

LTC16D057

Title: Proposed Partnership with Ocean University China
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Issue

The School of Environmental Sciences proposes entering into an arrangement with Ocean University China (OUC), under the Chinese government's 'Sino-UK Cooperation in Joint Running Schools Program', whereby Chinese students will enrol on a UEA BSc in Environmental Sciences, jointly delivered by OUC and UEA, primarily at OUC in Qingdao, China. Students would receive an award from both UEA and OUC (a 'double' degree, jointly delivered, according to UK QAA nomenclature, referred to in China as a dual degree or Joint Educational Programme).

Intensive initial discussions have taken place within the UEA project team and with OUC colleagues, and are at a stage where it is appropriate to ask for LTC's support for the project.

Recommendation

The Committee is asked to **approve in principle** the new course proposal and associated arrangements, subject to satisfactory final documentation being presented to a future LTC, provisionally 15 March 2017.

Discussion

1. Ocean University China (OUC) <http://eweb.ouc.edu.cn/> is located in Qingdao on the east coast of China. UEA is proposing to enter into a partnership with them under the Chinese government's 'Sino-Chinese Cooperation in Joint Running Schools Program'.
2. UEA has an existing successful relationship with OUC, through ENV research links that have been cemented by an annual research symposium hosted alternately by both universities, and a 2+2 undergraduate arrangement where students complete the second half of their degree with ENV in Norwich.
3. Approval of the proposed partnership by the Chinese Ministry of Education is required, and it is aimed to apply for this in March 2017, with the first students starting in September 2017. The application will be submitted by OUC,

including information provided by UEA.

4. The key requirement of the partnership is that UEA delivers at least a third of the programme in China. In consultation with the OUC team, the project team has identified relevant UEA material at levels 4, 5 and 6 that will be delivered by UEA staff. The delivery will be carried out by a combination of existing UEA lecturers and where necessary, newly recruited lecturers to deliver, or back-fill teaching for those travelling to China. The provisional financial plan includes the recruitment of six additional academic staff for the new programme. The proposal is that UEA delivery would largely be in blocks of a few weeks at appropriate points in the year. Some UEA academic staff may wish to stay longer, particularly those wishing to establish or build on existing research links. Staff accommodation is available on OUC's Laoshan campus, where the programme will be delivered.
5. One key challenge will be the development of students' English language level (and that of staff). Almost all delivery at OUC is currently in Chinese, and although OUC are keen to develop the practice of teaching in English, discussions continue about how and how quickly this can happen. This will be partly addressed by the introduction of an increased number of English and study skills in years 1 and 2, delivered by English language teaching specialists. The project team is consulting INTO and UEA Student Services and considering how this provision can be strengthened and monitored.

The project team has referred to the QAA Quality Code Section B10: Managing Higher Education Provision with Others, which points out the risks involved in delivery in languages other than English. Should the teaching of any of the specialist modules be in Chinese, at least in the early stages of the programme, methods recommended by the QAA for the quality assurance of such provision would need to be employed, including the use of bi-lingual internal (OUC and UEA) examiners and bi-lingual external examiners. The availability of sufficient of these staff to carry out these functions is uncertain. Standardisation and moderation of assessment would also be used to establish parity between marking practices.

6. Chinese undergraduate degrees are delivered over four years. The first year includes generic developmental areas such as history, cultural awareness and physical exercise, along with some generic science-based modules. UEA delivery would be concentrated in years 2-4, although discussions are ongoing about the potential to phase some teaching in, starting in year 1.
7. Students may apply to study at UEA for the last two years of their degree, under the existing 2+2 programme, but experience from other universities that run similar programmes is that a small minority do this.
8. Successful students will receive a degree from UEA and one from OUC, with each certificate referring to the involvement by the other partner. To justify the award of a UEA degree jointly delivered in China, UEA will need to exercise effective oversight of the programme and have full involvement in quality assurance processes, as a full and active partner with Ocean. The proposal is to base UEA degree classification on specialist modules equivalent to 120 credits in years 2 and 3 (40%) and 120 credits in years 3 and 4 (60%). A minimum of 90 credits in the final two years will be at level 6.

9. The Joint Educational Programme is expected by the Chinese government to be a not for profit scheme. However, it is recognised and accepted that a joint venture should cover the costs for each party. At the time of writing the financial plan had not been finalised as there are a number of unresolved issues such as the provision of English language support, and discussions need to take place with OUC on the costs. The cost of the programme forms part of the application to the Chinese Ministry of Education.
10. Between 50 and 100 students per cohort are planned and all students will be registered as UEA and OUC students from day one in China. The extent to which students will need (or can have) access to UEA facilities such as e-resources, Blackboard and e-vision has yet to be determined. OUC already has good learning resources and systems (including Blackboard) which are easily accessible by students. Other details such as data transfer and storage have been discussed in outline but again the detail needs to be investigated and agreed.
11. Discussions have also concentrated on the complexities surrounding the requirement for relevant regulations, policies and procedures to be developed and a sub group of the UEA project team will undertake this work in the near future.
12. OUC already have partnerships under this scheme with universities in Tasmania and Arizona. The model is also underway at a number of UK universities (including Aberdeen, Edinburgh, Leeds, Liverpool, Manchester, Nottingham, Queen Mary and Warwick) and the team is in ongoing contact for advice and guidance with contacts including Queen Mary University London as well as the British Council in Beijing who have offered advice on the application process.
13. Although the current proposal covers just one programme, if this is successful there is scope to apply for a Joint Institution to be established, which would enable further programmes to be delivered in other subject areas (engineering was discussed), and including Level 7 programmes.

In addition to the teaching development, there is an opportunity to see this programme as a way to further develop research links, and the potential for the OUC-UEA link to develop into a virtual, or indeed physical, joint Research Centre based in OUC has been discussed.

14. As part of the approval process, a UEA team including Partnerships Office, ENV and International Office staff visited Ocean in early December 2016 to learn more about current facilities, resources, staffing and delivery there, and to speak to current students about their experiences. New partner and new delivery site checklist reports were completed during and after the visit and are included with this proposal. The reports contain a number of recommendations from the site visit team.

Resource Implications

The provisional financial plan allows for the recruitment of an additional six academic staff (two professors, two senior lecturers and two lecturers). No other additional staff recruitment is planned, though the programme will involve additional time from support staff, particularly in the early stages of the project, when Partnerships Office staff have spent and will continue to spend a significant amount of time on the project.

