

SEN12D028

Title: Learning and Teaching Committee
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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 20 March 2013 and 15 May 2013.

Recommendation

None

Resource Implications

None

Risk Implications

None

Equality and Diversity

None

Further Information

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Background

N/A

Discussion

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

Attachments

Summary reports as attached below.

Report of the Meeting of the Learning and Teaching Committee of Senate on 20 March 2013

The following items were considered by the Learning and Teaching Committee of Senate on 20 March 2013 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/ltc1213/200313>)

1. STATEMENTS BY THE CHAIR

In his report the Chair drew the attention to the Committee to the following issues:

- 1.1 the revised course proposal and approval procedure as well as the guidance notes had now been finalised and approved by the Chair, these applied with immediate effect and had been published on the LTS website at:
http://www.uea.ac.uk/learningandteaching/staff/courses_modules/proposal.
- 1.2 the Executive Team had decided to amend the semester dates for the academic year 13/14 and had agreed that there should be a four week Christmas break and a three week Easter break rather than a three week Christmas break and four week Easter break as originally published. It was hoped that a four week Christmas break beyond the academic year 2013/14 could be preserved while the Easter break would remain fluid with the intention to accommodate all teaching before Easter as much as possible to avoid broken back semesters.

2. CONFIRMATION OF CHAIR'S ACTION

- 2.1 Members confirmed that Chair's action had been taken since the last meeting of this Committee set out in document LTC 12D114, including:
 - (a) Society of Biology Top Bioscience Student Prize
 - (b) ART prize rule amendments to reflect new School name
 - (c) LCS School Prizes
 - (d) The John Jarrold Scholarships
 - (e) The Andy Ripley PhD studentship

(LTC12D114)

3. UNION OF UEA STUDENTS – UEA STUDENTS EXPERIENCE REPORT 2012

- 3.1 The Committee considered the final University response to the UEA Student Experience Report 2012. (LTC 12D094.)
- 3.2 Members approved the University's response and noted the following issues:
 - (a) 1.b this process was complemented by asking students in focus groups via the UEA Survey Office how they viewed the teaching hubs in relation to these being a work space;
 - (b) 1.c in the academic year 13/14, feedback would also extend to course tests in addition to examinations;
 - (c) 2.a. the Dean of Students stressed that although FTM had solved the problem of appropriate timing of providing academic advice to its students, there was still an issue in providing consistent adviser support to all students during the duration of their degree programmes and remedies to ensure consistent adviser provision would need to be investigated further;

- (d) 5.a. although there had been considerable support from the University to enable the provision of facilities/clubs and societies at UEA London, the Academic Officer of the UEA Union of Students stressed that due to lack of further funds, it had been difficult to operate sufficient societies and clubs at UEA London;
- (e) 6.a. the Academic Officer of the UEA Union of Students highlighted that not all minutes of Staff Student Liaison Committees were sent to the Union, a reminder needed to be sent out to Schools to ensure that this would be happening in the future;
- (f) 7. future reports by the UEA Union of Students would benefit from teasing out more fully the differences in relevant issues affecting postgraduate taught and postgraduate research students respectively;
- (g) 7a. the Postgraduate Research Policy Group was in the process of identifying more space whilst being aware of the costly nature of acquiring more study space for postgraduate research students.

4. Centre for Staff and Educational Development (CSED) REVIEW 11/12

- 4.1 The Committee considered a report from the Head of CSED on a review of CSED activities in the academic year 11/12. (LTC12D095)
- 4.2 Members noted that the CSED had worked hard to offer a diversity of courses to all categories of staff free of charge and that there had been a significant increase in the academic year 11/12 in attendance of CSED courses offered to all staff, this was due to a collaborative effort between the Head of CSED and the Academic Director of Taught Programmes. The CSED budget continued to be under considerable pressure which had meant that more courses were delivered in-house.
- 4.3 The Committee endorsed that the University should actively pursue incorporating continuous professional development into a recognisable teaching qualification for Higher Education. Innovative and creative solutions to pursue this aim had been implemented at the University of Exeter and the University of Essex respectively.
- 4.4 Members of the Committee agreed that certain roles of responsibility within Schools, e.g. the role of the School Director of Postgraduate Research and the School Director for Teaching and Learning, should contain compulsory training on e.g. concessions, appeals, student welfare issues and academic advising.
- 4.5 Members heard that suggestions for training from Associate Deans for Teaching and Learning and other members of the Learning and Teaching Committee were encouraged for inclusion in the CSED programme to ensure a bottom up approach of training requirements. Training and courses offered via the CSED should in the first instance focus on core missions of the University and statutory obligations.

