SEN12D009

Title:	**Learning and Teaching Committee**
Author:	Claudia Gray
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Issue
This is a round up report to members of Senate for information on activities of the Learning and Teaching Committee covering the meetings of the Learning and Teaching Committee on 24 October 2012, 27 June 2012, 25 July 2012 and a late report on the meeting held on 29 June 2011 as this report was still outstanding.

Recommendation
None

Resource Implications
None

Risk Implications
None

Equality and Diversity
None

Timing of decisions
N/A

Further Information
Ms Claudia Gray, Learning and Teaching Manager, ext: 2097, e-mail: claudia.gray@uea.ac.uk for 24 October 2012 LTC meeting and Mr Jon Sharp, Acting Director of Learning and Teaching, ext: 7374, e-mail: Jon.Sharp@uea.ac.uk for 27 June 2012 and 25 July 2012 LTC meetings.

Background
N/A

Discussion
The report is for information only and no discussion is anticipated.

Attachments
None

Report of the Meeting of the Learning and Teaching Committee of Senate on 24 October 2012

The following items were considered by the Learning and Teaching Committee of Senate on 24 October 2012 and are here presented for the Senate's information.

For all documents referred within this report, please refer to LTC agendas at:
https://intranet.uea.ac.uk/committeeoffice/ueacombds/ltc/ltc1213/241012)

1.   STATEMENTS BY THE CHAIR

        1.1   The PVC Academic outlined the main priorities of the Learning and Teaching Committee for the academic year 12/13 as the following:

                (a) improvement of room bookings and timetabling arrangements in view of significant problems encountered in these areas during the preparation for the academic year 12/13, a timetabling review group had been set up for this purpose;
                (b) reducing the number of first year drop out and exploring measures to achieve this aim;
                (c) developing curricular activities which are aimed at improving employment opportunities for UEA graduates;
                (d) improving assessment and feedback mechanisms as this is one aspect of continued weakness as identified in the National Student Survey;
                (e) increasing the number of students who achieve a good honours degree as profile of intake of students points to a higher potential of students achieving a good honours degree;
                (f) further improvement of teaching facilities and resources;
                (g) enhancing the recognition and rewards for excellent teaching and developing leadership in teaching and learning.

        1.2   increasing the number of UEA academic staff who are eligible for accreditation by the Higher Education Academy (HEA) which will become increasingly important as it is expected that such membership will feature as a metric in future league tables and HESA is now collecting statistics on academic staff who hold HEA accredited qualifications to teach. Only 15% of academic UEA staff currently hold such qualifications and it is imperative that UEA aspires to a quota of between 50% to 100% by 2015 to compete with its competitors.

        1.3   the emphasis on employability curriculum development for undergraduate students at UEA in line with the priorities as set out in the Corporate Plan.

        1.4   the establishment of a review group on plagiarism during the current academic year led by the Academic Director of Taught Programmes with the aim to clarify the policy and procedures.

        1.5   the need for the Learning and Teaching Committee to require business cases for any new course proposal submitted to the Committee to be able to appropriately assess any resource implications posed by such proposals.

2. CONFIRMATION OF CHAIR'S ACTION

2.1 Members have confirmed Chair's action taken since the last meeting of this Committee set out in document LTC11D001, including

(a) Approval of various prizes and scholarships;
(b) Approval of the retrospective exit award for MB BS students, the non-classified with honours BSc in Medical Sciences, to be awarded to eligible students who graduated in 2011 and 2012 and to issue revised parchments to these students;
(c) Approval of Cert/Dip HE in Dementia Care;
(d) Changes to Norfolk Regulatory Framework approved for September 2012 start at CCN.
(e) Process for approval of existing programmes to be delivered at new site of London Academy of Diplomacy.

3. INTERNATIONAL SUMMER SCHOOL 2012

3.1 The Committee received a report on the first delivery of the International Summer School in summer 2012 at UEA which was organised by the Study Abroad Office (LTC12D002). Members of the Committee heard that this initiative was in line with one of the Corporate Plan objectives on pursuing an internationalisation strategy and aimed to attract students from overseas for a four week period of study in the summer. The International Summer School was well received by the first cohort of 34 students who took part and undertook a four week programme of non-credit bearing modules at UEA offered by CMP, BIO, FTM, HIS, LDC, NBS, PSY and EDU.

3.2 Plans are well underway for a second International Summer School programme which will take place in summer 2013 and it is hoped that the choice of modules on offer can be increased. Early indications show that proportionally more enquiries in comparison to the same time in 2011 had already been received and it is anticipated that the second round of the International Summer School will be equally successful.

3.3 The Committee noted that the initiative of the International Summer School was a great opportunity to promote postgraduate taught and postgraduate research programmes offered at UEA to overseas students.

3.4 The Committee noted that the Study Abroad Office valued the fantastic support provided from the LTS Arts Hub in support of the International Summer School programme.

4. STUDENT EVALUATIONS AND THE NSS

4.1 The Committee received an oral report on the analysis of the NSS results for 2012 and the attempt to link these NSS results to student module evaluations carried out in the School of Computing Sciences.

4.2 The School of Computing Sciences had dropped in the NSS 2012 table from 18th position to the 65th position out of total of 120 UK Computing Science departments in the category of overall satisfaction.

4.3 When analysing the NSS results and student comments in more detail, it was discovered that the drop had been most significant for question 15, organisation and management pointing to students being disenchanted with this aspect of module delivery.

4.4 The School of Computing Sciences has a policy of carrying out a student module evaluation for every module delivered within the School in the academic year

2011/12. All module evaluations were analysed and subsequently all module organisers were ranked according to the average score received in the student module evaluations. It was discovered that there was a tail of lecturers who scored below a certain value which was deemed to be an unsatisfactory module evaluation. Lectures who had delivered an unsatisfactory module experience were invited to discuss this issue with the School management team with a view to assist them in improving future delivery of modules.

4.5   A similar exercise was conducted in 2009 in the School of Computing Sciences when a similar drop in NSS results became obvious. Consequently, a number of lecturers were provided with mentor support which either led to a significant improvement in module delivery or to capability procedures in line with HR guidelines.

4.6   The Chair and the members of the Committee welcomed such a forensic approach on linking NSS results with student module evaluations and stressed that student module evaluation was a most valuable process to obtain student feedback. Members of the Committee agreed that this approach would be worth adopting across the whole University to achieve an improvement in module delivery.

