

LTC15D096

Title: *Faculty of Science Reports On Annual Course Monitoring (Qar3) 2014/15*
Author: Alexandra Hupton
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Issue

To receive QAR3 reports from the Faculty of Science Schools:

Undergraduate

Actuarial Sciences – not available
Biological Sciences – attached
Chemistry - attached
Computing Sciences – not available
Engineering – not available
Environmental Sciences - attached
Mathematics - attached
Natural Sciences – attached
Pharmacy - attached

Postgraduate

Biological Sciences – not available
Chemistry – not available
Computing Sciences – not available
Engineering and Mathematics – not available
Environmental Sciences – not available
Pharmacy – not available

Completed by the Associate Dean, Professor David Stevens.

Recommendation

None.

Resource Implications

Not applicable.

Risk Implications

Not applicable.

Equality and Diversity

Not applicable.

Timing of decisions

Not applicable.

Further Information

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Background

Not applicable.

Discussion

Not applicable.

Attachments

Undergraduate QAR3s for Schools of Biological Sciences, Chemistry, Environmental Sciences, Mathematics, Natural Sciences, Pharmacy

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: BIO		Year: 2014-15	
Courses monitored and updated:	U1C18A402 ECOLOGY WITH A YEAR ABROAD U1C183401 ECOLOGY WITH A YEAR IN EUROPE U1C10C402 BIOLOGICAL SCIENCES WITH A YEAR ABROAD U1C103401 BIO SCIENCES WITH A YEAR IN AUSTRALASIA U1C102401 BIO SCIENCES WITH A YEAR IN NORTH AMERICA U1C101401 BIOLOGICAL SCIENCES WITH A YEAR IN EUROPE U1C100302 – Biological Sciences U2C100602 – Biological Sciences U1C100301 – Biological Sciences - PRE 2013 U2C100601 – Biological Sciences - PRE 2013 U1C100V01 - Visiting Studies In Biological Sciences (Undergraduate) - PRE 2013 U1C18A402 ECOLOGY WITH A YEAR ABROAD U1C183401 ECOLOGY WITH A YEAR IN EUROPE U1C10C402 BIOLOGICAL SCIENCES WITH A YEAR ABROAD U1C103401 BIO SCIENCES WITH A YEAR IN AUSTRALASIA U1C102401 BIO SCIENCES WITH A YEAR IN NORTH AMERICA U1C101401 BIOLOGICAL SCIENCES WITH A YEAR IN EUROPE U1C201401 – Plant Sciences MSci U1C700302 – Biochemistry U2C700602 – Biochemistry		

	<p>U1C700301 – Biochemistry - PRE 2013 U2C700601 – Biochemistry - PRE 2013 U1C720402 – Biochemistry With A Year In Industry U1C720401 – Biochemistry With A Year In Industry - PRE 2013 U18C91401 – Biological Sciences With A Foundation Year U1C930302 – Biomedicine U1C930301 – Biomedicine - PRE 2013</p>
<p>Summary of good practice and action plans:</p>	<p>School of Biological Sciences degree course remain popular, both in terms of recruitment and student experience. In the 2015 NSS in the Biology Subject Area we scored 95% for Overall Satisfaction (the same as last year) and 96% for 'The teaching on my course' (up 1% from last year). Biochemistry was particularly strong, with an overall satisfaction of 100%. Comments from some of our students from NSS:</p> <p><i>'It's a really good course, full of interesting information and exposure to research papers.'</i></p> <p><i>'They obviously care a lot about the course, they try to make it interesting and as attractive as possible.'</i></p> <p><i>'The range of teaching techniques including PBL, seminars, and orthodox lectures, interactive lectures, workshops and even group quizzes. I found the variety of techniques particularly helpful in finding a learning niche I needed.'</i></p> <p><i>'The lecturers are really good. You go in to a subject you know nothing about and they make it seem like the most interesting thing in the world.'</i></p> <p>BIO is increasingly popular and our intake is ~45 more students than last year (232 vs 187).</p> <p>Degree courses are being continuously developed and this leads to new and developing good practice. A prominent example of this is the strength of the new BIO-3D3Y Biology Research Skills module, a new, alternative to the BIO-3D1Y Research Project module. 3D3Y attracted 39 students last year, up from 29 in the previous year, and 51 students are enrolled for 2015-16. This alternative project module and ones we are planning to introduce will be increasingly important</p>

