

LTC12D020

Title: SSF LTQC Minutes – 4 July 2012 and 19 September 2012
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Issue

To receive the minutes of the Faculty of Social Sciences Learning, Teaching and Quality Committee meeting held on 4 July 2012 and 19 September 2012.

Recommendation

None.

Resource Implications

Not applicable.

Risk Implications

Not applicable.

Equality and Diversity

Not applicable.

Timing of decisions

Not applicable.

Further Information

Contact details: Heather Reynolds, Learning and Teaching Coordinator, telephone 01603 592517, email: h.reynolds@uea.ac.uk for enquiries about the content of the paper.

Background

Not applicable.

Discussion

Not applicable.

**UNIVERSITY OF EAST ANGLIA
Faculty of Social Sciences**

**Minutes of the meeting of the SSF LTQC held on Wednesday 4th
July 2012**

Present: Mrs Helena Gillespie (Chair & Associate Dean LTQ), Dr Jonathan Dickens (SWP), Dr John Gordon (EDU), Dr Shawn McGuire (DEV), Mr David Mead (LAW), Professor Naresh Pandit (NBS), Dr Sue Long (ECO), Miss Meg Evans (Academic Officer, Union of UEA Students),

With: Laurence Wild (Secretary)
Gareth Joel (item B2)

Apologies: Mr Cal Corkery (SSF Faculty Convenor), Mr Richard Havell (Student Representative)

1 MINUTES

Document 11M007

Approved: Minutes from the meeting of 9 May 2012

2 MATTERS ARISING FROM THE MINUTES

1st meeting of AY2012/3, 19th September 2012, will be held in the morning (9:30-11:30).

Various goodbyes were said:

Meg Evans, handing over to new Academic Officer Josh Bowker

David Mead, moving to a Chair at Essex University

Jonathan Dickens, changing role to PG Research Director for SWK. New Teaching Directors will be Martin Gill (SWK) and Neil Cooper (PSY)

SECTION A: ITEMS FOR REPORT

A1 Word Count Policy

Document 11D041

Received

TPPG document on Word Count Policy for 2012-13

Noted

That this item would be put onto the January agenda to for a discussion once the new policy has been in force for a semester

A2 Student Handbooks

Document 11D042

Received

Actions

A memo to Teaching Directors from Andrea Blanchflower (LTS) outlining plans for student handbooks

Noted

That it is important to communicate important policies in a timely manner

That University policies such as word count policy will be on the LTS web-based handbook

That Year 2 direct entry students will need to receive the ARM-produced glossy handbook along with 1st years as it contains new student information

That school-specific information should appear on school web-pages, and may be in course handbooks which are to be produced by schools with LTS having editorial input.

A3 LTC Memo

Document 11D043

Received

Actions

A memo from Tom Ward, PVC (Academic)

Noted

Item 2 - the need to make Student Union participation representative; to ensure that this is the case for issues such as the NSS and Attendance Monitoring

That School reps and Union Council reps are not the same people.

That it would be good to have standard provision of support in the form of web-based information for SSLC; that each school has different practice for minute-taking at SSLC meetings; that those present didn't know if LTS or local support were responsible for supporting SSLCs; that the code of practice on SSLCs hasn't been updated since integration and needs clarification

LW

JB

A4 Module Outline Form

**Document 11D044
(tabled)**

Received

A draft SSF Module Outline Form

Noted

That HG had removed 20 boxes since the last version of this form, and that there was still scope to remove more BUT that all the information being requested on the form was important

That section 4 is hard to complete

That when students see the number of hours they are expected to put into a module written down in this way they are more likely to

complain that they are being asked to do too many hours, therefore it might be better expressed as days, where applicable (may not be so for some professional courses/placements)

That in terms of teaching sessions, at least the topic for each lecture should be known at the time of completing this form

Agreed	Actions
To reintroduce a column in Section 4 to separate hours and credits	HG
To replace Section 5 with fewer boxes depending on what level of detail is known at the time	“
To delete boxes in sections 7 & 8 where they are not applicable	“
To add a note to section 7 to say that students will also have other kinds of formative feedback than those expressly listed	“
That there is no need to transfer information about existing modules onto the new form – it should be used for new modules only	
To try out the new form (once the above changes had been incorporated)	all

