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Report of the Meeting of the Learning and Teaching Committee of Senate on 28 March 2012

The following items were considered by the Learning and Teaching Committee of Senate on 28 March 2012 and are here presented for the Senate's information.

(For all documents referred to within this report, please refer to the LTC agendas at

https://intranet.uea.ac.uk/committeeoffice/ueacombds/ltc/ltc1112/280312)

1. Statements by the Chair

    1.1 Four universities, Durham, Exeter, Queen Mary and York, have recently left the 1994 Group and joined the Russell Group. It was noted that, despite the departures, the 1994 Group will continue with its mission.

    1.2 The first meeting of the School of Music Monitoring Group has now taken place. The meeting was considered productive by all participants and identified a number of issues for further exploration. The next meeting will be scheduled to take place in early summer, 2012.

    1.3 The University's response to the QAA Mid-cycle Review is to be submitted by the 16 April. The Head of Learning and Teaching (East) reported that good progress was being made with the preparatory work for the submission. The Mid-Cycle Review documentation has now been submitted.

    1.4 After extensive consultation with the schools and higher education sector, the Universities and Colleges Admissions Service (UCAS) has decided not to progress its proposal to introduce post-qualifying applications.

2. Confirmation of Chair's Action

    2.1 Members have confirmed Chair's action taken since the last meeting of the Committee set out in Document LTC11D051, including 1. Approval of various prizes and scholarships; 2. Amendment to General Regulation 17. University Assessments. (Document LTC11D051 refers).

3. PG Research Programmes Policy Group

    The Committee received a report from the policy group. (LTC11D070).

3.1 Members heard of a successful bid for funding from the BBSRC NRP Doctoral Training Partnership, warmly noting that the funding will make a significant contribution to supporting up to 59 PhD studentships.

3.2 Members were informed of a proposal for the taught elements of professional doctorate programmes to comply with the Code of Practice for Assuring Teaching Quality team and with the New Academic Model.

3.3 Members noted that the two key issues raised in the 2009 Institutional Audit Report were addressed in the draft for inclusion in the University response for the QAA Institutional Audit Mid-cycle Report. The issues being, first, the training and monitoring of PGR students who teach and, second, increased clarity of the admissions procedure. Furthermore, members supported a proposal to provide PGR students, as part of their training, with information about services and support offered by the Dean of Students' office.

3.4 Members welcomed plans to increase the take-up of supervisor training.

3.5 Members supported a proposal to amend the Regulations for the Degree of Doctor of Medicine so that, in future, all research work must be completed during candidates' employment in a clinical or scientific setting. (The current regulations state that most of the work should be completed). The rationale for the change is that, occasionally, a candidate will encounter difficulties in completing their research after they have left their employment.

3.6 Members heard that the CSED Teaching Skills Programme is to be submitted for re-accreditation for Associate Fellowship of the Higher Education Academy. CSED are exploring whether training offered in HUM and SSF to can also be included in the re-accreditation process.

3.7 The Committee resolved to support a proposal to help students on Tier 4 visa arrangements by initially registering students for PhD with a review after 12 months, at which point the student can be transferred to MPhil if required.

4. Taught Programmes Policy Group

The Committee considered a report from the Academic Director of Taught Programmes on:

(1) New Academic Model for Postgraduate Programmes
(2) Working Group on Plagiarism and Collusion
(3) Working Group on Double Marking & Internal Moderation
(4) Reflections on the use of 'Levels' and 'Free Choice' in the Common Course Structure; Lessons for the New Academic Model
(5) National Teaching Fellowships (NTF) Applications
(6) Teaching and Learning Day 15 May 2012

(LTC11D052)

4.1 The Committee supported in principle the introduction of a Merit award for postgraduate taught degrees, while requesting that more research was required into arrangements across the sector before setting the threshold for Pass, Merit and Distinction.

4.2 The Committee asked Faculties to forward-plan a timetable to manage the need for condoned fails out of the Common Master Framework regulations. Faculties will be required to report on progress annually to the Committee.

4.3   The Committee endorsed the following proposals:

(1) to introduce the New Academic Model for postgraduate taught programmes in 2014/5 (Reference to 'The timing of PGT NAM', Option A in the report, ref. LTC11D052).