Risk Implications

1. There is a quality assurance risk involved in any partnership where delivery is shared with others. This will be mitigated using standard partnership QA practices including a joint committee framework to monitor provision and student outcomes.
2. The fact that the Chinese HE culture and model differs from that in the UK is an additional risk factor, but one of the main aims of the Chinese government in establishing this initiative is to learn from western methods and to gradually integrate these into the system. OUC and UEA Academic and other staff exchanges are planned to help with this process.
3. Delivery in a language other than English is a risk, and the discussion section above describes how this would be mitigated.
4. The site visit team viewed a number of OUC laboratories and the teaching labs seen were of a high standard. In a few research labs poor conditions were highlighted as a health and safety issue by the team, and this will need to be addressed to UEA's satisfaction should any UEA academics intend to do research at OUC.
5. There is a financial risk involved, and the provisional financial plan contains several versions based on different divisions of student income between UEA and OUC. Negotiations are in progress about how the income and costs will be shared, and the outcome will determine how long it will take for the programme to break even.
6. The involvement of UEA in this initiative is a positive step in support of its internationalisation agenda and therefore offers reputational gain but also risk, should the programme be unsuccessful.

Equality and Diversity

As mentioned above, the HE culture is different in China. Experience from students visiting here is that they are reticent about admitting their own problems and about challenging authority. While the UK system tries to educate students otherwise, the Chinese system perpetuates the situation. This is another reason why the Chinese want to learn from us. It does mean however, that in the short term the student experience of a UEA student in China will differ from that of a UEA student in Norwich.

Ocean recognise this as an issue and have reacted positively to the project team's assertion that there will need to be measures in place for this programme which are new to them, such as a Staff Student Liaison Committee, student representation on the UEA/OUC joint committee, module and programme review with student input, a clear academic appeals and complaints procedure and the appointment of External Examiners.

Further Information

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Related Documents:

1. Draft New Course Proposal form
2. Site Visit Checklist for UEA Visit to OUC – Dec 2016
3. Systems, policies and Procedures Checklist – OUC and UEA

Course Proposal – Academic Design (CP4)



CP4 is the section of the new course approval documentation which sets out the academic case. This is completed for all course proposals (except for Category 1 proposals, where the academic content is not changing).

It consists of three parts:

- a. CP4 Part 1 is the Programme Specification, which will be published on the LTS website post approval. Please note that the Course Profile is now a link to the Admissions course pages, which will be set up after approval.
- b. CP4 Part 2 is additional information regarding the academic content of the programme which will help inform the approval decision by the bodies considering the academic case. This includes details of the Course Profile.
- c. CP4 Part 3 is the log of considerations and sign-off/approval by the relevant executives/committees.

Instructions for completion are integrated into the form, in green. When completing the form, please remove this text and complete the form in black ink.

CP4 Part 1 - PROGRAMME SPECIFICATION for an award of the University of East Anglia					
4.1.1	Title	Dual BSc in Environmental Sciences with Ocean University of China (4+0)			
4.1.2	School (s)	UEA-ENV/Ocean University of China (OUC)			
4.1.3	Faculty	UEA-Science/OUC			
4.1.4	Date of first student intake	1 September 2017			
4.1.5	Award	BSc			
4.1.6	Interim Award/ degree title	Standard	Certificate of Higher Education and Diploma of Higher Education (UG); Postgraduate Certificate or Postgraduate Diploma (PG).		✓
		Non- standard (detail)			
4.1.7	Level	Level 6 FHEQ (Bachelors)			✓
		Level 7 FHEQ (Masters/Integrated Masters)			
		Other (specify)			
4.1.8	Award Regulatory Framework	Bachelors and Integrated Masters			✓
		Common Masters Framework			
		Other (specify)			
4.1.9	Course-specific regulatory requirements	<p>Variation to BIM includes:</p> <ul style="list-style-type: none"> For years studied at OUC, all progression / reassessment / repeat of year determined according to OUC regulations In addition, Progress will be contingent on English performance: Year 1 to Year 2 Intermediate English; Year 2 to Year 3 Advanced English and Specialised English in Environmental Science At OUC as at UEA, progression is based on module aggregate not per item classification of UEA award to be based on aggregate marks of modules (UEA + academic, specialist OUC modules excluding: Introduction to Marxism, Introduction to Maoism, Physical Education III & IV) in Year 2 (40% weight) and 3+4 (60%), with no differential weighting by credits taken per level (minor variation depending on 'Direction', Biological and Chemical BC, or Environmental Physical Dynamic, EPD, e.g. Year 2: 42.0-47.0 credits, Years 3+4: 50.5 – 57.0 credits). 			
4.1.10	Length of course	4 years			
		Students repeating a year (level) of study will pay academic registration (40% of standard annual fee) plus fees for those credit courses repeated.			
4.1.11	Board of Examiners	Joint UEA-ENV/OUC board of examiners			
4.1.12	Mode of Attendance	Full-time	✓	Part-time	Other
4.1.13	Professional Accreditation details	N/A (Accreditation may be sought at a later stage)			

4.1.14	Placement information		
		Professional placement	
		Year Abroad	
		Year in Industry	
		Semester Abroad	
		Other	
	None		✓
4.1.15	Relevant Subject Benchmark	The October 2014 benchmark statement for BSc degrees in Earth Sciences, Environmental Sciences and Environmental Studies can be found at http://www.qaa.ac.uk/en/Publications/Documents/SBS-earth-sciences-14.pdf	
4.1.16	Course Description	<p>This exciting four-year degree programme, taught jointly by OUC and UEA, offers Chinese students a dual degree and an opportunity to study with UEA faculty without incurring expense of overseas study. Over one third of the specialized modules are delivered by UEA staff at OUC in Years 2-4. The degree programme begins with a series of compulsory modules in Mathematics, Physics and Chemistry in the first two years to help you to build solid foundations in these core science subjects and develop essential analytical skills that you will need during further years. Intensive English training will be in place to prepare you for subsequent modules taught in English by UEA staff. You will have the chance to select from two pathways ('Directions' in OUC terminology) in either 1) Biological and Chemical Environmental science, or in 2) Physical Dynamics and Environmental science; each offering optional modules in the second and third years. You will study a range of advanced modules surrounding Environmental Science and its wider social context such as Marine Biogeochemistry, Modelling Environmental Processes, Environmental Politics and Policy Making. In the final year you will undertake an independent research project, allowing you to investigate a specialist area in professional depth.</p>	
4.1.17	Course Profile details	<p>Details of all courses currently offered by the University are available at https://www.uea.ac.uk/study/undergraduate/degrees and https://www.uea.ac.uk/study/postgraduate/taught-degrees</p>	
4.1.18	Learning Outcomes	<p>Year 1:</p> <ul style="list-style-type: none"> • To obtain a broad preliminary knowledge of Environmental Science • To begin to acquire essential scientific skills including the ability to analyse quantitative data • To understand the interrelatedness of the Earth's System • To understand the key linkages between anthropogenic and natural systems • To be able to synthesise information through analysis of literature and collection and/or analysis of data based on an understanding of the key linkages between anthropogenic and natural systems • To be able to clearly communicate scientific information and analysis of the linkages between the anthropogenic system and natural systems • To develop an understanding of how to link theory and field experience <p>Year 2:</p> <ul style="list-style-type: none"> • Identifying and understanding how Environmental Sciences are applied to environmental issues and concerns • To acquire deeper and more specific understanding of some of the following Earth System components: Atmospheres and Oceans, Solid Earth, Biological Systems and Social, Economic and Political Systems • To apply and develop requisite scientific skills • To begin to critically evaluate evidence from a variety of sources about Earth System function • To uncover and analyse critical problems of the linkages between anthropogenic and natural systems 	

