LTC15D106

Title:	**Quality Assurance: Course Monitoring and Review**
	SSF LTQC Minutes
Author:	Heather Reynolds
Date:	18/2/16
Circulation:	LTC – 16 March 2016
Agenda:	LTC15A004
Version:	Final Version
Status:	Open

Issue

To consider matters to brought to the attention of LTC from the Course Review Report (CR3) 2014/15 from the Faculty of Social Sciences, Learning, Teaching and Quality Committee

Recommendation

None.

Resource Implications

None.

Risk Implications

None.

Equality and Diversity

N/A

Timing of decisions

N/A

Further Information

Contact details: Heather Reynolds, Learning and Teaching Coordinator, telephone 01603 592517, email: h.reynolds@uea.ac.uk, for any queries/further information relating to this document.

Background

N/A

Discussion

N/A

Attachments
SSF LTQC CR3 2014/15

UEA
University of East Anglia

Faculty:	SSF	Name of Associate Dean for Learning, Teaching & Quality:	Ratula Chakraborty

Academic Year Report Relates To:	2014/15	Date Report Submitted:	18/2/16

School	Course Code/s	Course Name/s	Academic Year Review Related to	Date of Panel		
DEV	T1L720102 and T2L720202	MA in International Development	2008/9 to 2014/15[b]	7/5/15 MAID		MA
	T1D4L7101 and T2D4L7201	MA in Agriculture and Rural Development[c]		MAARD		MA
	T1LL19102 and T2LL19202	MSc Development Economics[d]		MScDE		MS
	T1L323102 and T2L323202	MA Gender Analysis and International Development[e]		MAGAID		MA
LAW	T2M101201 & T1M101101 General LLM (GEN) T2M292201 & T1M292101 Employment Law LLM (EL) T2M299201 Employment Law PG Certificate (PGCert) T1M22W101 & T2M22W201 Information	General LLM (GEN) Employment Law LLM (EL) Information Technology & Intellectual Property Law LLM (ITIP) International Commercial & Business Law LLM (ICBL) International Commercial & Competition Law LLMb (ICCL)	2010 - 2015	5/6/15		

	Technology & Intellectual Property Law LLM (ITIP) T2M221201 & T1M221101	International Trade Law LLM (ITL) Media Law, Policy & Practice LLM (MLPP)		
	International Commercial & Business Law LLM (ICBL) T1M228102 & T1M228101			
	International Commercial & Competition Law LLMb (ICCL) T2M294201 & T1M294101			
	International Trade Law LLM (ITL) T2M202201 & T1M202101			
	Media Law, Policy & Practice LLM (MLPP)			
NBS	U1N400301 U1N4M1301 U1N4N2301 U1N200301	ACCOUNTING AND FINANCE ACCOUNTING WITH LAW ACCOUNTING WITH MANAGEMENT BUSINESS MANAGEMENT	2010/11 – 2013/14	14/7/15

The Faculty LTQC wishes to bring the following issues to the attention of LTC:

A common concern raised over the last few years and continues today and if not tackled urgently will impact on several aspects of learning and teaching is the availability of appropriate teaching rooms at suitable times of the day. This, however, is a matter which is outside individual school's control, with teaching timetabling done centrally. The university must address the lack of suitable teaching spaces in suitable slots as a matter of urgency.

It is to be noted that there are several areas of good practice that have been commended during the Course Review process in the schools of DEV, LAW and NBS and are have been recorded and reported in the Course Review forms.

The concerns are few and mostly operational and the school course teams are involved in ensuring that the operational aspects are actioned by a set period and indeed well before the next review.

It is reassuring to note that in all three schools students feel that academic staff are very approachable and in cases have commented on the very positive atmosphere in schools.

I confirm that the above reviews have been considered and signed off as completed by the Faculty LTQC:

Signed: *R. Chakraborty*

University of East Anglia

Title:	**Quality Assurance: Course Monitoring and Review**
	SSF PGT Annual Course Monitoring: School Summaries
Author:	Heather Reynolds
Date:	7.3.16
Circulation:	LTC – 16 March 2016
Agenda:	LTC15A004
Version:	Final Version
Status:	Open

Issue

To receive completed PGT QAR 3 forms 2014/15 from SSF LTQC:
ECO
EDU
LAW
NBS
PSY
SWK

Recommendation

To note good practice and issues raised for consideration at University level

Resource Implications

None.

Risk Implications

None.

Equality and Diversity

N/A

Timing of decisions

N/A

Further Information

Contact details: Heather Reynolds, Learning and Teaching Coordinator, telephone 01603 592517, email: h.reynolds@uea.ac.uk, for any queries/further information relating to this document.

