

**LTC15D097**

**Title:** *SSF LTQC Undergraduate QAR 3s 2014/15*  
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**Issue**

To receive the 2014/15 undergraduate 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

<b>Stage 1 - School summary – Undergraduate / Postgraduate Taught</b> <i>(delete as appropriate)</i> <b>For completion by the Teaching Director (LTQ)</b>			
School:	DEV	Year:	2014/15
Courses monitored and updated:	International Development And The Environment International Development And The Environment With Overseas Experience International Development With Economics International Development With Economics With Overseas Experience International Development With Social Anthropology And Politics International Development With Social Anthropology And Politics With Overseas Experience International Development For Visiting Students International Development (BA) International Development With Overseas Experience Geography And International Development Geography And International Development With Overseas Experience		
Summary of good practice and action plans:	In 2014/15 DEV has performed well in terms of <b>good honours</b> : 83% of graduates got a 1 <sup>st</sup> or 2:1, and around one-third got a first class degree. We also performed well in many areas of the <b>National Student Survey</b> (e.g. teaching, overall satisfaction), although it is clear that certain areas need improvement (e.g. assessment and feedback – see further below).  From 2015-16, 3 <sup>rd</sup> year students in DEV will have access to two new 3 <sup>rd</sup> year modules:		

	<ul style="list-style-type: none"> <li>- Urban Geographies</li> <li>- Engaging Anthropology and Development.</li> </ul> <p>The addition of these new modules was based on student feedback and also the recommendations of the 5-year course review for these degree programmes held in June 2014. They will be taught using methods specifically designed for 3<sup>rd</sup> year students, which depart from the traditional lecture format: in particular small seminars and discussion, intensive classroom discussion, and regular formative feedback.</p> <p>Every module in DEV provides some form of formative assessment which occurs early on in a module and provides feedback which helps students to complete the summative assessment at the end of a module. Different types of formative assessment are used, and tailored in a way most appropriate for the type of summative assessment (e.g. mock tests for exams, seminar presentations/one-to-one meetings for essays). DEV students also receive written feedback on at least one piece of summative assessment for every single module that they take.</p> <p>It is clear from the NSS results that assessment and feedback continues to be a key priority in DEV. In 2015-16 we will be providing greater information to students on Blackboard and in Module Outlines on the marking criteria used for each piece of summative assessment on each module. We will also be targeting 3<sup>rd</sup> year modules with the aim of ensuring a rapid 10-15 day return of summative coursework. These and other action points are outlined in a separate document (<b>DEV NSS Action Plan 2015/16</b>) which has been submitted for circulation to the SSF FLTQC in September 2015.</p>
<p>Summary of Recommendations/ Decisions from Annual Review of Moderation and Assessment</p>	<p>The DEV Annual Review of Assessment and Moderation provides an opportunity for the whole school to review our practice and to shape the future direction of strategy in these vital areas. The review this year has been carried out in several different fora. The central occasion was a whole school Teaching Retreat in December 2015 but parts of the process also took place in Staff meetings during both semesters; in the UG and PGT Module Boards; and at SSLC and TC meetings. Email, the weekly DEV Teaching Bulletin and discussion between Teaching Directors and Course Directors also played a role.</p>

	<p>Recommendations from the ARMA process are contained in a separate document, but can be summarised here as follows:</p> <p>There is growing consensus around the principle that no type of task should be set as summative assessment unless the students taking it have previously been given the opportunity to receive relevant 'feed forward' feedback. This should mean that students will know what is expected for each form of summative task, helping to make them a fair assessment of learning outcomes.</p> <p>Colleagues agree that for any single piece of coursework, all markers should use the SAME feedback sheet. This would address one of the most common criticisms made by our external examiners.</p> <p>Typed comments are preferable to handwritten ones and, wherever possible, feedback sheets should be completed with typed text, even if annotations are done by hand.</p> <p>Excessively critical comments should be avoided and positive comments used more. Even for very weak work it is generally best to at least begin the feedback with some positive points.</p> <p>External examiners have frequently complained that they are provided with no indication whatsoever on the reasons behind the awarding of marks to exam questions. This question was discussed at the teaching retreat and in staff meetings during the year. During 2013/4 a number of modules ran a pilot in which both markers provided a one or two sentence justification for each mark awarded. Following the most recent staff meeting and what seems to be a convergence of views on this, the Head of School has agreed that it is time to go ahead with this for all exams from this year.</p>
<p>Any University wide issues identified:</p>	<p><b>Year-long 40 credit modules.</b> DEV has experimented in 2014-15 with the creation of year-long 40-credit modules, which combine two semester-long 20-credit modules. This has been adopted by some Schools in UEA (e.g. ECO), as a way of reducing admin and streamlining summative assessment. However, the general impression in DEV is that this has limited student choice. We will consider this issue carefully when preparing course profiles for 2016-17.</p> <p>Faculty in DEV continue to be keen to use <b>e-marking</b> for coursework assignments and the School has invested in new IT equipment (tablet</p>

	computers, iPad etc) to facilitate this. We strongly encourage UEA to continue and expand its pilot e-marking programme and make it easily available to all. We look forward to receiving details of how coursework may be marked electronically via Blackboard.
Modules requiring review in subsequent academic year following the monitoring and update process:	<p><b>New modules</b>  Urban Geographies  Engaging Anthropology and Development  Media and International Development 1</p> <p><b>Modules in their 2<sup>nd</sup> year</b>  Geographies of Development  People and Place  Economics for Development  Natural Resources and Development  Methods for Human Geography</p> <p><b>New module convenor</b>  Wars and Humanitarian Crises</p> <p><b>Issues Arising from Student Module Evaluation*</b>  Evidence in Development  Introduction to Natural Resources and Development  Public Policy and Welfare  Contemporary Issues in Resource Development and Conservation</p> <p>*Includes modules with an average score of 3.5 or less to the question "Overall, I was satisfied with the module."</p>
Issues arising from placement and work-based learning:	N/A
Dissemination of good practice within the School - proposed process and timescale:	Weekly DEV Teaching Bulletin (email) Monthly Staff Meetings dedicated to Teaching matters DEV Teaching Retreat 2015/2016
<b>Stage 2 - For completion by the Faculty Associate Dean (LTQ)</b>	
Confirmation that process has been satisfactorily undertaken:	Name: Ratula Chakraborty
	Date: 27/9/2015

<p>Good practice identified and University wide issues <i>(If different from the above):</i></p>	<ol style="list-style-type: none"> <li>1. Teaching Retreats</li> <li>2. The university on-line team could look into discussing with enthusiastic online marking academics in DEV to spread the uptake in other schools across the university.</li> </ol>
<p>Dissemination of good practice within the Faculty and University-proposed process and timescale.</p>	<p>Examples of good practice that exists in DEV and would be worthwhile for other schools in SSF to consider and will be discussed in the October LTQC meeting are as follows:</p> <ol style="list-style-type: none"> <li>1. Teaching Retreats</li> <li>2. Weekly Teaching Bulletins</li> <li>3. Identifying modules with scores of 3.5 or below on the question of overall satisfaction on a module <b>(I will be interested to have an update as to what was considered and implemented to ensure improvement on the modules)</b></li> <li>4. The action taken by HOS to invest on tablets and general IT and also providing general encouragement to take up e-marking in the school has resulted in DEV being at the forefront in this area amongst all SSF schools</li> </ol> <p><b><u>Process and timescale:</u></b> SSF ADLTQ and team of Teaching Directors will discuss DEV action plan ensuing from their Annual Review of Assessment and Moderation and QAR review in the October LTQC meeting with the aim of reviewing its implementation in the April/May 2016 LTQC.</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