		<ul style="list-style-type: none"> • To apply those understandings to synthesising information using analysis of literature and/or collecting and analysing data • To be able to clearly communicate scientific information and analysis <p>Year 3:</p> <ul style="list-style-type: none"> • To acquire a deeper and broader knowledge and understanding of selected degree-related aspects in a different academic intellectual environment providing different project opportunities, new geography for fieldwork • To be able to independently and collectively assemble and evaluate evidence to help resolve environmental challenges and concerns • To continue acquiring deeper and more specific understanding of some of the Earth System components: Atmospheres and Oceans, Solid Earth, Biological Systems and Social, Economic and Political Systems • To recognise, apply and use context-specific scientific skills and develop subject-specific technical skills • To critically evaluate evidence from a variety of sources about Earth System function • To engage in interdisciplinary approaches for the resolution of environmental challenges • To be able to communicate scientific analysis to a multi or interdisciplinary audience clearly, accurately, concisely and in an appropriate format <p>Year 4:</p> <ul style="list-style-type: none"> • To be able to demonstrate independently assembling and evaluating evidence to help resolve environmental challenges and concerns • To be able to construct, design and execute scientific research • To acquire deep understanding of cutting edge science in the chosen specialisms • To apply context specific scientific skills and develop subject specific technical skills • To be able to communicate scientific analysis to a multi or interdisciplinary audience clearly, accurately, concisely and in an appropriate format
<p>4.1.19</p>	<p>Graduate Attributes</p>	<p>The same as for the existing UEA-ENV Environmental Sciences, addressing:</p> <ul style="list-style-type: none"> • Academic excellence • Critical thinking and effective communication • Learning and personal development • Active leadership and citizenship • Digital literacy • Research capabilities • Critical self-awareness <p>In addition:</p> <ul style="list-style-type: none"> • Personal development by experiencing new academic culture and learning pedagogy • Career-skills, including English language • Building of international networks
<p>4.1.20</p>	<p>Assessment and Feedback Strategy</p>	<p>A variety of assessment methods are used in different modules, ranging from 100% coursework to 100% examination. Coursework assessment methods include essays, written discussions, class tests, problem sheets, laboratory reports, field exercises, field notebooks and seminar presentations. In most modules the assessment is weighted 67% examination, 33% coursework. Skills based modules and field modules are assessed by 100% coursework.</p>

		<p>OUC modules on the programme will be assessed by OUC staff and UEA modules by UEA staff. OUC Educational Administration Office validate course marks by sample moderation, and remark following student appeal. Any remarking appeal request received from OUC for a UEA module will be remarked following UEA policy. Course marks and moderation processes will be reviewed by Joint Exam Boards (Year 1&2; Module/Progress Board; convening with External Examiners Year 3&4). UEA penalties for late submission will apply to UEA modules only, with work submitted electronically via UEA system.</p> <p>The marks that students receive for each of their OUC modules will be converted to equivalent UEA marks, initially calibrated using the NARIC Overseas degree equivalency table. The published 1st/2(i)/2(ii) thresholds will be used as tie points and marks falling in between will be piecewise linearly scaled. For China, percentage grades of 90%, 80%, 75% and 60% would translate to UEA marks of 70%, 60%, 50% and 40% respectively. The converted marks will be used by UEA for final degree classification. Mark conversion works in both directions so OUC can apply the same algorithm to convert UEA marks to OUC marks.</p> <p>During the first years of the dual programme, and prior to classifying degrees of the first student cohort, we will validate and if necessary refine the mark conversion algorithm based on feedback from the Exam Board, external examiners, blind second marking of samples across institutions (for calibration) and standard moderation processes to make the algorithm more OUC institution-specific.</p>
4.1.21	<p>Additional course-specific costs that students should expect to meet</p>	<p>The tuition fee for students on the joint programme is RMB 50,000 (~£5,000) per year. Students need to cover their own living costs.</p>

CP4 Part 2 - Additional information required to consider approval

4.2.1

Course Profile

- Modules in black are OUC modules.
 - **Modules in red with yellow background are UEA modules.**
 - **Modules in red without background are OUC modules that UEA will introduce.**
 - Optional (ALL) means module available to all students
 - Optional (EPD) modules only available to students in Environmental Physical Dynamics stream
 - Optional (BC) modules only available to students in Biology and Chemistry stream
- Aut = Autumn semester, Spr = Spring semester, Summ = Summer period
NB OUC credits approximately equivalent to UEA credits at ratio of 3:10

A/Yr	UEA Level	Module Range	Module Code	Module Title	OUC Credits	UEA Credits	Period	BC stream	EPD stream	BC UEA credits	EPD UEA credits
1	0	Compulsory		Mentality and Morality Improvement and Basics of Law	3	10	Aut	1	1	10	10
1	0	Compulsory		Advanced Mathematics II 1	6	20	Aut	1	1	20	20
1	0	Compulsory		Inorganic and Analytical Chemistry	4	13	Aut	1	1	13	13
1	0	Compulsory		Experimental Inorganic and Analytical Chemistry	1.5	5	Aut	1	1	5	5
1	0	Compulsory		Basic English	2	7	Aut	1	1	7	7
1	0	Compulsory		Physical Education I	1	3	Aut	1	1	3	3
1	0	Compulsory		An Introduction to Military Science	2	7	Aut	1	1	7	7
1	0	Compulsory		Basic Ecology	2	7	Aut	1	1	7	7
1	0	Compulsory		Environment and Humanity	2	7	Aut	1	1	7	7
1	0	Compulsory		General Outline of Chinese Modern History	2	7	Spr	1	1	7	7
1	0	Compulsory		Advanced Mathematics II 2	5	17	Spr	1	1	17	17
1	0	Compulsory		Linear Algebra	3	10	Spr	1	1	10	10
1	0	Compulsory		College Physics II1	4	13	Spr	1	1	13	13
1	0	Compulsory		College Physics Experiment 1	1.5	5	Spr	1	1	5	5
1	0	Compulsory		Intermediate English	2	7	Spr	1	1	7	7
1	0	Compulsory		Matlab	3	10	Spr	1	1	10	10
1	0	Compulsory		Physical Education II	1	3	Spr	1	1	3	3

