

LTC14D137

Title: FMH LTQC Minutes – 1 October 2014 & 26 November 2014
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Issue

To receive the minutes of the Faculty of Medicine and Health Learning, Teaching and Quality Committee meeting held on 1 October 2014 and 26 November 2014.

Recommendation

None.

Resource Implications

Not applicable.

Risk Implications

Not applicable.

Equality and Diversity

Not applicable.

Timing of decisions

Not applicable.

Further Information

Contact details: Julia Jones, Learning and Teaching Coordinator, telephone 01603 593528, email: julia.jones@uea.ac.uk for enquiries about the content of the paper.

Background

Not applicable.

Discussion

Not applicable.

Minutes of the meeting of the FMH LTQC on Wednesday 1 October 2014 at 1330 hours in CD Annexe 0.16

Present: Rosie Doy (Chair), Judy Barker (HSC), Laura Bowater (MED), Zoe Butterfint (HSC), Kenda Crozier (HSC), Sandra Gibson (MED), Swati Kale (HSC), Mary Jane Platt (MED), Connor Rand (UUEAS), Christine Raschka (HSC), Veena Rodrigues (MED), Kevin Tyler (MED), Jennie Vitkovitch (HSC), John Winpenny (MED)

Apologies: Josh Clare (UUEAS), Ian Harvey (FMH), Simon Horton (HSC), Julia Hubbard (HSC), Katie Lightfoot (MED), Bridget Mullany (HSC), Alex Ocampo (HSC)

With: Julia Jones (Secretary), David Messling (UUEAS), Claire Upton (LTS)

1. MINUTES

Confirmed

the minutes of the meeting held on 18 June 2014

2. MATTERS ARISING

- (i) Review of FMH LTQC rolling action log
- (ii) A1: Teaching Directors to send their School training programmes to Amanda Giles. All members invited to contact Amanda Giles about any training needs they identify.
- (iii) A2: Update re possible service user representation on FLTQC will be forthcoming.
- (iv) A6 (iv): Timing of annual review of assessment and moderation to be reconsidered.
- (v) A7: Social media; VR to update FLTQC at each meeting.
- (vi) A11: Discussion re enhanced student representation on FLTQC; difficult for MED students to participate as they are busy on Wednesday afternoons.

Action: DM to pass Juliette Cule's contact details to the Secretary for dissemination.

3. CONFIRMATION OF CHAIR'S ACTION

- (i) MB BS formal request to amend classification criteria – current students on existing regulations will not be disadvantaged

4. STATEMENTS FROM THE CHAIR

- (i) Operating Department Practice course review went very well (chaired by SG); the School is awaiting stance from HEEoE.
- (ii) BSc Paramedic Sciences has started with 36 students.
- (iii) Higher Education Review scheduled for autumn semester 2015; a HER Blackboard site has been set up and there will be a series of briefings.

Action: LW to explore the possibility of recording the HER briefing sessions

Action: Secretary to send HER handbook round to members

- (iv) GMC visit likely to be at the same time as the HER – this will also include University of Cambridge and hospitals.
 - (v) The 'Loop' – new process for cascading information.
 - (vi) QIPF: student survey and survey of employers; this is a very long questionnaire and the Chair has sent a document outlining her concerns and suggesting ways of streamlining the questionnaire, although she has not heard back. The Faculty is preparing and involving students and service users.
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SECTION A: ITEMS FOR DISCUSSION AND ACTION

A1 Skills award/employability

Lisa Taylor (Employability lead for HSC and Deputy Employability lead for the Faculty)

- LT briefed members on the following:
- UEA Skills Award: bronze, silver and gold levels
- A bid has been submitted to the Higher Education Academy for funding for inter-Faculty, UEA-wide Employability initiatives
- LT is working closely with RD on FMH Employability initiatives
- LT is editing a book on Employability and will be speaking at NET14
- Employment exchange to meet potential employers; one day per year
- Volunteer alliance; press coverage for volunteering scheme
- Curriculum development – working with colleagues to promote understanding of Employability
- Healthcare Employability portfolio
- Student transition into employment; working with employers as well as students
- Working with Liam Boulder on recording employment information
- Skills award/Employability portfolio to link up
- Evening events etc to help part time students
- LT ran pilots to get very detailed student feedback re what would be useful, with students involved all the way through

