

LEARNING, TEACHING AND QUALITY COMMITTEE

Minutes of the meeting held on Wednesday 5 February 2014 at 2.00pm.

Present: Dr Ben Milner (Chair), Dr Ros Boar (ENV), Dr Alan Bond (ENV), Dr Nigel Clayden (CHE), Dr James Desborough (PHA), Dr Helen James (BIO), Dr Martin Loftus (Nat Sci), Dr Geoff McKeown (CMP), Dr Emilian Parau (MTH) with Jess Phoenix (STU Rep) and Jean Whiting (secretary, LTS)

1. MINUTES OF THE PREVIOUS MEETING

Considered minutes of the previous meeting held on 11 December 2013 (*document A filed in the minute book*)

Updates and Action Points

2.2 – Learning and Teaching day on 8 May 2014	The Chair asked if the date could be changed. The response was no and that the date had been set. .
2.4 – extensions and issues re self certificates.	Noted that the requirement for an alternative assessment had been reversed. Regarding return of work to students, the bulk of the work should be returned to students by the advertised return date. Work that had been given an extension, will be returned as soon as possible.
4 – HEAR update	HEAR is being organised by the Planning Office. It was supposed to commence in January 2014 but there is a delay on this. Employability skills awards will also be part of HEAR.
5 – Learning Technology	Chair had emailed Heads of Schools (and School Managers) and asked them to invite Alicia McConnell to future groups within Schools so learning technology could be promoted.
6 – Exam Timetables	Noted that Chair had received requests for particular exam timings from Directors of Learning and Teaching and he had sent these to the Assessment Office. Assessment Office confirmed that they would consider these requests when completing the exams timetable (see their response at Appendix 1)

2. STATEMENTS FROM THE CHAIR

2.1 Learning and Teaching Strategy document. There are two parts to the document: a strategy section with nine aims and then an implementation plan. A draft document was discussed at the last TPPG meeting on 16 January. Comments and improvements have been made since then.

ACTION: Chair to forward document to the Committee. Any comments to be given to Chair asap.

2.2 Learning and Teaching Day has been scheduled for 8 May. It will be a mix of key note speeches attended by colleagues from partner institutions and UEA.

3. STATEMENTS FROM MEMBERS OF UNIVERSITY GROUPS

Received

oral reports from members of University groups on matters of interest to the committee as follows:

3.1 ISD (Geoff McKeown)

Discussion at the last meeting consisted of:

- Print services and their expectations and costs of printing to students
- Reading packs provided by Schools and dossiers
- Multi-function devices in ISD, library etc.
- Embedding course reading lists in Blackboard
- Online coursework feedback
- University is keen to pursue emarking
- Lecture capture software. Noted from Stu Rep that this would be a useful resource for students.

3.2 Absences (Alan Bond)

Next meeting is next week.

3.3 HEA Recognition Group (Helen James, Emilian Parau)

The Academic Director of Taught Programmes (ADTP) heads the HEA Recognition Group. The following was discussed at the last meeting:

- The group are looking at using a system from Essex to help with this process
- In 2014-15 there will be a pilot to help UEA achieve accreditation in 2015.
- There will be assessors, mentors, case studies, and a panel of members to consider requirements of HEA etc
- Currently work is being carried out to identify assessors, mentors, participants for the pilot
- Queried whether it should or it could be linked with appraisal/promotion? HR will advise in due course.
- What level should participants be applying for (fellow, senior fellow, principle fellow etc)?
- Another meeting is scheduled for two weeks' time

3.4 TPPG (Ros Boar)

The last meeting took place on Thursday 16 January. Items discussed were:

- Emarking
 - update on emarking in the light of a pilot that had taken place in early 2013. Twenty seven markers took part in the pilot. The academic

interface needs improving but overall the system has potential. The hope was for emarking to be made available to more academic staff. The SCI rep on TPPG made the point that academic engagement in the process (ease of use, speed, flexibility) underpins the quality of feedback that academics can give to students.

Action: Chair to contact Hub Manager (Rachel Paley) about SCI's concerns re roll-out of emarking.

- Charges to students
 - additional charges to students for course materials were discussed and Directors of Learning and Teaching are gathering information from their Schools.
- Draft Student charter
 - some small amendments have been made to the charter to include students' responsibility to take part in module evaluation.
- UEA's draft Learning and Teaching Strategy
 - Amendments have been suggested to include the provision of more large teaching rooms (emphasis is on small group learning).
- Discussion took place regarding Chapter B3 (Learning and Teaching) of the UK Quality Code mapping document and UEA's action plan for the UEA Learning and Teaching Strategy.

