

LTC14D139

Title: HUM LTQC QAR2 and QAR3 Reports
Author: Lorraine Newark
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Issue

To receive QAR3 reports from the Faculty of Arts and Humanities Learning Schools:

Undergraduate:

American Studies
Film Television and Media
History
Politics, Social and Media Studies
Philosophy
Language and Communication Studies
School of Arts and Humanities

Postgraduate:

Philosophy
Language and Communication Studies

Completed by the Associate Dean, Dr Clive Matthews,

Recommendation

None.

Resource Implications

Not applicable.

Risk Implications

Not applicable.

Equality and Diversity

Not applicable.

Timing of decisions

Not applicable.

Further Information

Contact details: Ms Lorraine Newark, Learning and Teaching Coordinator, telephone 01603 592157, email: l.newark@uea.ac.uk for enquiries about the content of the paper.

Background

Not applicable.

Discussion

Not applicable.

ANNUAL COURSE MONITORING SCHOOL SUMMARY 2013-2014

Purpose:

- To evaluate the course to inform quality assurance and enhancement
- To update the course
- To trigger module(s) review (where necessary)
- To identify and share good practice

School summary – Undergraduate / Postgraduate Taught <i>(delete as appropriate)</i> For completion by the School Director (LTQ)	
School	AMS
Courses monitored and updated	<p>American Studies (and variants) American and English Literature American Literature with Creative Writing</p> <p>American History with Politics & American History with English History were monitored together as they are closely related courses that are both being phased out in favour of the new stand-alone American History course.</p>
Summary of good practice and action plans	<p>AMS underwent Quinquennial Review of all its courses in May 2014, which was the occasion for substantial reflection and response on the part of staff and for constructive feedback from the Review Committee.</p> <p>AMS was praised unequivocally by both the Review Committee and External Examiners for the quality of teaching on display in module outlines, assessment tasks and accompanying feedback, and verified by student representatives (remarked upon by LTS as a singularly large cohort to have turned up during the assessment period to speak in support of the School). In particular, the innovative use of groupwork to facilitate student engagement in several final year modules was singled out.</p> <p>The Review recommended that we revisit the structure of the Year Abroad Dissertation, and that a working group be established to do so. They also recommended that Course Directors consider the incorporation of further core courses into the Second and Third year of the degrees to give students a clearer sense of progression, without taking away from the variety of modules on offer that enable students to plot their own path through their degree.</p>

	<p>We are yet to receive the final report of the Quinquennial Review committee, which would be of great help to AMS in planning for future revision and evaluation of our courses.</p> <p>All our programmes, with their emphasis on enquiry, challenging dominant narratives, and asking questions of primary historical sources and literary texts equip students with the skills to question the world around them and to think critically about problems and solutions. Learning and personal development is encouraged through a combination of a wide variety of module choices, critical and reflective in-class assignments, discussions with advisors, ongoing dialogue with seminar leaders about performance and achievement in particular modules (whether in response to assignment feedback or otherwise). Students are increasingly encouraged to reflect inside and outside class on the skills they are developing, and those which they might wish to develop further. These are supported through module choice, the advisor-student relationship, and/or through additional support services on campus. All AMS staff encourage students to take ownership of their studies, and thus to fully engage with their academic pursuits throughout their time at UEA.</p>
Any University wide issues identified	<p>1. It remains the case that completion rates of student surveys is small, so staff are having to implement module changes based on samples that are probably unrepresentative. This has occurred since online student surveys were introduced, resulting in staff having <i>less</i> useful feedback than was previously the case. It would be good if the current system was reviewed.</p> <p>2. Some teaching rooms (in particular Arts 1.16) have been identified as unsuitable for teaching seminars of 14+ students. This problem is expected to be exacerbated before it will be remedied in that the university is experiencing a shortage of teaching rooms in 2014-2015, which means that rooms flagged as unsuitable have had to be put back in the mix. However, the move to ideal module sizes of 12-16 students rather than the current caps of 20 or sometimes more (to be in place for AMS modules by 2015-2016) will mean rooms like 1.16 are once again appropriate for seminar-based teaching.</p>
Modules requiring reviewing in	All evaluated modules have been responded to thoughtfully and thoroughly. No modules were flagged as problematic

subsequent academic year following the monitoring and update process	and therefore no modules require review outside of those mandated by the LTS-generated triggers.
Dissemination of good practice within the School. Proposed process and timescale.	As AMS is now one department within the School of AMA, dissemination of good practice will happen at a larger, cross-departmental level. It remains to be seen what form this will take in AMA.