SECTION B: ITEMS FOR DISCUSSION AND ACTION

B1 STATEMENTS FROM THE CHAIR	Actions
<p><i>i) KIS update</i></p> <p>Data has been sent to schools</p>	
<p><i>ii) Electronic marking</i></p> <p>The default will be to use electronic submission from September. This may lead to electronic marking in due course. This is being researched by Andy Mee. Contact Caroline Sauverin if you/your school/course/module would like to trial this. The current pilot will end in December?</p> <p>Comments from members:</p> <p>It is important to consider what facilities are needed for electronic marking as many academics do their marking from home</p> <p>Have audio-files for feedback been considered? This gives good feedback and is not particularly time-consuming.</p>	
<p><i>iii) QAA guidance on Enterprise and Engagement Education</i></p> <p>This has already been circulated to a few people. LW will put it on the BB site with a view to collecting views on it: is it useful? Can it form the bones of a UEA policy?</p>	LW / all
<p><i>iv) Athena Swan</i></p>	

This is concerned with looking at the gender balance in STEM courses and jobs. UEA is working towards a bronze award for this. SCI schools need to produce an action plan for this, but all schools need to produce a shadowing action plan

TDs

v) *UKBA*

The UKBA will be visiting UEA, to check on UEA's systems, to see if UEA can maintain its "Highly Trusted Sponsor" status. There is a need to make sure supervisory records are up to date

vi) *UEA Jubilee*

Next year UEA will be 50 years old and there will be various celebratory activities, with significant people being sought to help celebrate the event.

vii) *Administrative Services questionnaire*

An email has been circulated inviting people to comment on administrative services post-integration. It is important to express all concerns but also to carefully consider and explain specifically what is helpful/unhelpful, e.g. is it buildings, staff, processes, unintended consequences for other people's workloads etc. The information will form part of an end of year review which will lead to changes in processes and/or a realignment of responsibilities

all

Comments from members:

As it is important to feel that one can be candid, it would be helpful if responses could be anonymous or at least there should have been reassurance about what the data will be used for etc, just as one would give if one were sending out a survey for research purposes

viii) *ADTP briefing*

This will be held next Wednesday (11th July), and a "taking stock" meeting is planned for Monday 16th July. Any attendees should please report back

All

HG will compile a list of planning meetings

HG

ix) *Peer Assisted Learning*

This initiative has been given the go-ahead and will be funded from Employability funds

B2 Plagiarism and Collusion Working Party

Received

An oral report from Gareth Joel

Noted

That he had been P&C officer in EDU for 2 years and member of the Working Group, which included one P&C officer from each faculty, since its inception 6 months ago

That minor changes to the P&C policy would be coming into effect

next year (2012/3)

That the main issues under discussion were:

- The role of the P&C officer – is it only punitive (to run the P&C meetings) or also formative (e.g. to look at courses to see how students are supported with respect to P&C)? Currently mostly only punitive but the ADTP wants a move towards being more formative
- The standing of P&C officers: only 2 roles in school can downgrade a mark – HoS and P&C officer, but the latter are not always senior academics. They might have to be more senior especially if the role becomes more formative. Also length of service in the role: this is variable across schools
- Record-keeping: some P&C officers keep records of P&C cases, others don't, relying on the Hubs to keep these records

That UEA is good at detecting P&C

That it would be beneficial if cases could be concluded earlier in the process. This is hampered by the fact that there are no disincentives to appealing. Students sometimes don't even turn up at appeal hearings. More training for P&C officers is required, particularly for them to explain clearly to students that an appeal is for denying plagiarism, not disputing the penalty

The idea of faculty-level P&C meetings has been mooted

That there needs to be guidance available for academics in schools that don't get many cases, informing them on who to contact and what the process is.