Background

N/A

Attachments
PGT QAR 3 2014/15 forms: ECO, EDU, LAW, NBS, PSY, SWK.

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 –Postgraduate Taught *(delete as appropriate)* For completion by the Teaching Director (LTQ)			
School:	ECO	Year:	2014/15
Courses monitored and updated:	Economics (MSC) Industrial Economics (MSC) Experimental Economics (MSC) Finance & Economics (MSC) Quantitative Financial Economics (MSc) Economics Of International Finance & Trade (MSC) Economics Of Money, Banking & Capital Markets (MSC) International Business Economics (MSC) Economic & International Relations (MSC) PT Economics & International Relations (MSC) International Business Finance & Economics (MSC) PT International Business Finance & Economics (MSC) Media Economics (MSC) *NB The School has a Graduate Diploma programme, but currently has no enrollments.* In all years (including those with a Course Review) we have a panel to review all the PG Module Review forms and make recommendations for discussion at a full meeting of Faculty. This allows sharing of good practice. This Faculty meeting takes place every year and is devoted in large part to an Annual Teaching Review (ATR), which was last held on Wednesday 29 July 2015. Minutes of this meeting were circulated so		

	that Action points arising from the ATR could be incorporated into the module outlines for 2015-16.

In 2014/15 the School introduced 3 successful MSc (Applied Training) courses – Quantitative Financial Economics, Economics of International Finance and Trade and Economics of Money Banking and Capital Markets. |
| Summary of good practice and action plans: | <u>Good Practice</u>
- The School embraces a variety of teaching pedagogies. Evidence from student evaluations demonstrates that this diversity is well received. According to PTES, overall ECO outperforms the HE economics sector. Compared to the previous years, higher scores have also achieved in key teaching areas (e.g. the teaching score increased 7 percentage points, with 'staff are good at explaining things' increasing by 13 percentage points).
- Students are encouraged to participate in lectures and seminars. Engagement, according to PTES, has improved by 5 percentage points. There is notable improvement in questions such as "I am encouraged to ask questions or make contributions in taught sessions", which increased from 75% to 90%.
- The external examiner has highlighted how dissertation feedback comments go beyond what is observed elsewhere in the HE sector. Good practice is deemed to be particularly focused on students who have fallen short of the pass mark, where clear advice is provided to guide subsequent re-assessment work.

<u>Action Point Relating to Assessment</u>
- There are some concerns over the level of student support provided during the completion of dissertations. The School introduced a new working group to consider how the systems employed can be further enhanced. Proposed changes will be implemented for the new student cohort.
- The external examiner provided a very positive report, but did refer to issues regarding the ethical approval of dissertation research. It was recommended that it would be useful to re-emphasize the ethical protocols to both staff and students. The issue has been discussed in depth and the protocols used are being reviewed.
- Students, rather than being concerned with the speed that feedback is provided, have shown some concerns over the quality of feedback provided. Following consultation with students, the School will introduce a new feedback sheet focused on further improving transparency and enhancing feed-forward support. |

Summary of Recommendations/ Decisions from Annual Review of Moderation and Assessment	• Moderators to ensure they comply with the moderation policy. • To continue to ensure that formative assessment is included for each module. • To aim to provide good quality feedback which includes guidance on how students can improve in the future. • To consider innovative and varied assessment approaches across our programmes.
Any University wide issues identified:	There continue to be issues with the following: 1. LTS: there continues to be some difficulties relating to timetabling and room bookings. 2. General resources: The University should still aim to improve the condition of classrooms, and to increase the number of teaching rooms, particularly for big modules (150+ students). The additional issues have also been highlighted as issues of concern: 3. The new applied programmes have become a significant part of the School's PGT intake. To ensure that students continue to benefit from the innovative modules involved, it is important that the University continues to support these programmes and help to maintain impressive student numbers in a competitive market.
Modules requiring review in subsequent academic year following the monitoring and update process:	The School will continue to monitor all modules on an annual basis as part of its Annual Teaching Review.
Issues arising from placement and work-based learning:	The School does not have placements. However, it continues to invest in its internship programme. These work effectively and there are no significant issues, given the willingness of ATR and ATS staff to participate and the support provided by the employability team.
Dissemination of good practice within the School - proposed process and timescale:	• At the Annual Teaching Review in July 2016 and in reports from staff in key roles in School meetings throughout the year. • The roles of Learning & Teaching Enhancement and Lead Support are currently integrated, further enabling continuous dissemination of good practice. • The School now has a dedicated teaching-focused seminar series called Ecuator.

