

LTC14D176

Title: *HUM LTQC Minutes 14 January 2015*
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Date: 20/02/15
Circulation: Learning and Teaching Committee – 18 March 2015
Agenda: LTC14A004
Version: Final
Status: Open

Issue

Faculty of Arts and Humanities minutes of LTQC meeting 14 January 2015

Recommendation

Recipients are invited:
To receive the minutes

Resource Implications

None

Risk Implications

None

Equality and Diversity

N/A

Timing of decisions

N/A

Further Information

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Background

Please find attached the confirmed minutes of the HUM LTQC meeting held on the 14th January 2015.

Discussion

None

Attachments

Minutes

**UNIVERSITY OF EAST ANGLIA
FACULTY OF ARTS AND HUMANITIES**

LEARNING, TEACHING AND QUALITY COMMITTEE

Minutes of the meeting held on 14 January 2015

Present: Dr C Matthews (Chair), Mr S Bennett, Dr R Tillett, Dr M Neumann, Dr G Pagani, Dr J Poppleton, Mr T Barker (UUEAS HUM Faculty Convenor), Mr D Messling (UUEAS Research, Policy and Projects Coordinator), Miss J Cule (UUEAS Educational Change Coordinator),

In attendance: Ms M Pavey (Learning and Teaching Service, Arts Hub Manager), Miss L Newark (Secretary to the Committee),

Apologies: Dr R Fraser, Mr J Clare (UUEAS Head of Student Engagement), Mr C Rand (UUEAS UG Education Officer)

21. MINUTES

Minutes of the meetings held 8th October 2014 were confirmed. A copy available on the HUM LTQC Blackboard site.

22. MATTERS ARISING

- 22.1 Dr Matthews advised that the Dean's Creative Prize will not run this academic year. It is in the process of being signed off by the Learning and Teaching Committee (LTC). The Dean has agreed the prize amount and it will go ahead next academic year.

23. STATEMENTS FROM THE CHAIR

- 23.1 Dr Matthews advised there were no specific items to note from the previous Taught Programmes and Policy Group (TPPG – a summary of the meeting is available under the meeting papers for January) or LTC (minutes available online) for this meeting.

- 23.2 Coursework turnaround time
Mrs Helena Gillespie produced a document on coursework submission and turnaround for the Associate Deans. Dr Matthews highlighted History (HIS) and Political, Philosophy and Language Communication Studies (PPL) meeting the target of 20 days or fewer and also those who have missed the deadlines on a number of occasions.
Dr Pagani raised the issue of student dissatisfaction with LTS holding the marks for 5 days after the release of coursework. The rationale for the process was discussed. Dr Matthews advised it will be raised at the next Associate Deans meeting. **ACTION:** Dr Matthews.
Mr Messling to ask Mr Connor Rand to send the student view to Dr Matthews to take to meeting. **ACTION:** Mr Messling

- 23.3 Timetabling comments
The Chair advised that two documents have been sent to Teaching Directors (TDs) and to Heads of School explaining the University's position on timetabling. Documents can be found under the January meeting papers: Timetabling- Dr Matthews.
Dr Matthews asked Teaching Directors to speak with Heads of School (HoS) to cascade the information to all colleagues.
Dr Neumann felt that Postgraduate Research Directors have not been consulted. Dr Matthews replied that his document, sent on 17th December, does try to address those issues. He mentioned that York University uses automatic time tabling and that

they appear to have similar course offerings to the Faculty. Therefore Dr Matthews has asked Dr Andrea Blanchflower, Director of Learning and Teaching Service, to contact York University to ask how they manage to continue to offer a range as this might be something we can utilise.

23.4 Quality Assurance

Dr Matthews advised that the Faculty is nearly complete on submitting their (Quality Assurance Review) QAR forms with just Art and LDC outstanding. Dr Matthews reminded everyone of the deadlines and that he would appreciate the forms to be completed in a timely way.

