

LTC15D140

Title: HUM LTQC Annual Course Monitoring, School Summary QAR3 Reports
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Issue

To receive QAR3 reports from the Faculty of Arts and Humanities Learning Schools:

Undergraduate:
History
Politics, Philosophy and Language and Communication studies
Literature, Drama and Creative Writing
Interdisciplinary Institute for the Humanities

Completed by the Associate Dean, Dr Clive Matthews,

Recommendation

None.

Resource Implications

Not applicable.

Risk Implications

Not applicable.

Equality and Diversity

Not applicable.

Timing of decisions

Not applicable.

Further Information

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Learning and Teaching Service – LTSQAR3

ANNUAL COURSE MONITORING: SCHOOL SUMMARY

Purpose:

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

Stage 1 - School summary – Undergraduate / Postgraduate Taught <i>(delete as appropriate)</i> For completion by the Teaching Director (LTQ)			
School:	HIS	Year:	2014/15
Courses monitored and updated:	VISITING STUDIES IN HISTORY (UNDERGRADUATE) HISTORY HISTORY (PART TIME) MODERN HISTORY HISTORY AND POLITICS LANDSCAPE HISTORY		
Summary of good practice and action plans:	<ul style="list-style-type: none"> - Strengths remain in terms of diversity of modules offered and careful assessment and feedback on written work. - Monitoring closely the implementation of the HIS plan of action to further improve its performance regarding 'Assessment and Feedback'. - create database of various approaches to formative assessment to share best practice amongst colleagues - Increase use of peer assessment, including technology Enhanced Feedback, to help develop student skills. - monitor performance of students taking the ug-dissertation module. Some concerns were raised over the number of students taking the module. The School is considering introducing a threshold as applied by other schools. - Review and develop curriculum to reflect students' interests, research trends, and staff changes for 2016-17 		

Summary of Recommendations/ Decisions from Annual Review of Moderation and Assessment	<ul style="list-style-type: none"> - Monitoring closely the implementation of the HIS plan of action to further improve its performance regarding 'Assessment and Feedback'. - ensure module organisers co-ordinate the setting of submission deadlines, particularly at level 4 - further develop skills training at level 4 - Increase use of peer assessment, including technology Enhanced Feedback, to help develop student skills. -
Any University wide issues identified:	
Modules requiring review in subsequent academic year following the monitoring and update process:	LTS has a full list
Issues arising from placement and work-based learning:	
Dissemination of good practice within the School - proposed process and timescale:	<ul style="list-style-type: none"> - continuation of staff seminar series 'What we do' - share good practice and discuss new approaches to learning and teaching at School meetings - create database of various approaches to formative assessment to share best practice amongst colleagues (information to be collated during autumn 2015, database made available in January 2016)
Stage 2 - For completion by the Faculty Associate Dean (LTQ)	
Confirmation that process has been satisfactorily undertaken:	Name: Clive MATTHEWS
	Date: 6 th October 2015
Good practice identified and University wide issues <i>(If different from the above):</i>	
Dissemination of good practice	<ul style="list-style-type: none"> • Creation of database of approaches to formative assessment;

within the Faculty and University-proposed process and timescale.	<ul style="list-style-type: none"> • Use of peer-assessment; • Use of technology-enhanced feedback. <p>Via FLTQC (October meeting).</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)
- To identify and share good practice

Stage 1 - School summary – Undergraduate For completion by the Teaching Director (LTQ)			
School:	PPL	Year:	2014/15
Courses monitored and updated:	INTERNATIONLA RELATIONS INTERNATIONAL RELATIONS AND MODERN HISTORY INTERNATIONAL RELATIONS AND MODERN LANGUAGES INTERNATIONAL RELATIONS AND EUROPEAN POLITICS INTERNATIONAL RELATIONS AND POLITICS PSI INTERNATIONAL SUMMER SCHOOL PHILOSOPHY AND POLITICS VISITING STUDENTS IN POLITICAL SOCIAL AND INTERNATIONAL STUDIES POLITICS MEDIA AND POLITICS CULTURE, LITERATURE & POLITICS SOCIETY, CULTURE & MEDIA JAPANESE AND FILM AND TELEVISION MODERN LANGUAGE(S) JAPANESE WITH INTERNATIONAL DEV MODERN LANGUAGE& FILM & TV TRANSLATION, MEDIA (FRENCH & SPANISH) FRENCH, FILM & TELEVISION STUDIES TRANSLATION, MEDIA & FRENCH MODERN LANGUAGES & MANAGEMENT FRENCH/SPANISH & MANAGEMENT STUDIES JAPANESE LANGUAGE & MANAGEMENT SPANISH LANGUAGE & MANAGEMENT FRENCH LANGUAGE & MANAGEMENT MODERN LANGUAGE & INT DEVELOPMENT SPANISH LANGUAGE & INT DEVELOPMENT		