Stage 2 - For completion by the Faculty Associate Dean (LTQ)	
Confirmation that process has been satisfactorily undertaken:	Name: *R. Chakraborty*
	Date: 22/2/2016
Good practice identified and University wide issues *(If different from the above):*	
Dissemination of good practice within the Faculty and University-proposed process and timescale.	ADLTQ will discuss with Teaching Directors of all SSF schools ECO's method of a full meeting of faculty to discuss all module review forms with recommendations incorporated into the module outlines for the next year. It will be worth considering whether there is value in wider adoption of this process within the faculty.

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 –Postgraduate Taught *(delete as appropriate)* For completion by the Teaching Director (LTQ)			
School:	EDU	Year:	2014-15
Courses monitored and updated:	MA Advanced Educational Practice (as of January 2016, now called 'Educational Practice and Research') MA Adult Literacy, Lifelong Learning and Development: International Perspectives MA Education: Learning, Pedagogy and Assessment MA Mathematics Education PGCE Primary PGCE Secondary (The additional EDU PGT courses, see below, will be reviewed in the next monitoring period, due to their non-standard recruitment and/or the timing of the academic year in relation to this summary, and their various procedures). MA Counselling PG Dip Counselling PG Cert Cognitive Behavioural Therapy Skills PG Cert Focusing-Orientated Psychotherapy PG Cert Person-Centred Counselling Skills		
Summary of good practice and action plans:	Employability is a theme that is 'threaded' throughout many EDU PGT courses. The intention of some courses (e.g. PGCE Primary, PGCE Secondary, and MA Education) being employment within the education sector (and also beyond education) or further training (e.g. MA Advanced Educational Practice) for enhanced professional recognition needed for progression and/or promotion.		

| | Work-based learning is a key feature of the EDU PGT courses reviewed (and is linked to employability). Placement opportunities with local and regional agents provide students with valuable work-based knowledge, skills and understanding; ultimately enhancing the students' employability by meeting the professional body requirements (particularly for the PGCE Primary and Secondary courses). These opportunities are reported extremely favourably in student evaluations. This partnership between employer and the UEA is made possible by a sound support network and hard work by dedicated staff members. For some EDU PGT courses (i.e. MA Advanced Educational Practice) these opportunities are part of the students existing work place environment.

Formative work is used throughout all courses (both 'informal' and 'formal' formative work and feedback) and, in addition to supporting the students with their summative submission, provides a useful opportunity to develop a strong student-staff rapport (especially, during interactive seminars). Tutorial support is also provided extensively across all EDU PGT courses.

A number of the programmes reviewed provide additional enhancement activities or courses/awards to further supplement the programmes (the aim being to further enhance employability and skills).

As a result of the Annual Review of Assessment and Moderation meeting (held during a Teaching Committee meeting), the following action plan was derived:

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.

2. Ensure that senate Master's marking scale criteria is used and 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.

3. Ensure that each summative assessment (in a module) has at least one formative assessment task (more if possible).

Continue to encourage 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.). |

Any University wide issues identified:	The main issues identified by the various EDU PGT courses relate to working with or interaction with LTS/the Hub. These issues include, but are not limited to, the following: course directors and course teams receiving mixed messages in relation to procedures (although this has improved significantly over the last two years) and/or rule changes; a lack of communication in some instances; problems with timetabling; problems with room booking; and problems with SITS.
Modules requiring review in subsequent academic year following the monitoring and update process:	All EDU PGT courses review their modules annually as this is seen as best practice. Historically, this was not always the case, but was established for the academic year 2013-14. The exception being Primary and Secondary PGCE courses, which will continue to adopt their own monitoring for their respective professional bodies. The issue with these programmes are that they are often reported on the system as a 'module' when in fact they are an actual course (e.g. the Secondary PGCE course in History is reported on the system as a module; it is part of the overall Secondary PGCE programme, but is in effect a course in its own right). The two PGCE programmes will continue to complete the Annual Course Monitoring and Update form each year, but this will predominantly be based on their own professional body course monitoring procedures and forms.
Dissemination of good practice within the School – proposed process and timescale:	Examples of good practice from the PGT courses are usually disseminated through the biannual School Board (and or Summer staff meeting), Teaching Committee meetings, peer observation, and other informal communication methods.

Stage 2 - For completion by the Faculty Associate Dean (LTQ)

Confirmation that process has been satisfactorily undertaken:	Name: *Ratula Chakraborty*
	Date: 3/3/16
Good practice identified and University wide issues *(If different from the above):*	Similar issues are raised by all schools within the faculty and are primarily to do with teaching rooms, time-tabling and such other issues which are outside of school remit
Dissemination of good practice within the Faculty and University-proposed process and timescale.	

