

**LTC11D117**

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It is with great pleasure that we publish our first Learning and Teaching Bulletin in which you will find a digest of the policy work undertaken this year with a summary of regulatory and other changes which will come into effect on 1 August 2012 and an update on a number of on-going reviews. As you will appreciate it has been a busy year for us in creating the new Learning and Teaching Service and in pursuing a number of projects initiated last year such as the New Academic Model. We thank you all for your forbearance and constructive comments when things have not run smoothly, and for your assistance in working with us to provide efficient and effective services for both staff and students.

Please read through the bulletin and if you have any queries or questions please come along to our Q&A session on Thursday 12<sup>th</sup> July at 13:30 in the Elizabeth Fry Building, Room 01.02. The session will last approximately one hour.

Thank you.

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Director of University Services  
(Learning & Teaching)

Dr Adam Longcroft  
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Programmes

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## 1. Quality Code

The QAA's Academic Infrastructure, the existing national framework for quality assurance and enhancement is being replaced by a new national framework: The QAA Quality Code. This new code will be fully operational by the end of the academic year 2013-14.

LTC recently approved a plan for ensuring that the University both engages with the process by which the content of the Quality Code will be finalised and ensures that our own quality assurance and enhancement structures operate in accordance with the expectations set out in the Quality Code.

The introduction of the QAA Quality Code is to be a staged process, Chapters B5, B7, B11 and Part C have already been finalised and Chapter B3 is in the consultation process. It is important that the University is fully engaged with the development of the content of the Quality Code and moves efficiently to implement each Chapter as it is finalised. The QAA timetable for publication and our plan for implementation is available online:

[uea.ac.uk/committeeoffice/ueacombds/ltc/ltc1112/270612/ltc11d106](http://uea.ac.uk/committeeoffice/ueacombds/ltc/ltc1112/270612/ltc11d106)

The Quality Code when complete will consist of three parts:

*Part A – Threshold Academic Standards*

*Part B – consisting of 11 chapters as follows:*

- B1 Programme Design/ Approval*
- B2 Admissions*
- B3 Learning & Teaching*
- B4 Student Support*
- B5 Student Engagement*
- B6 Assessment and APL*
- B7 External Examining*
- B8 Programme Monitoring & Review*
- B9 Complaints & Appeals*
- B10 Collaborative Arrangements*
- B11 Research Degrees*

*Part C – Information About Higher Education Provision*

The bulk of the Quality Code, and of the work required to ensure our alignment with its requirements falls under Part B. Each chapter within Part B consists of an Expectation and explanatory Indicators. The Expectation is a statement of what the

University should be able to demonstrate in respect of each topic for which there is a Chapter.

Our plan for implementation is straightforward. For each chapter of the Quality Code the University will:

- Report the consultation document to LTC
- Engage with the consultation process
- Report our consultation response to LTC
- Report the finalised chapter to LTC
- Establish a sub-group to:
  - Map the Expectations and Indicators to existing documentation and practice
  - Determine where any gaps exist between the requirements of the chapter and our practice
  - Construct processes/ regulations to address those gaps for approval by LTC
  - Produce a Mapping Document for that chapter
- Report to LTC on the completion of the mapping document and of any necessary actions emerging from the process

The implementation of the Quality Code will be overseen by the Academic Director of Taught Programmes (Dr Adam Longcroft) and Head LTS [Quality & Governance] (Mr Jon Sharp). ADTP and Head LTS will co-opt other members of staff as appropriate when establishing sub-groups to map each chapter.

## **2. Institutional Review**

The Quality Audit regime has changed significantly in recent years, both in terms of nomenclature and audit approach. The formal title for the current model, is Institutional Review for England and Northern Ireland ([http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/IR\\_Handbook\\_March11.pdf](http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/IR_Handbook_March11.pdf)). This approach, commonly referred to as IRENI, replaces the Institutional Audit model that was in place when we were last visited in 2009. It differs in a number of ways, but one of the most significant is the increased role played by students in both the preparation for and the during the IRENI event itself.

The University submitted its Mid-Cycle Review document in April 2012 (under the old Institutional Audit framework), but our next visit will be covered by the new IRENI

framework. Currently, our IRENI event is scheduled to take place during the 2013-14 academic year and we are currently awaiting confirmation of the precise dates.

