

LTC15D114

Title: Report of the Institutional Review of INTO UEA
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Report of the Institutional Review of INTO UEA

Issue

Attached at Appendix 1 is the report of the Institutional Review of INTO UEA which took place on 9 February 2016.

Recommendation

The Learning and Teaching Committee is invited to recommend to the Senate of the University of East Anglia that INTO UEA be re-approved as a partner institution of the University for a period of up to five years commencing September 2016.

Resource Implications

Not applicable.

Equality and Diversity

Not applicable.

Further Information

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Attachments

Appendix 1- INTO UEA Institutional Review Outcome Report

University of East Anglia

Report of the Institutional Review of INTO UEA 9 February 2016

1. Introduction and Background

- 1.1 An institutional review panel met at INTO UEA on 9 February 2016 to consider the re-approval of INTO UEA as a partner institution of the University of East Anglia (UEA). Membership of the Institutional Review panel is shown in Appendix A.
- 1.2 The panel met with a range of INTO UEA staff and a group of students from a broad range of programmes at the Centre (as listed in Appendix B). Separate meetings took place with staff from the centre, and with students.
- 1.3 Discussions were informed by an evaluative report on the operation and management of the partnership produced by UEA and a self-evaluation document prepared by INTO UEA, accompanied by a range of supporting documentation.

2. Tour of Facilities

- 2.1 The Panel were given a tour of the facilities including student accommodation, teaching labs, the Learning Resource Centre, social spaces and catering facilities.

3. Summary of Discussions

Student Diversity

- 3.1 The Panel noted the narrow demographic of students, who were predominantly from China and Hong Kong, and the potential vulnerability this posed should these markets decline. The INTO UEA Management team acknowledged that this was an issue, both for UEA and INTO UEA, but that it was difficult to address. It was noted that China was still a priority market for UEA, so this needed to be considered when attempting to address cohort diversity issues. It was noted that INTO had a global network worldwide trying to open up new markets.
- 3.2 The Centre was working on diversifying its programme offer based on market research, as it was thought that a more diverse programme offering would lead to a more diverse student cohort. For example, an International Year One in Psychology was being launched in September 2016, which would be co-taught with the UEA School of Psychology. It was hoped that more programmes, following this model, would be developed, possibly in Law and Media, but the Centre needed agreement and support from UEA in order to do this.
- 3.3 The Panel asked students and staff about the activities and support in place to integrate students from different cultures, and if this encouraged students to socialise and make friends with colleagues from different countries and regions. Students

explained that the interaction between individuals from different backgrounds was very good. Many students stated that they had made friends with students from other backgrounds and felt that studying at INTO UEA had broadened their horizons. INTO UEA ran a number of activities to support student integration including trips and events to showcase different groups' cultures.

- 3.4 It was noted that English speaking was enforced in class and students were encouraged to participate in English speaking opportunities outside of class.

Marketing and Recruitment

- 3.5 The Panel noted that there was some degree of variability in the student numbers for some programmes from year to year. The INTO UEA Management team explained that there was potential for an increased awareness of INTO UEA and UEA through marketing.
- 3.6 It was noted that INTO UEA marketing and UEA marketing was currently conducted separately and there may be scope for combined marketing approaches and strategies which could highlight the benefits of studying at the UEA and in the Norwich area.

Recommendation 1f: Development of joint marketing strategies, drawing on the uniqueness of the UEA experience

- 3.7 It was also noted that there was an opportunity for a 'cascade of admissions' with students who were not given an offer by UEA being passed onto INTO UEA.

Recommendation 1g: Cascading of applications (i.e. applicants rejected from UEA are considered by INTO UEA for offers of places)

Student Transition and Progression to UEA

- 3.8 The Panel noted the strong progression rates from INTO UEA to UEA despite the fact that this had been impacted by UEA raising its admission criteria and strong students often deciding to apply to other institutions.

Commendation 4.1: Very strong progression rates to UEA and other HEIs

Commendation 4.4: The success of INTO UEA in preparing students for progression to HE study at undergraduate and postgraduate levels

- 3.9 The students the Panel met with stated INTO UEA was very good at advising them on options in relation to UEA programmes and that there were a number of useful activities they could participate in including talks at UEA and Open Days. However, staff and students felt it would be useful if some of these activities could be exclusively for INTO UEA students.

Recommendation 1d: Dedicated UEA open events/ induction events for INTO UEA students

- 3.10 There were some specific talks for INTO UEA students at the Centre from INTO UEA alumni who were now studying at UEA. INTO UEA staff noted the value of these activities but explained that they were very difficult to arrange with timetable

constraints for INTO UEA students and the current UEA students who came to deliver the talks.

