

**LTC14D177**

**Title:** *SSF LTQC Minutes*  
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**Issue**

To receive the Minutes of the SSF LTQC meeting held on 14 January 2015.

**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 14M004**

Minutes of a meeting of the SSF LTQC held on Wednesday 14 January 2015, commencing at 1400, in TPSC 2.24.

**Academic Members present:**

Ratula Chakraborty (Chair)  
Rob Grant (DEV) SPR SEM  
Sue Long (ECO)  
Lee Beaumont (EDU)  
Rob Heywood (LAW)  
Graham Manville (NBS)  
Neil Cooper (PSY)  
Jane Dodsworth (SWK)

**Student Members present:**

Amilcar Johnson (SSF Faculty Convener)  
Anthony Moore (UUEAS)

**With:**

Heather Reynolds (Secretary)  
Becky Fitt (LTS Manager)

**Absent:**

Connor Rand (SU Academic Officer – Undergraduate Representative)  
Liam McCafferty (SU Academic Officer - Postgraduate Representative)

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**1. MINUTES**

**Confirmed:** the Minutes of the meeting of 12 November 2014 (amendment made to item 2 to indicate that the UG QAR3 forms will be signed off by the Chair at the February meeting).

**Document 14M003 available online**

**2. MATTERS ARISING FROM THE MINUTES**

None.

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**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**

- (a) School Reviews of Assessment and Moderation are considered by SSLCs as well as FLTQCs.
- PSY TD – SSLCs are mainly driven by students but increasingly becoming management type structure. New process would negate

current good practice. Assessment and feedback would automatically be routinely discussed anyway.

- Chair – opportunity to feedback to students.
  - DEV TD – possible to make this information available to student reps for them to raise if they wish.
  - Chair – this would be a good way forward.
- (b) Higher Education Review (HER) commences 12 October 2015.
- (c) CW turnaround – documents circulated.
- (d) Peer Observation.
- Stats circulated.
  - DEV stats were out of date.
- (e) Peer observation may not necessarily relate to just seminars and lectures. Learning & Teaching Strategy Meeting – TDs invited – provisionally Wed 25 Feb. 0900 – 1300.
- (f) SSF Faculty Convener advised that STU are organising teaching awards and awards for admin staff to be nominated by students.

## **A.2 LTC UPDATE**

LTC update following meeting on 3 December 2014 available online.

## **A.3 TPPG**

November summary available online

## **A.4 FACULTY APPEALS & COMPLAINTS COMMITTEE**

Report for Oct/Nov/Dec 2014 available online.

## **A.5 PERIODIC COURSE REVIEW 2014/15**

Course Review documentation 2014/15 can be found in the Course Review folder online.

## **A.6 ANNUAL MODULE REVIEW, ANNUAL COURSE MONITORING AND COURSE REVIEW, ANNUAL REVIEW OF ASSESSMENT AND MODERATION**

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:

	<b>Standard PGT Timeline 1</b>
<b>Annual Course Review (Guidance Notes 4 &amp; 5)</b>	

Deadline for completion of Exam Boards	<b>01/12/2014</b>
CD to complete QAR2 Stage 2	<b>17/12/2014</b>
Deadline for completion of Course Monitoring QAR2 form	<b>14/01/2015</b>
TD to complete QAR3 Stage 1	<b>28/01/2015</b>
ADs to complete QAR3 Stage 2	<b>11/02/2015</b>

If you have any non-standard courses then please see 2014/15 timeline grid on the LTS Quality Review BB site at

[https://learn.uea.ac.uk/webapps/portal/frameset.jsp?tab\\_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_tab_group_id=_5_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCourse%26id%3D_103238_1%26url%3D)

