

LTC16D076

Title: *SSF LTQC QAR 3s*
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Date: 23.2.17
Circulation: Learning and Teaching Committee – 15 March 2017
Agenda: LTC16A004
Version: Final Version
Status: Open

Issue

To receive the PGT QAR 3s from SSF LTQC.

Recommendation

To consider the issues identified for University consideration

Resource Implications

None.

Risk Implications

None.

Equality and Diversity

N/A

Timing of decisions

N/A

Further Information

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Background

N/A

Discussion

N/A

Attachments PGT QAR 3s

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:	ECO	Year:	2015/16
Courses monitored and updated:	<p>Economics (MSC) Industrial Economics (MSC) Experimental Economics (MSC) Finance & Economics (MSC) Quantitative Financial Economics (MSc) Economics Of International Finance & Trade (MSC) Economics Of Money, Banking & Capital Markets (MSC) International Business Economics (MSC) Economic & International Relations (MSC) PT Economics & International Relations (MSC) International Business Finance & Economics (MSC) PT International Business Finance & Economics (MSC) Media Economics (MSC)</p> <p><i>NB The School has a Graduate Diploma programme, but currently has no enrollments.</i></p> <p>In all years (including those with a Course Review) we have a panel to review all the PG Module Review forms and make recommendations for discussion at a full meeting of Faculty. This allows sharing of good practice. This Faculty meeting takes place every year and is devoted in large part to an Annual Teaching Review (ATR), which was last held on 19th July 2016. Minutes of this meeting were circulated so that Action points arising from the ATR could be incorporated into the module outlines for 2016-17.</p>		

<p>Summary of good practice and action plans:</p>	<p><u>Good Practice</u></p> <ul style="list-style-type: none"> • Student satisfaction rates for modules have been high, with average scores above 4 being the norm. Where problems have developed (e.g. Economic Concepts), the School has ensured immediate changes to improve module provision. This strong performance in student satisfaction is also confirmed by PTES outcomes. • There is a high number of students achieving a distinction. While the School naturally considers the appropriateness of assessment methods of all modules in its annual teaching review, this outcome is also consistent with an engaged cohort who are able to benefit from the academic support mechanisms that are available. • The External Examination process has confirmed quality control is maintained throughout. Aspects that have been highlighted include: the conduct of the examination board; the quality of grading and audit trail used to ensure consistent marking; the effectiveness of the feedback provided to students (in particular, the dissertation feed-forward provided which helps to ensure a very low fail rate). <p><u>Action Points</u></p> <p><i>General</i></p> <ul style="list-style-type: none"> • Improvement of the monitoring of feedback systems: First, this will entail monitoring of the impact of the new feedback form. Second, the School has also recently made online assessment the norm. This will allow easier comparison of the quality of feedback across modules, enabling further dissemination of best practice. • Learning Support: Led by our support team, further changes to the School's transitions programme will be considered by the Teaching Committee. • Engagement: PTES suggests that this is of most concern for the School. The School is therefore further analysing the assessment portfolio that it uses across modules, investigating how it can further invest in teamwork skills outcomes. <p><i>Module Specific</i></p> <ul style="list-style-type: none"> • The Teaching Committee will examine a proposal to create a new Autumn semester module entitled "Financial Econometric Theory", which combines the first half of Econometric Theory and the second half of Financial Econometrics. • ECO-M019: Commence the teaching of macroeconomics at an appropriate level (e.g. measuring economic activity; components of GDP); reduce the amount of material covered in macroeconomics lectures; change the summative
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	<p>assessments, in order to ensure assessment diversity and earlier feedback on formative work.</p> <ul style="list-style-type: none"> • ECO-M036: Introduce analytical/numerical questions to Section A of examination paper; ensure that students are familiar with the type of analytical/numerical questions appearing in the exam by covering tasks of appropriate similarity in the seminar programme. • ECO-M038: If appropriate, the convenor should find ways of adjusting the style of parts of the coursework and/or exam in order to bring the average mark down to a level comparable with other modules.
<p>Summary of Recommendations/ Decisions from Annual Review of Moderation and Assessment</p>	<ul style="list-style-type: none"> • Module Convenors should ensure that there is an appropriate level of formative assessment (with some evidence it is used more extensively at undergraduate level) • Module Convenors should consider how formative assessment impacts on summative assessment outcomes. This should be communicated to the students through the 'Assessment & Feedback' content area on the module's Blackboard site. • To check for any issues of inconsistent practices, module convenors who intend to use essay coursework which is worth more than 25% of the total mark should discuss its structure with the Teaching Director prior to the start of the academic year (Note: This does not refer to more substantive projects). • All Module Convenors who use course tests must present a pedagogical case to the Teaching Director (and there should be consideration of variations such as 'open book' or 'seen questions' assessment).
<p>Any University wide issues identified:</p>	<p>There continue to be issues with the following:</p> <ol style="list-style-type: none"> 1. Room quality: There could be greater focus on the quality of teaching spaces. Technological based complaints have increased. 2. Accommodation: While the School is investigating how to alleviate the problem, issues with student engagement are undoubtedly linked to inadequate space. 3. Given the competitive nature of the PGT market, there needs to be more effective University-level support in marketing School degree schemes.
<p>Modules requiring review in subsequent academic year following the monitoring and update process:</p>	<p>The School will continue to monitor all modules on an annual basis as part of its Annual Teaching Review.</p>

