

# LEARNING AND TEACHING COMMITTEE



## Minutes of the meeting held on Wednesday 13 May 2015

- Present:** Pro-Vice-Chancellor (Professor N. Ward) (in the Chair), the Academic Director of Taught Programmes (Dr A. Longcroft), the Academic Director of Learning Enhancement (Mrs H. Gillespie), the Academic Director of Partnerships (Professor I. Dewing), the LTC Director of Staff Development (Ms A. Giles), the Director of University Services (LTS) (Dr A. Blanchflower), the Dean of Students (Dr A. Grant), Associate Deans (L&T) (Ms R. Chakraborty, Mrs R. Doy, Dr C. Matthews (in the Chair for Minutes 142 to 147), Dr B. Milner), the Undergraduate Education Officer of the UEA Union of UEA Students (Mr C. Rand), the Postgraduate Education Officer of the UEA Union of UEA Students (Mr L. Mccafferty),
- With:** the Head of LTS (Quality) (Dr J. Sharp), the Head of Postgraduate Research Service (Dr V. Easson), the Head of Partnerships (Mrs S. Walker), the Director: Advocacy of the UEA Union of Students (Ms J. Spiro), the Learning and Teaching Manager (Ms Christina Chan) for Minute 137
- Secretary:** the Learning and Teaching Manager (LTS) (Ms M. Pavey).
- Apologies:** the Library Director (Mr N. Lewis), the representative from University College Suffolk (Professor P. Cavenagh), the student representatives nominated by the Students Council (Mr A. Jonhson), the Head of LTS (Systems) (Mrs C. Sauverin) and the Academic Director of INTO (Dr M. Perry)

### 134. MINUTES

Confirmed

the Minutes of the meeting held on 18 March 2015.

### 135. STATEMENTS BY THE CHAIR

The Chair reported orally on the following:

- *Update on 2030 Vision Consultation*  
A draft 2030 vision document has been prepared and circulated to Heads of School. It is being considered by Council on 18 May. The UEA Plan 2016-2020 is also being worked on.
- *UUEAS Transforming Teaching Award Winners*  
This had been a very successful initiative with winners in a number of categories. The winners were:  
*Innovative Teaching:* Joost Noppen (SCI), Karen Bates (FMH), Duncan Watson (SSF) and Sarah Garland (HUM).  
*Inspiring Teaching:* Kay Yeoman (SCI), Karen Bunning (FMH), Irene Sperandio (SSF) and Val Taylor (HUM)  
*Inclusive Teaching:* Richard Harvey (SCI), Zoe Butterfint (FMH), Neil Cooper (SSF), Eylem Atakav (HUM)  
*Best Support Staff:* Robert Jenkins (DOS-LET), Teresa Armes (LTS), Sarah Elsegood (Library) and Debbie Sands (DOS- Wellbeing).

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- *Development of a PGT New Academic Model* is on the LTC programme of work for 2015/16
- *BA Geography*- is currently under development in ENV. A working group involving staff from ENV and DEV has been developing the proposal. Given the imperative to get the course approved a sub-group of LTC comprising the Chair, two Associate Deans (Learning and Teaching), the Academic Director of Taught Programmes (ADTP) and the Academic Director of Learning and Teaching Enhancement (ADLTE) will scrutinise and approve the proposal prior to the next LTC meeting. (LTC members were content that this course could be approved under chair's action when appropriate).

136. CONFIRMATION OF CHAIR'S ACTION

Confirmed

confirmation of Chair's action

1. Approval of new prizes, bursaries and scholarships and amendments to existing prizes, bursaries and scholarships

New prizes bursaries and scholarships:

- i. The Norfolk Gardens Trust Scholarship
- ii. MSc Enterprise and Business Creation: Start up Competition
- iii. The FJW Oncology Scholarship
- iv. The Fitzmaurice Scholarship
- v. The Derek Burke Memorial Prizes
- vi. The Westwood Surgery Pre-Elective Prize

Amended scholarship

- i. The Leipzig Postgraduate Scholarship in Modern European History

(A copy is filed in the Minute Book, ref. LTC14D183)

2. Approval of BSc Mathematics with a Foundation Year  
(this document can be found on the LTC Blackboard site) – (A copy is filed in the Minute Book, ref. LTC14D184)

This course proposal had a number of applicants awaiting a decision. (It had been reviewed by LTS). Having not been submitted for approval at the March meeting of LTC the Chair took action to approve the proposal so that these applicants could be made offers.