**Deadlines for completion of the 2014/15 Undergraduate and Postgraduate Annual Course Monitoring** are as follows:

	<b>Standard UG Timeline 1</b>	<b>Standard PGT Timeline 1</b>
<b>Annual Module Review (Guidance Note 3)</b>		
Module End Date	<b>19/06/2015</b>	<b>19/06/2015</b>
<b>Email 1</b> to MO	<b>19/06/2015</b>	<b>19/06/2015</b>
<b>Email 2</b> reminder to Mos to complete Stage 2 of QAR1	<b>03/07/2015</b>	<b>03/07/2015</b>
Deadline for completion of Stage 2 of QAR1	<b>17/07/2015</b>	<b>17/07/2015</b>
<b>Email 3</b> to TDs to complete Stage 3 of QAR1	<b>17/07/2015</b>	<b>17/07/2015</b>
TDs to complete Stage 3 of QAR1	<b>30/07/2015</b>	<b>30/07/2015</b>
Deadline for completion of Module Review	<b>30/07/2015</b>	<b>30/07/2015</b>
<b>Annual Course Review (Guidance Notes 4 &amp; 5)</b>		
Deadline for completion of Exam Boards	<b>13/07/2015</b>	<b>30/11/2015</b>
<b>Email 4</b> to CDs to complete QAR2 Stage 2	<b>31/07/2015</b>	<b>02/12/2015</b>
CD to complete QAR2 Stage 2	<b>14/08/2015</b>	<b>16/12/2015</b>
<b>Email 5</b> to TD to complete QAR2 Stage 3	<b>14/08/2015</b>	<b>16/12/2015</b>
TD to complete QAR2 Stage 3	<b>28/08/2015</b>	<b>13/01/2016</b>

Deadline for completion of Course Monitoring QAR2 form	28/08/2015	13/01/2016
Email 6 to TD to complete QAR3 Stage 1	31/08/2015	13/01/2016
TD to complete QAR3 Stage 1	14/09/2015	27/01/2016
Email 7 (FLTQC Sec) to AD to complete QAR3 Stage 2	14/09/2015	27/01/2016
ADs to complete QAR3 Stage 2	28/09/2015	10/02/2016

If you have any non-standard courses then please see 2014/15 timeline grid on the LTS Quality Review BB site at

[https://learn.uea.ac.uk/webapps/portal/frameset.jsp?tab\\_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_tab_group_id=_5_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCourse%26id%3D_103238_1%26url%3D)

### Summary of Data Sources for 2014-15

1.Module Data	2.Course Data	3.Data Set	4.Provision/Location of Data
Marks and Boxplots	Marks and Boxplots	2014-15	Provided on LTS Quality Review BB site
	Rank Order Lists	2014-15	Provided on LTS Quality Review BB site
Student Evaluations	Student Evaluations	2014-15	Provided on LTS Quality Review BB site
Oral External Examiners' Comments	Oral External Examiners' Comments	2014-15	Provided on LTS Quality Review BB site
SSLC Data	SSLC Data	2014-15	Provided on LTS Quality Review BB site
	Employability	2013-14	BIU/Employability
	Good Honours (interim data)	2013-14	BIU/Good Honours and Progression
	Entry Standards	2014-15	BIU/Entry Standards
	Continuation Rates	2013-14	BIU/Continuation Rates
	Equality Profiles	2013-14	BIU/Quality Assurance Review/Student Data 2013/UG or PG
	Core Performance Data	2013-14	BIU/Quality Assurance Review/Student Data/2013/UG or PG
	NSS	2013-14	BIU/Student Experience/NSS
	SES	2014-15	BIU/Student Experience
	PTES	2013-14	BIU/Student Experience

Additional information attached and further information available at  
[https://www.uea.ac.uk/learningandteaching/staff/courses\\_modules/courseupdate](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\\_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_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>

Link to Internal Moderation Policy

[https://intranet.uea.ac.uk/calendar/section3/regs\(gen\)/Internal+Moderation+Policy?\\_ga=1.222560217.377515974.1366289455](https://intranet.uea.ac.uk/calendar/section3/regs(gen)/Internal+Moderation+Policy?_ga=1.222560217.377515974.1366289455)

### **A.7 ENGAGEMENT THROUGH PARTNERSHIPS**

Students as partners in learning and teaching in higher education: The Higher Education Academy - TDs' feedback available online to enable Chair to submit a report on behalf of SSF to LTC.

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

### **A.8 COURSEWORK SUBMISSION AND RETURN DATA**

Discussed.

### **A.9 INDUCTION PROGRAMMES**

Best practice collated by Chair and available online.

### **A.10 LEARNING & TEACHING DAY – 7.5.15 – STUDENTS IN TRANSITION**

Call for Abstracts

The theme of the Next L & T Day will be Students in Transition:

- The transition into university from school or college;
- Transitions within university
- Transitions out of university into employment
- Transitions into the 'digital student'

The length of presentations can take one of two formats: a longer format (30 mins plus 25 mins discussion) or shorter format (15 mins plus 15 mins discussion). The abstract should be no longer than 250 words and should indicate:

- The title of your presentation and the evidence, research and arguments that support it
- How you will structure your presentation (PowerPoint/workshop/seminar) and how you will engage those attending.
- Whether your preference is for the longer or shorter format

**Abstracts should be sent to Sarah Payne ([s.payne@uea.ac.uk](mailto:s.payne@uea.ac.uk)) by Thursday January 30<sup>th</sup> at the latest.**

Selection will be based on the quality of the submission and the relevance to the theme.