1	0	Compulsory		Military Affairs Training	1	3	Summ	1	1	3	3
1	0	Optional (ALL)		Environmental System Analysis	2	7	Spr	1	1	7	7
2	4	Compulsory		Introduction to the Fundamental Principle of Marxism	3	0	Aut	1	1	0	0
2	4	Compulsory		Probability and Statistics	4	13	Aut	1	1	13	13
2	4	Compulsory		College Physics II2	4	13	Aut	1	1	13	13
2	4	Compulsory		Organic Chemistry	4	13	Aut	1	1	13	13
2	4	Compulsory		Experiments of Organic Chemistry	1.5	5	Aut	1	1	5	5
2	4	Compulsory		Environmental Fluid Mechanics+Experiment	3+1	13	Aut	1	1	13	13
2	4	Compulsory		Advanced English + Academic practice	2	7	Aut	1	1	7	7
2	4	Compulsory		Physical Education III	1	0	Aut	1	1	0	0
2	4	Compulsory		UNDERSTANDING THE DYNAMIC PLANET	3	10	Aut	1	1	10	10
2	4	Compulsory		Introduction to Maoism and Theoretical System of Chinese Socialism	6	20	Spr	1	1	20	20
2	5	Compulsory		Specialized English + Academic practice in Environmental Science	2	7	Spr	1	1	7	7
2	5	Compulsory		Physical Education IV	1	0	Spr	1	1	0	0
2	5	Compulsory		Environmental Microbiology+Experiment	2+1	10	Spr	1	1	10	10
2	5	Compulsory		GLOBAL ENVIRONMENTAL CHALLENGES	3	10	Spr	1	1	10	10
2	5	Compulsory		SUSTAINABILITY & SOCIETY	2	7	Spr	1	1	7	7
2	5	Compulsory		Current Situation and Policy I	0.5	2	Summ	1	1	2	2
2	4	Optional (ALL)		Data Processing+Application	1+1	7		1	1	7	7

2	4	Optional (BC)		Physical Chemistry+Experiment	3+1	13		1	0	13	0
2	4	Optional (BC)		General Biology	2	7		1	0	7	0
2	4	Optional (BC)		Sea Water Analysis+Practice	2+0.5	8		1	0	8	0
2	4	Optional (BC)		Instrumental Analysis+Experiment	3+1	13		1	0	13	0
2	4	Optional (EPD)		Numerical and Computational Methods	3+0.5	12		0	1	0	12
2	4	Optional (EPD)		Methods of Mathematical Physics	4	13		0	1	0	13
3	5	Compulsory		Marine Biology+Experiment	3+0.5	12	Aut	1	1	12	12
3	5	Compulsory		Environment Monitoring	4+1.5	18	Aut	1	1	18	18
3	5	Compulsory		ENVIRONMENTAL POLITICS & POLICY MAKING	2	7	Aut	1	1	7	7
3	5	Compulsory		ATMOSPHERIC CHEMISTRY & GLOBAL CHANGE	3	10	Aut	1	1	10	10
3	5	Compulsory		NATURAL RESOURCES AND ENVIRONMENTAL ECONOMICS I	2	7	Aut	1	1	7	7
3	6	Compulsory		Environmental Chemistry+Experiment	3+1	13	Spr	1	1	13	13
3	6	Compulsory		Environmental Assessment+Course Design	2+1	10	Spr	1	1	10	10
3	6	Compulsory		Marine Environment Investigation	1	3	Spr	1	1	3	3
3	6	Compulsory		NATURAL RESOURCES AND ENVIRONMENTAL ECONOMICS II	2	7	Spr	1	1	7	7
3	6	Compulsory		SHELF SEA DYNAMICS & COASTAL PROCESSES	3	10	Spr	1	1	10	10
3	6	Compulsory		MARINE BIOGEOCHEMISTRY	3	10	Spr	1	1	10	10
3	6	Compulsory		Current Situation and Policy II	0.5	2	Summ	1	1	2	2

3	5	Optional (BC)		Ecotoxicology	2	7		1	0	7	0
3	5	Optional (BC)		Molecular Biology	2	7		1	0	7	0
3	5	Optional (EPD)		Coastal Environmental Forecasting Methods-Theories+Experiment	3+0.5	12		0	1	0	12
3	5	Optional (EPD)		Physical Oceanography	3	10		0	1	0	10
3	5	Optional (EPD)		Marine Environmental Monitoring and Data Analyses	1	3		0	1	0	3
3	6	Optional (EPD)		MODELLING ENVIRONMENTAL PROCESSES	3	10		0	1	0	10
4	6	Compulsory		Thesis	8	27	Year	1	1	27	27
4	6	Compulsory		THE CARBON CYCLE & CLIMATE CHANGE	3	10	Aut	1	1	10	10
4	6	Optional (BC)		BIOLOGICAL OCEANOGRAPHY & MARINE ECOLOGY	3	10	Aut	1	0	10	0

Total L4	143	127
Total L5	102	113
Total L6	102	102
TOTAL	347	342

4.2.2 Employability skills details and delivery

We empower our students with technical skills and subject-specific knowledge. In addition, they acquire an array of transferrable skills in effective communication, identifying environmental challenges and solving problems, English language skills, presenting, statistical and analytical research as well as the confidence gained from being part of an engaged and intellectual student body.

OUC and UEA will work closely with the Careers and Employability Centres in both universities to ensure staff there are aware of the employability skills embedded in the curriculum so OUC careers advisors are best able to support students in the job application process; to facilitate this, students are provided with a matrix that specifies the hard and soft skills in each UEA module which is also a tool to help them design a bespoke, well-rounded employability skills set.