5.   STUDENT SURVEYS 2012 (NSS, PTES and UEA Union of Students)

5.1   The Committee received a presentation on the results of the NSS 2012 (LTC12D003). UEA scored the same percentage (89%) for overall satisfaction as in 2011, significant progress was made on the theme of Learning Resources, while lower scores were recorded on Assessment and Feedback and Personal Development.

5.2   The Committee noted that there had been significant improvements in FMH for AHP and MED, but some lower scores in NSC. Equally, HUM, LDC, AMS and FTV recorded higher scores in overall satisfaction while there has been a significant drop in scores for MUS in a number of areas resulting in a drastic drop in overall satisfaction for MUS which lost 42% in comparison with last year for this aspect. In SCI, MTH and ENV have improved on overall satisfaction while CMP and BIO recorded lower scores than in the previous year. Some SSF Schools improved their overall satisfaction score (LAW and EDU) while SWP recorded a lower score than last year for overall satisfaction.

5.3   All HUM schools apart from LDC recorded lower scores for assessment and feedback and there was speculation if the administrative changes of the introduction of LTS hubs had a disproportionate effect on this aspect within HUM, however, the Committee was undecided on this issue.

5.4   The Committee also received a presentation on the Postgraduate Taught Experience Survey (PTES) (LTC12D004). It was noted that due to the low response rate (24%) the results were not representative of the whole postgraduate taught cohort at UEA and may be skewed towards SSF students as 51% of the replies received are attributed to SSF students. In comparison with its peers, UEA performed particularly well on teaching and learning resources, however, UEA faces particular challenges on assessment and feedback, dissertation support, skills, personal development and career development. The experience of EU students was less positive than that of Home or non-EU overseas students. The Committee agreed that the PGT student experience warranted more analysis and needed to be compared with that of the UG student experience and the Committee would return at some point during the current academic year to examine this issue further.

5.5   The Committee was informed of the results of the latest annual UEA Student Experience report as carried out by the UEA Union of Students (LTC12D005). On the whole, the report endorses a mainly positive student experience at UEA. However, a number of areas of concern which were identified such as a perception in

delayed feedback due to introduction of LTS hubs, a recommendation of investments in the library, expansion of services at UEA London and extra study space for PGR students. PVC Academic agreed that these issues should be discussed with the Academic Director for Taught Programmes and Associate Deans during the current academic year.

6.   <u>TAUGHT PROGRAMMES POLICY GROUP</u>

6.1   The Committee considered the TPPG report from the Director of Taught Programmes (LTC12D006). In particular, the Director of Taught Programmes drew the Committee's attention to the following points:

6.2   There had been a small, but noticeable improvement in the preliminary Good Honours statistics for 2012 which may have been due to the revision of the CCS regulations in relation to the exercise of discretion for borderline students.

6.3   The emphasis on the action plan for improving assessment and feedback for 2012, one critical aspect would centre on how to provide effective feedback on examinations to students and further work on this aspect will take place throughout the academic year building on pilot schemes conducted in HUM and SSF, but also needing to consider mechanisms for preparing students for examination revision.

7.   <u>FACULTY ASSOCIATE DEANS (LEARNING, TEACHING AND QUALITY)</u>

The Committee heard from the Faculty Associate Deans on priorities within their Faculties during the current academic year:

(a) SCI and SSF will be focussing on employability curriculum activities;
(b) HUM is conducting a review of module enrolment and module choices available to students especially for joint degree programmes and is currently examining financial incentives to change practice across the Faculty to ensure students will be able to take the modules which they prefer;
(c) Concern was expressed by AD HUM that some clarification was needed on the newly introduced word count policy with respect to footnotes;
(d) SSF schools are continuing their work on the action plan on Good Honours degrees;
(e) FMH is concentrating on the first phase of the Performance Quality Assessment Framework (PQAF) as well as reviewing the safeguarding policy and their confidentiality policy. A new business unit within FMH dealing with CPD provision had been established which is expected to be functional shortly.

8.   <u>PG RESEARCH PROGRAMMES POLICY GROUP</u>

The Committee heard that PRPPG had concentrated on the following aspects (LTC12D07):

(a) Preparations for a visit from the RCUK Assurance unit in early October 2012 to ensure that doctoral training grants, fellowships and other funding streams e.g. Roberts money was used as intended and in accordance with good practice. Following this visit, the RCUK will issue a final report which will include an assurance rating. The visit had generally gone well and UEA can expect a favourable assurance rating;
(b) Small revisions had been made to the UEA Code of Practice for Research Degrees in view of the QAA Quality Code and the group will be conducting a review of the Code of Practice in 12/13 to ensure that it is compliant with the new QAA Quality Code;

(c) The MPhil to PhD transfer route will continue to be a focus of the Policy Group to achieve greater consistence and clarity of procedures;

(d) The Policy Group is finalising procedures to enable the electronic submission of theses by January 2013;

(e) All Faculty Personal and Professional Development Programmes are now available on-line for students and supervisors and students can now use on-line module enrolment to choose training modules via E:Vision;

(f) Considerable progress had been made by all four Faculties to ensure that all supervisors are appropriately trained and a full programme is planned for 2012-13;

(g) From 2012-13 all four Faculties will have access to the Zicer exhibition space for PGR training activities and £100k has been set aside by the University to improve this facility;

(h) The SSF Graduate School was launched on 1 Oct 2012 and FMH will launch its Graduate School on 9 Jan 2013, these developments mean that all Faculties will now have a Graduate School at UEA.

9. <u>NEW ACADEMIC MODEL</u>

Further outstanding New Academic Model scrutiny reports were received and considered by the Committee as detailed in LTC12D007.