	<p>as our student numbers grow. These 40-credit modules remain major components and highlights of our BScs.</p> <p>One area of NSS in which the School again performed less well is Assessment and Feedback. This is commented on by several Course Directors. In the Biology Subject Area we ranked 66%, compared to 67% in the previous year.</p>
<p>Summary of Recommendations/ Decisions from Annual Review of Moderation and Assessment</p>	<p>There has been considerable discussion, consultation and communication in School on ways and means of improving coursework return and feedback.</p> <ul style="list-style-type: none"> • The BIO Learning and Teaching Day in September was themed around reducing learning and teaching workload and reducing assessment workload, including sessions on feedback strategies and e-marking. • At BIO's September School Meeting attendees shared advice on short-term and long-term solutions for marking, including working with colleagues to share marking and spread deadlines out; group marking sessions; considering AT support for marking and ensuring that coursework deadlines and marking were included in people's diaries and calendars and prioritised appropriately. • Longer-term Module Organisers have been instructed to reduce assessment time, by reducing the number of assessments given to students during the course of the module, and/or reducing the volume, e.g. students are asked to write 1,000 words for an essay rather than 2,000 words. We are also encouraging the use of more efficient assessment, such as online course tests, which could mean immediate marking. • The Head of School and Director of Teaching have arranged meetings with all Module Organisers who missed the 20 day deadline last academic year, in order to identify problems and provide support to avoid the same problems occurring this year. <p>Operational/Resource Issues Identified:</p> <ul style="list-style-type: none"> • BIO's courses and modules (including assessments) are designed with due consideration

	<p>of appropriate subject benchmark statements and the process draws on our extensive experience and expertise in teaching biological sciences, including experience and expertise in assessment of and for learning biology.</p> <ul style="list-style-type: none"> • BIO staff have been briefed by email with comparative assessment data and encouraged to reduce assessment volume, especially for modules in which assessment is abnormally high. One challenge to those, however, is that Level 6 modules are now subject to BIM and are expected to include formative as well as summative assessment. This means BIO will have to increase assessment in Level 6 modules rather than reduce it. • Another ongoing factor over the last few years has been the increasing number of students coming to BIO. Obviously, such increasingly high admission numbers are a testament to BIO's teaching and research reputation, while, at the same time, it has put a huge strain on teaching resources, at a time when staff recruitment has plateaued. • Preparing for this year's intake of students numbers BIO convened a working group to look into the continuing challenges such cohorts present. The group mapped a variety of student number scenarios against available resources and concluded that 200 students was a possibility going forward with increased resource. This autumn, BIO's intake was 232. • If intake numbers stay at 2015-16 levels, in two years we will be at ~100 students greater than the number we modelled as manageable and ~140 students more than we were in 2014-15. We have modelled this quite carefully and believe that our modules as currently designed could cope with these numbers but only if increased staff resource is available to reduce the risk of compromised learning experience, including unwanted consequences for turnaround time. We have identified priority areas for new appointments based, in great measure, on consideration of staff workload, student learning experience, coursework feedback and where pressures resulting from the much larger cohort will be most significant. • Another less recognised coursework challenge with larger cohorts is as a result of a lack of space. Modules, therefore, have to be divided into smaller groups, which means different groups are being
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	<p>taught the same subject at different times, and being set the same coursework at different times, sometimes weeks apart. This, of course, creates a dilemma in when to return coursework, as it presents a danger that coursework and feedback will be returned before another group has reached the deadline for their own submission. No solution has yet to be found for this.</p> <ul style="list-style-type: none"> • We have recognised that a change of culture is needed in BIO with regard to coursework return, and with a number of initiatives now in place to support MOs with marking and coursework return, we feel we are well on our way to achieving this.
<p>Any University wide issues identified:</p>	<p>Teaching resources</p> <p>C100 together with the majority of BIO courses is increasingly popular and recruited high student numbers for 2015-16. The current projection is that there will be 115 C100 students at Level 4 in 2015-16 compared to 80 progressing from Level 4 to Level 5. Across the School as a whole, i.e. for all BIO courses, Level 4 student numbers have increased by approximately 30% compared to the previous year (~233 students entering Level 4 in September 2015 compared to 180 entering Level 4 in 2014). The School has requested and the Faculty has made available some additional resource to help with the increased demand:</p> <ul style="list-style-type: none"> • Increase in working hours for one teaching technician (from 0.8 to 1.0 FTE) • ~£140 k teaching lab equipment (microscopes, powerpacks, spectrophotometers, laptops, gel tanks, Biopacs, blotters etc.) • Increase AT budget pro rata with student number (from £79,795 to £89,751) <p>The School is very grateful for this increased resource. It must be noted, however, that although this resource will be very helpful in delivering practical teaching, it will do little to help with the demands that increased student numbers impose on some other aspects of our teaching, most notably small group teaching and the marking of coursework and examination assessment items.</p>

The School is making a major effort to revise some practices associated with coursework marking, driven in part by the aim of reducing turnaround time. This includes:

- Head of School and Director of Learning and Teaching meeting with organisers of modules with coursework items with >20-day return last year to identify problems and provide support to avoid problems this year.
- Using and Associate Tutor budget to collect, distribute and return coursework, monitor progress and remind markers of approaching deadlines, inform HoS and DLT of incomplete marking approaching 15-day deadline.
- Encouraging colleagues to share marking and spread out deadlines.
- Encouraging colleagues to put coursework deadlines and marking time into diaries.
- Encouraging colleagues to employ group marking sessions.
- Encouraging colleagues to consider Associate Tutors for marking (where appropriate and resource is available).
- Encouraging colleagues to reduce assessment (fewer items, reduced volume) where appropriate.
- Encouraging colleagues to use more efficient assessment, e.g. online tests and pro formas.
- Encouraging colleagues to use more efficient means teaching support, e.g. module blogs to reduce email.

