

LTC15D095

Title: *SSF LTQC QAR 3s 2013/14*
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Issue

To receive the QAR 3s from SSF LTQC.

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

QAR 3s

Learning and Teaching Service – LTSQAR3

ANNUAL COURSE MONITORING: SCHOOL SUMMARY

Purpose:

- To evaluate the course to inform quality assurance and enhancement
- To update the course
- To trigger module(s) review (where necessary)
- To identify and share good practice

Stage 1 - School summary – MSc Courses For completion by the Teaching Director (LTQ)			
School:	NBS	Year: 2013-14	
Courses monitored and updated:	MSc Advanced Business Management MSc Brand Leadership MSc Business Management MSc Human Resource Management MSc International Accounting and Financial Management MSc Investment and Financial Management MSc Marketing MSc Supply Chain Management		
Summary of good practice and action plans:	<p>Good Practice</p> <p>(1) Student evaluation data are generally impressive.</p> <p>(2) The performance of students in assessments is generally impressive.</p> <p>(3) Where (1) and (2) are below expectation, strong Programme Direction and Course Leadership addresses problems thoroughly and quickly.</p> <p>(4) Impressively, (1) and (2) do not vary with module size, with large modules doing as well as smaller modules.</p> <p>(5) Good use is being made of Harvard Business School online course material.</p> <p>(6) Good use of company visits to complement campus-based education.</p> <p>(7) Successful efforts to use the “flipped lecture” technique of teaching.</p>		

Action Plan

(1) The school has begun to develop a distinctive teaching and assessment philosophy for the School with the Director of Teaching and Learning Quality taking the lead. This “NBS Method” is summarised below.

The NBS Method (2x3)

Teaching	Assessment
(1) Teach via questions	(1) Provision of marking criteria in advance
(2) Challenging incorrect assumptions/conventional wisdom	(2) Provision of formative assessment with feedback
(3) Use of technology	(3) Provision of feed-forward



More interesting teaching



Better assessment support

(2) A new marking template and feedback form, based on the university’s Senate Scales for Coursework and Presentations, has been designed and is being widely used in the school.

(3) A separate annual review of assessment and moderation has been conducted for NBS’s MSc modules. The MSc team have taken into consideration the following:

- Student Module Evaluation feedback
- Box Plots on all modules over the three semesters
- Student Performance Summary
- PTES Survey results
- External Examiners’ Reports 2013/4
- Items/types of summative assessment on all modules/ over-under assessment etc.
- Word limits on coursework
- Progression of modules

The following are actions resulting from the review:

- Modules with average marks below 60% were investigated and action plans put in place
- A staff development programme for the School has been put in place with regular teaching development events

	<ul style="list-style-type: none"> • Extended use of technology in teaching is being planned following meetings with the University's new Learning Technology lead • Further improvements were made to the induction process for new students including a new Student Handbook and the development of the Student Performance Accelerator programme • Actions to ensure that students are not over-assessed and where possible to introduce methods of summative assessment other than course tests and exams. • The MSc Programme Director to work with selected Module Organisers with a view to explore forms of summative assessment other than exams which were being used currently • The MSc Programme Director to work with selected Module Organisers to reduce items of summative assessment and also reducing exams and course tests • The MSc Programme Director to work with the Teaching Director to ensure greater practice of typing feedback
Any University wide issues identified:	The need for high quality large lecture theatres remains a particular issue for the business school.
Modules requiring review in subsequent academic year following the monitoring and update process:	It is NBS's policy to review all modules every year.
Dissemination of good practice within the School - proposed process and timescale:	Via our Staff Development Workshop Programme led by our Director of Staff Development.
Stage 2 - For completion by the Faculty Associate Dean (LTQ)	
Confirmation that process has been satisfactorily undertaken:	Name: Ratula Chakraborty
	Date: 26/01/15