B3 Good Honours Action Plan

Received

A presentation from Helena Gillespie

Noted

That the Faculty had had two targets and had achieved both:

- An increase in SSF's average scores
- A better understanding of what lies behind SSF's performance

ECO, NBS and LAW had improved, LAW by a considerable amount (60% to 75%). Thanks to the action plan, these improvements can be explained. SWP, EDU and DEV had remained the same or had had a slight dip. The faculty average is up 5% to roughly 65%. 600/900 finalists achieved good honours. Staff are to be congratulated on this achievement

Factors affecting student performance are both quantitative and qualitative (see HG's slides for details). Qualitative factors include assessment and marking culture and student engagement; using the full scale of marks, which would improve good hours scores, is dependent on being accepted by External Examiners

Factors not affecting good honours include: student satisfaction; staff student ratios; contact hours; and student workload.

The meaning of the word “engagement” was debated

Agreed

DTs to go back to the action plans and add data on what they actually did and what were the results; and priorities for next year, which will differ from school to school DTs

B4 Feedback on Examinations

Noted

Item rolled over to September meeting. DTs to supply relevant information for collation in advance of the meeting: what feedback was given and what was its impact? DTs / LW

B5 Module and Course Monitoring

Noted

That the MCM3 from 2010/11 is way behind schedule and the process needs to be more timely next year

That the forms have too many boxes

That it is too short notice to be expected to complete CU1s and MCM2s by 30th September

Agreed

That the item be discussed further at the September meeting LW/HG

B6 Roles of Course Directors and Teaching Directors

Noted

That the wrong document had been circulated

That the Teaching Directors' conference would be held on 7th November at 2pm

Agreed

That this item would be discussed at the October meeting LW/HG

B7 Registration and Induction

This item was not discussed due to lack of time

B8 External Examiners

This item was not discussed due to lack of time

SECTION C: ONGOING ITEMS FOR REGULAR REPORT (Documents were available to view on request at the meeting)

Noted

That the deadline for changes to courses for September 2012 has passed

That the approval of the new UG degree in Geography and International development mentioned in C2 below is an important achievement and DEV are to be congratulated.

C1. CHANGES TO EXISTING PROGRAMMES

The following changes have been approved:

SWP - MRes Social Sciences – approved for 2012

SWP – MSc in Child and Family Psychology – approved for 2012

C2. NEW COURSE APPROVALS

The following new courses have been approved:

DEV - BA Geography and International Development for 2013

–LTC approval 27/6/12

C3. ONGOING COURSE PROPOSALS

EDU - MA Higher Education Practice

EDU - Developing Teaching Skills (credit only)

SECTION D: EXTERNAL EXAMINERS' REPORTS

This report will be forthcoming in September

DATE OF NEXT MEETING AND FUTURE ITEMS:

Wednesday 19th September 2012, from 9.30am to 11.30am, in ARTS I, room 1.83
(the DEV Meeting Room)

SSF LTQC 12M001

Minutes of a meeting of the SSF LTQC held on Wednesday 19 September 2012,
from 0930 to 1130, in A1.83 (DEV Meeting Room)

Academic Members Present:

Helena Gillespie (Chair)
Lee Beaumont (EDU UG)
Neil Cooper (PSY)
John Gordon (EDU PGT)
Martin Gill (SWK)
Shawn McGuire (DEV)
James Cornford (NBS UG Programme Leader in Naresh Pandit's absence)
Bibhas Saha (ECO)
David Mead (LAW) from 1115

Student Members Present :

Josh Bowker (SU Academic Officer)

With:

Heather Reynolds (Secretary)

Apologies:

John Gordon (EDU PGT)
Andreas Stephan (LAW)
Cal Corkery (SSF Faculty Convener)

1. MINUTES

Confirmed: Minutes of the meeting of 4 July 2012.

Document 11M008

2. MATTERS ARISING FROM THE MINUTES

None.

SECTION A: ITEMS FOR REPORT

Documents for these items are available to view on the SSF LTQC Blackboard site in the relevant meeting folder.

A.1 STATEMENTS FROM THE CHAIR

- (i) Introductions and welcome from the Chair.
- (ii) Chair explained use of online Agenda in the future to aid effectiveness of meetings; advising that only items in section B will be discussed at meetings. All other items and associated documents will be dealt with online. A discussion board is available for members to use in this respect and members may also email the Chair. Members may request an item from another section be moved to section B for discussion and it would be helpful if this was discussed prior to the meeting.

