University of East Anglia

LTC12D006

Title:	**Report from Academic Director of Taught Programmes**
Author:	Dr Adam Longcroft (Academic Director of Taught Programmes)
Date:	For LTC meeting of 24 October 2012
Circulation:	Learning and Teaching Committee – 24 October 2012
Agenda:	LTC12A001
Version:	Final
Status:	Open

Issue

A report from the Director of Taught Programmes on issues considered by TPPG

Recommendation

LTC members are asked to consider the questions and recommendation contained in the report.

Resource Implications

Risk Implications

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

Further Information

Contact: Dr Adam longcroft, Academic Director of Taught Programmes, UEA
01603 592261 a.longcroft@uea.ac.uk

Background

TPPG is an advisory group which provides guidance and advice to the Academic Director of Taught Programmes on issues relating to UEA policy and teaching/pedagogy in general. TPPG is not a decision-making body and has no executive powers – it is a body with cross-University membership which puts forward recommendations to LTC for the latter to consider and/or approve.

Discussion

The report from the Academic Director for Taught Programmes draws attention to policy recommendations that LTC is asked to consider/approve.

Report from the Academic Director of Taught Programmes to LTC
24 October 2012

1. **TPPG Plan of Work.** The Academic Director of Taught Programmes has reviewed the plan of work developed by LTC and has drawn on this to inform the Plan of Work for the Taught Programmes Policy Group. The TPPG Plan of Work for 2012/13 is attached to this report as **Appendix 1**. The ADTP has drawn to the attention of the Secretary of LTC the omission of a Review of the University's Plagiarism policy which was intended to be initiated during the current academic year. This has now been added to the LTC Plan of Work and that of TPPG.

2. **Visits by colleagues to City Academy Norwich (CAN).** The principal and deputy principal of CAN have extended an invitation to UEA colleagues to visit the new Academy which opened during the summer of 2012. The ADTP is liaising with Louise Bohn (our UEA rep on the CAN governing body to make necessary arrangements. TPPG members have expressed an interest and if LTC members would like to visit the new facilities they should let Louise know. A Doodle poll will be created shortly to identify dates/times. It is expected that the visits will be conducted in small groups of 6-7 colleagues at a time.

3. **Development of EEC modules.** Assoc Deans for L & T have been asked to report on progress on the development of EEC modules as part of Defined Choice (New Academic Model) in their Faculties. Planning is in its <u>early stages</u> and some faculties are further ahead than others in terms of identifying modules for an audience outside their school. In HUM, for example, some schools have already expressed an interest:
   <u>EEC modules in HUM</u>
   ART – History of Art
   FTM – Presenting Ideas in Film and Television
   HIS - History and Heritage
   LCS - Will offer language modules only (i.e. not modules in EEC slot)
   LDC **-** School will confirm new modules at the end of October 2012.
   Schools that have not yet confirmed whether they will make EEC modules available: AMS, PSI, PHI
   The ADTP will provide LTC with another update on EEC planning at its 5 Dec meeting.

4. **Working Group on Reassessment Fees.** A group was convened last year which made some important decisions about reassessment fees which were endorsed by the PVC Academic. There remain some outstanding issues which need to be properly discussed and agreed. These revolve primarily around fees for 2nd reassessment attempts (e.g. in Schools where this is standard practice, and where ECs require it, and PhD/EdD research dissertation resubmissions. Lynne Ward is leading on setting-up a re-convened Working Group which will take this forward. It was agreed at TPPG that this should have academic representation and a student representative.

5. **The Code of Practice on Module Monitoring, Annual Course Update and Course Review.** This has been updated to reflect the new integrated services within the University. The revisions have been circulated to all LTS Coordinators and Hub Managers and will shortly be circulated to all academic staff. The Schedule will also shortly appear on the Module Monitoring, Course Update and Course Review Blackboard site shortly. The following documents to support the Course Review process will also be available to all staff:
   - Code of Practice – Module Monitoring, Annual Course Update and Course Review 2008
   - Module and Course Monitoring Processes 2011-12

- CR1 – Approval of Panel Membership
- CR2 – Report of Course Review
- CR3 – Faculty Course Review Report Form
- Visual Chart of Responsibilities

6. **Working Group on Internal Moderation.** A working group was established during the spring semester 2011/12 and produced some recommendations which were agreed in principle by LTC. However, this was a 'work in progress'. The ADTP has requested that the chair, Sara Connelly, re-convene the working group to complete its work in time to report to LTC on 17 January 2013.

7. **Membership and Terms of Reference for TPPG.** TPPG has reviewed and amended its membership to include a small number of new members replacing staff and student reps who stood down at the end of the last academic year. The Group has also reviewed its Terms of Reference and has agreed that they remain 'fit for purpose'.