<p>Good practice identified and University wide issues <i>(If different from the above):</i></p>	<p>The NBS Teaching Method is being widely used in NBS and it is expected to make a difference to the NSS and PTES scores on Assessment and feedback.</p> <p>The MSc programme team are successfully running a very large portfolio of MSc courses with excellent output from the students. The commitment of academic staff with a desire to constantly improve in every aspect of the delivery of these courses is visible in the student feedback in more or less all MSc modules.</p> <p>Several aspects of good practice are evidenced above and worth noting that it is indeed possible to deliver successful academic courses to a very large number of students if commitment, organisation and engagement is achieved from all concerned.</p>
<p>Dissemination of good practice within the Faculty and University-proposed process and timescale.</p>	

Learning and Teaching Service – LTSQAR3

ANNUAL COURSE MONITORING: SCHOOL SUMMARY

Purpose:

- To evaluate the course to inform quality assurance and enhancement
- To update the course
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- To identify and share good practice

Stage 1 - School summary – Undergraduate / Postgraduate Taught <i>(delete as appropriate)</i> For completion by the Teaching Director (LTQ)			
School:	EDU	Year:	2013-14
Courses monitored and updated:	MA Advanced Educational Practice MA Counselling MA Education (with MA Mathematics Education and MA Teaching, Learning, and Assessment) (The additional EDU PGT courses will be reviewed in the next monitoring period, due to their non-standard recruitment and/or the timing of the academic year in relation to this summary, and their various procedures).		
Summary of good practice and action plans:	Employability is a theme that is ‘threaded’ throughout many EDU PGT courses. The intention of some courses (e.g. MA Education and MA Counselling) being employment within the education sector (and also beyond education) or further training (e.g. MA Advanced Educational Practice) for enhanced professional recognition needed for progression and/or promotion. Work-based learning is a key feature of the EDU PGT courses reviewed (and is linked to employability). Placement opportunities with local and regional agents provide students with valuable work-based knowledge, skills and understanding; ultimately enhancing the students’ employability by meeting the professional body requirements. These opportunities are reported extremely favourably in student evaluations. This partnership between employer and the UEA is made possible by a sound support network. For some EDU PGT courses (i.e. MA Advanced Educational Practice) these opportunities are part of the students existing work place environment.		

	<p>Formative work is used throughout all courses (both 'informal' and 'formal' formative work and feedback) and, in addition to supporting the students with their summative submission, provides a useful opportunity to develop a strong student-staff rapport (especially, during interactive seminars).</p> <p>A number of the programmes reviewed provide additional enhancement activities or courses/awards to further supplement the programmes (the aim being to further enhance employability and skills).</p>
Any University wide issues identified:	The main issues identified by the various EDU PGT courses relate to working with or interaction with LTS/the Hub. These issues include, but are not limited to, the following: course directors and course teams receiving mixed messages in relation to procedures and/or rule changes; a lack of communication in some instances; problems with timetabling; problems with room booking; and problems with SITS.
Modules requiring review in subsequent academic year following the monitoring and update process:	All EDU PGT courses review their modules annually as this is seen as best practice. Historically, this was not always the case, but was established for the academic year 2013-14. The exception being Primary and Secondary PGCE courses, which will continue to adopt their own monitoring for their respective professional bodies. The issue with these programmes are that they are often reported on the system as a 'module' when in fact they are an actual course (e.g. the Secondary PGCE course in History is reported on the system as a module; it is part of the overall Secondary PGCE programme, but is in effect a course in its own right). The two PGCE programmes will continue to complete the Annual Course Monitoring and Update form each year.
Dissemination of good practice within the School - proposed process and timescale:	Examples of good practice from the PGT courses are usually disseminated through the biannual School Board (and or Summer staff meeting), Course Director's meeting, peer observation, and other informal communication methods.
Stage 2 - For completion by the Faculty Associate Dean (LTQ)	
Confirmation that process has been satisfactorily undertaken:	Name: Ratula Chakraborty
	Date: 20/04/15
Good practice identified and University wide issues	EDU has several aspects of module and course management that are commendable and are in line with the rest of the faculty.