A2 Demonstration of eStream

Alicia McConnell

- Audio-visual content and assessment
- eStream can hold media however it's created
- Once content is uploaded, eStream can convert it to the appropriate format
- Possible to add creative commons notification
- Do not upload a third party's video into eStream, but rather include the link in the course information

Action: TDs to arrange for Alicia to be invited to School Teaching Committees

A3 School action plans for student surveys and league tables

- a) NSS headline results

Associate Dean

b) Plans for student surveys 2014/15

Rebecca Price, Planning Office

(RP's attendance postponed to next meeting)

c) School NSS Action plans - TDs to present

- Identify what is working and what is not
 - Sharing good practice
 - Focus on assessment and feedback
- There was an extensive discussion about student surveys and preparations for these, with some members expressing disquiet with an emphasis on improving NSS scores, preferring to concentrate on improving the student experience, which would be likely to lead to improved scores in any case.
 - Despite these reservations it was acknowledged that it was necessary to best use finite resources to benefit as many students as possible as quickly as possible, and that this could deliver enhanced NSS scores.
 - Action plan/s for QIPF process link to NSS issues.

MED issues and plans:

- Learning and Teaching; the School is targeting modules that need it.
- Making marking and feedback slicker, eg exam marking days.
- Assessment leads will give a feedback lecture and meet students who have failed one-to-one within a couple of days.
- Comments re course content partly relate to basic sciences, and this is being reviewed.
- MBBS Course Director receives very many positive comments.
- Students do not like generic email accounts in the Hubs.
- Students don't want generic feedback, but individual feedback (for all work including exams).
- It is possible to give personalised coursework feedback via Blackboard.

School action: the School is to provide individual examination feedback to students who have failed

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- Students want to receive formative feedback before submitting their summative work.
- It was noted that sometimes students do not appreciate the feedback they do receive.
- It was suggested that the School could communicate 'you said, we did' feedback in more exciting ways, eg podcasts.

School action: the School will communicate subsequent actions to students who have flagged up issues

- It was noted that women happier are than men according to the NSS (particularly with regard to timetabling) – why?

Action: DM to consult student reps on why women are more satisfied than men

- Placements: suggested that MED has 'placement champion' for each placement area.

HSC issues and plans:

- For the former RSC courses, NSS data is not so useful with only JACS codes; it is only possible to analyse the results properly with the programme level data (which has only just been received).
- The School is convening a number of working parties to address issues flagged up in the NSS.
- Students are more satisfied than formerly with 'assessment and feedback' but there is room for further improvement.

School action: turn formative work around more quickly and link it to summative work

- The new large school gives the opportunity to share best practice.
- 'Organisation and management' needs improvement but it is difficult to unpick the specific causes of dissatisfaction.
- Communication; the open forum meetings for students that happened last year were very useful – what was good, what needs attention.
- Mapping how formative work feeds into summative assessments – JB is leading on this.
- Clarity of feedback, level and quality; sometimes remarks happen because feedback was poor.
- The School needs to publicise when marking/feedback is early, as well as when it is late.
- Highest ever survey participating for nursing students.
- Placements – survey results are very different between the 2 former Schools, and it is not possible to discern whether students are complaining about problems with placement providers or with UEA. Feedback from SLT students to the Course Director suggests that it is the providers who are the problem.
- Working groups with representatives from all areas will look closely at this and how to disambiguate the comments.
- School is awaiting the final report from the placement intern.
- Noted that CPD students (often mature students) can be difficult to engage, as they don't see themselves as being students.

ACTION: Chair/Secretary to ensure that student surveys are included as a standing agenda item for FLTQC

A4 Engagement through partnership: students as partners in learning and teaching in higher education | The Higher Education Academy

<https://www.heacademy.ac.uk/engagement-through-partnership-students-partners-learning-and-teaching-higher-education>

- **Workshop with students to identify key ways to enhance engagement, listening and partnerships**
(Workshop was not held due to time constraints)
- Noted that social structures (as opposed to academic cohort) can supply useful feedback.
- UEA and UUEAS are conducting a review of student consultation.
- QIPF: students spend part of the day with service users; UEA model has been rolled out as an example for all Higher Education Institutions.
- UEA needs to demonstrate student engagement to QAA and NHS.

