

LTC16D060

Title: Report from the meeting of the University of Suffolk Joint Academic Committee
Author: Gavin Tash, Senior Partnerships Manager, Partnerships Office
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Report from the meeting of the University of Suffolk Joint Academic Committee held on 9 November 2016

Issue

Attached at Appendix 1 is a report from the meeting of the University of Suffolk Joint Academic Committee held on 9 November 2016.

Recommendation

The Learning and Teaching Committee is invited to approve the below recommendations from the meeting of the University of Suffolk Joint Academic Committee held on 9 November 2016

ITEMS FOR DECISION

1 CHANGES TO COMMITTEE MEMBERSHIP AND TERMS OF REFERENCE

Recommended to the Learning and Teaching Committee of the University of East Anglia and the Education Committee of the University of Essex

that the changes to the Joint Academic Committee (JAC) Membership and Terms of Reference, outlined in Appendix A be approved with immediate effect.

2 CHANGES TO ESSEX POSTGRADUATE RESEARCH (PGR) SUPERVISORY ARRANGEMENTS

Recommended to the Education Committee of the University of Essex

that the changes to the postgraduate research supervisory arrangements for Suffolk students studying towards an Essex PhD award, outlined in Appendix B be approved

with immediate effect.

3 POSTGRADUATE RESEARCH (PGR) RE-APPROVAL

Recommended to the Learning and Teaching Committee of the University of East Anglia and the Education Committee of the University of Essex

that the Postgraduate Research provision, outlined in Appendix C, be re-approved for a period of five years, commencing September 2016, in the following subject areas:

Ipswich

- Health and Biological Sciences
- Computer Science and Informatics
- Social Policy (including Social Work, Business Management and Heritage and Education)
- History
- Sport and Exercise Science

4 VALIDATION OF NEW COURSES

Recommended to the Learning and Teaching Committee of the University of East Anglia and the Education Committee of the University of Essex

that the following courses be approved for a period of five years, commencing March 2016:

University of Suffolk

- Evidence Based Policing [short course]

that the following courses be approved for a period of five years, commencing September 2016:

Great Yarmouth College

- FdA Business Management
- FdSc Wildlife Conservation & Animal Management

University of Suffolk

- BA (Hons) Screenwriting
- BA (Hons) Screenwriting and Film Studies
- BSc (Hons) Business Management and Information Technology

- BSc (Hons) Mobile and Web Engineering
- PGCert Crime and Community Safety: Evidence Based Practice
- PGDip Crime and Community Safety: Evidence Based Practice
- MSc Crime and Community Safety: Evidence Based Practice

West Suffolk College

- BA (Hons) Early Childhood Studies
- BSc (Hons) Computer Games Technology
- BSc (Hons) Information Technology Service Management
- BSc (Hons) Software Development

5 REVALIDATION OF EXISTING COURSES

Recommended to the Learning and Teaching Committee of the University of East Anglia and the Education Committee of the University of Essex

that the following courses be reapproved for a period of five years commencing September 2016:

Great Yarmouth College

- BA (Hons) Arts Practice

University of Suffolk

- Dental Radiography [short-course]
- BA (Hons) Photography
- BSc (Hons) Bioscience
- BSc (Hons) Diagnostic Radiography
- BSc (Hons) Radiotherapy and Oncology
- MSc Regenerative Medicine

West Suffolk College

- FdA Hospitality and Event Management
- FdEng Electrical Engineering
- FdEng Electronic Engineering
- FdEng Mechanical Engineering

that the following courses be reapproved with a change of course title, for a period of five years commencing September 2016:

University of Suffolk

From:

- PGCert Clinical Effectiveness
- PGCert Leadership and Service Innovation

To:

- PGCert Leadership and Innovation

From:

- PGCert Learning and Teaching

To:

- PGCert Education Studies

From:

- PGDip Clinical Effectiveness
- PGDip Leadership and Service Innovation

To:

- PG Dip Leadership and Innovation

From:

- PGDip Learning and Teaching

To:

- PGDip Education Studies

From:

- MA Arts Practice

To:

- MA Fine Art

From:

- MA Childhood and Youth Studies

To:

- MA Childhood Studies

From:

- MA Clinical Effectiveness
- MA Leadership and Service Innovation

To:

- MA Leadership and Innovation

From:

- MA Learning and Teaching

To:

- MA Education Studies

West Suffolk College

From:

- BA (Hons) Business Management and Psychology

To:

- BA (Hons) Business Management and Applied Psychology
- BA (Hons) Business Management with Applied Psychology

- BA (Hons) Applied Psychology and Business Management

From:

- BA (Hons) English and Psychology

To:

- BA (Hons) Applied Psychology and English
- BA (Hons) English and Applied Psychology
- BA (Hons) English with Applied Psychology
- BA (Hons) English and History
- BA (Hons) English with History

From:

- BA (Hons) History and Sociology

To:

- BA (Hons) Applied Sociology with History
- BA (Hons) History and Applied Sociology
- BA (Hons) History with Applied Sociology
- BA (Hons) History with English

From:

- BSc (Hons) Psychology and Sociology

To:

- BA (Hons) Applied Psychology and Applied Sociology
- BA (Hons) Applied Psychology and Sociology
- BA (Hons) Applied Sociology with Applied Psychology

that the following course validation period be extended by one year until September 2017:

Lowestoft College

- BA (Hons) Design

6 COURSE SUSPENSIONS

Recommended to the Learning and Teaching Committee of the University of East Anglia and the Education Committee of the University of Essex

that the following courses be suspended for 2016/17:

Lowestoft College

- BEng (Hons) Operations Engineering

7 COURSE DISCONTINUATIONS

Recommended to the Learning and Teaching Committee of the University of East Anglia and the Education Committee of the University of Essex

that the following courses be discontinued from 2016/17:

University of Suffolk

- MBA (Enterprise)
- MBA (Leadership)
- MBA (Tourism)

Resource Implications

None identified.

Risk Implications

None identified.

Equality and Diversity

Not applicable.

Further Information

Gavin Tash
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Attachments

Appendix 1 - report from the meeting of the University of Suffolk Joint Academic Committee held on 9 November 2016.

APPENDIX 1

University of East Anglia and University of Essex

JOINT ACADEMIC COMMITTEE FOR THE UNIVERSITY OF SUFFOLK

REPORT TO UNIVERSITY OF EAST ANGLIA LEARNING AND TEACHING COMMITTEE AND UNIVERSITY OF ESSEX EDUCATION COMMITTEE

Report from the meeting of the Joint Academic Committee for the University of Suffolk held on 9 November 2016

ITEMS FOR DECISION

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From:

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From:

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- PG Dip Leadership and Innovation

From:

- PGDip Learning and Teaching

To:

- PGDip Education Studies

From:

■ MA Arts Practice
To:

- MA Fine Art

From:

- MA Childhood and Youth Studies

To:

- MA Childhood Studies

From:

- MA Clinical Effectiveness
- MA Leadership and Service Innovation

To:

- MA Leadership and Innovation

From:

- MA Learning and Teaching

To:

- MA Education Studies

West Suffolk College

From:

- BA (Hons) Business Management and Psychology

To:

- BA (Hons) Business Management and Applied Psychology
- BA (Hons) Business Management with Applied Psychology
- BA (Hons) Applied Psychology and Business Management

From:

- BA (Hons) English and Psychology

To:

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- MBA (Leadership)
- MBA (Tourism)

ITEMS FOR INFORMATION

1 UPDATE ON TRANSITION ARRANGEMENTS

Noted

All current undergraduate and postgraduate taught students were contacted during the summer term and offered the choice of remaining on a course leading to a joint award from Essex and UEA, or to transfer and receive a Suffolk award upon completion of their course. It was noted that any student not making a choice would remain on a joint Essex and UEA award.

Members received a report detailing the number of students remaining on courses leading to joint Essex and UEA awards, dated 13 October 2016. The report showed a breakdown by location of study, course and the expected date of completion. At the time the report was produced, 796 students remained on courses leading to joint Essex and UEA awards. Of these 401 students were due to complete their courses by July 2017, with a further 296 students due to complete their courses by July 2018. The remaining students were due to complete between August 2018 and July 2022.