Issues arising from placement and work-based learning:	The School does not have placements. However, it continues to invest in its internship programme. These work effectively and there are no significant issues, given the support provided by staff and the School's employability team.
Dissemination of good practice within the School - proposed process and timescale:	<ul style="list-style-type: none"> • School meetings: Annual Teaching Review; monthly Teaching Committees and in reports from staff in key roles. • The roles of Learning & Teaching Enhancement and Lead Support are currently integrated, further enabling continuous dissemination of good practice. • The School continues to develop its teaching-focused organisation, Ecuator (e.g. Using an external Professor of Financial Econometrics, this currently includes an audit of all quantitative provision by the School).
Stage 2 - For completion by the Faculty Associate Dean (LTQ)	
Confirmation that process has been satisfactorily undertaken:	Name: Ratula Chakraborty
	Date: 13/02/2017
Good practice identified and University wide issues <i>(If different from the above):</i>	<p>The school of Economics and especially the Teaching Director needs to be commended on following good practice in module management, assessment management and general processes with regard to courses run in ECO. Module review is done thoroughly and action plans made and adhered to with regard to changes expected and desired.</p> <p>Issues to do with rooms, teaching facilities and other concerns are in line with other schools in the faculty and indeed across the schools in the university.</p>
Dissemination of good practice within the Faculty and University-proposed process and timescale.	The QAR3 will be discussed at the SSF LTQC with the intention of sharing good practice across the schools in the faculty.

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:	EDU	Year:	2015-16
Courses monitored and updated:	<ul style="list-style-type: none"> • MA Educational Practice and Research • MA Adult Literacy, Lifelong Learning and Development: International Perspectives (now known as “Adult literacy and learning for global change”) • MA Education: Learning, Pedagogy and Assessment • MA Mathematics Education • MA Higher Education Practice • MRes Social Science Research Methods (the EDU component of this programme only) • MA Counselling • PG Dip Counselling • PG Cert Cognitive Behavioural Therapy Skills • PG Cert Focusing-Orientated Psychotherapy • PG Cert Person-Centred Counselling Skills • PGCE Primary • PGCE Secondary 		
Summary of good practice and action plans:	<p>Employability is a theme that is ‘threaded’ throughout many EDU PGT courses. The intention of some courses (e.g. PGCE Primary, PGCE Secondary, and MA Education) being employment within the education sector (and also beyond education) or further training (e.g. MA Advanced Educational Practice) for enhanced professional recognition needed for progression and/or promotion.</p> <p>Work-based learning is a key feature of the EDU PGT courses reviewed (and is linked to employability).</p>		

	<p>Placement opportunities with local and regional agents provide students with valuable work-based knowledge, skills and understanding; ultimately enhancing the students' employability by meeting the professional body requirements (particularly for the PGCE Primary and Secondary courses). These opportunities are reported extremely favourably in student evaluations. This partnership between employer and the UEA is made possible by a sound support network and hard work by dedicated staff members. For some EDU PGT courses (i.e. MA Educational Practice and Research) these opportunities are part of the students existing work place environment.</p> <p>Formative work is used throughout all courses (both 'informal' and 'formal' formative work and feedback) and, in addition to supporting the students with their summative submission, provides a useful opportunity to develop a strong student-staff rapport (especially, during interactive seminars). Tutorial support is also provided extensively across all EDU PGT courses.</p> <p>A number of the programmes reviewed provide additional enhancement activities or courses/awards to further supplement the programmes (the aim being to further enhance employability and skills).</p> <p>Continue to encourage good practice sharing of ideas, strategies, and techniques, in relation to teaching and learning, through our usual networks (School Board, School Meetings, and Teaching Committee etc.).</p>
<p>Summary of Recommendations/ Decisions from Annual Review of Moderation and Assessment</p>	<p>As a result of the Annual Review of Assessment and Moderation meeting (held during a Teaching Committee meeting), the following action plan was derived:</p> <ol style="list-style-type: none"> 1) Review module-level learning outcomes (LOs) across all modules and apply any necessary adjustments so LOs are appropriate and clearly coupled to assessment demands and aligned with programme-level outcomes. 2) Ensure that senate Master's marking scale criteria is used and explicitly provided to students (either through Portal/Blackboard or in teaching sessions) to enable students to clearly see the criteria that is used to mark assignments. 3) Ensure that each summative assessment (in a module) has at least one formative assessment task (more if possible).

Any University wide issues identified:	The main issues identified by the various EDU PGT courses relate to working with or interaction with LTS/the Hub. These issues include, but are not limited to, the following: course directors and course teams receiving mixed messages in relation to procedures (although this has improved significantly over the last three years) and/or rule changes; a lack of communication in some instances; problems with timetabling; problems with room booking; problems with attendance monitoring; and problems with SITS.
Modules requiring review in subsequent academic year following the monitoring and update process:	All EDU PGT courses review their modules annually as this is seen as best practice. Historically, this was not always the case, but was established for the academic year 2013-14. The exception being Primary and Secondary PGCE courses, which will continue to adopt their own monitoring for their respective professional bodies. The issue with these programmes are that they are often reported on the system as a 'module' when in fact they are an actual course (e.g. the Secondary PGCE course in History is reported on the system as a module; it is part of the overall Secondary PGCE programme, but is in effect a course in its own right). The two PGCE programmes will continue to complete the Annual Course Monitoring and Update form each year, but this will predominantly be based on their own professional body course monitoring procedures and forms.
Issues arising from placement and work-based learning:	The majority of the PGT courses that utilise placement or work-based learning opportunities were fine and no issues were reported. There were minor issues on some of the counselling-related courses in relation to: i) a reduced pool of placement providers available for the academic year; ii) placement provider administrative delays; and iii) the 'timing' of the start of placements on some programmes. These issues meant that some students were delayed in starting their placement. Eventually, all students completed their placements. These issues will be investigated in preparation for the next academic year.
Dissemination of good practice within the School - proposed process and timescale:	Examples of good practice from the PGT courses are usually disseminated through the biannual School Board (and or Summer staff meeting), Teaching Committee meetings, peer observation, and other informal communication methods.
Stage 2 - For completion by the Faculty Associate Dean (LTQ)	
Confirmation that process has been satisfactorily undertaken:	Name: Ratula Chakraborty
	Date: 16/2/2017