23.5 Modules with low enrolments.

Dr Matthews referred to the spreadsheet which had recently been circulated highlighting modules with low enrolments. Dr Neumann asked how this would affect the Masters offering. Dr Matthews advised he has already advised the University that this is under review. Dr Neumann explained this is another area where the Postgraduate Research (PGr) Director needs to be involved as there is a cross-over of studies. Dr Matthews mentioned that there is a working group on this and representatives from this group are about to visit schools.

23.6 Course profiles

Dr Matthews reminded Teaching Directors that these were due to be submitted to LTS by 16th January.

Dr Matthews reminded that he had asked for some information about what has been done to reduce low enrolling modules and reducing number of exams. **Action:** Teaching Directors

23.7 e-Marking

Dr Matthews announced that the Faculty is leading the way with e-marking, with AMA having the most signed up, LDC have 10 and PPL, 16. Fifty percent of modules within the faculty are being emarked. He recognised that there have been a few glitches but nothing too serious. Feedback from users is currently being arranged via an online survey.

23.8 Attendance monitoring

Dr Matthews reported that attendance monitoring across the Faculty is patchy. He explained there were two reasons for doing the registers, one is pastoral and other is regulatory. He stressed it is important that colleagues do this and commented that LDC have the lowest compliance rate at 60%.

Dr Tillett reported how the advisors dislike the template form used for informal meeting.

Dr Poppleton commented that while advisers care for pastoral reasons, there was a feeling that nothing happens if students do not turn up to classes.

Ms Pavey confirmed that as a secretary to Senate Student Discipline Committee (SSDC) she could disclose that there are consequences, mostly in schools where staff are diligent in completing registers.

24. **Report from the Union of UEA Students (UUEAS) - Agenda item A2**

24.1 Transforming teaching awards.

Mr Barker explained that these are student led awards and voting is now open. The four categories for each Faculty are:

Innovative teaching

Teaching which involves creative and new ways of using technology or teaching methods, including new and exciting forms of assessment and feedback.

Inspiring teaching

Teaching which inspires students to get involved in their education, either through student representation or through shaping their own learning and their degree.

Inclusive teaching

Teaching which takes into consideration different learning needs and styles, and which has a diverse and socially conscious curriculum.

University-wide

Best support staff (4 awards across the University) Member of Support Staff (Library, IT, Dean of Students, ARM, Registry, Hubs, Careers, Catering, Estates, Security etc.) who is friendly, helpful and supportive of students and works with students to improve their service.

Miss Cule explained that the purpose is to encourage a more holistic thinking approach to what goes into making university life. Student representatives will be on the panels and there will be an awards ceremony.

ACTION: Miss Newark to obtain further information from Mr Barker.

- 24.2 Miss Cule confirmed that the Student Representative conference will again run this year. This will help to build the identity of students and is organised by students.
- 24.3 Mr Messling advised that the Staff Student Liaison Committee (SSLC) review is ongoing. The Students Union will be producing a booklet of recommendations so that all schools have the same access to level of representation. This will help build a strong picture of representation for the university.
25. **External examiner reports - Agenda item A3**
Dr Matthews reminded the meeting that a sub panel will be set up to look at the school responses. Each of the Teaching Directors involved would be contacted shortly.
ACTION: Dr Matthews
26. **School induction - Agenda item B1**
School Managers in attendance –Mr Nick Garforth, Mrs Jennifer Wilkinson, Ms Beatrice Poubeau. Apologies: Mr Ollie Carlisle
- 26.1 The Chair, circulated the PPL proposed induction plan to the meeting – copy included in the Induction folder on the LTQC Blackboard site.
- 26.2 Dr Matthews introduced the idea for not having any teaching for all years during week one and advised that Adam Longcroft, Academic Director of Taught Programmes (ADTP) has confirmed that the Faculty could do this as a trial if they wanted to. Dr Matthews explained that he did not think the Faculty is in a position to move to this for returning students in 15/16 as it would need to be planned carefully in advance. He described his vision to have a faculty wide programme which offered more inter-disciplinary activities in week one. Dr Matthews also thought it would be useful to draw on American History's practice of encouraging 2nd and 3rd years to help guide first years.
- Ideas suggested:
- To use the Dean's Prize for Creative work to seed the idea with first years in induction week.
 - To foster group identity at University, School and group level.
 - Picking up the inter-disciplinary subject during reading week.
- Dr Matthews advised it has been suggested that this is discussed more at the next Faculty half day.

