

**LTC15D141**

**Title:** *Report from the Academic Director of Taught Programmes*  
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**Issue**

An update from the Academic Director for Taught Programmes on issues discussed at Taught Programmes Policy Group (TPPG).

**Recommendation**

There are no recommendations contained in the ADTP's report to LTC. The information contained in the report is provided to ensure LTC members are aware of issues which have been considered by TPPG.

**Resource Implications**

There are no resource implications contained in the ADTP's report to LTC.

**Risk Implications**

There are no risk implications that apply with regard to the ADTP's report to LTC.

**Equality and Diversity**

There are no equality or diversity implications with regard to the ADTP's report to LTC.

**Timing of decisions**

No decisions are required by LTC at this stage.

**Further Information**

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**Background**

The ADTP uses this regular report to keep LTC members informed with regard to key policy or regulatory issues discussed by TPPG. Any items which require decisions by LTC are normally reported as separate LTC agenda items/reports.

## Report from the Academic Director for Taught Programmes (ADTP)

The first meeting of TPPG in 2015/16 was on Tuesday 6 October 2015. The second took place on Wed 18 Nov 2015.

### 1) TPPG Plan of Work

Items likely to be discussed at the final meeting of TPPG in June 2016, include:

1. Individualised feedback on exams – update on arrangements for multi-school ‘pilot’ in 2016/17.
2. Update on the use of text-matching software – a comparative evaluation of sector-leading systems, and future use of batch-screening.
3. Implementation of GPA – detailed proposals on calculation of GPA outcomes.
4. Reflective report on batch-screening SafeAssign ‘pilot’ in MED during spring 2016.
5. A draft policy on recording of lectures by students
6. Outcomes and actions emerging from meeting with Senior Advisers
7. Policy on co-teaching of modules

### 2) Online Adviser Training Module

This is went live in Nov 2015. Demonstrated to Senior Advisers on Friday 13 November 2015. Engagement has so far been relatively slow with 50 staff engaging with the module since it went live. The ADTP has asked CTEL colleagues to carry-out a time-audit of the module to determine whether the duration/length of the training is as expected (i.e. 2-3 hours). The CTEL has also identified some software which may be of value in making the module more ‘streamlined’, attractive and user-friendly. The ADTP will be meeting with CTEL colleagues shortly to explore this further. Additional training ‘scenarios’ are in the process of being added which address two themes: a) Sexual harassment & bullying b) the University’s responsibilities visa vie the Government/HEFCE PREVENT strategy (radicalisation). The ADTP, Dean of Students (Jane Amos) and Caroline Sauverin (LTS) will be meeting with Senior Advisers on Wed 1 June at which additional feedback on the online training will be considered.

### 3) Individualised feedback on Exams

Details of the ‘pilot’ of individualised feedback on Exams is attached as **Appendix 1**. These arrangements were considered at TPPG in April 2016. A revised paper setting out final, agreed, arrangements would be considered by TPPG in June 2016, and by June/July LTC.

### 4) Future meetings of TPPG

Subsequent meetings of TPPG will take place as follows:

Thursday 2<sup>nd</sup> June 2016 (14:00-16:00)

## Appendix 1

### **Individual exam feedback: Discussion document for TPPG 13 April**

#### Background

In May 2015 LTC endorsed a number of principles (see below) relating to individualised Exam Feedback. See LTC paper:

<https://portal.uea.ac.uk/documents/6207125/8985662/ltc14d186dividerc.pdf/bbd20aab-ecc0-4568-9983-e7ac87c23c97>

Minute 138 outlines the discussions and resolutions at LTC.

<https://portal.uea.ac.uk/documents/6207125/9294209/lcmmins130515.pdf/04541a1e-524a-44fc-ad6b-afe6909d321f>

Principles endorsed by LTC:

- (1) to endorse three principles proposed in the paper of
  - a. no fee to students for providing copies of examination scripts,
  - b. individual examination feedback to be provided on request and
  - c. feedback would not be provided in certain circumstances, for example for OSCEs;

In additional LTC agreed that I would take forward proposals and discuss them further with the Chair of LTC and the Director of Learning and Teaching Services, and that Individualised Feedback would be 'piloted'.

