

LTC16D075

Title: HUM Faculty report on 2015/16 PGT Course and Module review (QAR 3)
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Issue

HUM report on 2015/16 PGT Course and Module review (QAR 3)

Recommendation

Recipients are invited:
To note and consider the report

Resource Implications

None

Risk Implications

Medium – risk to QA process if issues not considered

Equality and Diversity

None considered.

Timing of decisions

N/A

Further Information

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Background

Agenda item for LTC, 15/iii/2017

Discussion

HUM schools are 100% compliant in this process. Thanks are due to colleagues in these schools and LTS who have ensured this, despite the manifest failings of the process for disseminating and receiving the various QAR forms, and for recording and reporting such data.

More streamlined and efficient measures have now been put in place in HUM to ensure such processes run more efficiently for this academic year's round of course and module review. But these measures are, and can only be, a temporary solution in a system that is currently unfit for purpose. Longer term solutions will be discussed in the IQA working group.

It should be noted that these systemic problems were identified after last LTC when reporting on compliance rates for the undergraduate module and course review was found to be inaccurate. After huge efforts by academic colleagues and colleagues in the HUB, UG compliance rates for HUM are also now 100%.

For both UG and PGT review it was found that in many cases module organisers had been asked for, and had submitted, QAR1s on numerous occasions, that QAR2s had been received but not uploaded onto Blackboard, and that updates on compliance rates had not been sent on to TDs or had been inaccurate when sent (and reported to LTC and Council).

I note the above because several PGT QAR2s (and AMA's QAR3) note these difficulties with the QA process and system. As currently running it is not fit for purpose.

Quality Assurance and how it feeds into best pedagogic practice is an important theme for CDs and TDs throughout their review of PGT modules and courses for 2015-16. It is abundantly clear from QAR3s that module organisers and course directors reflect on their pedagogic practice, and on student learning outcomes, and that this helps improve the quality of module and course delivery. This is because such reflective practice feeds into discussions at school Teaching Committees and at LTQC. It also feeds into the reputation for teaching excellence that the faculty enjoys. Colleagues are fully invested in this process (but they have little confidence that the QA system supports this).

So, it is clear that there are strong structures for PGT module and course review across HUM where various forms of evaluation (PTES, external examiner reports, student evaluations, mid-semester review, teaching-team discussions) are part of an effective iterative process that involves school wide discussion and reflection in teaching committees, school executives, and teaching away days. In AMA, for example, this process supported a colleague in making changes to module assessment and feedback.

Another theme that emerges from PGT QAR3s is the importance of clear guidelines and standardised practices for Dissertations. Both HIS and PPL are reviewing this aspect of their PGT provision at upcoming teaching days. Because the dissertation is such a vital aspect of a student's PGT experience such reflection on the delivery and quality of the dissertation is to be commended and shared.

Suggested actions:

That LTC notes that data about HUM compliance in QA processes presented previously was inaccurate, and acknowledges the concerns of HUM colleagues about current module and course review processes not being fit for purpose.

Ensure that such concerns feed into discussions of the IQA working group.

Attachments PGT QARs AMA, HIS, LDC, IIH & PPL

Learning and Teaching Service – LTSQAR3

ANNUAL COURSE MONITORING: SCHOOL SUMMARY

Purpose:

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

Stage 1 - School summary – Undergraduate / Postgraduate Taught <i>(delete as appropriate)</i> For completion by the Teaching Director (LTQ)			
School:	AMA	Year:2015/16	
Courses monitored and updated:	ALL AMA PGT COURSES T1V230101; T2V23-201; T2T720201; T2T10201; T2T700201; T2T700101; T1V900102; T2V900102; T2W620202; T1W620202; T1V352102; T2V352102; T1P131102; T1V355101		
Summary of good practice and action plans:	QUAR1 reports suggest that all module organisers reflect on their teaching. On one module students seemed very dissatisfied with assessment and feedback and it was good to see the module organiser acknowledge a need to make adjustments to the provision of feedback.		
Summary of Recommendations/ Decisions from Annual Review of Moderation and Assessment	In 2015/16, the school lacked a coordinated approach to its review of modules and courses. There were several changes in role holders (e.g. teaching director, course directors, head of school) and changes in staff (2015/16 module organisers left the university). To help assure that the School has detailed information about all modules and clear action plans, the School executive has agreed that in 2016/17 all departments will hold minuted module and course review meetings. In addition, to help the School gather more detailed information about its approach to module design and assessment and feedback, it will conduct a mid-semester review across all courses.		
Any University wide issues identified:			
Modules requiring review in	Please see the list of modules submitted to LTS. Modules where module organisers identified plans for changes		

subsequent academic year following the monitoring and update process:	(assessment or module content) will be included in next year's review, due to staff members' probationary status, changes in module organisers, or large numbers of associate tutors on the module. Students on all AMA modules will be invited to submit feedback on their modules at the end of the semester.
Issues arising from placement and work-based learning:	n/a
Dissemination of good practice within the School - proposed process and timescale:	The review of modules suggests that all module organisers reflect on student feedback, which is good practice. Reflection on student learning and feedback is an ongoing process (so no specific timescale can be given here), but the department wide module and course review meetings (to be held after the summer exam boards) will be an opportunity for departments to come together and reflect on issues arising across modules and courses.
Stage 2 - For completion by the Faculty Associate Dean (LTQ)	
Confirmation that process has been satisfactorily undertaken:	Name: Prof Nick Selby
	Date: 17/xi/16
Good practice identified and University wide issues <i>(If different from the above):</i>	See above – continual reflection on pedagogical practice seems well embedded Numerous issues surrounding the admin process around QAR have been identified by TDs
Dissemination of good practice within the Faculty and University-proposed process and timescale.	Via LTQC and will be fed into current Assessment and Feedback project

Learning and Teaching Service – LTSQAR3

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Stage 1 - School summary – Undergraduate / Postgraduate Taught <i>(delete as appropriate)</i> For completion by the Teaching Director (LTQ)			
School:	HIS	Year:	2015/16
Courses monitored and updated:	Landscape History (MA) Medieval History (MA) Early Modern History (MA) Modern British History (MA) Modern European History (MA)		
Summary of good practice and action plans:	<p>Good practice: research-led, team teaching; dissertation at the core of all the MAs; skills training in Latin, palaeography and source analysis.</p> <p>Action plans based on 2015/16 feedback and internal reviews, starting in 2016/17: standardisation of the dissertation in History across all the MAs; amalgamation of some teaching across the Modern and Early Modern MA programmes, including professional skills training / employability (Historical Research Skills)</p>		
Summary of Recommendations/ Decisions from Annual Review of Moderation and Assessment	<p>I. PTES</p> <p>PTES results indicate the School of History is still performing above the UEA and sector average. However, our performance did decline in almost all fields since 2014 and 2015.</p> <p>We do continue to maintain very strong scores in the areas of Teaching, Learning, and Engagement, and have significantly improved in the fields of Assessment/Feedback and Information.</p>		

Particular areas for improvement are as follows:

- 1) Organisation and Management:
 - Withdrawal of low-recruiting modules
 - Regular SSLC meetings and subsequent actions
- 2) Resources and Services
 - Closes cooperation with library
 - More extensive use of Blackboard
- 3) Skills Development
 - New module 'Historical Research Skills' for Early Modern and Modern British/European History Students

II. External Examiners

The reports for 2015/16 were again very positive, praising the School for the organisation and structure of our MA programmes, the high standards of teaching and assessment, and the quality of feedback. Some of the recent changes (e.g. common marksheet for MA dissertations, use of full marking range) were praised. There were, however, a number of suggestions that the School is taking on board:

- 1) Marking of Dissertations
 - Separate marks to be disclosed to the examiners, together with a brief rationale for the process of reconciliation in the case of differences
- 2) Anonymity of Coursework
 - Avoid mentioning student names in feedback on coursework and dissertations
- 3) Presentation of Dissertations
 - Highlight importance of correct spelling and grammar during the supervision process

III. PGT Reform

- 1) New Modules for EM and MB/ME students

Starting in 2016/17, we are introducing two new joint modules for Early Modern and Modern British/European History students, to partly in view of low recruitment of specific modules, but also in order to offer a more extensive provision of research skills.