SECTION B: ITEMS FOR DISCUSSION AND ACTION

B.1 GOOD HONOURS ACTION PLANS

Review of impact of last year's action plans and set new priorities for 2012/13.

Document 12D001

Received:

Good Honours Issue and Any Questions documents together with plans for ECO, LAW, SWK, PSY.

Noted:

- Plan for NBS had just been received by Chair but not circulated.
- Plans for EDU and DEV outstanding.
- Chair's priorities for action 2012/13:
 - ❖ The Business Intelligence Unit (BIU Garrick Fincham) is awaiting Reassessment Exam Board reports prior to being in a position to run the University report.
 - ❖ Faculty Good Honours average this year is believed to be up from 61% to 66%.
 - ❖ There has been a big improvement by the weaker schools:
 - LAW +10%
 - NBS + 9%
 - ECO + 6%
 - ❖ Some highflying JACs' codes levelled out or were slightly down which is disappointing. Would like to see an improvement this year. Focus on ways to improve. It would be good if improving schools could continue this trend.
 - ❖ Dean wants complete focus on Good Honours and this has been discussed with Heads of Schools in Faculty Executive. There is nothing more important than getting a grip on student performance this year.
 - ❖ Dean investigating TDs roles/responsibilities/time allotted to see how best TDs can be supported.
 - ❖ Changing rules will not create Good Honours – working with teachers will.
 - ❖ Aiming for close to, or above, Group 94 average.
- **ECO TD's overview of ECO plan:**
 - ❖ Several initiatives produced some good results. Improved Good Honours to 55.4% from just under 50%.
 - ❖ Monitoring marks on a real-time basis.
 - ❖ If average assessment of any item of assessment falls below 60% this will trigger an enquiry – Module Organisers to explain why this has happened. Module Organisers also considering those students with marks between 55% - 60% and trying to establish what is deficient in their work.
 - ❖ This process is time-consuming and anonymity is a big issue. A compromise might be a general appeal to students to contact their lead support tutor who will be able to help them. School would prefer the direct approach but this is not possible.
 - ❖ Lead support tutors working with teams and liaising with Exam Board to see how averages can be improved.
 - ❖ Teaching Review this year focused at the lower end (students with aggregates of 55% - 60%) to establish difficulties and to see if extra help could raise the lower students to 60%.
 - ❖ Marking criteria is ingrained and it is difficult to change the marking culture.

- ❖ Cumulation of component marks for a module assessment does not permit discretion in relation to the final module mark
- ❖ Exam Board discretion relating to award marks just below classification borders varies within the University.
- DEV TD - tests create wide-ranging marks.
- Chair – aim is to be fair to students. Fair marks are at the centre of this discussion – it is not a case of massaging marks. Mixed method of SSF assessments may not help the Faculty with Good Honours.
- NBS TD –Externals help with changing marking culture as they tend to give examples of practice in their own institutions. It is important that an assessment enables good students to achieve high marks.
- SWK TD – Externals encourage full range of marks to be used – top and bottom.

- **PSY TD's overview of PSY plan:**
 - ❖ It is good now to have an opportunity to look at PSY as a separate school.
 - ❖ Looking closely at the 55% - 59% aggregate students.
 - ❖ Poor formative work will be flagged up early.
 - ❖ Course Directors have a softer approach (TD playing the bad cop role). Non-attendance flagged up and students supported. Significant proportion of every cohort missing chunks of significant teaching periods. Trying to identify these.
 - ❖ Marking criteria – pointing students to where they need to improve.
 - ❖ Extracurricular activities – Peer Assisted Learning.
 - ❖ Not yet investigating individual module marks.
 - ❖ Examinations and class tests have a wide standard deviation. Research project wide-ranging marks.
- Chair – courses in general without a dissertation seem to have lower Good Honours which is interesting to note.