137. REVIEW OF THE UNIVERSITY'S GENERAL REGULATION 14 (PROFESSIONAL MISCONDUCT AND/OR UNSUITABILITY)

Considered

proposals from the Working Group set up to review General Regulation 14 (Professional Misconduct and/or Unsuitability). (A copy is filed in the Minute Book, ref. LTC14D185)

Reported

LTC had already considered a draft of the proposed revisions to General Regulation 14 which had then been refined. This regulation now aligned more closely with the Fitness to Practice processes. The operation of the revised regulation would be reviewed after a year of operation. The UUEAS Undergraduate Education Officer had

been a member of the Working Group and confirmed that he was supportive of the proposals being made.

## RESOLVED

- 1) the draft General Regulation 14 and associated procedures be approved subject to clarification in Section 1.2 of the process that students would receive sufficient details of any allegation;
- 2) when the operation of the revised General Regulation and its process was reviewed after a year there would be consideration of the wording in Section 1.2 to see if there had been any problems with its interpretation;
- 3) the revised guidance would be integrated into the existing procedures for SSDCs, to keep disciplinary processes in one place as far as practicable

138. INDIVIDUALISED EXAMINATION FEEDBACK

## Considered

recommendations for a change in practice in the provision of examination feedback. (A copy is filed in the Minute Book, ref.LTC14D186)

## Reported

the ADTP advised members that a key pedagogical principle is that if students are to gain benefit from feedback then they should have access to their script at the time they receive their examination feedback. He acknowledged that it would not be appropriate in some cases for example OSCE's.

(In its detailed discussions members

- i. discussed whether there should be a time limit by which students should request examination feedback;
- ii. discussed whether feedback on examinations should mirror the timing of coursework feedback, namely as soon as it was marked and moderated;
- iii. heard that ET were supportive of the initiative and noted that a pilot would demonstrate the likely amount of take up from students and therefore the amount of academic and administrative staff time that would be required;
- iv. noted that the format of feedback could vary).

## RESOLVED

- (1) to endorse three principles proposed in the paper of no fee to students for providing copies of examination scripts, individual examination feedback to be provided on request and feedback would not be provided in certain circumstances, for example for OSCEs;
- (2) the ADTP would take forward proposals and discuss them further with the Chair and the Director of Learning and Teaching Services;
- (3) to pilot the principles agreed;
- (4) Associate Deans (L&T) to identify Schools which might want to take part in the pilot.

139. FIRST INTERIM EVALUATIVE REPORT FOLLOWING THE IMPLEMENTATION OF THE BACHELORS AND INTEGRATED MASTERS AWARD REGULATIONS (BIM)

Considered

the first interim evaluative report following the implementation of BIM. (A copy is filed in the Minute Book, ref.LTC14D187)

Reported

- (1) The ADTP advised members that the report was the first of a cycle of three separate reviews around the implementation of the undergraduate New Academic Model. The report had demonstrated that the outcomes for students achieving less than 20% in a module showed that most such students fail the year. It would therefore be necessary to look at the possibility of introducing some additional support for these students;
- (2) School feedback had highlighted that formative work not been introduced by some module organisers or, in other cases, had not been undertaken by students. Given the pedagogical importance of formative assessment there is a need to ensure that students are made fully aware of the importance of formative work to summative outcomes, both in value and impact. Furthermore in some areas attendance registers were still not being taken. This needs to be addressed.

(In its detailed considerations members

- i. discussed the timing of consultation on the NAM noting that there had been a very short timescale for response;
- ii. observed that there had been no response from any HUM School;
- iii. noted that concerns about students not having academic support when being required to undertake reassessment had been addressed and academic support would be in place for 2015 reassessment;
- iv. were advised that where students had not disclosed or provided evidence of extenuating circumstances prior to a Reassessment Board of Examiners the time delay between reassessment Boards and Faculty Appeals and Complaints Panels meant that if an appeal to repeat a year following failure of a course was upheld, then a student might be required to intercalate and return the following year;
- v. observed that the number of course tests should be kept under review given the drive to decrease the number of examinations.

RESOLVED

- (1) in relevant communications it should be made clear to students and staff that a reduction in the number of weeks of examinations is being coupled with a reduction in the number of examinations;
- (2) Schools in HUM should be asked to respond to the first evaluative report and subsequent reports;
- (3) the ADTP would reflect on key issues being raised by Schools about the BIM and ensure they are incorporated into the review;

- (4) the Director of Learning and Teaching Services would investigate the issue raised on page 11 of the report by the BIO Teaching Director with regard to the way in which a student found that he had failed his course and had been withdrawn.