5. POLICY STATEMENT AND GUIDELINES ON BULLYING, HARASSMENT AND ABUSE, ASSAULT AND STALKING AND THE USE OF SOCIAL MEDIA

- 5.1 Members approved a Social Media Policy for students as proposed by Dr Annie Grant, the Dean of Students, in principle. (LTC12D096)
- 5.2 Members agreed that Mr Jon Sharp, Head of Quality in LTS and the Chair of the Senate Student Discipline Committee, Professor Alastair Mullis, should

be able to comment in detail on this policy before the Chair approved the final version of this policy.

6. FEEDBACK FROM FACULTY LTQCS ON NEW ACADEMIC MODEL (NAM) DISCUSSION PAPER

- 6.1 Members were informed that feedback on crucial principles within NAM from the Faculty Learning, Teaching and Quality Committees had been received (LTC12D097).
- 6.2 The Committee agreed that all recommendations set out in the NAM discussion paper and proposed by the Academic Director of Taught Programmes be approved for implementation within the degree regulations and associated policies of the NAM.
- 6.3 The Committee endorsed that the NAM requirement that students must have accrued less than 20% unauthorised absence to be eligible for a reassessment opportunity be postponed indefinitely until such time as there would be more robust systems in place to monitor attendance more reliably.
- 6.4 Members noted that under the New Academic Model no marks should be awarded for an engagement element as part of module. There would be exceptions if a Professional, Statutory or Regulatory Body had imposed an engagement element which formed part of the module assessment in some professional Schools and the New Academic Model degree regulations would reflect such requirements.
- 6.5 Members endorsed proposals to establish the circumstances under which a student should become eligible for reassessment under the NAM if the 20% marks threshold for reassessment had not been met. Members of the Committee agreed that some fine tuning of the wording was needed in relation to concessionary powers exercised by Boards of Examiners.
- 6.6 During the discussions members noted that there was strong support amongst some members of the Committee that the attendance requirement to be eligible for reassessment should be permanently taken out from the NAM regulations.

7. MODERATION AND DOUBLE MARKING

- 7.1 Members of the Committee discussed the revised policy on moderation and double marking for introduction from the academic year 2013/14 under the New Academic Model (LTC12D098).
- 7.2 Members debated if the policy should be introduced in the academic year 13/14 and should apply to all modules taught or if it should be phased in and should only apply to modules taught in year 1 and modules taught in year 2 and year 3 would be subject to the current moderation and double marking policy. A decision on this issue would be made at a later meeting of the Committee during the current academic year.
- 7.3 The Committee agreed that all presentations, practicals, OSCEs and OPSEs weighted at 30% or more of the overall module mark should be double marked or recorded. Presentations, practicals, OSCEs and OSPEs weighted at less than 30% should either be double marked or recorded to enable a potential remark if they are summatively assessed. If such a process was not possible and such assessment items could not be double marked or recorded, such assessment items would need to be assessed formatively.

- 7.4 Members noted that the proportion of the assignment which contributed to the module mark and would trigger moderation needed to be reconsidered. It was currently proposed that any assignment contributing at least 30% to the overall module mark should be moderated. It was suggested that this proportion could be raised to 40% or 50% in the academic year 13/14 to ensure that staff workloads were reasonable. If impact on staff workloads after review seemed negligible, it might be appropriate to decrease the cut off point for moderation to contributing at least 30% to the overall module mark again in subsequent years.
- 7.5 The Committee agreed that further thought needed to be given to inter-marker relationships, i.e. if there were a number of markers in the marking pool for an assignment, should moderation also occur regardless of the percentage which the assessment items contributed to the module? Alternatively, if many markers were involved the 30% requirement to moderate could be overridden.
- 7.6 Members noted that confirmation of marks in the revised policy on moderation and double marking was actioned by individual moderators without the involvement of a Module Assessment Board. Members needed to consider further if the abolishment of Module Assessment Boards was the desired direction of travel.
- 7.7 Members heard that any assignment which had been single marked or moderated could be challenged via a remarking procedure by the student which had to be submitted within 10 working days of the publication of the result on E:Vision. Students would not be eligible to appeal any mark which had arisen from a remarking procedure, but students could complain via the Academic Complaints procedure in case any of the grounds set out in this procedure had been met during the remarking process.