<p>Good practice identified and University wide issues <i>(If different from the above):</i></p>	<p>EDU faces the same concerns that the rest of the schools in the faculty are faced with. EDU raises some other administrative concerns that ADLTQ will voice on their behalf to senior management in the university.</p>
<p>Dissemination of good practice within the Faculty and University-proposed process and timescale.</p>	<p>EDU has commendable good practice in several areas and these will be discussed at the next SSF LTQC.</p>

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:	DEV	Year:	2015/16
Courses monitored and updated:	<p><i>NB Each course has both full time and part time variants</i></p> <p>Agriculture And Rural Development (MA) Climate Change And International Development (MSC) Environment And International Development (MSC) Water Security And International Development (MSC) Gender Analysis In International Development (MA) Impact Evaluation For International Development (MSC) International Development (MA) Globalisation, Business And Sustainable Development (MA) Development Economics (MSC) Conflict, Governance And International Development (MA) International Social Development (MA) Media And International Development (MA) Education And Development (MA)</p>		
Summary of good practice and action plans:	<p>The following stand out from among the many strengths that emerge from this year's reviews of the PGT courses in DEV</p>		

	<ul style="list-style-type: none"> • Strong recruitment this year, evenly spread across almost all PGT courses. • Building a network of alumni using social media and a periodic newsletter (Media and International Development) • Engagement with outside speakers and experts (Media) • Growing popularity of the assessed internship as an alternative to a traditional dissertation • Evidence that availability of the DWP internship option is attractive to students, so helping recruitment, even if most end up opting for a traditional dissertation in the end. • Strengthening of guidance on planning and research methods for the dissertation (Education and International Development) • Regular updating of courses to reflect developments in the field, informed by extensive research interests of DEV faculty teaching courses. • Some of the more technical courses are succeeding in raising the standards of intake whilst maintaining good numbers, which is likely to benefit the reputation of these courses and the School in the longer term (Economics and Impact Evaluation) • This year there was a single PGT module which ran with fewer than 11 students. This was due to a dip in numbers on the course for which it is an essential methods module. In 2016-7 numbers in this were up again and as usual there were no modules with low enrolments at all in DEV. As noted last year, the strong synergies between courses add breadth to learning and also enables efficient sharing of teaching, so actual enrolments in taught modules remain at healthy levels even if course numbers are small. • The reintroduction of an advanced qualitative methods module in 2015/6 has rebalanced the methods teaching offered at PGT level. As hoped, this module proved popular and helped attract more students to opt in to research training. • Most modules have now implemented online reading lists. Last year we planned to do all this for 2016-7 but the time necessary for the initial inputting of lists prevented full achievement of this aim. In response the school employed an administrative assistant to upload the remaining lists and we are now confident of full implementation for 2017-8.
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	<p>Comment on last year's planned items</p> <ul style="list-style-type: none"> • Understanding of graduate destinations is varied. Some courses are very good at maintaining contact with alumni and one produces a newsletter for former students. PLAN this good practice to be disseminated within the school. <ul style="list-style-type: none"> - this is still a relatively weak area. Some courses have made progress with compiling lists of alumni but this needs to become more systematised and thorough. It remains on the agenda for 2016-7. • There is a widespread concern over levels of English among some international students. PLAN In response we are liaising with INTO to strengthen the bespoke programme of support they provide to DEV, including a two week pre-session course offered all international students. <ul style="list-style-type: none"> - this was done as planned for 2015-16. The DEV English Language Support programme provided by INTO is now even more closely tailored to the needs of our students, with use for example of exemplar essays from previous coursework assignments. • A number of courses reported detailed feedback from evaluation meetings held with students during the early summer. PLAN This be standard in all courses. <ul style="list-style-type: none"> - this remains very patchy. An option under consideration is to timetable review sessions for all courses to take place during Week 13 of the new expanded spring semester. The quality of course review as shown by QAR2s seems to be much better in those courses where proper review meetings with student involvement are held. • We are very excited about a new module 'Critical Analysis of Development Practice' to begin in autumn 2016/7. The aim of this module is to address demand for more 'practical' material oriented toward professional work in development. At UG level a module in this area was introduced two years ago and has been very successful. A related course is being planned at PGT level, for which the new module will become a core component. PLAN Introduce the new module in 2016/7 and continue with the course approval process for commencement in 2018/9 <ul style="list-style-type: none"> - this is going according to plan with very encouraging results. There was a great deal of interest in the new module and early signs are
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	<p>that it worked very well in 2016-7. The module will be subject to full QAR1 review of course next year. Plans for the new course are also on schedule for first running in 2017-8.</p> <p>New planned items</p> <ul style="list-style-type: none"> • To strengthen our responsiveness to student voice, we increased the number of SSLC meetings to two per semester in 2015-6. PLAN As a further step we will introduce mid-module evaluation during 2016-7. • Students expressed concerns over the amount of paper used to print module outlines and lecture handouts. PLAN we will move to a default of electronic provision for these items, while offering to print hard copy for those students who need and/or prefer this. • Students are keen to see an increase in the number of recorded lectures. PLAN this will be trialled in some modules with the use of Camtasia, which is already installed on all computers in teaching rooms.
<p>Summary of Recommendations/ Decisions from Annual Review of Moderation and Assessment</p>	<p>The new feedback form introduced during 2015-16 is widely seen as having been very successful so far. We need to build upon and consolidate this success by, inter alia</p> <ul style="list-style-type: none"> • developing consistent practice among markers in our use of the assessment criteria and feedback form • listening carefully to students to find out about their experience of the new system
<p>Any University wide issues identified:</p>	<p>The main item raised last year continued to dominate concerns expressed in SSLC and other forums. That is the area of room quality and timetabling. If anything there was an even greater level of dissatisfaction this year. It is getting to the stage where we worry about potential reputational damage to the School and University, if these concerns are going unaddressed year after year.</p>
<p>Modules requiring review in subsequent academic year following the monitoring and update process:</p>	<p>No modules have been identified for review because of concerns arising from the QAR1/2 process. Typically around 50% of modules are reviewed each year because of standard triggers. One example is the new Critical Analysis of</p>