10. <u>OTHER ITEMS FOR REPORT</u>

Members have received reports on
- Excellence Awards for Students (LTC12D008)
- Partner Institution Academic Appeals Procedures (LTC12D009)
- Fitness to Practice Procedures in FMH (LTC12D010)
- New fast track course proposals, BA International Relations and Modern Languages (PSI) (LTC12D011); MA International Security (PSI) (LTC12D012); MSc Pharmacy Practice (+ Postgraduate Diploma Pharmacy Practice) (LTC12D013)
- Statements of the University's policies on reserved areas of business and confidentiality (LTC12D014)
- The terms of reference and membership of the Committee 2012-13 (LTC12D015)
- Membership of LTC (LTC12D016)
- Update on PG Research Programmes Policy Group (LTC12D017)
- Partnerships Office update (LTC12D018)
- Minutes of the Faculty Learning, Teaching and Quality Committees SCI – 2 May 2012 (LTC12D019); SSF – 4 July 2012 and 19 September 2012 (LTC12D020); HUM – 4 July 2012 (LTC12D021); FMH – 20 June 2012 (LTC12D022)
- Confirmations of completion of Annual Review Processes: SSF – September 2012 re: 2010-11 (LTC12D023)
- OIA Annual Report (LTC12D024)
- QAA reports: QAA Mid-cycle Institutional Review Final Report (LTC12D025); Finalised Chapter B3 of the Quality Code – Learning and Teaching (LTC12D026); Consultation draft of Chapter B10 of the Quality Code – Management of Collaborative Arrangements (LTC12D027); Finalised Guidance on Enterprise and Entrepreneurship (LTC12D028); Outcomes from Institutional Audit Student Engagement (LTC12D029)
- Schedule of reviews, Guidance documents and associated forms from LTS QAE Manager to support five yearly Course Review (LTC12D030)
- Higher Education Academy Certificate (LTC12D031)

11. <u>Reserved Agenda</u>
No items were received.

Report of the Meeting of the Learning and Teaching Committee of Senate on 25 July 2012

The following items were considered by the Learning and Teaching Committee of Senate on 25 July 2012 and are here presented for the Senate's information.

For all documents referred within this report, please refer to LTC agendas at: https://intranet.uea.ac.uk/committeeoffice/ueacombds/ltc/ltc1112/250712

1. Statements by the Chair

1.1   Expression of thanks to members of the Learning and Teaching Committee. The Learning and Teaching Committee recorded its gratitude and thanks to Meg Evans, Nicola Spalding, Erica Towner, John Tully, Dan Youmans and Tom Ward, who were now at the end of their tenure as members of LTC, and for whom the meeting on 25 July 2012 was their final one. Equally, the Committee also noted its thanks to Becky Phillips from the Planning Office for the excellent administrative support provided in supporting the Committee's meetings throughout 2011/12.

1.2   The Quality Assurance Agency has announced a postponement of the date of the next review of the University. This delay is due to protracted consultation between QAA and HEFCE over the introduction of a more risk based approach to quality assurance.

1.3   The Dean of Students has raised concerns about the variety of pre-fixes used across the University when referring to Advisers, who are sometimes referred to as Academic Advisers or Personal Advisers, with neither term adequately reflecting their role. To ensure consistency of nomenclature, it was agreed to use the term Adviser in official documents for 2012/3 and this issue should be discussed in more detail at a future meeting of LTC.

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 (LTC11D124)

        (a) Approval of various prizes and scholarships (LTC11D125)

3.   Taught Programmes Policy Group

3.1   The Committee considered a report from the Director of Taught Programmes on the review of the Senate Scales (LTC11D125). Members of the Committee suggested removal of the word Low from the Low First Class classification noted in the Senate Scale document; also suggested the phrase 'all learning outcomes are met' is replaced with 'all significant or essential learning outcomes are met', thereby making the text in the Scale consistent with the guidance in the report; raised the issue of starred Firsts and the need to define the criteria for the award; noted that standards of written English must be fully considered where English is the subject matter; proposed that it would be useful to provide written explanatory notes for markers; heard that some minor amendments have been provided but are not yet included in the document about Fitness to Practice; noted that LTC was not recommending changes to the Senate Scale itself but was seeking to refine and improve its use by providing guidance to markers.

3.2   Peer Assisted Learning (PAL) will be rolled out in the academic year 12/13 and a PAL Champion and PAL Administrator will be recruited in early December 2012. PAL mentors and PAL officers will also be appointed in autumn 2012. There will be a pilot project on PAL in the spring semester 2013 and each Faculty is required to put forward a School in which the pilot can take place.

3.3   The Committee approved the proposal to round up marks for Postgraduate Taught Programmes (LTC11D128) subject to the agreement of the Planning Office and the SITS Project Team regarding resource implications.

4.   Double marking and moderation working group

4.1   The Committee received a report from the double marking and moderation group (LTC11D107) and supported in principle the recommendations in the report. Further discussion was required to connect the proposals to the work of the Academic Appeals Working Group. The Committee also noted that further thought was required regarding assessments of students on Placements which may involve work being marked by non-academic staff. Consultation with Heads of Schools and FLTQCs was now required so as to consider the resource implications of the proposed changes to the current policy and procedure.

5.   Progression rules

5.1   The Committee considered a report to make changes to the progression rules for Integrated Masters degrees and undergraduate degrees from the academic year 2013/14 (LTC11D108) and approved the recommended changes to apply from 2013/14.

5.2   The proposed progression requirement for Integrated Masters degrees will be 60% aggregate at stages 1 and 2 plus passes in all modules. For undergraduate courses with a year in industry the criteria will be to pass all modules in stage 1 and 2 plus successfully pass the interview with the placement provider. For undergraduate courses with a study abroad year students must pass all modules in stage 1 and 2 plus obtain at least a 55% aggregate in stages 1 and 2.

5.3   Current progression rules will apply to students in Stage 2 in 2012/3. New students joining in 2012/3 will be progressed under the proposed arrangements when they are in Stage 2 in 2013/4.

5.4   Schools may seek a concession from the ADTP if they want to propose alternative thresholds and must do so by 30 October 2012.

6.   Capping and reassessment for the New Academic Model

6.1   The Committee considered a report from the Academic Director of Taught Programmes. (LTC11D109) to cap reassessment marks under the New Academic Model.

6.2   Recommendations by the Academic Director of Taught Programmes were approved. For modules included in the 'pass aggregate' module marking scheme and where there are no professional requirements to pass all components of assessment, the capping of reassessment marks is to be at the module level, thereby allowing internal compensation within the module.

6.3   The concept of synoptic assessment would need further discussion at a future LTC meeting.

7.   New Academic Model

7.1   The Committee received scrutiny reports on faculty course proposals. (LTC11D110).

7.2   In light of the experience of the NAM process of wholesale curriculum change for undergraduate taught provision, some changes would be made to the process when considering postgraduate taught programmes. Issues for further consideration include ensuring greater ownership of the process by academic staff; the relationship between

module and course learning outcomes; the relationship between modules; assessment and feedback cycles; consultation with external examiners.