8. STARRED FIRSTS

- 8.1 The Committee endorsed the updated regulations for the academic year 13/14 which would govern the award of starred first classifications for undergraduate and integrated masters' students (LTC12D100).
- 8.2 Members heard that Board of Examiners were encouraged to continue to award starred firsts to graduates as this would enable them to compete in an increasingly competitive employment market.
- 8.3 The Committee agreed that the criteria for the award of starred firsts would need to be published to students at the beginning of their studies after formal approval by the Learning and Teaching Committee.

9. ROLE OF COURSE DIRECTOR

The Committee approved the role description of the UEA course director as set out in document LTC12D101, this role description should be considered as setting out the minimum expectations of a course director at UEA.

10. TAUGHT PROGRAMMES POLICY GROUP

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

- (1) Outline arrangements for Learning and Teaching Day 2013 (23 May 2013)
- (2) PAL Initiative
- (3) CPD framework for academic staff
- (4) HEA National Teaching Fellowships
- (5) Formative assessment within NAM
- (6) LTC review of plagiarism and collusion
- (7) Extenuating circumstances working group

(LTC12D102)

11. PG RESEARCH PROGRAMMES POLICY GROUP

11.1 Members of the Committee considered a report on:

- (1) Activities of the PG Research Programmes Policy Group
- (2) PGR Students' Progress: Review of Annual Reports 11/12

(LTC12D103)

11.2 Members heard that the Postgraduate Research Programmes Policy Group was working on streamlining the transfer process for PhD students with the aim to reduce these to two approved processes instead of the four currently in operation. In due course, draft processes to reflect this change would be reported to the Learning and Teaching Committee for consideration.

11.3 The Committee was informed that the annual progress reports for PGR students would move to web based reports on E:Vision and replace the current paper reports at some stage during the current academic year.

12. OTHER ITEMS FOR REPORT

Members have received reports on:

- (a) an update of development in the School of Music (LTC12D104)
- (b) a report on the last meeting of the Student Experience Committee (LTC12D105)
- (c) outstanding NAM reviews on NSC pre-reg Nursing, NSC OPD and CHE MChem programmes. (LTC12D106)
- (d) meetings of the Faculty Learning, Teaching and Quality Committee:
 - SSF LTQC 9 January 2013 (LTC12D107)
 - FMH LTQC 28 November 2012 (LTC12D108)
 - HUM LTQC 16 January 2013 (LTC12D109)
 - SCI LTQC 3 October 2012 and 12 December 2012. (LTC12D110)
- (e) a report on Academic Appeals and Complaints from October to December 2012 (LTC12D111)
- (f) a report on Partnerships Office activity (LTC12D112)
- (g) publication by the QAA of a new subject benchmark statement for bachelor's degrees with honours and masters degrees in counselling and psychotherapy (LTC12D113).

Report of the Meeting of the Learning and Teaching Committee of Senate on 15 May 2013

The following items were considered by the Learning and Teaching Committee of Senate on 15 May 2013 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/ltc1213/150513>

1. STATEMENTS BY THE CHAIR

In his report the Chair drew the attention to the Committee to the following issues:

- 1.1 the University had been informed that the QAA would be conducting an Institutional Review in the academic year 2015/16 at UEA. Preparations for this event were already underway and were led by Mr Jon Sharp (Head of LTS, Quality). Members of the Learning and Teaching Committee should anticipate to be called to contribute to preparations for Institutional Review.
- 1.2 Ms Helen Lewis had now taken on the role of Director of University Services for PGR in addition to her responsibilities for REN. It would be recommended to Senate in June 2013 that Ms Lewis should become a new ex-officio member of the Learning and Teaching Committee with immediate effect.