Following an IRENI event the QAA will issue Four Judgements covering:

- Our threshold academic standards
- The quality of students' learning opportunities
- The quality of public information
- The Enhancement of students' learning opportunities

Any recommendations arising from the audit visit will no longer be categorised as 'essential', 'advisable', or 'desirable', but will be couched in terms of their relative urgency. A suggested timetable for action will be provided with the recommendation. The auditors will reach their four judgements by referring to the Quality Code and exploring how our practices align with the content of the Code. Specifically, it is against the set of Expectations detailed in the Quality Code that we will be audited. The Indicators provided within the Quality Code will provide us with useful guidance as to how best to evidence that we are operating in such a way as to ensure that we meet the Expectations for each Quality Code chapter. Although there is no requirement to evidence our alignment with the Expectation of each element of the Quality Code through reference to the Indicators it would seem sensible to make use of this guidance.

### **3. Internal Monitoring and Review**

The University took the decision to implement a temporary halt to Course Reviews (the five yearly review process) for the academic year 2011-12. This has also afforded us the opportunity to review the documentation that supports both the five yearly Course Review along with the annual monitoring and updating processes.

A memo was recently circulated to all Teaching Directors providing the revised forms and guidance to support Annual Course Monitoring & Update and Module Review. In what has been an extremely busy year for all members of the University, the new approach to annual internal review of our taught provision has not been universally followed. The recent memorandum recognised that there had been some divergence in practice and the need to take a pragmatic approach to the conclusion of monitoring processes for 2011-12.

In 2012-13 it will be important that across the University the agreed process for monitoring and review is followed: Module review should take place when one of the seven review triggers is activated and not less frequently than once every five years per module; Course Monitoring and Update should take place annually for all

courses. A schedule showing the courses needing to undertake a Five Yearly Course Review in 2012-13 will be circulated before the start of the academic year. In addition, guidance and updated forms for the Course Review process will be circulated.

It is our intention that the documentation considered by the Course Review panel will be provided in a standard format by LTS with much of the statistical data supplied by the BIU. In addition the structure of the form will be focused on questions about the course that will relate back to the School's targets and to the KPI's within the Corporate Plan insofar as they relate to Learning & Teaching activities.

#### **4. Academic Appeals & Complaints**

A new approach to Academic Appeals & Complaints has been approved by LTC. The new regulations will apply to all students from the start of academic year 2012-13 onwards. However, any appeal or complaint that originally arose in 2011-12 will continue to be dealt with under the old scheme.

The complete regulations can be found on the LTC website (<https://intranet.uea.ac.uk/committeeoffice/ueacombds/ltc/ltc1112/270612/dividergltc11d091>) and will be available on the online 2012-13 Calendar once it goes live. The documentation at the above link includes a background paper that sets out the rationale for the changes that have been implemented.

The process for considering academic appeals & complaints has been substantially changed, with the most obvious shift being the introduction of Faculty Appeals & Complaints Panels. These panels will consider all Stage One Academic Appeals and Complaints arising within their faculty. In addition, the decisions against which a student may appeal have been clarified and the grounds on which an appeal or complaint can be upheld have been reviewed.

At Stage Two there have been similar revisions to help clarify the grounds on which a Stage Two Appeal or complaint might be upheld and the conditions that it must first satisfy in order to be eligible for consideration.

Guidance documentation with clear process maps, for both staff and students, will be circulated before the beginning of the next academic year. In addition, Deans of Faculty will be alerted to the need to appoint members to a Faculty Appeals & Complaints Panel and training for panel members will be organised in readiness for the implementation of this new approach.

## 5. Plagiarism & Collusion

A number of amendments to the Plagiarism & Collusion have been approved by LTC for introduction in 2012-13.

(<https://intranet.uea.ac.uk/committeeoffice/ueacombds/ltc/ltc1112/270612/dividerhltc11d092> )

These amendments are relatively minor and focus on providing some clarification on the processes associated with the effective application of the policy and some simplification of the regulatory structure. Key changes are:

- Emphasis on 'suspected plagiarism' in opening paragraph. No offence has been committed until a judgement is reached by a School Plagiarism Meeting or a Faculty Plagiarism Committee.
- Inclusion of self-plagiarism as a potential offence
- Replacement of level 1, 2 and 3 offences with the consistent use of Low Level, Medium Level and High Level as descriptors
- Inclusion of guidance regarding the point at which a Head of School may become involved in the process.

The July meeting of LTC will receive draft guidance notes, which will be circulated to POs following LTC approval.

It is important that we understand the volume and seriousness of plagiarism across the University. Consequently a process for tracking and reporting incidences of plagiarism and collusion is being introduced (see link to LTC paper above) and its first report is expected to be received by LTC at its November meeting in 2012.

## 6. Other Changes to Regulations

A number of other changes to regulations are being introduced in 2012-13 and will be accessible either through the online Calendar or through the online CCS handbook and its appendices. Some of them are programme or School specific, but are briefly listed here for information:



Financial Suspension – removal of specific date points at which students may be suspended; students may be automatically withdrawn after 12 months of non-payment of debt.