Some of these practices may also help us cope with some of the demands of increased numbers. It is, however, very hard to imagine how the School can maintain standards without increased human resource to deliver teaching and assessment. Put simply, if we are to maintain intake at this year's level (~230 students), and maintain teaching standards, we need more lecturers. If we are to increase intake (>230 students) a consequently greater increase in teaching staff will be required, as will increased teaching infrastructure, especially teaching laboratory space.

Module Evaluation

For each and everyone of our modules for response rates in on-line the student evaluation exercise is far too low there to be confidence in the scores. Please see Nulty DD, *Assessment & Evaluation in Higher Education* Vol. 33, No. 3, June 2008, 301–314) for

	discussion of the response rates required. Other institutions are abandoning online evaluation and returning to paper-based evaluation as consequence of the same low engagement with online methods. It would be appropriate for UEA to consider the same solution.
Modules requiring review in subsequent academic year following the monitoring and update process:	Provisional list below. Others are likely to trigger review later. 4004B – New module organiser (this year) 4007Y – New module organiser (this year) 5004A – New module organiser (2nd year) 6005B – New module organiser (2nd year) 6007B – New module organiser (2nd year) 6025B – New module, within 2 years (2nd year)
Issues arising from placement and work-based learning:	
Dissemination of good practice within the School - proposed process and timescale:	Changes to assessment and feedback BIO School Meetings (15 July, 16 September, 11 November) and BIO Learning and Teaching Day (10 September). 'BIO teaching faculty' BlackBoard organisation has been restructured and is now being used again (it had largely fallen into disuse); it is now a key source of information BIO academic staff.
Stage 2 - For completion by the Faculty Associate Dean (LTQ)	
Confirmation that process has been satisfactorily undertaken:	Name: David Stevens
	Date: 19/11/15
Good practice identified and University wide issues <i>(If different from the above):</i>	BIO teaching is well received and popular. Assessment and feedback is a concern, but this is being addressed.
Dissemination of good practice within the Faculty and University-	It will be important to evaluate how the changes in assessment and feedback are received by students at the end of the year. Other SCI School's (and the university) should maintain a watching brief.

proposed process and timescale.	
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Learning and Teaching Service – LTSQAR3

ANNUAL COURSE MONITORING: SCHOOL SUMMARY

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Stage 1 - School summary – Undergraduate / Postgraduate Taught <i>(delete as appropriate)</i> For completion by the Teaching Director (LTQ)			
School:	CHE	Year:	2014/5
Courses monitored and updated:	T1F101101- CHEMICAL SCIENCES (GRADUATE DIPLOMA) U1F1F4401- CHEMISTRY WITH ANALYTICAL AND FORENSIC SCIENCE (MCHEM) U1F100302- CHEMISTRY U1F101402- CHEMISTRY (MCHEM) U1F101401- CHEMISTRY (MCHEM) U1F103402- CHEMISTRY WITH A YEAR IN NORTH AMERICA (MCHEM) U1F103401- CHEMISTRY WITH A YEAR IN NORTH AMERICA (MCHEM) U1F153402 - BIOLOGICAL AND MEDICINAL CHEMISTRY WITH A YEAR IN NORTH AMERICA (MCHEM) U1F153401 - BIOLOGICAL AND MEDICINAL CHEMISTRY WITH A YEAR IN NORTH AMERICA (MCHEM) - PRE 2013 U1F190402 - CHEMICAL PHYSICS WITH A YEAR IN NORTH AMERICA (MCHEM) U1F190401 - CHEMICAL PHYSICS WITH A YEAR IN NORTH AMERICA (MCHEM) - PRE 2013 U1F152402- BIOLOGICAL AND MEDICINAL CHEMISTRY (MCHEM) U1F152401- BIOLOGICAL AND MEDICINAL CHEMISTRY (MCHEM) U1F125302- BIOLOGICAL AND MEDICINAL CHEMISTRY U1FF31302- CHEMICAL PHYSICS		

	<p>U1FF41402- FORENSIC AND INVESTIGATIVE CHEMISTRY (MCHEM) U1FF41401- FORENSIC AND INVESTIGATIVE CHEMISTRY (MCHEM) U2F008802- SCIENCE (WITH A FOUNDATION YEAR - PART TIME) U2F008801- SCIENCE (WITH A FOUNDATION YEAR - PART TIME) U1F008402- SCIENCE (WITH A FOUNDATION YEAR) U1F008402- SCIENCE (WITH A FOUNDATION YEAR) U18F10401- CHEMISTRY WITH A FOUNDATION YEAR U1F104402, U1F104401 CHEMISTRY WITH A YEAR IN INDUSTRY (MCHEM) U1F154402, U1F154401 BIOLOGICAL AND MEDICINAL CHEMISTRY WITH A YEAR IN INDUSTRY (MCHEM) U1F191402, U1F191401 CHEMICAL PHYSICS WITH A YEAR IN INDUSTRY (MCHEM)</p>
<p>Summary of good practice and action plans:</p>	<p>Good Practice The approach to improving module learning as illustrated by CHE-5601Y Biophysical Chemistry.</p> <p>Annual module reviews, structure set out in CHE-4701Y and CHE-5701Y.</p> <p>Action Plans</p> <ol style="list-style-type: none"> a) Trial mid-module evaluation in CHE-4301Y. A concerted effort to improve rates of student evaluation return. b) There is a general problem of relatively poor performance in year 2 across all core modules. Faculty in CHE are too complacent about the consequences of poor performing modules. An average module mark of less than 50% is unacceptable. While coursework marks may be higher than the examination mark these should certainly not be in the III Class mark range. c) We have instigated a process for reviewing the balance of teaching and examining the pattern of assessment. This will be a principle responsibility of the newly introduced Heads of Year. d) The Heads of Year should also examine the issue of attendance as a proxy for engagement on the degree programme. e) Employ week 13 of semester 2 as a structure revision period.