	Development Practice module introduced in 2016/7.
Dissemination of good practice within the School - proposed process and timescale:	<p>As last year there will be a teaching retreat in June. The consolidation of our successes with assessment and feedback will be one agenda item. This will be informed by a series of focus groups being held with students during the spring semester.</p> <p>A new email group address is being created which will include all DEV faculty involved in teaching plus all of our ATs. This will be used for all teaching related matters, with the aim of strengthening the pedagogic community in the School.</p> <p>The DEV Teaching Bulletin continues to appear each Friday and includes pedagogy related articles and links in addition to administrative matters. This will now go to the new dev.teaching@uea.ac.uk address once this becomes live.</p> <p>Space is also regularly dedicated to discussion of teaching matters in fortnightly staff meetings. At the last meeting an AT who had written an article on 'spinning seminars' for the Teaching Bulletin presented a follow up discussion item.</p>
Issues arising from placement and work-based learning:	<p>The assessed internship module is developing well and as planned gradually being offered each year on a wider range of courses.</p> <p>One unanticipated question has arisen this year relating to assessment. Because of the nature of the module it is not likely that the staff directly involved in running it will also be appropriate markers for all of the student work produced. The best solution for this seems to be that work will be allocated to markers from across the faculty according to subject, in exactly the same way as is done for dissertations. This will need some adjustment to the workload model however because the directly involved module team will not be doing the majority of marking, as is normally the case in other DEV modules. Colleagues not directly involved will also need to be made aware that we have a collective responsibility for this marking, as for the dissertations. It is not anticipate that this will be problematic, since every student who takes the assessed internship simultaneously subtracts one dissertation that would otherwise need to be marked.</p>

QAR3 School Summary Report completed by	Rob Grant Teaching Director (PGT) 17 th February 2017
Stage 2 - For completion by the Faculty Associate Dean (LTQ)	
Confirmation that process has been satisfactorily undertaken:	Name: Ratula Chakraborty
	Date: 17/02/17
Good practice identified and University wide issues <i>(If different from the above)</i> :	<p>There is an array of good practice that can be identified from the QAR2 forms and the Teaching Director's comprehensive report above.</p> <p>The concerns voiced in previous years an even more so this year are again the same concerns voiced by all SSF Schools. The Associate Dean of LTQ will report these concerns at the LTC meeting in March.</p>
Dissemination of good practice within the Faculty and University-proposed process and timescale.	The Teaching Directors will do a verbal report at the February SSF LTQC and the expectation will be to allow for discussions and sharing of good practice across SSF schools.

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 – Postgraduate Taught <i>(delete as appropriate)</i> For completion by the Teaching Director (LTQ)			
School:	LAW	Year:	2014/15
Courses monitored and updated:	T2M101201 & T1M101101 General LLM (GEN) T2M292201 & T1M292101 Employment Law LLM (EL) T2M299201 Employment Law PG Certificate (PGCert) T1M22W101 & T2M22W201 Information Technology & Intellectual Property Law LLM (ITIP) T2M221201 & T1M221101 International Commercial & Business Law LLM (ICBL) T1M228102 & T1M228101 International Commercial & Competition Law LLMB (ICCL) T2M294201 & T1M294101 International Trade Law LLM (ITL) T2M202201 & T1M202101 Media Law, Policy & Practice LLM (MLPP)		
Summary of good practice and action plans:	<p>As a result of continued, albeit reducing, plagiarism, the school has increased and improved its training, and timetabled it closer to the preparation of summative work.</p> <p>Colleagues have worked very hard to meet the university's policy of 20 days' turnaround for summative coursework. Their efforts in this regard have been hampered by the university's policies about self-certifications and extensions: please see below.</p>		

	<p>At the School's Annual Assessment and Moderation meeting on 15 September 2016, there was discussion of practicalities relating to reassessment including students reassessing overseas and the late provision of reassessment timetables. There were no specific issues raised about PG programmes, although the above applies equally to PG modules.</p> <p>Engagement across the LLM modules continues to be high with the school well aware of its obligations in respect of tier 4 visa holders, of which there are many on the LLM programmes.</p> <p>Colleagues have designed and implemented a range of assessment methods, including coursework, exams, and group work, and from 2017/18 the vis-moot. The mix and suitability of assessments has been kept under review, including issues about the possibility of students freeloading on group work as against its pedagogical benefits.</p> <p>The school has the results from the PTES and has developed a plan of action to address matters raised, in particular with regard to the Dissertation. Criticism of this module was somewhat unfounded, in that students had not started work on the dissertation at the time of the survey, and consequently concerns about academic support during the dissertation were somewhat premature. Nevertheless, the school has implemented an action plan concerned with managing expectations of the Dissertation planning and writing process, including provision of detailed information much earlier.</p> <p>Although the results were not as positive as the previous years, it needs to be noted that only a low number of students participated in the PTES (35 from 111) and the respondents included both LLM and GDL. The low response rate makes it difficult to determine any specific action points. The action plan includes removing the GDL students from the sample as these follow a completely different programme of studies and have therefore made it difficult to determine the views of PG students.</p> <p>We now have a new dedicated PGT Employability Director, Ellen Sweet-Escott, who has been working hard to extend employability opportunities for the LLM cohort.</p>
<p>Summary of Recommendations/ Decisions from</p>	