For completion by the Faculty Associate Dean (LTQ)	
Confirmation that process has been satisfactorily undertaken	Name: Clive MATTHEWS Date: 13 Jan 2014
Good practice identified and University wide issues <i>(If different from the above)</i>	GOOD PRACTICE: <ul style="list-style-type: none"> • The use of group work in final year modules; • Increased student reflection on skills development. ISSUES: <ul style="list-style-type: none"> • The conflict of providing wide range of module choice within University structures which are aimed at delimiting such choice; • To increase student engagement with module evaluation/feedback; • Some poor teaching room provision.
Dissemination of good practice within the Faculty and University. Proposed process and timescale.	Via FLTQC

Learning and Teaching Service – LTSQAR3

ANNUAL COURSE MONITORING: SCHOOL SUMMARY

Purpose:

- To evaluate the course to inform quality assurance and enhancement
- To update the course
- To trigger module(s) review (where necessary)
- To identify and share good practice

Stage 1 - School summary – Under- and Postgraduate Taught			
For completion by the Teaching Director (LTQ)			
School:	FTM	Year:	2013-14
Courses monitored and updated:	<ul style="list-style-type: none"> • BA(hons) Film and American Studies • BA(hons) Film and English • BA(hons) Film and History • BA(hons) Film and Television Studies • BA(hons) Media Studies • MA Film Studies • MA Film, Television and Creative Practice 		
Summary of good practice and action plans:	<ol style="list-style-type: none"> 1. As in previous years, staff and modules repeatedly receive very high grades for their teaching, in particular related to staff enthusiasm and knowledge. Colleagues are to be praised for this. 2. As is shown in the QAR1s, a number of modules are being altered slightly, in response to student feedback. This demonstrates the School's responsiveness to student concerns. 3. The delivery of all dissertation modules is to be revised for 2014-15. This is due to both student concerns and issues that arose during the year during the marking process. These changes require monitoring over the next year. Mark Rimmer is to be thanked for the significant amount of work this has involved him as module convenor. 4. Across a number of modules students raised queries about the amount of contact time they received. This might be something it would be worth the new AMA School looking into. 		
Any University wide issues identified:	<ol style="list-style-type: none"> 1. It remains the case that completion rates of student surveys is small, so staff are having to implement module changes based on samples that are probably unrepresentative. This has occurred since online student surveys were introduced, resulting in staff having <i>less</i> useful feedback than was 		

	<p>previously the case. It would be good if the current system was reviewed.</p> <ol style="list-style-type: none"> 2. Some negative student feedback related to timetabling, especially when classes take place outside 9-5. This is something the School can do little or nothing about. It would be good if the University worked harder to communicate to students what constitutes acceptable timetabling hours, and it was made clear this was a University process, not one carried out by the School or individual members of staff. 3. In some modules the inappropriateness of some teaching rooms is noted. This is particularly the case for screenings, which are often timetabled in rooms with inadequate facilities (in both AV terms, and related to students' ability to see the screen well). Considering many of our competitor institutions sell themselves on their production and screening facilities, the University needs to assess its investment here (especially as the Guardian League Table shows we have a extremely low spend per student for this subject area, compared to competitor institutions).
<p>Modules requiring review in subsequent academic year following the monitoring and update process:</p>	<ul style="list-style-type: none"> • AMAF3F28 Television Sitcom (trigger 1) • AMAM3F87 Magazines (triggers 2 and 7) • AMAM4009A Analysing Film (trigger 2) • AMAM4010A Analysing Television (triggers 2 and 7) • AMAM4021B Studies in Film History (trigger 3) • AMAM4023A What is Film History? (trigger 3) • AMAM4024B Interrogating Culture (trigger 3) • AMAM4025B Media Regulation (trigger 3) • AMAM4027B Media Convergence (triggers 3 and 7) • AMAM5017A Engaging with the Media Industries (trigger 2) • AMAM5018B Media Genres (triggers 2 and 7) • AMAM5019B Thinking about Representation (trigger 2) • AMAM5020A Contemporary Mediascapes (trigger 2) • AMAM5021B Theorising Television (trigger 2) • AMAM5025B Researching Media (trigger 7) • AMAM6032A Magazines (triggers 2 and 7) • AMAM6033A Scriptwriting Dissertation (trigger 4) • AMAM6034B Scriptwriting Dissertation (trigger 4) • AMAM6079A Film and Television Studies Dissertation (trigger 4) • AMAM6080B Film and Television Studies Dissertation (trigger 4)
<p>Dissemination of good practice within the School - proposed process and timescale:</p>	<p>The School of FTM will no longer exist from 2014-15, as it becomes part of AMA. Dissemination will need to be carried out, therefore, by AMA procedures. The material in this form, and those related to it, will be available to AMA colleagues responsible for this. At the time of writing the AMA processes for dissemination have not been finalised and/or communicated to staff, so how this will be done cannot be recounted here.</p>