(2) the regulation regarding condoned fails will only apply to the reassessment and not to the first attempt. A student who is unsuccessful in the first attempt and is allowed to proceed to reassessment must take the reassessment.

(3) those students will only be offered a reassessment opportunity where they have no more than 20% unauthorised absences in monitored activity for the failed module, and where the student has achieved an overall mark of 20% for the module. Members noted that students may be permitted to take reassessment where there are extenuating circumstances or where marks have been penalised due to late submission or because of plagiarism or collusion. Where students have failed more than one module they will need to satisfy the reassessment criteria in each failed module to be permitted to progress to reassessment. Students will not be permitted to go to reassessment to obtain an exit award. (Reference to 'Earning the right to reassessment', Option A in the report, ref. LTC11D052).

(4) the minimum module size in the New Academic Model will be 20 credits. The only exception will be the MBA which may keep its current 10 credit module arrangements. For all other programmes, where there is a compelling case for inclusion of modules of less than 20 credits in a course,   schools can seek a concession from the ADTP. (Reference to '20 credit minimum module size', Option A in the report, ref. LTC11D052).

(5) for a maximum of 50 % in total for the award of a degree, either separately or in combination, for Prior Certified Learning (APCL) or Prior Experiential Learning (APEL). ADLTs in FMH and SSF will have authority to grant APCL/APEL beyond the 50% limit. (Reference to 'APEL/APCL arrangements' Option A in the report, ref. LTC11D052).

5.   Faculty Associate Deans (Learning, Teaching and Quality)

5.1   The Committee received:

(1) the minutes of the most recent Faculty Learning, Teaching and Quality Committees (LTC11D059, LTCD060, LTCD061, LTCD062)

(2) Faculty responses to the PGT New Academic Model proposals (LTCD063)

5.2   The Committee also considered issues raised by the Associate Deans in respect of;

(1) exploring ways of providing feedback to students on examinations in HUM.

(2) a request for clarification regarding the operation of the course approval process and the relationship between the current procedure and course approval via the NAM route.

(3) and, in anticipation of work for PGT NAM, requests to simplify the form for providing course information for NAM.

6. City College Norwich: New Course Proposals

    LTC approved in principle the proposal for the following courses to go forward to validation:

    (i)   Cert/Dip HE Practitioner in Social Care
    (ii)   BA (Hons) Leadership in Public Services (one year top up)
    (iii) FdA Dementia Care
    (iv) FdSc Mental Health Practice.

    (LTC11D053)

7. Higher Education Achievement Record

    The Committee considered a report from the Director of Planning (LTC11D054)

7.1 Members heard that Universities are required to produce a Higher Education Achievement Record (HEAR) for all undergraduate students starting their courses in September 2012.

7.2 The Committee endorsed the proposal that the following achievements should be included in the Higher Education Achievement Record:

    (i)   Students holding a committee role in a student society
    (ii)   Membership of Staff/Student Liaison Committee
    (iii) Membership of University or Students' Union Committee
    (iv) Prizes gained during all stages of study
    (v)   Volunteering logbooks

7.3 The Committee resolved to give further consideration of including details the NUS Award in the HEAR, dependent on the outcome of current trialling of the award,

7.4 The Committee also resolved to support a proposal to set up a cross-service working group to consider module information and usage.

7.5 The Committee supported the proposal that sporting achievements should not be included in the HEAR.

8. Other Items for Report
    Members have received reports on

    - Enhancing the Student Experience: Learning and Teaching Day (Document LTC11D056)
    - CSED Activities (Document LTC11D057)
    - Partnerships (Documents LTC11D058 and LTC11D064)
    - Nominations to the UEA Teaching Fellowship Scheme (LTC11D064)
    - New Course Proposals (Document LTC11D010)
    - Proposed dates for Learning and Teaching Committee Meetings 2012-13
    - Quality Assurance Agency published circulations and University responses to the Quality Code for Higher Education (Documents LTC11D067 and LTC11D068)
    - Office of the Independent Adjudicator published circulations (Document LTC11D069)

9. Reserved Agenda
    No items were received.

Report of the Meeting of the Learning and Teaching Committee of Senate on 16 May 2012

The following items were considered by the Learning and Teaching Committee of Senate on 16 May 2012 and are here presented for the Senate's information.

