught Programmes on implementing formative assessment, (A copy is filed in the minute book, ref. LTC13D044)

Reported

- i) the paper on implementing formative assessment produced by the Academic Director of Taught Programmes (ADTP) emphasised that formative assessment needed to be integrated into the assessment of a

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module and effective design of such assessment was crucial. Student buy-in and an appreciation of the importance of this type of assessment and its purpose was extremely important;

- ii) members agreed that the ADTP's paper was a very useful document and should be disseminated widely. This would help to ensure that colleagues were clear about the vast range of tasks, assignments and activities that could constitute formative assessment and the importance of formative work;
- iii) members also agreed that it would be desirable if the implementation of formative assessment linked to the University's Peer Observation process. This would be given further consideration in due course.
- iv) the ADTP noted that it was timely to develop a Code of Practice on Assessment since there were now a number of key policy documents which could be collated to form a cohesive Code.

### Resolved

- i) The ADTP's paper on implementing formative assessment should be considered by LTQC's. Associate Deans (L&T) should also encourage Teaching Directors to discuss the paper at School Boards and Teaching Committees. The School Annual Review of Assessment and Moderation meetings, which would take place after Boards of Examiners, would also be a useful forum to discuss the paper as would Staff Student Liaison Committees;
- ii) Members were invited to encourage colleagues to attend workshops on the implementation of formative assessment, being run by Dr R Westrup (EDU) in May 2014.

### Considered

- 2) an oral update from Associate Deans (L&T) on how Faculties are addressing the PVC's (Academic) Strategy on assessment and feedback

### Reported

- i) the four Associate Deans (L&T) reported on the situation in their respective Faculties.

### Resolved

Associate Deans (L&T) would produce a bullet pointed summary of activities and initiatives related to assessment and feedback taking place in their Faculty for the Chair.

## 61. \*FUTURE SKILLS INITIATIVE

This minute is confidential and is attached as a separate sheet.

## 62. TAUGHT PROGRAMMES POLICY GROUP

### Received

a report from the Academic Director of Taught Programmes on recent activities of TPPG, (A copy is filed in the minute book, ref. LTC13D046)

### Reported

there would be a wider roll- out of e-marking of coursework in 2014/15. It was hoped to involve a larger number of Schools and modules than had taken part in past pilots.

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### 63. DISPLAY OF PROVISIONAL MARKS TO STUDENTS ON E:VISION

#### Considered

a recommendation from TPPG on the display of provisional marks to students on e:Vision (A copy is filed in minute book, ref. LTC13D047),

#### Reported

included in the report was a proposal to enable postgraduate taught students to see all their provisional marks on e:Vision. It was agreed that this would enhance their student experience. Arrangements for undergraduate students would remain unchanged.

#### Resolved

to approve the recommendations contained in the paper which included the facility for all taught postgraduate students to have access to all their provisional marks on e:Vision.

### 64. EXTENUATING CIRCUMSTANCES FOR TAUGHT PROGRAMMES

#### Considered

a proposal to amend the rules relating to self-certified coursework deadline extension requests. (A copy is filed in the minute book, ref. LTC13D048)

#### Reported

the proposal included amending the rules enabling students to self-certify a coursework deadline extension request from once each semester to once each academic year. The duration of the extension would change from 7 working days to 5 working days and could only be used in support of the first extension request. The amendments were, in part, a response to the difficulties created by huge volume of requests received in the Hubs and the impact on marking and returning work with extended deadlines back to students.

#### Resolved

- i) that the proposals be approved;
- ii) that a communication strategy be put in place to advise students of the policy change which would come into effect in the 2014/15 academic year. This would be coordinated by the Learning and Teaching Service.
- iii) that the operation of this policy be reviewed annually by LTC.

(In its detailed considerations members discussed the rationale for the introducing the policy which enabled student to self-certify for coursework deadline extensions. These included mirroring practices in the work place, where employees could self-certify absence for a period of time. Also the policy intended to reduce the administrative burden on both academic and administrative staff who considered and approved extension requests. It was noted that there was a parallel set of regulations for PGR students).

### 65. NEW AWARDS AND NEW COURSE PROPOSALS

#### Considered

the granting of approval of:

- (i) BSc Psychology with a Year Abroad (A copy is filed in the minute book, ref. LTC13D049)

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Reported

- (i) the proposal was intended to diversify provision within the School of Psychology. The year abroad would be taken in a US University.

