

LTC12D007

Title: Reviews of New Academic Model Undergraduate course proposals
Author: Julia Jones
Date: 15 October 2012
Circulation: Learning and Teaching Committee- 24 October 2012
Agenda: LTC12A001
Version: Final
Status: Open

Issue

To receive reviews of New Academic Model Undergraduate course proposals

Recommendation

None

Resource Implications

Not applicable

Risk Implications

Not applicable

Equality and Diversity

Not applicable

Timing of decisions

Not applicable

Further Information

Contact details: Julia Jones, Learning and Teaching Coordinator, telephone 01603 593528, email: julia.jones@uea.ac.uk for enquiries about the content of the paper

Background

Not applicable

Discussion

Not applicable

Learning and Teaching Committee

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

<i>One form can be used to give feedback for a whole School, but please identify any individual courses, if appropriate, when recording your comments.</i>			
School of Study	DEV		
Course code/s (‘All’ if commenting on whole School)	TBC		
Course title/s (‘All’ if commenting on whole School)	Geography and International Development		
<i>Faculty Learning, Teaching and Quality Committee scrutiny has ensured that the proposals meet with the requirements of the New Academic Model. Therefore LTC and TPPG reviewers are invited to consider and comment on the following:</i>			
a	Clever use of the NAM Programme Proposal template, with particularly clear, accessible ways of explaining, showing, describing, illustrating etc.		
Conforms to NAM regulations in terms of level and stage.			
b	Particularly creative and innovative approaches to interpreting the NAM requirements (e.g., use of larger modules, innovative assessment strategy)		
Typical module size of 20 credits with exception of dissertation (40 credits) which looks appropriate.			
c	Examples of best practice in terms of clearly articulated planning/coordination at programme level.		
Structured programme of study.			
d	Any further comments		
None.			
<i>Note: If a colleague believes that a Programme is <u>not</u> compliant with the NAM they should bring this to the attention of the Academic Director for Taught Programmes immediately.</i>			
Name of reviewer	Ben Milner	Date	23/7/12

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

Learning and Teaching Committee

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

<i>One form can be used to give feedback for a whole School, but please identify any individual courses, if appropriate, when recording your comments.</i>			
School of Study	DEV		
Course code/s (‘All’ if commenting on whole School)	TBC		
Course title/s (‘All’ if commenting on whole School)	Geography and International Development with Overseas Experience		
<i>Faculty Learning, Teaching and Quality Committee scrutiny has ensured that the proposals meet with the requirements of the New Academic Model. Therefore LTC and TPPG reviewers are invited to consider and comment on the following:</i>			
a	Clever use of the NAM Programme Proposal template, with particularly clear, accessible ways of explaining, showing, describing, illustrating etc.		
Conforms to NAM regulations in terms of level and stage.			
b	Particularly creative and innovative approaches to interpreting the NAM requirements (e.g., use of larger modules, innovative assessment strategy)		
Typical module size of 20 credits with exception of dissertation (40 credits) which looks appropriate.			
c	Examples of best practice in terms of clearly articulated planning/coordination at programme level.		
Structured programme of study and good to see an employability module. Is level 3 too late – could this be at level 2?			
d	Any further comments		
None.			
<i>Note: If a colleague believes that a Programme is <u>not</u> compliant with the NAM they should bring this to the attention of the Academic Director for Taught Programmes immediately.</i>			
Name of reviewer	Ben Milner	Date	23/7/12

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School of Study	DEV		
Course code/s (‘All’ if commenting on whole School)	CU1L921303		
Course title/s (‘All’ if commenting on whole School)	International Development		
<i>Faculty Learning, Teaching and Quality Committee scrutiny has ensured that the proposals meet with the requirements of the New Academic Model. Therefore LTC and TPPG reviewers are invited to consider and comment on the following:</i>			
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Conforms to NAM regulations in terms of level and stage.			
b	Particularly creative and innovative approaches to interpreting the NAM requirements (e.g., use of larger modules, innovative assessment strategy)		
Typical module size of 20 credits with some at 40 credits which looks appropriate.			
c	Examples of best practice in terms of clearly articulated planning/coordination at programme level.		
Structured programme of study and good to see an employability module. Is level 3 too late – could this be at level 2?			
d	Any further comments		
None.			
<i>Note: If a colleague believes that a Programme is <u>not</u> compliant with the NAM they should bring this to the attention of the Academic Director for Taught Programmes immediately.</i>			
Name of reviewer	Ben Milner	Date	23/7/12