- 26.3 The priority at the moment is planning for new student first year and PGT students for this September. Dr Fraser is has agreed to look at what the Faculty needs to do for PGT.
- 26.4 Dr Pagani talked through his PPL induction proposal explaining that he has put together what he thinks should happen in week one and when it should happen.
- 26.5 The School Managers were keen to address the issue of timescales. Miss Newark confirmed that the large room request needs to be in for end of March and that LTS would work closely with the School Managers on this.
- 26.6 There was a discussion about whether pre arrival work is set or whether there are any topic linked subjects. Practice on this varies with American Studies asking their students to complete a task to bring with them which is work-shopped in the first week.
- 26.7 Dr Matthews introduced 'Student generated induction' by Dr Nicholas Bowskill for those interested to look at:
<https://replay.arts.ac.uk/index.php/en/serial/225.html>
- 26.8 Mr Messling talked about the University providing information prior to arrival and giving students the opportunity to look at and raise queries on what they don't understand. He suggested that this could help shape the induction.
Dr Matthews thought that this idea would be useful to ask second years about, what they would have liked to be included during Induction.
- 26.9 Mr Garforth talked about a proposal he had recently made for his School asking current years to work in a project group to design and map out a social event for new students that they would like. The project would not require the students run the events but to be key in deciding what should be done.
- 26.10 Dr Matthews mentioned that there is limited research and information on the subject of induction. It is important in order to embed the students in successfully and also for retention.
- 26.11 Ms Poubeau raised the matters of students needing more advice on the buddy scheme as although students are keen sometimes they lack the social skills to carry though the job. More training and assistance is required on this.
- Dr Matthews talked about a university that provides a 'Mum' and 'Dad' for students. Mr Messling mentioned how something in between this and the current buddy scheme might be good.
- 26.12 Mr Garforth raised the idea of branding of the name of induction week and also branding of buddy scheme. He wondered how much these names actually meant to students.
- 26.13 Miss Cule suggested looking at what focus groups have already taken place to see whether there is useful information already available.
ACTION: Miss Cule. **UPDATE:** Information included within the Induction folder on Blackboard.
- 26.14 Mr Messling advised that on previous focus groups students mentioned they would want more time before teaching starts. He also mentioned the report from the arrivals focus group run by Becky Price. He cautioned about putting too much weight on one year's worth of research. **ACTION:** Miss Newark to source report. Report available in the Induction folder on Blackboard.

- 26.15 Ms Pavey offered to look at what other Universities do and provide some feedback.
ACTION: Ms Pavey
- 26.16 Ms Poubeau raised the problem of making sure that induction programmes do not clash within the Schools. It was agreed that School Managers and Teaching Directors should get together to discuss.
ACTION: School Managers to arrange.
- 26.17 Ms Poubeau also asked that staff are reminded that they should be here for week one as this is sometimes a problem.
ACTION: Miss Newark to remind Dr Matthews to raise at Faculty Exec.
- 26.18 Ms Pavey reminded everyone about the publication dates for induction information and talked about the number of versions of induction programmes which can be problematic. Ms Pavey asked if it would be achievable to get an agreed version by the requested date.
Ms Poubeau felt that much of this was due to staff coming back later and adding to the agenda. Dr Matthews suggested that perhaps students do not need to know the detail in advance.

Summary of Induction discussion

Staff facing issues	Student facing ideas
Large room bookings	Dean's Prize for Creative work
Buddy system – training required	Making induction inter disciplinary
Ensuring induction programmes do not clash	Pre arrival tasks – useful or not?
Final version of induction programme being ready by deadline	Providing more information prior to arrival and giving students the opportunity to ask questions before they arrive
Staff being at UEA during week one	Current 1 st and 2 nd years to be asked what should be included
	Involving students in the creation and design of events
	Branding of 'induction week' and 'buddy scheme' to meaningful terms
	Publishing a more simplified induction programme – detail to be added on arrival