8. Student Induction

8.1 Members of the Committee considered a report on arrangements for student induction (LTC11D111) and provided an update on developments in their constituency.

9. New Course Proposals

9.1 The following course proposals received approval in principle from the Committee:

MSc Coloproctology (LTC11D113) and BA Film and History (LTC11D126).

10. UEA London

10.1 The Committee received an oral update on developments at UEA London. Members were informed the University was engaged in an Institution Improvement Process and that an update on developments would be reported to a future meeting of LTC. The Dean of Students' office is investigating the possibility of providing services to students at UEA London which are equivalent to those delivered on campus in Norwich. The Partnership Office reported on discussions in the Academic Sub-Group of the Joint Board of Study with INTO which are looking at the student journey from joining, through to the transition to UEA, and onwards to graduation. This discussion includes students at both UEA London and Norwich. Findings will be reported to the Committee in due course.

11. The School of Music

11.1 Members of the Committee received an oral update on developments. The Music Monitoring Group recently held a positive and constructive meeting. Issues were raised about the return of coursework but these appear to have been resolved.

11.2 Dr Simon Waters has left the employment of the University. Arrangements have been put in place to cover Dr Water's teaching for 2012/3.

12. Partnerships Office

12.1 The Committee approved the recommendation of the title of the Foundation Degree in Engineering (LTC 11D115) for approval by Senate.

13. Other items for report

- Fast track approval of BA Landscape History (LTC11D127)
- LTC-LTS Plan of Work 2012-2013 (LTC11D116)
- Learning and Teaching Bulletin (LTC11D117)
- Minutes of the Faculty Learning, Teaching and Quality Committee:
  HUM – May 2012 (LTC11D124) and SSF – 9 May 2012 (LTC11D123)
- HEFCE Consultation of risk based audit at:

  http://www.hefce.ac.uk/media/hefce/content/pubs/2012/201211/2012-11.pdf) and the University's submitted Response (LTC11D118)

- Quality Assurance Agency:

  (a) Draft report on Mid-cycle follow up to Institutional Audit (LTC11D119)

(b) University of East Anglia Institutional Review (LTC11D120)
(c) Consultation on two new subject benchmark statements: counselling and psychotherapy, and forensic science (LTC11D121)
(d) UK Quality Code for Higher Education consultation (LTC11D122)

- Chapters B5 and B11 of the UK Quality Code for Higher Education are finalised and had been published

  www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/quality-code-B11.aspx

  www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/quality-code-B5.aspx

14.   Reserved Agenda

No items were received

Report of the Meeting of the Learning and Teaching Committee of Senate on 27 June 2012

The following items were considered by the Learning and Teaching Committee of Senate on 27 June 2012 and are here presented for the Senate's information.

For all documents referred within this report, please refer to LTC agendas at: https://intranet.uea.ac.uk/committeeoffice/ueacombds/ltc/ltc1112/270612

1. Statements by the Chair

1.1 The final version of the Code of Practice on Assessment will now be received by LTC after the relevant policy pronouncements by QAA. This will be later than originally intended but will allow cross-reference to the QAA documentation.

1.2 This year there are some changes to Week 1 and arrangements for induction and timetabling. The changes anticipate more wide ranging proposals to the way the University will organise registration and induction in 2013/14.

1.3 LTS have scheduled a briefing session for academic staff, including Teaching Directors, on the changes to regulation and policies for 2012/13. Details have been circulated by email.

1.4 The majority of the NAM course approval forms and scrutiny reports will to be considered at the next meeting of LTC on 25 July.

1.5 There are two meetings scheduled by LTS on 16 July to receive and respond to feedback from academic staff regarding any issues related to the performance of the hubs.

1.6 Following the IQER Summative Review Events at UCS Network Centres it was reported that UCS Lowestoft received a confidence judgement and two features of good practice, while UCS Suffolk New College received a confidence judgement and three features of good practice. The Committee noted its congratulations to all involved in supporting the events.

1.7 The Chair thanked the outgoing Academic Director of Postgraduate Research Degree Programmes, Professor Richard Gray, for his contribution to the work of the Committee during his period of tenure as Academic Director.

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 LTC11D084 including

2.2 Various prizes and scholarships

2.3 Approval of the MSc Regional Anaesthesia

3. Student Experience Survey

3.1 Members received and considered a report on the Student Experience Survey (SES) from the Business Intelligence Unit (BIU) as well as an Action Plan for responding to the findings of the survey from the Academic Director of Taught Programmes (LTC11D085).

3.2 Members heard that the key themes surveyed were teaching, academic support, feedback, assessment, and organisation and management and discussed the findings of the survey and explored relationships between students' perceptions and

expectations, management information and data, noting the challenge presented in correctly interpreting the survey data.

3.3   The Committee noted that improved statistics were required which more accurately reflect the reality of the topic of investigation and made suggestions that the surveydata might be usefully cross-referenced to work being carried out by the Dean of Students' Office on help seeking behaviour by students, or the research findings of Teaching Fellowships.

3.4   It was agreed that ADLTs would include the survey on the agenda of a future meeting of the FLTQC and for module outlines to contain the following statement: 'Unhappy with your feedback? Go and speak to the marker'.

3.5   The Director of Staff Development would consider how the issue of responding positively to critical feedback might be incorporated into the MA Higher Education Practice (HEP).

3.6   The ADTP would further develop the Action Plan via TPPG and would also incorporate the issue of feedback and responding to feedback in the Code of Practice on Assessment.

4.   Enhancing the student experience: students with disabilities

4.1   The Committee considered a report from the Disability Co-ordinator and Mental Health Co-ordinator in DOS (LTCD086).

4.2   Members notes the statistics provided in the report which indicated the number of students accessing disability services and the differential take up by Schools and Faculties.

4.3   Members heard that there is a pattern of relative low use of personal or emotional support resources by male students across the higher education sector. The Mental Health Team statistics reveal a higher uptake at the University which is not significantly different to its student population as a whole. Statistics for the Counselling Service reveal that male students are under-represented which is more aligned to the national picture.

4.4   The Committee noted the consistent positive feedback from students about the services offered by the Dean of Students' Office reflected in the SES.

4.5   The next steps proposed by the Dean of Students' Office to build on the report included developing further granularity in understanding, and mapping outcomes, for example to degree attained.