8. **Academic Development Workshops 2012/13.** The Academic Director of Taught Programmes liaises with colleagues in CSED each year to develop a programme of Academic Development Workshops. These often include high profile contributions from leading external specialists and academics, including Sally Brown, Phil Race and Jude Carroll. The programme for 2012/13 is attached as **Appendix 2**. The CSED brochure was published very late this year (many colleagues may have received their copy in early October) which has impacted on recruitment onto October workshops. Where necessary/possible, these will be rescheduled for a later slot in the autumn semester. The ADTP would encourage all LTC members to promote these workshops to colleagues in Schools. It is important that the University can demonstrate to both external auditors and to its students that it provides a robust and well-planned programme of staff development workshops and that the latter are well-attended by staff.

9. **NAM Programme Proposal Documents.** A small number of NAM Programme Proposal Documents were held-over from the last academic year. It was agreed that these would be signed-off by LTC during the autumn semester 2012. Proposals included in papers for the Oct LTC include those for DEV, LDC and MTH.

10. **Classification Algorithm for the NAM.** To date, UEA boards of examiners have adopted varying practices when deciding whether or not to upgrade the classification of borderline students. This has led to unequal treatment of students. LTC has therefore approved the simplification of assessment and classification rules under the New Academic Model, with the remaining discretion being focused on students with extenuating circumstances. For those students without extenuating circumstances (including those who are close to a borderline) the degree classification will be automatically calculated by SITS.
The University needs to devise an algorithm to use in SITS to enable the following:
- Fairness to all students;
- Automatic replication of useful upgrade conventions currently used by UEA exam boards ;
- Best outcome with respect to 'good honours', whilst at the same time ensuring the maintenance of rigorous academic standards.
To this end, the NAM project team has:
- Acquired information on the classification regulations of a range of other Universities, particularly those in the 1994 group;
- Asked UEA exam board secretaries to provide details of upgrade conventions used at UEA;

- Consulted Tribal to make sure that SITS can support any algorithm we might wish to use.

With the help of the planning office, we are currently testing various proposed upgrade rules in SITS, to find out what the outcomes would be. A simple example of one of these upgrade rules is: *Where a student is within 2% of a degree classification boundary and has 120 credits at the higher classification, the student will be upgraded to the higher classification.* This is the same as the 'suggested upgrade' rule we currently use for 50:50 degrees at the 1st/2:1 boundary, ie a student meeting these requirements is currently allocated a provisional classification of I(U).

We are testing a number of different rules to gauge their effect; we are also looking at using several rules together, as at Essex University) to give students more than one way of obtaining an upgrade. The rules are currently being tested on a cohort of c 400 students who graduated in 2011, and who were within 2% of a classification boundary. We are comparing the outcomes from our proposed rules with the provisional classifications calculated by SITS in 2011, and the confirmed classifications awarded by the 2011 exam boards. The testing will subsequently be widened to include students within 3% of the classification boundary, as practised in other HEIs. We plan to send detailed data and a discussion paper out in advance of the TPPG meeting of 21 November 2012, where the results of the testing and the proposals will be discussed in depth. In the meantime, the ADTP wanted LTC members to be aware of our progress. The discussion is likely to throw up a number of issues; for example, whether or not a project mark should be given special consideration. Detailed proposals will be considered by LTC at its 5 Dec meeting.

11. **Guidance Notes for Plagiarism Officers.** The ADTP has been working with a small working group of POs to develop some enhanced guidance notes for POs intended to assist in the application of the UEA Plagiarism/Collusion policy. Feedback was received from TPPG on the draft guidance and these, along with feedback from Heads of Schools, will inform further revisions. The ADTP aims to have a new set of guidance notes ready for LTC to consider at its 5 Dec meeting.

12. **Review of Plagiarism Policy.** During 2011/12 the PVC Academic agreed that there would be a review of the University's policy on Plagiarism/Collusion during 2012/13. This has been endorsed by the new PVC Academic. The ADTP will convene a review group in liaison with the PVC and agree a set of terms of reference which will focus the work of the review group. The emphasis will be on identifying revisions and enhancements which can be applied to the existing policy, with a view to assuring fairness, transparency and equal treatment of students whilst protecting academic standards and the integrity of the University's awards. The ADTP will be aiming to have a revised policy in place for LTC to consider at its meeting on 20 March 2013.

13. **Interim Good Honours statistics.** The University is now in possession of some initial data on Good Honours outputs for 2011/12. These are attached as **Appendix 3**. These figures are provisional since they do not include a small number of students who went through reassessment in August/Sept. More detailed and accurate statistics will be available from BIU in early-mid November 2012, but rather than waiting for these to be produced the ADTP felt it was in the best interests of the University to share the provisional data with LTC in October, rather than waiting until the December meeting, since the earlier we are aware of patterns of performance from last year, the better placed we will be to respond to them during the current academic year. Assoc Deans for L & T are already aware of the data and will be reviewing it with colleagues in their respective Faculties. With regard to the statistics produced in November, it would be desirable, in the view of the ADTP, for disaggregated data to be produced for three distinct groups: international students, students on joint honours awards, and part-time students.