2. CONFIRMATION OF CHAIR'S ACTION

- 2.1 Members of the Committee confirmed that Chair's action had been taken since the last meeting of this Committee as set out in document LTC12D115, including
 - (a) Changes to rules for Poetry-next-the-Sea Undergraduate Prize (LDC)
 - (b) Approval of the Rachael Jolley Prize (PSI)
 - (c) Approval of The 2nd Air Division Memorial Trust Scholarships (AMS)
 - (d) Approval of the ENV BSc Graduate Leadership award (ENV)
 - (e) Changes to rules for the Simon Wharmby Postgraduate Scholarship (ENV)
 - (f) Changes to the rules for the award of the Katrizky Prize and Medal (CHE)

3. FELLOWSHIP OF THE HIGHER EDUCATION ACADEMY FOR POST-PROBATIONARY ACADEMIC STAFF THROUGH CONTINUING PROFESSIONAL DEVELOPMENT ROUTES

- 3.1 The Committee considered a report from Dr Adam Longcroft, Dr Geoff Hinchliffe and Mr Paul Levy on the Fellowship of the Higher Education Academy for post-probationary academic staff through Continuing Professional development routes (LTC12D116).
- 3.2 Members heard that the QAA UK Quality Code Chapter B3 required that "everyone involved in teaching and supporting learning is appropriately qualified, supported and developed" and that the UEA Corporate Plan recognised the need for Continuing Professional Development of academic staff to ensure that students received a high quality educational experience.
- 3.3 The Committee noted that only early career academics at UEA had currently access to a Continuing Professional Development framework via the MA-HEP programme, academic staff in mid-career however did not have such

opportunities. Competitor Universities such as Essex and Exeter had developed high quality and reputable Continuing Professional Development Programmes for academic staff.

- 3.4 The Committee endorsed the establishment of a working party to investigate a framework for Continuous Professional Development for academic staff at UEA which would also give staff the opportunity to acquire HEA accredited qualifications.
- 3.5 Members agreed that the final recommendation regarding the framework for Continuous Professional Development policy would be made to the Learning and Teaching Committee by March 2014.

4. EXTENUATING CIRCUMSTANCES

- 4.1 The Committee considered the new NAM regulations on consideration of Extenuating Circumstances (LTC12D117). The Chair thanked all the members of the working party for their hard work as the time spent dealing with this issue had been considerable and noted that the outcome of these discussions had resulted in worthwhile recommendations.
- 4.2 The Committee endorsed that the following options should be adopted for consideration of extenuating circumstances from the academic year 2013/14 onwards:
 - Option A should be adopted for the consideration of future extension requests for coursework submitted by students. Students would be able to obtain an extension on the basis of self-certification for up to once a semester. This would cover extensions up to seven days where the extenuating circumstances declared were congruent with an ARC-based list of permissible extenuating circumstances. The concept of “once a semester” may include a single request relating to a single period of seven days of extension but applying to more than one item of assessment where a student has multiple co-incident submission deadlines. Where students requested more than one extension within one semester, any additional applications had to be supported by acceptable evidence. Where additional requests were of a type that met the ARC criteria they could be approved by LTS Co-ordinators. Additional requests that cannot be mapped to the ARC criteria or do not have clear evidence should be considered by at least two members of the Extenuating Circumstances Panel.
 - Option B should be adopted for the granting of Delayed Assessments/Reassessments. LTS Co-ordinators would consider requests for Delayed Assessments/Reassessments utilising Academic Panels in difficult cases or to confirm rejection. Instances when students failed to attend or had attended but informed the invigilator that they had become ill and then sought medical advice would be considered by LTS Co-ordinators. Students could also seek a Delayed Assessment/Reassessment even when the assessment event had been attended in its entirety, but such cases would need to be considered by Academic Appeals Panels.
 - Option A should be introduced for School based Extenuating Circumstances Pre- Board Panels which meant that the Extenuating Circumstances Panel would make a decision on the severity of the impact and a recommendation on how the Extenuating Circumstances should be treated by the Board of Examiners. The final decision with regard to the treatment of Extenuating Circumstances would rest with the Board of Examiners.

5. AMENDMENTS TO ALGORITHMS FOR UNDERGRADUATE AND INTEGRATED MASTERS PROGRAMMES

- 5.1 Members approved the revised algorithms for classification of borderline candidates on undergraduate and Integrated Masters programmes under NAM (LTC12D118).
- 5.2 Members noted that the Learning and Teaching Committee had approved an undergraduate algorithm for classification of borderline candidates under the New Academic Model at its meeting on 5 December 2012.
- 5.3 The Committee were informed that following further extensive consultations with Teaching Directors and Chairs of Boards of Examiners in SCI, HUM, SSF and FMH during the spring, it was agreed that the previously agreed algorithm for undergraduate programmes to classify borderline candidates should be revised as academic staff in the Faculties were keen to preserve appropriate academic standards. Under the revised algorithm for undergraduate programmes, students who had achieved a final mark of 2% within the borderline to the higher classification, now needed to have achieved an average mark in at least 120 credits which fell into the actual higher classification band (e.g. average mark of 70% or above in at least 120 credits for students on the borderline for a first class honours degree). Under the previously approved undergraduate algorithm, students whose final mark fell within 2% of the borderline to the higher classification, only needed to achieve an average mark in at least 120 credits which was within 2% of the boundary to the higher classification to be awarded the higher classification (e.g. average mark of 68 to 69% in at least 120 credits to be awarded a first class honours degree). This revised undergraduate algorithm would ensure that borderline candidates had to achieve an average mark in at least 120 credits which fell within the classification band of the actual class of degree awarded.