<p>Summary of Recommendations/ Decisions from Annual Review of Moderation and Assessment</p>	<ol style="list-style-type: none"> 1. Problems with the low marks in CHE-5201Y needs to be addressed; support to be given to MO & team. 2. Poor general performance in year 2: Year 2 MOs to meet to discuss year 2 content. 3. Course level assessment strategy: CD for F100, F101 in consultation with DoLT to consider course level assessment strategy. This will then be distributed to other CD to integrate across their programme 4. Amend the CHE assessment strategy to allow a variation in the examination style for optional modules. To remain 3 out of 4 questions for core modules in level 5 & level 6. 5. Reduction in examinations to meet university requirements in line with the 4 week assessment period. Teaching Committee to decide in the light of the course level assessment strategies which exams can be removed. 6. Advancing the employability of our graduates. Director of Employability to ensure the employability skills required are identified. Teaching Committee will determine how these skills can be placed in the course and the CD/MO will establish the appropriate assessment(s) for these skills ensuring they fit into the overall assessment strategy. 7. Moderation: Moderation form not helpful since, if in agreement with the marks, all the moderator is required to do is to tick a box. 8. DoLT to discuss with HoS PHA about the way the teaching laboratory is used with the view to permitting interleaving of CHE-5201Y, CHE-5350Y and CHE-5350Y laboratories on Tuesday afternoon. 9. Bunching of coursework: Heads of Year to discuss submission dates (for 2016/17) with MO and set out an assessment timetable before the end of November 2015 so that MOs can incorporate for module update. 10. Project marking: Resolved to bring project assessment criteria in line with UEA senate scale assessment criteria; new document to be circulated to project markers, highlighting changes, at time of interim report marking. <p>Subsequent to the assessment meeting grave concerns were raised about the quality of the reports being produced for the Reassessment Board. While the School appreciates the efforts made under difficult circumstances, these Boards cannot operate in the absence of complete and trustworthy reports.</p>

	<p>A number of factors came together to cause the problems. Not the least of which was the tight deadlines, it is essential realistic deadlines are set in future for the submission of marks and time allowed before the Board meetings to ensure the quality of the reports being received by the Board.</p> <p>Proper staffing levels are necessary but I'm not sure it is not a simple matter of understaffing in the CHE team because we had incomplete BIO data as well.</p> <p>Last but not least, the School accepts that faculty are partially responsible for the problems, because although the 1st September was a tight deadline the numbers of scripts involved was small, faculty know this is the Reassessment time of year and so arrangements should have been put in place to meet the deadline.</p> <p>In terms of the process I'm not sure whether anyone in CHE had oversight of the state of the mark submission and so could have chivvied the faculty into getting things completed faster.</p>
<p>Any University wide issues identified:</p>	<p>Poor completion rates for student module evaluations.</p> <p>The timetable for the reassessment process was too tight in 2014/15 leading to errors and poor quality reports at the Reassessment Board.</p>
<p>Modules requiring review in subsequent academic year following the monitoring and update process:</p>	<p>All level 5 modules owing to the poor performance across the level.</p>
<p>Issues arising from placement and work-based learning:</p>	<p>Year in North America: The dilemma is whether the Year Abroad should count, or not, towards the degree classification in Integrated Masters degrees. For 4 year BSc degrees the position is clear, a Pass/Fail judgement is satisfactory since two counting years will still give the degree classification. However, Pass/Fail is inadequate for 4 year IM degrees since this will make them inconsistent with the equivalent Home based degrees. Moreover, level 6 would be excluded from the degree classification. At the same time it must be recognised that the methods used to transfer marks from universities in North America are hard to defend</p>