<i>(If different from the above):</i>	EDU faces the same issues in terms of time-tabling, room availability as other schools and problems with SITS such as course and module mix-ups.
Dissemination of good practice within the Faculty and University-proposed process and timescale.	

Learning and Teaching Service – LTSQAR3

ANNUAL COURSE MONITORING: SCHOOL SUMMARY

Purpose:

- To evaluate the course to inform quality assurance and enhancement
- To update the course
- To trigger module(s) review (where necessary)
- To identify and share good practice

Stage 1 - School summary – Undergraduate / Postgraduate Taught <i>(delete as appropriate)</i> For completion by the Teaching Director (LTQ)			
School:	DEV	Year:	2013/14
Courses monitored and updated:	Agriculture And Rural Development (MA) Climate Change And International Development Msc Environment And International Development Water Security & International Development Gender Analysis In International Development Impact Evaluation For International Development (Msc) International Development MA Globalisation & International Development Development Economics MA Conflict, Governance & International Development International Social Development Media And International Development MA Education And Development MA		
Summary of good practice and action plans:	A review of this year's QAR2 reports from CDs reveals many strengths, including the following highlights. <ul style="list-style-type: none"> • The range of teaching and learning approaches demonstrates innovation and diversity. For example: workshops replacing lectures, games, film seminars, role plays and debates. • There is also an imaginative and well-received variety of assessment types, including essays, policy briefs, game construction, presentations, funding proposals, groups reports and media projects • Regular Housekeeping meetings in all courses and the mid-semester SSLC meeting of course reps and CDs help to ensure that the feedback loop is completed. 		

	<ul style="list-style-type: none"> • Engagement beyond the classroom: conferences, field trips, workshops with external speakers, volunteering • Online Education: alumni destinations BB site, blogs eg. climate-x-change • Linking current and former students: Media course alumni newsletter and Education course networking • Internships, for example impact evaluation students working with Oxfam, Tearfund and CARE • Work placement module: this is a very exciting new initiative wherein students undertake an internship during the summer following their exams, writing an analytical report on the placement in place of the usual dissertation. It is particularly aimed at those aiming to enter or return to professional work in 'development practice' rather than an academic career. • ENV modules: the availability of modules in other schools is still a strong draw for PGT students, particularly options from ENV • Marketing Films: a number of PGT courses, including Development Economics and Impact Evaluation have produced short marketing films this year. These add another dimension to the main UEA course site and can be widely disseminated via social media. • Communication with offer holders: the best practice of emailing all offer holders to establish a relationship, provide further information and answer questions is gradually spreading across PGT courses. It is to be hoped that this will contribute to higher conversion rates. • Detailed notes on evaluation meeting with students: by contrast this excellent practice seems limited to just one course, WCSID, at present. • Plan: two courses are aiming to increase formative assessment (EID,WSCID) • Plan: rolling deadline essays. This is an innovation which has proved effective at UG level whereby a group of students submit their essays for deadlines in several different weeks rather than all together at the end of semester. Lecturers have found that this greatly reduces turnaround times, as well as creating time to improve the quality of marking and feedback. It is now to be introduced in one PGT course (MAGAID) • Plan: the absence of training in qualitative and anthropological research methods is currently a significant gap in the PGT programme. Discussions are under way to resuscitate the AQRA (Advanced Qualitative Research and Analysis) module which was suspended partly because of staffing constraints.
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<p>Any University wide issues identified:</p>	<p>The following points for consideration at UEA level arise from the QAR2 reviews.</p> <ul style="list-style-type: none"> • Because of differences in timetabling between SSF and SCI there are ongoing scheduling difficulties with ENV, where students on a number of DEV courses take modules. • Related to the last point, there can also be difficulties in coordinating the joint supervision of dissertations with PSI because of differences over time allocation and procedures. • Our diverse portfolio of courses are very important for recruitment. When consulted, students have stated that they would not have come to DEV and UEA if the particular specialisation they are interested in had not been available. Costs are kept down by efficient sharing of modules between different programmes. Also in some cases two similar modules share course direction, housekeeping sessions, and dissertation workshops. • The availability of destinations/employment outcomes at module level from BIU data would be helpful for annual course monitoring
<p>Modules requiring review in subsequent academic year following the monitoring and update process:</p>	<p>No modules have been identified for review as part of the QAR1/2 process.</p>
<p>Dissemination of good practice within the School - proposed process and timescale:</p>	<p>The teaching retreat on 16th December 2014 provided an opportunity to share good practice, especially relating to assessment and feedback which were the foci of the day.</p> <p>A report of action points from the day is in preparation and intended for circulation after reading week, as the main spring assessment period approaches.</p> <p>The autumn semester 2014 also saw the introduction of the 'DEV Teaching Bulletin'. As well as a digest of any important teaching related communications, this has already begun to carry examples of good practice in the school.</p> <p>The 'rolling essay deadlines' mentioned above are one example of this. Another is the use of the new OneDrive</p>