6. DRAFT DEGREE REGULATIONS FOR NEW ACADEMIC MODEL (NAM) 2013/14

- 6.1. The Committee considered the draft degree regulations governing the New Academic Model for implementation in the academic year 2013/14 (LTC12D119) and agreed that a final version of these regulations would be considered by the Learning and Teaching Committee on 26 June 2013.
- 6.2 Members noted the following:
- only visiting students should be able to enrol for coursework variants of modules;
 - a large Extenuating Circumstances Panel could act as sub-group of and advisory group to the Board of Examiners;
 - all members of the Board of Examiners should have equal weight when voting no matter if they were external or internal examiners;
 - more modelling would be carried out before a final decision on the display of all marks in integers was proposed; this was to ensure that that the process of recording marks in integers would not affect the rounding of marks inappropriately;
 - the process of confirming marks at Module Assessment Boards would be kept until continuing students governed by existing CCS regulations had finished their course;
 - the Extenuating Circumstances guidelines would still need to be included in these regulations;
 - there may be some disciplines/subject areas in which reassessment via the original method of assessment at the item level may not be possible, such cases needed to be considered on an individual basis

by the Academic Director of Taught Programmes in the form of a concession request;

- the need to reconsider the statement that Boards of Examiners shall pay special attention to any such student where the final mark was within 5% of a higher classification boundary in view of the agreed Extenuating Circumstances regulations;
- students on Integrated Masters programmes who had met the criteria to be awarded a BSc should also be awarded a Postgraduate Certificate in Higher Education provided they had met the appropriate criteria and demonstrated acquisition of appropriate learning outcomes at this level.

7. MODERATION AND DOUBLE MARKING

- 7.1 The Committee considered and approved the revised policy for moderation and double marking under the New Academic Model (LTC12D120) for introduction from the academic year 2013/14 onwards subject to a number of amendments/clarifications set out below.
- 7.2 Members agreed that the principles of the moderation policy should be extended to all levels of modules regardless if they were taught in honours or non-honours years.
- 7.3 The Committee agreed that double marking and/or taping of presentations as set out in recommendation 8 should be approved in principle, but there was a need to tease out exceptions and complications in further detail e.g. double marking/taping of oral presentations had resource implications and taping of oral presentations may also lead to a need for obtaining consent which could further complicate the issue.
- 7.4 Members also heard that the finer details of moderation of OSCEs and OSPEs needed to be worked out with academic colleagues in the Faculty of Medicine and Health Science and the School of Pharmacy.
- 7.5 The Committee noted that details on remarking or appealing examination marks needed to be considered further to ensure that this proposal works in practice.

8. FORMATIVE ASSESSMENT UNDER NAM

- 8.1 The Committee considered proposals for formative assessment under NAM (LTC12D121).
- 8.2 Members agreed that all modules offered under the New Academic Model should include an exercise that enabled students to access feedback on their work, gauge their progress, and that prepared students for the final summative assessment (s) for the module in question. In some cases this formative exercise might count towards the final module mark, but may also be entirely informal and focused solely on providing feedback and feed-forwards in relation to the final summative assessment.
- 8.3 Members of the Committee also noted that at a future meeting of the Learning and Teaching Committee, the initial ambitions for the New Academic Model would need to be examined more closely as e.g. one of the principles of the New Academic Model was to reduce the number of summative assessment items and to move towards synoptic assessment. Therefore a review to establish progress made to implement initial principles of the New Academic Model was necessary as well as establishing the cost of administrative resource required to implement the New Academic Model.

9. EXTENSION REQUESTS FROM POTENTIAL SABBATICAL OFFICERS

9.1 The Committee approved a policy for extension requests from students who had registered to be elected as Sabbatical Officers (LTC12D123) and agreed that students who had registered to be elected as Sabbatical Officers should be granted an extension for coursework of one week where the submission deadline falls within the eight days of campaigning.