5.   PG Research Programmes Policy Group

5.1   The Committee received an oral report from the Academic Director of Postgraduate Research Degree Programmes.

5.2   Members heard that Faculty based supervisor training has now been set up. The aim was to ensure 100% attendance by all supervisors identified for training.

5.3   Processfix has been completed and recommendations were made to review the PGR admissions procedure. The aim was to streamline the current complex process with the intention to move to an electronic admissions process.

5.4   The review of external examiner reports had been concluded. The two emerging issues centre around concerns about the quality of writing and proof reading.

5.5   E-submission of Theses will become mandatory from January 2013.

5.6   Members supported the Chair's action to approve a maximum of two different procedures to transfer to a PhD. This would be either direct registration to PhD or registering for MPhil with a transfer meeting. The supporting procedures, form and record keeping will all be standardised, as far as possible.

5.7   The annual progress reports had taken place. Good success rates in SSF and SCI, both being at 95% were noted.

6.   Taught Programmes Policy Group

6.1   The Committee considered a report from the Academic Director of Taught Programmes. (LTCD088).

6.2   Members heard that the Learning and Teaching Day had been well received by staff attending the event as evidenced in a survey conducted after the event. Suggestions for enhancements to future events included
(a) involving students in projects which report into the L&T Day;
(b) increased input and involvement from colleagues at UEA London and partner colleges;
(c) changing the format and exploring the possibility of making it a two day event;
(d) some external input;
(e) involvement of MA HEP participants in running mini-workshops.

6.4   Members were also informed of an update on progress of the development the UEA Teaching Excellence Website.

6.5   TPPG had discussed the issue of progression rules for Year Abroad, Year in Industry and Integrated Masters programmes. Investigations had revealed a variety of different approaches across the schools. The ADTP is in discussion with colleagues to establish a consensus around progression rules which also addresses issues of consistency, parity of treatment of students, and standardisation.

7.   Concession requests

7.1   Members considered a report from the Academic Director of Taught Programmes. (LTCD089).

7.2   It was resolved that a review of the Concessions procedure by the existing Academic Appeals Working Group, should be conducted as this group also includes PGR representation.

8.   New Academic Model

8.1   Members considered scrutiny reports on course proposals. (LTCD090)

8.2   Members heard that the feedback and sign-off process will continue up to the next LTC meeting on 25 July.

8.3   At the meeting of LTC on 25 July members will consider all course approval forms and scrutiny reports. Any reports not available by that date will be signed-off through Chair's Action.

9.   Academic Appeals and Complaints

9.1   The Committee considered a report from the Academic Director of Taught Programmes and Head of LTS East. (LTCD091).

9.2   Members approved in principle the changes to the regulations for Academic Appeals and Complaints subject to minor changes in relation to timescales for receiving Stage two appeals and to translate proposed arrangements into the PGR environment. Members did express concern that the notions of natural justice were clearly presented at Stage one of the procedures, but were not that clearly articulated in the text for Stage two appeals.

9.3   Members agreed for the Appeals Working Group to continue to meet and consider the issues of extenuating circumstances, with the aim of submitting proposals to LTC in 2012/13.

10.   Plagiarism and Collusion

10.1   Members considered a report from the Academic Director of Taught Programmes and Head of LTS East (LTCD092) and agreed minor revisions to the policy for plagiarism and collusion and major changes to the associated guidance documentation.

11.   Peer Assisted Learning

11.1   Members considered a report from the Academic Director of Taught Programmes (LTCD093) and heard that the proposal had been endorsed by the Employability Executive.

11.2   ET-R had also endorsed the proposal and funding has been agreed to support the scheme. The funding will be generated through an anticipated increase in student retention following the introduction of PAL.

11.3   It is intended to introduce pilot schemes, possibly starting in the spring 2013, and grow the scheme from there onwards.

12.   New Course Proposals

12.1   The following new course proposals were approved in principle by the Committee:

BA (Honours) Geography and International Development (LTCD094)

13.   Items for report

Members received reports on:

- Minutes of the meetings of the Faculty Learning, Teaching and Quality Committee: HUM LTQC 21 March 2012 (LTC11D100); FMH LTQC 29 February 2012 (Strategy Day, LTC11D101); SSF LTQC 7 March 2012 (LTC11D102)
- Partnerships Office Activity (LTC11D098)
- Changes to Policy and Regulations for 2012/13 (LTC11D097)
- UEA Review of the Doctoral Programme in Clinical Psychology (LTC11D099)
- Fast track course proposals: MRes in Social Sciences, (LTC11D103); MSc in Child and Family Psychology (LTC11D104)
- Quality Assurance Agency, the University's Implementation Plan for the UK Quality Code for Higher Education (LTC11D106)

14.   Reserved Agenda

No items were received.

Report of the Meeting of the Learning and Teaching Committee of Senate on 29 June 2011

The following items were considered by the Learning and Teaching Committee of Senate on 29 June 2011 and are here presented for the Senate's information.

For all documents referred within this report, please refer to LTC agendas at:
https://intranet.uea.ac.uk/committeeoffice/ueacombds/ltc/ltc1011/290611

1.   Statements by the Chair

1.1   The Senate had considered the principles of the new academic model and had advised that it wished to see the draft regulations, when completed. The Senate had debated proposed degree weightings – but had not opposed them – and revisited concerns about marking at the pass/fail boundary;

1.2   the Senate had discussed a presentation on league tables, specifically the recently-published 'Times' league table. This table showed that UEA had dropped from 23rd to 27th place over all. Analysis suggested that influencing factors were entry tariff, the number of graduates with 'good honours' and the number of graduates gaining graduate-level jobs. Although progress had been made in other areas (eg Staff:student ratios), other institutions were also making progress;

1.3   in a debate about the HE landscape, the attention of Senate had been drawn to the impact of the reductions in Government support for learning and teaching, particularly in 2011-12 where the reductions took effect from April, 2012, ahead of the introduction of increased tuition fees. The Chair also reported to the Committee that the Government's White Paper on the future of HE had recently been published;

1.4   the Faculty of Social Sciences was conducting a pilot whereby students received generic feedback on examinations. A first-year module in each School had been selected for this pilot and 70% of students had accessed on-line feedback via Blackboard. Face-to-face feedback session had been less successful, with low attendance;

