

LTC12D087

Title: *SSF LTQC Minutes*
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Date: 14/11/12
Circulation: Learning & Teaching Committee – 30 January 2013
Agenda: LTC12A003
Version: Final Version
Status: Open

Issue

To receive the Minutes of the Faculty of Social Sciences, Teaching and Quality Committee meeting held on 14 November 2012.

Recommendation

None.

Resource Implications

None.

Risk Implications

None.

Equality and Diversity

N/A

Timing of decisions

N/A

Further Information

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Background

N/A

Discussion

N/A

Attachments

SSF LTQC 12M003

Minutes of a meeting of the SSF LTQC held on Wednesday 14 November 2012, from 1430 to 1630, 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)
Naresh Pandit (NBS)
Bibhas Saha (ECO)
Andreas Stephan (LAW)

Student Members:

Josh Bowker (SU Academic Officer)
Cal Corkery (SSF Faculty Convener)

With:

Heather Reynolds (Secretary)
Sue Long (ECO)

Absent:

Richard Havell (Student Representative)

AGENDA

1. MINUTES

Confirmed: the Minutes of the meeting of 3 October 2012.

Document 12M002

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) Thinking on how best to award credit for Employability activities and learning is being further considered. Fiona (AD Employability) and I are working with a group - more early in the new year. In the meantime hold

off planning for the delivery of **E&E modules** - we need to see more about how these would fit into the new structures.

- ii) Next week I am meeting Christina Chan and others from LTS/other faculties to discuss how to develop effective data management around **attendance monitoring**.

A.2 LEAVE OF ABSENCE FORM

HoS permission for leave of absence has always been required but in some schools the HoS may delegate this responsibility to a colleague. Online Agenda attachment is the standard form that the University has used for the past year at least. A review of all forms (student and staff) is now taking place so any input would be appreciated. In relation to this particular form, if it is not possible for the Module Organiser to sign off, then an email from them confirming alternative arrangements is acceptable.

A.3 PLAGIARISM & COLLUSION

The database for the 2011/12 academic year is complete. School plagiarism & collusion reports should have been submitted to the Chair by 26 October to enable a Faculty level reflective report to be submitted to TPPG. Plagiarism Officers are also being asked to identify interesting anonymised case studies for possible consideration by LTC/TPPG as part of the quality enhancement process.

A.4 ANNUAL COURSE MONITORING AND UPDATE

Deadline for submission of forms was 30 September 2012 – extended to 31 October 2012. Those received are now in the appropriate folders on the Blackboard site (ECO all reports, DEV CD reports only, PSY CD Report only)

A.5 NOTICE OF PUBLICATION OF OUTCOMES FROM INSTITUTIONAL AUDIT: STUDENT ENGAGEMENT

QAA Paper (on-line attachment) submitted by Jon Sharp for consideration and response.

SECTION B: ITEMS FOR DISCUSSION AND ACTION

B.1 ROLES AND RESPONSIBILITIES OF COURSE DIRECTORS AND TEACHING DIRECTORS

To follow up on the discussion held at the October meeting and resulting wiki collection of duties currently performed.

Teaching Directors are putting together a list of the duties they are asked to perform under the headings below using a wiki on the Blackboard on-line agenda and may add additional headings.

- Meetings attended/chaired
- University processes
- Pedagogical leadership and development

Noted:

- Teaching Directors would like a job description but a University version is not available at the moment. Should this be generic or variable amongst schools? Important to ensure that TDs are not under resourced. Guidance relating to Course Directors' roles would also be helpful.

- PSY TD favoured a generic framework rather than something too restrictive whereas NBS have a very comprehensive version currently. EDU has the complication of their professional body and the structure of their team.
- Chair suggested that the number of courses within a school influenced the TD's workload most significantly and that student numbers within a school are not the best way to define time allocation.
- Strategic role as opposed to operational – perhaps some operational tasks could be devolved with TDs concentrating on their strategic role.
- DEV TD felt that leadership and management are also part of the TD's role but it is not clear how the TD is supported in this respect.

Resolved:

Chair will feed back to SSF Executive concerns that TDs are currently overloaded and seek the following: operational and strategic framework which could usefully be standardised, job description, time allocation.

B.2 LTS WEBSITE (1430)

Presentation by a member of the LTS website team, Kath Mortimer, explaining the work they are undertaking on this student facing website which will also include helpful guidance to staff and academic colleagues. An opportunity for members to input.

