

QAA Institutional Audit: April 2009

Recommendations for Action:
October 2009

			Recommendation	Review by	LTC Lead	Review Completed by	Date to LTC	Implementation Date
Advisable	1		Revise the guidance for the conduct of assessment boards to establish and secure institution-wide specifications for minimum attendance and quoracy.	Review of Common Course Structure Degree Regulations (Possible development of a UEA Code of Practice on Assessment)	Director of Taught Programmes	February 2010	March 2010	wef May 2010 examination series
	2		Further to the advice provided in the QAA Institutional Audit report of 2004, give priority to the systematic calibration of the University's provision against the guidance provided by the FHEQ on the matter of levels.	Review of Common Course Structure Degree Regulations	Director of Taught Programmes	December 2010	February 2011	wef 2012-13 (alongside the new CCS regulatory framework)
	3		Assure itself that the application in practice of policy and procedures for extensions to submission deadlines and for extenuating circumstances does not result in inequitable treatment of students.	1. Completion and dissemination of guidance document regarding extenuating circumstances. 2. FADs (LTQ) to audit school practice.	1. Director of Taught Programmes 2. FADs	1. Completed 2. April 2010	1. December 2009 2. May 2010	(If any, 2010-11)
	4		Review the policies, procedures and published information relating to the admission of Postgraduate Research students to establish clarity of requirement.	1. HUM to report on the particular instance leading to the recommendation. 2. FADs (PgR) to review. 3. Director Research Degree Programmes to discuss with disabilities co-ordinator	Director of Research Degree Programmes	April 2010	May 2010	2010-11
	5		Specify the limits of acceptable variability in practice at school level, with particular reference to	1. Nomenclature of committees:	Pro-Vice-Chancellor (Academic)			

			nomenclature for key committees and to roles and responsibilities for the provision and accuracy of information for students, including the content of handbooks.	<p>Action 1: FADs (LTQ) to advise PVC (Academic) on exceptions to title Teaching Committee</p> <p>2. Handbooks: Action 1: LTQO to describe a 3-tier framework for preparation of student handbooks viz. University level information, Faculty level and School level. Action 2: LTQO to co-ordinate provision of standard statements by Central Divisions for publication on website;</p>	with FADs	February 2010?	?March 2010	From 2010-11
					LTQO	December 2009	Progress report February 2010	From 2010-11
					LTQO	October 2009 (arrangements well advanced)	Progress report October 2009	November 2009
Desirable	1		Reappraise the current approach to peer observation of teaching to establish consistent practice across the University.	Consider as part of Review of Promotions Criteria (led by Professor N. Norris) with CSED	LTC Director of Staff Development	through 2009-10 and 10-11	May 2011	2011-12
	2		Formalise the expectations for the training and ongoing support for Postgraduate Research students who teach to ensure they are adequately prepared for the role.	Director of Research Degree Programmes with Policy Group	Director of Research Degree Programmes	April 2010	May 2010	2010-11
Other Actions	1	Consideration of external examiners' reports	Para 12: There is some variation in practice at Faculty level with respect to the identification of generic issues arising from the reports; the audit team suggests that promotion of a more consistent approach at this level might assist the University in identifying matters of relevance across the University which might also support enhancement. Students are party to the consideration of external examiners' reports and responses through membership of local and central committees; staff student	<p>Action 1: Review and adjust content of tracking pro-forma</p> <p>Action 2: FADs (LTQ) to report on dissemination activities to LTC</p>	Director of Taught Programmes with LTQO	April 2010	May 2010	2010-11
					Pro-Vice-Chancellor (Academic)	April 2010	May 2010	2010-11