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 – Postgraduate Taught *(delete as appropriate)* For completion by the Teaching Director (LTQ)			
School:	LAW	Year:	2014/15
Courses monitored and updated:	T2M101201 & T1M101101 General LLM (GEN) T2M292201 & T1M292101 Employment Law LLM (EL) T2M299201 Employment Law PG Certificate (PGCert) T1M22W101 & T2M22W201 Information Technology & Intellectual Property Law LLM (ITIP) T2M221201 & T1M221101 International Commercial & Business Law LLM (ICBL) T1M228102 & T1M228101 International Commercial & Competition Law LLMb (ICCL) T2M294201 & T1M294101 International Trade Law LLM (ITL) T2M202201 & T1M202101 Media Law, Policy & Practice LLM (MLPP)		
Summary of good practice and action plans:	The PTES 2015 results for LAW are generally very positive with considerable improvement on 2014. In addition to being ahead of the UEA average on 6 of the PTES themes in 2015, the School is also consistently positioned in, or very almost, in, the upper quartile of the Law sector across the majority of the PTES themes. This demonstrates the good and hard work of all those teaching on the PGT courses. 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 on various modules on the LLM in Employment Law and Postgraduate Certificate in Employment Law.
	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.
Summary of Recommendations/ Decisions from Annual Review of Moderation and Assessment	The Programme Director stated that she was happy with the calibre of the LLM students, though the dissertation marks were as yet unavailable and stated that plagiarism cases were down.
	It was agreed that the School was not in favour of students having the option to self-certify as it does not meet course learning objectives of time management, working to deadlines and under pressure.
Any University wide issues identified:	- 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 this 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).

	- there is a dire shortage of good quality, appropriate teaching space on campus. However good the quality of teaching, poor facilities can have a negative impact on students' learning experience. - the details of the reassessment exam timetable is published very late in the academic year, giving 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). - 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. - It remains the case that, following 'Integration', the university suffers from insufficient administrative support for teaching and teaching-related activities. Colleagues in the Arts HUB are overstretched and have to function in very cramped working conditions.
Modules requiring review in subsequent academic year following the monitoring and update process:	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.
Issues arising from placement and work-based learning:	N/A
Dissemination of good practice within the School - proposed process and timescale:	This is done via the regular PGT Teaching Committee meetings and the School's annual Teaching Day and Assessment and Moderation Meeting.
Stage 2 - For completion by the Faculty Associate Dean (LTQ)	

Confirmation that process has been satisfactorily undertaken:	Name: *Ratula Chakraborty*
	Date: 18/2/16

Good practice identified and University wide issues *(If different from the above):*	University wide issues identified above are the same issues that crop up year after year and it is time that the university makes every attempt to improve this situation. An issue which might become more of a problem in future years are the low numbers in several LAW PGT courses with less than 10 students enrolled in some courses. Another problem is that of plagiarism where it seems there has been perhaps an increase in plagiarism and rather unfortunate that in a certain course two out of 9 students were facing plagiarism charges.
Dissemination of good practice within the Faculty and University-proposed process and timescale.	Rather than partciualr aspects of good practice it ought to be noted and LAW academics commended on how well LAW school is doing in the UK HE sector and internationally.

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**

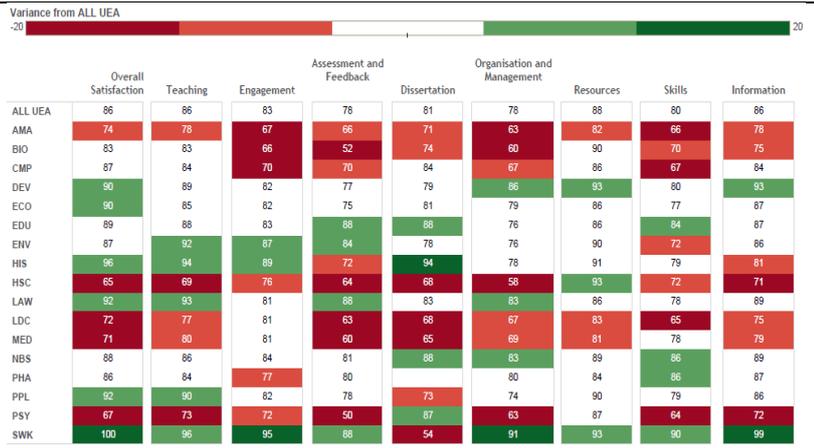| Stage 1 - School summary – Undergraduate / Postgraduate Taught *(delete as appropriate)* For completion by the Teaching Director (LTQ)			
School:	NBS	Year: 2014-15	
Courses monitored and updated:	MSc Advanced Business Management MSc Brand Leadership MSc Business Management MSc Human Resource Management MSc International Accounting and Financial Management MSc Investment and Financial Management MSc Marketing MSc Marketing and Management MSc Supply Chain Management		
Summary of good practice and action plans:	Good Practice NBS's MSc courses are successful and stable. Many of the indicators of good practice are present once again this year. (1) Student evaluation data continue to be generally impressive. (2) The performance of students in assessments continues to be generally impressive. (3) Where (1) and (2) are below expectation, strong Programme and Course Leadership addresses problems thoroughly and quickly. There is much evidence of this in SSLC minutes and the Annual Review of Assessment and Moderation where there is a		