Clarification was requested of which courses no longer had any students on joint awards, which would allow the courses to formally be discontinued by Essex and UEA. Additionally, details of the courses that had a combination of students studying towards both joint and Suffolk awards would be provided in order to determine the proportion of students studying towards each award. It was noted that all students followed a uniform set of policies and procedures which had been agreed by all three institutions and had been approved by the JAC. This ensured that where students remained on the same course, irrespective of who would make the award, the same requirements would apply to all students.

The student numbers and progression would be monitored through the Partnerships Management Group, with further reports presented to each meeting of the JAC as appropriate.

It was agreed that a proposal would be presented to the next meeting of the JAC, outlining how the JAC process could change for 2017/18, based on the monitoring of student numbers over the coming months. The proposal would be prepared jointly by Essex, UEA and Suffolk, utilising the Partnership Management Group.

2 NATIONAL STUDENT SURVEY (NSS) RESULTS

Noted

The results of the 2016 NSS were published over the summer and dissemination to the Suffolk course and academic committees for consideration had been carried out. Members received a summary of the results.

The overall satisfaction rating for 2016 was 3% lower than 2015 at 81% compared to 85%, whereas the national average was 86%. The overall satisfaction for Ipswich was 80%, which was 6% lower than 2015. Suffolk

commented that they were taking the results seriously and meetings had been held with the Vice-Chancellor and Heads of Department to discuss the action plans that were put in place to address the areas requiring improvement identified by the survey. It was agreed that progress with the NSS action plans would be reported to the next meeting of the JAC.

The Chair of the JAC noted that there had been some areas of excellence, including The Department of Psychology, Sociology and Social Work and Great Yarmouth College. It was also noted that Suffolk overall was above the national average for Assessment and Feedback, which was a very difficult area to achieve good results in with 74% as opposed to 73% nationally.

3 INSTITUTIONAL REVIEWS/EXTERNAL REVIEWS 2016/17

Noted

As part of the Higher Education Funding Council for England (HEFCE) annual provider review, Suffolk had undertaken the preparatory work for the first assurance statement on quality to be submitted to HEFCE by 1 December 2016. Suffolk is also due to undergo its 5 yearly HEFCE assurance visit during 2016/17.

It was reported that Suffolk's Partner Colleges were all due to undergo the Quality Assurance Agency (QAA) Quality Review as part of the transitional arrangements put in place for providers who were scheduled for a review on 2016/17. West Suffolk College reported that the information received to date had been limited, but it was confirmed that an HE Review Group had been established to provide peer support for the College's in preparation for their reviews.

Suffolk reported that it would be conducting institutional reviews during 2016/17 for all of its four Partner Colleges. Essex and UEA will be invited to be part of the panels as part of the transitional arrangements.

4 EXISTING COURSES APPROVED TO PROCEED TO REVALIDATION

Approved

The following courses were approved to proceed to revalidation:

West Suffolk College and Suffolk New College

- Professional Certificate of Education
- Certificate of Education

5 PROFESSIONAL OR STATUTORY REGULATORY BODY (PSRB)

ACTIVITY

Noted

Ipswich

Health and Care Professions Council (HCPC) approval:

- BSc (Hons) Diagnostic Radiography
- BSc (Hons) Radiotherapy and Oncology

Nursing and Midwifery Council (NMC) approval:

- Approved Education Institution status to the University of Suffolk

Society and College of Radiographers (SCoR) approval:

- BSc (Hons) Diagnostic Radiography
- BSc (Hons) Radiotherapy and Oncology
- Dental Radiography

