

LTC13D086

Title: Report to LTC from Academic Director of Taught Programmes
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Issue

A report from the Academic Director for Taught Programmes on progress on key areas:

- 1) Report on applications to National Teaching Fellowship Scheme (NTFS)
- 2) Learning & Teaching day 2014
- 3) Student Charter
- 4) Update on Working Group on HEA accredited CPD Framework for Recognition against PSF
- 5) Towards a Standardised Module Outline Template
- 6) Attendance monitoring policy
- 7) Consultation on the revised copy of the Framework for High Education Qualifications (FHEQ)
- 8) Update on online assessment, marking and feedback
- 9) Briefing workshops for the HER
- 10) Development of the Academic Development workshop series for 2014/15 (CSED)
- 11) Support for students between Initial Assessment and Reassessment
- 12) 12 Remark requests
- 13) Course Exemplar Bank

Recommendation

LTC members are asked to consider the ADTP's report. There are no items for LTC to 'approve', but feedback/comments are welcomed.

Resource Implications

No significant resource implications.

Risk Implications

No risks

Equality and Diversity

It is not envisaged that any of the recommendations contained in the report will impact on groups with protected characteristics.

Timing of decisions

This is simply an update for LTC – the report contains no recommendations for approval.

Further Information

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Background

The ADTP's report is a standing item on LTC agenda.

Discussion

The paper is for discussion only and contains no recommendations for approval.

Report to LTC from Academic Director of Taught Programmes June 2014

1) Report on applications to National Teaching Fellowship Scheme (NTFS)

It is with some sadness that I have to report that none of our three applicants for the NTFS scheme were successful this year. Each applicant was mentored during the lead-up to the submission date, and received timely critical feedback on drafts of their applications, and each received very positive and supportive testimonials from the University. The disappointing outcome reflects the highly competitive nature of the awards scheme. The ADTP will be contacting Executive Deans shortly to identify future applicants (e.g. former Teaching Excellence Awards, Teaching Fellowship winners).

2) Learning & Teaching day 2014

The Learning and Teaching Day 2014 was the most successful to date, with a higher turnout than in any previous year, and with strong representation from some of our partner colleges (e.g. CCN, Mountview and Easton/Otley). The ADTP spoke to a large number of colleagues on the day and without exception the feedback was very positive. There seemed to be a real 'buzz' – something that was supported by the very high quality of the plenary and keynote sessions, and by the live Twitter feed. The role of a cross-Faculty 'Steering Group' in the organisation of the day certainly 'added value' to the event, and it is suggested that this approach is maintained in future. CSED have carried out a SurveyMonkey evaluation survey, and the results of this will be considered at part of **Item A4**.

3) Student Charter

This was approved by LTC in May and was reported to Senate at its meeting on 11 June 2014.

4) Update on Working Group on HEA accredited CPD Framework for Recognition against PSF

Detailed proposals are now in place and are presented to LTC for consideration under **Item A11**.

5) Towards a Standardised Module Outline Template

A proposed standardised module template for use at UEA was considered by TPPG at its meeting on 4 June 2014. The ADTP reminded TPPG colleagues of the reasons why developing a standard Module Outline Template is necessary and desirable:

- A. In the lead-up to Institutional audit (Higher Education Review) it will be helpful to ensure that we are taking appropriate steps to ensure a more consistent 'student experience' across the University – especially as regards student study hours per module.
- B. It will provide an important means of ensuring that key information is conveyed to all students, repeatedly, during their studies – e.g. hot links to DOS Study Guides, and other helpful student support services.
- C. Having a standardised module outline (with some flexibility built into its design) will ensure consistent provision of information for Joint Honours students.
- D. Students taking 'Defined Choice' modules outside their home School will receive more consistent information in their module outlines.
- E. It will help to ensure that key information about submission deadline and coursework return dates (20 day turnaround) are communicated to students clearly.
- F. It provides a good opportunity to address the issue of student engagement in QA/QE by 'closing the feedback loop' – module outlines can provide a short summary of ways in which the module has been revised to take into account previous student feedback. This is important in addressing Chapter B5 of the UK Quality Code on 'Student Engagement'.
- G. It provides an opportunity to explicitly and unambiguously explain to students how transferable 'employability skills' will be developed within each module – e.g. problem-solving, oral and written communication, team-working etc. This is an

important consideration since we need to be able to 'map' employability skills against Course-level outcomes in a more direct way in future.

- H. It provides an opportunity to communicate, in a consistent fashion, how formative and summative assessment will be integrated, and how the feedback and feed-forward cycle will work.
- I. Developing a higher and more consistent standard of information relating to points A-H above will also enable the University to address the indicators in Chapter B3 of the UK Quality Code on 'Learning and Teaching', and Chapter B6 on 'Assessment'.

Feedback from TPPG members was mostly positive, though a number of minor revisions and suggested enhancements were identified. SSF colleagues expressed concern as to why this was being treated as a priority, but in the ADTP's view, the benefits outlined above are compelling.