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School of Study	DEV		
Course code/s (‘All’ if commenting on whole School)	U1L2F7302		
Course title/s (‘All’ if commenting on whole School)	International Development and the Environment		
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b	Particularly creative and innovative approaches to interpreting the NAM requirements (e.g., use of larger modules, innovative assessment strategy)		
Typical module size of 20 credits with some at 40 credits which looks appropriate.			
c	Examples of best practice in terms of clearly articulated planning/coordination at programme level.		
Structured programme of study and good to see two employability modules. Is level 3 too late – could these be at level 2 or more spread out?			
d	Any further comments		
None.			
<i>Note: If a colleague believes that a Programme is <u>not</u> compliant with the NAM they should bring this to the attention of the Academic Director for Taught Programmes immediately.</i>			
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School of Study	DEV		
Course code/s (‘All’ if commenting on whole School)	U1L2LC302		
Course title/s (‘All’ if commenting on whole School)	International Development with Economics with Overseas Experience		
<i>Faculty Learning, Teaching and Quality Committee scrutiny has ensured that the proposals meet with the requirements of the New Academic Model. Therefore LTC and TPPG reviewers are invited to consider and comment on the following:</i>			
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d	Any further comments		
None.			
<i>Note: If a colleague believes that a Programme is <u>not</u> compliant with the NAM they should bring this to the attention of the Academic Director for Taught Programmes immediately.</i>			
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Course code/s (‘All’ if commenting on whole School)	U1L2LC302		
Course title/s (‘All’ if commenting on whole School)	International Development with Economics with Overseas Experience		
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c	Examples of best practice in terms of clearly articulated planning/coordination at programme level.		
Structured programme of study and good to see two employability modules. Is level 3 too late – could these be at level 2 or more spread out?			
d	Any further comments		
None.			
<i>Note: If a colleague believes that a Programme is <u>not</u> compliant with the NAM they should bring this to the attention of the Academic Director for Taught Programmes immediately.</i>			
Name of reviewer	Ben Milner	Date	23/7/12

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

<i>One form can be used to give feedback for a whole School, but please identify any individual courses, if appropriate, when recording your comments.</i>			
School of Study	DEV		
Course code/s (‘All’ if commenting on whole School)	U1L2FR302		
Course title/s (‘All’ if commenting on whole School)	International Development and the Environment		
<i>Faculty Learning, Teaching and Quality Committee scrutiny has ensured that the proposals meet with the requirements of the New Academic Model. Therefore LTC and TPPG reviewers are invited to consider and comment on the following:</i>			
a	Clever use of the NAM Programme Proposal template, with particularly clear, accessible ways of explaining, showing, describing, illustrating etc.		
Conforms to NAM regulations in terms of level and stage.			
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Typical module size of 20 credits with some at 40 credits which looks appropriate.			
c	Examples of best practice in terms of clearly articulated planning/coordination at programme level.		
Structured programme of study and good to see two employability modules. Is level 3 too late – could these be at level 2 or more spread out?			
d	Any further comments		
Should the course title also include with Overseas Experience?			
<i>Note: If a colleague believes that a Programme is <u>not</u> compliant with the NAM they should bring this to the attention of the Academic Director for Taught Programmes immediately.</i>			
Name of reviewer	Ben Milner	Date	23/7/12

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

<i>One form can be used to give feedback for a whole School, but please identify any individual courses, if appropriate, when recording your comments.</i>			
School of Study	DEV		
Course code/s (‘All’ if commenting on whole School)	U1L922303		
Course title/s (‘All’ if commenting on whole School)	International Development with Overseas Experience		
<i>Faculty Learning, Teaching and Quality Committee scrutiny has ensured that the proposals meet with the requirements of the New Academic Model. Therefore LTC and TPPG reviewers are invited to consider and comment on the following:</i>			
a	Clever use of the NAM Programme Proposal template, with particularly clear, accessible ways of explaining, showing, describing, illustrating etc.		
Conforms to NAM regulations in terms of level and stage.			
b	Particularly creative and innovative approaches to interpreting the NAM requirements (e.g., use of larger modules, innovative assessment strategy)		
Typical module size of 20 credits with some at 40 credits which looks appropriate.			
c	Examples of best practice in terms of clearly articulated planning/coordination at programme level.		
Structured programme of study and good to see two employability modules. Is level 3 too late – could these be at level 2 or more spread out?			
d	Any further comments		
None.			
<i>Note: If a colleague believes that a Programme is <u>not</u> compliant with the NAM they should bring this to the attention of the Academic Director for Taught Programmes immediately.</i>			
Name of reviewer	Ben Milner	Date	23/7/12

