

LEARNING, TEACHING AND QUALITY COMMITTEE

Minutes of the meeting held on Wednesday 30 April 2014 at 2.00pm.

Present: Dr Ben Milner (Chair), Dr Ros Boar (ENV), Dr Alan Bond (ENV), Dr Nigel Clayden (CHE), Dr Helen James (BIO), Dr Martin Loftus (Nat Sci), Dr David Stephens (instead of Dr Emilian Parau) (MTH) and Jean Whiting (secretary, LTS) with Lynne Ward (Hub Manager, LTS).

Apologies: Geoff McKeown, Jess Phoenix, James Desbrough

1. MINUTES OF THE PREVIOUS MEETING

Considered minutes of the previous meeting held on 5 February 2014 (*document A filed in the minute book*)

Updates and Action Points

Item no and subject	Details
2.1 – chair to forward document to Committee	Noted that the Chair did not forward the document to the Committee for comment, as the document was approved shortly after the last meeting. It is now a document for report in today's agenda.
3.4 – emarking – chair to contact Hub Manager re SCI's concerns over emarking	Chair spoke to Rachel Paley and the next stage will be a wider pilot. It will not be imposed immediately, but a further trial will take place. Noted that the report of the previous trial will be considered by TPPG at the next meeting.
4 – PG students and SCI lab equipment. Jess Phoenix to contact Richard Rix.	Tba
5 – National Teaching Fellowships. Chair to forward criteria for further nominations to Committee	Stephen Ashworth, Laura Bowater have been put forward for a national teaching award. Simon Lancaster was successful last year. Chair will forward the criteria for this year, as soon as it is received.
6 – Secretary to share best practice with other chairs of examiners across SCI schools re ENV's school response proformas (UG)	Noted that the Secretary had asked the relevant Coordinator to share the information with her Chairs of Examiners.
6 – Common themes. Chair to take forward to LTS managers meeting	Chair will raise with the LTS managers.

7 – Annual Module Review and Annual Course Monitoring	On today's agenda.
8 – Peer Review. Chair to provide Committee with the statistics.	Chair has liaised with Sarah Lucas and this information will be maintained by LSO. PAs of Heads of Schools will maintain the School lists re peer review. Academics will let the PAs know when peer review is happening, and on completion, submit paperwork to Schools. There is blackboard site for maintenance of this system and all SCI academics are attached to this. DLTs must ensure that the CoP is followed.
9 – Hub Issues. Chair to feedback to Jon Sharp re EC issues	Chair fed back to Jon Sharp re email when students hand something into the hub. They do receive a "receipt" via email. Re ECs process, it has now been changed (self-certify only once over the academic year, and no longer 7 working days, but has been reduced to 5 working days). Suggest that Chair gathers data relating to SCI and ECs and the issues that have been faced re ECs. Also consider the moderation of "part" modules.
9 – Hub Issues. Secretary to follow up on issues.	Noted that Rachel Paley and Jean Whiting met with Jess Phoenix and 8 other students. The Group receipts for coursework, labelling system for coursework return, students receiving marks back, space in EFB etc. It was a useful focus group and some actions were agreed by the Hub namely: <ul style="list-style-type: none"> • Use of drawer 1 and drawer 2 for returning work to students (who have had extensions) • To arrange a cross Hub meeting during the summer to consider shared activity (labelling of coursework return boxes, colour coded system for coursework return boxes, auto emails to students confirming they have submitted work, etc) • The issue of further units to help with the coursework return/submission tasks, is currently being considered by senior management. It is hoped that it will be agreed that more units will be made available to EFB.

2. STATEMENTS FROM THE CHAIR

- 2.1 Learning and Teaching Day – 8 May. There was discussion about a new building on campus, for the use of the SCI Schools – it will be a large building and the Dean of Science is attempting to find additional resource for the new building.
- 2.2 Re Strike action - noted that all schools have contingency plans in place and the strike action has been delayed until 6 May.
- 2.3 Examination period has now started and a representative from each module should attend the first 15 minutes of each exam and a mobile contact number should be provided so contact can be made in case of emergencies.

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)

n/a

3.2 Absences (Alan Bond)

There is still a wish that absences should be tied into regulation 13. However, development work is ongoing. Data needs to be reviewed in light of medical certificates, self certs, etc. It is not clear, who has been absent, which student need further action, etc. There are issues regarding common triggers. For Schools with professional requirements, expectations are a little clearer than in other Schools who have a variety of practices. There is a most absent report that can be used, but attention needs to be paid to students on this list as they may be concession cases, extenuating circumstance cases etc. SITS team are currently working on algorithms for absence monitoring.

3.3 HEA Recognition Group (Helen James, Emilian Parau)

No meeting since the last one. There will be a pilot next year so volunteers will be required.