Regulation 13 - a clarification of the meaning of 'engagement' and 'progress' such that they are not tied to simply attending or the achievement of passing marks.

Regulations 15 & 16 – an amendment that allows non-PGR students to be disciplined for breaches of ethical conduct or other forms of misconduct relating to research projects.

Regulation 17 – an amendment that extends the definition of 'cheating' for the purposes of this regulation to include aspects of coursework that are not covered under the terms of plagiarism and collusion, but which should be open to a disciplinary reprimand.

MBBS – an amendment that allows the total period of registration to be considered when considering the possibility of reassessment; and amendment to the necessary period of reassessment

Grad. Dip. LAW – an amendment to the start point and volume of credit

CCS Programmes – amendments that set the period of time in which module enrolments may be changed to two weeks (6.4); amendments to the point at which items of assessment within a module must be assessed (9.6).

## **7. Code of Practice for Placement Learning and Work-Based Learning**

A revised Code of Practice will be in operation from 2012/13. The Code takes a risk-based and risk management approach and draws upon the following:

- Quality Assurance Agency's Code of Practice for the assurance of academic quality and standard in higher education, Section 9: Work-based and placement learning (2007)
- UCEA Health and Safety Guidance for the placement of Higher Education Students (August 2009).

It aims to provide:

- Clear guidance in the roles and responsibilities of all stakeholders
- Identify what activities should take place before, during and after the placement/work-based learning experience

- Ensure student safety (e.g., risk assessments prior to placement) and quality learning outcomes
- Efficient/effective processes at every stage; e.g., recruiting and monitoring placement providers, reporting concerns and submitting complaints (student about placement provider and vice versa),
- Capture feedback and respond to it from all stakeholders
- Provide an auditable trail for quality assurance purposes

The expectation is that when a student is engaged in work-based activity outside of the University which is not strictly classified as a placement, or not part of the student's course, that the student should be made aware of the Code, as should any others involved. The Code is intended to be helpful document for everyone and to encourage students and others to think about such activity, and what might be needed, in advance. The Code of Practice can be accessed in full (as the second item in the report from Academic Director of Taught Programmes) at:

<https://intranet.uea.ac.uk/committeeoffice/ueacombds/ltc/ltc1112/dividercltc11d072a>

## 8. Coursework word count – limits & penalties

A new word count policy will be introduced for 2012/3. This is a University-wide policy, with formulaic penalties. This approach allows for the penalty calculations to be undertaken and applied by the Learning and Teaching Service staff rather than placing additional work on academic staff.

In order for the word count policy to work effectively academic staff will be required to state clearly what the word limit is in the title of all appropriate assignments. Markers should identify any pieces of work they judge to be over the limit, for the LTS staff to investigate. We have built in a tolerance of 10%, to allow for circumstances where students slightly overshoot the limit, and to make it easier for markers to identify those items which are outside the tolerance allowance.

The penalty will be a deduction of 10 **marks** for work found to be over the tolerance limit; in addition, markers are only obliged to mark up to this limit, and award marks accordingly. Detailed information will be available in the 2012-13 online Calendar, under the section headed 'submission of coursework'. LTC's approval of the new policy can be found at:

<https://intranet.uea.ac.uk/committeeoffice/ueacombds/ltc/ltc1112/270612/ltcmins160512> (minute 60).

## **9. Coursework Submission and Return**

Substantial work has been undertaken in relation to the submission and return of work both in terms of the regulations governing the processes and the processes themselves. The 2012-13 online Calendar will contain the revised regulations governing the submission of work to be assessed. This includes the regulatory changes in relation to word count limits which are discussed above. In addition guidance regarding the process of coursework submission and return (including step by step flow charts) will shortly be made available to staff and students.

A document detailing the new process, incorporating regulatory changes can be found below at Annex 1.

## **10. Peer Assisted Learning**

TPPG, LTC, Employability Exec and ET-R have endorsed proposals for an ambitious PAL initiative at UEA starting in 2012/13. The roll-out of PAL across the University will be as follows:

*PHASE ONE:* A 6 school pilot (2012/13, spring semester).

*PHASE TWO:* 12 schools (2013/14, autumn semester)

*PHASE THREE:* 6 schools (2014/15, autumn semester)

A number of PAL Fellowships which will be created. There will also be a 0.5 fte administrative support post in LTS dedicated to PAL support and a 0.5 fte academic champion. The academic champion will support the roll-out and promotion of PAL. More information will be circulated to Schools during July 2012 with a detailed indication of 'next steps'.