	TRANSLATION, MEDIA & JAPANESE TRANSLATION, MEDIA & MODERN LANGUAGE TRANSLATION & INTERPRETING INTERCULTURAL COMMUNICATION & BUSINESS MANAGEMENT PHILOSOPHY VISITING SYUDIES INPHILOSOPHY ENGLISH LITERATURE AND PHILOSOPHY PHILOSOPHY & HISTORY PHILOSOPHY & FILM STUDIES
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Summary of good practice and action plans:	<p>The Course Directors and School Director (LTQ), having taken the FHEQ into account in completion of the Annual Course Monitoring and Update process continue to be satisfied that programme outcomes and levels are aligned with the appropriate frameworks.</p> <p>There is a wide range and high quality of provision on these programmes, reflected in ‘Good Honours’ performance by the School’s students and in external commendation. Reports from External Examiners and the scores in NSS and SES indicate a high level of commitment, enthusiasm and subject knowledge.</p> <p>Consolidation of the course offering has been undertaken whilst maintaining teaching and learning outputs at entirely satisfactory levels. Nonetheless, administrative burdens remain quite heavy.</p> <p>The PPL response to university policy/guidance on the balance of formative and summative assessment has been strong, as has the response to the demands to redesign assessment so as to reduce reliance on examinations. The majority of courses will see a significant reduction in assessment by examination in 2015-16, although further progress remains to be made to find suitable alternatives in the V500/VP/VQ/VV series of courses.</p> <p>Use of Blackboard is very good and has been backed up by exploration of more creative use of IT in general. PPL modules featured strongly in the HUM TEPF project and have been key elements in the investigation of new ways of usefully embedding such technologies into more flexible learning environments.</p> <p>Imaginative approaches to the development of efficient teaching inputs are proposed in the Philosophy sector, which will pilot (in 2 or 3 modules) the use of tutorials and workshops in place of seminars – to be rolled out more widely if results are good.</p>
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	<p>Greater emphasis will be placed on liaison between MOs of compulsory modules to ensure ever smoother integration of objectives and assessment timescales.</p>
<p>Summary of Recommendations/ Decisions from Annual Review of Moderation and Assessment</p>	<p>The ARAM report is based on material drawn from four inputs – three meetings/events plus the Course Monitoring and Update (QAR2) reviews</p> <p>Input 1: Whole-School Meeting Developing Excellence in Assessment and Feedback in PPL 16 September 2014</p> <p>Purpose: to set out PPL policies and practices and introduce some tools and ideas to help strengthen assessment and feedback. This aims to be the beginning of a shift in performance and ascent of league tables.</p> <p>Background:</p> <ul style="list-style-type: none"> ● PPL Management Exec has agreed the following policy relating initially to Level 3 modules in Autumn 2014 and Spring 2015: <ul style="list-style-type: none"> – Formative assessment tasks should be included (if not already) – Formative assessments should be turned round in 5 working days with high-quality feedback¹ – Hand-in and return of formative work should be directly handled by the MO/tutors and will not involve the Hub² – Mid-term summative assessments (week 6-8 ish) should be handled as above (especially if they serve a formative purpose wrt later summative work) – End-term summative assessments (week 11-12) should be turned round in 10 working days^{3 4} <p>¹ Ideas for delivering ‘high-quality’ feedback were discussed at the meeting.</p> <p>² Blackboard may be used to handle this.</p> <p>³ Discussions will be needed with the Hub to facilitate accelerated turnaround. In principle, the Hub could return the processed scripts to the MO/tutor who will then return them to students. MOs will be proactive in chasing the Hub to achieve this.</p> <p>⁴ In practice, this means scripts/feedback will be available for students to collect on or before Monday Week 1 of Spring Semester</p>