1.5   the publication of the outcomes of the National Student Survey (NSS) 2011 was expected as follows:

                    3 August: institutional preview of own results
                    10 August: access via Unistats to all institutions; data
                    17 August mid-day: Unistats available for public access
                    30 August: custom-analysis of the results site available via IPSOS MORI;

        The new Business Intelligence Unit of the Planning Office would conduct the analyses and circulate to Executive Deans and Heads of Schools;

1.6   recently, the Office of the Independent Adjudicator (OIA) had 'named and shamed' two institutions (Southampton and Westminster) for their handling of complaints. In future, the OIA would be publishing HEI names where complaints were held to be justified or partly justified or where the OIA considered that there was a public interest in so doing. It was also noted that the Quality Assurance Agency (QAA) had also recently published on its website, two instances where it had investigated 'causes for concern'. One of these related to the University of Wales' international partnerships and the other concerned the handling of course closures;

1.7   On behalf of the Committee, the Chair warmly thanked all those members whose term of office was coming to an end: Professor G. Moore, Director of Taught Programmes; Mr. I. Farr and Dr. S. Connolly, Associate Deans (LTQ), HUM and SSF; and Ms R.Handforth, Academic Officer of the Union of UEA Students. The Chair gratefully acknowledged their leadership and their energy and commitment to the

work of the Learning and Teaching Committee, wishing them all well for the future. In addition, Mr. R. Evans, Deputy Registrar and Secretary, was due to retire on 31 July, 2011. The Chair conveyed the Committee's thanks to Mr Evans, recognising his long service to the University and the insights and guidance he had given to the Committee.

Ms. Megan Evans, in-coming Academic Officer of the Union of UEA Students, was welcomed to her first meeting of the Committee. The Chair wished her well during her term of office and looked forward to a constructive and co-operative working relationship.

It was also the last meeting in their current Learning, Teaching and Quality Office roles for: Dr. Joanne Ashman; Ms. Christina Chan; Ms. Hannah Coman; Mr. Laurence Daly; Ms, Claudia Gray; Ms. Julia Jones (covering during Ms. Chan's secondment); Ms. Eva Roberts (whose Review of Assessment project was due to finish on 31 July, 2011); Mr. Stephen Knock; Mr. Paul Vazquez; Mrs. Lynne Ward; Mrs. Sally Walker and Ms. Alison Rhodes. The Chair thanked all for their service to the Committee and wished them all the very best in their new roles in the integrated administrative structure.

2.   Confirmation of Chair's Action

2.1   Members have confirmed that Chair's action has been taken since the last meeting of the Committee set out in document LTC10D90 including:

(a) new prize regulations and amendments to existing regulations;
(b) the withdrawal of the 'Association of Physicians of Great Britain and Northern Ireland Prize – Intercalated Degree' with immediate effect.

3.   UEA LONDON

3.1   The Committee received an oral report on UEA London and heard that steady progress was being made in identifying and developing student support. Members welcomed the news that permission had been granted to the Union of UEA Students to recruit an additional, part-time member of advice staff, to be based in London. The Library Group also carried out on-going work.

4.   Enhancing the student experience: students with disabilities

4.1   Members considered a report from DOS on students with disabilities (LTC10D091).

4.2   Members heard that the number of students with specific learning disabilities continued to increase. Students with more complex, sometimes 'hidden' disabilities, would require more consideration in terms of the range of support they would need.

4.3   In view of this situation, it was important that all Schools should nominate a Disability Liaison Officer. So far, five Schools had not done so.

4.4   The add-on module in SITS was under development and would enable academic and administrative staff to see what disabilities students had chosen to declare on entry. Such information would be valuable in providing advice and appropriate support. However, the Dean of Students' Office was aware that not all students declared disabilities (in particular international students) and not all students who declared a disability accessed the support available (for example, students with dyslexia). The Office was planning an analysis of the 'gap' over the summer further to explore these issues.

5.   Enhancing the student experience and employability

5.1   The Committee considered a report on employability (LTC10D092) and resolved to discontinue in their present format the School/Faculty annual reports on employability.

5.2   Members agreed to adopt the recommendation of the review of module update, course monitoring and programme review that from 2011-2, annual course updates should address employability.

5.3   The Careers Centre would prepare an annual report on statistical data for Schools/Faculties which should be addressed as part of the annual course updates and in their consideration of Schools' annual course updates, Faculty Learning, Teaching and Quality Committees to take account of the report from the Careers Centre and in their report to the Employability Working Group and to LTC, Faculty LTQCs to summarise and to highlight good practice and any issues.

5.4   Members were informed that the Careers Service had within the last two weeks produced latest data on first destinations. This revealed - not surprisingly in the light of the current economic position of the country - a significant drop in the number of graduates securing graduate-level jobs. This was not confined to UEA but was a pattern across all Universities.

5.4.1   The Committee welcomed the amount of work that the Faculty of Arts and Humanities (HUM) had undertaken during the last session in this area. Particularly noteworthy was HUM's audit of its partner connections, its sharing of information with the Careers Centre and its consideration of the value of placements within courses.

5.4.2   Members supported the proposal that relevant data be reported to Schools via an annual report prepared by the Careers Centre, to be considered by the Faculty, possibly also by the Employability Working Group and thereafter by the Learning and Teaching Committee (LTC).

5.4.3   It was agreed that Faculty reports to the LTC in accordance with the employability strategy should focus on and summarise examples of good practice and draw LTC's attention to highlights and issues.

5.4.4   Members noted that a new performance indicator regarding 'first destinations' was to be introduced. To members' concern, this measure (whilst reflecting a Unistats measure) excluded further study from 'first destinations'.

6.   Enhancing the student experience: student representation and staff:student liaison

6.1   Members of the Committee considered a report on student representation and staff:student liaison (LTC10D093).

6.2   Members agreed that further consideration should be given to the possible provision, University-wide of a School certificate for participation in SSLCs and other forms of representation in the light of the development of the HE Achievement Record (HEAR) and to the proposal that the Union of UEA Students consider whether there should be an Academic Officer for PGR students.

6.3   It was noted that this annual report on the operation of student representation and staff:student liaison was a requirement of the University's Code of Practice on assuring and enhancing teaching quality. The University's arrangements in this area had been singled out as a feature of good practice by the Quality Assurance Agency (QAA) and it was important to ensure that these were continuing to operate

appropriately, to identify and share features of good practice and to consider any issues of concern;

6.4 Members were informed that 15/24 expected reports had been received – a lower rate of return than in the previous session but noting that the University was in the process of re-structuring its administrative, clerical and secretarial support which might account for the delay.