	<p>facility to enable simultaneous multiple author document creation during group activity workshops.</p> <p>The Bulletin has also been used to share links to discussions on flipped lecturing, such as the Graham Gibbs blog circulated in the autumn.</p> <p>During the current semester examples of good practice will continue to be disseminated in the bulletin, in some cases with a follow up discussion in the next staff meeting.</p>
Stage 2 - For completion by the Faculty Associate Dean (LTQ)	
Confirmation that process has been satisfactorily undertaken:	<p>Name: Ratula Chakraborty</p> <hr/> <p>Date: 10/4/15</p>
Good practice identified and University wide issues <i>(If different from the above):</i>	<p>Some PGT modules in DEV are exemplary in the creative use of assessment practice and in particular the case of 'rolling deadline essays' will be discussed at a future SSF LTQC meeting to consider how it works and whether possible to be introduced by other SSF schools.</p> <p>The DEV Teaching Bulletin seems to be a very good example of sharing best practice within the school.</p> <p>The suggestion of receiving destination information of graduates could be pursued with BIU.</p>
Dissemination of good practice within the Faculty and University-proposed process and timescale.	

Learning and Teaching Service – LTSQAR3

ANNUAL COURSE MONITORING: SCHOOL SUMMARY

Purpose:

- To evaluate the course to inform quality assurance and enhancement
- To update the course
- To trigger module(s) review (where necessary)
- To identify and share good practice

Stage 1 - School summary – Undergraduate / Postgraduate Taught <i>(delete as appropriate)</i> For completion by the Teaching Director (LTQ)			
School:	PSY	Year:	2013-14
Courses monitored and updated:	MRes in Social Science Research		
Summary of good practice and action plans:	The MRes will continue to run alongside the new (2014-15) MSc provision in PSY. The action plans and module reviews reflect this and include the need for ongoing review of modules which may cater for students with different disciplinary backgrounds and learning needs.		
Any University wide issues identified:	None		

Modules requiring review in subsequent academic year following the monitoring and update process:	Due to significant development in the Masters provision in the School of Psychology all Masters modules will be reviewed next year.
Dissemination of good practice within the School - proposed process and timescale:	Practice around Masters level teaching and learning is still developing in the School and at this stage of the programme evolution the key aspect is sharing the operational changes and overall structure of the provision with a growing teaching team. This will be undertaken at the Learning and Teaching annual review day (early July 2015). The management of students with different experiences and needs will be discussed. So, good practice at this stage is related to ensuring we have a cohesive and knowledgeable teaching team associated with our provision. As the new programmes are consolidated we will focus greater attention on specific teaching and learning practices as the availability of evaluative information becomes available.
Stage 2 - For completion by the Faculty Associate Dean (LTQ)	
Confirmation that process has been satisfactorily undertaken:	Name:
	Ratula Chakraborty Date: 8/5/2015
Good practice identified and University wide issues <i>(If different from the above):</i>	Good practice in the School of Psychology is in line with the rest of the schools in the Faculty of Social Sciences.
Dissemination of good practice within the Faculty and University-proposed process and timescale.	