Rachel Frost

Secretary to the Joint Academic Committee for the University of Suffolk

Senior Partnerships Manager

University of Essex

January 2017

Appendix A

University of East Anglia and University of Essex

MEMBERSHIP AND TERMS OF REFERENCE OF *THE JOINT ACADEMIC COMMITTEE* FOR THE UNIVERSITY OF SUFFOLK

The Joint Academic Committee (JAC) for the University of Suffolk is a joint subcommittee of the Education Committee of the Senate of the University of Essex and of the Learning and Teaching Committee of the Senate of the University of East Anglia. The Chair of the JAC duties will be shared equally between the University of East Anglia and the University of Essex. The membership includes ~~six~~ three members from each University (including the Chair), ensuring an appropriate spread of expertise is supplied through the combination of members from the two Universities to support the work of JAC. University of Suffolk membership includes representatives from the University of Suffolk and Partner Colleges (Great Yarmouth College, Lowestoft College, Suffolk New College and West Suffolk College). The University of Suffolk Students' Union appoints one student representative.

All appointed or elected members of the Joint Academic Committee are entitled to vote on any matter put to a vote at a meeting of the Committee. No resolution may be deemed to be carried that is not supported by the majority of University of East Anglia and University of Essex members present at the meeting. In the event of disagreement within the JAC between its University of East Anglia and University of Essex members which cannot be resolved at the meeting, then the Chair will defer and seek resolution outside of the meeting. It should be noted that the decision of one University (i.e. the University of East Anglia Senate or the University of Essex Senate) cannot be implemented in respect of any course leading to a joint award without the approval of the other.

MEMBERSHIP

Appointed by the University of East Anglia:

Ex officio:

Academic Director of Partnerships (or Nominee) (Joint Chair)
Director of Learning and Teaching Services (or Nominee)
Head of Partnerships (or Nominee)

~~Three members appointed by the Senate~~

Appointed by the University of Essex:

Ex officio:

Dean of Academic Partnerships (or Nominee) (Joint Chair)
Deputy Dean of Partnerships (or Nominee)

Head of Quality and Development (or Nominee)

~~Three members appointed by the Senate~~

Appointed by the University of Suffolk:

Ex officio:

~~Vice-Chancellor~~

~~Deputy Vice-Chancellor~~

~~Registrar and Secretary~~

~~Academic Registrar~~

~~Head of Academic Services and Infozone Deputy Academic Registrar~~

~~Head of Quality Enhancement~~

~~Pro-Vice-Chancellor, Faculty of Health and Science~~

~~Pro-Vice-Chancellor, Faculty of Arts, Business and Applied Social Science~~

Appointed by the University of Suffolk Partner Colleges

One senior representative from each Partner College:

Great Yarmouth College

Lowestoft College

Suffolk New College

West Suffolk College

President (Education and Engagement), University of Suffolk Students' Union

Secretary to JAC

A senior administrator nominated by the University of East Anglia Director of University Services (or Nominee) and the University of Essex Academic Registrar (or Nominee).

TERMS OF REFERENCE

1. To consider all matters related to the quality and standards of the academic provision of the University of Suffolk, which lead to a joint award of the University of East Anglia and the University of Essex and to make recommendations to the Education Committee of the Senate of the University of Essex and the Learning and Teaching Committee of the Senate of the University of East Anglia accordingly.
2. To prescribe and keep under review the quality assurance policies and procedures to be followed by the University of Suffolk to satisfy the requirements of joint awards of the two Universities.
3. To maintain an overview of the quality of the student experience for all University of Suffolk students registered on programmes leading to University of East Anglia and University of Essex joint awards, including the monitoring

of internal and external student satisfaction survey outcomes, and to receive annual reports on complaints, academic appeals and student discipline.