10. NEW COURSE PROPOSALS

10.1 The Committee considered and approved the following courses:

- BSc SCI Foundation Programme (LTC12D124)
- BA Media and International Development (LTC12D125)
- BA American History (LTC12D126)
- MS Knee Surgery (LTC12D127)

10.2 Members heard that some of course proposal forms submitted were out of date and were encouraged to use the new form published on the LTS web site for new course proposals. In addition, members also noted that there was an expectation that these forms were submitted to the Committee once they had been satisfactorily completed with comments from all stakeholders required to comment on such course proposals.

11. PG RESEARCH PROGRAMMES POLICY GROUP (PGRPPG)

11.1 Members considered a summary report of the PGRPPG meeting held on 3 May 2013, the B11 mapping document and reports from SSF, FMH and NBI on the annual review of Research Student Progress (LTC12D128).

11.2 Members heard that Chapter B11 of the UK Quality Code on Research Degrees had been mapped against UEA provision and the LTS schedule of reviews. This had resulted in a number of PGR related reviews to take place at UEA in the near future in preparation for the QAA Institutional Review in the academic year 2015/16. The PGR reviews would now also need to be mapped against LTS reviews to ensure consistency of approach and enable joined up thinking between taught student and research student issues.

12. REPORTS FROM PLAGIARISM OFFICERS 11/12

Members considered a summary of the issues raised in the reports from plagiarism officers for the academic year 11/12 (LTC12D129).

13. ELECTRONIC MARKING AND FEEDBACK ON COURSEWORK

The Committee received an oral report on recent developments in relation to electronic marking and feedback on coursework and was informed that following the pilot of electronic marking in the academic year 2012/13, the project team had identified a number of enhancements to the system which would be required before a further pilot was undertaken. The SAS team had rearranged its schedule of work for the remainder of the year to accommodate these changes, to enable a further pilot to be run next academic year.

14. TAUGHT PROGRAMMES POLICY GROUP

14.1 The Committee considered a report from the Academic Director of Taught Programmes (LTC12D130).

14.2 The Committee endorsed that a working group developing a strategy for outward facing Continuing Professional and Workforce Development at UEA should be set up comprising a broad group of stakeholders and focussing initially on FMH and SSF with input from appropriate personnel in REN as this proposal contained a strong enterprise and engagement element.

14.3 Members agreed that the work of this group needed to be factored into the LTC schedule of reviews/working parties to ensure that the overall resource was not too stretched and overall focus of LTC reviews remained on core business/reviews.

15. PARTNERSHIPS

Members considered a report on latest activities in the Partnerships Office (LTC12D131).

16. GENERAL REGULATIONS FOR STUDENTS/CHANGE TO GENERAL REGULATION 14

The Committee approved a change to General Regulation 14 (LTC12D132).

17. OTHER ITEMS FOR REPORT

Members received reports on:

(a) on university wide issues raised in the external examiners' reports for taught programmes in the academic year 2010/11 (LTC12D133)

(b) issues discussed at the last meeting of the Student Experience Committee (LTC12D134)

(c) the dates of the LTC meetings in 2013-2014 which had been set as:

Wednesday 23 October 2013 – 2pm
Wednesday 4 December 2013 – 2pm
Wednesday 29 January 2014 – 2pm
Wednesday 19 March 2014 – 2pm
Wednesday 14 May 2014 – 2pm
Wednesday 25 June 2014 – 2pm

(d) fast-track approval of the following course:

- BSc International Business Management, NBS, UEA London (LTC12D135)

(e) the closure of the following programme:

- Advanced Professional Practice with Children and Families (LTC12D136)

(f) the meeting of the Faculty Learning, Teaching and Quality Committee:

- SSF, 27 February 2013 (LTC12D137)

(g) on Partnerships Office activity (LTC12D138)

(h) the following publications of the Quality Assurance Agency:

- University of East Anglia - Date of Next Audit – 2015-16
<http://www.qaa.ac.uk/InstitutionReports/types-of-review/Pages/Programme-of-reviews.aspx>
- Circular letter CL 05/13: Publication of *Chapter B4: Enabling student development and achievement* of the UK Quality Code for Higher Education (LTC12D139).
- Circular letter CL 09/13: Further Education College Subscription for QAA (LTC12D40)