Learning and Teaching Service – LTSQAR3

ANNUAL COURSE MONITORING: SCHOOL SUMMARY

Purpose:

- To evaluate the course to inform quality assurance and enhancement
- To update the course
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Stage 1 - School summary – Undergraduate / Postgraduate Taught <i>(delete as appropriate)</i> For completion by the Teaching Director (LTQ)			
School:	LAW	Year: 2013-14	
Courses monitored and updated:	T1M292101 / T2M292201 T2M299201 T1M22W101 / T2M22W201 T1M221101 T1M228101 T1M294101 / T2M294201 T1M101101 / T2M101201 T2M202201 / T1M202101	EMPLOYMENT LAW LLM EMPLOYMENT LAW PG CERT INFORMATION TECHNOLOGY & INTELLECTUAL PROPERTY LAW INTERNATIONAL COMMERCIAL AND BUSINESS LAW LLM INTERNATIONAL COMPETITION LAW & POLICY LLM INTERNATIONAL TRADE LAW LLM LAW LLM MEDIA LAW, POLICY & PRACTICE LLM	
Summary of good practice and action plans:	<p>The School has a diverse range of PGT programmes which attract a wide variety of students, from those who have just completed an undergraduate degree to others who have been in employment for a number of years (Employment Law LLM & PG Cert), and both home and international students. It is possible to take the degrees full-time or part-time. These programmes draw on the areas of expertise of the School's members of faculty.</p> <p>The School highly values teaching and 2013-14 once again saw a LAW lecturer, Eloise Ellis, win the SSF Excellence in Teaching, the fifth consecutive year that LAW has won.</p>		

There is good practice found in the compulsory induction module – Postgraduate Legal Skills & Research (20 credits) – which continues to be reviewed and developed to respond specifically to the constitution of the student body (predominantly international, with a high percentage from South East Asia). Core study skills are covered and assessed through course test and course work early in the Autumn semester.

Students on the International Trade Law and International Commercial and Business Law LLMs take a compulsory, year-long module (Foundations of International Commercial Law) and benefit from assessed Group Work and Project (which also facilitates early integration of student cohorts).

The Practical Employment Law module includes two one-day workshops where students prepare for and participate in the presentation of a mock Employment Tribunal case which gives students an opportunity to apply, and to further enhance, the knowledge and skills they have developed during seminars beforehand.

The Multidisciplinary Media and Society module is a cornerstone of the LLM in Media Law, Policy and Practice, providing its distinctive character as it draws from a wide range of specialisms and schools – PSI, DEV, ECO and FTM as well as LAW.

The LLM in International Commercial and Competition Law ran for the first year, replacing the former LLM in International Competition Law and Policy) to reflect the need to reduce the core/compulsory element of the course to make it more appealing to a broader applicant base and to ensure that delivery is cost-effective. In addition to the two modules common to all LLMs, now only International Competition Law is compulsory. This module attracts students from other LLM programmes, ensuring its viability.

The full timetable of employability talks is open to all LAW students. The School, via the Employability Director, assists in the organisation of UEA's only careers fair dedicated to a single profession, the annual Law Careers Fair in November.

Main points of action:

- Additional focus on plagiarism awareness in light of the significant number of incidents which were investigated in 2013/14
- Full LLM programme review to be undertaken, especially of those modules with low enrolment.