			liaison committees are not required to receive external examiners' reports.					
	2	Provision of Information	Para 17: The audit team is of the view that this uncertainty is exacerbated by a lack of clear institutional guidance about where such information (e.g. on regulations, policies etc.) should be provided and the consequent diversity of places where the information may be found. There is potential for students to be disadvantaged by this variety of practice which is therefore a further area in which the University might consider seeking to be more specific about limits on local discretion.	Action 1: See advisable recommendation 5 Action 2: Develop suite of student information to be accessible via e-portal. See advisable recommendation 5	Pro-Vice-Chancellor (Academic) with LTQO	See Advisable Recommendation 5 above	As across	As across
	3	Students on Joint Courses	Para 18: It is therefore not clear how the University ensures that students on joint courses are not subject to unacceptable coincidence of deadlines. Para 60: There is scope for the University to develop its approach to the management of learning opportunities for students on joint courses. .	Action 1: FADs (LTQ) & TPPG Action 2: FADs (LTQ) & TPPG	Pro-Vice-Chancellor (Academic)	Actions 1 & 2: by April 2010	May 2010	2010-11
	4	Plagiarism	Para 19: There is scope for further development in the area of guidance on referencing, which varies according to the subject heritages of courses. Staff acknowledged that it was a particular challenge for students on joint courses to accommodate this variability.	In hand, via Learning Enhancement Team PLUS co-ordinate with Desirable recommendation 3 above	Director of Taught Programmes and Dean of Students	March 2010	April 2010	2010-11
	5	Management Information	Para 23: There is scope for greater standardisation of approach in the analytical use of statistical management information in the management of academic standards at course and module level to support structured comparisons across	Action 1: Continue data warehousing project Action 2: Prepare Guidance on using standard set of reports	Academic Registrar with Planning Office Director of Taught Programmes	April 2010	May 2010	Roll-out from 2010-11 As above

			the University's provision.	under course/programme review. (Briefing event to be held shortly on format and uses of programme review data)	with LTQO/PO/Admissions/Equality & Diversity Manager			
				Action 3: Review use of management information in course/programme reviews as part of review of programme monitoring and review in 2010-11	Director of Taught Programmes	April 2011	May 2011	2011-12
	6	Sharing/Dissemination a good practice	Para 27: Although the University indicates that the monitoring and course update processes provide an opportunity for the dissemination of good practice, there was little evidence of systematic identification of generic matters, especially good practice. Para 28: There was clear documentary evidence that the process was conducted in accordance with University guidelines but it seldom included structured consideration of generic issues arising and good practice for further dissemination.	See Other Action 1 above Also move Section C reports on course monitoring, update and review to Section A of LTC agendas	FADs (LTQ) to report on dissemination activities to LTC	See Other Action 1 above	As across	As across
	7	Handbooks	Para 30: Most of the student handbooks seen by the audit team included information about how students could feed back on their experiences but on occasion there was little or no guidance. The audit found that there was variability in the coverage of the handbooks and no systematic institutional guidance about what should be included in the handbooks.	See Advisable Recommendation 5	See Advisable Recommendation 5	As across	As across	As across
	8	Feedback	Para 31: There is potential for further development in the area of the experience of students on joint degrees but, overall, the	See Other Action 3. Seek students' views via SSLCs	See Other Action 3.	As across	As across	As across

			University's arrangements for student feedback provide an effective framework for gathering student views on their experience. Para 33: In meeting with the audit team students reported that effectiveness varied between schools, particularly for students on joint courses.					
	9	Advising	Para 47: The Academic Advising System in Schools is central to student support. Students value the system highly but there was evidence that not all individual interactions were effective, particularly for students on joint courses. At the time of the audit it was too early for the audit team to form a view as to the effectiveness of the revised procedures in redressing the earlier identified deficiencies in the system.	Action 1: With regard to students on joint courses – see Other Actions 3 and 8 above. Action 2: Annual survey by Dean of Students	Action 1: Pro-Vice-Chancellor (Academic) with Director of Taught Programmes and Dean of Students Action 2: Dean of Students	April 2010 May 2010	May 2010 June 2010	2010-11(if any changes)
	10	Training/Support for PgR Students who teach	Para 57: Notwithstanding the range of training opportunities available and the statement of the University's expectations, it was evident that not all research students undertaking teaching had experienced any training and that the University was not able effectively to monitor activity in this area. It is therefore desirable that the University formalise the expectations for the training and ongoing support for Postgraduate Research students who teach to ensure they are adequately prepared for the role.	See Advisable Action 4	Director of Research Degree Programmes	See Advisable Action 4	As across	As across
	11	Peer Review of Teaching	Para 58: It is therefore desirable that the University reappraise the current approach to peer observation of teaching to establish consistent practice across the University.	See Desirable Action 1	LTC Director of Staff Development	See Desirable Action 1	As across	As across
	12	PgR	Para 70: The present audit found	See Advisable	Director of	See	As	As across

		Admissions	that there was still a lack of clarity in the specification of requirements for admission to research degree programmes and there was evidence of variability of approach across the institution. English language proficiency requirements are not specified centrally and there is a range of requirements set out at the local level, the relevant information being provided through the school.	Recommendation 4	Taught Programmes and Dean of Students	Advisable Recommendation 4	across	
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