Noted:

- Kath explained that they are aiming for this to flow as through the life of a student, incorporating current information and eventually turning off all old websites. Structuring the site in line with an academic year might also be helpful to staff.
- A new set of University forms will be available on the website for the next semester which students can complete and email to the LTS hubs.
- There will be video guides/screen shots guiding students through processes which might also be helpful to staff.
- There will be a document repository which will hold the most up-to-date version of a document.
- The website will be managed by Lisa Atthowe (who is based in the LTS office in the Registry).
- There will also be a staff section which will include more information.
- Members thought that the support available for SITS development appeared to be under resourced and encouraged additional resource to enable the programme of work to be completed in a more timely way.
- Kath was invited to return at a later date to update members on the progress achieved.

B.3 FORMATIVE COURSEWORK

Clarification of the University requirements for formative coursework.

Noted:

- Formative coursework is a requirement of every module under NAM.
- NAM forms submitted may include assessment which is unachievable. Modes seem to be analogue and some could perhaps move to a digital format.
- Formative CW electronic process required with as few steps as possible (submission/marketing/return). Blackboard has all the tools for effective formative assessment.

- LAW TD wondered if formative coursework should mirror summative and similarly the feedback.
- There was some scepticism relating to examination feedback. In DEV only one student turned up out of 100 students to an examination feedback lecture (this was a session held soon after the examination to talk through model answers). There doesn't appear to be any evidence that this is a priority for students. Examination feedback has to be generic. Perhaps feedback once marks received would be more helpful.
- NBS TD suggested that feedback from last year's examination prior to the next session of exams would be more helpful and students might favour this – feedback being fed forward.
- Chair – generic feedback where there is a correct answer is possible but where there are a variety of questions is more difficult. NSS measures perception of students relating to feedback and assessment. Manifesto for Change document questions some assumptions we make about assessment. Helpful to be slicker with assessment.
- NBS TD suggested case studies and model answers.
- Academic Officer suggested that good anonymised student work with an explanation of how the mark was achieved might be favoured by students.
- LAW TD created a document for their students which was intended to manage student expectation relating to feedback (TD will submit this to the BB site).
- Priority: (a) prepare for NAM, (b) iron out problems in existing programme specifications, (c) NSS results will improve as a consequence of (a) and (b). To do (a), (b) and (c) speedily and to have the necessary impact would there be merit in seconding or buying out a TD or administration time for this purpose.
- PVC is offering financial support and the Associate Deans together with Jon Sharp and Caroline Sauverin from LTS will discuss the best way forward.
- Barriers to moving forward with this:
 - Lack of ideas.
 - Understanding which types of assessment give the highest and lowest ranges.
 - How crucial is a dissertation to a good honours degree?
 - High quality study needs to be undertaken and workshops set up to investigate data – buy in a consultant or a data investigator. A critical friend might be helpful.

Resolved:

- TDs to engage school by school on plans prepared for NAM – review to see if this is manageable (consider whether there is too much analogue assessment in the programme specifications – could some of this move to digital, whether the assessment will result in a bunching of deadlines, whether there are different modes of assessment etc.)
- Apply for financial support from the PVC to enable a consultant and a data investigator to be secured as soon as possible.

B.4 PEER ASSISTED LEARNING

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

Noted:

- NBS will be piloting this scheme for SSF (mature students will be paid to help junior students, complimenting lecturers etc.). PAL sessions will be arranged for 15/20 students, PAL mentors will be working in pairs, first year module. Aim to reduce student drop-out. TD will report back to members with an update as this progresses.

B.5 TEACHING DIRECTORS' WORKLOADS

- Chair distributed a work plan to each TD which indicated their tasks and achievements this year to date. She explained that she would be using this to ensure that Heads of Schools were aware of the workload being undertaken by their TDs and how this was being managed.

SECTION C: ONGOING ITEMS FOR REGULAR REPORT

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

C.1 COURSE CLOSURES

DEV UG

International Development with Overseas Experience

International Development

Approval Date: 18.10.12

C.2 CHANGES TO EXISTING PROGRAMMES

MA in Development Economics name change to MSc in Development Economics

Approval Date: 8.11.12

C.3 NEW COURSES

CCE

PG Cert in Person-Centred Counselling Skills

PG Cert in Cognitive Behavioural Therapy Skills

Approval Date: 18.10.12

NBS UG

BSc Marketing & Management

BSc Finance & Management

Approval Date: 7.11.12

SECTION D: EXTERNAL EXAMINERS REPORTS

D.1 COMPLETED EXTERNAL EXAMINERS' REPORTS 2009/10

None to report.

D.2 OUTSTANDING EXTERNAL EXAMINERS' REPORTS 2009/10

CCE – Carolyn Richardson (UG)

EDU – Winston Brookes (PGT)

NBS – T C Melewar (PGT)

D.3 COMPLETED EXTERNAL EXAMINERS REPORTS 2010/11

CCE - Carswell (FdA Social Pedagogy UG), Seddon (UG), Ford (UG).
EDU – Chambers and Childs (PGCE Secondary), Woodhouse (BA & BSc Physical Education), Smith (Educational Studies UG).