- HIS-7024Y Historical Research Skills
- HIS-7025Y Specialist Tutorials

- 2) Amalgamation

The process of amalgamating the Modern British and Modern European History MA programmes into an MA in Modern History has continued. This will be introduced in 2017/18.

	<p>3) Modern History Core Module</p> <p>Given the low recruitment of the Modern British core module, which as a consequence hasn't run for several years, the Modern European core module 'Nationalism and Violence in 20th-century Europe' has practically become the joint core module for both MA programmes. In connection with the amalgamation process and starting in 2017/18 this module will become the official core module for the MA in Modern History, featuring more British, but also Japanese, Middle Eastern, and US history in future. The new title will reflect this global history approach: 'Nationalism and Violence in the 20th Century'.</p>
Any University wide issues identified:	N/A
Modules requiring review in subsequent academic year following the monitoring and update process:	<p>Starting in 2016/17:</p> <p>Nationalism and Violence in 20th-century Europe (new structure)</p> <p>Historical Research Skills (new module)</p> <p>Specialist Tutorials (new module)</p>
Issues arising from placement and work-based learning:	N/A
Dissemination of good practice within the School - proposed process and timescale:	<p>Good practice and the recommendations of the external examiners, SSLC meetings, and PTES results have been discussed repeatedly amongst course directors, in the Teaching Committee, the Management Committee, and at School Board Meetings.</p>
Stage 2 - For completion by the Faculty Associate Dean (LTQ)	
Confirmation that process has been satisfactorily undertaken:	Name: Prof Nick Selby
	Date: 22/ii/2017
Good practice identified and University wide issues (If different from the above):	<p>Continuing reflection on best pedagogic practice (informed by student and external examiner feedback) is apparent; this has led to the consolidation of two courses into one, and ongoing thinking about consolidation (or cutting) of low-enrolling modules.</p> <p>The school is consciously thinking about the balancing the needs of students to acquire general academic and intellectual skills and more specialised skills.</p>

Dissemination of good practice within the Faculty and University-proposed process and timescale.	Via LTQC
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Learning and Teaching Service – LTSQAR3

ANNUAL COURSE MONITORING: SCHOOL SUMMARY

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Stage 1 - School summary – Postgraduate Taught			
For completion by the Teaching Director (LTQ)			
School:	IIH	Year:	2015/6
Courses monitored and updated:	T1W9N9103 - CREATIVE ENTREPRENEURSHIP (Ex LONDON)		
Summary of good practice and action plans:	<p>Based on the data, forms and information available, the modules reviewed in 2015-16 were very favourably received by students, and highly praised by the external examiner for quality, rigour, and fairness of feedback; the quality of the modules; and broad range of innovative assessment methods for both formative and summative assessment.</p> <p>A further element of good practice is the evident willingness of the course director/module organisers to reflect constructively on student evaluations, and to use students' suggestions for improvements as a basis for updating their modules before they are next offered. It is also clear that this process has been used as a way of thinking about their modules more generally, and how they can be further improved.</p>		