clear drive to refresh courses in order to enhance their relevance.

(4) Impressively, (1) and (2) are maintained despite (a) many large modules; (b) a shift to split cohort teaching; and (c) continuing difficulties with respect to IT support, timetabling, and teaching room quality.

(5) UEA's internal report on the 2015 PTES states that "Overall, the PTES 2015 results for NBS are extremely positive". The School scores above the UEA average on all PTES themes. Overall satisfaction if 7% up at 88% and the School ranks in the upper quartile of the sector for Overall Satisfaction in the main subject areas. Staff are good at explaining things rose from 89% to 92%. Staff are enthusiastic about what they are teaching rose from 85% to 91%. Two areas of concern are: contact time, which dropped from 81% to 76% and usefulness of feedback which dropped from 83% to 79%.

	Year	% Agree
Overall, I am satisfied with the quality of the course	2014	81
	2015	88
Teaching	2014	86
	2015	86
Staff are good at explaining things	2014	89
	2015	92
Staff are enthusiastic about what they are teaching	2014	85
	2015	91
The course is intellectually stimulating	2014	84
	2015	82
The course has enhanced my academic ability	2014	85
	2015	88
The learning materials provided on my course are useful	2014	88
	2015	87
There is sufficient contact time between staff and students to support effective learning	2014	81
	2015	76
I am happy with the support for my learning I receive from staff on my course	2014	89
	2015	87
Engagement	2014	80
	2015	84
I am encouraged to ask questions or make contributions in taught sessions	2014	88
	2015	86
The course has created sufficient opportunities to discuss my work with other students	2014	82
	2015	84
My course has challenged me to produce my best work	2014	84
	2015	86

	Year	% Agree
The workload on my course has been manageable	2014	73
	2015	80
I have appropriate opportunities to give feedback on my experience	2014	74
	2015	86
Assessment and Feedback	2014	80
	2015	81
The criteria used in marking have been made clear in advance	2014	89
	2015	88
Assessment arrangements and marking have been fair	2014	74
	2015	79
Feedback on my work has been prompt	2014	73
	2015	76
Feedback on my work (written or oral) has been useful	2014	83
	2015	79
Dissertation	2014	86
	2015	88
I understand the required standards for the dissertation	2014	87
	2015	92
I am happy with the support I received for planning my dissertation	2014	79
	2015	87
My supervisor has the skills and subject knowledge to adequately support my dissertation	2014	93

Action Plan

(1) The School continues to promote its distinctive teaching and assessment philosophy with the Director of Teaching and Learning Quality taking the lead. This "NBS Method" is summarised below.

The NBS Method (2x3)

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

More interesting teaching   Better assessment suppor

(2) The School now requires that all coursework feedback using NBS's customised feedback form is typed so that students and external examiners can clearly read what is written.

Summary of Recommendations/ Decisions from Annual Review of Moderation and Assessment	• In response to the reduction of the May/June exam period from five to four weeks, the need to reduce the number of examinations. • General course refreshment, including assessment, in order to improve relevance and increase applications. • The need for greater consistency with assessment briefs and assessment weights between modules.

	• The need to review the clustering of coursework deadlines.
Any University wide issues identified:	• The desperate and basic need for better IT support, better timetabling and higher quality teaching rooms.
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 Coffee Mornings, Staff Development Seminars, Induction, Mentoring and Appraisal. All regular and ongoing.

Stage 2 - For completion by the Faculty Associate Dean (LTQ)

Confirmation that process has been satisfactorily undertaken:	Name: *R. Chakraborty*
	Date: 19/2/2016
Good practice identified and University wide issues *(If different from the above):*	The NBS Method is certainly an example of good practice and there is general acceptance of the method by academic colleagues in NBS.
Dissemination of good practice within the Faculty and University- proposed process and timescale.	