14. **Roll-out of PAL.** Following liaison with HRD colleagues, necessary planning for the appointment of PAL Champion and PAL Administrator is now well advanced. The recruitment process will begin shortly. All posts need to be filled by early Dec 2012. PAL mentors will be recruited and trained between now and end of November., as will PAL Officers in each School. The ADTP will liaise with module leaders using PAL on their modules to ensure that they are well placed to extract the maximum value from having PAL systems in place. DOS colleagues will assist in the training of mentors and PAL officers. Schools in each Faculty have put themselves forward for the PAL pilot in spring semester. The schools are: **SSF** – NBS   **FMH** – NSC **HUM** -   **SCI** –

15. **Assessment and Feedback.**   UEA underperforms in relation to 'assessment and feedback' in the NSS. As the VC and the PVC Academic have emphasised this is a key learning and teaching priority for us for 2012/13. In order to address we need to develop a co-ordinated, multi-faceted strategy aimed at improving the student experience of the assessment process.
My view, as ADTP, is that this should encompass:
    - **Programme Review Workshops**– I would argue that we should explore the possibility of convening Programme Review Workshops where the ADTP/PVC Academic/Assoc Deans spend a morning with school colleagues discussing/examining the nature of the assessment strategy and feedback strategy employed and comparing these with those in schools with higher NSS scores, and with practice in other HEIs who have improved their NSS league table positions dramatically. It will be a good opportunity to consider how the Schools in question intend to improve their NSS scores and whether there is anything that the University can do at faculty level or centrally to support this.
    - **Marking and moderation workshops.** Research shows that when academic staff receive training in the core aspects of their practice (e.g. marking/feedback) their practice improves. For this reason I'd like to see Schools implementing some informal School-based marking/moderation and feedback training workshops, with the emphasis on staff sharing anonymised scripts/feedback and highlighting areas of best practice. This occasionally happens in some schools but as a University I would argue that we need to develop this collegial, sharing of practice as a normal part of our 'culture' of continual improvement in assessment and feedback. These workshops might also focus on the creative, dynamic and integrated use of 'formative' as opposed to summative assessments.
    - **Close monitoring of turnaround times.** Research indicates very clearly that there is a close negative correlation between time taken to receive feedback and its usefulness to students – in other words anything more than a few weeks and we might as well not provide it since students will already have 'moved-on'. We need therefore to do two things:
        a) Encourage schools <u>wherever possible</u> to get marks back to students quicker than the 20 working days required within the Regs.
        b) Ensure that we monitor carefully those programmes/schools where the 20 day rubric is not being met.
    I would like to see LTS, in liaison with ADs, compile a report on a biannual basis (In Jan and April) in which the turnaround periods for <u>all</u> UG modules are summarised. LTS should now be able to produce accurate, reliable reports containing the necessary data. This will allow us not only to see where interventions may be required to support schools to meet the 20 day requirement, but also to see whether a move to 15 working days may be achievable in the future.
    - **Online marking/feedback.** The ADTP has been working with a small steering group over the past year or so to develop a system for online marking and feedback. A very small pilot ran last year, and a much larger pilot will run this academic year with

more than 80 modules involved. It is hoped that providing staff with opportunities to carry-out marking/feedback virtually anytime/anywhere will facilitate two things:

a) Improved <u>quality</u> of feedback (with detailed annotations on scripts facilitated by the software employed).

b) Possibly improved <u>speed</u> in completion of the marking process, with commitments away from campus no longer holding-up either collection or return of scripts to Hubs.

- **Exam Feedback.** I am now absolutely convinced that we should move towards the routine provision of feedback on formal end of year exams for <u>all</u> exams. There are many, many effective mechanisms and strategies for providing feedback on exams, and I am <u>not</u> suggesting a single, one size fits all approach to this. Instead, I believe we should learn from practice in the sector, identify 6-10 approaches/methods which have been proven to be effective, and allow schools to determine which of these they wish to employ. I know that we have made considerable progress in this area over the past couple of years (especially in HUM), which is very welcome, but we now need to ensure 'roll-out' across the institution.

- **Feedback Comments 'Bank'.** I believe that there is likely to be considerable value to the institution in exploring the wider development and use of a feedback 'bank' of feedback comments frequently employed to give students helpful guidance on their coursework. David Aldous (EDU), for example, has developed a resource which could have a wider application. It might also provide a foundation we can build on across the four Faculties. Wider use would require some staff training/development but the benefits to students could be considerable. In her previous workshops on assessment and feedback at UEA, Sally Brown has suggested the development of this kind of approach to enhancing feedback, especially in relation to large student cohorts.