**Posters**

Invitations for posters are also welcome. Poster displays will take place in the foyer of the Thomas Payne Study Centre. The format for poster submissions are the same as that for presentations, i.e. please submit a 250 word abstract.

**RESOLVED:** to consider whether there is anything LTQC would like to present as a team.

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## **SECTION B: ITEMS FOR DISCUSSION AND ACTION**

### **B.1 NEW COURSES**

#### **NBS**

MSc Enterprise and Business Creation - scrutineer Lee Beaumont (report not yet available)

**RESOLVED:** If scrutineer is able to recommend approval without amendment, Chair will consider on behalf of SSF LTQC. SSF Exec considering business case 22.1.15. Deadline for submission to LTC 22.1.15.

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

### **B.2 CHANGES TO EXISTING PROGRAMMES**

#### **SWK**

MA Social Work - scrutineer Naresh Pandit's report:

The proposed minor changes are to the existing MA Social Work course. They have no implications for professional accreditation by HCPC. Relevant students have been consulted and are in support of the proposal. The minor changes are adjustments to credit values to better reflect student input, the combining of two 10 credit modules to form one 20 credit module, and more accurate naming of modules. I judge all these minor changes to be natural evolutionary adjustments and so support the proposal.

BA Social Work - scrutineer Naresh Pandit's report:

The proposed minor changes are to the existing BA Social Work course. They are in response to student feedback and have no implications for professional accreditation by HCPC. Cohorts of affected students have been consulted and all are in support of the proposal. The minor changes are adjustments to credit values to better reflect student input, the splitting of a large first year module into two smaller modules, the combining of two second year modules to form one module, and more accurate naming of modules. I judge all these minor changes to be natural evolutionary adjustments and so support the proposal.

**RESOLVED:** Approved.

#### **EDU**

PGCE Primary with Mathematics Specialism - scrutineer Rob Grant

**RESOLVED:** Refer back to EDU for student consultation prior to SSF LTQC considering the Academic Case.

## **PSY**

BSc (Hons) Social Psychology with YA - scrutineer Jane Dodsworth

BSc (Hons) Cognitive Psychology with YA - scrutineer Jane Dodsworth

**NOTED:** No major changes – see scrutineer’s comments online.

**RESOLVED:** Approved.

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

## **B.3 WHY WE SHOULD LECTURE LESS**

I thought you might all be interested in reading this short, but powerful blog (see link below) by **Graham Gibbs** on why we should all give up on the traditional 50 minute ‘lecture’. In the new UEA Learning and Teaching Strategy considerable emphasis is placed on maximising the value of contact time with students, and I think we can now be quite certain that the way to maximise value is to do less ‘lecturing’ and more interactive, participative learning with our students in a ‘dialogic’ process, with lots of ‘active learning’ peer-to-peer work, and ‘flipped-format’ sessions in those slots colleagues are all too frequently using for 50 minute didactic presentations. I know that some colleagues are already making excellent progress in embracing and addressing Gibbs’ key message, but I am sure that there is also much scope for progress in certain quarters.

**As a University we pride ourselves on research-led teaching – well, it is time we applied this maxim to HOW we teach, and not just WHAT we teach.**

I would be grateful if Assoc Deans could circulate this link to their respective TDs (and ask them to cascade to CDs), and ensure that it is included as a discussion item at FLTQCs. The paper is reproduced from the SEDA website, and I am pleased to report that UEA is now a subscribing SEDA member.

Adam

[http://www.seda.ac.uk/resources/files/publications\\_168\\_20%20Lectures%20are%20used%20far%20too%20often.pdf](http://www.seda.ac.uk/resources/files/publications_168_20%20Lectures%20are%20used%20far%20too%20often.pdf)

TDs to consider Graham Gibbs blog in advance of the meeting.