<b>Stage 1 - School summary – Undergraduate / Postgraduate Taught</b> <i>(delete as appropriate)</i> <b>For completion by the Teaching Director (LTQ)</b>			
School:	4 September 2015	Year: 2014/15	
Courses monitored and updated:	L100	Economics BSc	
	L0V0	Philosophy Politics and Economics BA	
	LL12	Politics and Economics BSc	
	L111	Business Economics BSc	
	L1N4	Economics with Accountancy BSc	
	NL41	Business Finance and Economics BSc	
	L101	Economics Graduate Diploma	
	<p>In all years (including those with a Course Review) we have a panel to review all the UG 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 to an Annual Teaching Review (ATR), which was last held on Wednesday 29th July, 2015. Minutes of this meeting were circulated so that Action points arising from the ATR can be incorporated into the module outlines for 2015 -16.</p> <p>In 2015-16 we have continued to focus on the restructuring of our teaching programme for the Bachelors and Integrated Masters programmes (BIM) – our proposed switch to 40-credit modules for UG courses has been reconsidered by the School. It was decided to introduce more choice and flexibility through the introduction of some 20-credit option modules for our 2<sup>nd</sup> and 3<sup>rd</sup> year students. The compulsory year-long modules will remain at 40 credits for our current students. The School will now</p>		

	<p>work towards a return to 20-credit modules and aims to introduce new course profiles for the 2016-17 intake.</p> <p>From September 2015 the School will also be offering a straight economics degree which includes a year abroad. Students will go abroad in their 3<sup>rd</sup> year – marks they achieve in modules they take while abroad will not be part of their final degree classification but a student’s progress must be deemed satisfactory during the time they are away from UEA.</p> <p>The School continues to look carefully at any rise in drop-out rates which may occur. Under the BIM regulations students have to pass all modules and there were concerns about the impact of this on fail rates among our 2013-14 first-year students. It does seem, however, that first-year performance is better and we are expecting drop-out rates to be lower this year. We will also consider the impact of these regulations on our second-year students who will not be able to progress to year 3 if they fail a module.</p> <p><u>Student Achievement – Good Degrees</u></p> <p>There continue to be impressive levels of student achievement on the Economics (L100) course with 86.1% (91.4% in 2013-14) achieving at least a 2:1. Our PPE (LOV0) and Politics and Economics students also did very well with 86.9% (92% in 2013-14) graduating with at least a 2:1.</p> <p>Students on the NBS joint degrees tended to perform less well with 68.7% graduating with at least a 2:1; however, we did see a rise of 15.7 percentage points (53% in 2013-14).</p> <p>The School continues to invest heavily in student support and the Lead Support Tutor and his team will continue to help underachieving students improve their performance.</p>
<p>Summary of good practice and action plans:</p>	<p><u>Good practice</u></p> <ol style="list-style-type: none"> <li>1. Employability - The School’s Springboard Internship programme offers 12-week placements for students with limited work experience. In 2014-15 the School</li> </ol>

	<p>funded 12 undergraduate and 5 graduate interns. These students which employed in supporting research and teaching technology and enhancement.</p> <ol style="list-style-type: none"> <li>2. The continued use of audience response systems – at the start of each academic year, first-year students are provided with clickers to promote participation in lectures and provide instant feedback their understanding of the material.</li> <li>3. The School continues to encourage new innovation in teaching and is currently creating e-learning systems as another means of student support within the School. For example, Videoscribe and Articulate are used to create a suite of e-learning support to help students with aspects of their compulsory modules.</li> <li>4. School investment in student support activities which include English Language support, maths support, module specific support, study skills sessions and individual meetings with students.</li> </ol> <p><u>Action Plans</u></p> <ol style="list-style-type: none"> <li>1. To continue to monitor student performance on BIM modules (including a focus on the feasibility of the number of reassessments being asked of some students in a very small reassessment window).</li> <li>2. To continue to incrementally change course profiles in a direction consistent with the preferences of the School, our students and course-level outcomes.</li> <li>3. To continue to encourage teaching teams across levels to work together to ensure coherent progression to assist with making courses just that, and not just a series of modules.</li> <li>4. To continue to develop formative and summative assessment, with consideration to overall course-level assessment.</li> </ol>
<p>Summary of Recommendations/ Decisions from Annual Review of Moderation and Assessment</p>	<p>Action Points arising from the Annual Review of Moderation and Assessment (as part of our Annual Teaching Review on 29 July 2015) are as follows:</p> <ul style="list-style-type: none"> <li>• Moderators to ensure they comply with the moderation policy.</li> <li>• To continue to ensure that formative assessment is included for each module.</li> </ul>

	<ul style="list-style-type: none"> <li>• To aim to provide good quality feedback which includes guidance on how students can improve in the future.</li> <li>• To consider innovative and varied assessment approaches across our programmes.</li> <li>• Good Honours – to attempt to consolidate the levels seen in recent years.</li> </ul>
<p>Any University wide issues identified:</p>	<p>We have two university wide issues which are worth mentioning:</p> <ol style="list-style-type: none"> <li>1. LTS: there continue to be difficulties relating to timetabling and room bookings. There continue to be instances when lectures have to be given late in the day (first-year and second-year modules).</li> <li>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).</li> </ol>
<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>Particular attention will be paid to implementation of, progress and feedback on the modules that will be offered from September 2015.</p>
<p>Dissemination of good practice within the School - proposed process and timescale:</p>	<p>At the Annual Teaching Review in July 2016 and in reports from the Employability Officer 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 Learning and Teaching Enhancement Officer will help members of Faculty implement and develop use of learning technologies.</p>

<b>Stage 2 - For completion by the Faculty Associate Dean (LTQ)</b>	
Confirmation that process has been satisfactorily undertaken:	Name: Ratula Chakraborty
	Date: 25/9/15
Good practice identified and University wide issues <i>(If different from the above):</i>	<p>Good Practice:</p> <p>Schools in the university can benefit from engaging with ECO in seeing the operational aspects and usefulness of the Lead Support Tutor and team in helping underachieving students improve their performance</p> <p><b>University wide issues:</b></p> <ol style="list-style-type: none"> <li>1. To consider the impact of BIM regulations on rise in drop out rates</li> <li>2. To consider the impact of reassessment on several components of assessment within a short reassessment time period</li> <li>3. To consider the impact of self-certification</li> <li>4. The problem of some lectures scheduled late in the day in the 5-7pm slot which is by no means ideal for staff or students</li> <li>5. Lack of large sized teaching rooms and also lack of appropriate rooms which facilitate action learning</li> </ol>
Dissemination of good practice within the Faculty and University-proposed process and timescale.	<p>ECO has some evidence of good practice as follows:</p> <ol style="list-style-type: none"> <li>1. Lead Support Tutor and team to help underachieving students improve their performance. <b>This is an area that will be discussed at October LTQC to see the effectiveness of this activity over the last couple of years and whether there would be value in other schools of SSF adopting something similar</b></li> <li>2. The continued use of audience response systems</li> <li>3. Continued innovation in teaching and again worth sharing the usefulness of Articulate and Videoscribe with Teaching Directors of SSF via the forum of LTQC.</li> </ol>

