

LTC12D162

Title: HUM LTQC Minutes- 6 March 2013
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Issue

To receive the minutes of the Faculty of Arts and Humanities Learning, Teaching and Quality Committee meeting held on 6 March 2013

Recommendation

None.

Resource Implications

Not applicable.

Risk Implications

Not applicable.

Equality and Diversity

Not applicable.

Timing of decisions

Not applicable.

Further Information

Contact details: Ms Michele Pavey, Learning and Teaching Coordinator, telephone 01603 592157, email: m.pavey@uea.ac.uk for enquiries about the content of the paper.

Background

Not applicable.

Discussion

Not applicable.

LEARNING, TEACHING AND QUALITY COMMITTEE

Minutes of the meeting held on 6 March 2013

Present: Dr Sanna Inthorn (Chair), Mr S Bennett, Mr M Bowker, Dr R Denison, Dr J Goodenough, Dr A Howe, Ms S McGucken, Mr M Myles, Dr Giulio Pagani (for Dr C Matthews), Ms Z Phillips, Dr J Poppleton, Dr C Riggs, Dr T Smith

In attendance: Ms M Pavey (Secretary to the Committee)
Ms Claudia Gray (Learning and Teaching Service, Arts Hub Manager)
Mr John Tully
Dr Jayne Gifford

Apologies: Dr Clive Matthews

46. **MINUTES**

Confirmed

The Minutes of the meeting held on 16 January 2013 were confirmed as a correct record.

47. **STATEMENTS FROM THE CHAIR**

The Chair reported orally on the following:

47.1 ***20 Day Turnaround to Mark Work***

Staff were reminded of the importance of turning work round so that students could get their marked work back within 20 working days following the submission date. This was particularly pertinent in the context of results from surveying first and second years about their experience of their course, where a 54% dissatisfaction rate had been recorded by students in HUM on the issue of receiving work back.

47.2 ***Good Honours***

Jayne Gifford would be undertaking some research to identify modules where students performed very strongly and those where students achieved relatively low module marks. This information would form the basis for discussions on the student performance in such modules and what, if any actions might be taken.

47.3 ***Printing Allowances***

Most Schools in HUM did not give students a printing allowance. LTQC members were concerned about the impact on student satisfaction if existing printing allowances were removed. Having ascertained that there were Schools which did have such an allowance, some members of those Schools thought that it might be a good idea to have one. In HUM printing allowances tended to be made in the form of reading packs for students. There was some support from members for the University bearing at least some additional course costs. Representatives from the Students' Union (UUEAS) stressed the importance of not asking students to pay more than the £9000 fees.

47.4 ***Peer Assisted Learning (PAL)***

The University's PAL Coordinator would like more Schools to take part in the PAL pilot.

Resolved

Schools to contact Anne Guyon, the PAL Coordinator if they are interested in taking part.

47.5 **Assessment and Feedback Strategies**

Funding for a four month study into assessment and feedback strategies within HUM had been obtained. The aim of the study was to look at good practice and make recommendations for improvement in an attempt to make the process more beneficial for students.

47.6 **HEA Fellowships and Grants**

In an effort to forge stronger relationships between UEA and the HEA, the HUM Faculty Executive Committee had agreed that Schools would be notified each time opportunities for HEA funding arose and there would be a formal review process on bids for grants prior to submission. Staff with relevant teaching qualifications, such as the PgCert/MA Higher Education Practice or significant teaching experience would also be encouraged to apply for appropriate HEA recognition. Discussions on whether the University would pay the relevant membership fees incurred were on-going.

47.7 **Free Choice in Pre-NAM Course Profiles**

In HUM it was still possible for students in their second or final year to undertake Level One modules in non-cognate disciplines. Members were advised that this practice should be discouraged and that students should take free choice modules which were the same level at which they were studying.

47.8 **Module and Course Review**

The Chair and the Associate Dean for Admissions were collecting data on student course and module enrolment over the last five years. In part this was to enhance links between admissions and teaching and to ensure that courses offered were what the market wanted or what it was viable to run. This would link in to the finance model that John Tully was developing with the HUM Finance Manager. This would give a picture of what courses actually cost to run and from this a number of recommendations would be made to Schools.