- 3.11 The Panel asked staff what data was shared between UEA and INTO UEA in relation to performance of INTO UEA alumni on UEA programmes in comparison to other students. The Centre Director explained that INTO UEA received a high level report annually which only included data for cohorts of five students or greater. Data for student cohorts smaller than this was not shared due to data protection issues. However, INTO UEA felt it would be very useful to have access to data on how individual former INTO UEA students perform at UEA or have access to this information via UEA's SITS system.

Recommendation 1a: Explore the considerable scope for further integration of INTO UEA with UEA. (Progress to be monitored by JBOS). Aspects of integration to be explored to include: Data sharing/ Access to SITS data

- 3.12 Dialogue did take place on an informal basis with UEA Academic Links around how students were performing in particular areas and modules.
- 3.13 The Panel queried to what extent INTO UEA staff felt that UEA supported induction for students progressing into year 2 of UEA programmes. It was noted that Norwich Business School ran specific inductions for students going into year 2 and discussions were ongoing with the School of Economics about doing something similar.

Recommendation 1i: Liaise with Clive Matthews regarding INTO participation in Induction/ Transition Working Group

Student Support, Representation and Engagement

- 3.14 The Panel noted that the student feedback included in the documentation was in a variety of formats which made it difficult to compare student feedback across programmes.

Requirement 1: Develop a more standardised module evaluation system to enable effective comparison across programmes

- 3.15 The Panel noted that the documentation it had reviewed and the discussions with staff and students provided strong evidence of a good supportive environment for students

Commendation 4.3: The caring, nurturing environment created by INTO UEA for all its students

Commendation 4.5: The enthusiasm, dedication and commitment of staff

- 3.16 The students explained the support and information they were given in regard to referencing, good academic practice and how to avoid plagiarism. They felt this information was good, informative and clear.
- 3.17 The Panel asked students if they knew what to do if they wished to complain or appeal. Students did not cite the formal appeals and complaints procedure but explained that they would talk to the Student Office or their module leader if they had

issues they wanted to raise. INTO UEA staff explained that the complaint procedures were outlined in the Student Handbook, which students were presented with at the beginning of the year. Students also received a talk on the Student Handbook. Students were also advised of the 'INTO Life' email address they could contact if they had any concerns they wished to raise. The staff explained that the Centre's student body was very transient so it was easy to overload them with information in the short time they were studying with INTO UEA.

- 3.18 The Panel asked students what they would do if they felt they were struggling on their programme. The students explained that they would meet with their English teacher or subject teacher. The staff stated that the students' English teacher also has an advisory role.
- 3.19 The students stated that they had not had any training on student engagement or feedback but did feel confident to raise issues. When they had raised issues with tutors in the past they had always been acted upon.
- 3.20 The students did not know who their Staff Student Liaison Committee (SSLC) representative was and didn't receive any information about what was discussed at SSLC meetings. INTO UEA staff were surprised at this, as students had voted for their student representatives, but acknowledged more could be done to ensure that student representatives cascaded the outputs of SSLC meetings. It was noted that cultural issues can sometimes cause issues with students engaging in student feedback.

Recommendation 1k: Explore ways in which student engagement can be enhanced and develop the role of students as drivers of change

Engagement with UEA Student Union

- 3.21 The students stated that they would be keen for the UEA Student Union to be more inclusive of INTO UEA. Currently the Student Union sports club timetables meant that INTO UEA students couldn't participate as many activities took place on a Wednesday afternoon when INTO UEA students had timetabled lessons. The INTO UEA staff stated that the student unions were much more engaged with INTO at other INTO sites such as Exeter and Newcastle.

Recommendation 1b: Further utilisation of Union of UEA Students (UUEAS)

Staff Knowledge and Development

- 3.22 The Panel congratulated the team on the excellent standard of the documentation provided in advance of the event but were interested to understand what the involvement had been of the wider INTO UEA management and teaching team in its preparation. The INTO UEA staff explained that, although the former Academic Director had led on developing the documentation, staff had been involved more widely through contribution to specific sections and providing feedback on drafts.