140. 1.SENATE GUIDANCE ON ASSESSMENT AND FEEDBACK AND  
2. PRINCIPLES FOR ASSESSMENT AND FEEDBACK

Considered

proposed Senate Guidance on Assessment and Feedback. (A copy is filed in the Minute Book, ref. LTC14D188)

Considered

proposed principles for assessment and feedback. (A copy is filed in the Minute Book, ref. LTC14D194)

Reported

140.1 The ADTP informed the Committee that the Senate Guidance on Assessment and Feedback was

a resource for academic staff and would be particularly useful for new staff. It is informed by research into assessment and feedback and has a number of very useful resources to access via hotlinks. It provides a strategic overview of assessment and feedback in the University. He noted that the actual guidance is 27 pages with the rest of the document being reference sources.

Considered

140.2 Members' attention was drawn by the ADLTC to the fact that the Senate Guidance proposed two sets of principles on pages 8 (Section 2.2, Key Principles and Vision) and 23 (the role of formative assessment). After some discussion it was agreed that the Principles of Assessment and Feedback which had been previously approved by LTC, be incorporated into the Senate Guidance as the document's guiding principles. These would replace the principles in 2.2 on page 8. It was further agreed to rename those on page 23 of the document and not refer to them as principles.

140.3 The Chair informed the Committee that the Principles and Assessment and Feedback has been amended after the last LTC meeting to take account of comments of members. These were largely minor grammatical and textual changes.

(In its detailed discussion members

- i. discussed the importance of ensuring that a consistent message was given to staff about coursework turnaround times and agreed that a standard form of words should be used in all University documents which referred to turnaround times;
- ii. agreed that more information needed to be contained in Section 2.9 of the Guidance which related to examinations. Headlines from the hotlinks relating to examinations might be sufficient. It should also be made clear than a substantial amount of other information in the document also applied to examinations:
- iii. agreed that an annotated bibliography would be a useful addition to the Guidance;

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- iv. agreed that having hotlinks in the Guidance would be useful since it would mean the document would not need to be updated when policies were changed;
- v. agreed that this was an excellent document which should be made easily accessible on the University's website).

### RESOLVED

- (1) the ADLTE would make the additions and amendments to the Guidance taking account of the Committee's discussions. It would then be submitted to the June meeting of Senate for approval;
- (2) the Associate Dean (L&T) for HUM would develop an annotated bibliography for the Guidance.

## 141. SEMESTER DATES

### Considered

University semester dates for standard undergraduate courses for the academic years 2016/17 through to 2020/21. (A copy is filed in the Minute Book, ref. LTC14D189)

### Considered

- 141.1 The Director of Learning and Teaching Services introduced the paper by advising members that a 30 week teaching and assessment year is the sector standard. At UEA this was currently divided into two 12 weeks semesters and a 6 week examination period. The University's expectation was that there would be student facing activities for 30 weeks. The NAM, approved in spring 2011, placed an emphasis on assessment and feedback, more formative, less summative work and fewer exams to free up more time for academic endeavour. In December 2011, LTC agreed that the two-week period should provide a combination of revision time, opportunities for employability related activities, skills training, or activities which prepare students for the transition to the subsequent year. At the January 2015 LTC a 5-week examination period was agreed for 2015/16, moving to four weeks in 2016/17.
- 141.2 Members were advised that it was necessary to look at when the academic year starts and finishes following the reduction in the length of the examination period. The timing of reassessment also needed to be considered. A consultation document would be prepared and circulated to key committees for further consideration.
- 141.3 Key questions to be addressed included whether in the autumn the semester should have 12 or 13 weeks before Christmas. The paper outlined what the structure of the year would look like, depending on the decision of semester length. It was recommended that for 2016/17 existing published dates were retained because changing them could have adverse implications for INTO students starting in INTO in 2015/16 who would be going on to take a UEA course.