4. STATEMENTS FROM STUDENT UNION REPRESENTATIVES

Received

an oral report as follow:

- there will be a student officer referendum (changing from 4 student officers to 5). If students vote yes, in April there will be 5 positions at the elections.
- PG students have mentioned the SCI equipment restructure relating to Technicians and support and equipment. Richard Rix is the lab manager for SCI who should be contacted.

Action: Jess Phoenix to contact Richard Rix re issues.

5. NATIONAL TEACHING FELLOWSHIPS

Received

an oral report from the Chair who stated the following:

- Stephen Ashworth, Laura Bowater and Harriet Jones have been successful in previous years re the national teaching fellowship awards.

Action: Chair to forward criteria for further nominations for next year.

6. UNDERGRADUATE EXTERNAL EXAMINER REPORTS 2012-13 AND SCHOOL RESPONSES

Considered

undergraduate External Examiner reports and School responses (copies filed on the SCI LTQC Blackboard site in the External Examiners tab).

- BIO – ok
- CHE – ok
- CMP – comments made

- ENV – good. (Ask ENV Chair of Examiners if the responses could be forwarded to other Chairs as the responses were considered as exemplary by LTQC)
ACTION: secretary to contact ENV Chair)
- MTH – ok
- PHA – ok
- SCI – ok

Common themes

- What is the External Examiner purpose now that the algorithm is being used?
Action: Chair to feedback to LTS managers meeting.
- Noted that PGT Chairs are inviting External Examiners to their interim boards.
- Issues re External Examiner's payments?
Action: Chair to take forward to an LTS managers meeting
- Issues re course review payments also. Who pays? What happens if one External Examiner hasn't claimed anything – could that money be used to pay another Examiner?
Action: Chair to take forward to an LTS managers meeting
- External Examiners will be invited to meet with students at project presentations.

7. ANNUAL MODULE REVIEW AND ANNUAL COURSE MONITORING

7.1 Annual Module Review 2012-13

Module Review takes place a minimum of once every 5 years, however, it can take place more frequently if the module meets one of a number of Criteria (referred to as Triggers) for more frequent monitoring. Review of modules that have hit triggers is the responsibility of the Module Organiser, who will agree with the School Director the model for undertaking the review. The process is supported by LTS. All reviews should include student evaluation of the Modules.

The Module Organiser compiles a short report which is entered in the QAR1 Form for consideration by the School Director (LTQ) or delegated Course Director who will consider an Action plan with the Module Organiser. The School Director (LTQ) will include a summary of good practice within the QAR1 Form and submit it to the Head of School and Faculty Associate Dean (LTQ). The Faculty Associate Dean (LTQ) confirms to the Learning and Teaching Committee (LTC) that the process of Module Review has been undertaken and draws attention to good practice. The School Director (LTQ) and Faculty Associate Dean (LTQ) then co-ordinate dissemination of good practice within the School and Faculty.

Noted that some module review forms are still being completed within Schools.

Action: Teaching Directors to complete the QAR1 (module review form) by the next LTQC (30 April 2014). Forms should be sent directly to the LTQC secretary (Jean Whiting).

7.2 Annual Course Monitoring 2012-13

The deadline for completing the review of 2012/13 modules and courses was 8 November 2013 (UG) and 30 November 2013 (PGT). All UG Annual Course Monitoring forms (Course Director's report form and School Summary form) should have been submitted now (eg to relevant Team Leader in the Hub).

LTQC discussed the process of Course Monitoring and felt that the forms should be pre-populated by LTS before sending to Course Directors for final completion.

Action: Chair to bring forward to LTS managers meeting.

Noted state of play re course monitoring:

BIO	Ongoing. Forms are being completed by Course Directors at the moment.
CHE	Complete as far as possible. Course Directors are not engaged in the process.
CMP	CMP have undertaken a review of courses and modules.
ENV	Ongoing
MTH	Ongoing
PHA	Complete
SCI	Ongoing

Action: Teaching Directors to complete the QAR3 (annual course monitoring school summary) by the next LTQC (30 April 2014). Forms should be sent directly to the LTQC secretary (Jean Whiting) (or if they have already been sent to Team Leaders, then these should be filed in the relevant folder in LTS shared drive).

Action: on receipt of the QAR3 forms, secretary to add them the LTQC Blackboard website. UG forms and PGT QAR3 forms would be stored on separate tables.