<p>Any University wide issues identified:</p>	<p>UEA's introduction of the new extenuating circumstances procedures, included 'self-certification' and the requirement for Extenuating Circumstances Panels, caused significant disruption to the ability to deliver timely feedback. It was the first year that the LLM cohort took advantage of the self-certification and, in one module (Oil and Gas Law), resulted in over 50% self-certifying. This led to the marker having less than the required minimum for second marking within the stipulated marking timeframe. Students were kept informed of this issue but it appears to have reflected negatively in PTES feedback.</p>
<p>Modules requiring review in subsequent academic year following the monitoring and update process:</p>	<p>It is Law School practice for all modules to have students complete a module questionnaire on an annual basis.</p>
<p>Dissemination of good practice within the School - proposed process and timescale:</p>	<p>The programme director holds regular meetings with all course directors and the School's PGT Teaching Committee also meets three times per academic year. There is yearly School Teaching Day and an Assessment and Moderation meeting. Good practice is disseminated at each event.</p>
<p>Stage 2 - For completion by the Faculty Associate Dean (LTQ)</p>	
<p>Confirmation that process has been satisfactorily undertaken:</p>	<p>Name: Ratula Chakraborty</p> <hr/> <p>Date: 10/4/15</p>

<p>Good practice identified and University wide issues <i>(If different from the above):</i></p>	<p>There is evidence of good practice in the running and management of LAW modules and are in line with other SSF schools.</p> <p>The problem of self-certification is certainly a wider issue and is an aspect which is still under consideration by LTS.</p>
<p>Dissemination of good practice within the Faculty and University - proposed process and timescale.</p>	

Learning and Teaching Service – LTSQAR3

ANNUAL COURSE MONITORING: SCHOOL SUMMARY

Purpose:

- To evaluate the course to inform quality assurance and enhancement
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Stage 1 - School summary – Postgraduate Taught For completion by the Teaching Director (LTQ)			
School:	ECO	Year: 2013/14	
Courses monitored and updated:	L103	MSc Economics	
	L117	MSc Industrial Economics	
	L192	MSc Experimental Economics	
	L1N3	MSc Finance and Economics	
	L160	MA International Business Economics	
	LN1A	MA International Business Finance and Economics	
	LP13	MA Media Economics	
	LL12	MA Economics and International Relations	
	L101	Economics Graduate Diploma	
	<p>In all years (including those with a Course Review) we have a panel to review all the PG Module Review forms and make recommendations for discussion at a full meeting of Faculty. This allows sharing of good practice. This Faculty meeting takes place every year and is devoted in large part to an Annual Teaching Review (ATR), which was last held on Wednesday 22nd July, 2014. Minutes of this meeting were circulated so that Action points arising from the ATR could be incorporated into the module outlines for 2014 -15.</p> <p>In response to feedback and recommendations from the 5 yearly Course Review Panel (the course review took place in May 2013), all ECO's Masters courses are now MScs. From September 2014 we are offering Applied Training MScs (previously MAs) and Academic and Professional MScs. Therefore, all the MAs referred to above are now MScs.</p>		

	<p>In 2013/14 the School prepared for the introduction of 3 new MSc (Applied Training) courses – Quantitative Financial Economics, Economics of International Finance and Trade and Economics of Money Banking and Capital Markets. These courses commenced in September 2014.</p>
<p>Summary of good practice and action plans:</p>	<p><u>Good Practice</u> Student participation encouraged in lectures and seminars. Use of formative assessment. Individual feedback on essay drafts in one module. Feedback lecture for technical assignments. Continually reviewing module content to ensure that it reflects the current research literature.</p> <p><u>Action Point relating to student participation</u> It has been noted on more than one occasion that some international students do not have the language skills to fully engage in seminar discussions. The School will try to address this issue by providing a support session (early in the autumn semester) on presenting in and engaging in seminars.</p>
<p>Any University wide issues identified:</p>	<p>We have identified the following university wide issues:</p> <ol style="list-style-type: none"> 1. LTS: there continue to be some difficulties relating to timetabling and room bookings. 2. General resources: The University should still aim to improve the condition of classrooms, and to increase the number of teaching rooms, particularly for big modules (150+ students). 3. MSc dissertation marks were released to students prior to the Final Assessment Board in November. This resulted in students who received a fail mark not having their dissertation report or information explaining they have an opportunity to improve and resubmit their dissertation. It would have been less upsetting for the student if all the information was available at the same time. 4. The External Examiner's comments indicate that penalties for late submission need to be reconsidered. One student who submitted their dissertation 3 hours late incurred a penalty of 10 percentage points. Given that

