

SUMMARY OF MAJOR DECISIONS
University Teaching and Learning Committee
29 November 2017

2.7 Module Evaluation Surveys and General Surveys/ Module Evaluation 2016/17 and 2017/18 (minute reference 9.1)

[REGS-UTLC-29NOV17-P2.7](#)

The Committee received and approved the new policy, which will be applied in 2017/18 and will be incorporated into the Quality Assurance Procedures for Taught Courses and Research Awards in August 2018.

It was agreed by the Committee that the percentage response rate should be reduced down to 65% from 70% as a more realistic target in light of previous response rates across the University.

Colleagues raised concerns around the potential for survey fatigue for students. The Chair confirmed that this Committee has looked at the series of surveys issued to students and that there should be no additional surveys issued in addition to those approved by the PVC (T&L) or this Committee in order to limit the number of surveys being issued to hopefully reduce the potential for survey fatigue.

It was also confirmed that the SU had been involved in the number of questions included in the survey to take account of feedback previously received. It was also felt that if the surveys are completed in sessions with the students then it wouldn't have the same impact of possible survey fatigue.

REGS-UTLC-29NOV17-6. PERSONAL ACADEMIC TUTOR POLICY

[REGS-UTLC-29NOV17-P6.1](#)

6.1 The Committee was asked to receive and approve the new policy as discussed at QSAG in November 2017.

The Committee approved the policy.

12.1 Thematic Review of Assessment held on 26 June 2017.

The Committee received and considered the attached report.

The Chair highlighted that this had been an important review with a number of pertinent recommendations.

Colleagues who took part in the review endorsed the issue of standardisation and the need to have a greater use of a definition within the Regulations for Awards. It was agreed that as an Institution we need to be consistent with assessment practices in order to stand up to external scrutiny.

The Chair proposed that a short-term, specifically tasked group is established to develop and begin the implementation of aligning assessment and learning with standardisation. MHM asked that should this group be created, it would be useful if they could also consider how to design academic integrity out of assessments. Student Services also asked that this group be mindful of inclusivity and alternative forms of assessments.

Karen Brough
Assistant Registrar
December 2017