Outcomes/Agreements:

Developing Excellence in Assessment and Feedback

- ✦ Formative assessment tasks must be adopted
- ✦ Mid-term summatives (if any) convert to formative?
- ✦ Formative assessment links strongly to summative assessment
- ✦ 'Revise and resubmit', 'draft and final', 'plan and final', 'formative first half followed by full-length summative' - all are recommended
- ✦ Feedback is front-loaded – plentiful, targeted feed-forward via formative work
- ✦ Less feedback needed on end-term summatives – generic or grid-based to allow quicker return of the **marks**
- ✦ Formative handed in direct to tutors (bypassing Hub)
- ✦ Formative turned round in 5 working days (also mid-term summative)
- ✦ End-term summatives turned round in 10 working days

How do we achieve this?

- ✦ Formative returned directly from tutors to students
- ✦ Produce generic feedback and post on BB quickly (F or S)
- ✦ Use BB for submission and return (F or S)
- ✦ Shared marking teams
- ✦ Staggered deadlines (where we can)

Summative

- ✦ Send feedback form and provisional mark via email – scripts follow via the Hub later
- ✦ Online/e-marking for summative assessments is available

Formative and Summative

- ✦ Block out the time in our diaries – markers *and* moderators

Input 2: Whole-School Meeting

PPL Teaching Awayday – 23 June 2015

The theme of the 2015 PPL Teaching Awayday was 'inspiration' - inspiring good practice, sharing inspirational/innovative teaching methods etc.

An issue that comes up regularly in is the claim that students don't do the formative work that's set (so it's no good, and all of it should be summative to make

them do it for the marks) however, it is perfectly possible to get full engagement with it if the methods are designed imaginatively so as to be motivating. Furthermore, it can be the best and most satisfying bit of the teaching because it involves guiding a real student whom we know by name to try to improve.

There is a temptation for module convenors to half want the students not to do the formative work (because low submission rates mean lower marking loads), and hence to resist methods such as this that will ensure 100% submission. We need to anticipate this and ensure that there is not a preference for minimal or off-putting types of formative work that discourage serious engagement, which will undermine our efforts to make students feel they're being given really good guidance and feedback.

Input 3:

PPL Teaching Committee - 30 June 2015

Decisions made and actions agreed:

1. TC agreed that it would, at a future date, formulate some guidance (or maybe a policy, but not necessarily) on dissertation supervision practices with a view to an equitable harmonisation of practice across the subject areas – as far as is reasonable. In the meantime, TC members agreed to give the matter some thought and/or undertake limited consultation with colleagues in order to build on discussions at the recent Awayday.
2. TC agreed that it would, at a future date, give proper consideration to the forward planning of marking/moderation in order to alleviate pinch points for staff – by specifying a greater role for 'sector exam secretaries' in structuring and coordinating coursework deadlines etc. If the programme level is the appropriate one for this, then CDs can at least *begin* the thinking about this as part of the QAR2 evaluation/review process this summer – using that to identify the main problem areas as a starting point.
3. TC agreed that continuing with the mid-September Teaching day, or half day, would be beneficial for the School. This would continue to provide a suitable platform to introduce new initiatives to the School and/or follow up on matters tackled at the June Awayday. It remains suitable for development into the key opening event for the School's 'Annual Review of Assessment and Moderation'.

Input 4: Course Monitoring and Update

Recommended practices to be rolled out:

	<p>Ensure MOs log summative assessments so that creation of a timeline of assessment for compulsory modules is possible.</p> <p>Ensure MOs of compulsory modules use the same feedback form.</p>
Any University wide issues identified:	<p>Positive engagement with formative assessment by teachers and learners is noted. Imaginative approaches are adopted by most sectors to enable positive development of courses and to enhance the student experience in the face of challenges. In many respects, these should be held up as a beacon.</p> <p>Administrative burdens on Course Directors and others are high, and not necessarily conducive to excellent performance, creativity or innovation in T&L practice and design. (Good performance is perceived as being <i>despite</i> the processes rather than <i>because</i> of them).</p> <p>One external examiner proposed that the moderator should always make at least a brief comment on the moderation form. Should this be considered as part of a review of university policy/guidance?</p>
Modules requiring review in subsequent academic year following the monitoring and update process:	Standard triggers only to apply. The comprehensive module review procedure (encompassing a review of over 40 modules) did not reveal any issues of particular concern.
Issues arising from placement and work-based learning:	N/A
Dissemination of good practice within the School - proposed process and timescale:	<ol style="list-style-type: none"> 1) PPL Teaching Committee – 6 per year 2) PPL whole-school teaching ‘awaydays’ – 2 per year. Next scheduled event 15/9/2015

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

Confirmation that process has been satisfactorily undertaken:	Name: Clive MATTHEWS
	Date: 6 th October 2015

Good practice identified and University wide issues <i>(If different from the above):</i>	See above.
Dissemination of good practice within the Faculty and University-proposed process and timescale.	<ul style="list-style-type: none"> • Development of Excellence in Assessment and Feedback strategy – with especial recognition of benefits of formative work; • Use of whole-School “away day” meetings. Via FLTQC (October meeting).



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			
For completion by the Teaching Director (LTQ)			
School:	IIH	Year:	2014/15
Courses monitored and updated:	Liberal Arts Film And Television Studies Philosophy History of Art History American Studies Intercultural Communication With Business Management English Literature Politics		

	NB: All of the above are with a Foundation Year
Summary of good practice and action plans:	<p>Develop an employability strategy that focuses on building student confidence and preparing them for the opportunities made available to them in their continuing studies.</p> <p>Make more effective use of timetabled sessions to increase student engagement. Strategies to achieve this include-</p> <ul style="list-style-type: none"> • Using class time to prepare/feedback on formative work, particularly on the compulsory modules. • Dedicating portions of class time to address assignment briefs and review summative feedback. <p>Collect data from BIM and supplementary qualitative feedback to monitor the students' progress throughout their degree and the transition from Foundation year to, and throughout, their core degree studies.</p> <p>Admissions procedures will continue to be refined in order to attract the most committed students with the greatest potential. This will be supported by a clear WP strategy aimed at encouraging local 6th formers. Success will be measured via enrolment and progression data on an annual basis.</p>
Summary of Recommendations/ Decisions from Annual Review of Moderation and Assessment	<p>Any changes identified in the QAR1 process to be implemented and monitored in 2015/16.</p> <p>An additional option A module, Creative Industries, is to be added to the course profile for 2015/16 with the aim of providing greater choice to students who do not want to enrol on a language module.</p> <p>The module handbook will be revised to ensure accuracy of information and to make the choices available to students clearer, particularly in the Option A range.</p> <p>We shall investigate the possibility of using hard-copy student evaluations and hiring a student ambassador to input and collate the data to increase response rates and provide more data for future reviews.</p> <p>In order to improve the learning experience on HUMFY further, and to ease the burden our course structure places on teaching staff, increased emphasis needs to be placed on student led work.</p>

Any University wide issues identified:	None
Modules requiring review in subsequent academic year following the monitoring and update process:	<p>Only new modules for 2015/16 will need to be reviewed.</p> <p>Admissions for entrance to the MA in Creative entrepreneurship to be monitored in 2015/16.</p>
Dissemination of good practice within the School - proposed process and timescale:	<p>Timescale; 2015/16</p> <p>A Blackboard page for HUMFY teaching staff will be set up and used for depositing teaching resources. This will help to support staff teaching on HUMFY for the first time and provide a more effective platform for the sharing of ideas and good practice within the department.</p> <p>A brief teaching guide will be written and distributed to all staff teaching on the Foundation Year. Covering points such as written feedback and use of seminar time, the guide will provide an anchor for the monitoring of the consistency and quality of teaching across the Foundation Year. It will also support staff members contributing to the Foundation Year from other parts of the Faculty.</p> <p>The IIH will take continue to take part in the on-going HUM Peer feedback project in conjunction with the learning technologies team.</p>
Stage 2 - For completion by the Faculty Associate Dean (LTQ)	
Confirmation that process has been satisfactorily undertaken:	Name: Clive MATTHEWS
	Date: 6 th October 2015
Good practice identified and University wide issues <i>(If different from the above):</i>	
Dissemination of good practice within the Faculty and University-	<ul style="list-style-type: none"> • Production of teaching resources within the Institute; • Greater use of contact time for assessment support (including feedback);

proposed process and timescale.	<ul style="list-style-type: none"> • Use of peer-feedback. Via FLTQC (October meeting).
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Learning and Teaching Service – LTSQAR3
ANNUAL COURSE MONITORING: SCHOOL SUMMARY