	<p>the dissertation is worth 1/3 of the Master's degree (60 credits) this has a significant impact. The External Examiner has asked the University to consider the introduction of a graduated system so that a student who submits late on the day of the deadline is not penalised as heavily as a student who submits on the following day.</p>
<p>Modules requiring review in subsequent academic year following the monitoring and update process:</p>	<p>The School will continue to monitor all modules on an annual basis as part of its Annual Teaching Review.</p>
<p>Dissemination of good practice within the School - proposed process and timescale:</p>	<p>At the Annual Teaching Review in July 2015 and in reports from the Employability Officer, Director of Learning and Teaching Enhancement and the Teaching Director in School meetings throughout the year.</p> <p>The Lead Support Tutor will provide a report at the Annual Teaching Review.</p> <p>The Director of Learning and Teaching Enhancement will help members of Faculty implement and develop use of learning technologies.</p>
<p>Stage 2 - For completion by the Faculty Associate Dean (LTQ)</p>	
<p>Confirmation that process has been satisfactorily undertaken:</p>	<p>Name: Ratula Chakraborty</p>
	<p>Date: 10/4/2015</p>
<p>Good practice identified and University wide issues <i>(If different from the above):</i></p>	<p>Elements of good practice identified by an External Examiner is evident in other SSF schools as well and is certainly most reassuring.</p> <p>The problem with time-tabling, enough rooms of sufficient size are issues that affect all schools and are aspects that the university is working on.</p> <p>The suggestion from an external examiner of varying the penalty and distinguishing between being late by a few</p>

	hours (which will lead to know marked advantage) to being late by a day etc. is worth considering at a wider faculty level.
Dissemination of good practice within the Faculty and University- proposed process and timescale.	

Learning and Teaching Service – LTSQAR3

ANNUAL COURSE MONITORING: SCHOOL SUMMARY

Purpose:

- To evaluate the course to inform quality assurance and enhancement
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Stage 1 - School summary – Postgraduate <i>(delete as appropriate)</i> For completion by the Teaching Director (LTQ)			
School:	Social Work	Year: 2013-14	
Courses monitored and updated:	MA Social Work		
Summary of good practice and action plans:	<p>The MA Social Work course gained accreditation with the Health and Care Professions Council (described as 'sparkling' in verbal feedback) this academic year. The programme was also endorsed by The College of Social Work where the passion and quality of the teaching was commended, and the excellent links to the School's research noted. The PTES information from 2013-14 indicates that the course is highly regarded by students.</p> <p>Action plan:</p> <p>Action plan:</p> <ul style="list-style-type: none"> • Check new Student Handbooks for each of the programmes, the programme Websites and associated documentation to ensure consistent use of contemporary terminology. - completed • How and why joint teaching across the BA / MA courses occurs could be outlined in more depth, flagging up how this enhances student learning – completed • Continue to work on communication with Service Users and try to ensure Team/Admissions Officer presence at interviews to ensure Service Users continue to feel supported by the School. Liaison with key individuals ARM to ensure they remain aware of the importance of maintaining relationships with service users and service stakeholders. – underway. The Admissions officer has met with service users. Services users are now involved in the annual course away day which 		

