

LTC13D104

Title: HUM LTQC Minutes – 26 March 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 26 March 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

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

LEARNING, TEACHING AND QUALITY COMMITTEE

Minutes of the meeting held on 26 March 2014

Present: Dr C Matthews (Chair), Mr S Bennett, Mr M Bowker, Dr H Emmet, Dr J Goodenough (from 3 pm), Ms M Hughes, Dr M Neumann, Dr G Pagani, Dr J Poppleton, Dr L Powell, Dr C Riggs, Mr J Seal

Apologies: Dr B Mills, Ms R Rawle,

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

52. MINUTES

Confirmed

The minutes of the meeting held on 15 January 2014 were confirmed as a correct record.

53. MATTERS ARISING NOT COVERED ON THE AGENDA

53.1 *Self-certificated extensions to deadlines*

Changes to the regulations for self-certificated extensions of deadlines will be implemented for the 2014-15 academic year. The deadline will be extended for 5 working days (rather than 7 working days). Students will only be permitted to self-certificate once per academic year (rather than once per semester). The self-certificated extension must be the first extension request of the year; if an evidenced extension is approved as the first of the year the student will lose the right to a self-certificated extension.

53.2 A communication plan is being developed to inform students of this change, including the use of beer mats, the UEA student portal and the University information screens.

53.3 We are expecting a spike of self-certification in Week 12 of Semester 2; however, the print room is now able to print the late work; this will save time in the Hubs.

54. STATEMENTS FROM THE CHAIR

The Chair reported orally on the following:

54.1 *Year Abroad progression rules*

The Chair confirmed that while the end of year progression requirement for students on most Year Abroad courses was 55% in years 1 and 2, in LCS it was 40%, the Year Abroad being integral to the programme, rather than the course being a 4-year variant of a standard 3-year course.

54.2 *Rationalisation of portfolio of offerings*

There had been a University drive to amalgamate groups of courses into larger courses with pathways. This had not always proved possible; therefore the emphasis had shifted to looking at 'uneconomical' modules (i.e. modules with fewer than 10 students enrolled). Currently the review of these modules was at a data gathering stage but Schools should be aware that there would be further moves in this area. The rule of thumb was that Undergraduate modules need at least 13 students to be cost effective, and Postgraduate Taught modules more still as the fees are lower.

- 54.3 A discussion ensued during which the point was raised that small groups may be beneficial for student satisfaction rates and good honours; therefore it was necessary to define 'uneconomical'.
- 54.4 *HUM assessment and feedback*
The Chair had reported to LTC on this topic, stating that feedback was a dialogic process, and it was not always helpful to get tied up with issues related to procedure. Speedy turnaround and feedback for formative assessment are more important than for summative assessment but the University does not collect data on formative assessment turnaround and feedback times. The peer assessment project will be very pertinent to the issue. Students should be encouraged to appreciate what feedback is (for example, not it is not just written comments), and what they should do with it.
- 54.5 Members were happy with the Chair's submission to LTC.
- 54.6 *Coursework turnaround*
The Semester 1 coursework turnaround time spreadsheet provided by LTS had not been fit for purpose.
- 54.7 *Generic feedback on exams*
Directors of teaching were asked to remind colleagues that this was required. The feedback should be placed on Blackboard and Module Organisers should track how many students access it.
- 54.8 *Volume of examinations*
There had been a reduction in the number of exams in the 2013/14 academic year, including in HUM, but Schools were still being asked to reduce the number of exams.
- 54.9 *Formative assessment*
A CSED workshop on formative assessment was to be run by Rebecca Westrup (EDU) in May.
- 54.10 *Student engagement*
An expert on this subject will visit UEA and Teaching Directors are required to attend sessions.

ACTION: Chair to circulate the details

- 54.11 *50th anniversary disbursement*

Simon Lancaster's flipped lecture was entered but did not win.

54.12 *Comment banks for student feedback*

David Aldous (EDU) has been developing these.

ACTION: invite David Aldous to HUM LTQC of 21 May

54.13 *Online marking and feedback*

These will be implemented in future so colleagues should be prepared.

54.14 *Meeting venue*

The Chair suggested, and members agreed, that some of the FLTQC meetings should be held in SCVA.

55. **UNION OF UEA STUDENTS (UUEAS)**

Reported

UUEAS was awarded the annual fund £50K for a new Union Media Centre.

UUEAS was writing a report on the new HUM 'super Schools'.

56. **DOSSIER PROVISION**

Received

Updated information on HUM dossier provision

57. **UEA LEARNING AND TEACHING STRATEGY**

Received

Learning and Teaching Strategy from Dr Adam Longcroft, Academic Director of Taught Programmes. The Chair noted that the HUM input had a huge effect on the final version.

58. **LEARNING TECHNOLOGY**

58.1 Alicia McConnell, Head of Learning Technology, introduced herself.

58.2 Alicia updated members on the HUM technology enhanced peer feedback project. A Blackboard site had been set up to allow community of practice. Support for colleagues was available from learning technologists and from each other.

58.3 At the end of the project colleagues will be able to benefit from the learning of each academic and also the meta view, with themes and patterns being revealed. The project data will be reviewed at the May FLTQC. The Chair will deliver a presentation on the experience at the 2015 Learning and Teaching Day.

58.4 This is an area of national interest, and the Academic Director of Taught Programmes is keen that the group applies for major funding (maybe £100K) in 2015-16.

58.5 The Chair emphasised that the project was initiated by HUM and fitted the ethos of the Faculty. The project was meeting with approval in the University. The Faculty must consider how to evaluate and quantify the effect on students.