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

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School of Study	DEV		
Course code/s (‘All’ if commenting on whole School)	U1L2L6302		
Course title/s (‘All’ if commenting on whole School)	International Development with Social Anthropology and Politics		
<i>Faculty Learning, Teaching and Quality Committee scrutiny has ensured that the proposals meet with the requirements of the New Academic Model. Therefore LTC and TPPG reviewers are invited to consider and comment on the following:</i>			
a	Clever use of the NAM Programme Proposal template, with particularly clear, accessible ways of explaining, showing, describing, illustrating etc.		
Conforms to NAM regulations in terms of level and stage.			
b	Particularly creative and innovative approaches to interpreting the NAM requirements (e.g., use of larger modules, innovative assessment strategy)		
Typical module size of 20 credits with some at 40 credits which looks appropriate.			
c	Examples of best practice in terms of clearly articulated planning/coordination at programme level.		
Structured programme of study and good to see two employability modules. Is level 3 too late – could these be at level 2 or more spread out?			
d	Any further comments		
None.			
<i>Note: If a colleague believes that a Programme is <u>not</u> compliant with the NAM they should bring this to the attention of the Academic Director for Taught Programmes immediately.</i>			
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School of Study	DEV		
Course code/s (‘All’ if commenting on whole School)	U1L2LP302		
Course title/s (‘All’ if commenting on whole School)	International Development with Social Anthropology and Politics with Overseas Experience		
<i>Faculty Learning, Teaching and Quality Committee scrutiny has ensured that the proposals meet with the requirements of the New Academic Model. Therefore LTC and TPPG reviewers are invited to consider and comment on the following:</i>			
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c	Examples of best practice in terms of clearly articulated planning/coordination at programme level.		
Structured programme of study and good to see two employability modules. Is level 3 too late – could these be at level 2 or more spread out?			
d	Any further comments		
None.			
<i>Note: If a colleague believes that a Programme is <u>not</u> compliant with the NAM they should bring this to the attention of the Academic Director for Taught Programmes immediately.</i>			
Name of reviewer	Ben Milner	Date	23/7/12

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

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School of Study	LDC
Course code/s (‘All’ if commenting on whole School)	WW84, Q3W8, Q43, Q300, Q300 (p/t), QT37 LITAMS
Course title/s (‘All’ if commenting on whole School)	Scriptwriting and Performance English Literature/Creative Writing English Literature and Drama English Literature English and American Literature
<i>Faculty Learning, Teaching and Quality Committee scrutiny has ensured that the proposals meet with the requirements of the New Academic Model. Therefore LTC and TPPG reviewers are invited to consider and comment on the following:</i>	
a	<p>Clever use of the NAM Programme Proposal template, with particularly clear, accessible ways of explaining, showing, describing, illustrating etc.</p> <ul style="list-style-type: none"> • The School has utilised the proforma in an effective manner to make explicit the way in which programme level outcomes are mapped against modules and individual forms of assessment. • In most programmes there is a strong alignment of credit level and Stage of study, with students only engaging in level 1 modules in Stage 1, level 2 in Stage 2 etc. However, in the case of Q300 there appear to be Level 1 options in Stage 2. The School needs to be confident that the course is compliant with the requirements for credit/level alignment as set out in the NAM. • It is clear that in designing the programmes around the NAM, that some minor amendments will be made to the assessment on some modules. • The School has taken the opportunity to revisit and revise the way in which programme learning outcomes are articulated – the move towards a differentiated set of outcomes (according to different levels/stages) is to be welcomed. • Formative assessment, as a way of building student learning and confidence, is given considerable emphasis and the number of formative pieces of feedback is very high in comparison to the much smaller number of summative assessments. • The School has created a Stage 1 programme which is highly prescriptive (this is a very welcome development), but choice rapidly expands in Stages 2 and 3. My only concern is whether there is ‘too much’ choice at Stages 2 & 3? It isn’t entirely clear how EEC modules will be integrated into the School’s programme or how ‘defined choice’ will operate. • The progression from 20 credit modules in Stages 1 and 2, to 30 credit modules in Stage 3 involves an increasing emphasis on larger modules. This is entirely in keeping with the NAM. • Exams normally limited to max of 18 hrs (total).