Commendation 4.2: The high quality of papers presented for the Institutional Review event

- 3.23 The Panel asked INTO UEA staff how best practice was shared and what opportunities there were for staff development. INTO UEA staff explained that they had four training days during the year at which good practice was shared. Individuals were also set personal development targets for the year which were regularly reviewed. Staff were also able to apply for financial support for developmental activity. This was usually on the basis of the Centre paying for 50% of any costs. Only one application for this support had ever been turned down.
- 3.24 INTO UEA staff stated that there was the potential to get more value from UEA's CSED department and contribute to events such as the UEA Learning and Teaching Day. It was noted that INTO UEA staff were aware of CSED opportunities but it was difficult for INTO UEA staff to find the time to exploit this due to their high teaching workload.

Recommendation 1e: Greater access and involvement in CSED including possible fee remission for INTO UEA staff

Recommendation 1h: Further development of academic engagement between INTO UEA and UEA academic staff e.g. to develop scholarly activity

- 3.25 All staff were required to be subject to one teaching observation annually and there was also an optional self assessment peer observation system which many INTO UEA staff participated in.
- 3.26 INTO UEA staff stated that staff development could be more aligned to the appraisal system, but the Centre was looking to review and update its current appraisal process.
- 3.27 It was noted that a working group was being set up to look at excellence in teaching and alternative methods of sharing best practice.

Learning Resources

- 3.28 The Panel noted that the INTO UEA Learning Resource Centre (LRC) only provided supplementary materials. However, students confirmed that their core text books were included in their tuition fees and that they all used the UEA library.
- 3.29 The students explained that they did not get support from INTO UEA staff in using the UEA library but if they had issues with this would ask UEA librarians when at the library. The students also often used the IT facilities in the UEA library as there were often no spare computers in the INTO UEA LRC at peak times around assignment submission. Students also often used computers in the UEA library as it was open 24 hours and the INTO UEA LRC was not.
- 3.30 INTO UEA staff stated that the UEA library has a huge amount of resources but that it could be overwhelming for INTO UEA students and that the INTO UEA LRC was much more accessible.
- 3.31 INTO UEA staff explained that the support provided to students in using the UEA library varied depending on the level of the programme they were studying but many students were given a tour of the UEA library in a timetabled lesson.

Recommendation 1i: Explore ways in which UEA can support INTO UEA staff to develop students' information literacy

3.32 Students confirmed they were happy with the access to relevant IT resources

Integration of INTO UEA Centre with UEA

3.33 The Panel asked if there was anything that the other INTO Centres did differently from the INTO UEA Centre that could be learnt from. INTO UEA staff stated that other INTO centres were more embedded and integrated into their partner universities and that there was potential for more to be done in this area, for example through INTO UEA staff being more involved in UEA policy briefings.

Recommendation 1c: Explore the considerable scope for further integration of INTO UEA with UEA. (Progress to be monitored by JBOS). Aspects of integration to be explored to include INTO UEA staff representation on key UEA committees

3.34 Students were asked if they felt like they were part of INTO or UEA. The students gave a mixed response but the majority identified more with INTO than with UEA. Although the students stated they have good access to UEA facilities they felt it would be beneficial to feel more a part of UEA while studying at INTO UEA. Students gave examples of activities that could help with this such as more classes in UEA buildings, more discussions with UEA students and more talks from UEA lecturers.

Recommendation 1j: Explore ways in which students can feel more like UEA students e.g. by delivering some INTO UEA sessions on main campus and INTO UEA alumni working with INTO UEA students

Accommodation and Facilities

3.35 Students confirmed they were happy with the accommodation, catering and facilities.

Learning and Teaching Strategy

3.36 The Panel explored how English Language teaching was integrated with subject specific teaching. The students explained how they were split into groups according to their English levels which did mean that some students did not have the opportunity to integrate English teaching into their subject content as much as they would like.

3.37 The students stated that the class sizes were about fifteen students. Some students thought the teaching style was more directed than they had expected and that there should be more emphasis on autonomous study, as this is how they would be taught at university. There were also some situations where lecturers were having to spend substantial amounts of class time repeatedly explaining points to individual students who were struggling to understand. INTO UEA teaching staff explained that the emphasis in later stages of the programmes switched to much more autonomous learning styles and that the students the Panel had met with would shortly be moving to this style of study.

Regulations, Policies and Procedures

3.38 The Panel noted that the INTO UEA regulations referred to Levels 1, 2 and 3 and not the Framework for Higher Education terminology.

Requirement 2: Update regulations to take account of Framework for Higher Education Qualifications (FHEQ) Level terminology

3 Summary of Conclusions

3.1 The Institutional Review Panel resolved to recommend to the Senate of the University of East Anglia that INTO UEA be re-approved as a partner institution of the University for a period of up to five years commencing September 2016 subject to the requirements and recommendations contained in the action plan included in Appendix C.