Learning and Teaching Service – LTSQAR3

ANNUAL COURSE MONITORING: SCHOOL SUMMARY

Purpose:

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

Stage 1 - School summary – Undergraduate / Postgraduate Taught *(delete as appropriate)* **For completion by the Teaching Director (LTQ)**			
School:	PSY	Year: 2014-15	
Courses monitored and updated:	MRes Social Science Research Methods MSc Cognitive Neuroscience MSc Social Psychology MSc Developmental Psychology		
Summary of good practice and action plans:	**Good practice** Student evaluations of course delivery and content are very good, in spite of teething issues of new MSc programmes. Marks profiles are good and consistent across modules. External examiners impressed with high standard of coursework and quality of coursework feedback, highlighting the developmental nature of assessment feeding forward to future coursework. **Action plans** - PSY-M417 - Create choice for methods sessions offering an intro session plus advanced session. Action – Module leader, August 2015 - DEV-M087 – Revise formative assessments. Make learning objectives clearer and why learning about other disciplinary and methods perspectives is relevant to a career in research. Action – Module leader, August 2015		

	• Work with PSY-M424 Quantitative Analysis lecturer to revise teaching style and introduce an additional tutor for SPSS. Action – Course Director, August 2015
	• PSY-M451 – Cognitive Neuroscience. Review teaching content to make more advanced and hands on for 2015-16. Module leader – Aug 2015
	• PSY-M451 Cognitive Neuroscience, PSY-M455 Social Psychology and PSY-M453 Developmental Psychology. Students wanted more topic content. Action: Module leaders to organise topic debates for Spring semester.
	• PSY-M450 – Research Methods 2 – research placement: needed more information and guidance to be developed with UEA Placement Team and provided earlier for the student, learning aims to be revised. More information for the placement hosts to be developed with UEA Placement Team. Action: Module leader and School Manager – August 2015
	• To review Course learning objectives with teaching staff to make these more explicit and clear. Action – Course Director, Masters review, June 2015
	• To propose using UG NAM algorithm model for next exam board. Action – Course Director to take to LTC and discuss with Zicer Hub – June 2016
Summary of Recommendations/ Decisions from Annual Review of Moderation and Assessment	• To review Course learning objectives with teaching staff to make these more explicit and clear. Action – Course Director, Masters review, June 2015
	• DEV-M087 – Revise formative assessments. Make learning objectives clearer and why learning about other disciplinary and methods perspectives is relevant to a career in research. Action – Module leader, August 2015

Any University wide issues identified:	Developing algorithm model for PSY PGT Exam Board – This issue maps onto PGT NAM – is this still on course?
Modules requiring review in subsequent academic year following the monitoring and update process:	With new Master's programmes being introduced and changes in the MRes SSRM programme anticipated for 2017-18, all modules will be reviewed next year. MRes SSRM Course Review due 2016-17
Issues arising from placement and work-based learning:	PSY-M450 – Research Methods 2 – research placement: needed more information and guidance to be developed with UEA Placement Team and provided earlier for the student, learning aims to be revised. More information for the placement hosts to be developed with UEA Placement Team. Action: Module leader and School Manager – August 2015
Dissemination of good practice within the School - proposed process and timescale:	Assessment criteria, learning objectives and QAR process to be included in PGT Annual Review meeting in June 2016.
Stage 2 - For completion by the Faculty Associate Dean (LTQ)	
Confirmation that process has been satisfactorily undertaken:	Name: *Ratula Chakraborty*
	Date: 23/2/2016
Good practice identified and University wide issues *(If different from the above):*	
Dissemination of good practice within the Faculty and University- proposed process and timescale.	

Learning and Teaching Service – LTSQAR3
ANNUAL COURSE MONITORING: SCHOOL SUMMARY
Purpose:
- **To evaluate the course to inform quality assurance and enhancement**
- **To update the course**
- **To trigger module(s) review (where necessary)**
- **To identify and share good practice**

Stage 1 - School summary – Undergraduate / Postgraduate Taught *(delete as appropriate)* For completion by the Teaching Director (LTQ)			
School:	SWK	Year: 2014-15	
Courses monitored and updated:	MA Social Work		
Summary of good practice and action plans:	The PTES information from 2014-15 indicates that the course is highly regarded by students, achieving an overall grade at the top of the sector, surpassing the sector and Russell Group averages for all themes but one in the social work subject area. All except one of our scores has improved from last year (dissertation – see action plan).