	<p><b><u>Process and timescale:</u></b> SSF ADLTQ and team of Teaching Directors will discuss ECO action plan ensuing from their Annual Review of Assessment and Moderation and QAR review in the October LTQC meeting with the aim of reviewing its implementation in the April/May 2016 LTQC.</p>
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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)
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<b>Stage 1 - School summary – Undergraduate / Postgraduate Taught</b> <i>(delete as appropriate)</i> <b>For completion by the Teaching Director (LTQ)</b>			
School:	EDU	Year:	2014-15
Courses monitored and updated:	BA Education BA Physical Education		
Summary of good practice and action plans:	<p>Employability is a theme that is ‘threaded’ throughout modules on all EDU UG courses. The intention of some courses (i.e. BA Education &amp; BA Physical Education) being graduate employment within the education sector (and also beyond education) or further training (e.g. PGCE).</p> <p>Work-based learning is a key feature of the EDU UG courses (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. These opportunities are reported extremely favourably in student evaluations. This partnership between employer and the UEA is made possible by a sound support network.</p> <p>Formative work is used throughout all modules (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>The BA Education and BA Physical Education programmes both provide additional enhancement</p>		

	<p>activities or courses/awards to further supplement the two degree programmes (the aim being to further enhance employability).</p> <p>Both programmes get very good student evaluations and external examiner reports. Good honours scores are also very good.</p> <p>As a result of the Annual Review of Assessment and Moderation meeting (held during a Teaching Committee meeting), the following action plan was derived:</p> <ol style="list-style-type: none"> <li>1. Review module-level learning outcomes (LOs) across all modules and apply any necessary adjustments so LOs are appropriate and clearly coupled to assessment demands and aligned with programme-level outcomes.</li> <li>2. Ensure that senate marking scale criteria is explicitly provided to students (either through Portal/Blackboard or in teaching sessions) to enable students to clearly see the criteria that is used to mark assignments.</li> <li>3. Ensure that each summative assessment (in a module) has at least one formative assessment task (more if possible).</li> <li>4. Continue to encouraging good practice sharing of ideas, strategies, and techniques, in relation to teaching and learning, through our usual networks (School Board, School Meetings, and Teaching Committee etc.).</li> </ol>
<p>Any University wide issues identified:</p>	<p>The main issues identified by the various EDU UG courses relate to working with or interaction with the LTS 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 the SITS 'system'.</p> <p>Staffing has also been an issue for the UG courses (e.g. replacing staff that have left with permanent appointments rather than through associate tutor contacts – in relation to the student experience).</p>
<p>Modules requiring review in subsequent academic year following the monitoring and</p>	<p>All EDU UG courses have decided to continue to review their modules for the academic year 2015-16. The majority of EDU courses (UG &amp; PGT) have historically monitored all modules annually, as this is seen as best practice within the School, and therefore, all courses will continue to do so for the foreseeable future.</p>

update process:	
Dissemination of good practice within the School - proposed process and timescale:	Examples of good practice from the two courses are usually disseminated through the biannual School Board (and or Summer staff meeting), Course Director's Teaching Committee meeting, peer observation, and other informal communication methods.
<b>Stage 2 - For completion by the Faculty Associate Dean (LTQ)</b>	
Confirmation that process has been satisfactorily undertaken:	Name: Ratula Chakraborty
	Date: 27/9/2015
Good practice identified and University wide issues <i>(If different from the above):</i>	University issues identified are primarily those documented above
Dissemination of good practice within the Faculty and University-proposed process and timescale.	<b><u>Process and timescale:</u></b> SSF ADLTQ and team of Teaching Directors will discuss EDU action plan ensuing from their Annual Review of Assessment and Moderation and QAR review in the October LTQC meeting with the aim of reviewing its implementation in the April/May 2016 LTQC.

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<b>Stage 1 - School summary – Undergraduate / Postgraduate Taught</b> <i>(delete as appropriate)</i> <b>For completion by the Teaching Director (LTQ)</b>			
School:	LAW	Year:	2014/15
Courses monitored and updated:	M100 LLB Law M120 LLB Law with European Legal Systems M121 LLB Law with French Law and Language M123 LLB Law with American Law		
Summary of good practice and action plans:	<p><u>NSS (from information provided by BIU)</u> Law ranks joint first with Chester for overall satisfaction, a move up the table from 8<sup>th</sup> in 2014. We are in the top 6<sup>th</sup> of scores here. Teaching – Law ranks joint 2<sup>nd</sup>, only behind Oxford. We are in the top 6<sup>th</sup>. Assessment and feedback – Law ranks 15<sup>th</sup> out of 77 institutions, just outside the top 6<sup>th</sup>, although there is an increase from 2014 of 4 percentage points bringing the score to 79% which is well above the UEA average of 72% and, in fact, the joint highest score in the institution (with NBS).</p> <p><u>Excellence in Teaching</u> The School highly values teaching and 2014-15 once again saw a Law lecturer, Deborah Ives, win an SSF Excellence in Teaching, the sixth consecutive year that someone from LAW has won. Deborah teaches the popular, level 5, UG optional module, Employment Law I, as well as various modules on the LLM in Employment Law and Postgraduate Certificate in Employment Law.</p>		

### Assessment and Moderation Review

At the School's Annual Assessment and Moderation meeting on 9 September 2015 (ahead of which all faculty were reminded of the data available via the LTS Quality Review Blackboard site), it was clear that colleagues have been working hard in recent years to develop different assessment strategies, in both core and optional modules and these have continued. Equally, colleagues have worked hard to meet the university's policy of 20 days turn around for summative coursework.

It was noted that, as students progress through their degree, the standard student aggregate increases from first to second and then second to final year. This is as would be hoped, reflecting students' acquisition and development of study skills as they progress. In addition, the School's number of 'good honours' is pleasing, along with the use of the full range of the marking scale:

M100 - 102 students

1st = 16 (of which 1 starred first)

2.1 = 68

2.2= 17

3rd = 1

82% with a good honours

M120- 21 students

6 = 1st

14 = 2:1

1 = 2:2.

95% good honours

M121 – 6 students

6 = 2.1

100% good honours

M123 – 7 students

7= 2.1

100% good honours

### Course review

During the course of 2013/14, one of the governing professional bodies, the Solicitor's Regulatory Authority, announced that it would be reforming the rules governing Qualifying Law Degrees and conditions for entry into the profession. This was one of the issues discussed at the Law School Teaching

Day in 2015. The exact nature of the reforms and the consequences for law degrees are still to be clarified (and whether the other governing body, the Bar Council, will adopt the same position or not) and the School anticipates undertaking any necessary reviews and reforms to the curriculum in 2015/16, once further details are revealed. Polly Morgan will lead the curriculum review.

#### Employability

The School has invested heavily in recent years in ensuring that its graduates are as well-equipped as they can be when they come to apply for jobs, whether or not those are in legal practice. This includes

- running a series of lectures and seminars in our 1<sup>st</sup> year module Law in Practice on career development skills (alongside developing and practising skills such as giving an effective presentation and working in teams) ;
- arranging a programme of careers events covering both legal and non-legal careers, including workshops delivered by regional and national law firms and other employers, plus panel sessions with former students;
- establishing UEA internships with regional and national firms of solicitors and with in-house legal departments and in non-legal roles (note that large, regional law firm, Birketts, for the past three years has recruited all their trainee solicitors solely from those students who had interned with them from the Law School) ;
- assisting in the organisation of UEA's only careers fair dedicated to a single profession, the annual Law Careers Fair in November;
- appointing a team of 4 faculty members to take overall control of careers and employability issues;
- instituting a mentoring system, whereby 2<sup>nd</sup> and final year students are able to apply to be "mentored" by (usually) recent UEA Law school

graduates for careers advice – perhaps offering views on a draft CV or assisting preparation for interview.