b	Particularly creative and innovative approaches to interpreting the NAM requirements (e.g., use of larger modules, innovative assessment strategy)
	<ul style="list-style-type: none"> • The core modules all appear to be 20 credits which is entirely in keeping with the NAM. Stage 3 modules are 30 credits. The use of larger modules is welcomed. • It is clear that the School is using a range of both formative and summative assessment methods. It is also clear that formative assessment is given considerable emphasis with most modules integrating between one and twelve formative exercises and subsequent feedback of different kinds – this should ensure that students have the opportunity to ‘practice’ their skills/understandings prior to undertaking their summative assignments. • It is difficult to judge just how ‘innovative’ some of the individual assignments are, since little detail is provided (or required) on the proforma, but the cycle of feedback indicates that the School has thought about to how to build feedback into modules in order to maximise student learning. • Essays, reports/dissertations and exams appear to be the mainstay of the assessment strategy. I was surprised that there was not more use of oral presentations, assessments of practice (e.g. the demonstration of practical skills) – these might be part of the strategy, but if so, it isn’t clear.
c	Examples of best practice in terms of clearly articulated planning/coordination at programme level.
	<ul style="list-style-type: none"> • The School has in most cases limited the number of summative assessments to 1-2 pieces of work, thus reducing the costs associated with the assessment process and keeping student workloads within reasonable bounds. The emphasis, instead, is placed on formative assessment and feedback which is entirely consistent with the NAM. • A great deal of ‘choice’ or option ranges are available in levels (stages) 2 and especially 3, but does this choice undermine course ‘coherence’? • The School has carefully managed the number of exams, with a norm of around 6-18 hrs in total. This is to be welcomed. • Opportunities for students to engage with LCS Language modules have been built into the Stage 1 and Stage 2 programme profiles. • A very thorough, well-developed induction into the ‘Community of Scholars’.
d	Any further comments
	<ul style="list-style-type: none"> • It isn’t clear how EEC modules are integrated into the School’s offer? Will the School be providing any EEC modules aimed at students outside the School or even the HUM Faculty? • There is a ‘tension’ between the NAM and the culture of choice within HUM. The NAM’s emphasis on course level planning and coordination is at odds with the well-established culture within LDC and other HUM schools of providing students with huge amounts of choice – what appears to be a kind of ‘pick n’ mix’ approach to programme design in Stages 2 & 3 in particular, where students choose modules from A & B option ranges. Choice is a good thing, but too much choice can be confusing to students and very costly to maintain. It

could, of course, be argued that the emphasis on students essentially designing their own course is a very student-centred approach to programme design, but if this is the School's focus, why provide such a highly prescribed Stage 1 programme with only 20 credits of choice on some courses? Why be so prescriptive at Stage 1 and then allow so much choice in Stage 2? I am playing Devil's advocate here, but I think it is important that HUM schools perhaps develop a more explicit rationale for the choice they allow. The implications of this seem to be that the School does not believe that there is very little 'core' content that should be developed beyond Stage 2. Is this really the case? Is this consistent with approaches to programme design in the subject in other HEI's?

There is nothing contained in the proposals which would suggest that the School is not compliant with the NAM, though it would be advisable for the Teaching Director to double-check the credit/level issue for Stage 2 to ensure that students cannot exceed the allowed number of level 1 credits in Stage 2.

Note: If a colleague believes that a Programme is not compliant with the NAM they should bring this to the attention of the Academic Director for Taught Programmes immediately.

Name of reviewer	Dr Adam Longcroft	Date	25 July 2012
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Learning and Teaching Committee

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

<i>One form can be used to give feedback for a whole School, but please identify any individual courses, if appropriate, when recording your comments.</i>			
School of Study	Mathematics		
Course code/s (‘All’ if commenting on whole School)	All UG (5 courses)		
Course title/s (‘All’ if commenting on whole School)	All UG		
<i>Faculty Learning, Teaching and Quality Committee scrutiny has ensured that the proposals meet with the requirements of the New Academic Model. Therefore LTC and TPPG reviewers are invited to consider and comment on the following:</i>			
a	Clever use of the NAM Programme Proposal template, with particularly clear, accessible ways of explaining, showing, describing, illustrating etc.		
MTH have made sensible use of the template. They have helpfully provided some supplementary notes which give a useful rationale. In the redesign of the form I would urge that there is space for such a rationale to be added in a form which suits individual needs of schools.			
b	Particularly creative and innovative approaches to interpreting the NAM requirements (e.g., use of larger modules, innovative assessment strategy)		
MTH have done what was needed in terms of consolidating 10 credit modules (and rebalancing the courses in years 1 and 2). The documents demonstrate that they have given some thought to a strategy for formative assessment and student feedback – although this appears to be a generic strategy rather than detail at present, it demonstrates they have made a good start on planning this aspect of the NAM.			
c	Examples of best practice in terms of clearly articulated planning/coordination at programme level.		
MTH appear to have a lot of examinations (all Year 3 module are assessed by 100% examination). However they have a clearly defined rationale and have given some thought to the exam timetable and how to balance this out with more coursework and formative assessment in the earlier years.			
d	Any further comments		
The feedback cycle for the joint course with NBS does not appear to be fully worked out at this stage. MTH and NBS need to plan to make sure that the assessment cycles on modules are complimentary across the two schools.			
<i>Note: If a colleague believes that a Programme is <u>not</u> compliant with the NAM they should bring this to the attention of the Academic Director for Taught Programmes immediately.</i>			
Name of reviewer	Helena Gillespie (AD LTQC SSF)	Date	August 28th

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