ADs and Faculty LTQCs may wish to take a lead in deciding which Schools they would like to see involved in the pilots, as well as those following-up in the wider roll-out in autumn 2013 and autumn 2014.

## **11. UEA Learning & Teaching Day**

The UEA Learning & Teaching Day 2012 was very well attended with the biggest turn-out of staff in the event's history. Over 130 colleagues attended either the whole

or part of the day. A summary of the feedback received from attendees has been shared with TPPG and LTC.

Planning for the 2013 day will begin shortly. The date, format and theme for the event will be confirmed early in the autumn semester 2012. At this stage it is hoped to enhance the event by:

- Building-in more student involvement in planning and delivery of the event;
- Involving more staff from UEA London and partner colleges in make-up of the programme;
- Expanding the number of workshops and (possibly) changing the format of the programme to make it more flexible and attractive to colleagues;
- Involving some high profile external input (e.g. from nationally recognised leaders in key fields relating to teaching and learning);
- Giving colleagues on the MA HEP opportunities to contribute to the programme.

## **12. UEA Teaching Excellence Website**

The ADTP set in motion in Sept 2011 the development of a new website which would provide an online focal point for best practice in teaching and learning at UEA which would be of value to both staff, students and others outside the institution. This will eventually form part of the LTS website. A small steering group has been leading on the development of the website. It is hoped that the site, which is still under development, will go 'live' in autumn 2012. In the interim, if colleagues would like to share aspects of their practice with a wider audience via the website (whether this relates to innovative teaching materials, assessment strategies, peer-learning, supervision practice, feedback strategies, use of ITC in supporting learning etc) please send ideas/materials in electronic format to Andy Mee in ISD:

[A.Mee@uea.ac.uk](mailto:A.Mee@uea.ac.uk)

## **13. New Academic Model**

In June 2011, the main features of the NAM were approved by LTC. The following list shows the main points and where italicised the subsequent amendments that have been made and approved by LTC since June 2011:

- The Higher Education credit framework for England level descriptors will be adopted. There will be clear progression from levels 1 to 2 to 3 to M (levels 4, 5, 6, & 7 under the adopted framework). All courses to have Programme-level outcomes and the ways these are to be assessed to be clear for all.

- The New Academic Model will be introduced for students commencing year 1 of their studies in September 2013. Students in years 2-5 of their course in the 2013/14 academic year will continue with the current regulations. Direct entry year 2 students in the 2013/14 academic year will be on the current regulations and year 2 direct entry students in the 2014/15 academic year will be on the new regulations. Students returning from intercalation will be on whatever set of regulations covers the stage at which they re-commence their studies.  
*(Introduction of PGT NAM to be delayed until 2014/15, with no date currently specified for the requirement for PGT students to pass all modules.)*
- Each BA/BSc (Hons) degree will comprise at least 360 credits made up of modules of at least 20 credits each. At least 90 credits at level 3 and no more than 20 credits at level 1 in stage 2. Free choice is to be replaced by defined choice in course profiles.
- Joint degrees will have a Course Director from the School in which students are registered and Assistant Course Directors from other Schools contributing to the course.
- Each Integrated Masters degree to comprise at least 480 credits, with no more than 20 credits at level 1 in stage 2, at least 90 credits at level 3 in stage 3 and 120 credits at level M in stage 4.
- There will a reduction in the May/June assessment period from 6 to 4 weeks.
- Students must pass all modules and will need to meet specified thresholds *(minimum mark for the module of 20% at the first attempt, no more than 20% unauthorised absence from monitored teaching sessions)* before being offered a reassessment opportunity, which will be at the item level, rather than synoptic, wherever possible.
- Item and module assessment marks to be recorded as integers, and year and degree aggregates to be recorded to one decimal point.
- Assessment and classification rules to be simplified, with the remaining discretion focused on students with extenuating circumstances at borderlines. *(In time, SITS output modified where required so that Boards of Examiners can use SITS output rather than Discoverer reports.)* SITS configured to accept marks on a pass/fail basis or 0-100 numerical marking scheme.
- Year weightings for all UEA 3 year Honours degrees to be 40:60, stage 2: stage 3 (consultations with Schools will take place over 4 year BA/BSc degrees).
- Year weightings for all Integrated Masters degrees to be 20:30:50, stage 2: stage 3: stage 4

Further developments to the NAM were agreed by LTC in the 2011-2012 academic year:

- The shape of the academic year should be 12 + 12 + (2) + 4.
- In order to earn the right to reassessment students: must have no more than 20% unauthorised absence for the failed AND must have achieved an overall module mark for the failed module of at least 20%.
- There will be three types of defined choice: **Programme Level Choice (PLC)**, **Employability and Enrichment Choice (EEC)** **Language Skills Modules (LSM)** where languages are not integral to the programme level outcomes.
- In the new arrangements, the Programme Specifications will be a master reference document for courses, containing specific information about courses, while the regulations will contain generic rules and guidance.