Stage 2 - For completion by the Faculty Associate Dean (LTQ)	
Confirmation that process has been satisfactorily undertaken:	Name: Clive MATTHEWS
	Date: 13 January 2015
Good practice identified and University wide issues <i>(If different from the above):</i>	<p>GOOD PRACTICE:</p> <ul style="list-style-type: none"> • Responsiveness to student feedback; <p>UNIVERSITY ISSUES:</p> <ul style="list-style-type: none"> • Contact time; • To increase student engagement with module evaluation/feedback; • Student dissatisfaction with some teaching times; • Some poor teaching room provision.
Dissemination of good practice within the Faculty and University-proposed process and timescale.	Via FLTQC

**FORM QAR 3
ANGLIA**

UNIVERSITY OF EAST

**ANNUAL COURSE MONITORING
SCHOOL SUMMARY**

Purpose:

- To evaluate the course to inform quality assurance and enhancement
- To update the course
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- To identify and share good practice

School summary – Undergraduate / Postgraduate Taught

(delete as appropriate)

For completion by the School Director (LTQ)

School	HIS	Year: 2013-14
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Courses monitored and updated	V100 History V140 Modern History VL12 History and Politics VV14 Landscape History
Summary of good practice and action plans	<ul style="list-style-type: none"> - Strengths remain in terms of diversity of modules offered and careful assessment and feedback on written work. - Changes will be made to the course profile of V140 for the academic year 2015-16. - Running several pilots in Peer Technology Enhanced Feedback to help develop student skills. - Review and develop curriculum to reflect students' interests, research trends, and staff changes for 2015-16
Any University wide issues identified	None
Modules requiring reviewing in subsequent academic year following the monitoring and update process	LTS has a full list
Dissemination of good practice within the School. Proposed process and timescale.	<ul style="list-style-type: none"> - continuation of staff seminar series 'What we do' - increased number of School meetings to share good practice and discuss new approaches to learning and teaching - increased number of employability events and programmes in the HIS

For completion by the Faculty Associate Dean (LTQ)

Confirmation that process has been satisfactorily undertaken	<p>Name: Clive MATTHEWS</p> <p>Date: 13 January 2015</p>
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<p>Good practice identified and University wide issues <i>(If different from the above)</i></p>	<p>GOOD PRACTICE:</p> <ul style="list-style-type: none"> • Introduction of Peer Assessment; <p>UNIVERSITY ISSUES:</p> <ul style="list-style-type: none"> • The conflict of providing wide range of module choice within University structures which are aimed at delimiting such choice.
<p>Dissemination of good practice within the Faculty and University. Proposed process and timescale.</p>	<p>Via FLTQC</p>



Learning and Teaching Service – LTSQAR3

ANNUAL COURSE MONITORING: SCHOOL SUMMARY

Purpose:

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<p>Stage 1 - School summary – Undergraduate / Postgraduate Taught <i>(delete as appropriate)</i> For completion by the Teaching Director (LTQ)</p>			
<p>School:</p>	<p>HUM</p>	<p>Year:</p>	<p>2014/15</p>
<p>Courses monitored and updated:</p>	<p>HUM Foundation Year</p>		
<p>Summary of good practice</p>			

and action plans:	<p>Real attention has been paid to the learning and teaching strategies on this programme and the proposed action plans evidence that this is a continued priority for the module convenors.</p> <p>Changes to the course profile and adjustments to the content and assessment strategies on individual modules will help to support the continuing success of HUMFY in 2014/15.</p>
Any University wide issues identified:	N/A
Modules requiring review in subsequent academic year following the monitoring and update process:	Only new modules will need to be reviewed in the next academic year.
Dissemination of good practice within the School - proposed process and timescale:	Good practice is regularly shared at course team meetings. An initial review of the progress of the action plans will be scheduled for week 7 of the autumn semester 2014.
Stage 2 - For completion by the Faculty Associate Dean (LTQ)	
Confirmation that process has been satisfactorily undertaken:	Name: Clive MATTHEWS
	Date: 13 January 2015
Good practice identified and University wide issues <i>(If different from the above):</i>	<p>GOOD PRACTICE:</p> <ul style="list-style-type: none"> • Concerted attention to Learning and Teaching strategies. <p>UNIVERSITY ISSUES:</p> <p>None identified.</p>
Dissemination of good practice within	Via FLTQC

the Faculty and University-proposed process and timescale.

