

## QAA Institutional Audit: April 2009

## Recommendations for Action: PROGRESS REPORT AGAINST ACTION PLAN

		Recommendation	Review by	LTC Lead	Review Completed by	Date to LTC	Implementation Date	Progress
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	TPPG to consider in 2010-11 as part of wider review of examination practice.
	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)	Ongoing with CCS Review. Nomenclature of levels to be unchanged but calibrated against FHEQ guidance. <ul style="list-style-type: none"> <li>Guidance on levels will be included i) in relation to use of process manager in new course proposals (via LTQ websites) and ii) during annual course update;</li> <li>LTQO to consider sampling.</li> </ul>
	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)	Reviewed – see LTC09D142

	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	Considered by PgR/PG and referred to RAM. Recruitment and Admissions Working Party established. Faculty admissions pages on website reviewed and updated particularly with regard to IELTS
	5	Specify the limits of acceptable variability in practice at school level, with particular reference to nomenclature for key committees and to roles and responsibilities for the provision and accuracy of information for students, including the content of handbooks.	1. Nomenclature of committees:  <b>Action 1:</b> FADs (LTQ) to advise PVC (Academic) on exceptions to title Teaching Committee  2. Handbooks: <b>Action 1:</b> LTQO to describe a 3-tier framework for preparation of student handbooks viz. University level information, Faculty level and School level. <b>Action 2:</b> LTQO to co-ordinate provision of standard statements for Central Divisions for publication on website;	Pro-Vice-Chancellor (Academic)  with FADs  LTQO  LTQO	February 2010?  December 2009  October 2009 (arrangements well advanced)	?March 2010  Progress report February 2010  Progress report October 2009	From 2010-11  From 2010-11  November 2009	Under review. See LTC09D148  To commence Summer 2010 in conjunction with update of Calendar  As above
<b>Desirable</b>	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	Preliminary discussion held with PVC (Academic) to be considered at 30 June, 2010 meeting of LTC
	2	Formalise the expectations for the training and ongoing support for Postgraduate	Director of Research Degree Programmes with Policy Group	Director of Research Degree	April 2010	May 2010	2010-11	It is a requirement for PgR students who teach to receive

		Research students who teach to ensure they are adequately prepared for the role.		Programmes				CSED training or equivalent. Relevant Code of Practice will be updated for 2010-11.
<b>Other Actions</b>	1	<b>Para 12:</b> 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 liaison committees are not required to receive external examiners' reports.	<b>Action 1:</b> Review and adjust content of tracking pro-forma	Director of Taught Programmes with LTQO	April 2010	May 2010	2010-11	<b>Action 1:</b> Investigation into development of dbase by LTQO following presentation by Partnerships Office on its new dbase.  <b>Action 2:</b> Review of module and course monitoring update and review from 2010-11 will commence in 2010-11 and will also address this issue. See LTC09D138
			<b>Action 2:</b> FADs (LTQ) to report on dissemination activities to LTC	Pro-Vice-Chancellor (Academic)	April 2010	May 2010	2010-11	
	2	<b>Para 17:</b> 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.	<b>Action 1:</b> See advisable recommendation 5  <b>Action 2:</b> 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	<b>Action 1:</b> See response to advisable recommendations above <b>Action 2:</b> Student Portal launched
	3	<b>Para 18:</b> It is therefore not clear how the University ensures that students on joint	Action 1: FADs (LTQ) & TPPG	Pro-Vice-Chancellor (Academic)	Actions 1 & 2: by April 2010	May 2010	2010-11	<b>Action 1:</b> Suggest defer to 2010-11 and review