6.5 The Committee heard that the Union of UEA Students did not always receive copies of minutes of Staff:Student Liaison Committee (SSLC) meetings where these were held and urged Schools (through Faculty Associate Deans (TQ) and School Directors (LTQ)) to ensure that these were lodged as per the Code of Practice. A recent internal audit had identified three Schools that had not provided SSLC minutes and noted the correlation with relatively low scores in the NSS. The Union of Students also requested further information from Schools regarding the operation of SSLCs in their area, including: the Chair; the level at which the SSLC operated (e.g. per course or split between undergraduate and postgraduate taught provision). The Chair invited the Union of UEA Students to let him know if they experienced any difficulties with obtaining this information.

6.6 Members were pleased to note that SSLCs were discussing the outcomes of the NSS and Postgraduate Taught Experience Survey (PTES) and that there were examples of good practice (such as the use of the Student Portal and Blackboard to disseminate information about SSLCs and opportunities for student representation; the School of Economics' decision to aim for a three-week turn-around time for course-work marking; and HUM's Graduate School Student Committee for PGR students).

6.7 The Committee had their attention drawn to some concerns about teaching accommodation and the provision/state of repair on PCs around the campus. It was encouraging to see that although there remained concerns about library resources, there was good liaison with Faculty librarians.

7. Enhancing the student experience: Equality and Diversity Perspectives

7.1 The Committee considered a report on equality and diversity perspectives (LTC10D094).

7.2 Members noted that the completion and return of equality and diversity data was voluntary on the part of students. The return-rate was below 50% and this should be borne in mind when considering the data.

7.3 The Committee commented that notwithstanding the above, it appeared that there was a higher percentage of ethnic minority students and students with disabilities submitting appeals and complaints and it would be useful and appropriate to analyse this in more detail, working with the University's Head of Equality and Diversity.

7.4 It was agreed that the development and recent implementation of a database to record appeals and complaints might usefully include more information on diversity and/or the provision of more information via SITS.

8. Partnerships

8.1 The Committee considered and approved the revised Easton College Academic Appeals Procedure. (LTC10D095).

9. New Course Proposals

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

(a) MSc in Midwifery (LTC10D096)
(b) BSc in International Business Management, MSc Management, MSc Marketing and Management, and MSc Finance and Management at UEA London. (LTC10D097)

10. LTC Projects

10.1 The Committee considered an oral report on the use of Process Manager for new course proposals. Members welcomed the introduction of the use of Process Manager in the preparation of new course proposals, with immediate effect. They noted that the project had been complex and its implementation had been delayed by the administrative integration project. Nevertheless, there was the prospect of swifter, more 'joined-up' and paper-less consideration and transit through the system of new course proposals in accordance with the Code of Practice. This process would be assisted by automatic sending of emails to key players and with the ability to comment on-line and to view others' comments. A presentation had recently been held for academic and support colleagues and details would be made available via the LTQ website. It was noted that bids would have to be made via the SITS Project Board for further updates to the system.

11. LTC Reviews

11.1 Members considered a report on the new academic model (LTC10D098).

11.2 The Committee agreed to support in principle an 'assessment compact' to accompany the new academic model and that the draft regulations and proposals with regard to credit and to assessment strategy should be circulated for comment circulated to Associate Deans (LTQ), School Directors (LTQ) and Chairs of Boards of Examiners with a covering note about the core set of issues invited. Thereafter the new academic model would be progressed by the incoming Academic Director of Taught Programmes, Dr. Adam Longcroft, and the new Learning and Teaching Service. It was envisaged that there should be one response from each School, copied also to the Academic Officer of the Union of UEA Students.

11.3 Members were informed that discussions had now commenced with regard to the Integrated Master's and the Common Master's Frameworks. There was likely to be a different model in some respects for the CMF compared with the undergraduate model. Issues regarding fees for Integrated Master's provision had not been resolved in the recent White Paper.

11.4 Members endorsed the concept of consultation on the proposals with regard to credit which were in line with Framework for Higher Education Qualifications (FHEQ). Thus, greater than 90 credits at level 3 would be required in Stage 3; no more than 20 credits at level 1 in Stage 2; and no level 1 in Stage 3. It was recognised that the structure/content of, for example, language courses might need review. Exceptions outside course profiles could still be considered by concession to the Academic Director of Taught Programmes.

11.5 The Committee supported the proposal to reduce the six-week examination period to four weeks from 2013-14. To achieve this would require a thought-out assessment strategy at the level of the course combined with a need to put a cap on the examination burden. An alternative option would be to implement a more structured approach University-wide with regard to credits, hours and examinations.

11.5 The Committee also heard an oral report and received a tabled paper on Module review, annual course monitoring and update and programme review. (LTC10D115).

11.6 The Committee agreed that the recommendations of the review of module monitoring, course update and programme review be accepted and that the new system be adopted from 2011-12.

11.7 Members endorsed the proposals that in a risk-based approach, each module be monitored at least once within a five year cycle unless specified triggers are present (e.g. a new module, a new module leader, student concerns raised in the previous year or a member of probationary staff delivering the module).

11.8 Course review should take place on an annual basis, including student evaluation at the level of the course. The focus should become the course rather than at the level of individual modules.

11.9 Programme review should continue to take place every five years. It had previously been agreed by the Committee that no programme reviews would take place in 2011/12 unless required by a Professional, Regulatory and/or Statutory Body to facilitate the bedding-in of the new integrated administrative support structure.

11.10 Members were informed that the new Business Intelligence Unit (BIU) of the Planning Division would take forward the new annual survey of students in years other than the final one, probably around the same time as the NSS was held - during the period March/April. The BIU would also seek the comments of final year students on their modules (their course- level views being undertaken by the NSS). Arrangements for postgraduate taught students would be similar, with their course-level views being sought under PTES arrangements, albeit if this survey moved to being conducted on a biennial basis, further consideration would need to be given on how to glean students' views.

12. Disciplinary Regulations

12.1 The Committee received an oral report on amendments to Disciplinary Procedures for 2011/12 and approved a number of minor policy changes were made earlier in the session and these would need to be incorporated in the 2011-12 entry in the University Calendar.