	<p>and because of this tend to verge on the lenient side to ensure no student appeals.</p> <p>Year in Industry: The absence of a clear reassessment mechanism for the placement evaluation module (CHE-6021Y).</p>
Dissemination of good practice within the School - proposed process and timescale:	<p>During the year Teaching Committee will be discussing the performance of year 2 students with relation to Good Honours and student workload. The approach adopted by the teaching team for CHE-5601Y will be highlighted in the first months of the academic year 2015/16 to ensure other teaming teams are aware before the module update in January 2016.</p> <p>QAR1 for CHE-4701Y and 5701Y will be circulated to module organisers prior to the annual module review for 2015/16</p>
Stage 2 - For completion by the Faculty Associate Dean (LTQ)	
Confirmation that process has been satisfactorily undertaken:	Name: David Stevens
	Date: 9/10/15
Good practice identified and University wide issues <i>(If different from the above):</i>	<p>The time line for reassessments should be re-examined. Resiting/DFS students found out whether they were to continue at university far too late.</p> <p>The status of the year abroad for Integrated Masters needs to be addressed.</p> <p>Improving completion rates for student evaluations should be a priority across the faculty/university. Of course the poor rates could be because our students suffer from evaluation fatigue. It would be worthwhile piloting a broader coursewide evaluation (one per semester) – particularly where courses have significant (or all) compulsory elements.</p>
Dissemination of good practice within the Faculty and University-proposed process and timescale.	Next SCI LTQC to discuss QAR3 forms prior to module and course update.

Learning and Teaching Service – LTSQAR3

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Stage 1 - School summary – Undergraduate / Postgraduate Taught <i>(delete as appropriate)</i> For completion by the Teaching Director (LTQ)			
School:	ENV	Year:	2014-15
Courses monitored and updated:	U1FL87302 - Environmental Geography And International Development U1FL87301 - Environmental Geography And International Development - PRE 2013 U1FF97302 - Meteorology And Oceanography U1FF97301 - Meteorology And Oceanography - PRE 2013 U1F790402 - Meteorology And Oceanography (Msci) U1F790401 - Meteorology And Oceanography (Msci) - PRE 2013 U1FF8A402 - Meteorology And Oceanography With A Year Abroad U1FF8R401 - Meteorology And Oceanography With A Year In Australasia - PRE 2013 U1FFX7401 - Meteorology And Oceanography With A Year In Europe - PRE 2013 U1FFY7401 - Meteorology And Oceanography With A Year In North America - PRE 2013 U1FF87402 - Meteorology And Oceanography With A Year In Industry U1FF87401 - Meteorology And Oceanography With A Year In Industry - PRE 2013		

	<p>U18F90401 - Environmental Sciences With A Foundation Year</p> <p><i>U171F8301 – Geography</i></p> <p>U1F813302 - Environmental Geography And Climate Change</p> <p>U1F813301 - Environmental Geography And Climate Change - PRE 2013</p> <p>U1F812402 - Environmental Geography And Climate Change (Msci)</p> <p>U1F812401 - Environmental Geography And Climate Change (Msci) - PRE 2013</p> <p>U1F814402 - Environmental Geography And Climate Change With A Year In Industry</p> <p>U1F814401 - Environmental Geography And Climate Change With A Year In Industry - PRE 2013</p> <p>U1F762302 - Climate Science</p> <p>U1F762301 - Climate Science - PRE 2013</p> <p>U1F760402 - Climate Science (Msci)</p> <p>U1F760401 - Climate Science (Msci) - PRE 2013</p> <p>U1F76A402 - Climate Science With A Year Abroad</p> <p>U1F763401 - Climate Science With A Year In Australasia - PRE 2013</p> <p>U1F765401 - Climate Science With A Year In North America - PRE 2013</p> <p>U1F764402 - Climate Science With A Year In Industry</p> <p>U1F764401 - Climate Science With A Year In Industry - PRE 2013</p> <p>U1F647402 - Environmental Earth Science (Msci)</p> <p>U1F647401 - Environmental Earth Science (Msci) - PRE 2013</p> <p>U1F630302 - Environmental Earth Sciences</p> <p>U1F630301 - Environmental Earth Sciences - PRE 2013</p> <p>U1F64A402 - Environmental Earth Sciences With A Year Abroad</p> <p>U1F646401 - Environmental Earth Sciences With A Year In Australasia - PRE 2013</p>
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	<p>U1F643401 - Environmental Earth Sciences With A Year In Europe - PRE 2013</p> <p>U1F645402 - Environmental Earth Sciences With A Year In Industry</p> <p>U1F645401 - Environmental Earth Sciences With A Year In Industry - PRE 2013</p> <p>U1F644401 - Environmental Earth Sciences With A Year In North America - PRE 2013</p>
<p>Summary of good practice and action plans:</p>	<p><i>Good practice:</i></p> <ul style="list-style-type: none"> • Course-wide assessment strategies considered at ARAM event and Annual Course Reviews. • Substantial (40%) reduction in number of standard spring semester exams from 2013/4 to 2015/6 (43 to 26); frequency of exams reducing from L4 to L6 and virtually no exams at L7/PGT. • For specialist degrees with prescriptive pathways, retained exams are focused in compulsory modules • Reduction in numbers of Summative assessments per module and improved use of Formative Feedforward assessment (mean FM:SM=1.3). • Use of Formative exam feedback. • Exam preparation formative exercise - giving students scripts from previous years that span the full marking range to mark/review – ask students which answers are good or bad • Good progress on return times: School’s mean total time to return CW to students = 13 days (2014/15 Sem 2); 46% of CW items returned to LTS in less than 10 days • Policies in place to manage coursework bunching: If a module has two items of summative work the first one should be submitted by the end of week 8 and the second should be submitted after the start of week 11; Stage 3 semester 1 CW modules cannot have deadlines after December to give students time to focus on their project. <p><i>Action plans</i></p> <ul style="list-style-type: none"> • For EGCC, CD and teaching team should clarify strategic position, distinctiveness and recruitment market compared to Env Sci and Geography courses. <p><i>Measurable – update of Course Profile or</i></p>