We have reviewed the structure of the course so that credit ratings are better aligned with teaching and assessment strategies for 2015-16.

Service users and carers are now invited to take part in our annual course planning away day and contribute to course design.

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 results. We have held a training session for advisers within the School to dealt with School related issues. (September 2015)

At the Final Board in September 2015, one EE commented that the standard of our feedback to | | |

students was exemplary and complemented us on our high standards, noting that we are always seeking to improve out teaching and the student experience.

In 2014 and 2015 we arranged a timetabling away day before the centralised timetabling deadlines in order to be proactive about addressing timetabling issues. Timetabling was a central task of that planning meeting. We hope this will lead to an improvement.

A new unit on court skills has been introduced, focusing on giving evidence in court, a skill which is relevant across many practice settings. This unit is run in conjunction with law and gives student lawyers a chance to cross-examine student social workers.

Action Plan

Dissertation: This is a continuing low score on PTES. This year we have acted on feedback from the previous MA year 2 cohorts, who identified that they would value more feedback from staff on assignments and more support with their dissertations. We have introduced more teaching in year one to address dissertation and research awareness, to better prepare students for year two. They have one session with the module leader for dissertation in the summer semester of Year 1 at which they are given homework (read and comment on one of two dissertations that are made available to students on Blackboard over the summer period). In the first week of their autumn semester in year 2, they have an additional teaching slot that discusses this 'homework' in detail and gives suggestions for reading and preparation that students can be doing whilst on placement. We will continue to review this.

In 2015/16 the School will be celebrating its 40th anniversary. These celebrations will involve the chance for current students to meet with alumni. A website is being developed to showcase successful alumni and inspire current students.

We will monitor how we use the 'fitness to practice' panel in a proactive manner to monitor student attendance and poor performance

Timetabling and room bookings: To look at how the prioritisation plan was implemented and look at how it can be done next year

	Emphasize the adviser role in helping students reflect on their feedback from summative assessments. Use Blackboard to inform students about the good feedback the School of Social Work receives from our External Examiners.
Summary of Recommendations/ Decisions from Annual Review of Moderation and Assessment	Action Plan – underway or planned for 2015-16 - The course has been restructured to ensure credit levels, teaching and assessment strategies are aligned. - Assessment of practice placement has been reviewed so that the midway report more clearly evidences the standard the student has achieved at the midway point. - Adviser role in helping students to understand feedback at end of year meeting to be emphasized - Use Blackboard to make students aware of positive feedback from external examiners.
Any University wide issues identified:	Timetabling/rooms: • 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. • Course planning being driven by centralised timetabling does make it harder to respond to student feedback about the course, since timetabling changes have to be made before the completion of teaching and review for that year. • 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 the lecture), students moving across campus halfway through a two hour session. There are sometimes last minute changes to the timetable, creating confusion. Self-certification for extensions

	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.
Modules requiring review in subsequent academic year following the monitoring and update process:	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.
Issues arising from placement and work-based learning:	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. The School of Social Work continues to offer good quality placements to students, partly due to our excellent relationships with local employers. 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. The moderation process for placement paperwork has been improved to make the process swifter for students who are marginal pass/fail. Handbooks have been changed to make the process more transparent to the students.
Dissemination of good practice within the School - proposed process and timescale:	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. The School also adheres to the University's peer observation programme.
Stage 2 - For completion by the Faculty Associate Dean (LTQ)	
Confirmation that process has been satisfactorily undertaken:	Name: *R. Chakraborty*
	Date: 19/2/2016
Good practice identified and University wide issues *(If different from the above):*	The presentation of the previous years smart objectives in QAR 2 with aspects that have been completed or is work in progress and connecting it to the latest QAR2 is an excellent process.
Dissemination of good practice within the Faculty and University-proposed process and timescale.	ADLTQ will discuss this at the SSF LTQC as an example of good practice and see whether there is any enthusiasm in schools to adopt this practice.

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 *(delete as appropriate)* For completion by the Teaching Director (LTQ)			
School:	SWK	Year: 2014-15	
Courses monitored and updated:	T2L501503 MA Advanced Social Work T2L501502 MA Mental Health (Approved Mental Health Professional)		
Summary of good practice and action plans:	**Good practice** Continuing professional development is a highly competitive market and the suite of modules positions the UEA School of Social Work as a leader in the Eastern Regional Partnership and indeed nationally. The 2014 5 year Course review confirmed that the programme is kept current and responsive and regular external meetings (quarterly) with the regional partnership continue to be well attended and useful. Strong relationships, responsiveness and good communication are central to the success of the programme. This year the school funded and completed an evaluation of the highly successful Assessed and Supported Year in Employment modules, which attract very large numbers. The evaluation highlighted student and employer satisfaction and the value of these modules in helping new social workers to critically reflect on and manage their demanding professional role. Agency representatives had asked for this evaluation to help them convince senior managers and commissioners of the need to continue the links with UEA on the nationally funded ASYE programme.		