47.9 **Learning and Teaching Service Website**

Resolved

Any feedback on the content or structure of the LTS website should be sent to Ltsweb@uea.ac.uk

47.10 **Reports from Taught Programmes Policy Group (TPPG) and Learning and Teaching Committee (LTC)**

i) A revised Course Director role descriptor would be considered at the next TPPG and would then be approved, subject to any amendments, at the LTC on 20 March 2013.

ii) The process for Fast Track course approval was being reviewed with a view to simplifying it.

iii) The UEA Learning and Teaching Day would take place on 23 May 2013.

iv) Pgt Marking Scales had been approved by LTC with minor amendments and marks for pgt students would be rounded up in the same way as it would for undergraduate students once the NAM was introduced.

v) The award of taught Masters with Merit would be introduced from 2013/14 for those students achieving a total aggregate mark of between 60 and 69.9%.

47.11 **Hum Statement on Module Allocation**

The principles of prioritising places on oversubscribed modules for students on single or joint honours courses in that School with random allocation of students to any remaining places would be trialled for HUM modules this year. The operation of the system would then be evaluated. One of the student representatives confirmed that students felt that a lottery system was fair but it would also be helpful if module descriptors for very popular modules made it clear that this was the case.

Resolved

The statement should be communicated to Arts Hub staff by the Committee Secretary. It should also be published on the LTS website.

47.12 Report on HUM Module Enrolments

A report of a project undertaken by John Tully and Jayne Gifford on HUM module enrolments was tabled. The aim was to identify solutions to a number of difficulties including oversubscribed modules and the requirement for students to make reserve selections. It contained ten recommendations for consideration.

Resolved

- i) The recommendations would be considered at the LTQC meeting on 22 May 2013.
- ii) John Tully and Jayne Gifford should be thanked for their work in producing the report.

47.13 Peer Observation

Teaching Directors were reminded that Schools would need to produce a summary report on the Peer Observations that had been undertaken in their School during 2012/13.

48. REPORT FROM THE UNION OF UEA STUDENTS (UUEAS)

Reported

- 48.1 UUEAS elections had taken place and the newly elected Academic Officer had three key manifesto issues that the UUEA would pursue namely 'fairer' examination timetables, with at least one day between students' examinations, faster return of marked coursework to students and lecture notes being posted on Blackboard.
- 48.2 UUEAS was planning to undertake research on why students do not always collect feedback on marked work and improvements they would like to see to feedback.
- 48.3 UUEAS representatives had met with students on joint honours degrees to discuss their student experience. There were a number of common concerns including communication across Schools, module selection, Induction and which elements to attend, only being on mailing lists for one School and a feeling of undertaking two degrees in separate Schools. UUEAS representatives would be looking at how to enhance representation for joint honours students.
- 48.4 A number of students had expressed concern at the summer examination timetable being published what they perceived to be late. This impacted on their ability to accept offers of internships or placements until they knew the dates of their examinations.

Resolved

The Chair would raise this with the Head of the Assessments Office

49 UNDERGRADUATE ONLINE MODULE ENROLMENT TIMELINE

Received

Members received the timeline for 2013/14 undergraduate module enrolment. One member queried how students could find out more about modules they could take as part of their free choice. It was noted that LDC had set up a Blackboard site with LDC offerings. The Arts Hub had also produced two hard copy module catalogues of modules available in the 11 Schools of the Hub which could be borrowed.

Resolved

The Chair would raise this issue with the other Associate Deans.

50. **NEW ACADEMIC MODEL**

Considered

Members considered a discuss paper produced by the Academic Director of Taught Programmes (ADTP) on attendance, monitoring and engagement and the New Academic Model and a number of recommendations contained therein. The following was agreed:

- 1) Attendance monitoring: members agreed that this particular regulation should be postponed. UUEAS representatives stressed that they did support attendance monitoring, provided it was not used punitively.
- 2) Engagement: several schools assess and reward engagement, but there was agreement that it was difficult to do and that there needed to be a thorough discussion of what is meant by engagement and how it can be assessed. Similar to attendance monitoring, with regards to engagement a concern was raised over the reliability of evidence academic staff and/or LTS records.
- 3) 20% and reassessment: members thought that it would be desirable if there was no hurdle of 20% in the first attempt at reassessment and liked the idea that exam boards would not have to apply a blanket rule for all cases of students who fall below the 20% threshold.
- 4) Pass all modules: it was suggested by one colleague that the exam board should consider and then have the power to decide whether a concession should be granted, but otherwise everyone supported the recommendation
- 5) Evaluation: everyone supported the suggestion that the impact of the NAM would be monitored.