Employability Skill/Graduate attribute	Module Code(s) and Title(s)
Personal development by experiencing new academic culture	All 12 UEA modules
Career-skills, including English language	4 OUC English language (and academic study skills) modules; all 12 UEA modules
Building of international networks	All 12 UEA modules; other OUC modules introduced by UEA

4.2.3	New Modules	OUC modules are existing modules. UEA modules are the 10-credit equivalent of components of existing 20-credit modules and will be created prior to delivery (first delivery at Year 2, 2018/2019).
4.2.4	External comment	<p>A project team was created in early October and has been meeting regularly to help resolve issues associated with the development of the joint OUC-UEA 4+0 degree programme. The team is chaired by Prof David Stevens and involves people from a number of university departments including Planning Office, LTS, Human Resources, Library and ARM. As such, comments and suggestions from those key departments have been incorporated right from the beginning of the programme development.</p> <p>A number of universities in the UK have already developed joint teaching programme with Chinese universities in one form or another. The project team has consulted several of these UK universities, in particular Queen Mary University, on issues regarding regulations, financial budgets, library resources, English support, etc.</p>
4.2.5	Consultation with existing students	N/A
4.2.6	Board of Examiners	Joint ENV/OUC board of examiners
4.2.7	Cross-Schools delivery details	This four-year degree programme will be jointly delivered by OUC and UEA staff at OUC. UEA staff will teach 12 out of the 35 specialised modules and introduce 21 out of the 63 total modules of the programme. OUC modules will be taught in Chinese and UEA modules in English. Intensive English training and support (4 OUC modules, spanning Basic English; Intermediate English; Advanced English; Specialised English in Environmental Science) will be in place (Years 1-2) to prepare students for modules taught by UEA staff in Years 2-4. Students on the joint programme will be based entirely at OUC and have access to resources of both OUC and UEA.
4.2.8	Placement detail	N/A

Part 3 - Approval of the academic case

		Name	Date of meeting/ decision
4.3.1	School (Teaching Director on behalf of the Teaching Committee/Executive)		
	Additional School approval (for cross-School delivered courses), if applicable		
4.3.2	Faculty (Associate Dean on behalf of the Faculty Learning, Teaching and Quality Committee)		
	Additional Faculty approval, if applicable		

4.3.3	University (PVC-Academic on behalf of the Learning and Teaching Committee – categories 2 and 3)		
4.3.4	Comments Any comments regarding approval/refusal of approval to be documented here		



Site Visit Summary and Checklist from UEA Visit to Ocean University China, December 2016

1. Site Visit Summary

Background

- A team from UEA visited Ocean University of China (OUC) to investigate the facilities, resources and student experience in connection with the proposed double degree award of a 4+0 undergraduate environmental sciences degree. The process followed that set out in the UEA International Partnerships Handbook .The team comprised:

Professor Thomas Mock	UEA School of Environmental Science
Mr Laurence Daly	UEA Partnerships Office
Mr Stephen Knock	UEA Partnerships Office
Ms Dan Li	UEA International Office

- During the visit the team met the following OUC representatives:

Professor Gao Huiwang	Director of the Centre for Sino-UK Cooperation at OUC
Ms Xin Chi	Secretary of the Centre for Sino-UK Cooperation at OUC
Professor Song Wenhong	Director of International Office
Ms Yang Wenying	Director of Joint Teaching Department, School of International Education
Mr Huang Litian	Deputy Director of the Office of Educational Administration
Ms Wu Di	Deputy Director of the Library
Professor Zhao Qun	Deputy Head of College of English Department, College of Foreign Languages

A range of students on the current environmental science undergraduate programme

- OUC website home page:
<http://eweb.ouc.edu.cn/>
- College of Environmental Science and Engineering home page:
<http://eweb.ouc.edu.cn/ese/>

Student Experience and Student Voice

- The team met with seven students without academic staff present. The students were from a range of years of the existing undergraduate Environmental Science programmes. Most had a basic level of English language.
- The students were very complimentary about their programme and were particularly praising of the resources of the University, including the library and the ocean research vessel.
- The Class (module) Director assumes a similar role to that of a UEA Academic Adviser. Students confirmed that they are able to access support from the Student Support Centre and seek clarification from the Education Administration Office on any regulatory or procedural issues.
- The students confirmed that they would speak to the Class Director if they were unhappy with an assessment mark that they had received. A third party would consider the mark to check its validity. To date no mark had been found to be incorrect but if this were to happen, the work would be remarked.
- No formal process was in place for students to provide feedback on courses (modules). Students were able to raise concerns with the Course Director and student's feedback was sometimes sought during the review of teaching staff.

Resources

- During the visit the team received a tour of the Laoshan campus which is located near Qingdao. There is a substantial library (mainly in Chinese but some English texts) which has quiet study areas, group break out rooms and computer facilities. The library is open from 08:00 to 22:00 Monday to Friday.

- The campus contains teaching spaces, laboratories and computer facilities, some of which are managed within the department. The students confirmed that they had access to the required resources, however, laboratory space was sometimes limited, requiring group working.
- The campus also has a large number of student and staff accommodation options, student and staff eating facilities, sport facilities and good transport links to the city centre. The campus also houses student support facilities including the Student Support Centre and the Education Administration Office.
- The team visited the national laboratory located in Qingdao which is used by a number of universities and researchers. The laboratory is located a short distance from the city centre.

English Language Provision and Support

- The team met with an English Language Teacher who explained that student's English Language reading and listening were often stronger than their speaking and writing.
- English language support was not currently available for professors teaching on environmental science courses (modules).

Student Records

- The student record system was demonstrated including the facility for recording and reporting student marks.
- An example transcript was provided which included an English translation for most fields and course (module) titles. The transcript featured the grade point average (GPA) score for the student's programme.
- Various reports were demonstrated including producing lists of students who were repeating year one, completion rates and withdrawal rates.

2. Site Visit Checklist

Information	Notes
Facilities and Learning Resources	
<p>1. Teaching and learning accommodation, including classrooms, lecture theatres and laboratories.</p>	<p>A range of classrooms and lecture theatres of varying sizes were viewed. Room facilities include data projectors, screens, chairs and writing tables.</p> <p>A number of good teaching laboratories are available, although due to their capacity of around 20 multiple sessions will be required for each cohort to do the same practicals. Research laboratories seen varied in the level of technical equipment available and in the standards of care and operational use in comparison to the UK.</p> <p>A new building, in which new laboratories for the joint programme could be built, was shown to the delegation.</p> <p>Recommendation 1 It is understood that practice varies around the world, but a list of minimum requirements should be produced by ENV such that UEA staff who intend to do research at OUC will be able to work in satisfactory conditions.</p>
<p>2. Library resources, including subject-specific learning resources appropriate to the proposed course.</p>	<p>A large range of resources is available, mostly in Chinese, but there are a number of texts in English language. Paper copies of recent journals were available including 'Nature' and 'Science'.</p>
<p>3. What access to electronic resources is provided? Is there parity between sites?</p>	<p>A number of online journals and e-books are available including 'Nature', 'Science' and Springer 2014 and 2015 e-book collections in Earth and Environmental Sciences.</p> <p>UEA Library had prepared a comparative list of what is currently available to UEA ENV students and what appeared to be available from the OUC website. OUC had updated the list and this was discussed at the meeting between the UEA team and OUC Library staff.</p>