Summary of Recommendations/ Decisions from Annual Review of Moderation and Assessment	The data, forms and information available don't reveal any specific, substantive issues which would need to be addressed, or any problems which would suggest the need for recommendations and changes. Suggestions for improvement are minor and are confined to the module level, and are already being borne in mind and acted on by the course director/module organisers concerned.
Any University wide issues identified:	None evident.
Modules requiring review in subsequent academic year following the monitoring and update process:	Please see the list of modules submitted to LTS.
Issues arising from placement and work-based learning:	None evident.
Dissemination of good practice within the School - proposed process and timescale:	The monitoring process suggests that there is an ongoing commitment to enhance the programme and modules offered. The department wide module and course review meetings will be an opportunity for the Institute to come together and reflect on issues arising across modules and courses.
Stage 2 - For completion by the Faculty Associate Dean (LTQ)	
Confirmation that process has been satisfactorily undertaken:	Name: Nick Selby
	Date: 27/ii/17
Good practice identified and University wide issues <i>(If different from the above):</i>	Continuing reflection on pedagogy and delivery of the course that involves student input. This, in turn, feeds into strong structures of module and course review including all the teaching team in the Institute.
Dissemination of good practice within the Faculty and University-proposed process and timescale.	Via LTQC.

Learning and Teaching Service – LTSQAR3

ANNUAL COURSE MONITORING: SCHOOL SUMMARY

Purpose:

- To evaluate the course to inform quality assurance and enhancement
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Stage 1 - School summary – Undergraduate / Postgraduate Taught <i>(delete as appropriate)</i> For completion by the Teaching Director (LTQ)			
School:	LDC	Year:	2015/6
Courses monitored and updated:	T1Q325102/T2Q325202 -BIOGRAPHY AND CREATIVE NON-FICTION T2W800202- CREATIVE WRITING (CRIME FICTION) (MA) T1W800101PY/T2W800201PY- CREATIVE WRITING (POETRY-MA) T1W800101PS/T2W800201PS -CREATIVE WRITING (PROSE-MA) T1W800101SW/T2W800201SW -CREATIVE WRITING (SCRIPTWRITING-MA) T1Q210101/T2Q210201-LITERARY TRANSLATION (MA) T1Q327101/T2Q327201-MEDIEVAL AND EARLY MODERN TEXTUAL CULTURES, 1381- 1688 (MA) T1W430102/T2W430202 -THEATRE DIRECTING: TEXT AND PRODUCTION (MA) T1Q324102/T2Q324202 - WRITING THE MODERN WORLD		
Summary of good practice and action plans:	<p>The School's MA programmes are consistently praised by the external examiners for their pedagogical design, for the achievement of the students, and for the support and detail of their teaching and marking. The mix of critical and creative elements within and across the programmes is a distinctive and important feature of the School's provision, as is the use made of the rich local archives. These are elements that we shall continue to foster.</p> <p>1. On the Modern and Contemporary Writing and Medieval and Early Modern Textual Cultures programmes we are working to ensure that the dissertation work is initiated earlier and constitutes the final, consummating work of the MA. In order to do this, the production of full Dissertation Proposals over Easter has been formalised, followed up by a</p>		

	<p>Dissertation Symposium in July towards which the students can work and at which they can share and develop their ideas.</p> <p>2. In order to encourage further ‘cross-fertilisation’ in our four Creative Writing programmes, a new one-day Research Methodologies symposium has been introduced (it will take place on May 18 this year, at the beginning of the dissertation-supervision period).</p> <p>3. We are concerned that our MA students need further pastoral support and so the School will introduce a Senior Advisor role responsible specifically for PGT students.</p> <p>4. In response to student requests, we will move to strengthen the School’s provision in practice-based non-fiction writing and in poetry.</p>
Summary of Recommendations/ Decisions from Annual Review of Moderation and Assessment	<p>The quality of the School’s marking – both in its accuracy and in the detail of attention – is praised by all of our external examiners. We aim to continue the robustness of our marking processes.</p> <p>Two aspects of our marking-range drew attention this year – one, in the form of encouragement to continue making use of the upper reaches of the distinction category; and, the other, the clustering of marks in two of our modules (on the Poetry programme). The School is committed to making full use of the marking-range where appropriate. The clustering of the marks was supported by the external examiner’s scrutiny as a function of the nature of the cohort of students.</p>
Any University wide issues identified:	None.
Modules requiring review in subsequent academic year following the monitoring and update process:	<p>Contemporary Fiction (a new module)</p> <p>Novel History</p> <p>Theory and Practice of Fiction</p>
Issues arising from placement and work-based learning:	None.
Dissemination of good practice within the School - proposed process and timescale:	<p>All of the MA programmes are in a constant process of development and self-evaluation. One of the very greatest strengths of the School’s programmes is the coherence of their internal organisation. All of the teachers work closely together, sharing their ideas and innovations which ensures the quick dissemination of good practice within the School. The regular meetings of the PGT Committee also facilitate conversation between the different programmes.</p>