## **PGT and the NAM**

- LTC agreed that general implementation of the PGT NAM should be delayed until 2014/15
- No date currently set for the abolition of Condoned Failure
- Constraints on CF from 2014/15 to be decided?
- All students to receive a reassessment opportunity from 2014/15 – then CF if unsuccessful
- Reassessment - minimum mark for the module of 20% at the first attempt, no more than 20% unauthorised absence from monitored teaching sessions
- 20 credit minimum module size – MBA has concession for 10 credit modules
- SSF likely to seek concession for 10-credit PGCE placement module
- 40 credits APCL or APEL – ADs in FMH and SFF can approve more
- Merit award approved in principle (threshold later set at 60% and approved by Chair's action – threshold reported at LTC of 16 May 2012)
- PGT NAM course approval form to be redesigned / simplified

## **New coursework submission and return process - 2012/13**

### **Background**

The 2011 integration of University services necessitated the introduction of University-wide processes in many areas. In the Learning and Teaching area one of these was the process for coursework submission and return and a standard process was devised and rolled out University wide. As with all new processes there were the inevitable initial difficulties but as the academic year progressed it became apparent that the process would benefit from a fundamental review with a view to introducing any changes in 2012/13. To this end the University employed the services of a consultancy company "Processfix" to facilitate a review of the coursework submission and return process.

### **The Review**

A Workshop was held over a 3 day period in March 2012. Participants included:

From LTS	Clerical Assistants: Lisa Atthowe, Judy Houghton, Amy Leach, Rachel Hurren; LTS Co-ordinator,, Michele Pavey; Head of LTS Services, Caroline Sauverin and DUS Dr Andrea Blanchflower.
From Faculties	Dr Richard Bowater (SCI), Andrew Vassallo (SSF), Dr Sandra Gibson (FMH) and Ian Farr (HUM)
From technical teams	Dr Helen McSparron (SITS) and Andy Mee (Learning technologist)
From the SU	Matt Myles (attended half of Day 2)

### **Methodology and outcome**

The Workshop followed the Processfix methodology examining in detail the current process and identifying all areas that were contributing adversely to the effectiveness and efficiency of the process. These factors were then taken into account in the design of a new process that would overcome these issues and inefficiencies. The outcome of the workshop has been the design of a new process which will be



implemented in 2012/13. A flow diagram describing the new process is attached and the key features and benefits are detailed below.

### **Benefits for Students and Staff**

The new process will improve the service provided to both students and academic staff.

There will be various changes in relation to submission. Student feedback highlighted the popularity of e-submission and it is intended to expand this mode of submission as far as we are able. Hard copy submission will remain available for work which is unsuitable for e-submission. In addition, a technical solution has been found which enables the University to re-introduce the 3pm submission deadline time on submission days. This will eliminate the need for various complications in relation to hard copy submissions, Hub opening hours and Library drop boxes and ensure staff are available if students experience any issues in relation to the submission of coursework.

There will be other significant changes in the processes involved in returning work. At the moment marked work is returned in envelopes via School pigeon-holes and from an examination of School pigeon-holes it is clear that that a significant volume of marked coursework remains uncollected by students. This is regrettable on two counts, firstly the students do not benefit from the feedback provided on their work, and secondly the academic staff time spent in drafting the feedback is not generating the intended enhancement in student performance.

The new process has a return mechanism which will encourage the collection of marked work by students in a timely manner. It also ensures that both the Module Organiser and the Student's Adviser are aware when a student does not collect their work so enabling these staff to act accordingly.

One of the key benefits of the new process is that students will be able to track the progress of their work from submission to return via e-Vision. Student feedback this year has indicated that a receipt acknowledging the submission of their work was highly desirable. For work that is submitted electronically an acknowledgement is provided upon submission. For work submitted in hard copy this acknowledgement comes immediately after the deadline when the coursework drop boxes are emptied and the work is "logged in". This coming year as indicated above the use of e-submission will be extended as far as possible and so the majority of items of work will be acknowledged upon submission rather than just after the deadline.