12.2 Members supported the proposal – on the basis of the advice of the Chair of the Senate Student Discipline Committee in the light of the operation of the Committee – that the membership in respect of consideration of non-academic discipline cases change to the Chair plus one member of academic staff and one student member.

13. Plagiarism and Collusion

13.1 The Committee considered a report of the annual meeting with Plagiarism Officers (LTC10D099).

13.2 Members endorsed the decision of the Director of Taught Programmes in conjunction with School Plagiarism/Collusion Officers that the University should not use the tariff system proposed in the 'Amber Project' and the proposal that a report be submitted to the Committee in 2011-12 comparing the penalties imposed by Plagiarism/Collusion Officers/Committees with the tariff system of the 'Amber Project'.

13.3 The Committee approved in principle the proposals regarding changes to the Plagiarism and/or Collusion Policy and Procedure with the exception of the proposed ten-working-days' time-scale within which a Plagiarism/Collusion meeting should be held, subject to the changes being approved by Chair's action.

13.4   The Committee endorsed the proposal that there should be no change to the policy regarding non-disclosure to Boards of Examiners that low marks were due to plagiarism and/or collusion, to ensure that students were not penalised twice.

14.   The Higher Education Achievement Report

14.1   Members received a report on the introduction of the Higher Education Achievement Report (HEAR LTC10D100) and proposed to establish a working group to facilitate the introduction of the HEAR.

14.2   The Committee agreed that it would be helpful to raise awareness amongst students from an early stage of the Diploma Supplement and its potential impact on prospective employers and on opportunities for postgraduate study.

14.3   Members noted that the two major differences between the HEAR and the existing Diploma Supplement in that the HEAR would include more detailed information at the level of the module and was intended to provide a much wider perspective of a graduate's achievements, not necessarily confined to academic results.

14.4   Members heard that the Union of UEA Students had expressed reservations about some aspects   of the HEAR particularly in respect of the additional information that might be provided under section 6 in terms of equity of treatment for students not just within but across institutions.

15.   PG Research Programmes Policy Group

15.1   Members considered an oral report from the Postgraduate Research Programmes Policy Group and endorsed the proposal that proposed changes to PhD regulations be submitted to the Chair for approval.

16.   Learning and Teaching Strategies

16.1   The Committee considered a report on the development of learning and teaching strategies (LTC10D101).

16.2   Members received a tabled progress report on the 2010-11 plans, including recommendations arising from the 2009 Institutional Audit by the QAA. (LTQ10D104)

16.3   The Committee agreed on the proposed next steps in the development of learning and teaching strategies, agreeing that it would be appropriate for the discussions to be taken forward after the implementation of the new integrated administrative support structure.

17.   Student Charter

17.1   The Committee considered a report on sectoral developments (LTC10D103) and resolved that a review of the UEA Student Charter was timely in the context not only of the developments within the sector but also with regard to internal developments relating, for example, to the new academic model and to the proposed assessment contract. The review was included in the forward plan for learning and teaching 2011-12.

18.   Looking ahead to 2011-12

18.1   Members considered a tabled report on planned and possible reviews during 2011-12. (LTC10D102) and agreed to approve in principle the planned reviews.

18.2   The Committee also agreed to support teaching enhancement for student success 2011-12. (LTC10D105).

19.   Taught Programmes Policy Group

19.1   The Committee considered a report from TPPG (LTC10D106) and agreed to support the proposed direction of travel indicated in the report.

19.2   The Chair thanked the out-going Director of Taught Programmes and LTQO support colleagues for their hard work, care and attention with regard to the many issues and challenges tackled by the Group. Thanks to their efforts, a range of new and updated regulations, policies and procedures had been introduced to ensure the maintenance of academic standards and to enhance the academic experience of students of taught programmes.

20.   Partnerships Activity

20.1   The Committee considered a report from the Partnerships Office (LTC10D107).

20.2   Members recommended to Senate that UCS Otley be reapproved as a partner institution of the University of East Anglia and the University of Essex for a period of five years commencing September 2011, subject to the conditions in the institutional review report being met by agreed deadlines.

20.3   Members also agreed pending a successful outcome to the approval event on 23 June, 2011, that UCS Ipswich be approved for the delivery of postgraduate research degrees for a period of five years commencing September 2011, subject to any conditions contained within the approval report being met by agreed deadlines.

20.4   The Committee also approved the recommendations for course validations, re-validations and course closures as set out in the report.

21.   LTC Projects

21.1   The Committee considered the final report of the Review of Assessment (LTC10D108) and thanked the Director of Taught Programmes and all those engaged in the review, especially the Project Officer, Ms. Eva Roberts. It was acknowledged that a range of activities had been undertaken under the auspices of the project which had helped raise awareness and understanding of and interest in assessment issues at all levels and which underpinned much of the development of the new academic model.

22.   Higher Education Funding Council for England

22.1   The Committee heard that further proposals for the publication of the Key Information Set (KIS) for students had been published. All KISs were to be made available via institutional web-sites and the wider information set should be in place by the end of September 2012.
            See http://www.hefce.ac.uk/news/hefce/2011/kis.htm

23.   BOLOGNA

        Members have received reports on:

        •   'BOLOGNA', the publication of the UKHE Europe Unit e-newsletter which may be consulted at:

            http://www.europeunit.ac.uk

            which included:

            (a) proposals for new education benchmarks on employability and mobility;

(b) the launch of the new European Qualifications Framework (EQF) portal website to increase transparency about qualifications;

(c) a report on the Annual Conference of the European University Association's Council for Doctoral Education (EUA-CDE).

24.   Other Items for Report

Members have received reports on

- a report on Partnerships Office Activity (LTC10D109)
- minutes of the Faculty Learning, Teaching and Quality Committee, HUM (LTC10D110); FOH (LTC10D111); SSF (LTC10D112)
- Concessions and approvals (LTC10D113)
- New course proposals and course closures (LTC10D114)
- Quality Assurance Agency:
    (a) a new subject benchmark statement for Masters degrees in computing had been published. This may be consulted at:

    www.qaa.ac.uk/academicinfrastructure/benchmark/masters

    (b) the outcome of QAA reviews would be a major factor in UKBA's decision on whether to award Highly Trusted Sponsor status to private HE institutions. See

    www.qaa.ac.uk/news/media/pressReleases/130611.asp