- ensuring that every student is able to have a mock interview before applying for employment or work placement
- Students also have the opportunity to participate in mock “Apprentice” style exercise with top regional firm, Mills and Reeve, putting together a tender for legal services and then doing a presentation to convince the ‘clients’ as to why their team should secure the work..

#### UEA Law Clinic

The UEA Law Clinic was formally launched in 2012, building on many years of enthusiastic volunteering by UEA law students. Its formation has led to a rapid growth in the pro bono opportunities available to students in the Law School. . In 2014/15, over 200 UEA law students took part in pro bono activities of one kind or another, including several ground-breaking new projects (e.g. the award-winning Welfare Benefits Advocacy Service, and the Humanitarian Law Project), as well as our existing well-established activities (e.g., the Free Legal Advice Scheme, Street Law, and the UEA Innocence Project).

The UEA Law Clinic co-ordinates all these activities, and acts as a catalyst both for the development of new pro bono projects (which at UEA are typically student-led), and the establishment of external pro bono partnerships. The work of students within the Law Clinic has already gained national recognition. In 2013 and 2014 we received three Runners-Up awards in the annual LawWorks/Attorney General Student Pro Bono Awards (the only Law School to be shortlisted for three awards in only two years), and we topped this in June 2014, when we were awarded the prize for Best Pro Bono Partnership in the prestigious LawWorks Awards, for our partnership with Norfolk Community Law Service. The pro bono work of students from the Law School has also been recognised in the UEA Engagement Awards, where our students have received three awards over the last

two years. We have exciting plans for the next few years as we look ahead to the opening of our new Law Clinic building at Earlham Hall, and there will be many opportunities for the current generation of students to play a major role in shaping the future of pro bono in the UEA Law School.

The UEA Law Clinic is run by a Management Committee consisting primarily of students, along with members of the academic staff and representatives of external agencies such as Norfolk Community Law Service.

The UEA Law School has a formal Pro Bono Partnership Agreement with NCLS, a charity that provides free legal advice in Norwich and Norfolk. This award-winning partnership enables us to offer a wide range of volunteering opportunities for our students. . In 2014/15, over 40 UEA law students contributed to NCLS's activities in a variety of ways, and logged well over 1,000 hours of volunteering activity. The students play a key role in many of NCLS's advice services, each of which has a dedicated student team leader managing a team of students who support that particular service.

During the 2014/15 academic year, the FLA service assisted service assisted over 1000 clients, with 35 LLB students (mainly 2nd years) each attending a minimum of three 2-hour advice sessions on general, employment and family issues. All students participating in the FLA scheme receive appropriate training and supervision, and regular evaluation of their performance. In addition to the FLA sessions in Norwich, there is a weekly FLA service in Cromer, and a similar service has been introduced in Great Yarmouth. There is also a FLA Summer Vacation Scheme for students who are available in Norwich over the summer vacation.

The award-winning Welfare Benefits Advocacy Service provides advice and representation to clients seeking to challenge adverse decisions on their entitlement to benefits in the Welfare Benefits Tribunals. This service was set up in October 2012 by a small team of UEA law students, led by then-3rd year Sam Willis. The team has since expanded to 12 students, who receive training in welfare benefits law. Within the first two years they had advised over 1,000 clients about their social security appeals, represented

214 clients before the First-tier tribunal, provided written submissions on complex points of law for several Upper Tier cases (the equivalent of the High Court), and won appeals for clients totalling more than £1,000,000. The team have also helped many more clients achieve favourable outcomes without the need to go all the way to a tribunal. By July 2015 the amount recovered for clients was approaching **£1.3m**. Furthermore, the team has received very positive feedback from the tribunal judges, both orally and in their decision notices, for their work on behalf of their clients.

student volunteers help with NCLS's Debt Advice team, assisting with client files, writing letters to clients and creditors, updating case records and preparing for court action. UEA students are also playing an important role in the new court-based 'McKenzie Friend' service, in which volunteers provide assistance to 'litigants in person' (sometimes referred to as self-represented litigants) preparing for court appearances, helping them with the relevant paperwork and generally providing them with moral and practical support. This new project is especially timely in view of the recent severe cut-backs in legal aid, and the consequent increase in the numbers of self-represented litigants in civil cases.

The excellent work of the UEA Street Law team was recognised nationally in 2013 when they were Runners-Up in the LawWorks/Attorney General Student Pro Bono Awards, in the category of Best Contribution by a Team of Students. In July 2014 the team were awarded a UEA Engagement Award for their outstanding work in the local community.

Two UEA law students currently act as Independent Legal Advisers to the Crown Prosecution Service's Local Scrutiny & Involvement Panels (LSIPs) for the East of England. The function of the LSIPs, which meet quarterly, is to assess CPS case-handling and quality assurance by scrutinising finalised prosecution cases and their outcomes, with a particular focus on hate crime, domestic violence and rape. The Panels also act as a local consultative forum for consideration of CPS policies, procedures and performance generally. The Independent Legal Advisers play a key role in selecting cases for consideration by the Panels, and advising panel members (which include police

representation at Deputy Chief Constable level) on the applicable law.

This project commenced in 2011, and is the first time that the CPS has invited students to become involved in the work of the LSIPs. The arrangement has been an unqualified success, receiving high praise from senior CPS officials, and we hope that it will become a model for similar initiatives elsewhere in the UK.

Since 2013, students and staff from the UEA Law Clinic have organised the annual Norwich Legal Walk, a sponsored 10km walk around the historic sights of Norwich, to raise much-needed funds for advice agencies in the Eastern region. Each year, circa 100 local lawyers (including judges, barristers, solicitors, in-house legal teams, advice agency staff, and academic staff & students from UEA) have participated in the walk, raising several thousands of pounds for local advice charities, and have had a lot of fun in the process! The Norwich Legal Walk has now become an annual fixture in the legal events calendar in Norwich.

#### Student Law Society

The School has a very active student Law Society which is fully supported by the School. Along with a wide variety of social activities, the society organises the mooting, negotiations and client interviewing competitions, providing students with the opportunity to develop essential employability skills. The Client Interviewing Grand Final, for example, was held in the offices of the international law firm, Clyde & co, in London. The society also invites guest speakers from the legal profession to give advice on issues such as CV writing and interview skills.

In April 2015, the society organised for three students to take part in a public debate, held in the Norwich Council Chamber (City Hall), against solicitors from local law firm, against Leathes Prior on to continued relevance of the Magna Carta. This formed part of the city's events to celebrate the 800<sup>th</sup> anniversary of Magna Carta.

In 2013-14, the Law Society was awarded the Student Union 'Society of the Year' prize. At the Student Union Awards in 2014/15, Law Society President, Ross Attfield, received a Society Honours award for his work with the Law Society. The Law Society was been shortlisted for 'Academic Society of the Year' award and 'Society of the Year' award.