A meeting took place on 8 March to discuss how this might best work. The meeting was attended by Adam Longcroft (Chair), Rob Grant (ENV), Rebekah Hill and Emma Sutton (HSC), Duncan Watson (ECO), David Stevens (AD SCI) and Caroline Sauverin

This meeting was arranged to help:

- 1) Identify schools that wish to 'pilot' individualised feedback.
- 2) Set out some proposals for how the pilot will operate – ideally these can be signed off at June LTC, ready for implementation in 2016/17.

In addition to those principles agreed by LTC above, the following also reflect discussions at the last TPPG:

- i) Keep pilot to 4 schools – 1 in each Faculty – use this to learn about how to maximise effectiveness of processes etc. The pilot needs to be 'manageable', from both the perspective of the School (in terms of writing more feedback on exam scripts) and LTS (as this is a pilot, LTS need to be able to manage the requests, and use the results to inform scalability) so Schools may wish to limit the operation of Individualised feedback to one or two modules.
- ii) The pilot should focus on Year 2 modules wherever possible since it is at this stage that feedback is likely to have most impact on student performance/classification – i.e. in preparation for final year exams.
- iii) No time limit on requests for feedback/return of exam scripts – most will request this soon after scripts have been marked.
- iv) In principle, choice of whether Individualised feedback is provided should lie with Module Organisers since they are best placed to determine whether this is appropriate in relation to assessments in their modules.  
If Individualised feedback is provided/available on request in relation to a specific Exam, this should be made clear in the Module Outline template.

- v) Timing of feedback/return of scripts on examinations should mirror the timing of coursework feedback, namely as soon as Exam scripts have been marked and moderated.
- vi) Students should receive only a 'scanned copy' of the original script (not the original itself which needs to be retained in case of a subsequent appeal). Ideally scan to be provided electronically (e.g. via e mail)

### Discussion

1. LTC has approved the introduction of pilot individualised feedback on exams for 2016/7. In order to gauge the most effective way of operating a feedback system, there will be one or two modules from each Faculty used as 'volunteers' to try out a number of systems, which can then be evaluated for effectiveness and scalability.
2. For the pilot, we are looking for Level 5 modules, one or two per Faculty.
3. Individualised feedback may take a number of forms, for example:
  - a. Return of the script, with annotations by the marker.
  - b. Return of the script plus sheet with markers' comments.
  - c. Drop in sessions for students to have view of their script and discuss it with their marker
  - d. Students given a named person to contact to discuss feedback with. This could be by email or Skype, or face-to-face.
4. There was some discussion about whether these schemes were in addition to revision support i.e. were only offered to students who passed, or whether they were instead of revision support.
5. There were some concerns raised about the requirement to write on scripts or comment sheets that will be read by students, as in order for these comments to be helpful to students it could add considerably to the already-pressured marking time.
6. Potential process:
  - a. Student emails the Hub requesting their script(s) within 20 days of the release of marks.
  - b. The Hub scans the paper and sends the scanned copy by email to the student, copying in the Module Organiser.
  - c. Depending on local arrangements, the School would either:
    - i. Advertise and attend a drop-in session for the students who already have their scripts to come along to for further advice. And/ or
    - ii. Offer the students a named contact to get in touch with (via email in first instance) to ask for further advice, once they had gone through their script. And/or
    - iii. Post model answers on Blackboard/internet for students to access.
7. Considerations that would need to take into account:
  - a. Timing of the feedback, especially if they were face-to-face sessions, plus overcoming any obstacles preventing students engaging with the process (they may find it intimidating, they may not think it would be beneficial (especially if they did better than they were expecting to), they may not be available due to timing of the feedback).
  - b. Helpfulness of the comments on the script/comments page and whether this would add to the marking load.
  - c. Timing of request for feedback, any restrictions on timing, and how quickly UEA can respond. Any repercussions for exam storage.
8. Next steps:
  - a. Faculties to firm up on which modules would take part in the pilot.

- b. The Module Organisers of the pilot modules to submit the details of the proposed feedback process for their module to the ADTP.
  - c. The ADTP to consider all processes, to ensure that all faculties are represented and different models will be tried out.
  - d. Consideration of final arrangements to be considered at the final TPPG of this year.
9. Confirmation and evaluation
- a. Following consideration at TPPG, final arrangements to be reported to LTC and module organisers to work with LTS to publicise feedback mechanisms at an appropriate time next year.
  - b. After the process has been completed, Module Organisers to assess the effectiveness from students and academics' viewpoint, and LTS to feed in their comments, and report back to TPPG/LTC early in Autumn 2017 with a recommendations for rollout.