A5 Foundation 1 appeals regulations

- Approved

○

A6 Policy and procedure round-up
Lynne Ward, Quality Manager, LTS

- HER preparation is taking up resources, therefore with effect from Monday 6 October (for the rest of the 2014/15 academic year) Becky Fitt will be managing both the Zicer and the ECB Hubs to allow LW to concentrate on the HER. Therefore BF may attend FMH LTQC in place of LW. LW will retain management of the Assessments Office and UEA Quality issues.
- LTS briefing sessions on policy and procedure developments took place in September.
- Changes have been made to the Plagiarism and Collusion regulations.
- Changes to the Extenuating Circumstances regulations : one self-certification per year, first request only, 5 working days.
- LTS working with UUEAS on communications campaign on changes to EC regulations.
- Evision facility for students to submit ECs electronically is being developed, with automatic receipt and reminders re deadlines; reports can then be used for ECPs etc.

Action: Secretary to upload LTS bulletin to the FMH FLTQC Blackboard site

- Annual review :
 - Noted that A100 QAR2 cannot be completed until professional body input is received at the end of December 2014.
 - For standard programmes we are tying up 2013-14 and kicking off 2014-15 annual review.
 - Triggered modules must be reviewed within 4 weeks of the end of the module.
 - Course review must be completed 2 weeks after the final Board meeting.
 - Noted that these deadlines are not possible for MED to meet – LW and MJP to discuss.
- External Examiners
 - LW updating the documents and will send round instructions to use the new forms (which will be used to provide evidence for QAA)
 - LTS chasing reports and responses not yet received.
 - Review being carried out of process for EE reports and responses (with deadlines for producing School responses).
 - Academics need a chance to comment on any new processes.
 - Suggested that a paper on the new process is submitted to TPPG.
 - Inconsistencies between regulations and External Examiner Code of Practice on what EE can do.
 - LW confirmed that CoP should take priority.

Action: JB to send details of inconsistencies to LW

A7 Best practice day Wednesday 25 March 2015 - small organising team

It had been hoped it had been hoped to discuss this at the meeting, but the business of the agenda was too busy; Chair agreed to ask for leads for this good practice event outside the meeting.

Action: Chair to identify leads

A9 REPORTS FROM MEMBERS

To receive

- 1) Student Experience Committee
 - Nothing further to report
- 2) Academic Officer, UUEAS
 - Nothing further to report
- 3) Student representatives
 - Nothing further to report
- 4) School Directors (LTQ) (including Sustainability / Future Skills update; good practice and action points from QARs also EE reports)
 - HSC – work is ongoing to set up structures
 - RSC pre-registration QAR1s and QAR2s done
 - JH and ZB working together
 - MED
 - Assessment review meeting last week
 - Electronic marking of exams is unsustainable due to volume
 - More MED representation now on FLTQC
 - Away day; David Wright from PHA talked about assessment strategy
 - Assessment strategy working group has been formed
- 5) Placements
 - ZB/JH working on co-ordinating placements
 - RD – coaching style CLIP project going well
- 6) Service User Involvement (document supplied)
- 7) LTC
 - Nothing further to report
- 8) Taught Programmes Policy Group
 - Nothing further to report

Minutes of the meeting of the FMH LTQC on 26 November 2014 at 1330 hours in CD Annexe 1.24

Present: Julia Hubbard (Chair), Sandra Gibson (MED), Sara Laughler (RSC), Liam McCafferty (UUEAS), David Messling (UUEAS), Bridget Mullany (HSC), Mary Jane Platt (MED), Connor Rand (UUEAS), Christine Raschka (HSC), Veena Rodrigues (MED), Kevin Tyler (MED), Lynne Ward (LTS)

Apologies: Judy Barker (HSC), Laura Bowater (MED), Zoe Butterfint (HSC), Josh Clare (UUEAS), Rosie Doy (FMH), Ian Harvey (FMH), Simon Horton (HSC), Jill Jepson (RSC), (Katie Lightfoot (MED), Alex Ocampo (HSC), Jennie Vitkovitch (HSC), John Winpenny (MED)

With: Julia Jones (Secretary), David Messling (UUEAS), Claire Upton (LTS)

1. MINUTES

To confirm
the minutes of the meeting held on 1 October 2014

Document 14M001

2. MATTERS ARISING

- Acronyms should not be used in agendas, minutes, or submitted documents.
- It would be useful to provide general guidance to members submitting documents, for example on maximum length and language that makes the content understandable for all.