## **DISCUSSION:**

- PSY TD – lecturing because of the lecture room space given – not appropriate for any other style of teaching.
- Chair – lecturing can include active discussions – not simply lecturing to or at students.
- Lecture rooms not always fit for purpose.
- DEV TD – flipped lectures may work in lecture space
- PSY TD – has used decision making format and this works within a group but requires manipulating environment. In principle less lecturing great but not in practice.



- ECO TD – academic colleagues find that some of them are better in normal lecturing environment – others in other ways. Opportunities arise from the environment you are given.
- SSF Faculty Convener – students want active learning – interaction – this doesn't mean not having any lectures though. Didn't realise there were so many facility issues.
- PSY TD – frustrating when there are loads of exercises that could be done but room inappropriate.
- ECO TD – lack of computer labs. PSY TD concurred with this.
- Tony Moore (UUEAS) – TDs with concerns should feed back to STU and STU Officers can also lobby.
- Chair – we have resource difficulties but there are avenues where improvements can be made.
- EDU – being allocated a room which is not suitable for sporting interaction – Earlham Hall room for example where tables had to be cleared etc.
- NBS TD – Queens Building – allocated a room which had chairs with fold up arms – not good for group work and team dynamic. In Sem 3 (following examination period) had been allocated rooms in Congregation Hall for break outs – found these stacked with exam tables.
- DEV TD – hard to reject idea of too much lecturing – a lot of colleagues are not ready for this. Pilot scheme needed with a few colleagues trying it out to see how it works.
- EDU TD – subject specific also.
- Chair – highlight any successful cases – this is not intended as a threatening experience for anyone.
- NBS TD – self– directed learning – students take ownership of their learning – meetings (more like clinics). In order to achieve this there needs to be a culture change with student learning, moving away from rote approach. Some modules lend themselves to this.
- PSY TD – students need a blend of different types of learning across the course. SWK TD concurred.
- SWK TD – rooms not always conducive to the style of teaching students would like.

**RESOLVED:** Schools to highlight any best practice.

#### **B.4 STUDENT EXPERIENCE REPORT**

TDs to feedback on the aspects mentioned by the PVC below, as well as the recommendations made at the end of the report. Reports to highlight the SER recommendations – where we comply with, those that we can work towards as a faculty, those where we need support from the university to make significant traction, and those areas which are in the hands of university LTS and senior management decisions etc.

"I am forwarding the 2014 report from the Students' Union on student experience. This report is produced annually by the SU and, as is the norm, was discussed at Student Experience Committee (SEC) this afternoon.

I think it is a helpful report and there are a set of 16 recommendations set out at the end. I am committed to producing a full response at the next meeting of the SEC which is on February 11<sup>th</sup>. I thought it would be useful for Deans and Associate Deans L&T to have a copy of the report as soon as possible. As we are in the run up to a QAA visit next autumn, I am keen that we demonstrate how we take seriously the formal input into improving the student experience from our Students' Union.

Faculty Learning & Teaching Quality Committees are scheduled over the next couple of weeks and it would be helpful if some consideration could be given to the SU recommendations at those Committees. In particular, the suggestions around joint honours are something that have been flagged in previous SU reports and it would be very helpful to be able to evidence some progress on these.

I hope that the report will also be able to feed into the Course and Module update process which should be underway in Schools and Faculties too.

Assessment and feedback and advising system issues can also be pursued through the various groups currently working on improvements in these areas. "

### **Document 14D016 available online**

- PSY TD – a lot of items listed are University issues. Broadly support STU. Timetabling – logistical problems – student voice useful. Congregation Hall should be demolished and another building built in its place.
- Tony Moore (UUEAS) – STU urging colleagues to work with them to effect change. STU has expanded with a lot more support for student officers and opportunity to work with LTQCs.
- SSF Faculty Convener – this is the forum for colleagues to help STU lobby. Printing – some students supported this – University should provide the printing credit rather than leaving it to schools to decide to enable consistency.
- LTS Manager – consider more electronic use.
- Chair – may not be possible if not all students have their own facilities.
- SWK TD – accommodation reflected in student experience.
- PSY TD – who and where do we lobby?
- Chair – PVC will be attending an LTQC meeting – this would be a good opportunity.
- LTS Manager – also lobby via Executive – Deans
- NBS TD – exam feedback – difficult with very large cohorts. Target specific levels – focussing on students who need additional help.
- ECO TD – not always feasible and should treat all students the same. School has a system in place for meeting with students who have struggled and borderline cases when they return to the next academic year. Targetting students with needs. How would finalists get their feedback? Not fair to pick out smaller cohorts because they are manageable. Difficult to turn around large cohort of scripts at the end of the exam period without individual feedback. Work submitted prior to the Christmas break – students were offered an opportunity to meet with academic colleagues to collect their work.. Very little collected. Marks had already been made available and students didn't pick up work with feedback. Those who did collect did not appear to be from a particular group (doing well, needing help etc.)
- Joint Honours students. ECO TD's report refers. There is a link through Senior Adviser in PPL. Students get a lot of support through MOs and not just their advisers. Currently there is a review of the academic advising programme taking place. Students may not take advantage of opportunities but these need to be in place.
- Tony Moore (UUEAS) –happy with the discussion that is taking place in LTQC and suggests feeding back as appropriate to PVC.
- Assessment & Feedback – NUS benchmarking very useful. Tony Moore will send link to Secretary to circulate to members.