8. PEER REVIEW

Received

An oral report from the Chair who stated that the Code of Practice has been revised and that peer observation results can now be used in a promotions board. At the last LTC an update was provided regarding peer review statistics across UEA.

Action: Chair to provide Committee with the statistics.

A reminder will be sent to Faculty Executives about peer review. Heads of Schools are responsible for ensuring that peer review takes place within their School and local support offices will be responsible for maintaining the records. It was noted that ENV will employ a peer review officer to help with the process.

Action: Directors of Learning and Teaching, with the support of their Heads of School and LSO, must ensure that the Code of Practice on peer review is followed.

9. HUB ISSUES

Received

An oral report from Jess Phoenix who stated the following:

- Coursework submitted at front desk.
 - Students would like to receive a receipt from the Front Desk when they submit their coursework “over the counter”. Students are suggesting something physical is provided to them (eg copy of screen shot)

- Labelling of the boxes
 - Students would like to see the module title on the drop box label. Secretary stated that the module title is advertised on the drop boxes.
- Extension policy – issues.
 - Students receive different marks on coursework than what appears on eVision. It appears that marks are sometimes being transposed accidentally. Errors have increased since the extension policy (and the self cert procedure) has been introduced. Students want the Extension Policy reviewed.

Action: Chair to feedback to Jon Sharp.
- Labelling system for coursework return.
 - Suggested that a colour coding system is used for each Hub so Schools can be easily identified.
- ARTS Hub survey to students.
 - Students thought this was a good idea and appreciated being given the opportunity of being surveyed. Noted that a survey would take place in the other Hubs in due course, but the results of pilot survey by ARTS were awaited.

Action: Secretary to follow up on these issues and report back to next LTCQ (April).

10. DOS LEARNING ENHANCEMENT TEAM REPORT 2013-14

This item was deferred until next meeting.

11. CORPORATE PLAN STRATEGY DOCUMENT AND SCHOOL ACTION PLANS

Received

Oral report from Sarah Lucas as follows:

- Corporate plan objectives relates to teaching. School action plans are required by the end of March and the Faculty plan by end of April.
- Money is available to help resource the production of the action plan within Schools.
- Plans need to describe activities within Schools that meet the objectives of the Corporate Plan.
- Other items that could be added could be Admissions tariffs, Peer review, etc.
- Dean of Science requires this document and wants to know what the Schools are doing in relation to the Corporate Plan Objectives.

Action:

- Directors of Learning and Teaching to let Sarah Lucas know if any amendments are required to the form
- Forms to be eventually circulated to other Directors of Learning and Teaching to share best practice.
- Sarah Lucas to negotiate more time for completion of the forms
- LTQC meeting in April will finalise the format of the form and decide on a timeline for School Action Plans to be submitted.

12. ANY OTHER BUSINESS

Noted

Ros Boar attended the Teach meet session which was very useful and the theme was discipline.

13. COURSE CLOSURES / AMENDMENTS / PROPOSALS / APPROVALS
COURSE CLOSURES

School	Name of course	Course Code	Approvals?
CMP	BSc Computing for Business with a Year in Industry	G511	Yes
CMP	BSc Computing for Business	GN51	Yes
CMP	BSc Software Engineering	G600	Yes

ONGOING COURSE AMENDMENTS

School	Name of course	Course Code	Approvals?
CMP	BSc Business Information Systems with a year in industry	tba	Yes
CMP	BSc Computer Graphics, Imaging and Multimedia	G450	Yes

ONGOING COURSE PROPOSALS

Nil

APPROVED NEW COURSES

School	Name of course	Course Code	Approvals?
CMP	BSc Computing Science (Hacettepe)	tba	pending

Appendix 1

From: "Lynne Ward (LTS)" <Lynne.Ward@uea.ac.uk>
Subject: Exam Timetable Requests 2014
Date: 4 February 2014 11:16:17 GMT
To: "Ben Milner (CMP)" <B.Milner@uea.ac.uk>, "Laura Mcgonagle (PLN-SCI)" <L.Mcgonagle@uea.ac.uk>
Cc: "Caroline Sauverin (LTS)" <C.Sauverin@uea.ac.uk>, "Jon Sharp (LTS)" <Jon.Sharp@uea.ac.uk>, "Chris Bennett (LTS)" <Christopher.Bennett@uea.ac.uk>

Dear Ben

I understand that you have been considering and discussing with colleagues in SCI the scheduling of the forthcoming exams and that you have requested particular timetabling arrangements in order to mitigate some potential impact on a number of discrete groups of students. These requests have been passed to me as Assessments Manager to look at.