D.4 OUTSTANDING EXTERNAL EXAMINERS REPORTS 2010/11

CCE – Richardson – with Chair for further comments following scrutiny.
DEV – Lind UG – report not submitted.
EDU – 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), Melewar (PGT), Rogers (PGT) – with Task Gp member.
SWP – Baron, Blissett, Cocker, Doel, Hart, Johns, Langan (all PGT) – with School, Pinkerton (PGT) – report not submitted.

D.5 EXTERNAL EXAMINERS' REPORTS 2011/12

None completed to date.

Deadlines:

24 August 2012 – receipt of UG External Examiners' reports by Assessments Office (Assessments Office will remind those External Examiners who have not submitted by this deadline)

12 October 2012 – consideration of UG External Examiners' Reports by Schools and for draft responses to be received by FLTQC.

16 November 2012 – Faculty LTQC to approve responses to UG External Examiners' reports and for schools to send formal responses to UG External Examiners

14 December 2012 – FLTQC UG External Examining process report to LTC.

14 December 2012 – receipt of PGT External Examiners' reports by Assessments Office (Assessments Office will remind those External Examiners who have not submitted by this deadline).

1 February 2013 – consideration of PGT External Examiners' reports by schools and for draft responses to be received by FLTQC.

1 March 2013 – FLTQC to approve responses to PGT External Examiners' reports and for schools to send formal responses to PGT External Examiners. FLTQC PGT External Examining process report to LTC.

DATE OF NEXT MEETING AND FUTURE ITEMS

Wednesday 9 January 2013, 1430 – 1630, in A1.83 (DEV Meeting Room)

1. WORD COUNT POLICY
For discussion once the new policy has been in force for a semester.
Meeting: JANUARY 2013
2. MA HEP (1500)
Presentation by Claudina Richards
Meeting: JANUARY 2013
3. FORMATIVE COURSEWORK
Meeting: JANUARY 2013
4. EXAM TIMETABLING
Meeting: JANUARY 2013

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

Meeting: MARCH 2013

5. FEEDBACK TO STUDENTS ON WRITTEN ASSIGNMENTS – SENATE
SCALES

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

Meeting: JUNE 2013

6. HEAR Report (1430)

Presentation by Lynne Simpkin/Jo Spiro (Students Union) and possibly Ian Callaghan (Planning)

MEETING: FEBRUARY 2013

**SSF Learning, Teaching and Quality Committee
ACTION POINTS ARISING FROM MEETINGS**

PLEASE NOTE actions which have been taken or are no longer required will be removed from the list below once they have been reported to a meeting.

Meeting date	Action	Responsibility	Status (Ongoing, Completed or no longer required/relevant)
14/11/12	TD Role – discussing with other ADs/SSF Exec/PVC.	Chair	
14/11/12	School NSS/PTES Action Plans to be submitted to SSF LTQC.	TDs	
14/11/12	LTS Website – comments welcome – please direct to Kath Mortimer.	TDs	
14/11/12	Formative and Summative Assessment – engage school by school on plans prepared for NAM – review to see if this is manageable (consider whether there is too much analogue assessment in the programme specifications – could some of this move to digital, whether the assessment will result in a bunching of deadlines, whether there are different modes of assessment etc.).	TDs	
14/11/12	Examination Feedback – would students prefer feedback from previous year's exam as feed forward for this year's exam? Union Academic suggested consultation with students.	Chair	
14/11/12	Improving assessment feedback – this is a priority and may attract funding. Develop strategic plan for consideration by PVC.	Chair	
14/11/12	PAL – NBS piloting for SSF. Update to be reported to SSF LTQC.	NBS TD	

14/11/12	School Plagiarism Officers' Reports for 2011/12 must be submitted to the Chair to enable a Faculty level reflective report to be submitted to TPPG. Please could POs also identify interesting anonymised case studies for possible consideration by LTC/TPPG as part of the quality enhancement process. TDs to liaise with POs.	TDs	
14/11/12	University is reviewing all forms used by students and staff. Input welcome to Secretary.	TDs	
14/11/12	Annual course monitoring and update – deadline for submission of Course Directors' reports (annual course monitoring and update form) and Teaching Directors' reports (annual course monitoring school summary form) was 30 September, later extended to 31 October, to enable Chair to submit Faculty report. Please submit to either the Secretary or the BB site in the 2011/12 school folder allocated (under the heading in the left-hand column 'module review and annual course monitoring and update').	TDs	