**FORM QAR 3
ANGLIA
ANNUAL COURSE MONITORING
2013-14
SCHOOL SUMMARY**

UNIVERSITY OF EAST

Purpose:

- To evaluate the course to inform quality assurance and enhancement
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School summary – Undergraduate

For completion by the School Director (LTQ)

School	Language and Communication Studies
Courses monitored and updated	<p>Modern Language and Film and Television:</p> <p>U1RP1J401 FRENCH AND FILM AND TELEVISION - PRE 2013 U1RP1J402 FRENCH AND FILM AND TELEVISION STUDIES U1TP23402 JAPANESE AND FILM AND TELEVISION U1TP23401 JAPANESE AND FILM AND TELEVISION - PRE 2013 U1RP4J401 SPANISH AND FILM AND TELEVISION - PRE 2013 U1RP4J402 SPANISH AND FILM AND TELEVISION STUDIES</p> <p>Modern Language with Management Studies:</p> <p>U1R9N2402FA FRENCH LANGUAGE (AB INITIO) WITH MANAGEMENT STUDIES U1R9N2401FA FRENCH LANGUAGE (AB INITIO) WITH MANAGEMENT STUDIES - PRE 2013 U1R9N2402 FRENCH LANGUAGE WITH MANAGEMENT STUDIES U1R9N2401 FRENCH LANGUAGE WITH MANAGEMENT STUDIES - PRE 2013 U1R9N2402J JAPANESE LANGUAGE WITH MANAGEMENT STUDIES U1R9N2401J JAPANESE LANGUAGE WITH MANAGEMENT STUDIES - PRE 2013 U1R9N2402HA SPANISH LANGUAGE (AB INITIO) WITH MANAGEMENT STUDIES U1R9N2401HA SPANISH LANGUAGE (AB INITIO) WITH MANAGEMENT STUDIES - PRE 2013 U1R9N2402H SPANISH LANGUAGE WITH MANAGEMENT STUDIES U1R9N2401H SPANISH LANGUAGE WITH MANAGEMENT STUDIES - PRE 2013</p> <p>Modern Languages with Management Studies (Double Honours):</p> <p>U1R9N2403X FRENCH SPANISH DBLE HONS LANG WITH MANAGEMENT STUDIES U1R9N2402X FRENCH SPANISH DBLE HONS LANG WITH MANAGEMENT STUDIES – PRE</p>

2013

Modern Language with International Development Studies:

U1R1L9402	FRENCH HONOURS LANGUAGE WITH INTERNATIONAL DEVELOPMENT STUDIES
U1R1L9401	FRENCH HONOURS LANGUAGE WITH INTERNATIONAL DEVELOPMENT STUDIES - PRE 2013
U1T2L9402	JAPANESE WITH INTERNATIONAL DEVELOPMENT STUDIES
U1T2L9401	JAPANESE WITH INTERNATIONAL DEVELOPMENT STUDIES - PRE 2013
U1R4L7402	SPANISH HONOURS LANGUAGE WITH INTERNATIONAL DEVELOPMENT
U1R4L7402HA	SPANISH HONOURS LANGUAGE WITH INTERNATIONAL DEVELOPMENT (AB INITIO)
U1R4L7401HA	SPANISH HONOURS LANGUAGE WITH INTERNATIONAL DEVELOPMENT (AB INITIO) - PRE 2013
U1R4L7401	SPANISH HONOURS LANGUAGE WITH INTERNATIONAL DEVELOPMENT - PRE 2013

Translation, Media and Modern Language:

U1RP13401FA	TRANSLATION MEDIA AND FRENCH (AB INITIO) - PRE 2013
U1RP43401HA	TRANSLATION MEDIA AND SPANISH (AB INITIO) - PRE 2013
U1RP43401	TRANSLATION MEDIA AND SPANISH - PRE 2013
U1RP13402	TRANSLATION, MEDIA AND FRENCH
U1RP13402FA	TRANSLATION, MEDIA AND FRENCH (AB INITIO)
U1RP13401	TRANSLATION, MEDIA AND FRENCH - PRE 2013
U1QP9J402	TRANSLATION, MEDIA AND JAPANESE
U1QP9J401	TRANSLATION, MEDIA AND JAPANESE - PRE 2013
U1RP43402	TRANSLATION, MEDIA AND SPANISH
U1RP43402HA	TRANSLATION, MEDIA AND SPANISH (AB INITIO)

Translation, Media and Modern Language (Double Honours):