To give you a little background, the LTS Assessments Office is responsible for scheduling, over a 6 week period with no clashes, 600 exams for 8,700 candidates, which equates to 31,000 sittings. In addition, there are over 2,000 sittings for candidates who require individual support. I am sure you can appreciate that it is an enormous and complex task with the added challenge of trying to manage the expectation of students. However, the good news is that there is a certain amount that we can do to try to meet your requests without making guarantees that we cannot deliver or treating some groups of students differently from others.

To deal directly with your requests, therefore:

- 1 MTH prefer not to have exams for large modules (>100 students) in the last week and not to have exams for medium modules (<50 students) in the last 3 days of the exam session.**
When compared with the exam sizes in other Schools, some of which have cohorts of several hundred students, groups of >100 students are not considered particularly large. It is the policy of the Assessments Office to try and ensure that the very largest modules are scheduled in the first half of the exam period, whilst simultaneously balancing the preferences of students in very large cohorts to have a reasonable spread. This is not easy to achieve and there is a risk that some medium sized modules of up to 150-ish may be scheduled in the second half of the period, and possibly towards the end. This year's University commitment to try to ensure only one exam per day will compound this difficulty. Outside of these constraints, the scheduling exercise is random. I will keep a watching eye on this and, should a group of 100+ MTH students be timetabled in the last week as a result of the scheduling exercise, the Assessments Co-ordinator will alert you to this prior to release of the exam timetable. I hope this will be a reasonable compromise.
- 2 PHA - In all years if possible please keep only one exam per day (these are now large important exams and in years 1 and 2 we only have 4 exams per year)**
Following recent discussions between LTS, Neil Ward and the Student Union, some changes have been introduced, the result of which is that the LTS Assessments Office will make every attempt to ensure that the majority of exam candidates are not timetabled for more than one exam per day. This has always been the starting point of the annual scheduling process but has never proven to be achievable in previous years. This year, in order to assess the feasibility of this, the exams data for this academic year was modelled using the current 6-week exam period and the

result was that, whilst it could not be guaranteed for every individual student, it should be possible for the vast majority. We would be delighted to be able to guarantee this for every single student but, with the current volume of exams and the timetabling constraints, this is the closest we can get for this year but I anticipate that the PHA students will be okay.

3 PHA – for years 3 and 4 (where they still have a number of exams) please can we try the best to spread exams throughout the exam period. Year 3 has had a significant number of exams in a very small exam window for the past few years.

The Assessments Office is aware of some bunching of exams for certain PHA cohorts in previous years as a result of the volume of exams and the length of the exam period. For this reason, we will look at what spread is possible for these PHA cohorts. However, it would not be fair to do this at the expense of other similar cohorts and we will, therefore, look at what is possible for all medium to large cohorts across the University who have a significant exam commitment. We will do our best but I would rather be realistic than make a promise that we can't deliver.

4 CMP to have final year exams (for 3rd years and 4th year IMs) after the project hand-in, which is in the first week of the exam period.

Given that these CMP students have been set a hand-in date in the first week of the exam period, this is a reasonable request for the students and I will make sure that these exams are timetabled after the project deadline for this academic year only. However, in the interests of all students, it is important that this situation is not repeated in subsequent years. The expectation is that all course tests and coursework submissions are completed by the end of Semester 2 to give students the best possible chance to revise and to ensure that constraints such as this do not limit our opportunities to produce the optimum timetable possible within the existing conditions. Please would you communicate this to your academic colleagues in SCI. Many thanks.

I hope you find this explanation helpful. It remains to be seen if the anticipated reduction in the assessment load expected from the NAM will be delivered once the entirety of the University's undergraduate provision has moved over to the new regulations. At that point, LTS, in collaboration with the senior management and the Student Union, will be in a position to review the exam scheduling policy again to ensure that we are taking every opportunity to address the needs of the students and to treat them equitably. Suffice to say that, LTS is committed to delivering the best exam timetable within the available resources and constraints and we will be looking closely at the volume of assessments and projecting forward to assess what is possible in the future.

In the meantime, I hope that the above gives some flavour of the task in hand and that the suggestions provide an acceptable compromise. Please do let me know if you have any queries, otherwise I will ask the Assessments Office to proceed as above.

With best wishes
Lynne

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