

**LTC15D139**

**Title:** *Annual Course Monitoring School Summary (QAR3): PGT DEV*  
**Author:** Heather Reynolds  
**Date:** 21.4.16  
**Circulation:** Learning and Teaching Committee – 11 May 2016  
**Agenda:** LTC15A005  
**Version:** Final Version  
**Status:** Open

---

**Issue**

To receive completed DEV PGT QAR 3 form 2014/15 from SSF LTQC.

**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](mailto:h.reynolds@uea.ac.uk), for any queries/further information relating to this document.

**Background**

N/A

**Discussion**

N/A

**Attachments**

PGT QAR 3 2014/15 form: DEV

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:	<p><i>NB Each course has both full time and part time variants</i></p> <p>Agriculture And Rural Development (MA)            Climate Change And International Development (MSC)            Environment And International Development (MSC)            Water Security And International Development (MSC)            Gender Analysis In International Development (MA)            Impact Evaluation For International Development (MSC)            International Development (MA)            Globalisation, Business And Sustainable Development (MA)            Development Economics (MSC)            Conflict, Governance And International Development (MA)            International Social Development (MA)            Media And International Development (MA)            Education And Development (MA)</p>		
Summary of good practice and action plans:	<p>The following stand out from among the many strengths that emerge from this year's reviews of the PGT courses in DEV</p>		

	<ul style="list-style-type: none"> <li>• Interdisciplinary approach to real world policy questions</li> <li>• Courses closely linked to DEV research &amp; consultancy work, taught by lecturers with extensive first-hand experience of developing countries.</li> <li>• Broadening range of teaching approaches, including games, role play and team based work. Latter includes community based projects with local organisations, supported by peer review and discussion with staff rather than a standard lecture plus seminar format.</li> <li>• Some courses using social media to enhance engagement, for example linking current students with alumni and staff with Facebook.</li> <li>• The introduction of an innovative new module focused on employability and the recognition that many students may find their career interests better supported by a period of professional experience than an academic dissertation. PGT students in a number of courses now have the option of an internship module, assessed by a written analytical report as an alternative to the standard dissertation.</li> <li>• 'Housekeeping' continues to be a popular format for advising at the PGT level, supplemented by individual meetings as required. Course cohorts build up a strong identity and lead to much mutual support with study.</li> <li>• Exploitation of strong synergies between courses adds breadth to learning and also enables efficient sharing of teaching, so actual enrolments in taught modules remain at healthy levels even if course numbers are small. Examples of such pairings include Water Security &amp; Climate Change, Development Economics &amp; Impact Evaluation, and Social Development &amp; Gender.</li> <li>• A number of course reports show that teaching teams actively seek student feedback and are ready to make changes to courses in response. This includes content, balance of teaching methods, module structure and assessment.</li> <li>• Practical Skills for Development Professionals courses again proved very popular. These 1-6 day workshops form an important and highly valued part of our employability strategy.</li> <li>• International Conference on Gender and Development in summer 2015 was a highlight of</li> </ul>
--	--

	<p>the year, with strong involvement of students as volunteers and attendees.</p> <ul style="list-style-type: none"> <li>• The setting of January deadlines for autumn semester work was discussed in staff meetings, teaching committee and SSLC. It was decided to continue to allow this practice but this is being kept under review.</li> <li>• The place of 'methods' modules in the programme continues to be discussed among course directors and teaching directors. External examiners have expressed the view consistently that research methods should be an integral part of most academic masters degrees but most of our courses do not make these modules compulsory.</li> <li>• The reintroduction of an advanced qualitative methods module in 2015/6 will rebalance the methods teaching offered at PGT level and, it is hoped attract more students to opt in to research training.</li> <li>• Some modules have now implemented online reading lists. <b>PLAN</b> all modules to do this for 2015/6.</li> <li>• Understanding of graduate destinations is varied. Some courses are very good at maintaining contact with alumni and one produces a newsletter for former students. <b>PLAN</b> this good practice to be disseminated within the school.</li> <li>• There is a widespread concern over levels of English among some international students. <b>PLAN</b> In response we are liaising with INTO to strengthen the bespoke programme of support they provide to DEV, including a two week pre-session course offered all international students.</li> <li>• A number of courses reported detailed feedback from evaluation meetings held with students during the early summer. <b>PLAN</b> This be standard in all courses.</li> <li>• We are very excited about a new module 'Critical Analysis of Development Practice' to begin in autumn 2016/7. The aim of this module is to address demand for more 'practical' material oriented toward professional work in development. At UG level a module in this area was introduced two years ago and has been very successful. A related course is being planned at PGT level, for which the new module will become a core component. <b>PLAN</b> Introduce the new module in 2016/7 and continue with the course approval process for commencement in 2018/9</li> </ul>
--	---

<p>Summary of Recommendations/ Decisions from Annual Review of Moderation and Assessment</p>	<p>A great deal of work has been done on assessment and feedback over the past two years in DEV. The most visible manifestation of this process is the introduction of a single, standardised feedback sheet to be used for all coursework at both UG and PGT levels. This makes explicit use of the Senate Scale criteria and students are given a breakdown of marks against each of these categories. There is much clearer emphasis on feed forward as the main comment section is on 'What you need to do to get higher marks on your next piece of work'.</p> <p>External examiners have continued to raise the concern that we should make greater use of both ends of the mark range. It is hoped that the more explicit reference to Senate Scale criteria involved in the new feedback form will contribute to addressing this long standing question. Early indications are that more higher scores at least are being given for excellent work.</p>
<p>Any University wide issues identified:</p>	<p>Rooms and timetable problems have been raised repeatedly at SSLC meetings over the last year. One seminar class was changed at late notice to a room across the other side of campus. Students arrived to find that the room was equipped with beds rather than desks.</p> <p>Another serious problem for students wishing to do internships or dissertation fieldwork over the summer is the nature of UEA accommodation contracts. Unlike UG students all PGT students have to have contracts which extend until September, so greatly adding to the costs of these extremely beneficial academic and employability related activities.</p>
<p>Modules requiring review in subsequent academic year following the monitoring and update process:</p>	<p>No modules have been identified for review because of concerns arising from the QAR1/2 process. Typically around 50% of modules are reviewed each year because of standard triggers. Two examples which will definitely be reviewed next year are the qualitative methods module AQRA which is new in 2015/6 and the Critical Analysis of Development Practice module to be introduced in 2016/7.</p>
<p>Issues arising from placement and work-based learning:</p>	<p>The programme of internships is being developed through the new Development Work Placement module as detailed above.</p>

Dissemination of good practice within the School - proposed process and timescale:	<p>This year there will be a full day teaching retreat on 30<sup>th</sup> June. Sessions will be scheduled to review and share good practice on approaches to teaching and learning, as well as providing space for further discussion of the initiatives on assessment and feedback introduced during the year.</p> <p>Space is also regularly dedicated to discussion of teaching matters in fortnightly staff meetings. The DEV Teaching Bulletin appears each Friday and includes pedagogy related articles and links in addition to administrative matters.</p>
<b>Stage 2 - For completion by the Faculty Associate Dean (LTQ)</b>	
Confirmation that process has been satisfactorily undertaken:	Name:
	Date:
Good practice identified and University wide issues <i>(If different from the above):</i>	
Dissemination of good practice within the Faculty and University-proposed process and timescale.	