

LTC14D138

Title: *SSF LTQC Minutes*
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Issue

To receive the Minutes of the SSF LTQC meeting held on 12 November 2014.

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

Minutes

SSF LTQC 14M003

Minutes of a meeting of the SSF LTQC held on Wednesday 12 November 2014, commencing at 1400, in TPSC 2.24.

Academic Members Present:

Ratula Chakraborty (Chair)
Sue Long (ECO)
Victoria Warburton (EDU)
Claudina Richards (LAW)
Julian Campbell (NBS)
Neil Cooper (PSY)
Jeanette Cossar (SWK)

Student Members:

Amilcar Johnson (SSF Faculty Convener)
Connor Rand (UUEAS Academic Officer)

Apologies:

Lee Beaumont (EDU)
Ed Anderson (DEV)
Rob Grant (DEV)
Graham Manville (NBS)

With:

Julia Jones (Secretary)
Becky Fitt (LTS Manager)
David Messling (UUEAS)

AGENDA

1. MINUTES

To Confirm: the Minutes of the meeting of 1 October 2014.
Document 14M002 available online

2. MATTERS ARISING FROM THE MINUTES

- Neil Ward has agreed to attend a future meeting of SSF LTQC
 - UG QAR3 forms will be signed off by the Chair at the February meeting
 - Review of formative assessment
- RESOLVED**
- Chair to submit Faculty Report to SSF LTQC
 - SWK School Action Plan CPD contract process has been reviewed – not possible to have one point of contact but it will be made clear to agencies what will happen
 - Past exam papers and details of exam performance: NBS not unwilling to provide these details – will seek consensus and report back
-

SECTION A: ITEMS FOR REPORT

Documents for these items are available to view on the SSF LTQC Blackboard site in the relevant meeting folder with discussion taking place via the discussion board online.

A.1 STATEMENTS FROM THE CHAIR

- (i) Schools must seek student consultation when developing new course proposals. It was noted that students are not explicitly invited to comment on course closures, and have not been invited to comment on the proposed closure of 'small' modules.
 - (ii) New module organiser job description.
 - (iii) Peer observation of teaching; 100% compliance is required over each 2-year period.
- Document 14D013**

A.2 LTC UPDATE

Draft minutes available online.

A.3 FACULTY APPEALS & COMPLAINTS COMMITTEE

Report to be made available online.

A.4 PERIODIC COURSE REVIEW

Course Review documentation 2013/14: CR2s/run out reports available in the Course Review folder on this BB site for the following:

EDU - PG Diploma in Person-Centred Counselling, MA in Counselling, MA Higher Education Practice, PG Cert Higher Education Practice standalone, MA Advanced Educational Practice, BA Education Studies, BA Education, Diploma in Creative Writing.
DEV – PGT and UG

CCE – Creative Writing (run-out report)

Chair will complete CR3 2013/14 in due course for submission to LTC.

A.5 ANNUAL MODULE REVIEW, ANNUAL COURSE MONITORING AND COURSE REVIEW

- Opportunities will be identified for the wider sharing of best practice and progress in completing action points will be monitored on an annual basis.
- 2013/14 annual review is complete for Undergraduate modules and courses. Please note that deadlines for completion of the 2013/14 Postgraduate Annual Course Monitoring are as follows:

Standard PGT Timeline 1	
Annual Review Deadlines (Guidance Notes 4 & 5)	
Exam Boards	01/12/2014
CD QAR2 Stage 2	17/12/2014
TD QAR2 form	14/01/2015
TD QAR3 Stage 1	28/01/2015
AD AR3 Stage 2	11/02/2015

If you have any non-standard courses then please see timeline grid on the LTS Quality Review BB site at

[https://learn.uea.ac.uk/webapps/portal/frameset.jsp?tab_group_id= 5_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCourse%26id%3D_103238_1%26url%3D](https://learn.uea.ac.uk/webapps/portal/frameset.jsp?tab_group_id=5_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCourse%26id%3D_103238_1%26url%3D)

Summary of Data Sources for 2013-14

1.Module Data	2.Course Data	3.Data Set	4.Provision/Location of Data
Marks and Boxplots	Marks and Boxplots	2013-14	Provided directly to the Lead Academic by LTS
	Rank Order Lists	2013-14	Provided directly to the Lead Academic by LTS
Student Evaluations	Student Evaluations	2013-14	Provided directly to the Lead Academic by LTS
Oral External Examiners' Comments	Oral External Examiners' Comments	2013-14	Provided directly to the Lead Academic by LTS
SSLC Data	SSLC Data	2013-14	Provided to Lead Academic on request by Local Support
	Employability	2012-13	BIU/Employability
	Good Honours (interim data)	2012-13	BIU/Good Honours and Progression
	Entry Standards	2013-14	BIU/Entry Standards
	Continuation Rates	2012-13	BIU/Continuation Rates
	Equality Profiles	2012-13	BIU/Quality Assurance Review/Student Data 2013/UG PG
	Core Performance Data	2012-13	BIU/Quality Assurance Review/Student Data/2013/UG PG
	NSS	2012-13	BIU/Student Experience/NSS
	SES	2013-14	BIU/Student Experience
	PTES	2012-13	BIU/Student Experience

Additional information attached and further information available at https://www.uea.ac.uk/learningandteaching/staff/courses_modules/courseupdate.