4 Commendations

The review panel commended the Centre on:

- 4.1 Very strong progression rates to UEA and other HEIs
- 4.2 The high quality of papers presented for the Institutional Review event
- 4.3 The caring, nurturing environment created by INTO UEA for all its students
- 4.4 The success of INTO UEA in preparing students for progression to HE study at undergraduate and postgraduate levels
- 4.5 The enthusiasm, dedication and commitment of staff

Panel Membership

Dr Adam Longcroft, Academic Director of Taught Programmes, UEA (Chair)
Dr Peter Foster, Lecturer in Mathematical Statistics, University of Manchester
Dr Kevan Williams, Associate Dean (Admissions) Social Science Faculty, UEA
Mrs Heather Wells, Head of User Services, Library, UEA
Mrs Sally Walker, Head of Partnerships, UEA
Mr Jeremy Moyle, Academic Director, INTO UEA
Mr Admire Nebarwe, Student Representative
Mr Gavin Tash, Senior Partnerships Manager, UEA (Secretary)

Appendix B

Members of INTO UEA Staff Involved in Discussions with the Panel

Mrs Debbie Price,	Centre Director
Mr Paul Hullock	Head of Academic Development-
Mr Paul Thompson	Programme Manager, International Foundation in Business and Humanities
Dr Dawn Wilkinson	Programme Manager, International Foundation in Science and Maths
Dr Stuart Graham	Programme Manager, International Graduate Diploma
Miss Julia Lancaster	Programme Manager, International Diploma
Dr Bethan Gulliver	Programme Manager, Newton A Level
Mrs Rosalind Wright	English Teacher, Foundation in Business and Humanities
Ms Emma Wyatt	Foundation in Business and Humanities Programme Coordinator
Mr Tim Hanmer	International Diploma Programme Coordinator
Mr Richard Gough	Business Teacher across validated programmes
Mrs Natalia Ponomareva	Academic Support Manager
Mr Simon Duckworth,	Head of Student Services
Mr Simon Barne,	Resource Centre Manager

Students Involved in Discussions with the Panel

Mr Tom Rong,	Graduate Diploma
Mariam Al Sawafi	Business and Humanities Foundation
Kidgod Liu	Graduate Diploma
Yuting Zhang	Science and Mathematics Foundation
Jessie Leung	Science and Mathematics Foundation
Kieya Arshia Rajasegaran	Science and Mathematics Foundation
Heidi Luu	Graduate Diploma
Janice Wysynski	Former INTO UEA student progressed to BSc Pharmacy
Denzel Jing Khai Lim	Business Foundation stud

**Institutional Review Outcomes Action Plan
INTO UEA
9 February 2016**

The Institutional Review Panel resolved to recommend to the Senate of the University of East Anglia that INTO UEA be re-approved as a partner institution of the University for a period of up to five years commencing September 2016 subject to the following requirements and recommendations.

Outcomes				College Response
Type	No	Details	Deadline	
Req	1	Develop a more standardised module evaluation system to enable effective comparison across programmes	JBOS November 2016	
Req	2	Update regulations to take account of Framework for Higher Education Qualifications (FHEQ) Level terminology	JBOS November 2016	
Rec	1	Explore the considerable scope for further integration of INTO UEA with UEA. (Progress to be monitored by JBOS). Aspects of integration to be explored to include: <ul style="list-style-type: none"> a) Data sharing/ Access to SITS data b) Further utilisation of Union of UEA Students (UUEAS) 	First report of progress to JBOS November 2016	

		<ul style="list-style-type: none"> c) INTO UEA staff representation on key UEA committees d) Dedicated UEA open events/ induction events for INTO UEA students e) Greater access and involvement in CSED including possible fee remission for INTO UEA staff f) Development of joint marketing strategies, drawing on the uniqueness of the UEA experience g) Cascading of applications (i.e. applicants rejected from UEA are considered by INTO UEA for offers of places) h) Further development of academic engagement between INTO UEA and UEA academic staff e.g. to develop scholarly activity i) Explore ways in which UEA can support INTO UEA staff to develop students' information literacy j) Explore ways in which students can feel more like UEA students e.g. by delivering some INTO UEA sessions on main campus and INTO UEA alumni working with INTO UEA students k) Explore ways in which student engagement can be enhanced and develop the role of students as drivers of change 		
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		<p>l) Liaise with Clive Matthews regarding INTO UEA participation in Induction/ Transition Working Group</p>		
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