(For all documents referred to within this report, please refer to the LTC agendas at

https://intranet.uea.ac.uk/committeeoffice/ueacombds/ltc/ltc1112/160512)

1.   Statements by the Chair

      1.1   The Government has announced a change of position on 'Core and Margin' arrangements with movement from AAB to ABB. This may be beneficial to the University but the message to schools remains unchanged and there will be no relaxation on tariff.

      1.2   The organisers of the recent Learning and teaching Day were congratulated for delivering a successful event. Thanks were also expressed for all staff who contributed on the day.

      1.3   The volume of business of the Committee, particularly in relation to the New Academic Model, means there may be a need to schedule an additional meeting in July.

2.   Confirmation of Chair's Action

      2.1   Members have confirmed Chair's action taken since the last meeting of the Committee set out in Document LTC11D071, including 1. Approval of various prizes and scholarships (Document LTC11D071 refers), 2. Approval for the introduction of a Merit Award for postgraduate taught degrees, with the threshold set at 60%.

3.   Corporate Plan: Education and Student Academic Experience

The Committee received a report from the Assistant Registrar, Business Intelligence Unit. (LTC11D051).

      3.1   Members heard the Business Intelligence Unit (BIU) has established a Working Group, including representation from Faculties, to develop the action scheme presented to the Committee.

      3.2   The Assistant Registrar stated that the action scheme is presented in the document in a diagrammatic form, capturing the hierarchical structure of relationships between targets within the Education and Student Academic Experience sections of the Corporate Plan and their lower level drivers. The scheme proposes a division into four basic categories grouped as actions, data items, real targets and outputs, where outputs and over-arching targets are understood as being driven by lower level items susceptible to target setting, conscious control and direction.

      3.2   Members welcomed proposals to progress the project, including provision of additional data sets via the Blackboard site and planned visits by the BIU to Faculty Executive meetings.

      3.3   The Committee resolved to congratulate and thank Dr Fincham and his team for their excellent work on this task.

4.   Taught Programmes Policy Group

The Committee received a report from the Academic Director of Taught Programmes on:

(1) Draft Code of Practice on Placement Learning
(2) Word Count Policies
(3) Policy on Social Media

(LTC11D0752)

(4) The New Academic Model

(LTC11D083)

(1) Draft Code of Practice on Placement Learning

Members were informed the draft Code of Practice document aimed to provide clear mechanisms for the recruitment of placement providers and the monitoring of existing provision, clarification of roles and responsibilities associated with placement or work-based learning, a suitably robust approach to risk assessment which ensures student safety, mechanisms for timely feedback and communication, and procedures for record keeping. The Code provides a minimum standard for use across the University. PSRB requirements may demand additional requirements and, where this is the case, these will supersede the requirements in the Code.

Members discussed arrangements in the document for the presentation of equality and disability issues and concluded that the issues would be best presented through embedding them throughout the text of the document. Section 10 could then be attached as an appendix to the finalised document.

The Committee resolved to thank the Academic Director of Taught Programmes and Ms Fitt (LTS Lead for Placements) for their work on the draft Code of Practice.

The Committee endorsed in principle approval of the draft Code of Practice and agreed to Chair's Action to approve the draft following the amendment to reflect the discussion on equality and diversity. The draft document will be subject to scrutiny by the University lawyers before final approval.

(2) Word Count Policy

Members were reminded of the background to the discussion on the Word Count Policy.

The Committee endorsed option 4 in the document. From 2012/13 the following word count penalties will apply:

(i)   Student exceeds word count by up to 10% over word limit. There will be no penalty.
(ii) Student exceeds word count by10% or more over the word limit. There will be a deduction of 10 marks off the original mark. When the original mark is within 10 marks of the pass mark the penalty will be capped at the pass mark. Original marks below the pass mark will not be penalised.
(iii) Where a student fails to provide an electronic copy when requested the mark will be capped to the pass mark.
(iv) Where a student intentionally misrepresents the word count in the declaration box the mark will be capped at the pass mark.