	<p><i>includes a focus on admissions. This raised an issue about ensuring service users receive applicants, documentation in a timely manner, which will be followed up by the admissions officer.</i></p> <ul style="list-style-type: none"> • Review and reflect on current outreach activities and how they may be developed. The panel suggests that using the articulate and positive student group to represent the School in outreach activities would be valuable. Although battling factors outside of the team's control, considering how to engage and encourage male applicants needs careful consideration. – <i>The admissions officer (who is male) attends several outreach activities. Opportunities to engage and involve the positive student group and to encourage male applicants have been explored and changes have been made to the open days and interviews so that interested students and prospective applicants have the chance to meet current students. This is being piloted during the 2014-15 admissions round.</i> • The Panel suggested reviewing the ways in which the law components are taught and assessed. Law elements could be spread over course material and embedded with other learning. Students who have experienced the way in which the law is applied in specific practice settings could be encouraged to share their experiences to promote learning across the cohort. – <i>underway. The law teaching is regularly reviewed and external examiners are consistently positive about assessment and achievement in this module. Further opportunities to compare the workings of the law in specific practice settings have been timetabled, with more revision time before the law test. A new session on court skills has been introduced, focusing on giving evidence in court, a skill which is relevant across many practice settings.</i> • Adviser system: To try to ensure equal provision and consistency in experience for students on both level courses. The Panel recommended putting the expectations of supervision visits and supervision meetings in the student handbooks. – <i>underway for handbooks for 2014-15. We have a new senior adviser starting in 2014-15 who will have a role in ensuring consistency across the programme.</i> • Suggest the team explores way of anonymised peer marking for second piece of formative coursework (the first is tutor marked), to allow students to critically engage with the work as a way of feeding forward, and learning from each other. – <i>underway. Peer marking is under review. Student feedback suggests that students prefer their written work to be marked by a lecturer.</i>
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	<ul style="list-style-type: none"> • Students are prepared for social work and recognise the diversity of contemporary social work roles, however increased employability activity within the School should ensure that students are aware of their flexible skill base and of the emerging opportunities for utilising their learning experiences in the job market. – <i>underway. Most students seek a career in social work, as the course leads to a professional qualification. Employability sessions stress transferable skills, and a session has been introduced about pursuing a research degree at UEA as an option on completion of the MA degree.</i> • Review the dissemination of SSLC outcomes. Consider publishing SSLC minutes (once signed off) for all cohorts. Students also suggested having deputy reps or more reps to ensure full attendance at meetings and to increase the likelihood that concerns are formulated and passed onto appropriate staff. – <i>completed. SSLC minutes and feedback from programme staff are now made available on BlackBoard. A feedback meeting is held at the end of MA year's 1 and 2 with the full year group.</i> • Recommend trying to introduce more joint socialising opportunities, especially at the beginning of the year, to attempt to give students more peer support across the years of each programme and enhance interaction across the two programmes. – <i>underway. At the moment there are two parties at the start and end of the course, which are joint across the programmes. Further development is possible. Many students plan their own social activities and these tend to be within programmes.</i>
Any University wide issues identified:	Continuing shortage of suitable teaching accommodation for the workshop based and experiential teaching and learning necessary on a professional social work course. Timetabling also continues to be an issue for the MA programme. This has possible implications for our student feedback scores.
Modules requiring review in subsequent academic year following the monitoring and update process:	Legal and Social Policy Context of Social Work (module within first two years, new teaching staff for 2014-15) Professional Theory and Practice II (new module organiser for 2014-2015). Professional Development (new module organiser for 2014-2015).

Dissemination of good practice within the School - proposed process and timescale:	Regular staff meetings are held fortnightly throughout the teaching year, at which all aspects of teaching and assessment are discussed.
Stage 2 - For completion by the Faculty Associate Dean (LTQ)	
Confirmation that process has been satisfactorily undertaken:	Name: Ratula Chakraborty
	Date: 13/4/15
Good practice identified and University wide issues <i>(If different from the above):</i>	SWK demonstrates good practice in several activities of their training programme and these are generally in line with other schools in SSF. Issues of time-tabling and teaching facilities have also been identified and these again are in line with what is experienced at other schools.
Dissemination of good practice within the Faculty and University-proposed process and timescale.	