Purpose:

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- To identify and share good practice

Stage 1 - School summary – Undergraduate / Postgraduate Taught <i>(delete as appropriate)</i> For completion by the Teaching Director (LTQ)			
School:	LDC	Year:	2014/15
Courses monitored and updated:	English Literature With Creative Writing English Literature English And American Literature Literature And History Drama English Literature And Drama Scriptwriting And Performance		
Summary of good practice and action plans:	<p>The quality, rigour, and fairness of feedback, as is repeatedly evidenced in External Examiners' reports;</p> <p>A broad range of assessment methods; exceptionally innovative assessment methods (as above);</p> <p>Maintenance of appropriately sized seminar groups</p> <p>Continuous, ongoing, and carefully planned course development, including:</p> <ul style="list-style-type: none"> • New modules and new strands (physical and technical) in Drama courses; 		

- A new option range at Level 5 in Literature courses, entitled 'Writing in Practice;', which is specifically designed to develop students' identity as writers;
- An increasing number of 'hybrid' modules with a creative-critical element
- Modules designed specifically for Joint Degree students (Literature and History)
- Forward planning with regard to the content and direction of new LDC modules, including Head of School steering and Teaching Committee scrutiny;

School-specific initiatives to support University employability strategies, including:

- The 'Working With Words' conference in liaison with UEA Careers Centre
- The first year student conference (to replace the 'gap' left by removing examinations from Spring modules);
- Modules with an element of employability built in, most notably the 'I Am' (graduate identity) module, but also the 'Writing in Practice' modules designed for the new Level 5 Options range;
- LDC modules (Writing of Journalism and Traumatologies) put forward for UEA Skills award pilot
- Creative Industry placements (Drama)
- Workshops from Industry professionals (Drama)
- *CAST (a professional consultancy using skill based training (Drama)
- Auditions training with partner institutions (Mountview, Drama)

Sharing practice, including:

- Team-taught modules
- School workshop on formative assessment. Examples were later shared on the TD World Blackboard site
- Turnaround times meeting, during which examples of Feedback templates were shared
- Teaching Day

Module enrolment support, including:

- Reinstating student meetings with their adviser about module choices
- A Blackboard site, LDC MODINFO (first developed in academic year 2012-13), which gives students significantly more information about modules than they can access via Evision

Strategies to increase student engagement, especially important in light of the move to a single assessment pattern. Strategies include:

	<ul style="list-style-type: none"> • Seminar preparation – guidance, questions and tasks laid out in lectures, and posted up on Blackboard subsequently; • Formative assessment (includes seminar preparation, but also requires the students to write more, and to write more often; • Self-assessment tutorials, which encourage students to take a more active role in feedback
<p>Summary of Recommendations/ Decisions from Annual Review of Moderation and Assessment</p>	<p>Consistency of feedback: guidance to new staff and to Associate Tutors about the minimum and maximum standards expected. This relates especially to <i>how much</i> some staff write (in that External Examiners occasionally comment that it might be <i>too much</i>). Teaching Committee item.</p> <p>Efficiencies of assessment strategies: it was agreed it was too early to assess whether the move from two summative pieces to one will necessarily prove efficient. Reservations were also expressed about whether efficiency should be a priority.</p> <p>Turnaround times: support for individuals and for convenors regarding slower than required return of marked coursework to students. The School has already held a meeting with the individuals concerned, and Teaching Committee will discuss with the School how (a) a repository of feedback templates can be made available to staff via TD World, and (b) how convenors can take responsibility for producing a timeline of marking and moderation for the lecturers and tutors on team taught modules.</p> <p>Analysing mark profiles at module and Course level is (and should remain) the responsibility of School Examination Boards.</p> <p>Marking Appeals: concern was expressed that a policy wherein a mark might be eligible for appeal unless it is blind double-marked undermined or made unnecessary the moderation process, and removes the students' work further and further away from the expertise of those who teach and moderate a module.</p>
<p>Any University wide issues identified:</p>	<p>Problems with the LTS policy of holding onto all student work on a large module if one or more seminar batches are delayed. This has had a</p>

noticeably negative impact on NSS figures regarding the promptness of coursework return in LDC;

Problems with the **LTS policy** of academics holding onto **uncollected student work**. Shifting an administrative role to academics does not solve the problem.