	<p>In light of all of the above, the School plans to continue with its good efforts in all areas.</p>
<p>Summary of Recommendations/ Decisions from Annual Review of Moderation and Assessment</p>	<p>The meeting was held on 9th September 2015: It was agreed that:</p> <ul style="list-style-type: none"> <li>- The university policy allowing students to self-certify does not meet course learning objectives of time management, working to deadlines and under pressure.</li> <li>- A shortened feedback form would be drafted for 2015/16 to assist with reducing the time taking in producing feedback for summative coursework in order to meet the university 20 day turn around (although the school believes that it is the quality of feedback which students value over the speed at which it is returned - but colleagues' workloads also have to be reasonable)</li> </ul>
<p>Any University wide issues identified:</p>	<ul style="list-style-type: none"> <li>- the introduction of the possibility for students to self-certify for a 5 working day extension to summative assessment coursework deadlines is not in keeping with the course learning objectives of time management, working under pressure and to deadlines. The School believes that these policy runs counter to the School's efforts to enhance the students' employability skills. The requirement for Extenuating Circumstances Panels has created additional administrative work for both those in the Learning and Teaching Services and the School. It is not clear why all decisions must be taken by a panel of three academics, as subject specific knowledge is not essential for deciding the requests, simply common sense and an understanding of the university regulations. This process is detracting from faculty members focussing on other aspects of their work, such as teaching, marking, scholarship and research, matters which are important for the School's rankings in the various external league tables (indeed, this is one of many examples of faculty taking on increasing administrative tasks).</li> <li>- there is a dire shortage of appropriate teaching space. The School is concerned that faculty will be teaching under poor conditions, such as in Blackdale which is immediately next to a construction site with noise disruption. However good the quality of teaching, the on-going disruption from the construction site is likely to have a negative impact on students' learning experience. Some classes are also being</li> </ul>

moved to the 5-7pm slot (when there are more rooms available) but this time is not good for the well-being of students or staff if they also have to start earlier in the morning.

In 2014/15, some seminar groups did not have the same room throughout the semester, something which students do not like and it is hoped that the shortage of rooms in 2015/16 will not mean that we see the same issue arising.

In 2014/15 students were unhappy that they were not initially timetabled to have as many classes as possible in Earlham Hall – something they had expected with the move of the School back into Earlham Hall. This was addressed, but only once the students had had their initial timetables released.

It is very likely that all the rooming issues have a significant impact on students' learning environment and their satisfaction, which translates into student survey returns, such as the NSS. These are factors over which the School has no control, however hard colleagues work.

- In 2014/15 there was a problem with the initial exam timetable release to students and the subsequent change to the exam timetable provoked much dissatisfaction amongst students. This took place whilst finalists were completing the NSS. No doubt this debacle will have an impact on the 2015 NSS returns and possibly even carry through into the 2016 NSS. Again, this is an issue over which the School has no control.

- There have been problems with the exams office in regard to modules with pre-released exam papers, with the questions not being released at the expected time.

- In 2014/15, once again, some of the larger, final year modules were timetabled to have their exams at the very end of the assessment period, leaving the markers insufficient time to do the marking (assuming that they would mark over the whole weekend in order to return marks within the tight-deadlines). This is not good practice on the part of the university as faculty must be allowed sufficient time to mark summative assessment, and should not be expected to work during the night and at weekends to meet the deadlines. The university has a duty of care towards its employees not to create such stressful working conditions.

- the details of the reassessment exam timetable is published very late in the academic year, giving

	<p>module organisers very short notice as to when their exams will take place (particularly compared to how early module organisers must submit their reassessment exam papers to the Exams Office – the same amount of time is not given in return to module organisers as to when the exams will take place)</p> <ul style="list-style-type: none"> <li>- Deadline set centrally for determining the course profile ‘defined choice’ was far too early as it was difficult for course directors to find out which modules would be running in other schools the following year.</li> <li>- the short notice given to Schools and Course Directors in the summer to implement new policies; in summer 2014 it was two weeks’ notice to implement inductions for second and final years; in summer 2015 it was announcing mid-summer that revision sessions had to be held for all UG modules and advisors had to offer support to students going to reassessment – it is impossible for Schools to plan ahead properly with continually changing policies announced at short notice</li> <li>- the rule that students in the final year cannot normally take a level 4 language module does not sit well with a course like this which has to comply with PSRB requirements to remain attractive and competitive. Whilst a concession was granted to the School in respect of this, the fact that a concession had to be applied for and the case made is far from ideal.</li> <li>- with the campus having expanded over recent year, it can now take longer than the allocated 10 minutes to walk from one teaching room to another. Staff timetables do not appear to take into distances that have to be travelled, often whilst carrying teaching materials, which adds to the demands placed on and stress caused to staff.</li> <li>- It remains the case that, following ‘Integration’, the university suffers from insufficient administrative support for teaching and teaching-related activities. Colleagues in both the Arts HUB and Study Abroad Office are overstretched and have to function in very cramped working conditions.</li> </ul>
<p>Modules requiring review in subsequent academic year following the</p>	<p>All modules are reviewed annually as a matter of long-standing School policy. All reports from Module Organisers are sent to the Director of Teaching and Learning.</p>

monitoring and update process:	
Issues arising from placement and work-based learning:	There were no issues arising from study abroad placements in the relevant degree programmes. The School has a new exchange programme with Stetson Law School, Florida. No degrees involve work-based learning.
Dissemination of good practice within the School - proposed process and timescale:	The School's UG Teaching Committee meets three times per year, and includes a range of faculty members. The School Board meets twice per year and the School's Executive Committee at least once a month, with teaching and teaching-related issues are discussed at each with a view to disseminating good practice via reports from the Director of Learning and Teaching, Senior Advisor and Director of Employability. The Law School Teaching Day took place on 27th April 2015 and the School's annual Assessment and Moderation meeting on 9 September 2015.  The School also adheres to the university policy on peer observation. In addition, there are regular, ad hoc, email communications from DLT, and the faculty is relatively small and collegiate which allows for many informal discussions, dissemination of good practice and sharing of ideas.
<b>Stage 2 - For completion by the Faculty Associate Dean (LTQ)</b>	
Confirmation that process has been satisfactorily undertaken:	Name: Ratula Chakraborty
	Date: 27/9/15
Good practice identified and University wide issues <i>(If different from the above):</i>	There are very many examples of good practice that exists in the LAW school, a few to mention that could be worthwhile for other schools in the university to note would be as follows: <ol style="list-style-type: none"> <li>1. The enormous focus in the school academic community to ensure that the career focus of LAW students is never in the background but always in the forefront of activities that are carried on in the school</li> <li>2. It might be useful to do a CSED workshop for university Course Directors and facilitated by LAW school team of academics involved in employability by looking into aspects of generic 'skill development</li> </ol>

	<p>sessions' of the LAW school and the career focus in their activities</p> <ol style="list-style-type: none"> <li>3. The fallacy of the self-certification policy and the negative consequences of its implementation is well documented above</li> <li>4. The school also points out that the urgency of certain requests made by the university in the last couple of years have made it difficult to plan and implement effectively</li> <li>5. The lack of appropriate teaching space, poor time-tabling -lacking any understanding of staff moving from one place to another to teach</li> <li>6. Lecture hours of 5pm to 7pm being not the best for either staff or students</li> <li>7. Under resourced administration in the Hubs which ultimately affect teaching and teaching related activities</li> </ol>
<p>Dissemination of good practice within the Faculty and University-proposed process and timescale.</p>	<ol style="list-style-type: none"> <li>1. Lectures and seminars on developing and practising skills such as giving effective presentations and working in teams</li> <li>2. Student mentoring system, where 2<sup>nd</sup> and 3<sup>rd</sup> year students can apply to be mentored by recent graduates (operation of this to be discussed in October LTQC)</li> <li>3. The school as is clearly evidenced above does a fantastic job of ensuring that LAW students can be actively involved in UEA Law Clinic, UEA Law Society and various other Pro Bono activities. The school ought to be commended for their engagement and enthusiasm in this area and is obviously appreciated by the student body and well received by the law community and professional bodies in the country</li> <li>4. The school has improved significantly in many areas of teaching as is evidenced by the success in NSS and other tables</li> </ol> <p><b><u>Process and timescale:</u></b> SSF ADLTQ and team of Teaching Directors will discuss LAW action plan and comments raised about university policies, systems and resources ensuing from their Annual Review of</p>