Annual Review of Moderation and Assessment	It was agreed that the School was not in favour of students having the option to self-certify as it does not meet course learning objectives of time management, working to deadlines and under pressure.
Any University wide issues identified:	<p>Self-certification and extensions</p> <ul style="list-style-type: none"> • The introduction of self-certification of extensions summative assessment coursework deadlines is not in keeping with the course learning objectives of time management, working under pressure and to deadlines. The School believes that this policy runs counter to the School's efforts to enhance the students' employability skills. • The requirement for Extenuating Circumstances Panels has created additional administrative work for both those in the Learning and Teaching Services and the School. It is not clear why all decisions must be taken by a panel of three academics, as subject specific knowledge is not essential for deciding the requests, simply common sense and an understanding of the university regulations. This process is detracting from faculty members focusing on other aspects of their work, such as teaching, marking, scholarship and research, matters which are important for the School's rankings in the various external league tables. • The university's self-certification and extension process impacts detrimentally on the course goals of preparing students for a professional environment in which failure to meet deadlines is a competency issue and of profound consequence to clients. In addition, the lack of scrutiny of self-certification to ensure at least wording in compliance with grounds specified in the regulations does not contribute to developing students' professionalism, with a negative impact on their employability. <p>Quality teaching space</p> <ul style="list-style-type: none"> • There is a significant shortage of good quality, appropriate teaching space on campus. However good the quality of teaching, poor facilities can have a negative impact on students' learning experience, and raise questions about the cost of their education cf to the facilities they see. Although shortage of space is not immediately remediable, ensuring that all rooms used for teaching are

appropriately equipped is absolutely crucial. A colleague was recently timetabled into a room with no windows, no working natural lights, insufficient tables, and which was also being used to store unwanted junk furniture. The university needs to improve its processes for assessing teaching space facilities.

Assessment

- The reassessment exam timetable is published very late in the academic year, giving module organisers very short notice as to when their exams will take place (particularly compared to how early module organisers must submit their reassessment exam papers to the Exams Office). This impacts the scheduling of academic conferences and holidays and childcare responsibilities, as well as student travel arrangements and academic reassessment support.
- It remains the case that, following 'Integration', the university suffers from insufficient administrative support for teaching and teaching-related activities. Colleagues in the Arts HUB are overstretched and have to function in very cramped working conditions. Increasingly, administrative tasks are being pushed onto academics.
- The issue of remarking requests for summative assessment fails to take into account that the first marker and moderator are the only subject specialists and that beyond this the school has no one capable of commenting on the assessment.
- There is no scrutiny of the grounds for requesting a remark of summative coursework which may be based on weak grounds, when the onus should be on the student to demonstrate why they should be able to call into question a decision reached in accordance with the formal marking and moderation process.
- The marking and moderation process is considerably hindered when too low a number of students have submitted work within the 20 day turn around period.
- The university's self-certification and extension process, in particular the treatment of short-release papers as coursework for which these are available, hinders module organisers from adopting innovative

	forms of assessment. If an assessment is designed to be completed over the course of a few days, students should not be able to gain weeks of extensions or self-certify.
Modules requiring review in subsequent academic year following the monitoring and update process:	All modules are reviewed annually as a matter of long-standing School policy. All reports from Module Organisers are sent to the Director of Teaching and Learning.
Issues arising from placement and work-based learning:	N/A
Dissemination of good practice within the School - proposed process and timescale:	This is done via the regular PGT Teaching Committee meetings and the School's annual Teaching Day and Assessment and Moderation Meeting.
Stage 2 - For completion by the Faculty Associate Dean (LTQ)	
Confirmation that process has been satisfactorily undertaken:	Name: Ratula Chakraborty
	Date: 15/02/2017
Good practice identified and University wide issues <i>(If different from the above):</i>	A fair few university issues have been identified but are no different to what is faced by all schools in the university. AD LTQ will bring up the issues at LTC like she has done in the past and it is hoped that appropriate and timely actions will be considered by the university.
Dissemination of good practice within the Faculty and University-proposed process and timescale.	

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
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- To identify and share good practice

Stage 1 - School summary – Postgraduate Taught <i>(delete as appropriate)</i> For completion by the Teaching Director (LTQ)			
School:	NBS	Year:	2015/6
Courses monitored and updated:	ADVANCED BUSINESS MANAGEMENT ADVANCED OPERATIONS AND LOGISTICS MANAGEMENT BRAND LEADERSHIP ENTERPRISE AND BUSINESS CREATION BUSINESS MANAGEMENT FINANCE AND MANAGEMENT HUMAN RESOURCE MANAGEMENT INTERNATIONAL ACCOUNTING AND FINANCIAL MANAGEMENT INVESTMENT AND FINANCIAL MANAGEMENT MARKETING MARKETING AND MANAGEMENT - Ex LONDON		
Summary of good practice and action plans:	<p>- Good PTES performance overall. NBS performed in line or just ahead of the UEA average on the majority of themes. For Business, UEA is ahead or in line with the sector average for the majority themes and into the top 25% of the sector for three: Overall Satisfaction, Teaching and Learning and Engagement. UEA also scores ahead of the sector average across the board and into the top 25% of institutions for all bar two themes for Finance and Accounting. UEA also scores ahead of the sector average across all bar one theme and into the top 25% of institutions for five themes for Management.</p> <p>- Use of flipped classroom teaching method.</p> <p>- Careful adapting of teaching to meet needs of actual rather than expected cohort.</p>		