3. CONFIRMATION OF CHAIR'S ACTION

None to report

4. STATEMENTS FROM THE CHAIR

Document 14D0016

- (vii) New look Blackboard site; hopefully this will be an improvement but it will be reviewed in the New Year to ascertain how well it is working.
- (viii) Dissemination of FMH policies – need to be stored on a communal Blackboard site.
- (ix) DipHE Paramedic Sciences (see A1)
- (x) Health Online (see A1)
- (xi) The Chair thanked the Secretary who will be changing roles
- (xii) The Chair invited Stefi Barna to briefly update members on Sustainability in Higher Education. SB reported that the Quality Assurance Agency is beginning to take an interest in this, and that therefore the Academic Director of Taught Programmes is keen that UEA gets ahead of the game. For each course, either the Course Director or the Teaching Director should pick an

appropriate question and write a couple of lines. This applies only to undergraduate courses at present.

Action: SB Secretary to post documents sent by SB onto Blackboard for reporting to meeting of 21 January 2015

SECTION A: ITEMS FOR DISCUSSION AND ACTION

A1. New Courses

- DipHE Paramedic Sciences - to be fully discussed after critical read
- Health online - to be fully discussed after critical read

Proposal documents available in New Course Proposals and Course Closures folder online

- DipHE Paramedic Sciences had been shortlisted for tender and Rosie Doy was presenting to the panel
 - Discussion about the rationale for introducing a new 1 year DipHE
 - Critical readers need to be identified for the DipHE
 - Discussion about how students will be supported
- Health online – clarification needed from RD as to whether MJP and ZB should review one another's modules
- MED intercalated BScs being revamped
- Physician Associate programme in the pipeline
- Nothing new planned for HSC

Action: RD/JH to provide clarification re critical readers for DipHE Paramedic Sciences and Health Online and what is expected of them

A2. Changes to existing programmes

None to report

Proposal documents available in New Course Proposals and Course Closures folder online

- New online programmes are likely to be based on existing modules and will need critical readers.

A3. Student surveys and School actions resulting from these (14h00)

Including update on the NHS Pre-Registration Quality Improvement and Performance Framework
Rebecca Price, Planning Office

Document 14D0017

- UEA Student Experience Survey for all undergraduate non-finalists (maps onto the NSS): HSC version will be launched on 2 February and run for a month.
- MED has its own survey run by Susan Miles and therefore does not participate in the SES.

- National Student Survey will be promoted by UEA from 2 February and runs until the end of April.
- It's run by IPSOS MORI who email students regularly and the UEA Planning Office also has a marketing campaign.
- Postgraduate Taught Experience Survey runs at a similar time but it promoted internally (not by IPSOS) so we can be more flexible.
- Survey participation is enhanced by academics speaking to students.

Action: TDs to let Becky know the best times for marketing

- Noted that MED PGT students often don't think of themselves as students, and students completing intercalated higher degrees may still see themselves as undergraduates.
- Postgraduate Research Experience Survey launches 1 March and is promoted internally; we don't receive ranking data for this, but only top bottom and middle, and Russell group competitors.

Action: Schools to let Becky know which students should be surveyed for PTES and PRES

- Problems with MED NSS survey (who is selected) are down to HEFCE – this year the School will see the sample in enough time to get back to HEFCE and ask for students to be removed/added.

Action: MJP to invite Becky to attend MED Teaching Executive

- Sports survey in May (condition of Sports Park survey)
- Union Christmas survey
- Pop-up survey on LTS website in relation to LTS service
- The Chair reported that Health Education East of England surveys are too lengthy and the questions not always appropriate; UEA has highlighted this to HEEoE.
- School NSS Action plans:
 - Both School action plans currently in draft.
 - MED now have to get comments on the action plan from the Staff Student Liaison Committee.
 - It was noted that the MED plan was pleasingly concrete on what was proposed.
 - MED advisers often clinical staff and may be remote so a struggling student can have a new adviser if needed – the action plan states this but it needs to be worded more tactfully.
 - It was felt that the HSC actions were not as concrete as those in the MED plan, with no context or history of previous years actions included.