Link to LTS Quality Review Blackboard Site

[https://learn.uea.ac.uk/webapps/portal/frameset.jsp?tab_group_id= 5_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCourse%26id%3D_103238_1%26url%3D](https://learn.uea.ac.uk/webapps/portal/frameset.jsp?tab_group_id=5_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCourse%26id%3D_103238_1%26url%3D)

Link to School Annual Review of Assessment and Moderation document

<http://www.uea.ac.uk/learningandteaching/documents/assessment/School+Annual+Review+of+Assessment+and+Moderation+Vs5+140530><http://www.uea.ac.uk/learningandteaching/documents/assessment/School+Annual+Review+of+Assessment+and+Moderation+Vs5+140530>

Link to Internal Moderation Policy

[http://www.uea.ac.uk/calendar/section3/regs\(gen\)/Internal+Moderation+Policy](http://www.uea.ac.uk/calendar/section3/regs(gen)/Internal+Moderation+Policy)

A.6 MBA 10-CREDIT MODULES

The MBA Programme Leader has confirmed that MBA modules need be maintained at 10 credit modules for the following reasons:

- AMBA Accreditation

- Market choice of maintaining a generalist flagship MBA
- Best practice within the industry

Graham Manville. NBS

A.7 REVIEW OF FORMATIVE ASSESSMENT

Responses available online:

DEV, ECO, EDU, LAW, NBS, SWK (01.10.14 agenda)

PSY (12.11.14 agenda)

A.8 GENERIC FEEDBACK ON EXAMINATIONS AND COURSE TESTS

Responses available online.

A.9 MODULE OUTLINE

Responses available online.

A.10 PEER OBSERVATION OF TEACHING

Reports available online.

A.11 NBS ACTION POINTS

Report available online.

SECTION B: ITEMS FOR DISCUSSION AND ACTION

B.1 NEW COURSES

None to report

B.2 CHANGES TO EXISTING PROGRAMMES

PSY

BSc Social Psychology and BSc Cognitive Psychology - Scrutineer Jeanette Cossar

- Scrutineer raised the following issues for consideration:
 - It might be useful to include information about the possible pathways in the publicity materials – for example it would be useful for applicants to know that they could apply to BSc Psychology and ‘transfer’ to one of the more specialist pathways later in the course. Some students might be attracted by this flexibility.
 - If there are specific employability advantages to having a more specialist degree these could be mentioned.
 - Scrutineer asked the proposer if students had been consulted. This had not happened explicitly as the proposal was drafted over the summary. However, the proposal had arisen from a business case, had been discussed in a School teaching committee with student members. The Faculty Convener confirmed that the proposal had been discussed recently by students and had met with approval.

RESOLVED:

Approved.

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

B.3 ANNUAL MODULE REVIEW, ANNUAL COURSE MONITORING AND COURSE REVIEW

Opportunities to be identified for the wider sharing of best practice prior to module and course update. Progress on completing action points will be monitored on an annual basis.

Document 14D015

Members discussed formative assessment:

- Some members were not convinced that a one-to-one ration of formative to summative assessment was helpful, and that the requirements in relation to assessment should not be prescriptive.
- The view was expressed that formative assessment is of limited value when it does not feed into summative assessment; students should be able to see the value of formative work.

RESOLVED:

Chair to produce a Faculty summary of School responses re formative assessment.

B.4 STUDY ABROAD OPTIONS WITHIN COURSE PROFILES

Clementine Jones, Study Abroad Office (15h00 20 minutes)

The Chair reported that many SSF Schools were interested in incorporating Study Abroad into their programmes. CJ said that everyone should be thinking about year/semester abroad. UEA is now prioritising study abroad, which develops many skills and benefits students in terms of Employability and future income. CR concurred with this, citing the example of the law firm Clyde and Co.

UG 3-year courses can incorporate 1 semester abroad. In this instance module marks are usually transferred back to UEA, although there is the possibility of a 1-semester pass/fail option.