	<ul style="list-style-type: none"> - Careful development of processes to streamline and respond to student feedback. - The use of Harvard Business Publishing material to enhance teaching. - A plan is in place to address issues relating to the Dissertation reflected in the 2016 PTES. - NBS plans to monitor application of existing policy on team marking of assessments in order to improve consistency of marking. - New form of Peer Observation of Teaching. In order to improve the spread of best practice, this has changed to a within- subject-area-group exercise. Within each subject area group, either the Group Head or a nominated group member now conducts all observations within the group. This “Group Observer” (GO) will be an experienced teacher. In addition to the requirements of UEA’s CoP policy, after all observations have been completed, each GO will convene an additional group level meeting where areas of improvement and related support and modifications are discussed and agreed. - Teaching Activity Planning (TAP) Meetings. TAP meetings have been established as part of NBS TEF Readiness. Their purpose is to help, support and coach colleagues to deliver high quality teaching and assessment that will enhance their career prospects as well as meet student and UEA expectations. MOs of modules scoring below 3.75 out of 5 for overall satisfaction in the most recent student evaluation data are asked to attend an informal meeting with HoS and DoLTQ to discuss the module’s evaluation data, the examination performance of students on the module (overall and by assessment piece), and the module outline document. The tone of these meetings is positive and supportive, seeking to understand the extent to which evaluation data are due to external and/or temporary factors. They aim to help the MO plan the next run of the module.
<p>Summary of Recommendations/ Decisions from Annual Review of Moderation and Assessment</p>	<p>The meeting was held on 20 January 2017 and considered the following data:</p> <ul style="list-style-type: none"> • Average Module Marks • Assessment list • Student Evaluation Data

	<ul style="list-style-type: none"> • External Examiners comments • PTES Briefing and Summary <p>Issues relating to internal moderation were identified:</p> <ul style="list-style-type: none"> • More evidence is required on the current form on how internal moderation is done. • The role of the moderator should be clarified: beyond second marking work, they need to attend marking team meetings. • Marker names should be included on exam scripts. • The UG procedure of marking work with “M” that has been moderated will be adopted (this is already done on some of the MSc modules, but not all). • RC to involve Ian Dewing and Naresh Pandit to improve the current internal moderation form. <p>NBS-MA70 was identified as having too many assessments and will be reviewed.</p>
Any University wide issues identified:	<p>Two issues that are well-known remain important and are affecting NBS’s teaching quality:</p> <ul style="list-style-type: none"> - Teaching spaces that are not fit for purpose. - The poor reliability of teaching room technology.
Modules requiring review in subsequent academic year following the monitoring and update process:	NBS reviews all modules.
Issues arising from placement and work-based learning:	None.
Dissemination of good practice within the School - proposed process and timescale:	All actions are being addressed within the NBS TEF Readiness Plan which is being implemented in 2016-17.
Stage 2 - For completion by the Faculty Associate Dean (LTQ)	

Confirmation that process has been satisfactorily undertaken:	Name: Ratula Chakraborty
Good practice identified and University wide issues <i>(If different from the above):</i>	Date: 1/2/2017 There is evidence of very good practice in NBS. The management of the postgraduate portfolio and the high satisfaction of the students worth noting. The professional approach of the academic team is commendable and is evidenced on the general satisfaction of the students. Issues are the familiar ones – such as rooms, timetabling issues, IT problems and lack of support during lectures and so on.
Dissemination of good practice within the Faculty and University-proposed process and timescale.	PTES Survey response is very high and positive and aids in boosting the university figures. Good practice in encouraging students to participate, the TEF Readiness Plan etc. are NBS initiatives that will be discussed at a future LTQC forum and shared at LTC as well.

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:	NBS	Year: 2014/5 (starting January 2015)	
Courses monitored and updated:	MBA Executive (part-time) MBA full-time		
Summary of good practice and action plans:	Good years for both courses. AMBA reaccreditation achieved. Consolidation planned on both courses following a three year period of continuous change. No significant issues going forward.		
Summary of Recommendations/ Decisions from Annual Review of Moderation and Assessment	<p>Scheduling of assessment has been reviewed, particularly in regard to timing of assessment of summer modules coursework (currently in the third semester).</p> <p>Consistency of feedback has been discussed in MBA teaching team meetings. All new staff are provided with examples of ex-students work with marks and feedback given to improve consistency between markers.</p> <p>Consolidation and standardisation of assessment quantity from three elements to two on accounting and finance and economics and business forecasting modules.</p>		

Any University wide issues identified:	None.
Modules requiring review in subsequent academic year following the monitoring and update process:	All NBS modules are reviewed every year.
Issues arising from placement and work-based learning:	None.
Dissemination of good practice within the School - proposed process and timescale:	Nothing additional.
Stage 2 - For completion by the Faculty Associate Dean (LTQ)	
Confirmation that process has been satisfactorily undertaken:	Name: Ratula Chakraborty
	Date: 13/2/17
Good practice identified and University wide issues <i>(If different from the above):</i>	It is interesting to note that even the MBA programme which runs with a different calendar has been able to achieve the Quality Assurance Process. Well done to the MBA Tem.
Dissemination of good practice within the Faculty and University-proposed process and timescale.	

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:	PSY	Year: 2015-16	
Courses monitored and updated:	MRes Social Science Research Methods MSc Cognitive Neuroscience MSc Social Psychology MSc Developmental Psychology		
Summary of good practice and action plans:	<p>Good practice Student evaluations of course delivery and content are very good, first year delivery issues of new MSc programmes resolved. Marks profiles are good and consistent across modules.</p> <p>External examiners impressed with high standard of coursework and quality of coursework feedback, highlighting the developmental nature of assessment feeding forward to future coursework.</p> <p>Action plans</p> <ul style="list-style-type: none"> • Dissertation modules to be increased to 100 credits, module outline to be amended. PGT Director, June 2017. • Handbooks to be revised to reflect programme changes. PGT Director, June 2017. • Website copy to be changed to reflect programme changes. PGT Director and ARM, Feb 2017. 		

