

**LTC12D171/LTC12A006**

**CONFIRMATION OF MODULE MONITORING  
AND COURSE UPDATE (MCM3)**



**Faculty:**

**Academic Year report relates to 2011/12**

**Name of Associate Dean for Learning, Teaching & Quality:**

**Date report submitted: June 17<sup>th</sup> 2013**

**I confirm that I have received the appropriate reports from:**

The School of International Development  
The School of Economics  
The School of Education and Lifelong Learning  
The School of Law  
The School of Psychology  
The School of Social Work

Signed

*Helena Gillespie*

Associate Dean (Learning Teaching and Quality)  
Faculty of Social Sciences

**Please comment on the following:**

- **Summary of issues that have emerged**

The year has been a busy one for all those concerned with teaching. There has been some significant curriculum change planned (for AY13/14) and this has led some schools within the faculty to adopt part of the new structures early. There is also significant focus on Key Performance Indicators in all school, with many examples of schools working hard on both Good Honours and Employability as well as general student satisfaction. Such changes have been as major as curriculum and course redesign.

University wide issues have affected the quality of teaching and learning in the following ways:

1. The integrated services have benefitted from some excellent staff in key roles – but the very large number of new processes and procedures have caused difficulties in some areas
2. The slow move towards online submission, marking and return of coursework has been mostly smooth, but we have yet to realise the full potential of an all-electronic system, meaning that feedback has sometimes been delayed in the movement of physical pieces of work from place to place.
3. Timetabling and getting suitable rooms remains a campus-wide challenge. Some schools are keen to try more blended and flexible approaches to teaching but the IT infrastructure does not yet permit this to happen effectively.
4. The QA processes, of course and module update and monitoring has been delayed, and processes around new course proposals have also been affected by integration.

- **Summary of actions taken to maintain and enhance quality**

Enhanced action planning and activity around UG KPIs has been the major driver of curriculum and pedagogical change.

1. The faculty had its largest ever improvement (4.9%) in the number of Good Honours degrees awarded in 2012 – to high of 65.7%. This has largely been achieved by making the assessment process more rigorous and improving the teaching on modules which had low averages. In addition student support has been improved in some schools.
2. Many schools have added or enhanced the employability focussed elements of their curriculums – we hope this has resulted in an improvement in employability rates, although there is some delay in getting the cohort specific data on this KPI.
3. Student surveys continue to be an important element of our information on the quality of teaching and learning. One area in which we will be working particularly hard is assessment and feedback, as negative perception of this by students is a persistent problem for SSF schools and out of line with other higher scores in teaching.

- **Areas of good practice which have been identified**

1. A thorough evaluation of the undergraduate curriculum and pedagogy took place in preparation for the New Academic Model.
2. Action planning for improved Good Honours Scores meant that school, faculty and university level issues were identified and tackled.

- **Whether and how areas of good practice are being disseminated**

1. SSF ran a series of meetings where schools critically evaluated the NAM course specifications – all agreed that this was a useful activity.
2. SSF have identified some assessment and feedback issues and questions which ran in AY 12/13 to further develop formative and summative assessment patterns in Nam modules and other courses.
3. There was a good SSF contribution to the University's Teaching and Learning Day

- **Issues the Faculty LTQC Chair wishes to bring to the attention of LTC**

The New **Academic Model** has proved to be a catalyst for significant curriculum review, and although it created extra workload, it has been largely useful

Pedagogical development is being hampered by **limited investment in learning technology**. The following would be useful to enable us to move to a blended learning approach which would enable us to support students to work more independently, with the possible effect of alleviating timetable problems and library overcrowding:

1. The ability to access the Portal via an app on a mobile device
2. Better wifi in residences
3. Better access to e-learning materials via the library such as eBooks

In addition the ability **submit, mark and return coursework in an all-electronic** process has the potential to improve the quality, quality and promptness of coursework feedback.

Despite the significant rise in **Good Honours Scores**, the value added KPI (comparison of entry tariff and Good Honours Score achieved) shows that we still have some way to go in helping our students achieve their potential.