	Assessment and Moderation and QAR review in the October LTQC meeting with the aim of reviewing its implementation in the April/May 2016 LTQC.
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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

<b>Stage 1 - School summary – Undergraduate / Postgraduate Taught</b> <i>(delete as appropriate)</i> <b>For completion by the Teaching Director (LTQ)</b>			
School:	NBS	Year: 2014-15	
Courses monitored and updated:	BSc Accounting and Finance (pre-2013) (U1N400301) and BSc Accounting and Finance (U1N400302)  BSc Accounting with Management (pre-2013) (U1N4N2301) and BSc Accounting and Management (U1NN42302)  BSc Business Management (pre-2013) (U1N200301) and BSc Management (U1N200302)  BSc Finance and Management (U1NN32302)  BSc Marketing and Management (U1NN52302)		
Summary of good practice and action plans:	Good practice  - A clear teaching and assessment philosophy within the School that is working and has been commended in the most recent UG 5 year review covering three courses. - Introduction of Year Tutors to manage induction and transition. - An employability programme that is setting the standard within UEA. - A strong set of outcomes reflecting good practice: satisfied External Examiners, strong demand and increasing home/EU demand, improved good honours performance, steady NSS improvement in all but one		

area, notable improvement in Assessment and Feedback where the School is joint best in UEA.

Action plan

(1) Generally, to further promote and embed the School's teaching and assessment philosophy: the NBS Method. The philosophy is now part of each new member of staff's induction, has been explained in Staff Development Sessions, is part of the QAR process, is part of the Annual Review of Assessment and Moderation process, and is part of the biennial Peer Observation exercise. The 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) This general effort will be complemented with tailored coaching for selected Module Organisers. These Module Organisers will be selected on the basis of module evaluation data, assessment outcomes and external examiner reports.

Summary of Recommendation s/ Decisions from Annual Review of Moderation and Assessment

(1) Improved analysis of assessment performance to be made possible by LTS providing the UG PD with information on, or links to, the relevant statistics for:

- The background of students on each module: are they Home/EU/Overseas?
- What is the 'home' school split of the students on each module?
- Entry qualifications for students.

(2) Improved analysis of assessment volume reduction to be made possible by LTS providing the UG PD and

CLs with a spreadsheet of all the NBS UG 2015/16 modules containing module code, module title, module organiser name, modes of assessment, and weightings of each assessment item. Also, DoLTQ and UG PD to consider the School's approach to semesterisation and to take the issue to Teaching Executive.

(3) Improved analysis of evaluation data relating to assessment to be made possible by the School acting to improve questionnaire response rates.

(4) Further implementation of the NBS Method by exploring the possibility of making formative assessment compulsory on all UG modules. LTS to find out whether the school has discretion to make FA compulsory on all of its modules.

(5) Further guidance and encouragement on the use of feed forward. DoLTQ to add the use of feed forward to the agenda for Teaching Executive. The focus of this TE item would be to agree and provide clear instructions for Module Organisers on how to use feed forward.

(6) To improve the consistency of assessment moderation:

- KK to check the Internal Moderation and Double Marking Policy and report back.
- RG to see whether it would be possible to add the request re: the wording on the Internal Moderation Form to the agenda for TPPG.
- DoLTQ to discuss the format and scheduling of an assessment and moderation refresher session with DoSD.

(7) To build on the Senior Adviser's project of targeting borderline students to help them obtain a higher class degree.

- UG PD to discuss with SA and feed back.
- LTS to provide UG PD and SA a list of students who are borderline candidates going in years two and three in 2015/16.
- DoLTQ to add an item to the Teaching Executive agenda to discuss action on assessment outcomes and variability between modules.

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:	In NBS, all modules are reviewed annually.
Issues arising from placement and work-based learning:	N/A
Dissemination of good practice within the School - proposed process and timescale:	Via coaching and via our Staff Development Workshop Programme led by our Director of Staff Development.
<b>Stage 2 - For completion by the Faculty Associate Dean (LTQ)</b>	
Confirmation that process has been satisfactorily undertaken:	Name: Ratula Chakraborty
	Date: 25/9/2015
Good practice identified and University wide issues <i>(If different from the above):</i>	<p>Evidence of good practice in learning and teaching activities exists at several levels in NBS. A few worth considering across other schools in the university are as follows:</p> <ol style="list-style-type: none"> <li>1. The NBS Teaching Method could be easily and successfully implemented in all subject areas leading to improved student satisfaction as has been evidenced in NBS's recent NSS results</li> <li>2. The well documented moderation policy is worth considering for all types of modules – large or small</li> <li>3. The policy of standardised feedback forms across NBS with printed feedback with particular focus on feed forward has been very successful and is evidenced by the recent NSS scores on Assessment and Feedback where NBS scores with LAW are highest in the university and well above the UEA average and the school ought to be commended for that</li> <li>4. Staff development sessions on dissemination of good practice examples in learning and teaching across</li> </ol>

	the NBS is an excellent means of propagating good practice
Dissemination of good practice within the Faculty and University-proposed process and timescale.	<p><b>Best Practice:</b></p> <ol style="list-style-type: none"> <li>1. The policy of standardised feedback forms across NBS with printed feedback with particular focus on feed forward</li> <li>2. The NBS Teaching Method is worth sharing across the faculty via the LTQC</li> </ol> <p><b><u>Process and timescale:</u></b> SSF ADLTQ and team of Teaching Directors will discuss NBS action plan ensuing from their Annual Review of Assessment and Moderation and QAR review in the October LTQC meeting with the aim of reviewing its implementation in the April/May 2016 LTQC.</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

<b>Stage 1 - School summary – Undergraduate / Postgraduate Taught</b> <i>(delete as appropriate)</i> <b>For completion by the Teaching Director (LTQ)</b>			
School:	PSY	Year: 2014-15	
Courses monitored and updated:	BSc Psychology BSc Psychology with Year Abroad		
Summary of good practice and action plans:	<p>The module reviews and course report recognise that there is a lot of positive work in relation to learning and teaching which has been maintained during a process of substantial development and expansion within the School.</p> <p>The recognition by the SU for the PSY SSLC for the 3<sup>rd</sup> year running reinforces the partnership ethos between students and staff.</p> <p>The Action Plan for the BSc recognises that the structure of the course especially in respect of the core BPS areas is well developed and settled. This element forms the spine of the programmes.</p> <p>The action plan identifies that the year 2 optional modules will need to be considered in terms of both content and delivery. This is especially true given the nature of current provision which in part relies on delivery by associate tutors. The process of developing new optional modules will partly be dependent upon the acquisition of new staff, but will take place through wide consultation with the teaching team and students.</p>		