- Additional course costs – STU Academic Officer (Connor) reporting to PVC – requesting support for publication of additional course costs (unseen costs – cost of field exercise etc.) so students signing up know, at that stage, the cost involved.
- ECO TD – how feasible might it be to obtain accurate costings ?
- Tony Moore (UUEAS)- using SSLC discussion should be helpful as students will have a good idea in respect of their own courses.
- LTS Manager - CDs and MOs will already have useful information in relation to costings.
- Chair – approximations should be easy to assess.
- PSY TD – significant costs should be made available. May depend on individual student's study as to whether there are additional costs.
- EDU TD – at their open visit days they make it clear that there will be an additional cost in respect of PE kit and DBS check (students will be attending schools).
- Membership of a professional body would be an additional cost.

**RESOLVED:** Chair and Secretary will consider the Schools' responses to this item and create a table of feedback for PVC Neil Ward to consider. (Note – following meeting Chair fed back to PVC Acad.)

## **B.5 MODULE AND COURSE UPDATE**

Update on individual school's module and course update process

1. Reduction in the number of modules with low enrolments – how many modules are usually offered in your School at UG and PGT level and how many of these have been withdrawn for 2015/16 due to low numbers?
2. Reduction in the number of examinations – how many examinations, UG and PGT modules, are currently due to take place and how many will be scheduled for 2015/16?
3. Balance of formative and summative assessment scheduled within UG and PGT modules for 2015/16?
4. Confirmation that your modules will not incorporate any summative component of assessment which has less than a 10% weighting.

DEV TD – if examinations were dropped these would be replaced by course tests which use teaching time. What is the driver ? Pedagogical or resource?

Chair – if we can reduce exam time then we can do lots more with the students during those extra weeks. Six weeks is a lot of time to give to exams. Aiming to reduce this period by one third. Solution isn't to have course tests instead of exams. ECO TD – believes that the students will leave as soon as their exams are finished. SSF Faculty Convenor – some students will go home but others will want to take advantage of any opportunities provided.

**DEV TD** – (see report). School will need to remove presentation worth 5%.

ECO TD – small weighting for first presentation encourages development of skills but won't endanger their mark.

**NBS TD** – no report at the moment but will forward after the meeting.

**SWK TD** – no reduction in UG/MA modules. Withdrawing 3 MSc modules due to low numbers. Currently have two exams and will be dropping one of these. Formative and summative 50%:50%. School does not have any summative components of assessment worth less than 10% of the assessment weighting.

**PSY TD** – not reducing number of modules. Over the last few years have reduced number of examinations from 18 down to 6 (UG), no examinations for PGT – down to bare minimum. School does not have any summative components of assessment worth less than 10% of the assessment weighting. Formative:Summative grid will be submitted by TD.

**EDU TD** – School does not have any summative components of assessment worth less than 10% of the assessment weighting. Heavily weighted towards formative assessment. There are no PGT exams and relatively few UG exams remaining. No UG modules with low numbers but a few Masters modules in this position, believed to be anomalies and these are being monitored over the next year. If the numbers continue on a downward trend then this will be addressed. If this is a historical trend they they will be withdrawn.

**LAW TD** – two UG modules have been withdrawn and HoS reviewing marketability of LLM.

**ECO TD** – School has some small PGT modules – case being made to keep these. School is in a period of transition with the drive to 40cr now possibly going mixed economy. Increased by one exam for 2015/16.

**RESOLVED:** Teaching Directors will submit outstanding reports to the Secretary following this meeting.

## **B.6 ATTENDANCE MONITORING**

Verbal reports from School TDs.