(In its detailed discussions members

- i. were advised by the SCI Associate Dean (L&T) of concerns from colleagues in SCI about the impact that a decision to move to a 13 week semester might have on academic staff, on research and enterprise and on field trips which ran before the start of the new academic year;

- ii. discussed the possibility of having all or part of Week 1 for induction activities which might include employability sessions and dedicated Adviser meetings, with other induction activities later in the semester;
- iii. discussed the desirability of having a gap between the end of the spring semester and the beginning of the examination period;
- iv. noted that most members seemed most supportive of 12 weeks of teaching before Christmas than 13;

RESOLVED

- (1) LTC members would prefer to see an autumn semester comprising 12 weeks before Christmas;
- (2) the Chair would discuss the paper and the outcome of the Committee's discussions with members of ET;
- (3) consideration of the timing of reassessment would be deferred until there had been wider consultation on the proposals in the paper;
- (4) the SCI Associate Dean (L&T) would send the Chair full details of concerns that had been expressed by academic colleagues in SCI about the proposal.

142. CRITERIA FOR THE AWARD OF STARRED FIRST DEGREES

Considered

an oral update on the development of criteria for the award of Starred Firsts

Reported

The ADTP reminded members that LTC had already looked at criteria used by Schools for the award of starred firsts and agreed a more consistent approach would be desirable. He and the Head of LTS (Systems) had modelled data for student gaining a total aggregate in the counting years of 75%, 78% and 80% to enable Boards of Examiners to decide which of the 3 options they would like to choose to apply. The proposed criteria would give scope for approaches which took account of marking conventions in different disciplines. A paper would be presented to the June meeting of LTC.

143. UNIVERSITY TEACHING FELLOWSHIP SCHEME

Considered

proposals for a University Teaching Fellowship Scheme. (A copy is filed in the Minute Book, ref. LTC14D190)

Reported

the proposed Scheme had initially been considered by LTC in January and had since been refined and clarified. UEA needs more National Teaching Fellows and this scheme will help facilitate this. The ADLTE clarified that having a Teaching Excellence fellowship is not a pre requisite for a University Teaching Fellowship.

RESOLVED

the Scheme be approved.

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144. TAUGHT PROGRAMMES POLICY GROUP

Received

a report from the Academic Director of Taught Programmes on recent activities of TPPG. (A copy is filed in the Minute Book, ref. LTC14D191)

Reported

The University Learning and Teaching Day on 7 May had been very successful.

145. REPORT FROM THE ACADEMIC DIRECTOR OF LEARNING AND TEACHING ENHANCEMENT

Considered

an update from the Academic Director of Learning and Teaching Enhancement. (A copy is filed in the Minute Book, ref. LTC14D192)

146. AMENDMENT TO MOUNTVIEW ACADEMY OF THEATRE ARTS MASTERS REGULATIONS: APPROVAL OF A MERIT CLASSIFICATION

Considered

an amendment to Mountview Academy of Theatre Arts Masters regulations to include the award of merit. (A copy is filed in the Minute Book, ref. LTC14D193)

Reported

the Academic Director of Partnerships advised members that the proposals which would take effect from 2014/15 brought Mountview Academy's Masters regulations in line with those of UEA.

RESOLVED

- (1) the proposed amendment should be approved;
- (2) as part of the implementation of a PGT New Academic Model consideration would be given to the current Common Masters Framework regulations 11.6.3 and 11.6.4 which stated that '...the Board shall take into account any comments from an external examiner (s) on a candidate's confirmed mark(s) for a particular module (s)

since this appeared to give External Examiners higher level of influence than other Board members.

147. NEW AWARDS AND NEW COURSE PROPOSALS

Considered

1. the granting of approval of:
  - i) BSc Mathematics with a Year in Industry – (A copy is filed in the Minute Book, ref. LTC14D195)

Members were advised that unlike other Schools in SCI, Mathematics did not have a year in industry. It was noted that SCI was very experienced in working with employers and with supervising and assessing students on industrial placements.

## RESOLVED

once the following amendments were made the proposal would be approved by Chair's Action:

- i. with the exception of the Year in Industry the course profile for the standard BSc Mathematics and the BSc Mathematics with a Year in Industry should be identical which was not the case in the documents provided to LTC;
  - ii. reference to a requirement to engage with the Skills Award should be removed as this was a voluntary activity for students;
  - iii. the KIS data in the proposal should be corrected;
  - iv. information about the goals and the learning outcomes of the Year in Industry should be enhanced;
  - v. reference to a minimum viable intake of 1 student should be removed since this was not viable and it should be at least 5;
  - vi. a response to issues raised by the Equality and Diversity Manager in Section BC8.3 should be addressed.
- ii) BSc Computer Graphics, Imaging and Multimedia with a Year in Industry – (A copy is filed in the Minute Book, ref. LTC14D196)

## RESOLVED

the proposals be approved subject to the following amendments:

- i. Section S2d should add BSc to the list of award for the course
- ii. the comments on Equality and Diversity in Section BC8.3 must be addressed

148. MAPPING OF UK QUALITY CODE CHAPTERS: B10 MANAGING HIGHER EDUCATION PROVISION WITH OTHERS

Approved

a progress report on development activity informed by the Quality Code B10: Managing higher education provision with others. (A copy is filed in the Minute Book, ref. LTC14D197)

149. AMENDMENTS TO POSTGRADUATE RESEARCH DEGREES REGULATIONS

Approved

amendments to the following Postgraduate Research Degrees Regulations

- i. Doctor of Education (EdD) and Master of Education (MEd)
- ii. Thesis preparation
- iii. Doctorate in Clinical Psychology

(A copy is filed in the Minute Book, ref. LTC14D198)

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150. REPORT FROM THE MEETING OF THE UNIVERSITY CAMPUS SUFFOLK JOINT ACADEMIC COMMITTEE

Approved

a report from the UCS Joint Academic Committee. (A copy is filed in the Minute Book, ref. LTC14199)

151. GUIDANCE ON GOVERNANCE NOMENCLATURE

Approved

proposed guidance on the use of governance nomenclature for postgraduate research. (A copy is filed in the Minute Book, ref. LTC14D200)

152. PARTNERSHIPS

Received

an update from the Partnerships Office. (A copy is filed in the Minute Book, ref. LTC14D201)

153. POSTGRADUATE RESEARCH EXECUTIVE

Received

a report on the latest activities of the Postgraduate Research Executive. (A copy is filed in the Minute Book, ref. LTC14D202)

154. NEW COURSE PROPOSALS AND COURSE CLOSURES

Received

a report on minor course changes for the following courses:

1. PGCE Primary with Mathematics Specialism - (A copy is filed in the Minute Book, ref. LTC14D203)
2. BA International Development with Anthropology (and with Overseas Experience) & BA International Development with Politics (and with Overseas Experience – (A copy is filed in the Minute Book, ref. LTC14D204)

a report on course closures for the following courses:

1. BA Philosophy (part time) U2V500701  
BA English Literature and Philosophy U2VQ53701  
BA International Studies U1L000301/2  
BA Politics and Sociology of Contemporary Culture U1LL32301?2  
BA Culture, Philosophy and Politics U1LMV0301/2  
BA European Studies with Politics U1R8L2301/2  
BA Modern Language with International Development Studies U1R9L9403  
BA Philosophy and Film Studies U1VP53302 U1VP53301  
  
BA European History with French U1V2R9402F/U1V2R9401F  
BA European History with Spanish U1V2R9402H/U1V2R9401H  
HIS International Summer school U1V300V01

HIS Bridge Course U2V199101  
BA History with Landscape Archaeology (P/T) U2V1V4602/U2V1V4601  
BA Modern Language and Film and Television U1RP9H403

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2.  
MSc Child and Family Psychology  
T1C821101/T1C821102/T2C821201/T2C82120  
MA Child and Family Research T1L522101, T2L522201

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155. 5 YEARLY COURSE REVIEW COMPLIANCE REPORT

Received

a 5 Yearly Course Review Compliance Report. (A copy is filed in the Minute Book, ref. LTC14D207)

156. HEA STRATEGIC ENHANCEMENT PROGRAMMES: SUCCESSFUL FUNDING APPLICATION

Received

the project outline for the successful HEA SEP bid on Student Testimonials and Peer-Support for Retention and Attainment. (A copy is filed in the Minute Book, ref. LTC14D208)

157. QUALITY ASSURANCE AGENCY

Received

CL/0615 Consultation on Revised Subject Benchmark Statements:  
o Languages, Cultures and Societies  
o Linguistics  
o Law

(A copy is filed in the Minute Book, ref. LTC14D209)

158. FACULTY LEARNING, TEACHING AND QUALITY COMMITTEES

Received

minutes of the meeting of the Faculty Learning, Teaching and Quality Committee:

1. FMH 21 January 2015 – (A copy is filed in the Minute Book, ref. LTC14D210)
2. HUM 18 February 2015 – (A copy is filed in the Minute Book, ref. LTC14D211)
3. SSF 25 February 2015 – (A copy is filed in the Minute Book, ref. LTC14D212)

159. REVIEW OF GENERAL REGULATIONS 1-12

Received

an update on the review of General Regulations 1-12 (A copy is filed in the Minute Book, ref. LTC14D213).