	<ul style="list-style-type: none"> • PSY-7003A - Create more disciplinary diversity for methods sessions by having more guest lecturers from different pathways. Module leader, June 2017. • PSY-7007A – Cognitive Neuroscience. Review teaching content to add methods content for 2017-18. Module leader, June 2017. • PSY-7008A – Developmental Science. Review teaching content to add methods content for 2017-18. Module leader, June 2017. • PSY-7009A – Social Psychology. Review teaching content to add methods content for 2017-18. Module leader, June 2017. • PSY-7006B – Research Methods 2 – Module outline to be revised to remove psychology methods and include professional skills element. Module leader, June 2017.
Summary of Recommendations/ Decisions from Annual Review of Moderation and Assessment	<ul style="list-style-type: none"> • To review Course learning objectives with teaching staff to make these more explicit and clear. Action – Course Director, Masters review, June 2016 •
Any University wide issues identified:	The UEA PGT algorithm model for PSY PGT Exam Board will be adopted from 2017 onwards
Modules requiring review in subsequent academic year following the monitoring and update process:	With new Master’s programmes being introduced and changes in the MRes SSRM programme ongoing for 2017-18, all modules will be reviewed next year.
Issues arising from placement and work-based learning:	PSY-7006B – Research Methods 2 – Research placement: all MRes SSRM pathway students will be able to choose this module as an option from 2017 and professional skills teaching added to the placement. This amendment will be reviewed in light of student feedback. Action: Module leader and School Manager – August 2017
Dissemination of good practice within the School -	Assessment criteria, learning objectives and QAR process to be included in PGT Annual Review meeting in June 2016 and 2017.

proposed process and timescale:	
Stage 2 - For completion by the Faculty Associate Dean (LTQ)	
Confirmation that process has been satisfactorily undertaken:	Name: Ratula Chakraborty
	Date: 13/02/2017
Good practice identified and University wide issues <i>(If different from the above):</i>	The school of Psychology over time have developed excellent pedagogical tools, learning objectives, management of module and course outcomes. There is a high degree of student satisfaction with its practices and that will help the school over time in its ambitious plans of developing and successful managing the quality of its postgraduate operations.
Dissemination of good practice within the Faculty and University-proposed process and timescale.	

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 –Postgraduate Taught			
For completion by the Teaching Director (LTQ)			
School:	SWK	Year:	2015-16
Courses monitored and updated:	MA in Social Work		
Summary of good practice and action plans:	<p>This is a successful course and there have been few changes to course teaching, assessment and structure.</p> <p>Adherence to standards of accrediting professional bodies The MA in Social Work provides both an academic and a professional qualification. The programme (like the BA programme) has the endorsement of the Health and Care Professions Council (HCPC) and the College of Social Work (TCSW), now closed. The British Association of Social Work has adopted some of the roles of TCSW and the school is guided by the high standards of both HCPC and BASW.</p> <p>Good practice mandates that course materials and teaching reflect the requirements embedded in BASW's Professional Capabilities Framework and HCPC's Standards of Proficiency in Social Work. These infuse course materials, teaching and practice learning. Academic study and learning occurring in field placement complement one another.</p> <p>Courses are taught by internationally acknowledged researchers as well as faculty with extensive practice experience As is the case with the BA and other programmes offered by SWK, students are taught by researchers</p>		

who are experts in several fields (especially adoption, child protection, child development). Evaluation of research faculty's work resulted in the School being rated the 4th best School of Social Work in the country in the most recent REF. Among all Schools and Departments at UEA, SWK was given the highest GPA in the REF. Because ATR staff are as committed to teaching as research, students are exposed to the most recent research findings in major areas of social work to inform their practice. Students frequently comment that the teaching is at the 'cutting edge' In addition, ATS staff have wide ranging areas of expertise (e.g., older population, ethics, disability) that enrich the curriculum.

Successful co-teaching of MA and BA students

Although BA and MA in Social Work SW are discrete programmes, there are several jointly timetabled teaching sessions. In the main, students report that they value to meet peers in other cohorts and that class discussions are enhanced by having different years present. Students are assessed in distinctive ways thus indicating differing levels of academic expectations.

Variety of teaching methods and inclusion of service users and carers

There is a requirement that students attend *all* teaching sessions at university and days in their practice placement. Delivery of academic teaching occurs in lectures, seminars, practice skills and communication workshops and role play exercises. Students' feedback shows that this variety of teaching methods as well the inclusion of social work practitioners, and carers and service users in teaching sessions and participating in some of the assessments (role paly & presentations) continues to work well in promoting true integration of theory and practice. As mentioned, there are several co-timetabled teaching sessions between the MA and BA years 2 and 3, and students appreciate the exposure to other cohorts.

Formative assessed work

This continues to be embedded in all modules and is closely linked to the subsequent summative work. Working with Service Users II, and Professional Development are assessed synoptically, with no separate assessment for the discrete teaching units; formative assessment is therefore of particular value in these modules.

Additional help with writing

In common with the BA programme, an Associate Tutor at SWK (who is a qualified social worker) offers individual writing tutorials to complement the assistance provided by the Student Support Service. This additional help has proven very popular with students (both academically gifted ones who wish to strengthen their writing as well as those who find academic writing a challenge).