	<p><i>recommendation to School LTC for either: course closure or renaming. To be completed by: prior to prospectus production 2016</i></p> <ul style="list-style-type: none"> • LTS to identify and pass assessment patterns back to Module Organisers where they have not include the appropriate numbers of formative items for their summative items • Monitor (via SSLC) student stress and satisfaction around single summative (100%) assessment of 20cr modules. <i>Measurable- placed on agenda of SSLC. To complete by: end of 2015/16.</i> • Develop course-wide Formative assessment on Exam preparation – proposal to School LTC (Chair Examiners) • Assessment Manual to emphasise the importance of making formative assessment ‘feed-forward’ in nature (Chair Examiners) • Assistant DLT to capture and disseminate examples of best practice of feed forward formative assessment (ADT training) • Assistant DLT to share samples of providing effective feedback for formative assessment i.e. peer involvement (ADT training) • LTS could send ENV moderation form with CSV file via email (to increase compliance) (LTS) • LTS to provide information regarding the number of moderation forms returned and resulted in mark changes from 2015/6 onward (LTS)
<p>Summary of Recommendations/ Decisions from Annual Review of Moderation and Assessment</p>	<ul style="list-style-type: none"> • Pedagogical arguments require retaining some exams within UG course-wide assessment profiles • Presumption against use of exams at L7/PGT as inappropriate to learning outcomes, potentially disadvantageous to overseas students, and interfere with dissertation work • CDs to consider placement of exams (e.g. in compulsory/core modules), and mainly at L4, L5. • NAM and increased use of Formative assessment has required an increase, not reduction in, faculty workloads
<p>Any University wide issues identified:</p>	<ul style="list-style-type: none"> • UEA should REQUIRE all Schools and Faculties to adopt a common approach to timetabling. This will facilitate a) cross faculty collaborative course delivery, b)

	<p>efficiencies in room booking and use of room resources (e.g. current problems in room availability partly arise from uneven spread of teaching load across the week with HUM faculty preferring to avoid teaching on Monday or Friday).</p> <ul style="list-style-type: none"> • We strongly recommend that all modules occupy only one parent slot (and its sub-slots) and that all taught sessions of a module (including seminars) must be slotted without deviating from the timetable slot. • Please consider timing and mechanisms of course review QAR2 process – current timing in August precludes involvement of students and is disjunct from course update. Feeds up and out of School with no feedback, no link to course update, no clear closure of loop. • The NAM does not appear to have been appropriately implemented in DEV, with a lack of feed-forward formative assessments and a lack of feedback on marked work. This risks impact NSS performance of ENV, via the joint degree. • Please find a mechanism for student evaluation that provides a meaningful return rate, current mechanism remains inadequate and often does not provide meaningful feedback for Module Organisers • routine use of anti-plagiarism software across all assessments at all levels is <u>still</u> not available (!!) despite repeated negative comments from our external examiners. This is <u>again</u> raised as an issue by a externals and Course Directors. • provision of data, particularly from BIU, is poorly structured requiring a lot of time in sorting to provide usable data for the QAR2 process. IF QAR2 process is to be retained , could BIU/LTS or LS winnow and re-assemble the data that CDs need to complete the QAR2; a large amount of time is spent trying to hunt these down from scatted sources – and this is likely being repeated by multiple CDs. Requires working group of CDs with LTS to clarify data requirements • School request SCI LTQC to request review of UEA moderation policy to permit team moderation by markers (i.e. Why does the moderator have to be someone who hasn't completed the marking? This
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	causes issues with capability of moderator as those who are most knowledgeable of subject have marked.)
Modules requiring review in subsequent academic year following the monitoring and update process:	<p>ENV: New modules</p> <p>ENV-0001Y Environmental Sciences (New Module 2015-16)</p> <p>ENV-4010Y – Geographical Perspectives (new 2014/15)</p> <p>ENV: concerns of DLT</p> <p>ENV-4005A Understanding The Dynamic Planet (no response to student evaluation)</p> <p>ENV-5031B Social Research Skills For Geographers And Environmental Scientists (no response to student evaluation)</p> <p>ENV-7026Y (no response to student evaluation; & low student evaluation score)</p> <p>DEV: New modules</p> <p>DEV-4008B Media and International Development 1: Humanitarian Communication</p> <p>DEV: Modules in their 2nd year</p> <p>DEV-5010B Geographies of Development.</p> <p>DEV-5011A People and Place.</p> <p>DEV-5012Y Economics for Development</p> <p>DEV-5013Y Natural Resources and Development.</p> <p>DEV-5014B Methods In Human Geography.</p> <p>DEV: New module convenor</p> <p>DEV-6003A Wars and Humanitarian Crises</p> <p>DEV: Issues Arising from low score at Student Module Evaluation</p> <p>DEV-4002A Evidence in Development and Geography</p> <p>DEV-4004B Introduction to Natural Resources and Development.</p> <p>DEV-6008B Public Policy and Welfare.</p> <p>DEV-6005B Contemporary Issues in Resource Development and Conservation.</p>
Issues arising from placement and work-based learning:	None.