- **SWK TD's overview of SWK plan:**
 - ❖ Dropped down to 79% and not sure why this has happened. This is a small cohort though so any minor shift can have a major impact on the statistics. Small numbers enable a lot of personal support. Appears to be no correlation between BTec and A-Level entry students. Some BTec students do well and some A-Level students do poorly.
 - ❖ Personal development folders – not sure that these feature much in meetings with advisers and more thought needs to be given to this.
 - ❖ Monitoring attendance and engagement - type of students registered (high proportion of mature students) equate to a motivated cohort so not sure how helpful this is. Chasing students for non-attendance can be counter-productive. Problems experienced with collating accurate data. Establishing how absenteeism correlates.
 - ❖ Establishing which students are most at risk - targetting those students falling just below 60% aggregate.
 - ❖ Using feedback.
- DEV TD – Flagging up poor attendance involves a lot of work and is time-consuming.
- NBS TD – Not sure chasing for non-attendance works.
- SU Academic Officer – At the attendance monitoring meeting the ADTP encouraged students to attend and to work hard to enable better enforcement of Regulation 13.
- DEV TD – Measuring engagement (submission of work etc.) is more effective.
- Chair – Attendance monitoring improves the drop-out rate.

- **Chair's overview of LAW plan:**
 - ❖ Spectacular improvement this year.
 - ❖ NSS ranking from 49th to 4th for teaching.
 - ❖ Fundamental changes - shake up of curriculum – assessments/organisation/in-year leaders.
 - ❖ 3 year straight LAW cohort around 14/15% improvement.
 - ❖ 4 year programmes do better – Law with American Law has a higher entry requirement and the smaller cohort of Law with French Law and Languages does very well due to the close attention given to it by Claudina Richards (Course Director).
 - ❖ Big issue with recruitment this year. Had to enter clearing which resulted in a delicate balance between tariff and places.
 - ❖ Publication of NSS results should make a big difference to recruitment next year.
 - ❖ Formative coursework – will bring this back to a future meeting.
 - ❖ Will be looking at individual module marks this coming academic year.

- **General Issues:**

- Classification will hopefully improve under NAM.
- Modelling of 40:60 split would be helpful – BIU can help with this.
- Teaching accommodation/resources – school studies show that where students study in new buildings, have nice classrooms, comfy chairs etc. they achieve better results.
- Plans in hand during the next two years for better facilities. Building 57 at the back of MED will have a lot of teaching rooms and fashionable lecture theatres. The new Enterprise Centre will house a very large lecture theatre.
- UEA doesn't tend to make good use of learning technology. Must be able to support Blackboard, E-books, use of Portal and students' own devices.
- Exam timetabling – many students finding their examinations scheduled very closely together – some of which have alternate exams on very different subject areas. Large cohorts scheduled early in the exam period to aid timely marking.
- Attendance by academic colleagues at examination venues immediately prior to examinations – purpose needs to be clarified and consideration given to whether this is a good use of academic colleagues' time.

Resolved:

- Examination timetabling item taken forward to March 2012 Meeting for further discussion.

B.2 FEEDBACK TO STUDENTS

New Senate Scales.

Document 12D002

Received:

UEA Senate Scales and guidance note Sept 2012

Noted:

- Timescale inappropriate for revised scales to be circulated.
- Senate scales appear to be quite different in terms of detail – strongly linked to feedback to students (closely allied to Good Honours), wholly in our control and will make an impact.

- Chair's message for TDs to take back to schools: "If you don't have time to give effective feedback on a piece of assessment then you shouldn't be setting this assessment".
- Further documentation will be posted on Blackboard (with Chair at the moment).
- Feedback may be verbal as well as written.
- Students' perceptions:
 - Explains how they have done.
 - Explains what they should have done.
- Lecturers' perceptions:
 - Explains how to improve performance.
 - Explains achievement against standards.
- NBS TD - they set a writing test when students first arrive to establish which students might need help with their writing skills.
- DEV TD - they had also done something similar but wasn't sure that the take-up had been good.
- Existing practices varied and depended upon the type of assessment.
- CW coversheet will be the same for 2012/13 but will incorporate word count.
- Feedback to student will need to be amended in accordance with the feedback grid. Headings to match the senate scale.
- SU Academic Officer - AHP had designed a new feedback sheet which had improved their NSS scores (pass/fail assessment).
- PSY TD - the correlation of check boxes and the marks awarded might be problematic.
- Senate Scales are not expected to have a detrimental effect on Good Honours but it is not clear whether they will help. They are published in the student handbook.
- Anticipated that schools need to work with the new scales and feedback sheets for a year to enable effective feedback.
- NBS TD – Students don't always want feedback for their summative assessment. It would be helpful if the Senate Scales were applied to formative assessment also. Chair advised that schools may wish to do so and to use similar feedback forms but may not need to use all of the column headers that would be appropriate for summative work.
- ECO TD – Feedback grid – this is not used in ECO for course tests. The grid will need to be adapted for essays and presentations. There is a very short period of time for colleagues to be trained. There is a fundamental issue of quality. It is difficult to make this a transparent process for students. It is difficult to pinpoint within a piece of excellent work what makes it excellent. Chair disagreed that transparency is impossible as a teacher should know why a particular mark is given.