3.4 TPPG (Ros Boar)

- Last meeting was 5 March 2014.
- Items were:
 - Student Charter. This has been further refined and is now complete.
 - There has been a UEA-reduction in the number and duration of examinations to fit the 2 week examination period. Schools will be asked how they plan to make use of the additional two weeks.
 - Structure of academic year - what will Schools do with the 2 weeks?
 - Suggested:
 - 2+4?
 - 4+2?
 - courses
 - Structured revision week
 - Employability week
 - Extra holiday
 - DFS arrangements
 - Should formative work be compulsory (TPPG feel that it should not be compulsory)
 - David Aldous (EDU) demonstrated the use of a comments bank for delivering feedback (based on Senate Scale criteria). A decision was made not to advertise to LTQCs just yet, but Associate Deans may wish to pursue if they wish.
 - Effort hours – Module Organisers will be expected to list the effort hours and these would be broken into categories across study/classes/assessment.
 - Major item for next meeting will be to report on the online emarking pilot. The report is available on the TPPG blackboard site.

4. STATEMENTS FROM STUDENT UNION REPRESENTATIVES

Nil.

5. CORPORATE PLAN STRATEGY DOCUMENT UPDATE

Received

An oral report from Sarah Lucas as follows:

This document has been discussed by LTQC at recent meetings. The Associate Dean will present the overall document in July. A first draft from Enterprise Directors has been received, and it will be translated into a faculty document. Employability Directors have completed theirs and group discussions are on-going and discussions will continue with Careers. Each of the targets in the Corporate Plan needs to have an employability comment, and a matrix is being prepared which will link to the skills award which is being introduced shortly. Students will complete this and it will show their academic achievements during their academic study.

Received

oral reports from the Teaching Directors as follows:

BIO: Have discussed at Teaching Executive and it is in progress.

CHE: Discussed. Rough draft is being circulated.

CMP: going to Teaching Committee shortly.

ENV: discussed at last Teaching Executive and considered what data would be used for each of the CP targets.

MTH: has been completed.

NAT SCI: template has been completed and is due to be sent.

Noted that the learning and teaching strategy should also be considered alongside the Corporate Plan.

Action: Chair to liaise with Directors of Learning and Teaching to talk about the School's plan.

ACTION: Elaine Dawson to set up a meeting.

6. EMBEDDING EMPLOYABILITY SKILLS INTO MODULES

Received

an oral report from the Chair as follows:

- this is related to the corporate plan. SCI should report this issue as teaching and employability.
- BIO: used a matrix some years ago and attempted to revise this and use it again.
- ENV: for all modules there is a matrix that shows different skills they achieve from each module.
- Queried whether there should be one form per module where all information can be included. Wondered whether it would be useful to have one form for each request that an academic is asked for. Noted that the form would ideally link to the skills award (HEAR).

ACTION: Secretary to obtain module outline forms and pass to LTQC for information.

7. SMALL MODULES

Received
an oral report from the Chair as follows:

This considers small module sizes (1-10 and 11-15 students). In SCI there are a number of small modules. Concern was expressed by LTQC regarding the purpose of reporting on modules with small enrolment numbers. It was noted that SCI needed to consider small modules and provide explanations.

Chair needs information regarding the modules on the list about why the modules will stay, why they will remain etc.

ACTION: each DLT to consider module list with 10 students or fewer and provide comments re if they can stay or if they can go. Response requested by end of May.

8. KPI SPREAD SHEET (Confidential Item)

Received
An oral report from the Chair as follows:

The KPI spread sheet is arranged in matrix form. Data can be built upon year on year, and patterns will emerge re levels of teaching, and decisions can then be taken regarding training issues. Data should be used on an NSS basis (4s and 5s to be added together). In ENV individual comments are considered. The idea of the spread sheet is to have module information with as much information about the module in one place. Schools can consider the information and monitor the module and see patterns. Noted that Examinations Boards undertake the same monitoring and LTQC was unsure what the matrix adds. The spread sheet is meant for Directors of Learning and Teaching and Heads of School. It has been compiled at Faculty-level and it is up to the School how they want to use the data. Noted that CMP have been using this method for a number of years and Heads of School are keen to have this information.

Noted that the spread sheets will continue to be produced and sent to Directors of Learning and Teaching and Heads of Schools. LTQC will review again next academic year (JW to note for 2014/5 LTQC agenda).

9. COURSE PROPOSAL – PHA – INTEGRATED MASTER OF PHARMACY

Received
a new course proposal from the School of Pharmacy for an Integrated Master of Pharmacy.

LTQC received the documentation for information.