	<p>The UEA team explained that there were licensing restrictions on access to UEA e-resources by students based at OUC, which would make it very unlikely that UEA would be able to provide any e-resources.</p> <p>Subject to further discussion within ENV, it was suggested that the following journals will be required but are not currently available:</p> <ul style="list-style-type: none"> • Nature Climate Change • Nature Ecology and Evolution • Proceedings of the National Academy of Science (PNAS) • The Holocene (Sage) <p>Recommendation 2 OUC have a cross-institutional bidding process for a limited budget for resources, and it was agreed that the Nature journals and PNAS would be requested through this process so that they would be available from the 2017/18 academic year. (Note that, as bids are competitive it cannot be guaranteed that the request for funds will be successful).</p> <p>UEA Library would be updated on the situation and would monitor the licensing situation.</p> <p>Recommendation 3 Discuss with OUC how additional English language texts could be made available to students.</p>
<p>4. Equipment provided to students, including computers.</p>	<p>Several computer labs are available to students. The Library also offers iPads and tablets for students to borrow.</p>
<p>5. Facilities for quiet individual study space and also for group work.</p>	<p>The Library housed some bookable seminar/individual study rooms for student use. These rooms had projectors and screens for presentations/group work. Additionally each Library section had a large quiet study area, so there seemed ample study space.</p>
<p>6. Virtual Learning Environment.</p>	<p>OUC use Blackboard for their VLE. Presentations and handouts are added to the VLE for</p>

	<p>students to access.</p> <p>The VLE can also be used for electronic coursework submission.</p> <p>Visiting professors will have access to the VLE with support provided by their Teaching Assistants (as the VLE is in Chinese).</p>
7. Facilities and procedures for examinations.	Exams are organised by the Education Administration Office. The exam period is usually the last two weeks of each semester. The Education Administration Office arranges for invigilators to be present and for exam papers to be printed and distributed to venues. Students are warned about the consequences of cheating which could result in punishment up to and including expulsion.
Student Support and Guidance	
8. Arrangements (location, hours, etc.) for student academic support services, including advice on policies and procedures and submission of coursework.	The Education Administration Office provides advice and guidance to students on all regulatory and procedural issues. The Student Support Centre is able to provide additional support to students on non-regulatory issues.
9. Student welfare and pastoral support arrangements.	<p>The Deputy Dean can offer pastoral support to students.</p> <p>The Mental Health Consultation Centre is also available to students to offer advice on mental health and wellbeing. This centre is provided at College level and as such has around a 1:200 staff:student ratio.</p> <p>Class tutors also provide signposting for welfare and pastoral support.</p>
10. Academic Adviser system	<p>The Academic Adviser role is most closely approximated to the Class Director. The Class Director holds 1:1 meetings with students during the first year of study and then larger class tutorials in subsequent years of around 1:50.</p> <p>Class Directors have open door policies so students may contact them for help and advice at any time via e-mail or in person. Online discussion boards are also available to students for peer</p>

	support and are monitored and responded to by Class Directors.
11. English language teaching and support	<p>Basic, intermediate and advanced English is taught in classes of up to 50, including some sessions contextualised to students' subjects. There is little or no additional support for failing students or for professors to develop their own English.</p> <p>Most other teaching is delivered in Chinese and the English level of the students met suggested that this and the above factors were having a negative influence.</p> <p>Recommendation 4 Discuss with OUC how to enhance the level of English and study skills support, including reducing class sizes.</p> <p>Recommendation 5 Discuss with OUC a plan for the introduction of teaching in English including support for professors.</p>
12. General feedback from students on their experience of studying at OUC.	<p>A selection of students attended a discussion with the UEA team and were generally positive about their experience studying at OUC. The resources available to them, including the research ship and the library were seen as a positives. The campus environment was also highlighted.</p> <p>Feedback provided on marked work was sometimes sparse or not available and it was felt that more detailed feedback would aid students to improve their work.</p> <p>Recommendation 6 Provide OUC with UEA guidelines on feedback.</p> <p>English Language classes were delivered as one session per week, with some additional support available. Some native English speakers, mainly from Australia, delivered these classes.</p> <p>Students had access to science laboratories, however, these were often very busy, requiring students to work in pairs or small groups.</p>

	<p>Recommendation 7 Once appointed, the UEA Course Director should work with OUC to review the use of laboratories and consider how more lab space could be allocated to students.</p> <p>Possible improvements suggested by the students included later opening of the library (currently closes at 21:30) and the inclusion of more practical work throughout the programme.</p> <p>Recommendation 8 The students' suggestions should be passed on to OUC for consideration.</p>
Academic Staffing	
13. Details of staff recruitment, promotion and appraisal policies.	<p>New post-doctorates apply to the College for teaching positions. Prominent professors are appointed at University level. Professors are observed teaching by a panel of recently retired senior academics who score the teaching. This score is used in consideration for promotion.</p>
14. Arrangements for induction and training of UEA staff and inter-site staff communications.	<p>Visiting professors (including those who will be visiting from UEA) are assigned a key contact at OUC who can answer any day-to-day questions. Visiting professors can also contact the International Office with any queries.</p> <p>Each class also has a Teaching Assistant allocated who can provide support to students on coursework and through seminars when the professor is not available.</p>
15. Staff development policy and staff development arrangements.	<p>The Ministry of Education has a national steering committee and OUC attend the symposium. The China Scholarship Council fund overseas visits for OUC professors who collaborate on research activities with international experts.</p>
16. Technical and administrative support for OUC and UEA academic staff.	<p>Support will be provided by the Teaching Assistants and also the Secretary of the Centre for Sino-UK Cooperation at OUC (currently Tracy Chi).</p>

Administration and Management	
17. Administrative support arrangements including respective involvement of and communications between centres.	<p>Communication via Secretary of the Centre for Sino-UK Cooperation at OUC (Tracy Chi).</p> <p>Recommendation 9 Establish a list of alternative contacts for use should Tracy be unavailable.</p>
18. Training and induction for administration staff involved in the programme.	<p>Bespoke training and induction programmes would be provided by the Secretary of the Centre for Sino-UK Cooperation at OUC (Tracy Chi).</p>
19. Staffing, location and hours of operation of administration department (for contact by UEA Learning and Teaching Services).	<p>The International Exchange division of the Education Administration Office will be the key point of contact, in addition to Sino-UK Cooperation at OUC (Tracy Chi).</p> <p>Recommendation 10 Establish a list of relevant contacts.</p>
20. Details of student records and assessment records systems.	<p>OUC have a comprehensive student record system (in Chinese language) which records student marks, progress and awards. The system has progression rules and reports on students taking less than the required number of courses each semester.</p> <p>The system will be used to generate student data as required by UEA.</p>
21. Arrangements for recording and reporting of assessment results.	<p>An online mark entry system (in Chinese) is currently used. Professors enter marks directly onto the system via a secure login. Professors can only view marks for the courses (modules) they are teaching. A transcript of student results can be requested by a professor which includes an English translation of the fields. UEA professors can request this for their students at OUC to monitor their progress.</p>
Quality Assurance Processes	
22. Details of student feedback processes.	<p>Discussion forums allow students to discuss any issues they may have with their studies.</p>