- ~~4. To receive proposals for new research degree programmes, to oversee the approval process and to make recommendations to the Education Committee of the Senate of the University of Essex and the Learning and Teaching Committee of the Senate of the University of East Anglia as appropriate.~~
4. To have oversight of the Risk-based Monitoring and Enhancement (RiME) processes for all University of Suffolk academic provision, on which students remain registered on programmes leading to University of East Anglia and University of Essex joint awards.
5. To receive reports of course re-approval for University of Suffolk undergraduate and taught postgraduate programmes on which students are registered for University of East Anglia and University of Essex joint awards and to make recommendations to the Education Committee of the Senate of the University of Essex and the Learning and Teaching Committee of the Senate of the University of East Anglia on the continuation or discontinuation of programmes as appropriate.
6. To receive annually at the last Joint Academic Committee meeting of each academic year, a formal assessment of and report on progress with regard to the PGR student experience.
7. To receive reports of institutional reviews of the University of Suffolk Learning Network partner colleges, and to make recommendations to the Education Committee of the Senate of the University of Essex and the Learning and Teaching Committee of the Senate of the University of East Anglia as appropriate.
8. To receive reports of external reviews of the University of Suffolk Learning Network partner colleges or programmes, including QAA reports and reports from professional, statutory and regulatory bodies.
9. To review annually the University of Suffolk's ~~strategy for growth in research student numbers including the University of Suffolk admissions, progression, retention and achievement data-~~ for programmes on which students are registered for University of East Anglia and University of Essex joint awards.
10. To agree arrangements for the appointment of external examiners for all University of Suffolk programmes on which students are registered for University of East Anglia and University of Essex joint awards and have oversight of external examiner procedures for these awards.
11. To monitor the development of staff at the Learning Network partner colleges through receipt of the annual Risk-based Monitoring and Enhancement (RiME) reports, to ensure they have opportunities for appropriate training and Continuing Professional Development that reflect the Higher Education ethos and focus of the University of Suffolk.

12. To have oversight of the Assessment Board process for all University of Suffolk joint awards of the University of East Anglia and the University of Essex.
13. To receive an annual report from the Partnerships Management Group.

Quoracy

The quorum for meetings of JAC shall be not less than half of the members, rounded up to a whole number.

Postgraduate Research Provision at University of Suffolk (Suffolk)

1. Introduction

- 1.1 All Postgraduate Research (PGR) degree programmes are currently validated by both the University of East Anglia (UEA) and the University of Essex (Essex). Current students are either registered with UEA or Essex, depending on their subject area and the location of their appointed secondary supervisor at either UEA or Essex.
- 1.2 From 2016/17 separate arrangements will be put in place for the management of PGR degree programmes between Suffolk and UEA, with all new PGR students registered on programmes leading to UEA awards only. Current students studying towards Essex awards will continue to follow their programme of study and will be subject to Essex regulations, policies and procedures relating to PGR programmes.
- 1.3 In May 2016 a quinquennial review was conducted of the PGR provision at Suffolk. One of the recommendations of the review was that a working group be established (comprising the former Suffolk Dean of Academic Affairs, the Essex Dean of Postgraduate Research Education and the UEA Academic Director of PGR) to examine the supervisory arrangements for PGR students at Suffolk, particularly the requirement to have a secondary supervisor at the University where the student is registered. This paper is the outcome from the working group in terms of amendments to the Essex supervisory arrangements for current PGR students at Suffolk, who are registered on a programme leading to an Essex award.

2. Current Essex Supervisory Arrangements

- 2.1 Academic staff at Suffolk can apply to become primary or secondary supervisors through approval by the PGR sub-committee, which includes membership from UEA and Essex, this process will remain in place.
- 2.2 Current PGR students registered on Essex programmes have a primary supervisor at Suffolk and a secondary supervisor at Essex. Suffolk has only been able to accept students onto a course leading to an Essex award, if an Essex supervisor was identified and was willing to assume the role.
- 2.3 Supervisory meetings take place throughout the academic year in consultation between the student and the primary and secondary supervisors. Meetings are held either face to face at Suffolk or Essex, or virtually by Skype.
- 2.4 Supervisory Panels, which involve both the primary and secondary supervisors together, are normally held at Essex and are arranged by the relevant academic department at Essex. The recommendation from the Supervisory Panel is submitted to the Essex Research Student Progress Board (RSPB), which determines if the student can progress to the next stage of study.

3. Future Essex Supervisory Arrangements

3.1 Current students studying towards Essex awards will continue to follow the existing supervisory arrangements with the primary supervisor being appointed from Suffolk and the secondary supervisor being appointed from Essex.