The ADTP will take on board the feedback from TPPG in carrying-out further refinements to the Module Outline template. The ADTP will continue to liaise with LTS colleagues to ensure that information recording requirements align with the needs to the service. Further consultations will occur over the summer and early autumn with a view to bringing a revised version of the Module Outline template to LTC for approval in Oct or Dec 2014.

6) Attendance monitoring policy

At its meeting on 4 June TPPG considered a draft of a new policy on Attendance Monitoring. Christina Chan, who chaired the working Group that develop the new Policy, was in attendance and able to note the concerns of TPPG members and respond to questions. It was noted that the main focus is on attendance monitoring as a means of facilitating effective pastoral intervention and support. Whilst in some cases disciplinary steps might be taken, the policy was focused on ensuring that the University can meet its Duty of Care to students. Revisions have been made following the TPPG discussions, and a revised Policy is included for LTC consideration and approval as **Item A1**.

7) Consultation on the revised copy of the Framework for High Education Qualifications (FHEQ)

This consultation relates to a new version of the FHEQ document which splices together the two separate versions for England, Wales and Northern Ireland, and Scotland. The ADTP reported the new FHEQ at 4 June TPPG, and has requested that the ADLTS's draw this to the attention of the school Teaching Directors as an important part of the quality infrastructure which should continue to inform future course and module developments (e.g. Course Update and Course Approvals) within the University. The ADTP has invited any comments from Faculty LTQCs, but has not received any. The deadline for feedback to the QAA on the consultation is 27 June 2014. Given that the document contains no substantive changes (in content, level descriptors, criteria etc) the ADTP is not minded to respond to the consultation since it remains fit for purpose.

8) Update on online assessment, marking and feedback

Following previous discussions on this topic at LTC ISD have made arrangements for the evaluation of Blackboard as a possible platform for online marking and feedback. Colleagues from Blackboard should be visiting the University shortly to facilitate this evaluation process. It is possible that BB may provide a range of enhanced functionality which extends to Blind Double Marking, internal moderation process and the provision of samples of work for moderation by external examiners.

9) Briefing workshops for the HER

A range of 8 separate briefing workshops on the HER will be run during the period Oct-March 2014/15. The focus, leadership and expected attendees at each workshop were reported to LTC at its May meeting. Dates/venues for each should be confirmed shortly.

10) Development of the Academic Development workshop series for 2014/15 (CSED)

The ADTP is in the process of finalising the draft of the programme for 2014/15. A full copy of the finalised programme will be circulated informally by e mail to LTC members following the June meeting, and will be formally reported at LTC in Oct 2014.

11) Support for students between Initial Assessment and Reassessment

It has been brought to the ADTP's attention that there is some variance with regard to the support provided to students between Initial Assessment and Reassessment. The ADTP will be investigating the basis of this variance with support from LTS colleagues and Faculty Associate Deans with a view to determining whether a more consistent level of support can be facilitated for students in future. The ADTP aims to bring a paper to LTC on this item at some stage during 2014/15.

12) Remark requests

The new Policy on Internal Moderation and Double Marking set in place a procedure for students who wish to request a remark of their coursework. Some basic, 'first cut' data was shared with colleagues at June TPPG. It was noted that there was variance between schools and faculties in the number of remark requests received. It was also noted that there were some gaps in the data, and some errors which needed to be corrected. It was noted that it would also be useful if the data included such things as the number of students within each school and what proportion of marks change after a remark. The Group was concerned that there seemed to be variance across the hubs as to how remarking requests were collated. LTS managers are putting in place measures that will address this. Some concern was expressed by the UJEAS Academic Officer that the form requires a lengthy explanation from the student as to why a remark request was made, but overall the process appears to work well and the request form is fit for purpose. The Group felt that more data was needed in order to fully explore the impact of remarking, and revised data will be considered at a future meeting of TPPG in autumn 2014. It is expected that a report on remarking requests will also be made available to LTC in autumn 2014.

13) Towards a Coursework Exemplar Bank

At its June meeting, TPPG members considered a paper developed by Jeremy Schildt (LET, DOS) on the rationale and development of a Coursework Exemplar Bank. JS reported that the paper had arisen from work done within LET workshops. This had proven that having access to such material had proved a considerable benefit to both staff and students. JS asked the Group whether this was worth pursuing and what the next steps should be in moving it forward. Research in the sector indicates that students understand better what is expected of them when they have concrete examples to look at. Within the work undertaken so far, students had access to extracts of work, rather than whole assignments. There was now an opportunity to use entire works, both the most and least successful work can be used. Some areas of concern were noted – in particular the possible effects on plagiarism and the need to be mindful of repeating assessments year on year. It was also noted that work would need to be done in seeking the permission of those students whose work was chosen to be shared to others. The Group agreed that this should be taken forward as an idea, and the ADTP has agreed to establish a working group of TPPG to explore possibilities and practical arrangements. It is hoped that concrete proposals will come to LTC for consideration/approval during 2014/15.

Adam Longcroft
ADTP
June 2014