Student feedback also indicated some communication difficulties with, for example, students being told by markers that they had marked the work but staff in the LTS saying the work was not ready for collection. To improve the clarity of the process a tracking system is to be introduced. Students will be able to track their work through the marking process, on e-Vision, with the following flag descriptions:

- a) Submitted/received
- b) Being processed ready for marking
- c) Marking – with markers/module organiser being marked and moderated
- d) Marking and moderation completed and being prepared for return
- e) Ready for collection

To ensure the quality of the assessment process and consistency in marking standards both within modules and across modules it is important that the Module Organiser organises a moderation process. This is particularly important where a team of markers is involved. Consequently, situations will arise where an individual marker will have completed marking and yet the marked work is not ready for collection because, for example, either their fellow markers have yet to complete and/or moderation processes are being undertaken. It is hoped that the use of the tracking system will aid in the transparency of the process for students.

The key features of the new process are detailed below.

### **The new process – key features from an academic perspective**

#### Submission

- 1) Deadline days. To smooth submission deadlines and avoid bunching deadlines will be restricted to Mondays, Tuesdays, Wednesdays and Thursdays and it will be possible to set deadlines in vacation times.
- 2) Deadline time. A submission deadline of 3pm will be re-introduced for all forms of submission. A technical solution has been found to enable electronic submission to record the time of submission and therefore operate a 3pm deadline.
- 3) The opening hours of the Hubs will be standardised and the out-of hours box in the Library will no longer be required.
- 4) Submission drop boxes will be opened one week before deadline due date and coversheets to be made available on the same timescale. Consequently, it will not be possible to submit work earlier than one week ahead of any deadline.
- 5) Once the submission deadline date has passed and work has been “logged in” students will be able to check their work has been received via the e-vision

screen. Note that a technical difficulty here with this screen has been resolved. Unfortunately, it is not technically possible to e-mail receipts upon submission.

- 6) Work not following submission format guidelines will not be recognised as having been submitted. For example students will be required to follow submission guidelines on use of staples not paperclips.
- 7) Students will only be required to submit one copy of their coursework for assessment. (Projects and dissertations will still require the submission of two copies).
- 8) Module Organisers will be e-mailed when their work is ready for collection.
- 9) Work submitted after the deadline will be sent via the internal mail in batches with an e-mail alert sent to Module Organisers.

### Set up

- 10) Schools will be asked to include formative coursework deadlines in their submission timetables. This will enable submission via the Hubs and the logging in of work as having been submitted. It will also enable students to have a complete picture of their deadlines.
- 11) Once a School's submission timetable has been finalised it is highly desirable that it remains unchanged and Module Organisers are kindly asked not to seek changes to deadlines.
- 12) Students wishing to change modules will require a concession after end of Week 2 of each semester rather than Week 4 as now.
- 13) Additional coversheets will be introduced to cover other types of assessment e.g. Assessment to Practice
- 14) Some other improvements in coversheet design will be introduced to facilitate the new process.
- 15) Electronic submission will be considered as standard and conducted on an opt-out not an opt-in basis, with hard copy submission only being used where the Module Organiser determines that the nature of the assignment makes it unsuitable for e-submission.
- 16) Whichever method is determined for any given piece of work then this method will be compulsory for all students to use. (Some students with disabilities may require concessions).
- 17) To facilitate more items as being suitable for e-submission files sizes will be increased, colour printing can be requested as being a requirement by the Module Organiser and work is underway to determine how PowerPoint presentations files can be accommodated. Printing of work will remain single sided (for now).

## Marking

- 18) Module Organisers are asked to return marked coursework to the LTS Hub in one single batch once marking and moderation processes have been completed.
- 19) There is **no** need to inform students once marking has been completed as a “tracking” system is to be introduced – see below. In situations where a team of markers is deployed it would be helpful for individual markers, if asked by students, to say that work will not be returned until the whole team has marked and moderation processes have been completed and to refer them to the tracking system.
- 20) Markers are asked to write using ink not pencil on the coversheet.
- 21) A coding convention will be introduced for the CSV marks files
- 22) IT systems will be introduced to assist Module Organisers who are managing marking with a team of markers.

## Return

- 23) A delay will be introduced between the return of work with feedback and the upload of marks onto e-vision to encourage collection of feedback. Marks will be uploaded on Mondays, generally the Monday following the return of the work.
- 24) The return of coursework to students will be as follows with Module Organisers being given a choice of routes:

### Route A

- a) Work will be made available for collection via the LTS hubs for one week (5 working days)
- b) Any uncollected work will be distributed to Advisers, via the internal mail, and a list of students who have not collected their work will be sent to the Module Organiser.

### Route B

- a) Work will be made available for collection via the Module Organiser (or in HUM the delegated seminar leaders).
  - b) Any uncollected work should be distributed to Advisers. Seminar leaders are encouraged to inform the Module Organiser of any students who have not collected their work.
- 25) Any uncollected work should be shredded after the end of the academic year i.e. 30 September.
  - 26) All electronic copies of work will be deleted after end of the academic year i.e. 30 September.

