

LTC14D072

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) A University Teaching Fellowship Scheme (UTFS)
- 2) Learning & Teaching day 2015 – Thursday 7 May 2015
- 3) Module Outline Template
- 4) Briefing workshops for the HER
- 5) Remark requests
- 6) Guidance notes for Accompanying Persons at Plagiarism Hearings.
- 7) Support for students whilst studying abroad.
- 8) Standardised questions for online end of module evaluations.
- 9) Draft Senate Guidance on Assessment & Feedback

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 Dec 2014

1) University Teaching Fellowship Scheme (UTFS)

Simon Lancaster produced a paper which was discussed at Nov 2014 TPPG. UEA is under represented nationally in the National Teaching Fellowship Scheme (NTFS) as there are currently only three at the institution. UEA Teaching fellowships are at risk given financial constraints and other factors. It is therefore proposed to promote the pool of University Teaching Fellows as a community of practice with the driving objective of preparing colleagues for the NTFS but with the significant incidental benefits of disseminating best practice and raising the profile of learning and teaching.

The Scheme will aim;

- To recognise and encourage excellence in teaching.
- To provide a community of practice for ongoing enhancement of learning and teaching practice at UEA.
- To foster, evaluate and disseminate innovation.
- To support and contribute to evidence based change in learning and teaching.

It is proposed to invite applications for a University Teaching Fellowship Scheme to those colleagues who have at any point in their UEA careers gained the UEA Excellence in Teaching Awards and the Teaching Fellowship grant. Detailed proposals are contained as a separate item in Section A of the Dec 2014 LTC papers.

2) Learning & Teaching day 2014

As previously reported, the date has already been fixed – **Thursday 7 May 2015**.

The 2015 L&T day will focus on those important transitional episodes in the life of a student - the transition to HE, transitions within the degree programme, transition to becoming a 'digital student', and finally, transitions into employment. Planning is being led by a steering group, and good progress has been made in relation to contacting high-profile external 'key note' speakers, and in identifying resources that will add value to the day.

3) Standardised Module Template

A 2nd version of the proposed module template was discussed at Nov 2014 TPPG.

This includes a revised employability section (section 10), which takes account of the new UEA Skills Award. This new section offers an opportunity to show what skills are included within the module. It is vital that this is articulated to students. LTS and local support colleagues had been consulted for their views on the template and it was revised to take their feedback into account. Additional revisions were made, both to the template and accompanying guidance notes in the light of feedback/comments received from TPPG members. The template is contained as a separate item in Section A of the Dec 2014 LTC papers.

4) Briefing workshops for the HER

A range of briefing workshops on the HER will be run during the period Oct-March 2014/15. Dates/venues for each (Council Chamber) have been identified and all intended attendees have been contacted accordingly. Lynne Ward will be leading on coordination of the workshops, and each will be led by the Chapter Champion, supported by other members of the Chapter working groups. So far, four briefing sessions have been held. They have all been well attended and have provided a valuable opportunity to clarify areas where we are already compliant with the Chapter expectation(s), and those areas where there is scope for further development and enhancement.

5) Remark requests

It was not possible to include a report on remarking requests Nov 2014 TPPG – and will subsequently be brought to LTC in January 2015.

6) Guidance Notes for Accompanying Persons at Plagiarism Hearings.

An early draft set of guidance notes was presented to TPPG for discussion at its 7 Oct meeting. A revised copy of the Guidance Notes is included as a separate item in Section A of the Dec 2014 LTC papers.

7) Support for students whilst studying abroad.

A summary of proposals for enhancement of processes and systems to support students whilst studying abroad, produced by Becky Fitt, was considered by TPPG at its Nov 2014 meeting. The Academic Officer (UG) of the UUEAS had previously expressed concern that there had been little consultation with students by the working group. Although the working group was mostly concerned with ensuring that appropriate information/contacts were in place, the ADTP has asked Becky to ensure that appropriate consultations are initiated following TPPG. Becky Fitt had now been in touch with the Union of UEA Students and is seeking their views. This will delay the report coming to LTC, and it is now expected that it will come to the Jan 2015 LTC.

8) Standardised questions for online end of module evaluations.

Examples of current module evaluation templates and the questions used in them were considered by TPPG. This raised awareness of the variety of online module evaluations currently used and posed two questions. Firstly, is the variety sustainable, desirable, or justifiable? Secondly, could we achieve a point where there are a set number of standard templates (e.g. four or five which addressed modules of different type or format)?

For SCI a key use for module evaluations was as a predictor for National Student Survey (NSS) scores. This was also the case in FMH. FMH also involved students in the design of their module evaluations and also included questions proposed by employers (for post registration courses). For HUM, the module evaluations had a dual use. Firstly, as an NSS predictor and also to inform module and course update. HUM felt that restricting the number of question templates would be problematic as bespoke questions surrounding how things are taught etc. need to be bespoke. It was felt by the Group that the timing of evaluations could be a problem as the student should get the evaluations after assessments had been completed, which is too late to change the module for that cohort of students. It was observed that mid-module evaluations could help with this. Students need to understand how evaluations are acted upon as there was a perception by students that things do not change through evaluations. FMH felt that focus should not only be on evaluations but also through focus groups and using such tools as Turning Point.

Members of the UUEAS indicated that some students view the evaluation as a way of complaining and that it was good practice to consult on the questions asked. In order to be effective, students needed to know that their feedback had made a difference. The issue will be considered again at Jan 2015 TPPG, with a view to bringing some proposals to March/May 2015 LTC aimed at creating a more consistent approach which also recognised the need for 'difference' in detail.

9) Draft Senate Guidance on Assessment & Feedback

A detailed set of guidance was considered by TPPG members. This brought together earlier policies and guidance into a single, all-encompassing set of guidance. Detailed and extensive feedback was received from TPPG members, including the ADLTE and Associate Deans, and members of the UUEAS. It was confirmed that the intention was that this guidance, which would be easy to find and hosted on the LTS webpages for ease of access to colleagues, would be available in sections, with hyperlinks to the relevant parts. Any additional comments from TPPG members needs to be sent to the ADTP by the end of November, with the revised document for the Jan 2015 LTC. The ADTP and Head of LTS (Systems) will take comments on board from the Group over this important document.

Adam Longcroft
ADTP
25 Nov 2014