	Changes have been made to formative assessments and all modules now have clear formative assessment processes. Minor adaptations were made to the Practice Education modules (M66X and M63X) to simplify assessment instructions and reinstate a clearly structured portfolio as part of the assessment.

Student (and External Examiner) feedback has highlighted the usefulness of the 'workbooks' which are adapted each year and provide clear instructions for assessment as well as a guide to using pre-printed learning materials – mostly articles.

All examiners continue to be complimentary about the overall programme and programme management and particularly about student feedback, student completion rates and the longstanding highly successful partnership work with agencies.

HCPC Approval for the AMHP programme was confirmed in early 2015. The HCPC do not regulate other CPD social work courses.

Action plan:
We are in discussions with partner agencies to develop (with some urgency) a new Best Interests Assessor 40 credit Module which is a statutory role. Like the Approved Mental Health Professional route this module will also attract premium fees and be part of the same route as the other mental health modules.

Changes are being made to introduce an electronic feedback form.
This will systematise feedback to enable a clear trail to be developed of issues and how they are responded to.

Review the website content and include example routes and quotes. Website CPD team and CD to address

Review the induction process and ongoing information for new students via workbooks and online/on website/blackboard. CD responsible local support to amend workbooks. |

	The action plan responds to the need to market the course by improving the website and admissions process.
Summary of Recommendations/ Decisions from Annual Review of Moderation and Assessment	- Continuing review of formative assessment. We already ensure that there is one formative assessment for each summative assessment, we will continue to evaluate how well formative assessment prepares the student for summative assessment. - Timing of teaching delivery for ASYE and Adult Care modules is being changed to better suit student needs - Summative assessment for Practice Education modules will change to a more tightly focused question - A marking meeting will be held in 2015-16 to ensure consistency across modules and help orientate new staff to application of senate marking scales.
Any University wide issues identified:	Elements of the MA in Advanced Social Work have been commissioned as a result of open tender competition. All other modules are commissioned by agreement with partnership agencies rather than via formal tendering arrangements. The market is always fluid and meeting agencies' requests, including to send students alternate years or to sometimes run modules with small numbers, is essential to maintaining good partnership relationships and hence to the continuing sustainability of CPD. There are very few self-funding students and almost all are sponsored by their employer for a specific module or route, often on a block booking basis. Agencies are involved in course planning through quarterly regional planning meetings. Occasionally it may be necessary to run small modules in order to remain competitive within the market. The Teaching Director and Course Director will continue to review this, and to minimise this by working closely with agencies. These modules do not impact on timetabling as most teaching takes place at regional centres or is booked by SWK in the Sportspark. The policy on student self-certification for extension has had a significant impact on staff workload and ability to plan marking time. It also has a knock on effect on the moderation process, making it more

	difficult to ensure moderation covers the whole sample.
Modules requiring review in subsequent academic year following the monitoring and update process:	All modules are reviewed annually in accordance with School policy.
Issues arising from placement and work-based learning:	All students are in employment in agencies who sponsor their participation in the programmes – therefore they are not 'in placement'. The CPD programmes in the School are designed, resourced and implemented in close partnership with employing agencies, and as such involve work-based learning. The partnership arrangements are facilitated and reviewed at quarterly regional partnership meetings. This regular communication was commended in the 2014 5 year review.
Dissemination of good practice within the School - proposed process and timescale:	Staff on the CPD programmes attend regular teaching meetings from September until July, where teaching is discussed and good practice can be disseminated. The teaching team is small 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. The School also adheres to the University's peer observation programme.

Stage 2 - For completion by the Faculty Associate Dean (LTQ)

Confirmation that process has been satisfactorily undertaken:	Name: *R. Chakraborty*
	Date: 19/2/16
Good practice identified and University wide issues	Presenting the smart objectives from the previpous years in the QAR2 to show the specifics of what has been completed or are in progress and connecting it to the latest objectives is indeed excellent practice.

(If different from the above):	
Dissemination of good practice within the Faculty and University-proposed process and timescale.	ADLTQ will discuss the above at the next SSF LTQC meeting as an example of good practice and see whether there is any enthusiasm in schools to adopt this practice.