	<p>The action plan also recognises that some 3<sup>rd</sup> year modules need further developing and monitoring. In Forensic Psychology, the module leader will work in liaison with colleagues in practice to develop the content and assessment. For the option 'Clinical Psychology' a review of this provision will be bound up with the year 2 option developments as this module has no settled module leader.</p> <p>The proposal of a Weekly Student Bulletin which will include details on the week's employability events and important school messages (such as adviser contacts) will bring together all material concerned with personal development which should feed through into NSS outcomes.</p>
<p>Summary of Recommendations/ Decisions from Annual Review of Moderation and Assessment</p>	<p>The teaching team met to review the taught provision and undertake an annual review of assessment, feedback and moderation on Monday 6<sup>th</sup> July 2015, Kings Centre, Norwich.</p> <p>To contextualise the meeting a range of issues and data were drawn upon including:</p> <ul style="list-style-type: none"> <li>• Indicators from NSS,</li> <li>• Student feedback in modules,</li> <li>• Student performance in modules</li> <li>• SSLC outcomes</li> <li>• EE reports</li> </ul> <p>From a consideration of this data it was established that:</p> <p>The link between formative and summative assessments is not always clear so that students understand the rationale for both.</p> <p>EEs and students have highlighted that feedback comments and feedback sheet construction do not always map onto senate scales.</p> <p>Feedback can highlight student problems but feedback which emphasises developmental work is more sporadic.</p> <p>Action points:</p> <ol style="list-style-type: none"> <li>1) To develop a PSY L&amp;T blackboard site to create an information resource for teaching team members and</li> </ol>

	<p>produce a paper trail to evidence policy and developmental issues linked to our local management and monitoring of University and School strategies.</p> <p>Actioned 7.9.15</p> <p>2) All feedback sheets are to be reviewed and amended prior to the teaching year 2015-16 to ensure that feedback points and comments map onto the discourse in senate scales.</p> <p>Actioned as per QAR 1s.</p> <p>3) Normalising the volume of feedback on sheets AND on texts</p> <p>Ongoing. This is re-iterated in School teaching meetings and in module marking team meetings.</p> <p>4) Enhance moderation process by producing a marking checklist to ensure that moderators and EEs are provided with all relevant assessment material.</p> <p>Actioned 7.9.15</p> <p>5) To ensure efficient turnaround times for coursework, teaching teams will be identified for those modules with high volumes of marking with the astute use of associate tutors</p> <p>Actioned September 2015.</p> <p>All core modules with significant marking loads have a recognised teaching and marking team and each team member has an identified volume of marking which will ensure marking turnaround timescales are met.</p>
<p>Any University wide issues identified:</p>	<p>It was identified that there are many changes at institutional level which impact upon the assessment process. Of key concern this academic year was the impact of self-certification and the large volume of extensions associated with this process.</p> <p>It was also recognised (as had been for several years) that the rooms available for teaching can be inappropriate and of poor quality.</p>
<p>Modules requiring review in subsequent academic year following the monitoring and update process:</p>	<p>In PSY we consider it good practice to review all modules on an annual basis. The School is developing its teaching portfolio, the number of staff teaching on the programme is increasing and there are many institutional and disciplinary changes which make this course of action a prudent one.</p>
<p>Issues arising from placement and</p>	<p>None reported. This will be of more significance next year as the year aboard become embedded.</p>

work-based learning:	
Dissemination of good practice within the School - proposed process and timescale:	<p>At the annual review day marking and feedback from all modules was disseminated and discussed. Team members were invited to comment in writing upon elements of feedback from colleagues. This feedback was then used as a basic for reflection to develop feedback forms and the approach to feedback on modules across the programme.</p> <p>Feedback which emphasised pointers for individual development was acknowledged as being of good practice which should be taken up across programmes.</p>
<b>Stage 2 - For completion by the Faculty Associate Dean (LTQ)</b>	
Confirmation that process has been satisfactorily undertaken:	Name: Ratula Chakraborty
	Date: 24/9/2015
Good practice identified and University wide issues <i>(If different from the above):</i>	<p>The recognition of PSY SSLC by the Students Union three years running is an example of the ethos of PSY's well entrenched partnership with students</p> <p>University wide issues:</p> <ol style="list-style-type: none"> <li>1. The negative impact of self-certification</li> <li>2. Some inappropriate and poor quality rooms scheduled for teaching</li> </ol>
Dissemination of good practice within the Faculty and University-proposed process and timescale.	<p>There is evidence of a lot of good practice in learning and teaching activities in the school of PSY. A couple of these are mentioned below:</p> <ol style="list-style-type: none"> <li>3. PSY SSLC is recognised and commended by the Students Union for three years running and is an aspect that could be discussed with some good practice being adopted by other SSF schools</li> <li>4. PSY L&amp;T blackboard site to create an information resource for teaching team members</li> </ol> <p><b>Process and timescale:</b> SSF ADLTQ and team of Teaching Directors will discuss PSY action plan ensuing from their Annual Review of Assessment and Moderation and QAR review in the October LTQC</p>

	meeting with the aim of reviewing its implementation in the April/May 2016 LTQC.
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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

<b>Stage 1 - School summary – Undergraduate / Postgraduate Taught</b> <i>(delete as appropriate)</i> <b>For completion by the Teaching Director (LTQ)</b>			
School:	SWK	Year: 2014-15	
Courses monitored and updated:	BA Social Work		
Summary of good practice and action plans:	<p><u>NSS ranking</u> SWK is placed 8<sup>th</sup> in the country for overall satisfaction in the NSS this year, the first time there has been such a ranking. This places us in the top sixth of institutions within the sector, and complements our research reputation within the School (2<sup>nd</sup> ranked dedicated School of Social Work in our unit of assessment in the REF).</p> <p><u>Teaching</u> The School of social work has a dedicated and committed team of staff who work closely with students. Staff work hard to continually review and develop the teaching.</p> <ul style="list-style-type: none"> <li>• We have reviewed the structure of the course so that credit ratings are better aligned with teaching and assessment strategies for 2015-16.</li> <li>• We have responded to student feedback about the transition from first to second year by including more teaching in the spring semester of the first year, and reducing the teaching and assessment load in the autumn semester of the second year.</li> </ul>		

In 2014-15, our BA 'Good Honours' was 73%, with 11 out of 15 students achieving 2:1 or above, which is a drop from an exceptional high point in 2013-14 (95%). Last year we looked at the marks of the then 2<sup>nd</sup> year cohort and identified that the results of 2013-14 would be difficult to replicate in 2014-15. However, it is pleasing that most of the students in 2014/15 achieved a good 'exit velocity' with improved marks in their third year. Out of the 15 graduating students 8 students achieved marks in their final year sufficient to raise their final degree classification from the standard they were achieving in the second year. In three cases the improvement was from II:ii to I, in four cases the improvement meant they crossed the boundary from II:ii to II:i, and in one case the improvement was from III<sup>rd</sup> class to II:ii.

- Advisers will continue to discuss individual student's progress at the end of year meeting. This can be used to motivate and support students in attaining good honours.
- We have held a training session for advisers within the School to deal with School related issues. (September 2015)

#### Quality of Feedback and Moderation

The external examiners for the BA have given positive feedback on the programme.

On SWK—5004Y for example, the EE commented that she agreed with all the marks & thought the feedback sheet comments were excellent, that there was a good balance for the students about what was done well & what could be improved.

On SWK-328Y she noted that she 'concurred with all the adjusted marks & it was very helpful to see (as usual) evidence of a robust moderation process & a rationale where marks are changed.'