- **Benchmarking and visits to other HEIs.** The PVC is hopeful that we will be able to resource some research capacity for some 'benchmarking' analysis to be carried out within the sector – we need to understand better how other HEIs with higher NSS scores on assessment/feedback achieve this or improve their scores rapidly. This benchmarking exercise should enable us to identify two or three suitable for fact-finding visits at some stage late this semester or early the next. This should help us to to identify additional 'proven' strategies that can be explored in a UEA context in subsequent years.

Adam Longcroft
ADTP
16 Oct 2012

Dates of future TPPG meetings:
Wed 21 Nov 2012
Thurs 17 Jan 2013
Wed 13 March 2013
Thurs 2 May 2013
Wed 5 June 2013

Appendix 1
TPPG Plan of Work

Topic	TPPG meeting (Date)	To go to meeting of LTC (Date)
Monitoring progress re '**Good Honours**' and flagging good practice for LTC to promote more widely within UEA.	9 Oct 2012	**24 Oct 2012**
Update on development of **NAM classification Algorithm**	9 Oct 2012	**24 Oct 2012**
Develop **enhanced guidance/practice re Appeals/Complaints**	21 Nov 2012	**5 Dec 2012**
Draft Senate Scale for Master's level marking	21 Nov 2012	**5 Dec 2012**
Develop enhanced **Guidance Notes for Plagiarism Officers**	9 Oct 2012	**5 Dec 2012**
5 Yearly **Course Review Process** – draft proposals for LTC to consider.	21 Nov 2012	**5 Dec 2012**
Role descriptor for **Course Director/Programme Manager**	21 Nov 2012	**5 Dec 2012**
Report on Appeals/Complaints in 2011/12	21 Nov 2012	**5 Dec 2012**
Consider 'mapping' of any relevant UK **Quality Code** Chapters	21 Nov 2012	**5 Dec 2012**
Report on **EEC Modules** within the NAM	21 Nov 2012	**5 Dec 2012**
Report/Action Plan based on SES	21 Nov 2012	**5 Dec 2012**
Draft **Course Proposal Form and revised process of consideration and approval**	21 Nov 2012	**30 Jan 2013**
Developing effective strategies to improve student experience of **assessment & feedback** for LTC to consider.	17 Jan 2013	**30 Jan 2013**
Collecting, collating and promoting best practice with regard to **Feedback on Exams**, with proposals for LTC to consider.	17 Jan 2013	**30 Jan 2013**
Reflect on **Teaching Fellowship Reports** from 2011and flag key developments, proposals for change, enhancing practice for LTC.	17 Jan 2013	**30 Jan 2013**
New UG NAM **Regs for Internal Moderation**	17 Jan 2013	**30 Jan 2013**
Programme of workshops for **training for staff re the NAM** (for March-July 2013)	17 Jan 2013	**30 Jan 2013**
Consider 'mapping' of any relevant UK **Quality Code** Chapters	17 Jan 2013	**30 Jan 2013**
Consider rules relating to **attendance monitoring/authorised absences** for NAM	17 Jan 2013	**30 Jan 2013**
New UG NAM **Regs for Extenuating Circs**	13 March 2013	**20 March 2013**
Review and **Draft Plagiarism/Collusion Policy** for 2013/14.	13 March 2013	**20 March 2013**
Consider revised assessment feedback forms for each Faculty for use in e-marking/feedback in 2013/14.	13 March 2013	**20 March 2013**
Consider 'mapping' of any relevant UK **Quality Code** Chapters	13 March 2013	**20 March 2013**
Demonstration of Teaching Excellence	13 March 2013	**20 March 2013**

website to TPPG and then LTC		
Changes to Gen Reg 13 for the NAM (In light of policy re authorised absences)	2 May 2013	**15 May 2013**
Consider 'mapping' of any relevant UK **Quality Code** Chapters	2 May 2013	**15 May 2013**
Detailed proposals relating to **electronic marking/feedback** on coursework.	2 May 2013	**15 May 2013**
Full draft **UG Regs for the NAM**	5 June 2013	**26 June 2013**
Consider draft **CoP on Assessment**	5 June 2013	**26 June 2013**
Consider draft of a **Teaching & Learning Strategy**	5 June 2013	**26 June 2013**
Consider 'mapping' of any relevant UK **Quality Code** Chapters	5 June 2013	**26 June 2013**
Consider reflective initial report on **Peer Assisted Learning (PAL)** following spring semester 'pilot'.	5 June 2013	**26 June 2013**

Appendix 2

Training Day for New and Existing Plagiarism Officers
Led by Adam Longcroft (ADTP), Sarah Allen (NBS), and Christine Raschka (AHP) and with support from LTS
Monday 8 October 2012 9:30 -12:00
The University approved a revised policy on Plagiarism and Collusion during 2011/12. It will also be carrying out an institution-wide review of its plagiarism and collusion policies and practices during 2012/13 with a view to producing a significantly revised set of Regulations for 2013/14. Plagiarism Officers are central, of course, to the successful operation of the existing policy and any future regulations in this area. The role is a particularly challenging one for academic staff to carry-out and it is important, therefore, that new plagiarism officers have opportunities to 'learn the ropes' from more experienced plagiarism officers. Experienced POs can also learn a great deal from sharing practice more widely with their peers. During the training we will be focusing on the regulations, the implementation of the regulations and the guidance provided for POs by the University regarding the nature of the role, the manner in which cases should be investigated and what happens before, during and after an investigation. The workshops will also focus on the 'educational' role of the PO in supporting students and colleagues, and the way in which POs are supported in their role by members of the Learning and Teaching Service.