58.6 Alicia then showed statistics on regular student visitors to Blackboard module sites.

ACTION: Alicia to circulate top ten tips for attracting students to use Blackboard sites

59. **SUSTAINABILITY**

59.1 Stefi Barna (MED), introduced herself, and gave an overview of the Future Skills Initiative project. The PVC (Academic) and the ADTP are very supportive of the project. LTC working group is being set up with Tom Greaves as the HUM representative.

59.2 The UN is promoting a decade of education for sustainability; education for sustainability is not about resource management per se but addresses the question of how we can bring about a sustainable world. It addresses social justice as well as resource management.

59.3 Universities are uniquely suited to prepare the next generation for this challenge. Humanities students are especially well equipped to consider the issues, possessing the skills to think critically, reflect and to consider a range of opinions, including marginalised voices. Engagement with the issues develops deep employability skills, i.e. an understanding of the world and how to bring about change.

59.4 A University Future Skills Initiative handbook is being prepared and Schools have been asked to complete templates relating to their courses, explain what students need to understand and what pedagogical approaches would help. An example might be what a doctor should understand about sustainability and the world in the C21st; e.g. inequality, the links between health and environment and the role of the health service. School templates should reflect the flavour or spirit of a degree programme rather than laying out rules.

59.5 Staff/student collaboration is a central tenet of the initiative and an application has been submitted to the annual fund for a 3-year project to develop and run a module where students can work together on a community problem, as well as a student generated module untitled 'The Edge of Chaos', based on uncertainty and complexity – the latter could be hosted in HUM. A cross-Faculty module on the liminality of the disciplines is planned, and it was acknowledged that as well as encouraging students on vocational and scientific courses to develop critical thinking skills, humanities students should be encouraged and enabled to understand science.

59.5 Once the project has been developed further within UEA the University will liaise with other institutions.

59.6 Student interns have been employed to support the project and provide administrative support.

60. **INDUCTION OF HUM STUDENTS 2014/15**

Considered

Induction of HUM students 2014/15 including joint honours students and visiting/exchange students

61.1 Planning is underway, and the new 'super' Schools will need to decide whether to hold 'super parties' or separate parties for each subject area, as mixing and matching will not be practical.

61.2 Induction for joint honours courses will require home School Course Directors to attend and also a representative from the other School; this will need some planning to prevent clashes.

61.3 Schools should plan some returning 'induction' for continuing students, to welcome them back and update them with any new information, for example the revised policy for self-certification.

61. **NATIONAL TEACHING FELLOWS**

Considered

the identification of potential National Teaching Fellows from within HUM

61.1 Currently the only 3 UEA National Teaching Fellows are Adam Longcroft, Annie Grant and Simon Lancaster.

61.2 Each Faculty is to submit one person (HUM did not submit anyone last year and must do so this time).

ACTION: Submit names to the Chair or to the Dean of Faculty (All)

62. **HUM ASSESSMENT STRATEGY MEETINGS**

Considered

the requirement for all Schools to hold assessment strategy meetings

62.1 The Chair distributed a document, and a discussion ensued as to the timing of the meetings.

63. **HUM 'ESSAY' COMPETITION**

Considered:

the proposed introduction of a HUM essay/film-piece/poetry competition

63.1 Jayne Gifford tabled a document about the competition, which is designed to celebrate HUM and the achievements of HUM students. The Dean is fully supportive.

63.2 Members discussed how best to take this forward, i.e. the structure of the competition (a single competition with different forms of submission?), the method of judging the winner and the methods of publicising the winner and the winner's work (within and without the University).

63.3 A Working Group will be set up consisting of Jayne Gifford, Jo Poppleton, Stephen Bennett and Brett Mills.

64. **TIMETABLING**

64.1 Rachel Paley, LTS Manager, told members that there were likely to be rooming challenges in the 2014-15 academic year. Chancellor's Drive Annex is to be decommissioned for Spring 2015, and the accommodation to replace it (the new Enterprise Centre) will not be available until autumn 2015.

64.2 It is clear from the current data that Schools are not using the whole week; there is a heavy demand for Tuesday and Thursday slots, with Monday (especially am) and Friday (especially pm) being relatively underused. It was noted that the teaching day is scheduled from 9 am to 6 pm. Schools are encouraged to spread their teaching across the whole day and the whole week. Some teaching sessions cannot now be changed, but there is scope for adjusting the Year 1 teaching timetable and the scheduling of groups.

64.3 The Chair distributed information about Schools' use of the available teaching hours.

65. **EMPLOYABILITY**

Nothing to report

66. **UNDERGRADUATE EXTERNAL EXAMINER REPORTS AND SCHOOL RESPONSES**

Considered

Undergraduate and Postgraduate External Examiner reports and School responses

66.1 The reports were approved with the following provisions:

66.2 Bowden (ART UG)

ACTION: Chair to write a suggested response to Bowden

66.3 Pitts (FTM PGT): it should be pointed out that UEA 'awards' marks and does not subtract them.

66.4 Ryan (HIS UG)

ACTION: M Neumann to check School responses re samples and engagement marks

66.5 Dickenson, Docherty, Piette, Royan, Seymour (LDC PGT) have requested the full run of work before the finals board.

ACTION: Chair to consult Jon Sharp for advice

67. MINOR CHANGES TO THE LIBERAL ARTS PROGRAMME

Considered and approved

Minor Changes proposal form for the HUM Liberal Arts Programme

The meeting closed at 16h12