Practice learning (field placement; 70 days Year 1 and 100 days Year 2)

This a central part of the course. Students have specific preparation sessions prior to placement. These address specific issues & paperwork. The sessions are provided separately to MA and BA students which enhances students receiving support that is in keeping their academic level.

As is the case with the BA programme, only *fully qualified* practice educators (PEs) are used for placements and they are supported through regular workshops at the University. This allows PEs to share general concerns about their role and to be updated on course requirements.

Academic advisers oversee the students' progress in placement through visits to the placement site and checking all fieldwork documentation to ensure high standard of practice in accordance with social work ethics and values. Special attention is given to students at risk of failing their placement and the School's Practice Learning Advisory Panel (made up of faculty, experienced social work practitioners, service users and carers) is on hand to discuss failing/border-line failing students' progress.

Strong links with social work employers, service users and carers

Employers (Norfolk and Suffolk County Councils and from voluntary agencies) and service users and carers participated in the School's Annual Review of Moderation and Assessment. The inclusion of service users and carers was a direct result of the School's stated aim last year to further encourage these groups to be involved in the major functions of SWK.

Employability

SWK has a most active Employability Officer who schedules regular employability events to which

practitioners, some of them former students, and employers are invited; students have the opportunity to be interviewed then and there for future employment. These events are highly successful and supplement advice and services provided by Careers Central.

SWK's Fitness to Practise panel

The panel has met in a proactive manner to monitor student attendance and poor performance. Two MA students were considered and panel members assessed the panel as being effective. The functioning of the panel will be reviewed at the end of every academic year.

Feedback from External Examiners (EEs)

EEs remarked that staff provided very good written feedback to students about their work. They noted the excellent standard of comments provided by the module leaders of Human Growth and Behaviour and Child Observation. The Exam Boards have provided an open arena for interesting discussion about terminology used in marking criteria and by students related to diversity and equality; the extent to which methodology employed in a literature review should be detailed and discussed; and the benefits or not of open-book exams. This open academic exchange of ideas has encouraged further discussion in staff meetings and led to the updating of course handbooks to ensure contemporary nomenclature

Feedback from EEs to be made available to students on BB. Senior Adviser and Course Director to inform students of the role of EEs and evaluate students' engagement with EE's feedback.

Student feedback on PTES

The PTES results from 2015-16 show that the course is highly regarded, achieving an overall grade at the top of the sector, surpassing Russell Group averages for all themes but one in social work topic areas. All but one of SWK's scores have improved from last year. The theme 'Dissertation' had the lowest score and is explained by the fact that students had not received supervision by the time of the survey. SWK has put in place additional teaching on the dissertation on the basis of students asking for this and this teaching might help lift the scores in the future.

<p>Summary of Recommendations/ Decisions from Annual Review of Moderation and Assessment</p>	<ul style="list-style-type: none"> - 40th Anniversary of the SWK was a great success. Very good turnout for the events. - Summative marks were reviewed and averages appeared appropriate (63%). - There appeared to be an increase in numbers of students requesting remark of work. (Future increase in fees might correlate with further increase in requests for remarking.) - TEF and planning for TEF outlined - SWK meets 20-day turnaround of all written work. - Ensure that instructors hold no classes and assign no work for students to complete during Do Different Week starting 27/2/17. - New module organisers confirmed and information to be passed on the hub and added to handbooks. - Advising system is working well and electronic recording of meetings pose no problems. - Placement documentation: How students' performance is graded was recently changed and 5-point Likert scale now used. The pros and cons of this measure to be evaluated. - Procedure for awarding Placement Commendation and criteria to be met are to be reviewed. - SWK has submitted a bid for Teaching Partnerships with Norfolk and Suffolk County Councils. (Note: This was successful and the ways in which this will affect curriculum are being discussed.) - Employability events are successful. - Induction week is also successful. - Service users and carers would like to be more involved in visiting students on placements, and reviewing placements. The School's Placement Coordinator will consider this. - Service users and carers would like to attend congregation. However, given space limitations this might not be possible. - Updated biographies of service users and carers to be circulated to staff so the involvement of these groups in teaching can be most relevant.
<p>Any University wide issues identified:</p>	<p>The quality of teaching spaces and timetabling problems were noted in QAR 2 as well as by students in the SSLC meetings. These are not unique to SWK and are being looked into on a university-wide basis. However, SWK has been proactive in bringing forward its timetabling away day in order to highlight timetabling issues even further in advance so that the hub has good time to rectify problems identified.</p> <p>Students identified problems associated with changes in the times of the park & ride buses which resulted in some being late for lectures. The Senior Adviser liaised with the Student Union who acted on the</p>

	students' behalf and the transportation problem eased with time.
Modules requiring review in subsequent academic year following the monitoring and update process:	SWK reviews all modules on annual basis.
Issues arising from placement and work-based learning:	One EE suggested that <u>all</u> documentation related to placements should be typed. (There was one instance of hand-written notes being submitted to the Practice Learning Advisory Panel). This will be discussed at a future QP meeting.
Dissemination of good practice within the School - proposed process and timescale:	SWK is small school in which staff have regular contact with students both in small groups and in meetings with entire cohorts. These face to face meetings are the main means of dissemination of information in SWK. BB is used but personal communication always supplements announcements etc. via BB. Dissemination will also take place at the SSLCs, which usually meets April and November.
Stage 2 - For completion by the Faculty Associate Dean (LTQ)	
Confirmation that process has been satisfactorily undertaken:	Name: Ratula Chakraborty
	Date: 7/2/17
Good practice identified and University wide issues <i>(If different from the above):</i>	There is evidence of good practice in SWK with module and course management ensuring high levels of student satisfaction. The issues and concerns the school has are in line with the rest of the schools in the faculty.
Dissemination of good practice within the Faculty and University-proposed process and timescale.	