Assessing students at Masters Level
Led by Sally Brown
Thursday 11 October 2012: 9:30-12:00 am and repeated from 2:00-4:30 pm
Sally Brown is Emeritus Professor at Leeds Metropolitan University and was until July 2010 Pro Vice Chancellor (Academic). She is a Senior Fellow of the Higher Education Academy, a Staff and Educational Development Association (SEDA) Fellow and a UK National Teaching Fellow. In 2009 she was awarded a £200,000 NTFS grant for three years to research Innovative Assessment at Masters level. She is widely published in the field of teaching, learning and particularly assessment and a frequent workshop facilitator and keynote speaker at conferences and events in the UK and internationally. Sally is an old friend of the University and feedback on her previous workshops has been exceptionally positive. Good Master's curriculum and assessment design is imperative to enhance recruitment and success rates in a globally competitive environment, and authentic learning opportunities and assessment tasks are highly prized by students and employers. However, little research exists to date on how assessment is undertaken at Master's level. This participative workshop will explore the initial findings of the *Assimilate* project, a three year National Teaching Fellowship project which is seeking examples of innovative assessment methods at M level which go beyond essays, exams and dissertations. Interviews and discussions have been undertaken exploring practice principally in the UK but also in Australia, New Zealand, Singapore, Ireland, and Denmark and the Assimilate website is building a set of case studies to illustrate outcomes from the project, examples of which will be provided in the workshop. By the end of the workshop, participants will have had the chance to:
- discuss issues concerning the boundaries between masters and undergraduate level work:
- consider some innovative approaches to assessing at Maters level that go beyond essays, exams and dissertations;
- review options for enhancing assessment in Masters programmes at their own universities.

Internationalising the Curriculum
Sally Brown
Friday 12 October 2012, 9:30-12:00 am

Universities nowadays work in a global context and all hope to attract international students, not only for the fees they bring but also for the enrichment of the learning environment for all students. We can make a difference to the ways in which international students and staff view the university if we adopt an internationalized approach to not only what we teach but also the ways in which we deliver the curriculum.

By the end of the workshop, participants will have had the chance to:
- consider some of the diverse approaches to assessment, learning and teaching that our international students and staff are likely to have encountered;
- discuss some ways to avoid potential problems around learning cultures, including academic conduct;
- review their curricula to make them focused on international rather than just UK issues;
- consider how we can make their programmes more globally attractive in a highly competitive HE context.

Developing an Inclusive Approach to Learning in Higher Education
Led by Sally Brown
Friday 12 October 2012, 2:00-4:30 pm
Universities have statutory obligations under the Single Equality Scheme to ensure that they provide a non-discriminatory environment for staff and students. This workshop won't focus on the legal aspects, however, but on actively promoting inclusivity in the curriculum. Universities are more diverse nowadays than ever before in terms *inter alia* of gender, sexuality, ethnicity, social class and disability, and the workshop will invite participants to share good practice and enhance their own engagements with students.

By the end of the workshop, participants will have had the chance to:
- review their own teaching through the lens of inclusivity;
- discuss how best to ensure diverse students have opportunities to maximise their achievements;
- consider how traditionally disadvantaged students can be supported to reduce attrition;
- consider how best to design alternative assessments for students with specific disabilities.

Induction and Training Workshop for School Directors of Teaching & Learning
Led by Ben Milner, Sanna Inthorn, Helena Gillespie, Nicola Spalding, Garrick Fincham and Caroline Sauverin
Wednesday 7 November 2012, 2:00-4:30 pm
The role of the Director of Teaching and Learning is a complex, wide-ranging and challenging one. It is also one that is central to effective leadership of teaching and learning at School level and one that requires a strong understanding of University regulations and quality assurance and quality enhancement processes. The first part of the workshop focuses on the role of the Director of Learning and Teaching, drawing on case studies from HUM and SCI, and the second half will focus on how Directors of Teaching and Learning can influence and drive change in their Schools and Faculties. There will be Q & A sessions, and discussion in mixed Faculty groups. The workshop will be led by the four Faculty Associate Deans for Teaching and Learning, with support from colleagues in BIU and LTS. The workshop is aimed at all Directors of Teaching & Learning – including those new in the role and those with more experience. The presence of the latter is crucial in ensuring that experience in the role can be shared.