27. **Merged Schools Report - Agenda item B4**
Received: report from the UUEAS
- 27.1 Dr Matthews reported there was a Faculty meeting attended by Mr Connor Rand, UUEAS UG Education Officer, and that actions have been taken as a result. The UUEAS representatives at the meeting agreed it was fine to leave this matter outside of LTQC but wanted to mention that they would like to keep an eye on how the students are affected.
Dr Matthews confirmed that where schools have merged they will, where practical, work with the best practice to continue to deliver highest level of service.
28. **Student Experience Report - Agenda item B2**
Received : An oral report
Mr David Messling
- 28.1 Mr Messling referred to the report published by the Students Union in November last year. The report focussed most on the relevant comments and issues being raised at the time. He commented that the Issues are not new or surprising and that there are

recommendations for each towards back of the booklet.

Key areas covered were:

A) Organisation and management i.e. timetabling

Though this mostly applied to health students. The Students Union would like the University to pay attention to students with more diverse range of responsibilities who need to know timetable in advance. For example, mature students with children.

B) Rooms and books

Students would like more information in advance. Having book lists earlier helps students shop to around for the best price.

C) Differing perception of satisfaction across groups.

The Students Union are highlighting where there are significant gaps in perception and asking the university to investigate. For example, differences between gender or age responses. They acknowledge that while there might be reasons for some, others may not have an identifiable cause.

D) International Students

The Students Union would encourage schools to think about support provided to international students for personal development.

E) Advice on year abroad.

Mr Messling commented that students are excited about the opportunity but find that they are then disappointed with how it is organised. He suggested this could be something to talk about within the schools.

F) Joint courses - Advice and choices

There was a suggestion to come up with more practical solutions.

Mr Messling advised that this was one of the common themes in the National Student Survey (NSS). He remarked that students valued choice and how they could shape their own course through having variety of choice.

It was suggested that the SSLC should perhaps put time aside to talk about experience of students on joint honours programmes to tackle those issues.

Miss Cule advised that the SSLC process is looking to do a report of where each school is in terms of addressing suggestions.

28.2 Dr Matthews commented on the semester abroad and the difficulty on converting marks. He advised that the Faculty will move to a pass/fail method of assessment. Dr Matthews advised he will be heading up a meeting to look at how to manage this on programmes.

28.3 Dr Matthews announced that he has asked and appears to have support for the proposal that the Faculty can return exam scripts to students although discussion is still in its early days. He reminded the meeting that colleagues will need to look at what information is included on the exam scripts as the comments would need to be for the student and not the second marker.

29. **HEA Engagement through partnership - Agenda item B3**

Received

Mr David Messling

29.1 Mr Messling commented that the report is a very thorough document and perhaps too much to discuss in the meeting. He said that the document does a good job to try and understand what is meant by partnership and engagement and that it offers a well thought through theory.

Mr Messling had three areas he wished to comment on:

Learning communities

He remarked that these things do not happen in isolation but in a wider sense. There is a question of whether students feel they have a role to play in course. That as a University, we need a sense of how we consciously build feeling valued.

Page 46. How we think about moments of when students interact about their course. One style of interaction the report talks about is when the university does and students tell after. It is shouting after it has happened. Alternatively, the bottom left of grid talks more about co-production and creation. More behind the scenes. It is useful to look at all four areas. Mr Messling felt there is a danger in too readily distinguishing course admin from the course itself. For example, we will talk about the timetable but not what is on curriculum. He suggested that involving students in making a good fresher's week is a really good way of developing this.

What's useful for UEA?

How do we move from student feedback to partnership as a general? How do we go to a more proactive approach to programme shaping? Also the question of time – are we getting feedback for those student or for future ones?

Mr Messling asked how do we make sure that SSLC's work well and are populated by students who want to be there? He what goes on in the SSLC agenda – how do we move to items which are more interesting for reps?

30. C5 Items for report/discussion from Learning and Teaching Service - Agenda item

- 30.1 Ms Pavey talked about online module enrolment which is coming up soon and reminded Teaching Directors about the criteria for over-subscribed modules in HUM.