	<p>Students may also be consulted during the review of teaching assessment of professors. Other than this, there is no formal involvement of students in the programme development or quality assurance processes. The only process for review of course and programme performance is the review by retired professors.</p> <p>Recommendation 11 Provide OUC with information on student involvement in QA processes at UEA.</p> <p>Recommendation 12 Provide OUC with information on the review of courses and modules at UEA.</p>
<p>23. Arrangements for monitoring student experience and consistency between UEA and OUC.</p>	<p>An OUC/UEA Joint Academic Committee will be established which will consider this on a regular basis.</p>
<p>24. Arrangements for dealing with student academic appeals and complaints.</p>	<p>Appeals are processed by the Education Administration Office. Appeals relating to marks result in the work being reviewed by a third party to ensure the marking is appropriate. If the marking is found to not be appropriate (which has not happened to date) the work would be remarked.</p> <p>Complaints would be made via e-mail to the Professor, University President or the Education Administration Office.</p>
<p>25. Arrangements for dealing with student disciplinary issues (academic and non-academic).</p>	<p>Most disciplinary issues are dealt with by the class Professor. Attendance is monitored by the class professor and teaching assistant. Invigilators would deal with any cheating in exams.</p>
<p>26. Details of examination board procedures, including dealing with failing students claiming extenuating circumstances.</p>	<p>Students requiring an extension to coursework should speak to their professor. Students with extenuating circumstances for exams can request that the exam is delayed until the beginning of the next semester. The application is made to the Education Administration Office. Medical certificates are requested where necessary.</p>

Graduation	
27. Location and arrangements for graduation ceremonies.	Graduation takes place on one day, over 2 ceremonies. Students graduate by college, by subject. The venue is a 5000 seater auditorium.



Systems, Policies and Procedures Comparison – OUC and UEA

Prospective Partner Institution Information	Current position – to be completed by Ocean (please provide information in English where possible)	Comments and UEA examples
General		
1. Website	http://eweb.ouc.edu.cn/	1. The OUC/UEA Joint Academic Committee will approve the UEA and OUC website entries for the programme before launch and then review annually.
2. Prospectus	Please provide example of current prospectus.	The OUC/UEA Joint Academic Committee will approve prospectus entry for the Joint Educational Programme before publication.
3. Other publicity material	N/A	The OUC/UEA Joint Academic Committee will approve publicity before publication.
4. Student Handbook(s)	The current handbook (in Chinese) has been provided.	Partner handbooks will be subject to annual review by OUC/UEA Joint Academic Committee using the following guidance: https://www.uea.ac.uk/partnerships/policy-and-forms/Guidelines+to+Preparing+Course+Handbooks+(updated+February+2013)
5. Contact information for relevant staff	Ms Xin Chi 迟鑫 chixin@ouc.edu.cn / +86-532-66782601	

	Prof Huiwang Gao hwgao@mit.edu / +86-532-66782935	
6. Organisation chart	Please provide if you have one.	
7. Key staff responsibilities information (academic and support, Admin, QA lead, etc.)	Prof Huiwang Gao Lead Academic Ms Xin Chi Lead Administrator Director Song Head of Education Administration Office	
8. Learning & Teaching strategy	N/A	UEA Learning and Teaching Strategy: http://www.uea.ac.uk/learningandteaching/documents/learningteaching/UEA+Learning+Teaching+Strategy+2014-19
9. Institutional operational plan	N/A	
10. External review reports/ Quality assurance reports from external bodies	Please provide if you have these.	
QA Regulations, Systems, Policies and Procedures	(PLEASE INSERT WEB LINKS TO PROCEDURES IN BOXES BELOW), OR PROVIDE ELECTRONIC DOCUMENTS SEPARATELY.	
11. Programme regulations (UG/PG)	Relevant OUC Programme regulations have been provided.	UEA – need to consider how to incorporate variances in Ocean regulations. Bachelors and Integrated Masters regulations:

		https://www.uea.ac.uk/calendar/section3/regs(awards)/Regulations+for+Bachelors+and+Integrated+Masters+Awards+2014/Regulations+for+Bachelors+and+Integrated+Masters+Awards+2014
12. Academic appeals and complaints procedure	Academic appeals and complaints are processed by the Education Administration Office.	UEA Academic Appeals and Complaints Procedure: https://portal.uea.ac.uk/learning-and-teaching/students/appeals-complaints
13. Non-academic complaints procedure	Non-academic complaints may be e-mailed to the Professor, the University President or the Education Administration Office	UEA Non-Academic Complaints Procedure: https://portal.uea.ac.uk/accommodation/contact-us/complaints-procedure
14. Student discipline procedure	Attendance is monitored by professors. Exam conduct is monitored by invigilators.	https://portal.uea.ac.uk/documents/6207125/7465906/Section+3+Disciplinary+Procedures.pdf?_ga=1.71395411.1109796810.1405596584
15. Plagiarism and collusion	Please clarify the procedure.	UEA Plagiarism and Collusion Policy: https://www.uea.ac.uk/documents/3802123/4104083/University+Policy.pdf/b550e737-43ce-412d-aa1f-c223a529c3da
16. Coursework submission/return	Coursework is submitted by a published deadline either in paper form or by email.	UEA coursework submission procedure (including late submission policy): https://intranet.uea.ac.uk/calendar/section3/regs(gen)/submission-of-work-for-assessment-(taught-programmes)/Submission+of+Work+for+Assessment+(Taught+Programmes)
17. Attendance monitoring	Attendance is monitored by professors.	https://www.uea.ac.uk/learningandteaching/documents/attendance_engagement_progress/Procedures+relating+to+Attendance,+Engagement+and+Progress+General+Regulation+13+for+Students