Chairing and Exam Board: the role, its responsibilities, and learning from recent case histories
Led by Adam Longcroft, Barbara Jennings (MED) and Peter Russell (NBS) and Lynne Ward (LTS)
Wed 17 October 2012, 10-12 am

Being a chair of an Exam Board (Progression Boards and Final Exam Boards) brings with a wide range of duties and responsibilities, though the specifics of the role do vary between different programmes and Schools. Drawing on the recent experiences of chairs and secretaries of Exam Boards across the University, we will explore the nature of the role, the operational aspects of Exam Boards, the Regulations and Instructions which govern Exam Boards, the way in which chairs manage Exam Board meetings, and the extent to which judgements are made and 'discretion' is exercised (for example in the case of students on grade boundaries). The workshop will also consider the way in which academic appeals against Exam Board judgements are dealt with, the information available to Exam Boards, and the implications of key elements of the New Academic Model for the way in which Exam Boards operate from 2013 onwards. This workshop is for current chairs of Exam Boards and colleagues who will be taking on this role in the new academic year (2012/13). It also provides an opportunity for Schools of Study to extend the pool of suitably trained colleagues who can carry-out the duties associated with this important role.

Code of Practice on Placement and Work-based Learning: A Briefing Session for UEA Staff
Led by Adam Longcroft (ADTP) and Becky Fitt (LTS)
Friday 19 October 2012
The University has a duty of care to its students which extends to periods spent away from the University on course-related placements and work-based learning. Maintaining a safe environment and a positive student experience is relatively straight-forward when students study on campus, but how can we ensure students' safety and a positive experience whilst outside of the University? During the academic year 2011/12 the University approved a new Code of Practice on Placement & Work-based Learning. What are the precepts of the Code, what are the implications for staff engaged in overseeing placements and work-based learning, and what expectations and requirements does the Code place on the School of Study, the student, and the placement provider? The new Code adopts a risk-based approach to the process of organising and monitoring placements – but how can staff and students assess risks and what criteria can they use to do so? What are the implications of the Code with respect to students with disabilities and how can the Code be applied effectively in practice? The workshop is for any member of staff involved in organising, overseeing, assessing, managing or evaluating placements and work-based learning, regardless of whether the course or module or experience relates to UG, PG, or PGR level.

Peer-assisted Learning (PAL) at UEA: How can we maximise its value for students?
Run twice in one day – once in morning (10-12am) and again in the afternoon (2:30-4:30 pm)
Led by Adam Longcroft (ADTP)
Friday 26 October 2012, 10:00-12:00am
Peer-Assisted Learning (PAL) is an examples of student-led learning widely employed in HEIs in the USA, Australia, Canada and the UK. The focus of Peer-Assisted Learning is on more experienced students (normally 2nd and 3rd years) supporting the learning of less experienced students (normally 1st years), normally on particularly 'difficult' modules in which students struggle to understand 'threshold concepts' or difficult content, and in which there are higher than average failure rates, low student satisfaction levels or generally poor levels of student performance. During 2011/12 the University committed itself to rolling-out an ambitious PAL initiative which will provide funding for schools to implement pAL pilots during the spring semester 2013. Schools will be funded to recruit, train and pay PAL mentors, to recruit, train and pay PGR students as PAL officers (PAL coordinators at school level), whilst additional support will be provided by an academic 'champion' appointed to promote and support PAL developments at institutional level. Come along to find out how your school can maximise the value of PAL for all the students.

An Introduction to the UEA Plagiarism & Collusion Policy: A training workshop for all UEA staff

Led by Adam Longcroft (ADTP), Sarah Allen (NBS), Christine Raschka (AHP), Christine Cornea (FTV) and Christina Chan (LTS)

Monday 5 November 2012, 9:30-12:00 am

The University approved a revised policy on Plagiarism and Collusion during 2011/12. But what are plagiarism, collusion and soliciting? What does the University's policy consist of in the way of processes, requirements and practices? What are the responsibilities and role of markers in identifying plagiarism and collusion and what is the role of the Plagiarism Officer? How should low level offences be treated, what level of certainty (e.g. what burden of proof) needs to be present in order to find against a student, and what are the implications for staff in a period when students are becoming increasingly litigious? How are cases of plagiarism detected and then investigated? What use is made of *Turnitin* and when can it be employed? What happens before during and after a plagiarism meeting or a Faculty level hearing? What happens when a case ends up at SSDC? How does the policy relating to plagiarism and collusion link to policies around fitness to practice and professional misconduct and unsuitability? How can and should we learn, as an organisation, from each case that emerges? What role does the OIA play in the field of plagiarism and how can UEA best maintain its excellent track record in identifying and penalising students engaging in plagiarism and collusion. But our responsibilities as academics go beyond 'policing' plagiarism - how can we build more opportunities for students to learn about good academic practice and understand better the often blurred boundaries between good and unacceptable academic practice? How can plagiarism be designed-out of the assessment strategy for your modules? These are some of the key questions the team will be exploring during the workshop.