A semester abroad model can be complicated so often a 4-year course with a year abroad model is simpler, particularly with a pass/fail year that does not contribute to grades back home. However, most of UEA's partners are now looking to 3 year 1 semester model. UEA year-long modules are very difficult for incoming 1-semester students.

UEA has agreements with well over 150 partners. Schools are encouraged to consider partnerships and what they want from a partner? UG only? PGT also? Possible research partnership? Postgraduate mobility is something to think about. There is currently no structure in the University to facilitate it. Mobility is easier for PGR than PGT. The quality of the partnerships is extremely important. Schools need to be aware of the requirements of Chapter B10 of the Quality Code – ie, how we assess and govern activities carried out away from the main institution.

Many of our current partners would love to expand into Education, Economics and Business, and the way for Schools to take this forward is to identify what is wanted and the resulting learning outcomes for students (best to be flexible with these) before seeking course approval. Best practice is to develop a generic 'year abroad' course, so that students have the freedom to anywhere, either for a year or for 2 split semesters. It would be useful to develop 'shell credits' in order to incorporate study abroad transcript information into SITS and the Higher Education Achievement Report.

It is extremely important for Schools to appoint a year abroad coordinator and to factor the role into the School workload allocation. Pastoral care for students is very important, including support with reintegration into the cohort on return.

Administrative support is also vital and it was noted that the University not putting sufficient resources into Study Abroad in particular and Placements generally.

There is currently a study abroad working group, but this is only looking at welfare provision whilst the student is abroad. The group has no current student involvement (Group has only met twice) but will be shortly submitting a report to TPPG where students will be asked to comment.

B.5 NSS AND GOOD HONOURS DATA

Garrick Fincham, BIU (15h30)

This item was postponed until the January meeting.

If SSF LTQC needs further analysis of SSF data, members should contact Adam Green (Planning Office) with requirements.

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

No Course Closures to report.

Closure documents available in the Course Closure folder 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 SSF LTQC Blackboard site in the External Examiners' folder.

None since the last meeting

EXTERNAL EXAMINERS' REPORTS 2012/13 OUTSTANDING

CCE – Richardson - with Task Group Member
EDU – Stone (PGT) - with School
EDU – Carmichael, Beaton, Burstow, Clarke, Croft, Ford (PGT) - with LTS
PSY – Millings (PGT) - with School
SWK – Doel (PGT) - with School

D.2 EXTERNAL EXAMINERS' REPORTS 2013/14 COMPLETED

ECO – Sessions (UG)
EDU – Medwell (PGT)

Sessions (UG): Issues for the Attention of SSF LTQC

It is noteworthy that the external examiner comments that unseen written examinations are the only satisfactory way of assessing a significant part of students' learning in economics at UG level.

The appropriateness of the assessment task for measuring learning outcomes should determine the assessment used, and it is useful to note the external examiner's comments, given the university commitment to reducing the number of examinations.

EXTERNAL EXAMINERS' REPORTS 2013/14 OUTSTANDING

DEV – Stringer (UG) - with Task Group Member
DEV – Kambhampati - with School
ECO – Cook (UG) - with School
LAW – Marson, Smith, Syrett (UG) - with Task Group Member
NBS – Chapple, Fox, Hodges, Land, Scott, Stevens, Tan, Weetman (UG) - with Task Group Member
NBS – Christodoulou - with LTS

DATE OF NEXT MEETING AND FUTURE ITEMS

Date of Next Meeting: Wednesday 14 January 2015 1400 - 1600 in TPSC 2.24 (please note change of date)

Future Items:

JANUARY 2015 Meeting:

1. Engagement through partnership: students as partners in learning and teaching in higher education: The Higher Education Academy - TDs to feed back to enable Chair to submit a report on behalf of SSF to LTC.
2. Why we should lecture less - TDs to consider Graham Gibbs blog in advance of the meeting.
3. Exam feedback (generic and individualised) and assessment strategy generally (eg possibility of December/January examination series).

FEBRUARY 2015 Meeting:

1. Four Point Action Plan to improve on Assessment and Feedback for the NSS - Discussion relating to the effectiveness of this plan.
2. Alicia McConnell and/or Helena Gillespie on e-Assessment (suggested time 15h30).
3. Review of formative assessment – Chair to submit Faculty-wide report.

APRIL 2015 Meeting:

1. Senate Scales - revisit to assess the impact of the new UG senate scales.

2. Schools to report back on Peer Review (completed March 2015) to enable the Chair to report to the June LTC.
3. Annual Monitoring - closing the loop.
4. Support for students between initial assessment and reassessment- Review for 2014/15 students. Students need to be aware of what opportunities are available to them. Discuss at April 2015 meeting.