3.2 The working group agreed the following three amendments to the Essex supervisory arrangements, which following approval by the Education Committee at Essex will be implemented with effect from 2016/17:

3.2.1 Changes to the organisation of the Essex Supervisory Panels

It is proposed that Suffolk take on the responsibility for arranging Supervisory Panels, instead of these being organised by the secondary supervisor's academic department at Essex.

3.2.2 Changes to the organisation and running of the Essex Research Student Progress Boards (RSPBs)

It is proposed that Suffolk organises and holds a separate RSPB for all students registered on an Essex programme and includes at least one academic member of staff from Essex. Currently each student is considered by the RSPB in the secondary supervisor's academic department at Essex.

3.2.3 Management of changes arising to the secondary supervisors at Essex

In the event of an Essex secondary supervisor being unable to continue supervising (i.e. resignation, illness, etc.) it is proposed that:

- if an alternative secondary supervisor cannot be identified at Essex, the supervisory team can be wholly from Suffolk (approved by Essex), with Essex continuing to provide a Chair to the Supervisory Panels; or
- students may if appropriate do so and approved by Essex and UEA, transfer to a course leading to a UEA award with a supervisory team approved by UEA.

David Pevalin, Dean of Postgraduate Education, University of Essex
Rachel Frost, Senior Partnerships Manager, University of Essex

October 2016

University of East Anglia

**Report of the Revalidation Event for University Campus Suffolk Postgraduate
Research Provision
24 May 2016
Boardroom, UCS Waterfront**

1. Introduction and Background

1.1 A Panel met at the Boardroom at University Campus Suffolk (UCS) on 24 May 2016 to consider revalidation of its PGR provision in the following subject areas:

- Health and Biological Sciences
- Computer Science and Informatics
- Social Policy (including Social Work, Business Management and Heritage, Education)
- History
- Sport and Exercise Science

Membership of the Panel is shown in Appendix 1.

1.2 The Panel met with a range of UCS staff and a group of students from a range of PGR areas at UCS (as listed in Appendix 2).

1.3 Discussions were informed by a range of supporting documentation including a self evaluation report, review of PGR student feedback, related policies and procedures, student handbooks, annual RIME reports and QAA Quality Code mapping

2. Summary of Discussions

Documentation

2.1 The Panel noted the thoroughness and quality of the documentation that had been submitted in advance of the event.

Commendation 4: Quality of documentation

Research Environment

2.2 The Panel asked staff what the aim was of having PhD students at UCS. The staff explained that growing the institution's research provision was essential to establishing itself as an independent University of Suffolk. A strong PGR community was the foundation of this, as it was a driving force to a research culture and would help to spread the critical mass of research at the

institution. A strong research provision and PGR community helped to build links with the local economy.

- 2.3 Staff stated the importance of ensuring that teaching for all students was properly grounded in current research and that the institution wanted to see its students progress all the way through from undergraduate to PhD study.
- 2.4 The Panel asked staff how they intended to start shifting the culture at the institution from predominantly teaching based to research based. Staff acknowledged that this involved some challenges but that the majority of staff had indicated a strong desire to engage in research and that there had been eighty successful research bids in the last two years.
- 2.5 Staff stated that the institution's recruitment strategy needed to change to place the emphasis on recruiting staff with PhDs and that were research active. The adopting of university title and the move to University of Suffolk in August 2016 would help with this as well as opening up potential for more research opportunities and links with local businesses. There was a need to review the work allocation module, which was in progress, and change staff contracts to be more research based than teaching. UCS was currently undertaking an exercise to log all current research activity at the institution, where this could be developed and help a 2020 REF submission.
- 2.6 It was noted that the support provided by the Research Office helped staff keep abreast of latest developments as well as providing a high level of administrative support with research. The staff stated that an announcement had recently be made regarding the plans build a heritage centre at UCS which would provide scope for research

Strategy, Targets and KPIs

- 2.7 The Panel asked staff how they intended to operationalise their KPIs and what were their immediate priorities. Staff explained that they believed the student number KPIs were achievable and that a sensible level of attrition had been build into this target. They also felt they could achieve the scholarly activity KPIs. Staff acknowledged that new staff would need to be recruited in order to achieve targets in terms of publication in three and four star journals.
- 2.8 Staff explained that they had a number of measures planned to support the growth in PGR numbers and the aim of completing a REF submission in 2020. These included increased collaboration with industry which may result in funded PGR students, course development plans resulting in taught courses which were more aligned to staff members research interests, a more balanced allocation of staff time between research and teaching, the introduction of PGR scholarships in some areas for top students on taught programmes, raising the profile of research in staff development and recruiting new staff with established research profiles which would build supervisory capacity.