10. COMPLIANCE WITH CODES OF PRACTICE

Received
oral reports from the Chair, and from Lynne Ward as follows:

Module and Course Review

- Trying to devise administrative processes to be less intensive/less paper-based.
- The 2012-3 deadline for completion of module and course monitoring was extended to 8 November 2013. An Audit occurred in March 2014 and areas of non-compliance were noted. The reasons for the non-compliance were due to a system that wasn't developed well enough so the situation is being improved and systems developed so as to ensure 100% compliance.
- Deadlines for UG 2013/4 for module and course review is 29 August and for PGT it is 28 November 2014.
- There is an online pilot running for ECO, NSC and RSC.
- Other modules/courses will be managed through a blackboard site.
- Course review documentation will be on LTS blackboard site or the BIU site. The online system or the manual system will include a series of email reminders at strategic points in the process.
- Noted that the triggering process has been completed for this year (last Autumn), but noted (from ENV) that during the year, module triggers have been revised. There is flexibility in the process to trigger another module in addition to the ones that have already been agreed.

LTQC expressed concerns about good honours data and where it will be housed – LTS Blackboard Site or BU. Also where will boxplots be stored?

Module evaluations

- how is this fed back to students as an institution?
- LTS is responsible for ensuring we are compliant with its own internal procedures and QAA requirements.
- LTS would like Module Organisers to say what action has been taken as a result of module evaluation and what action is to be taken.
- LTS need to demonstrate to QAA what occurs. Schools have to write a summary statement as a result of module evaluation and pass this to the relevant Hub.

ACTION: Lynne Ward and Jean Whiting to consider what SCI do re module evaluations.

Demonstration of online pilot

Noted the following:

- **LTS triggers** (7 triggers + 8 and 9th triggers). It was best practice to demonstrate to QAA that all the triggers have been applied to the modules, so LTS and LSO have to actively select one of the triggers.
- **School triggers**
- **Email notifications**
- **Tracking** information is auto populated in the tracker apart from the columns that need manual input by LTS.

LTQC Feedback

- Re pilot, asking participants to retrospectively complete sections of the form where they have already providing information.
- Once at Teaching Director stage the form may need to be referred back to Module Organiser for further completion – how will the pilot cope with that?
- Better to have e-forms and trackers rather than paper-based.
- Need to receive information in time (noted that NSS and employability will have the same timelines as in the previous year)
- ENV would like email addresses of all the Module Organisers who are going to be triggered. (LW to talk to JW) (find list of triggers)
- Training sessions for Module Organisers? (LW to talk to JW)
- Re triggers, amend the yes/no drop downs to radio buttons.
- JW to ask KG to add QAR1,2,3 forms to relevant folders

Re non-compliance, noted that UEA needs to ensure compliance.

11. COURSE CLOSURES / AMENDMENTS / PROPOSALS / APPROVALS COURSE CLOSURES / CHANGES TO EXISTING PROGRAMMES

Name of course	Course Code	Associate Dean Approval
Mathematics with a year abroad	tba	pending
Computing Graphics Imaging and Multi Media	G450	pending
Business information systems with a year in industry	tba	pending

12. COURSE REVIEWS

School	Years covered by review	Course	Associate Dean Approval
Computing Science	2008-2014	<ul style="list-style-type: none"> • U1G401401 - Computing Science with a year in Industry • U1G511401 - Computing for Business with a year in Industry • U1G407401 - Computing Science MCOMP • U1G408401 -Computing Science with a year Abroad MCOMP • U1G413402 - Computer Graphics MCOMP 	pending
Environmental Science	2007 – 2012	<ul style="list-style-type: none"> • F900 BSc Environmental Sciences • F850 BSc Environmental Sciences with a year in Industry • F854 Environmental Sciences with a year in Australasia • F901 Environmental Sciences with a year in North America 	pending

		<ul style="list-style-type: none"> • F902 Environmental Sciences with a year in Europe • F750 MSci Environmental Sciences 	
Mathematics	2008 – 2013	<ul style="list-style-type: none"> • G100 BSc Mathematics • G102 MMTH Mathematics with a year in Australia • G103 MMTH Mathematics • G104 BSc Mathematics (Ordinary) • G106 MMTH Mathematics with a year in North America 	pending
Science with Foundation Year	2008-2014	<ul style="list-style-type: none"> • U1F008401 - Science with a Foundation Year (pre-2013) • U1F008402 - Science with a Foundation year • U2F008801 -Science with a Foundation Year part-time (pre-2013) • U2F008802 - Science with a Foundation Year part-time • U1F008401O - Science with a Foundation Year (Ordinary) (pre-2013) • U1F008402O – Science with a Foundation Year (Ordinary) 	pending
PHA – PG Dip	2006-7 – 2011-12	<ul style="list-style-type: none"> • T2B230301 Postgraduate Diploma in General Pharmacy Practice • T2B230501 MSc in General Pharmacy Practice 	pending

13. UEA's LEARNING AND TEACHING STRATEGY 2014-2019

The UEA's Learning & Teaching Strategy 2014-2019 (*document E filed in the minute book*)

14. PGT EXTERNAL EXAMINER REPORTS AND SCHOOL RESPONSES 2013-14

Noted that the PGT External Examiner reports and School responses would shortly be circulated to Directors of Teaching for scrutiny.