Resolved

The Chair would convey the views of the Committee to the ADTP.

51. **2013/14 INDUCTION**

Considered

Members considered arrangements for 2013/14 Induction. The Chair emphasised that Teaching Directors should liaise with staff in Local Support Offices to finalise Induction programmes. LTS staff would book rooms for Induction events. In 2013/14 all Induction information would be published on the LTS website rather than Induction Blackboard sites. Information to be published would include Induction timetables, reading lists and anything else Schools wanted to draw to students' attention before arriving at UEA. This part of the website would be divided into postgraduate and undergraduate by course. Schools could continue to use Induction Blackboard sites but no information that was on the website should be duplicated on Blackboard.

Resolved

- i) All School Induction timetables should be finalised by 31 July 2013.
- ii) Schools should organise meetings for year 2 and final year students to make them aware of key policy changes.
- iii) An hour should be allocated in Induction programmes, where appropriate, for meetings with joint honours students to which representatives from partner Schools should be invited
- iv) UUEAS representatives would investigate obtaining student feedback on their experience of Induction.

52. **SCHOOL PLAGIARISM/COLLUSION REPORTS 2011/12**

Received

School Plagiarism reports were received from ART, FTM and PSI.

53. **POSTGRADUATE RELATED ISSUES**

Reported

- i) Research into the feasibility of developing a part-time MA in Humanities was on-going.
- ii) Discussions were on-going with the HUM Faculty Manager and the HUM Strategic Planning and Business Manager into the development of a website which would hold resources for staff and students including training materials.

54. JOINT HONOURS: INTERDISCIPLINARY DISSERTATIONS, SUPERVISION AND SUPPORT

Considered

- 54.1 Cross School discussions around the development of the new BA Liberal Arts and the HUM Foundation programme demonstrated that there was considerable will to capitalise on the extensive interdisciplinarity that existed in HUM. Teaching Directors were encouraged to think about how Schools could work together more in the delivery of modules. The Literature and Philosophy module offered in LDC which was jointly taught was highlighted as a model of good practice.
- 54.2 It was suggested that the undergraduate dissertation module could be an effective way of joint honours students demonstrating the interdisciplinary nature of their studies. The development of a HUM dissertation module was discussed to facilitate such interdisciplinarity.

55. MODULE EVALUATION COMPLETION RATES

Considered

- 55.1 In response to a request from the Director of the Learning and Teaching Services members considered how module evaluation response rates might be improved. Members, including student representatives, suggested that low response rates could be the result of students being 'over-surveyed'. Student representatives suggested that students were often not aware of the importance of responding to module evaluations. They did not always know that results were being scrutinised and informed how courses and modules were organised and taught. All Schools suggested that the decline in response rates was, as predicted, the result of online surveys replacing paper copies.
- 55.2 Suggestions for improving response rates included: having the evaluation earlier in the semester; making sure seminar tutors and lecturers explain to students the importance of module evaluation and the impact student feedback has; making sure module evaluations do not coincide with other surveys.
- Resolved
The Chair would report the views of the Committee to the ADTP.

56. ACADEMIC DEVELOPMENT AND STAFF TRAINING WORKSHOPS

Considered

In response to a request from the ADTP for input from academic staff into the kinds of academic development and training that would be useful for them, members suggested that guidance on teaching students whose first language was not English would be useful as would training on supporting students with specific learning difficulties; for example in correctly interpreting recommendations contained in Statements produced by the Dean of Students Office. It was also suggested that bite sized training would be useful so that staff were not committed to half or whole days.

57. COURSE APPROVALS, COURSE TITLE CHANGES AND COURSE CLOSURES IN HUM 2012/13

Received

A report on course approvals, course title changes and course closures in 2012.13 was received.