Making Learning Outcomes Work

Phil Race

Thursday 8 November 2012, 9:30-12:00 am

Phil Race is one of the country's leading experts on higher education assessment and is also an old friend of the University of East Anglia. Colleagues who have attended Phil's previous workshops always comment on how constructive and practically useful they are and leave the room buzzing with ideas. Phil's workshops are also very interactive, so be prepared to engage in groupwork and lots of thinking around possible solutions to real-world problems. 'Getting learning outcomes right' seems one of the trickiest aspects of curriculum design in outcomes-based education systems. Learning outcomes, teaching processes and assessment formats should all fit together coherently. Aligning learning outcomes, teaching processes and assessment criteria is beneficial for students, and the extent to which we achieve this alignment is sought as an indicator of the quality of our educational provision. Sadly, too often learning outcomes are expressed in 'academese' – a language not understood by our students. In this workshop, based on Chapter 3 of Phil's book *Making Learning Happen* (2010), we will explore how to start from an evidence-based position, so that learning outcomes link naturally to everything else. We will also explore how to express learning outcomes, so that students themselves can use them as targets during their studies.

Towards Assessment as Learning

Phil Race

Thursday 8 November 2012, 2:00-4:30 pm

Phil Race is one of the country's leading experts on higher education assessment and is also an old friend of the University of East Anglia. Colleagues who have attended Phil's previous workshops always comment on how constructive and practically useful they are and leave the room buzzing with ideas. Phil's workshops are also very interactive, so be prepared to engage in groupwork and lots of thinking around possible solutions to real-world problems. This workshops starts from the premise that 'assessment is broken' in higher education at present. We will explore what we can do to make assessment more fit-for-purpose, and help it to be a better driver for students' learning. We will review 'what the gurus' tell us around the world on reforming assessment, and explore what we can do to improve assessment.

You will have the opportunity to interrogate an assessment element of your choice, to explore how it measures up to such factors as validity, reliability, authenticity, transparency, and how well it links to factors underpinning successful student learning. The workshop is based on Chapter 4 of Phil's book: *Making Learning Happen* (2010).

Being a member of an Exam Board: roles, responsibilities, regulations, and making academic judgements
Adam Longcroft (ADTP), Barbara Jennings (MED) and Peter Russell (NBS) & Claudia Gray (LTS)
Friday 9 November 2012, 10-12 am
Serving on an Exam Board is something which most academics do at some stage in their academic career. But what is the role of an Exam Board member, what responsibilities do they have, and how can they assist the Board in making fair, equitable and consistent academic judgements? In this workshop, led by the experienced Chairs of Exam Boards, senior administrators from the Learning & Teaching Service and the Academic Director of Taught Programmes, we will explore the Regulations which apply to examiners, examples of Exam Board practice (for example, how extenuating circumstances are considered and how 'discretion' is exercised), and case histories which illustrate how academic appeals against Exam Board decisions are dealt with by the University.

An Introduction to General Regulations and Disciplinary Procedures
Adam Longcroft, Nigel Norris, Lynn Ward and Jon Sharp
Monday 12 November 2012, 9:30-12:00 am
During the academic year 2011/12 a number of significant changes were made to the General Regulations governing programmes and student behaviour and to the disciplinary procedures relating to students within the University. These include new regulations or procedures relating to Fitness/Unsuitability to Study, Plagiarism, Attendance Engagement & Progress, and Professional/Academic Misconduct. All staff need to ensure that they are aware of the University's regulations and disciplinary procedures so that they can draw them to the attention of students when necessary (e.g. during Induction, in advising sessions) and apply them consistently subsequently. Additional changes to regulations, policy and procedures will stem from the changes associated with the Integration Project, and further changes will need to be made in due course to accommodate the requirements of the New Academic Model. The workshop will be jointly led by the Director of Taught Programmes and the Chair of the Senate Disciplinary Committee, with support from senior colleagues from the Learning & Teaching Service.

2013

Appeals & Complaints: Regulations, Procedures and Learning from Recent Case Histories
Led by: Adam Longcroft (ADTP) Jo Spiro (Student Union Advice and Guidance Service) and Jon Sharp (LTS)
Tues 22 January 2013, 10-12 am
During 2011/12 the University approved a radically different set of regulations and procedures governing academic appeals and complaints. It is very important that all staff understand the Regulations, what rights they give to students, and how the Regulations might impact on academics. All students have the right to appeal against an admissions decision, or a mark or degree outcome. They can also complain either about their academic experiences on a programme or about non-academic matters. It is important that all staff have a good understanding of the reasons why students complain or appeal, the sources of support and guidance available to them, and how informal mechanisms can be used to address students' concerns early-on. In this workshop we will explore how the formal regulatory processes associated with appeals and complaints operate (e.g. what should precede a Stage 1 appeal, what happens when a Stage 1 appeal becomes a Stage 2 appeal?), who is involved in making judgements about them, and the kinds of remedies which have

been employed to compensate students or address their concerns. Drawing on recent case histories we will also consider how equality issues and natural justice influence judgements, why certain cases have been considered by the Office of the Independent Adjudicator (OIA), and what implications the latter may have for the University in the future.