- 2.9 The Panel observed that in order to achieve the required number of PhD completions needed for attainment of research degree awarding powers the institution would need to recruit more students than targeted in the KPIs included in the documentation. Staff explained that some of the targets quoted in the document were quite conservative, and with the attainment of university title more ambitious recruitment numbers were now achievable.

Recommendation 1: Update SED section on current students, supervisors and planned growth to include models and timescales for achieving RDAP

- 2.10 The Panel asked if UCS had considered developing MRes programmes rather than MAs or MSc? Staff stated that they would like to develop MRes programmes in some areas but had issues doing this under previous revalidation arrangements for taught programmes.

Recommendation 4: Compile a plan for the development of MRes programmes

Student Identity

- 2.11 The Panel asked the students which institution they most felt a part of, UCS or the awarding body? The majority of students stated that they identified with UCS however, it was noted that there was some variance in experiences between students and the students who were most likely to identify with UCS were those who were also members of UCS staff. It was also noted that there was some potential for students to 'fall between two camps' and not be aware of events happening at the awarding institutions.

Student Experience and Support

- 2.12 The students stated that they felt the lack of dedicated space for PGR students was an issue and hindered the development of a PGR student identity. Staff explained that they were aware of concerns about student space that had been previously raised by students, and plans were being developed to move towards bespoke PhD space being based in departments and faculties. It was also noted that a new Innovation Centre was opening in September which would have some provision for dedicated PhD space.

Recommendation 2: Provide plan of what provisions will be made for PhD specific student space.

- 2.13 The Panel asked the students why they chose to study at UCS. The students stated that they felt that UCS provided a much more personal and tailored experience compared to other PGR providers and, as PGR was relatively new at UCS, they felt like you were having a large impact on shaping its research community. Students also observed that UCS was prepared to support PhDs in non standard areas, for example Equine. Students stated they felt immensely proud to be part of UCS as it developed.

- 2.14 Students also stated that the support for part time study was excellent with PGR activity being grouped together on specific set days, which minimised the time students had to take off work. The evening workshops and the online forum were also very beneficial for part time students.

Commendation 3: Support for mature and part time students and the tailored personal experience provided for students

- 2.15 Students commended the support provided throughout their programme by the Graduate School which supported and organised induction, networking and social events; signposted students to development events at other institutions; and supported students through all the milestones of their PhD programme

Commendation 2: Support provided by the Graduate School

- 2.16 Staff acknowledged that, with the proposed growth in student numbers, the institution wouldn't be able to sustain the same degree of personal tailored support but would always keep the student at the centre of what it did. For example, it would continue to run student focus groups and ensure that students felt like they were a part of the wider academic community

Training and Researcher Development

- 2.17 The Panel asked the students what opportunities they had to apply for funding for training or development activity such as attendance at conferences. The students explained that there was very good support from Graduate School, who were incredibly helpful with providing advice and identifying potential sources of funding. It was noted that Andreea Tocca was particularly helpful in relation to this.
- 2.18 One student stated he was not aware of the processes for accessing funding sources and the Panel noted that there was some variance between students in regard to what funding they could access and that this tended to be easier for students who were members of UCS staff, so there was a need to clarify and formalise these processes.

Recommendation 3: Develop and document formal processes for accessing and applying for funding and support for conferences and training.

Policies, Processes and Procedures

- 2.19 The Panel asked the students if they knew what to do if their relationship with a supervisor broke down. No students had experience of this but if this situation arose they would speak to the Graduate School team for advice on what to do.