PSY TD - suggesting that monitoring does not need to take place

Chair – need to ensure that data is correct. Must take registers.

## **B.7 SCHOOL PLANS FOR SUPPORTING STUDENTS BETWEEN ASSESSMENT AND REASSESSMENT**

Verbal reports from School TDs.

- SSF Faculty Convenor – there should be some support for students.
- ECO TD – no formal support in place.
- Chair – is there a point where a session could be put in place for the students who are taking reassessment?
- ECO TD – individual arrangement of help could be arranged with Module Organiser. May be difficult to arrange for all students to be in place with the lecturer at the same time.
- SWK TD – individual tutorials with Module Organiser.
- DEV TD – small number of reassessments – academic colleagues available to help students individually.
- NBS TD – each Module Organiser will address the situation appropriately to their circumstances.
- EDU TD – as NBS and at least one hour tutorial.
- LAW TD – individual Module Organiser support available – Blackboard used for this purpose.
- PSY TD – continuing support predominantly from Advisers – they are aware of which students are going to struggle.
- Tony Moore (UUEAS) – STU hasn't flagged this up as an issue.
- LTS Manager – Jo Spiro originally raised this as an issue.
- DEV TD – could student letter (referring student to reassessment) include information relating to where support may be found.

### **B.8 NSS AND GOOD HONOURS DATA - Garrick Fincham BIU (1530)**

School NSS Action Plans (2013/14) can be found online (NSS/PTES folder)

Garrick Fincham did not attend.

### **B.9 SCRUTINEERS – EXTERNAL EXAMINERS' REPORTS AND COURSE PROPOSALS**

Current position attached.

Suggested amendment:

External Examiners' Reports - UG/PGT split for large schools to enable workload to be shared between two Teaching Directors.

Course Proposals - Using a list simply pass each one to the next Teaching Director on the list.

**Document 14D017 available online**

**RESOLVED:** Chair and Secretary will amend as per proposal above and circulate to members.

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### **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**

None to report.

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### **SECTION D: EXTERNAL EXAMINERS REPORTS**

**19 September 2014 – Assessments Office reminded those UG External Examiners who have not submitted reports by this deadline**

**24 October 2014 - Assessments Office sent a second reminder to UG External Examiners.**

**28 November 2014 - Assessments Office sent 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.

CCE – Richardson (UG)

## **EXTERNAL EXAMINERS' REPORTS 2012/13 OUTSTANDING**

EDU – Carmichael, Burstow, Clarke, Croft, Ford, Stone (PGT) - with School (LTS Manager chasing)

EDU – Beaton (PGT) – With Task Group Member

PSY – Millings (PGT) - with School (LTS Manager chasing)

SWK – Doel (PGT) - with School (LTS Manager chasing)

## **D.2 EXTERNAL EXAMINERS' REPORTS 2013/14 COMPLETED**

DEV – Kambhampati, Stringer (UG)

ECO – Cook (UG)

LAW – Marson, Smith, Syrett (UG)

NBS – Chapple, Fox, Hodges, Land, Scott, Stevens, Tan, Weetman (UG)

### Stringer:

Good practice for the Attention of SSF LTQC:

It is good practice to ensure that all members of the marking team of a particular module use the same feedback proforma and for a school to consider whether greater consistency across the undergraduate programme in this respect would be appropriate.

### Cook:

Good practice for the Attention of SSF LTQC:

Good practice in assessment feedback was highlighted by the External Examiner, who highlighted clear matching of Assessment Learning Outcomes, and clear justification of marks allocated. This may be worth Sharing outside ECO.

## **EXTERNAL EXAMINERS' REPORTS 2013/14 OUTSTANDING**

CCE- Mannering (UG) – with Task Group Member

ECO – Cook (UG) - with Task Group Member

NBS-LON – Barrett, Christodoulou, Johnson (UG) - with Task Group Member

PSY-Cook and Vitkovitch (UG) – with School (PSY TD chasing)

SWK- Higgs and Lymbery (UG) – with School (SWK TD chasing)

**RESOLVED:** TDs and LTS Manager will pursue outstanding reports and report back to Secretary. Task Group Members will submit their reports to Secretary.

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## **DATE OF NEXT MEETING AND FUTURE ITEMS**

Wednesday 25 February 2015, commencing at 1400, in TPSC 2.24

### **Future Items:**

#### **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 (1530)
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.