Action (ZB): HSC plan needs to go onto UEA pro-forma

Action: MJP to change MED plan wording re change of adviser

Action (TDs): Current MED plan should be used as a template for both Schools in terms of contextualising the history of what

has been done and giving concrete actions; Associate Deans' and academic leads' feedback should be incorporated. Submit revised plans to January FLTQC.

- Timetabling was an important issue raised in NSS comments and the School action plans; for example walking from the Edith Cavell Building to the main campus or to Blackdale (and then back) eats up time. Rachel Paley was present so was asked to comment.
 - Top level timetabling group chaired by Neil Ward was set up 3 years ago.
 - We have seen some improvement but the group is still needed
 - System used to auto-schedule, but now the timetable is produced by humans who think about the issues; however there are so many constraints that problems still arise.
 - One solution is to reduce complexity in timetables, eg reduce HUM complexities and their defined teaching slots.
 - Some teaching which is concentrated in one day, eg PGCE and SWK, can throw other modules.
 - The group is looking at course tests which need rooms.
 - In the longer term the underlying slotting system needs to be revised and the new timetabling system introduced.
 - It was reported that there are recurrent problems with IT support in some rooms.
 - These need to be raised with Mark Jones (in charge of IT support in rooms) and Jonathan Colam-French (ISD Director).
 - NB Issues can be emailed to RP who can raise them via the timetabling group.

A4. Support for students taking reassessment

Document 14D0018

Comments from Bridget Mullany (HSC)

- Students undergoing reassessment are usually well supported by academic advisors according to verbal feedback from peers.
- Students are not happy about having to pay £70 for resubmission, but understand that it is a university wide procedure, but it may be helpful to explain to all students exactly why it costs this much?

Action: incorporate into NSS action plan

- Discussion about the rationale for charging students for reassessment. It could be seen as penalising those who do not perform to a certain academic standard, the counter-argument being that if students fail they are not fulfilling their part of the contract.
- Hidden course costs are not appropriate and students would like to know the breakdown of the costs and the reasons why the sum of £70 per reassessment was chosen.

Action: LW to investigate minutes of working group that agreed the reassessment fee and report back to FLTQC with some wording to present to students

A5. eMarking (15h30)

Rachel Paley, LTS

- eMarking has gone live.
- Online BlackBoard course (all academics enrolled) with resources to help with eMarking, including screencasts.
- Module organisers can allocate work to markers and set up moderation.
- It is hoped that the pilot has helped to iron out some issues.
- Academic drop in workshops have been arranged (dates on BB site).
- Noted that eMarking does not necessarily speed out turnaround times – MED are introducing marking days to speed up turnaround.
- RP will advertise academic drop in sessions to all (not just those who have expressed an interest) in case they would like to attend.

A6. Peer Observation of Teaching

Including how best to approach peer review of online teaching

Document 14D0019

- MED have produced a form for use with online peer review

Action : RD to take form to LTC in January

A7. Proposal on graduation for nurses

- Bridget Mullany submitted a proposal (backed by a petition) for an autumn or winter congregation ceremony for nurses (whose courses finish too late for summer graduation). This would also be useful for PGT and other students if held in January or February, although an autumn ceremony would be the preferred time for nurses.
- Need to involve congregation office in the proposal and also look at LTS requirements.
- The proposal has the full backing of FMH LTQC.

Action: BM to take the proposal to the Head of School and to Nigel Shed in the Congregation Office

A8. Higher Education Review

Including demonstration of the Higher Education Review Blackboard site

Lynne Ward

- The Higher Education Review commences 15 October 2015.
- UEA is obtaining advice from other Universities and a consultant.
- There is no mock review planned.
- 'Chapter champions' currently writing self-evaluation document (SED), which Jon Sharp will collate and edit.
- Assessments and Quality Office collating the 11 Chapter evidence mapping spreadsheets into one.
- LW would like examples of External Examiners' comments which led to improved practice at UEA. It was noted that this often works the other way round, ie EEs take ideas from UEA.