<p>Dissemination of good practice within the School - proposed process and timescale:</p>	<p>Assessment Manual has been produced providing policy on assessment practices – circulated to School, <i>Chair of Examiners to update Semester 1 2015/16.</i></p> <p>Assistant Director of Teaching with Responsibility for Staff Training is developing intranet site with examples of best practice – <i>to complete Semester 1 2015/16.</i></p> <p>School Director of Teaching and or ADT (Training) disseminate good practice by email bulletins (e.g. feedback on coursework, use of assessment feedback pro-forma, coursework return times) – <i>continuous, ongoing.</i></p>
<p>Stage 2 - For completion by the Faculty Associate Dean (LTQ)</p>	
<p>Confirmation that process has been satisfactorily undertaken:</p>	<p>Name: David Stevens</p> <hr/> <p>Date: 9/10/15</p>
<p>Good practice identified and University wide issues <i>(If different from the above):</i></p>	<p>Formative exam preparation. Good progress on CW return. Policies to manage CW bunching.</p> <p>Requiring all Schools to adopt a common approach to timetabling.</p> <p>Improving completion rates for student evaluations should be a priority across the faculty/university. Of course the poor rates could be because our students suffer from evaluation fatigue. It would be worthwhile piloting a broader coursewide evaluation (one per semester) – particularly where courses have significant (or all) compulsory elements.</p> <p>The timeline for QAR forms should be reconsidered. A slight delay would enable student input while still providing time to inform course and module update.</p>
<p>Dissemination of good practice within the Faculty and University-proposed process and timescale.</p>	<p>Next SCI LTQC to discuss QAR3 forms prior to module and course update.</p> <p>This form going to LTC</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
- 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:	MTH	Year:	2014/15
Courses monitored and updated:	U1G100301 - MATHEMATICS - PRE 2013 U1G100302 – MATHEMATICS U1G1N1302 – MATHEMATICS WITH BUSINESS - PRE 2013 U1G1N1303 - MATHEMATICS WITH BUSINESS U1G102401 - MATHEMATICS WITH A YEAR IN NORTH AMERICA (MMTH) - PRE 2013 U1G102402 - MATHEMATICS WITH A YEAR IN NORTH AMERICA (MMTH) U1G103401 - MASTER OF MATHEMATICS (MMTH) – PRE 2013 U1G103402 - MASTER OF MATHEMATICS (MMTH) U1G106401 - MATHEMATICS WITH A YEAR IN AUSTRALIA (MMTH) - PRE 2013 U1G106402 - MATHEMATICS WITH A YEAR IN AUSTRALIA (MMTH)		
Summary of good practice and action plans:	a. Improve comments on marked coursework. To be done by improved training of markers, and lecturers' model solutions and specific marks schemes. b. To more effectively monitor attendance in order to identify early the leading absentees in each year-group, with top priority for year-1 in Autumn: critical weeks to be identified. This to be done by Senior Adviser and follow-up meetings with non-attenders by Deputy Teaching Director.		
Summary of Recommendations/	MO to return marked CW to Years 2,3,4 directly to students in lectures.		

Decisions from Annual Review of Moderation and Assessment	In Year 2 to maintain the four summative CW of 5% for the compulsory modules Write generic feedback and also give feedback for CW in lectures for all Year 2,3,4 modules, extending the practice from last year. To consider extending tutorials in Spring, Year 1, to replace seminars Examination feedback to be available for previous years
Any University wide issues identified:	The teaching rooms are in some cases not adequate for high-quality teaching of Maths students. Developed reasoning and worked examples, written by hand on chalkboards / whiteboards, remain vital parts of effective mathematics lecturing to national standards. Students prefer this style of lecturing, and decent rooms with large blackboards / whiteboards are necessary to do this at all; there have been complaints from students that rooms with only small boards are not suitable. In some module evaluations students have also complained about the poor quality of blackboards/whiteboards, poor lighting.
Modules requiring review in subsequent academic year following the monitoring and update process:	As per cycle (triggers)
Issues arising from placement and work-based learning:	-
Dissemination of good practice within the School - proposed process and timescale:	It is largely done by discussion, peer-review, mentoring of new staff, and by sharing lectured modules in years 1 and 2.
Stage 2 - For completion by the Faculty Associate Dean (LTQ)	
Confirmation that process has been satisfactorily undertaken:	Name: David Stevens
	Date: 9/10/15
Good practice identified and	Matching appropriate teaching spaces for the teaching activity should be a priority for the university. This

University wide issues <i>(If different from the above):</i>	obviously requires a change in current timetabling process.
Dissemination of good practice within the Faculty and University-proposed process and timescale.	Next SCI LTQC to discuss QAR3 forms prior to module and course update. This form going to LTC