(3) Policy on Social Media

Members heard that the growth and increase usage of social media suggested that a new policy was required for both staff and students.

In discussion, members noted that the issue touched upon or referenced the Dean of Students' Office, Human Resources, the Quality Assurance Agency and the Student Charter, as well as policies relating to student discipline, harassment and bullying, equality, conditions of computer usage and the General Regulations for Students.

The Committee resolved to thank the Academic Director of Taught Programmes and the Taught Programmes Policy Group for their work on this issue to date. The policy issues are now to be progressed by the Dean of Students Office, with the Head of LTS (East) addressing the QAA requirements.

(4) The New Academic Model

Members were apprised of guidance for the scrutiny of programme specifications for undergraduate courses and the New Academic Model. The process to ensure compliance with the New Academic Model has already been conducted at Faculty level. The Committee has now established a 'scrutiny group' to report on innovative and creative interpretation of the Model and identify examples of best practice. The scrutiny group will report their findings into the next meeting of LTC on 27 June 2012.

5.   Faculty Associate Deans (Learning, Teaching and Quality)

   5.1   The Committee received:

      (1) the minutes of the most recent Faculty Learning, Teaching and Quality Committees (LTC11D077, LTCD078)

   5.2   The Committee also considered issues raised by the Associate Deans in respect of;

      (2) The development of strategies on Employability: SCI has a half-day planned as part of their strategic action plan for Employability. FMH are organising a symposium on Employability. HUM is also developing a faculty strategy.
      (3) SSF is reviewing and updating its action plan for Good Honours.
      (4) It was noted that the procedure for producing external examiner school response reports was problematic this year. Where there were difficulties these were mainly attributable to 'bedding-in' issues with the new integrated Learning and Teaching Service and is it expected issues will be resolved in time for the next cycle of reports.
      (5) FMH is developing curricula on compassion and dignity for patients, which aims to empower students to challenge difficult situations.

6.   New Course Proposals

   The following new course proposal received approval in principle from the Committee:

   MSc in Regional Anaesthesia (LTC11D073)

   Members welcomed the proposal but asked the Medical School to provide more detail and clarification on a number of resourcing issues. Subject to satisfactory clarification on these issues, the Committee endorsed the Chair taking Chair's Action to confirm approval of the course.

7. QAA Enterprise and Entrepreneurship Education

The Committee considered a report from the Director of Careers and Employability (LTC11D074)

7.1 Members heard that the QAA draft guidance on Enterprise and Entrepreneurship and a draft paper 'Recommendations for UEA' were discussed at the Employability Executive in March 2012. Members were invited to comment on both documents.

7.2 In discussion, members
   (i) expressed concern about how learning outcomes regarding enterprise could be demonstrated
   (ii) stressed the importance of clear definitions for and distinctions between enterprise, enterprise education, entrepreneurship and entrepreneurship education
   (iii) commended the QAA draft guidance document for its clarity.

7.3 The Committee resolved to discuss the documents at future FLTQCs and feedback to the Director of Careers and Employability.

8. 'Greening Tomorrow's Leaders: Designing Sustainability Curricula Across Disciplines at UEA'

The Committee received a report (LTC11D075)

8.1 Members heard that a teaching fellowship has been granted to explore ways to develop sustainability education as part of students' academic experience at the University.

8.2 The Committee resolved to assist with the identification of academic representatives from schools to join the Working Group. Associate Deans were asked to forward suggestions to Stefi Barna.

9. UEA London

The Committee received an oral update on developments.

10. The School of Music Monitoring Group

Members heard that the next meeting of the Monitoring Group has been scheduled for 21 June 2012.

11. Other Items for Report

Members have received reports on

- Partnerships (Documents LTC11D076 and LTC11D079)
- Student Retention and Engagement in FMH (LTC11D080)
- Confirmed dates for Learning and Teaching Committee Meetings 2012-13
- Quality Assurance Agency published circulations and University responses to the Quality Code for Higher Education (Documents LTC11D081 and LTC11D082)

12. Reserved Agenda
No items were received.