Supervising undergraduate dissertations and extended projects
Led by Adam Longcroft (ADTP) and academic colleagues from Schools
Mon 21 January 2013, 2-5 pm
Why do we require students to undertake dissertations and extended projects? What is it that we think they gain? What is it that they think they gain?
What does 'best practice' in supervising undergraduate dissertation students look like? How can we help them to developing the research and writing skills required, and how can we help them to 'conceptualise' their dissertation projects? How should we assess dissertation students – just by the dissertation, or using other means of formative and summative assessment? What kind of feedback is most helpful to students and when should we aim to provide it to them? What are the ethical considerations we need students to consider and what should the ethical approval process for projects involve or require. What do students most value in supervision process and what are the qualities they value in a supervisor? Which students benefit most from doing dissertations and what impact does a dissertation have on degree outcomes? These are some of the questions we will explore in a workshop aimed at ensuring that we maximise the benefits to students of engaging with dissertations and extended projects.

Annual Meeting of School Plagiarism and Collusion Officers: Sharing Practice and Learning from Case Histories
Led by: Adam Longcroft (ADTP), Gill Price (MED), Christine Raschka (AHP), Sarah Allen (NBS) and Christina Chan
Monday 25 March 2013, 2-5 pm
An annual opportunity for Plagiarism Officers to share their experiences in the role, reflect on the kinds of issues which have surfaced during the year, and the learning lessons which have emerged for schools and the University as a whole. The meeting is hosted by the Academic Director for Taught Programmes but led by Plagiarism Officers for other Plagiarism Officers. The meeting is also an opportunity to reflect on the progress made with respect to the institution-wide review of plagiarism and collusion regulations, procedures and practices. All Plagiarism Officers are welcome to attend, as are members of LTS staff involved in supporting School and Faculty level plagiarism hearings and meetings. Other staff may attend, but this will be subject to the availability of places. Please contact Tim York if you would like to attend.

Appendix 3

Year code / Good Honours

		% Good Honours						Number of Records					
		2009/0		2010/1		2011/2		2009/0		2010/1		2011/2	
FAC	DEPT	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
FMH	AHP	64%	36%	72%	28%	74%	26%	57	32	62	24	55	19
	MED	100%		100%		100%		114		152		155	
	NSC	71%	29%	64%	36%	61%	39%	98	41	82	46	81	52
HUM	AMS	87%	13%	86%	14%	80%	20%	58	9	72	12	61	15
	ART	95%	5%	87%	13%	92%	8%	35	2	41	6	33	3
	FTV	91%	9%	84%	16%	85%	15%	60	6	57	11	45	8
	HIS	84%	16%	86%	14%	93%	7%	143	28	149	24	137	10
	LCS	78%	23%	84%	16%	81%	19%	31	9	41	8	42	10
	LDC	93%	7%	96%	4%	93%	7%	180	13	188	8	182	14
	MUS	70%	30%	90%	10%	84%	16%	16	7	27	3	31	6
	PHI	75%	25%	77%	23%	80%	20%	46	15	47	14	40	10
	PSI	70%	30%	69%	31%	76%	24%	86	37	107	48	86	27
SCI	BIO	69%	31%	62%	38%	72%	28%	79	36	88	55	93	37
	CHE	45%	55%	48%	52%	39%	61%	17	21	24	26	27	43
	CMP	53%	47%	50%	50%	62%	38%	46	41	41	41	64	39
	ENV	76%	24%	76%	24%	80%	20%	125	39	108	34	120	30
	MTH	52%	48%	49%	51%	66%	34%	35	32	34	36	52	27
	PHA	67%	33%	69%	31%	85%	15%	58	28	61	27	69	12
	SCI	70%	30%	81%	19%	61%	39%	7	3	13	3	14	9
SSF	CCE	74%	26%	40%	60%	50%	50%	14	5	2	3	4	4
	DEV	64%	36%	85%	15%	78%	22%	41	23	56	10	43	12
	ECO	44%	56%	49%	51%	57%	43%	51	66	68	72	82	62
	EDU	61%	39%	61%	39%	62%	38%	22	14	46	29	39	24
	LAW	66%	34%	66%	34%	74%	26%	117	60	102	53	95	33
	NBS	59%	41%	52%	48%	64%	36%	137	96	148	137	175	99
	SWP	60%	40%	74%	26%	70%	30%	81	53	118	41	99	43
Grand Total		71%	29%	71%	29%	75%	25%	1,754	716	1,934	771	1,924	648