- 2.20 Students who were also members of staff were asked if there was sufficient demarcation between responsibilities related to line management and PhD supervision. One of the students explained that their line manager was their supervisor but they set aside time specifically for PhD supervision and that there had been no issue with conflict between the two roles. It was noted that the staff appraisal process was independent from PhD review process
- 2.21 Some of the students detailed how, at the start of their programmes, they met with both supervisors and clarified each person's role and responsibilities and documented this.
- 2.22 Students stated they were very confident that they had access to procedural information via the student handbook and Blackboard site. If students weren't clear on anything in relation to policy or procedure they were very comfortable to ask the Graduate School team for advice and guidance.
- 2.23 Staff stated that the institution was moving towards using SITS to monitor PGR student progress.

Supervisory Model and Awarding Body Oversight

- 2.24 The students felt that that the current model of UCS providing the primary supervisor and the awarding institution providing the secondary supervisor was problematic as it was very difficult to get the supervisory team all together when they were from different institutions. This meant students spent a lot of time travelling to meet supervisors and increased the likelihood of being unable to resolve conflicting advice from different members of the supervisory team.
- 2.25 Some students stated that they liked having a supervisory team made up of staff from different institutions and that they found this a supportive arrangement.
- 2.26 The staff said that the current supervisory arrangements hindered growth of UCS PGR student numbers because the institution had to frequently reject applications that it would like to accept because of the lack of an available supervisor from UEA or Essex. Eight students had been rejected because of this. It was also noted that there were no real incentives for UEA or Essex staff to supervise UCS students.
- 2.27 It was also explained that the restriction that staff couldn't be a primary supervisor until they had seen a student through to completion as a secondary supervisor hampered UCS's ability to build up supervisory capacity. With the large number of part time students, it took staff a long time to complete a secondary supervision, which was preventing a number of good potential supervisors taking on the primary supervisor role.

- 2.28 It was noted that the difference in regulations, policies and procedures between the two awarding institutions could cause confusion and make supervision more difficult, particularly for supervisors who had students studying with both awarding bodies.

Requirement 1: Work with awarding universities to set up a working group to develop a proposal for alternative supervisory arrangements for UCS students for formal consideration by Essex and UEA by 31st December 2016.

- 2.29 Staff stated that both the informal and formal support they had received had been excellent and highlighted the support received from the Graduate School.

Learning Resources

- 2.30 Students commended the access to journals and learning resources along with the support provided by the learning resources team.

Commendation 1: Academic resources and access to journals

3. Summary of Conclusions

- 3.1 The Revalidation Panel recommends to the Senates of the University of East Anglia and the University of Essex that the University Campus Suffolk postgraduate research provision in the subject areas of:

- Health and Biological Sciences
- Computer Science and Informatics
- Social Policy (including Social Work, Business Management and Heritage, Education)
- History
- Sport and Exercise Science

be validated by the Universities for a period of up to five years commencing September 2016 subject to the below requirements and recommendations. The action plan for meeting these is included in Appendix C.

3.2 Requirements

- 3.2.1 Work with awarding universities to set up a working group to develop a proposal for alternative supervisory arrangements for UCS students for formal consideration by Essex and UEA by 31st December 2016.

3.3 Recommendations

- 3.3.1 Update SED section on current students, supervisors and planned growth to include models and timescales for achieving RDAP

- 3.3.2 Provide plan of what provisions will be made for PhD specific student space
- 3.3.3 Develop and document formal processes for accessing and applying for funding and support for conferences and training
- 3.3.4 Compile a plan for the development of MRes programmes

3.4 Commendations

- 3.4.1 Academic resources and access to journals
- 3.4.2 Support provided by the Graduate School
- 3.4.3 Support for mature and part time students and the tailored personal experience provided for students
- 3.4.4 Quality of documentation

Gavin Tash
Senior Partnerships Manager
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Panel Membership

Professor Ian Dewing, Academic Director of Partnerships, UEA (Chair)

Dr Stuart Shields, School of Social Science PGR Director, University of Manchester

Dr Dominic Micklewright, Dean of Academic Partnerships, University of Essex

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