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:	NAT	Year:	2014-15
Courses monitored and updated:	Natural Sciences (BSc), Natural Sciences (MNatSci), Natural Sciences with a Year in Australasia, Natural Sciences with a Year in Industry, Natural Sciences with a Year in North America, Natural Sciences with a Year Abroad.		
Summary of good practice and action plans:	Nothing to report.		
Any University wide issues identified:	Lack of coherence and leadership in timetabling modules means that the NAT courses are very hard to coordinate. Avoidable clashes often mean that NAT students have to take a less than optimal module selection given their combination of interests.		
Modules requiring review in subsequent academic year following the monitoring and update process:	None.		
Dissemination of good practice within	Regular meetings of all staff involved with NAT modules will continue on at least a monthly basis during semester.		

the School - proposed process and timescale:	
Stage 2 - For completion by the Faculty Associate Dean (LTQ)	
Confirmation that process has been satisfactorily undertaken:	Name: David Stevens
	Date: 19/11/15
Good practice identified and University wide issues <i>(If different from the above):</i>	Timetabling is an issue that is both university wide, but also particularly bad for NAT. The introduction of pathways will help. It will also help if all schools follow the module and course update process. However the existing timetable process is responsible for some of the issues and this is unlikely to change for the coming year. Some discussion on common delivery patterns for SCI modules would help (eg Should 20 credit modules be year long or semester long).
Dissemination of good practice within the Faculty and University-proposed process and timescale.	N/A

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:	Pharmacy	Year:	2014-15
Courses monitored and updated:	MPharm BSc Pharmaceutical Sciences Visiting Students (Bergen) Visiting Students (Science without Borders)		
Summary of good practice and action plans:	<p>Learning and teaching innovations in 2014/15:</p> <ul style="list-style-type: none"> • Lecture capture adopted by some staff with positive feedback from students • TBL delivered across year 3 with positive student feedback about the teaching method • A significant number of community placement hosts training on consultation skills to improve the quality of placement experience • A reduction in lab reports and focus on lab records and interpretation has rescued workload and improve quality of student performance in year 2 • Improved clarity of marking and student expectations in written examinations has improved performance across the course <p>Action plan for 2015-16</p> <ul style="list-style-type: none"> • Redesign the community placement programme to deliver a two week placement at the end of the second year • Reduce the assessment burden in professional practice modules to better represent the credit waiting of the module • Begin curriculum redesign in preparation to launch a new course in 2017/18, therefore have draft course outline by July 2016 • Increase the proportion of staff and lectures that use lecture capture and upload the material to 25% 		

	<ul style="list-style-type: none"> • Prepare and deliver an new integrated TBL scenario in year 2 of the MPharm course • Deliver the new MPharm year 4 and review at the end of the year
Summary of Recommendations/ Decisions from Annual Review of Moderation and Assessment	<ul style="list-style-type: none"> • Introduce the new GPhC style MCQ questions in to all clinical therapeutics topics to help prepare students for the GPhC assessment • Small tutorials to support students in year 1 with maths challenges particularly in Physical Pharmacy • Deliver marks and feedback on final year projects back to the students at an agreed date which the students are informed about before December 2015
Any University wide issues identified:	Appropriate teaching spaces for workshop activities or Team based learning (TBL) across the university are difficult to secure
Modules requiring review in subsequent academic year following the monitoring and update process:	PHA-4001Y (Changes to module and poor feedback last year) PHA-4002Y (Changes to module and poor feedback last year) PHA-4004Y (new module organiser) PHA-6002Y (First two years of new module) PHA-6004Y (First two years of new module) PHA-6005Y (First two years of new module) PHA-6006Y (First two years of new module) PHA-7001Y (First two years of new module) PHA-7002Y (New module organiser) PHA-7004Y (Module with concerns)
Issues arising from placement and work-based learning:	<ul style="list-style-type: none"> • A significant number of community placement hosts training on consultation skills to improve the quality of placement experience
Dissemination of good practice within the School - proposed process and timescale:	<ul style="list-style-type: none"> • Teaching developments and good practice disseminated at School away day • School board to highlight and disseminate good practice and experiences of novel teaching throughout the academic year
Stage 2 - For completion by the Faculty Associate Dean (LTQ)	
Confirmation that process has been	Name: David Stevens

satisfactorily undertaken:	Date: 9/10/15
Good practice identified and University wide issues <i>(If different from the above):</i>	<p>Reduction in lab reports and focus on lab records and interpretation has enhanced quality of student performance and reduced workload and should be considered for other lab-based modules.</p> <p>Improved clarity of marking and clarity of student expectations of examinations has paid dividends.</p> <p>I notice that the exactly the same issue of appropriate teaching spaces for workshop activities has arisen in the past. Matching appropriate teaching spaces for the teaching activity should be a priority for the university. This obviously requires a change in current timetabling process.</p>
Dissemination of good practice within the Faculty and University-proposed process and timescale.	Next SCI LTQC to discuss QAR3 forms prior to module and course update.