Action: Members to send LW any examples of EE comments feeding through to improved practice

A9. Examination and course test feedback

MED (Sandra Gibson)

- This is the feedback given to students on MED end of year exams. It gets put up on blackboard on the day we release the results (usually). MED does have a more comprehensive report, which has item analysis and reliability statistics that is presented to the exam board.

Document 14D0020

A10. Proposals for reducing the number of examinations and course tests
Comments:

From: Bridget Mullany (HSC)

- As a nursing student we have relatively few exams so the current 6 week exam period does not include us.
- Could schools use more formative online exams?

From: Mary Jane Platt (MED)

- With respect to reducing the number of examinations and course tests; for the undergraduate program in med, and for the professional PGT programmes, this is not possible due to the requirements for professional bodies. However we have been reducing the burden of coursework over the last couple of years.
- With respect to PG programmes, I have had a conversation only today with the assessment lead for the MS e-learning programmes where they plan to halve the number of written course assessments with effect from the 2015 intake.

FROM: Katie Lightfoot (MED)

- I agree with most comments made regarding reducing exams but I think that some of the reasons for reducing the exams are not really justifiable. For example, just because some students do not like them it should not mean they should be reduced. When embarking on a university course there is always an expectation by students that they will have to sit some form of exam. Additionally, if they go on to do further study or professional training they will probably have to encounter some sort of exam. Nevertheless, I do believe that exams should appear in a variety of formats and should lean more towards testing higher order skills such as analysis, application and evaluation rather than just recall. It is right that exams that just test recall have no real learning value.
- I was also a little astonished by the notion exams should be reduced because the students have to use a pen. Regardless of our increasingly electronic World, it will also be necessary to be able to write with a pen and in many occupations this is still necessary at times so I do not think a university should devalue this skill. Perhaps a mixture of online and written exams would be ideal as suggested in the paper.

- It does appear that some faculties run many exams but cost should not be a reason to reduce this. If reducing the number of exams meant the assessments were still effective at monitoring learning and progress then I do not see any problem in reducing the number that students sit.

Discussion:

- The Chair noted that FMH has the lowest level of exams in the University, and that those that do take place are necessary for Professional, Statutory and Regulatory Body requirements.
- MED have been reducing the number of exams for several years.
- Discussion on plans for the 'freed up' 2 weeks – maybe Employability events.

A11. Best practice day Wednesday 25 March 2015

- AO has volunteered to work with others to lead some sessions:
 - Peer Assisted Learning Programme and how it has worked in Nursing
 - Enquiry Based Learning: how to run a successful session
 - Student Led Skills Facilitation
- Suggestions for other sessions include:
 - Practice education and collaborative learning in practice (Charlene Lobo with students)
 - SL with service users (Steve Wilkinson project with NNUH re service users and assessment).

Action: DM to mention item on student representation to Juliette Cule

A12. Reports from members

- Student Experience Committee: DM distributed copies of the student experience reports
- Academic Officer, UUEAS
- Student representatives
- School Directors (LTQ)
 - HSC
 - MED: MJP requested that data on student outcome be reported by gender (ideally by module, if not, by course) for Athena Swan purposes (needed for the Silver Award). UUEAS also require this information. Could it be made a requirement on a QAR2? MJP reported that Fitness to Practise regulations have not been properly circulated.

Action: LW to consider revision of the QAR2 – will first need to check for any Data Protection issues

Action: RD to distribute Fitness to Practise regulations to Teaching Directors

- Placements
- Service User Involvement

- Social media strategy task group: VR reported that the action plan was ongoing, and that more information would follow at the January meeting.
 - There was a discussion about provision of guidance on how to use social media and the potential issues.
 - It was felt that the use of online assessment and social media needed to be part of wider (eg Faculty) discussions.
 - Must not discriminate against students without an online presence; it should be an additional means of communication rather than the sole means.
 - CR is writing HSC online learning and social media strategy.
- MED assessments: SG reported that ROGO is all up and running for online assessment.
 - ITCS will enrol students onto ROGO.
 - ROGO will be used for formative assessment.
 - Noted that LW is working with Catherine Butcher on MED exam security.