Resolved:

- To return to the guiding principles for feedback at a future meeting.
- Where Senate Scales apply to a piece of assessment these must be used. Where they don't apply, schools may use their own.
- TDs to discuss Senate Scales and feedback within their schools, together with Chair's message, with a view to feeding back at further committee discussions in due course.
- TDs to ask SSLCs or colleagues to design a feedback sheet.

B.3 PEER ASSISTED LEARNING

Discussion of faculty plans for PAL in AY 12/13 and 13/14

Document 12D003

Received:

ADTP Paper: Bid for a University-wide PAL Initiative 2013/14 – 2015-16 dated 20.6.12

Noted:

- PSY fund themselves.
- NBS and EDU interested but not as described in the ADTP's paper.
- DEV might be interested.
- Clarity needed on the application procedure.

Resolved:

- Item taken forward to November 2012 Meeting for further discussion.

B.4 MODULE AND COURSE MONITORING

The deadline for module and course monitoring is the end of September. .

Document 12D004

Received:

Module Review and Annual Course Monitoring and Update memo and guidance note 26.7.12 with template forms for module and course annual monitoring and update.

Noted:

- Commencing process in July and completing by December will ultimately be more effective.
- School level annual course monitoring and update form replaces the previous MCM2 and the annual course monitoring and update form replaces the previous CU1. Module review form replaces the previous MM1. More transparent naming of forms would be helpful.
- LAW TD - (a) lack of clear guidance and reference to MM1s within the annual course monitoring form; (b) relationship between the data and action to be taken not clear.
- Timeframe for the NAM coding of modules and programme routes needs to be established.
- Clarity of data timeframe and whether this is a review or monitor process needs to be established.
- ECO TD - data had to be considered by his school and colleagues so it would be difficult to meet the deadline given for this process.

Resolved:

- Secretary will post the school level annual course monitoring and update form (previously MCM2) on the blackboard site.
- Suggested that TDs aim for a deadline of end of October and do their best using the forms distributed to them. At the end of this process the committee will then feedback on the basis of concrete evidence as to what might be more helpful.

B.5 ROOMBOOKINGS

Noted:

- LAW had encountered a problem with a core lecture room being removed without notice for a week 1 lecture (EU Law) due to an induction event needing the room previously allocated.
- It appears that prioritisation is given to induction/open day room-bookings rather than teaching events.

Resolved:

- Item taken forward to November 2012 Meeting for further discussion.

B.6 HEAR REPORT

Noted:

- SU Academic Officer - the HEAR Report was not being discussed with students until January 2013 but it might be more helpful for this discussion to take place with incoming students during the induction period.

Resolved:

- It was established that discussion within incoming students during induction would not be taking place. Item taken forward to November 2012 Meeting for further discussion.

B.7 WORD COUNT

Noted:

- ECO TD wondered what penalty might be applied if a student did not submit a word count with their written work.
- Reported that LTS would be checking that the word count is included.

