A meeting of the Teaching and Learning Committee was held in room 262, Humanities Building, on Friday 17 May 2013 at 1.30pm.
Katherine Sutcliffe (Executive Officer)

Present: Liz Boase (Theology), Gareth Butler (Tourism), Eric Bouvet (Chair, French), Luciana d’Arcangeli (Italian), Javier Diaz-Martinez (Spanish), Kate Douglas (English & Creative Writing), Steve Evans (English and Creative Writing), Jeff Gil (ESOL), Joh Hartog (Drama), Ian Hunt (Philosophy), Maria Palaktsoglou (Modern Greek), Mike Walsh (Screen & Media).

Apologies: Katy Hasenohr

Minutes 2/13

1. Matters to be added to the Agenda
   There were no matters added to the agenda

2. Minutes
   The minutes of the last meeting were not available, but will be tabled at the next meeting.

3. Business Arising from the Minutes
   There was no business arising from the minutes.

4. Report from Eric Bouvet, Committee Chair

   5.1 Statements of Assessment Methods
   SAMs for Semester 2 have been emailed topic coordinators and include two new items, one relating a required minimum aggregated mark of 50% to pass a topic, and the other to attendance. While the attendance note can be adapted to suit individual topics, the note regarding aggregated marks should remain on all SAMs, as this is in line with University policy.
   There was discussion regarding penalties for late submission of work. There is no University-wide policy on this, and practice varies from area to area. It was agreed that the School of Humanities would adopt a standard practice of a 2% penalty for the first five calendar days after submission. From then on, it would be up to individual topic coordinator to change the penalty if they wished, and to determine the cut off point for submission.
5.2 Summer teaching period
Following a recent call for topics available as Summer Schools, the Faculty has indicated a preference for a general summer teaching period, rather than a set semester arrangement. Four Humanities topics have been reported as being available over the 2013/2014 period, but it is possible to add topics to this list. Topics that could be considered are those which:
- lend themselves to innovative pedagogy
- may be delivered in intensive mode
- allow students to catch up if they have previously failed a topic
- are online topics
- are core foundation topics (esp. at first year level)
- can attract interests from across disciplines
- need particular teaching space not readily available during normal semesters

The DVC(A) has indicated that the aim is for every student to have a topic that they can study over summer, and the VC has indicated that up to 20% of topics could be offered in summer in the long term.

While there were concerns about how an extra teaching period could impact on workload, it was suggested if planned well summer topics could, in fact, allow for more flexibility around leaving taking, conference attendance etc.

5.3 Student Consultative Committee
The School of Humanities Student Consultative Committee (SCC) met recently. Items of discussion at this meeting included:
- SCC members felt that there was a lack of visibility or understanding amongst the general student population about the Committee’s existence or roles. It is proposed that a website be developed, and linked to from all Humanities’ FLO page (see attachment 1).
- The SCC discussed the online submission of assignments, and while this was welcomed, there were some issues reported, such as the submission of large files, or assignments not prepared electronically or in A4 format. These issues will be discussed by the e-Assessment Steering Committee. Members of the TLC discussed concerns regarding online marking, including concerns about the time required for marking, and the affects it may have on the types of assessment tasks that would need to be submitted. Languages, in particular, face discipline specific problems.
- The SCC felt that, while it is a useful tool for revision, the automatic recording of lectures is resulting in low attendance. It was suggested, by students on the committee, that a mandatory lecture attendance be investigated (e.g. 80% attendance).

Although it was agreed by TLC members that developing lecture-attendance as a habit in first year had roll-on benefits at upper level, it would be difficult to monitor in topics with large enrolments.
5.3 **Academic supplementary examination**

Staff were reminded of the School’s policy on academic supplementary examinations. Students who qualify for an academic supplementary are eligible for a maximum mark of 50% Pass. The assessment set for the supplementary should be the only assessment item used for establishing a Pass mark, or otherwise

5.4 **TLC website**

Eric raised the idea of developing the TLC website to include a range of resources and links (see attachment 2). It was agreed by all members that this should proceed, including a link to the Critical Dates.

9. **Any Other Business**

- Steve Evan provided a brief report on the activities of the Humanities Community of Practice. This included issues related to those in Education Focused roles, and how these positions relate to a number of areas, including summer school teaching responsibilities, teaching load in general. The length of tenure of Education Focused roles and how these could transition back into the standard balanced role was also raised as an area that required more clarity.

- Two documents were distributed for information, one relating to the delivery of SETs (see attachment 3), and one relating to services and assistance provided by CUT relating to grants and awards (see attachment 4).

10. **Next Meeting**

The next meeting will be as Examinations Board on 12 July, 2013

The meeting closed at 2.30pm