	For 2016/17 two important innovations have been introduced: a single-day Research Methodologies Symposium for all of the Creative Writing strands (on May 18) as a way of launching the students' work in the dissertation period; and the formalising of the writing of Dissertation Proposals over Easter for the Modern and Contemporary Writing and Medieval and Early Modern Textual Cultures programmes. There will also be a Dissertation Symposium for these students in July – an opportunity for students to share and develop their dissertation work.
Stage 2 - For completion by the Faculty Associate Dean (LTQ)	
Confirmation that process has been satisfactorily undertaken:	Name: Prof Nick Selby
	Date: 28/ii/2017
Good practice identified and University wide issues <i>(If different from the above):</i>	<p>Strongly reflective pedagogic practice is evident. This is informed by student feedback and discussion between members of teaching teams; it is supported by processes within the school – PGT Committee, teaching committee, module events to support creative practice, and dissertation preparation.</p> <p>The introduction of more focused provision of support and guidance via a dissertation preparation session is welcomed.</p>
Dissemination of good practice within the Faculty and University-proposed process and timescale.	Via LTQC

Learning and Teaching Service – LTSQAR3

ANNUAL COURSE MONITORING: SCHOOL



Learning and Teaching Service – LTSQAR3

ANNUAL COURSE MONITORING: SCHOOL SUMMARY

Purpose:

- To evaluate the course to inform quality assurance and enhancement
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Stage 1 - School summary – Undergraduate / Postgraduate Taught <i>(delete as appropriate)</i> For completion by the Teaching Director (LTQ)			
School:	PPL	Year:	2015/6
Courses monitored and updated:	T1QL13103 - LANGUAGE AND INTERCULTURAL COMMUNICATION (MA) T1LL26102/T2LL26202 - MEDIA AND CULTURAL POLITICS (MA) T1PL33102/T2PL33202 - MEDIA, CULTURE AND SOCIETY (MA) T1V500101/T2V500201-PHILOSOPHY (MRES) T1VQ53101/T2VQ53201 - PHILOSOPHY AND LITERATURE T1L200101/T2L200201-POLITICS (MA) T1LF47101/T2LF47201- PUBLIC POLICY AND THE ENVIRONMENT T1L380101/T2L380201-SOCIAL AND POLITICAL THEORY (MA)		
Summary of good practice and action plans:	PPL remains committed to the student experience and continues to meet its high standards in terms of assessment feedback. In response to the PTES data, PPL is conducting a review of dissertation supervision practices. This is will take place at our teaching away day in June.		

Summary of Recommendations/ Decisions from Annual Review of Moderation and Assessment	Review dissertation process
Any University wide issues identified:	n/a
Modules requiring review in subsequent academic year following the monitoring and update process:	Issues in Media and Cultural Politics
Issues arising from placement and work-based learning:	N/A
Dissemination of good practice within the School - proposed process and timescale:	PPL will continue to use the teaching away day to share best practice.
Stage 2 - For completion by the Faculty Associate Dean (LTQ)	
Confirmation that process has been satisfactorily undertaken:	Name: Prof Nick Selby
	Date: 22/ii/2017
Good practice identified and University wide issues <i>(If different from the above):</i>	Continuing reflection on best pedagogic practice (as a result of PTES); attention will be given to developing best practice for dissertation supervision, and this will be discussed at upcoming teaching away day.
Dissemination of good practice within the Faculty and University-proposed process and timescale.	Via LTQC