		courses are not subject to unacceptable coincidence of deadlines. <b>Para 60:</b> There is scope for the University to develop its approach to the management of learning opportunities for students on joint courses. .	Action 2: FADs (LTQ) & TPPG					via TPPG  <b>Action 2:</b> Greater emphasis on consideration of management of joint courses in course approvals process supported by Process Manager. Bid for SITS development time to improve email communication with students on joint courses.
	4	<b>Para 19:</b> 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	Video on Plagiarism and Collusion supported by TESS monies nearing completion.
	5	<b>Para 23:</b> 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 the University's provision.	<b>Action 1:</b> Continue data warehousing project  <b>Action 2:</b> Prepare Guidance on using standard set of reports under course/programme review. (Briefing event to be held shortly on format and uses of programme review data)  <b>Action 3:</b> Review use of management	Academic Registrar with Planning Office  Director of Taught Programmes with LTQO/PO/Admissions/Equality & Diversity Manager  Director of Taught	April 2010  April 2011	May 2010  May 2011	Roll-out from 2010-11  As above  2011-12	<b>Action 1:</b> Project nearing completion.  <b>Action 2:</b> Done  <b>Action 3:</b> See LTC09D138

			information in course/programme reviews as part of review of programme monitoring and review in 2010-11	Programmes				
6	<p><b>Para 27:</b> 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. <b>Para 28:</b> 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.</p>	<p>See Other Action 1 above</p> <p>Also move Section C reports on course monitoring, update and review to Section A of LTC agendas</p>	<p>FADs (LTQ) to report on dissemination activities to LTC</p>	<p>See Other Action 1 above</p>	<p>As across</p>	<p>As across</p>	<ul style="list-style-type: none"> <li>• Regular "slot" on LTC agendas</li> <li>• Review of Module Monitoring and Course Update. Review will address this</li> <li>• Continued opportunities for dissemination through annual Learning and Teaching Day</li> </ul>	
7	<p><b>Para 30:</b> 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.</p>	<p>See Advisable Recommendation 5</p>	<p>See Advisable Recommendation 5</p>	<p>As across</p>	<p>As across</p>	<p>As across</p>	<p>See Advisable Recommendation 5 above.</p>	
8	<p><b>Para 31:</b> There is potential for further development in the area of the experience of students on joint degrees but, overall, the University's arrangements for student feedback provide an effective framework for gathering student views on their experience. <b>Para 33:</b> In</p>	<p>See Other Action 3.</p> <p>Seek students' views via SSLCs</p>	<p>See Other Action 3.</p>	<p>As across</p>	<p>As across</p>	<p>As across</p>	<p>See Other Actions 3 above.</p>	

		meeting with the audit team students reported that effectiveness varied between schools, particularly for students on joint courses.						
9	<p><b>Para 47:</b> 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.</p>	<p><b>Action 1:</b> With regard to students on joint courses – see Other Actions 3 and 8 above.</p> <p><b>Action 2:</b> Annual survey by Dean of Students</p>	<p><b>Action 1:</b> Pro-Vice-Chancellor (Academic) with Director of Taught Programmes and Dean of Students</p> <p><b>Action 2:</b> Dean of Students</p>	<p>April 2010</p> <p>May 2010</p>	<p>May 2010</p> <p>June 2010</p>	<p>2010-11 (if any changes)</p>	<p>Annual Monitoring with review in 2013-14</p>	
10	<p><b>Para 57:</b> 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.</p>	<p>See Advisable Action 4</p>	<p>Director of Research Degree Programmes</p>	<p>See Advisable Action 4</p>	<p>As across</p>	<p>As across</p>	<p>See Desirable Recommendation 2 above</p>	
11	<p><b>Para 58:</b> It is therefore desirable that the University reappraise the current approach to peer observation of teaching to establish consistent practice across the University.</p>	<p>See Desirable Action 1</p>	<p>LTC Director of Staff Development</p>	<p>See Desirable Action 1</p>	<p>As across</p>	<p>As across</p>	<p>Proposed review to be considered by LTC on 30 June, 2010</p>	
12	<p><b>Para 70:</b> The present audit</p>	<p>See Advisable</p>	<p>Director of</p>	<p>See</p>	<p>As across</p>	<p>As across</p>	<p>See Advisable</p>	

	found 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			Recommendation 4 above.  Survey of English language skills undertaken by DoS. See LTC 18 March, 2010
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