

Learning and Teaching Committee

Feedback on UG New Academic Model Course proposals – May/June 2012

<i>One form can be used to give feedback for a whole School, but please identify any individual courses, if appropriate, when recording your comments.</i>	
School of Study	EDU
Course code/s (‘All’ if commenting on whole School)	U1X300301 U1XC16301 U1N900101
Course title/s (‘All’ if commenting on whole School)	BA EDUCATION BA PHYSICAL EDUCATION BA PROFESSIONAL STUDIES
<i>Faculty Learning, Teaching and Quality Committee scrutiny has ensured that the proposals meet with the requirements of the New Academic Model. Therefore LTC and TPPG reviewers are invited to consider and comment on the following:</i>	
a	Clever use of the NAM Programme Proposal template, with particularly clear, accessible ways of explaining, showing, describing, illustrating etc.
<ul style="list-style-type: none"> • Each document clearly laid out with especially useful sections on rationale for changes. 	
b	Particularly creative and innovative approaches to interpreting the NAM requirements (e.g., use of larger modules, innovative assessment strategy)
<ul style="list-style-type: none"> • Change to x3 40 credit compulsory year long modules in first year of EDUCATION programme (claimed) to provide a coherent grounding in the subject area; • Wide use of formative assignments. 	
c	Examples of best practice in terms of clearly articulated planning/coordination at programme level.
<ul style="list-style-type: none"> • Increasing range of student choice beyond the first year; • For each module a preponderance of formative over summative submissions (with clear relationship between the two); • Use of pre-course Induction sessions on a wide range of study skills on the PROFESSIONAL STUDIES programme (which may be worth considering for the other two programmes). 	

d	Any further comments		
<ul style="list-style-type: none"> • The more generic learning outcomes on, especially, the first year of the PHYSICAL EDUCATION programme might be widened; • Given the greater use of formative work feeding into a restricted amount of summative work, there is a potential tension with a corresponding reduction in the range of skills that the student may be developing ; • It is assumed that “defined choice” will include access to language modules other than British Sign Language 			
<p><i>Note: If a colleague believes that a Programme is <u>not</u> compliant with the NAM they should bring this to the attention of the Academic Director for Taught Programmes immediately.</i></p>			
Name of reviewer	Clive Matthews	Date	July 23 rd 2012

Please return this form to Julia Jones, LTS (Julia.Jones@uea.ac.uk) by 15th June 2012