SECTION C: ONGOING ITEMS FOR REGULAR REPORT

C1. APPROVED COURSE CLOSURES	Approval date
BA International Development with Languages U1L9T9302	8 May 2012
International Development with Deferred Choice U1L920302	8 May 2012
Cert HE in Common Law U1M201102 (version 1 remains current – version 2 created in error and now being closed)	8 May 2012
C2. CHANGES TO EXISTING PROGRAMMES	Approval date
i) MA Higher Education Practice – some changes to modules, and accreditation by the Higher Education Academy (descriptor 2)	5 July 2012

- | | | |
|-------------|---|-------------------|
| <i>ii)</i> | MRes in Development Practice – name change to MRes in International Development (by distance learning) approved | 23 July 2012 |
| <i>iii)</i> | Developing Teaching Skills CSED course accredited as a stand-alone 20 credit Masters module, and accreditation by the Higher Education Academy (descriptor 1) | 21 August 2012 |
| <i>iv)</i> | MA in Advanced Educational Practice – introduction of four year route. | 13 September 2012 |
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SECTION D: EXTERNAL EXAMINERS' REPORTS

i) **Completed External Examiners' Reports 2009/10**

CCE - Trudy Johnston (UG)
EDU - Hugh Busher (PGT)

Outstanding External Examiners' Reports 2009/10

CCE – Carolyn Richardson (UG)
EDU – Winston Brookes (PGT)
NBS – T C Melewar (PGT)

ii) **Completed External Examiners' Reports 2010/11**

CCE - Susan Page (UG) and Mary Carswell (BAPS) (UG)
EDU - Sandra Taylor (PGT)
LAW – David Carey-Miller (UG), Richard Painter (PGT), Richard Painter (UG)
SWP - Kenneth Gilhooly (UG) and Melanie Vitkovitch (UG)

iii) **Completed External Examiners' Reports 2010/11**

Outstanding External Examiners' Reports 2010/11

CCE – Ford, Richardson, Seddon, Carswell (FdA Social Pedagogy) – all UG with Task Gp member
DEV – Lind UG – report not submitted
EDU – Smith, Woodhouse, Chambers, Childs – with Task Gp member, Alexander, Ayres, Beaton, Brookes, Clarke, Croft, Levy – with School
NBS – Almond (PGT) – report not submitted, Doherty (PGT), Jack (UG), McCullum-Oldroyd (UG), Prince (PGT) – with School, Marriott

(PGT), Meleware (PGT), Rogers (PGT) – with
Task Gp member
SWP – Baron, Blissett, Cocker, Doel, Hart,
Johns, Langan (all PGT) – with School,
Pinkerton (PGT) – report not submitted.

DATE OF NEXT MEETING AND FUTURE ITEMS

Wednesday 3 October 2012, 1430 – 1630, in A1.83 (DEV Meeting Room)

1. ROLES OF COURSE DIRECTORS AND TEACHING DIRECTORS
Meeting: OCTOBER 2012
2. REGISTRATION AND INDUCTION
Meeting: OCTOBER 2012
3. THE STUDENT EXPERIENCE SURVEY
Update from Dr Garrick Fincham and Dr Sree Ghosh of the BIU on the new student survey
Meeting: OCTOBER 2012
4. PLAGIARISM & COLLUSION
Review of School level reports to enable a Faculty level reflective report to be submitted to TPPG
Meeting: OCTOBER 2012
5. HEAR REPORT
Presentation by Ian Callaghan (1430)
Meeting: OCTOBER 2012
6. WORD COUNT POLICY
For discussion once the new policy has been in force for a semester
Meeting: JANUARY 2013
7. MA HEP
Presentation by Claudina Richards (1500)
Meeting: JANUARY 2013
8. PEER ASSISTED LEARNING
Discussion of faculty plans for PAL in AY 12/13 and 13/14
Meeting: NOVEMBER 2012
9. ROOMBOOKINGS
Discussion relating to difficulties experienced with roombookings.
Meeting: OCTOBER 2012
10. WRITTEN ASSIGNMENT FEEDBACK GRIDS
Following on from September meeting discussion – what would be preferable?
Meeting: OCTOBER 2012

11. FEEDBACK TO STUDENTS ON WRITTEN ASSIGNMENTS - SENATE
SCALES

To return to the guiding principles for feedback at a future meeting.

Meeting: JUNE 2013

12. EXAM TIMETABLING

Discussion relating to the scheduling of examinations and to establishing the purpose of academic colleagues attending examinations immediately prior to commencement.

Meeting: MARCH 2013

13. FORMATIVE COURSEWORK

Meeting: JANUARY 2013