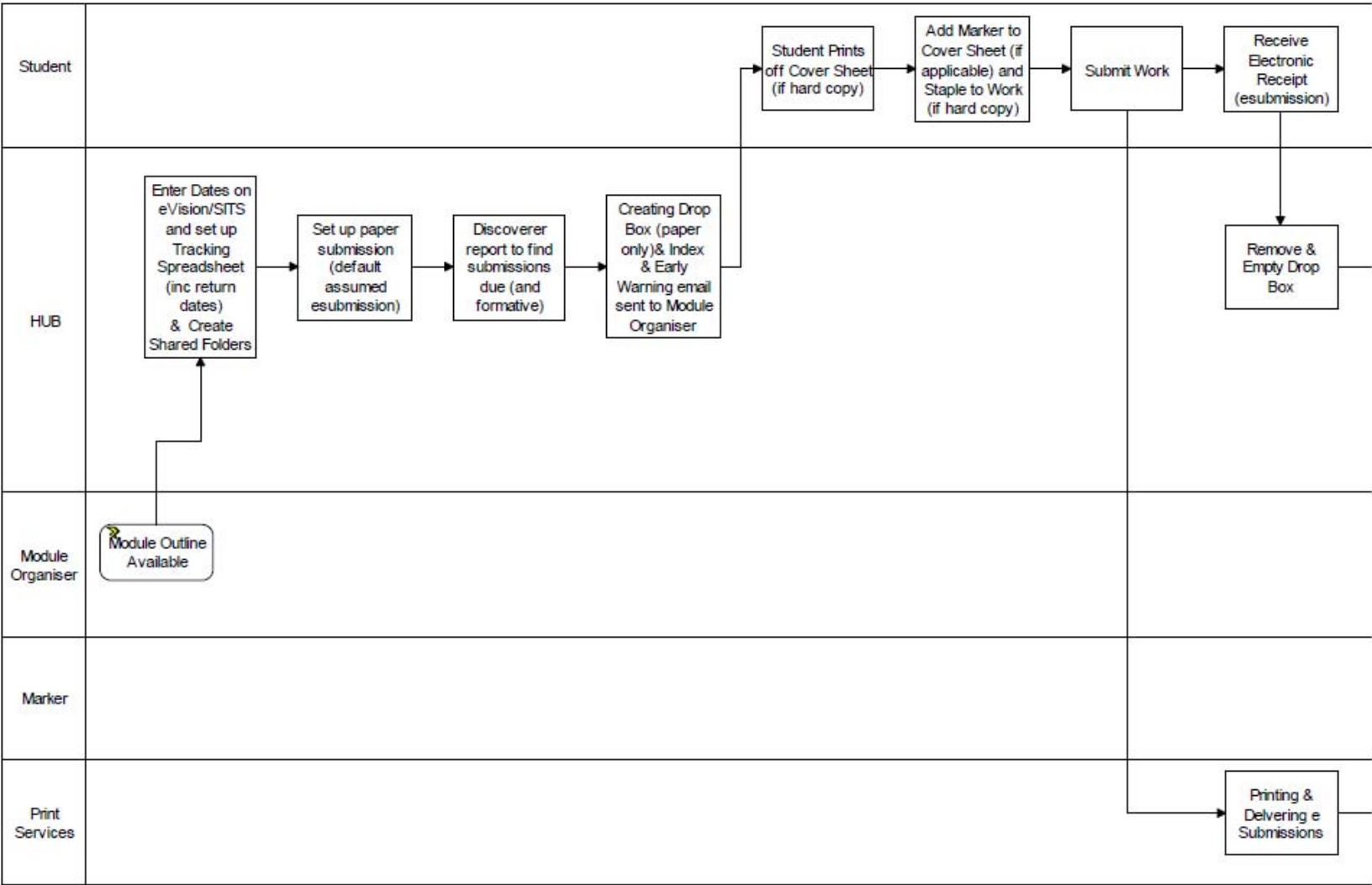
### Coursework tracking system

- 27) To improve the flow of information an e-Vision tracking system is to be introduced which informs students where batches of coursework on their modules are at any point in time. The tracking system will operate at the level of the module and item.
- 28) To track the processing and marking of coursework via e-Vision work will be shown with the following flags descriptions:
  - a) Submitted/received
  - b) Being processed ready for marking
  - c) Marking – with markers/module organiser being marked and moderated
  - d) Marking and moderation completed and being prepared for return
  - e) Ready for collection