It is therefore disappointing to see a score of 71 for Assessment and Feedback in the NSS. The university target of improving Assessment and Feedback Scores has involved a focus on timeliness. Looking at more detail at the A&F scores on the NSS SWK scored 93 for the question on prompt return of work. However, we scored 57 for the question concerning whether feedback clarified issues the student did not understand, bringing down our overall score for A&F. The cohort numbers are very small in SWK and whilst we endeavour to improve and respond to feedback

year on year, we will always be vulnerable to fluctuation in scores. We will further analyse the feedback when the qualitative comments are made available.

- In order to make sense of the NSS scores and in an effort to improve student satisfaction year on year, we hold end of year feedback meetings where the course director and senior adviser meet with each cohort to hear feedback about each year. We will ensure that the way the feedback is gathered is aligned with the questions in the NSS, so that we can be responsive to student concerns as they progress through the course.

#### Employability

The School has an established employability strategy. We work closely with local employers who provide students with placement learning opportunities (170 days across the course). In addition there are 30 skills development days within the curriculum.

Advisers play a pivotal role by way of guiding and supporting students on key areas of social work practice they might be considering working after qualification. They provide information on employment leads and advice on how to present at interviews. At the end of each year the student fills in a transcript and meets with their adviser. This is a focus for discussion and allows students to reflect on their learning, identify transferable skills and plan their transition to employment.

All SWK students receive a copy of the SWK Guide to Careers and Employability, an 11-page document giving our students full guidance on how to gain experience and enhance their employability throughout their time at UEA. There are links to useful websites, tips on what priorities to make in each year, help with Curriculum Vitae (CV), careers advice and 'real-life' feedback from past students.

SWK Careers and employability events take place each year – ½ day in year one and two, and a full day in the final year. These offer the chance for students to meet employers, undertake mock interviews and often to meet alumni from the course.

- In 2015/16 the School will be celebrating its 40<sup>th</sup> anniversary. These celebrations will involve the chance for current students to meet with alumni. A

	<p>website is being developed to showcase successful alumni and inspire current students.</p>
<p>Summary of Recommendations/ Decisions from Annual Review of Moderation and Assessment</p>	<p>Action Plan – Achieved in 2014/15 and ongoing</p> <ul style="list-style-type: none"> <li>- Feedback is now provided for all course tests and exams in SWK</li> <li>- There is at least one formative assessment for each summative assessment</li> <li>- Assessment for SWK 290Y Social and Legal Policy Context of Social Work changed for 2014-15 resulting in an improvement in student attainment (2<sup>nd</sup> year BA)</li> <li>- Formative assignments have been reviewed to ensure they better prepare students for summative assessment.</li> </ul> <p>Action Plan – underway or planned for 2015-16</p> <ul style="list-style-type: none"> <li>- The BA course has been restructured to ensure credit levels, teaching and assessment strategies are aligned.</li> <li>- The assessment of practice placement has been changed so that the midway report more clearly evidences the standard the student has achieved at the midway point.</li> <li>- The Adviser's role in helping students to understand feedback at the end of year meeting will be emphasized. Students will be referred for extra help to try to improve good honours</li> <li>- We will use Blackboard to make students aware of positive feedback from external examiners.</li> <li>- The number of exams/class tests has been reduced.</li> </ul>
<p>Any University wide issues identified:</p>	<p><u>Timetabling/rooms:</u></p> <ul style="list-style-type: none"> <li>• Timetabling Process: The booking process consumes a disproportionate amount of time for academic, local support and Hub staff. The current system does not allow swift and efficient solutions to be found and the end result is a negative impact on student experience and on staff morale. An indirect cost is that it takes staff time away from planning and delivering teaching.</li> <li>• Rooms: There is a shortage of suitable teaching accommodation for the workshop based and experiential teaching and learning needed for a professional course. The SWK course is obliged to interview all prospective students and we show off the campus as would be expected. When the students arrive they have a completely different experience: in the past year this has included cramped rooms, three hour sessions in a room with no windows and an ability to control the temperature (measured at 27 degrees in late October by a lecturer who took a thermometer to</li> </ul>

	<p>the lecture), students moving across campus halfway through a two hour session. There are sometimes last minute changes to the timetable, creating confusion. These have a direct impact on both staff and student experience and will feed through to the NSS survey.</p> <p><u>Self-certification for extensions</u>  The process of self-certification for extensions has made it difficult to plan marking time, resulting in increased workload. It is harder to keep an overview of the assessment when papers arrive in stages. Self-certification has an impact on the moderation process. Where large numbers of students have taken an extension it is hard to ensure that the moderation process takes account of the whole sample rather than being restricted to those that were handed in at the initial deadline.</p>
<p>Modules requiring review in subsequent academic year following the monitoring and update process:</p>	<p>From 2014-15 all modules are reviewed annually and these module reviews feed in to the course review process. This is considered to be best practice.</p>
<p>Issues arising from placement and work-based learning:</p>	<p>The School has to be responsive to changes in the sector. The College of Social Work closed in 2015. The School will continue to utilise the Professional Capabilities Framework and will respond to further developments.</p> <p>The School of Social Work continues to offer good quality placements to students, partly due to our excellent relationships with local employers.</p> <p>The placement paperwork has been reviewed to increase clarity about the standards attained by students at the midway point in their placement. This should help to manage borderline students, resulting in a clear action plan to help them make the necessary improvement in the second part of the placement.</p> <p>The moderation process for placement paperwork has been improved to make the process swifter for students who are marginal pass/fail. Handbooks have</p>

	been changed to make the process more transparent to the students.
Dissemination of good practice within the School - proposed process and timescale:	<p>The School has a fortnightly teaching meeting from September until July, where teaching is discussed and good practice can be disseminated. The teaching team is small and meets regularly which allows proper discussion and a supportive culture. The School Board meets twice per year and the Teaching Director makes a monthly verbal report to the Executive team as do course directors for each programme. The School holds two annual 'away days' devoted to teaching, one for the qualifying programmes, and one for CPD. The School's Annual Assessment and Moderation meeting is incorporated into these days.</p> <p>The School also adheres to the University's peer observation programme.</p>
<b>Stage 2 - For completion by the Faculty Associate Dean (LTQ)</b>	
Confirmation that process has been satisfactorily undertaken:	Name: Ratula Chakraborty
	Date: 20/9/2015
Good practice identified and University wide issues <i>(If different from the above):</i>	<p><b>University Issues:</b></p> <ol style="list-style-type: none"> <li>1. Timetabling Process: The booking process consumes a disproportionate amount of time for academic, local support and Hub staff. The current system does not allow swift and efficient solutions to be found and the end result is a negative impact on student experience and on staff morale. An indirect cost is that it takes staff time away from planning and delivering teaching</li> <li>2. Rooms: There is a shortage of suitable teaching accommodation for the workshop based modules.</li> <li>3. Self-certification policy affecting marking and turnaround times</li> </ol>
Dissemination of good practice within the Faculty and University-proposed process and timescale.	<p>Good practice:</p> <ol style="list-style-type: none"> <li>1. All SWK students receive a copy of the SWK Guide to Careers and Employability, an 11-page document giving our students full guidance on how to gain experience and enhance their employability throughout their time at UEA</li> </ol>

2. Annual 'Away Days' devoted to learning and teaching

**Process and timescale:** SSF ADLTQ and team of Teaching Directors will discuss SWK action plan ensuing from their Annual Review of Assessment and Moderation and QAR review in the October LTQC meeting with the aim of reviewing its implementation in the April/May 2016 LTQC.