Action: other assessment leads to contact Sandra to be added to 'test' version in order to explore the system

Action: LW to invite SG to the MED exam security working group

SECTION B: ITEMS FOR REPORT

B1 Learning and Teaching Committee of Senate provisional update
Draft minutes available online

B2 Taught Programmes Policy Group provisional update
2014-15 plan of work and October minutes available online

B3 Faculty Appeals and Complaints Committee
Report to follow online

B4 Periodic Course Review
Documents available online

B5 Quality Assurance Agency Higher Education Review Handbook
Document available online

B6 Graham Gibbs blog
Document available online

B7 Sutton Trust report on teaching
www.suttontrust.com/wp-content/uploads/2014/10/What-makes-great-teaching-FINAL-4.11.14.pdf

B8 Course and module update
Document available online

B9 Module organiser role description

At its meeting on 22 October 2014 the University's Learning and Teaching Committee approved a role description for the role of Module Organiser.

This can be found in the School Roles section on the following web page:

http://www.uea.ac.uk/learningandteaching/staff/newstaff/academic_roles

It is also linked to the Academic Learning and Teaching Role descriptions page:

<http://www.uea.ac.uk/learningandteaching/documents/learningteaching/>

B10 Reducing the number of examinations and course tests

Academic Director of Taught Programmes' report to LTC available online

SECTION C: COURSE CLOSURES

Certificate of Higher Education in Substance Misuse

Closure documents available in New Course Proposals and Course Closures folder online

SECTION D: EXTERNAL EXAMINER REPORTS AND SCHOOL RESPONSES

Reports and responses available online

SECTION D: EXTERNAL EXAMINERS REPORTS

19 September 2014 – Assessments Office will remind those UG External Examiners who have not submitted reports by this deadline.

24 October 2014 - Assessments Office will send a second reminder to UG External Examiners.

28 November 2014 - Assessments Office will send a third and final reminder to UG External Examiners.

16 January 2015 - Assessments Office will remind those PGT External Examiners who have not submitted reports by this deadline.

13 February 2015 - Assessments Office will send a second reminder to PGT External Examiners.

20 March 2015 - Assessments Office will send a third and final reminder to PGT External Examiners.

D.1 EXTERNAL EXAMINERS' REPORTS 2012/13 COMPLETED

Documents for these items are available to view on the FMH LTQC Blackboard site in the External Examiners' folder.

None since the last meeting

EXTERNAL EXAMINERS' REPORTS 2012/13 OUTSTANDING

- FMH – Mathers (PGT) Final School Responses chased
- FMH – Mclaughlin (PGT) Response referred to TL for update
- FMH – Mohanna (PGT) School responses chased
- NSC – Dewing (UG) Critical reader response chased
- NSC – Mathers (UG) Critical reader response chased
- NSC – Staniland (UG) Critical reader response chased
- NSC – Todd (UG) Critical reader response chased
- NSC - Dewing (PGT) Critical reader response chased
- NSC – Murray (PGT) Critical reader response chased
- NSC – Rushforth (PGT) Critical reader response chased
- RSC – Cos (PGT) Awaiting EE report
- RSC – Mohanna (PGT) School response chased

D.2 EXTERNAL EXAMINERS' REPORTS 2013/14 COMPLETED

EXTERNAL EXAMINERS' REPORTS 2013/14 OUTSTANDING

SECTION E: DATE OF NEXT MEETING AND FUTURE ITEMS

Date of Next Meeting: Wednesday 21 January 2015 13h30 in Julian Study Centre 1.02

Future items:

21 January 2015 13.30 – Julian Study Centre 1.02

Plans for post-registration and postgraduate teaching and the issue of small modules - Jim Gazzard HSC

25 February 2015 13.30 – Queens Building 1.24

LTS will be reviewing the School Annual Assessment Reviews in order to consider what changes are necessary to improve and enhance the process for 2014-15 and gain the optimum value from the exercise; therefore the Committee has been asked to reflect and report on the following:

- 2014-15 Actions Plans resulting from the review
- Usefulness
- Future Format
- Observations and recommendations for improvements

Wednesday 25 March 2015 - Faculty of Medicine and Health good practice day

20 May 2015 13.30 - Thomas Paine Study Centre 0.1

17 June 2015 13.30 – Queens Building 2.22