Resolved

- (i) to approve the proposal;
- (ii) that the Director of University Services (Learning and Teaching) would establish a Working Group which would consider arrangements for supporting UEA students who were not on campus because they were studying abroad. This would include consideration of PGR students.

(In its detailed considerations members agreed that the University needed to be assured that there were adequate support arrangements in place in any University to which UEA students were permitted to undertake study abroad, if students were ill or had significant problems. This was crucial to ensuring that UEA students studying abroad had parity of treatment with those studying on UEA's campus. Some members of the Committee expressed concern that the existing routes for approving or modifying courses did not readily lend themselves to the introduction of a Year Abroad. It was felt that requiring the New Course Approvals process to be followed for such changes was resource intensive. The ADTP undertook to set out a list of expectations for the introduction of a Year Abroad to a course).

- (ii) MRes Psychological Research (A copy is filed in the minute book, ref. LTC13D050)

Reported

- (i) It was proposed to introduce three new MRes degrees in the School of Psychology; MRes Cognitive Neuroscience, MRes Developmental Psychology and MRes Social Psychology;
- (ii) the proposals closely followed the structure of the existing SSF MRes and there would be some co-teaching across the new and the SSF MRes programmes, making them resource efficient.

Resolved

- (i) that the awards be approved.

(In its detailed consideration, the Committee highlighted the impressive course design. It was also noted that if the student numbers reached maximum projected targets, LTS would require additional resources to support the courses)

### 66. UEA LONDON WITHDRAWAL ACTION PLAN

Considered

an action plan detailing how validated provision based at UEA London will be managed during the withdrawal period (A copy is filed in the minute book, ref. LTC13D051)

### 67. POSTGRADUATE RESEARCH

Considered

- i) UEA Africa PhD Scholarship Programme- revised award rules
- ii) Faculty of Social Sciences- PGR Prizes
- iii) Code of Practice for Research Degrees 2013-14

Reported

members' attention was drawn to a requirement, which would be put in place from 2015/16, that students register for a PhD rather than an MPhil.

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Regulatory and Code of Practice changes including the above change would be presented to the May meeting of LTC for approval.

(A copy is filed in the minute book, ref. LTC13D052)

### 68. POSTGRADUATE RESEARCH EXECUTIVE

Received

a report on the latest activities of the Postgraduate Research Executive

(A copy is filed in the minute book, ref. LTC13D053)

### 69. STUDENT EXPERIENCE COMMITTEE

Received

a report on the last meeting of the Student Experience Committee LTC13D054

(A copy is filed in the minute book, ref. LTC13D054)

### 79. NEW COURSE PROPOSALS AND COURSE CLOSURES

Received

a report on course closure for the following courses:

- (i) MA Primary Education (QTS) (T1X120101PM)
- (ii) MA Primary Education (T2X120401)
- (iii) BA American History with English History (U1V238402E & B)
- (iv) BA Film and History (U1WV61301)
- (v) BA English and Comparative Lit with French or German (U1Q200401/402)
- (vi) BA English and Comparative Literature with French or Spanish (U1Q200401A/402A)
- (vii) BA English and Comparative Literature with French and German (U1Q200401FG/402FG)
- (viii) BA English and Comparative Literature (U1Q201301B/302B & U1Q201303/U1Q201304)
- (ix) BA Music with Maths (U1W3G1301)
- (x) BA Philosophy with History// BA Philosophy and History (U1V5V1301/U1V5V1303/U1V5V1304/U1V5V1302)
- (xi) BA European Studies with Optional Language (U1R901302)

(A copy is filed in the minute book, ref. LTC13D055)

### 71. PARTNERSHIPS

Received

- (i) an update from the Partnerships Office including an International Executive summary of Partnerships activity (Appendix 1) and a QAA Review Report for Mountview Academy of Theatre Arts (Appendix 2)
- (ii) Transfer of validation of Otley based programmes from UCS to UEA

(A copy is filed in the minute book, ref. LTC13D056)

### 72. FACULTY LEARNING, TEACHING AND QUALITY COMMITTEES

Received

minutes of the meeting of the Faculty Learning, Teaching and Quality Committee:

- (i) SSF Faculty Learning, Teaching and Quality Committee held on 8 January 2014
- (ii) FMH Faculty Learning, Teaching and Quality Committee held on 27 November 2013 and 22 January 2014

(A copy is filed in the minute book, ref. LTC13D057)