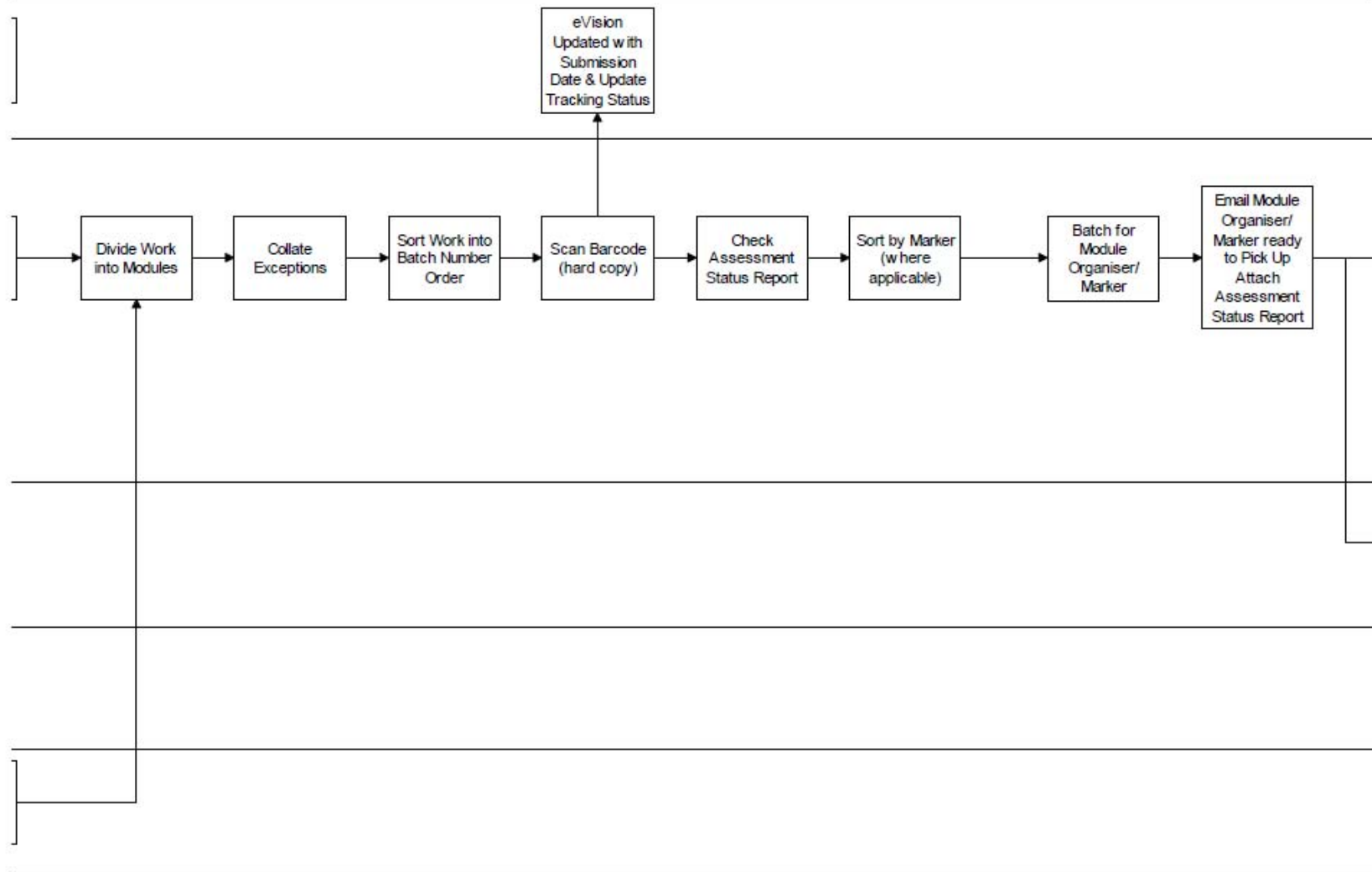
### Performance monitoring

- 29) Management information will be collected and reported on as follows:
  - a) Processing time in Hub – from submission deadline(A) to notifying marker that work is ready for collection (B)
  - b) Collection time – from (B) to time of collection (C)
  - c) Marking time – from (C) to return to Hub (D)
  - d) Return time -from (D) to work being available for collection by students (E)
  - e) Total time (A) to (E)
- 30) As the total time should not exceed 20 working days School Teaching Directors will be informed if any slippage becomes apparent in collection and marking times.

Dr Andrea Blanchflower  
Director of University Services – Learning & Teaching  
2.7.12



To be Map



Map v2.igx