Problems with the **Extension policy**:

- The **self-certification** policy, whilst somewhat improved from its previous car-crash incarnation, has meant that academics hardly ever receive a full batch of work on time. It also creates confused expectations about coursework return amongst the student body;
- The **Extenuating Circumstances** Panel, specifically the practice of including retrospective penalty waivers under the panel's remit. This creates a great deal of extra work for both LTS and academics, and also creates a measure of confusion amongst students about what constitutes extenuating circumstances;

The **Module enrolment process** is too complex, too administratively inefficient, absorbs too much academic time, and is ill fitted to a School who wants its students to prepare and read over the summer.

- Students select their modules in March, but are not informed of the outcome until mid-August. This is too late in the year for staff to inform them of the reading they need to do to prepare.
- This year there was also a glitch in the updated Course Profiles being released to the students, so that they could see the range of modules from which they had to choose. This delay undid all the work Course Directors had done at Course Briefings; it muddled the advising meetings we'd planned, and it undercut the work convenors had done to update their modules on the School's MODINFO Blackboard site.
- Much of the administrative work involved in the enrolment process, particularly that which identifies specific enrolment problems, is seen as the Teaching Director's responsibility. This is straightforward administrative work. The TD's job is to make decisions.

Administrative structures generally seem unable to cope with the job of **supporting academic procedures**. Nearly every Course Director has noted

	<p>difficulties with getting the right administrative support to perform the tasks of updating Programme Specifications; updating Course Profiles; and updating the Catalogue. We are increasingly finding (for which also see module enrolment, above), that administrative tasks are passed over to academic staff, or that academic staff are asked to ‘check’ the work of administrative staff.</p> <p>Electronic marking is not understood to have had any discernible effect on efficiency (and some comment that it’s also unable to accommodate practice based or more experimental forms of assessment)</p> <p>Communication between University policy makers and key role holders in the Faculty and the School is not understood to work clearly or decisively. This is especially apparent with regard to the initiative to reduce the number of summative assessments within modules. Having put a great deal of work into reducing summative assessment and advocating the use of formative assessment, LDC are dismayed and alarmed to hear that there were no explicit University directives in the first place.</p> <p>Study Abroad, especially incoming students, has been a major problem for several years. LDC asks Study Abroad to provide data of incoming students’ projected module choices in time for the LDC module enrolment meeting, so that additional seminar groups can be made if necessary. This data is never provided, and Study Abroad incoming students are left with limited or no choice. It’s also problematic that Study Abroad do not communicate with either LTS or LDC about the School in which these students will be housed when they arrive. We as a School are unsure on what grounds a semester in HUM is being sold to these students.</p>
<p>Modules requiring review in subsequent academic year following the monitoring and update process:</p>	<p>See Q300 module review summary in HUM V drive. Report to be produced and circulated by Q300 Course Director to staff in week 4 of Autumn semester.</p>
<p>Issues arising from placement and</p>	<p>N/A for Literature Courses; no problems for Drama Courses which involve Creative Industry Placements or Outreach activities.</p>

work-based learning:	
Dissemination of good practice within the School - proposed process and timescale:	Formative Assessment Workshop (29.04.15) School Teaching Day (10.06.15) TD World Blackboard Site (ongoing)
Stage 2 - For completion by the Faculty Associate Dean (LTQ)	
Confirmation that process has been satisfactorily undertaken:	Name: Clive MATTHEWS
	Date: 6 th October 2015
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.	<ul style="list-style-type: none"> • LDC MODINFO/TD World • Innovative assessments Via FLTQC meeting (October 6 th)