18. Concession review and approval	Requests for variances to regulations are requested through the Education Administration Office.	The policy for approving things that are outside the academic regulations because of special circumstances - under review at UEA.
19. Extenuating Circumstances (ECs)	Extenuating Circumstances (ECs) are reported to the Education Administration Office.	UEA Extenuating Circumstances guidance: http://www.uea.ac.uk/learningandteaching/documents/student/Extenuating+Circumstances+-+Guidance+for+Staff+and+Students+V2+Sept+2014
20. EC Panels and pre-board meetings	Not in current operation; to be introduced for Joint Educational Programme.	UEA Staff guidance on ECs (including information about EC Panels): http://www.uea.ac.uk/learningandteaching/documents/assessment/Extenuating+Circumstances+-+Guidance+for+LTS+Staff
21. Coursework extensions	Processed by the Education Administration Office.	see above links for UEA guidance- ECs include coursework extensions (as of 2013/14)
22. Admissions policy	Please provide information about the policy.	UEA Admissions Policy: https://www.uea.ac.uk/study/undergraduate/apply/our-admissions-policy
23. Details of admissions system	Please provide information about the system.	
24. Admissions procedure	Please provide information about the procedure.	https://www.uea.ac.uk/study/undergraduate/apply
25. Course transfers policy and procedure	Arrangements for students transferring to the Joint Education Programme or off it will be agreed.	Guidance notes on UEA Transfer procedure: http://www.uea.ac.uk/learningandteaching/documents/student/GuidanceNotesTransferProcess

26. Exam arrangements and invigilation procedures	Invigilators are assigned by the Education Administration Office.	<p>UEA guide to Invigilation: http://www.uea.ac.uk/learningandteaching/documents/assessment/Invigilation+Guide+V19+(March+2014)+140321</p> <p>UEA student Exam Regulations: http://www.uea.ac.uk/learningandteaching/staff/assessment/exams/invigilation</p>
27. Example examination papers	Exam papers are collated by the Education Administration Office.	
28. Details of student records and assessment records systems	<p>Electronic systems in place.</p> <p>Example transcripts have been provided.</p>	We need to consider how these will be held, how details will be transferred and/or entered, marks input, etc.
29. Marking and moderation procedures and marking criteria	<p>Generally only single marking is employed with markers working to model answers or MCQs.</p> <p>If more than one marker is involved then 'standardisation' is used (a sample of work marked by each professor and then the standards agreed) to ensure consistency.</p>	<p>UEA Marking Criteria: http://www.uea.ac.uk/learningandteaching/staff/assessment/Marking+Criteria</p> <p>UEA Internal Moderation Policy: http://www.uea.ac.uk/calendar/section3/regs(gen)/Internal+Moderation+Policy/InternalModerationandDouble+Marking+policy</p>
30. Recording of marks on system and compiling Exam Board reports	Marks are entered directly on the system by Professors. The Education Administration Office reviews students' progress and achievement. No formal exam boards are currently held.	
31. Exam board procedures (including agenda and minutes)	See above.	<p>We need to agree:</p> <ul style="list-style-type: none"> -membership, including Chair and UEA representation -Roles in production of paperwork

32. Example of exam board paperwork (programme and course results and final award)	See above.	
33. Production and examples of student transcripts	Example transcripts have been provided.	
34. Parchment production	OUC and UEA will produce their own, which will refer to the Joint Educational Programme.	Agree wording of certificate with OUC.
35. Review and annual update of programmes and courses	There is no formal review other than that by retired professors.	
36. Module evaluation process/examples	Staff evaluation of courses and programmes. See above.	UEA Module Review process: http://www.uea.ac.uk/learningandteaching/staff/courses_modules/modulemonitoring
37. Details of student module/course evaluation process	Student evaluation of courses and programmes. See above.	UEA information on Student Module Evaluation: http://www.uea.ac.uk/learningandteaching/staff/courses_modules/student_evaluation
38. Evidence/examples of evaluation by students	N/A	
39. Student representation on committees	N/A (it has been agreed that an OUC SSLC will be formed for this programme)	Students on all relevant committees, including Joint Academic Committee and Staff/Student Liaison Committee. https://portal.uea.ac.uk/documents/6207125/8540534/cop-student-representation-and-staff-student-liaison.pdf

40. Committee structure - internal	Details of OUC academic committee structure.	https://portal.uea.ac.uk/documents/6207125/7465902/Section+2+Committee+Structure.pdf
41. Committee structure – joint	To be agreed but will include a Joint Academic Committee.	Joint Academic Committee (and Steering Committee?) to be established.
Student Support and Guidance		
42. Welfare, Guidance and Support services	<p>Details of provision The Deputy Dean can offer pastoral support to students.</p> <p>The Mental Health Consultation Centre is also available to students to offer advice on mental health and wellbeing. This centre is provided at College level and as such has around a 1:200 staff:student ratio.</p> <p>Class tutors also provide signposting for welfare and pastoral support.</p>	<p>https://portal.uea.ac.uk/student-support-service</p> <p>https://portal.uea.ac.uk/learning-and-teaching</p>
43. Adviser system	The Adviser role is taken by the class professor.	<p>UEA Information on Advisers (for students):</p> <p>http://www.uea.ac.uk/learningandteaching/students/gettingstarted/adviser</p> <p>UEA Policy on Being an Adviser:</p> <p>https://www.uea.ac.uk/polopoly_fs/1.94708!uea%20advising%20system%20policy.pdf</p>
Resources		
44. Library	A large range of resources is available, mostly in Chinese, but there are a number of texts in English language. Paper copies of recent journals were available including 'Nature' and 'Science'.	Ocean students will have access to UEA resources when in Norwich. https://portal.uea.ac.uk/library

<p>45. E-resources – details of resources available and how access is managed</p>	<p>A number of online journals and e-books are available including 'Nature', 'Science' and Springer 2014 and 2015 e-book collections in Earth and Environmental Sciences.</p> <p>UEA Library have prepared a comparative list of what is currently available to UEA ENV students and what appeared to be available from the OUC website. OUC updated the list and this was discussed at the meeting between the UEA team and OUC Library staff.</p> <p>Due to legal licensing restrictions on access to UEA e-resources by students based at OUC, it is very unlikely that UEA would be able to provide any e-resources.</p> <p>Subject to further discussion within ENV, it was suggested that the following journals will be required but are not currently available:</p> <ul style="list-style-type: none"> • Nature Climate Change • Nature Ecology and Evolution • Proceedings of the National Academy of Science (PNAS) • The Holocene (Sage) <p>OUC have a cross-institutional bidding process for a limited budget for resources, and it was agreed that the Nature journals and PNAS would be requested through this process so that they would be available from the 2017/18 academic year.</p>	<p>Ocean students will have access to UEA resources when in Norwich. https://portal.uea.ac.uk/library</p>
<p>46. VLE</p>	<p>OUC use Blackboard for their Virtual Learning Environment. The system is in the Chinese language.</p>	<p>https://learn.uea.ac.uk/webapps/portal/execute/tabs/tabAction?tab_group_id=185_1</p>
<p>47. IT</p>	<p>Details of information technology support service.</p>	<p>https://portal.uea.ac.uk/itservices</p>