U1RP93401HF	TRANSLATION MEDIA WITH FRENCH AND SPANISH (AB INITIO) - PRE 2013
U1RP93402	TRANSLATION, MEDIA WITH FRENCH AND SPANISH
U1RP93402HF	TRANSLATION, MEDIA WITH FRENCH AND SPANISH (AB INITIO)
U1RP93401	TRANSLATION, MEDIA WITH FRENCH AND SPANISH - PRE 2013
U1Q9P3402	TRANSLATION, MEDIA WITH JAPANESE AND FRENCH
U1Q9P3401	TRANSLATION, MEDIA WITH JAPANESE AND FRENCH - PRE 2013
U1Q9PH402	TRANSLATION, MEDIA WITH JAPANESE AND SPANISH
U1Q9PH401	TRANSLATION, MEDIA WITH JAPANESE AND SPANISH - PRE 2013

Translation, Media and Modern Language - 3 year option:

U1RP1H301	TRANSLATION MEDIA AND FRENCH (3 YR) - PRE 2013
U1RP4H301	TRANSLATION MEDIA AND SPANISH (3YR) - PRE 2013
U1RP1H302	TRANSLATION, MEDIA AND FRENCH (3 YR)
U1RP4H302	TRANSLATION, MEDIA AND SPANISH (3YR)

Translation and Interpreting with Modern Language (Double Honours):

U1Q9R8402XS	TRANSLATION AND INTERPRETING WITH DOUBLE HONOURS LANGUAGE
U1Q9R8404	TRANSLATION AND INTERPRETING WITH DOUBLE HONOURS LANGUAGE (FRENCH AND SPANISH)
U1Q9R8401	TRANSLATION AND INTERPRETING WITH DOUBLE HONOURS LANGUAGE (FRENCH AND SPANISH) - PRE 2013
U1Q9R8405	TRANSLATION AND INTERPRETING WITH DOUBLE HONOURS LANGUAGE (JAPANESE AND FRENCH)
U1Q9R8402	TRANSLATION AND INTERPRETING WITH DOUBLE HONOURS LANGUAGE (JAPANESE AND FRENCH) - PRE 2013
U1Q9R8406	TRANSLATION AND INTERPRETING WITH DOUBLE HONOURS LANGUAGE (JAPANESE AND SPANISH)
U1Q9R8403	TRANSLATION AND INTERPRETING WITH DOUBLE HONOURS LANGUAGE (JAPANESE AND SPANISH) - PRE 2013
U1Q9R8401XS	TRANSLATION AND INTERPRETING WITH DOUBLE HONOURS LANGUAGE - PRE 2013

	<p>Modern Language:</p> <p>U1T901402 MODERN LANGUAGES: FRENCH U1T901402FA MODERN LANGUAGES: FRENCH (AB INITIO) U1T901401FA MODERN LANGUAGES: FRENCH (AB INITIO) - PRE 2013 U1T901401 MODERN LANGUAGES: FRENCH - PRE 2013 U1T901402J MODERN LANGUAGES: JAPANESE U1T901401J MODERN LANGUAGES: JAPANESE - PRE 2013 U1T901402H MODERN LANGUAGES: SPANISH U1T901402HA MODERN LANGUAGES: SPANISH (AB INITIO) U1T901401HA MODERN LANGUAGES: SPANISH (AB INITIO) - PRE 2013 U1T901401H MODERN LANGUAGES: SPANISH - PRE 2013</p> <p>Modern Languages (Double Honours):</p> <p>U1T901405X MODERN LANGUAGES: DOUBLE HONOURS (FRENCH/SPANISH) U1T901402X MODERN LANGUAGES: DOUBLE HONOURS (FRENCH/SPANISH) - PRE 2013 U1T901406X MODERN LANGUAGES: DOUBLE HONOURS (JAPANESE/FRENCH) U1T901403X MODERN LANGUAGES: DOUBLE HONOURS (JAPANESE/FRENCH) - PRE 2013 U1T901407X MODERN LANGUAGES: DOUBLE HONOURS (JAPANESE/SPANISH) U1T901404X MODERN LANGUAGES: DOUBLE HONOURS (JAPANESE/SPANISH) - PRE 2013 U1T901402XS MODERN LANGUAGES: DOUBLE HONOURS LANGUAGE U1T901401XS MODERN LANGUAGES: DOUBLE HONOURS LANGUAGE - PRE 2013</p> <p>Modern Language - 3 year option:</p> <p>U1T902303 MODERN LANGUAGES: FRENCH OR SPANISH (3 YEAR) U1T902302 MODERN LANGUAGES: FRENCH OR SPANISH (3 YEAR) - PRE 2013</p>
<p>Summary of good practice and action plans</p>	<p>The Course Directors and School Director (LTQ), having taken the FHEQ into account in completion of the Annual Course Review process continue to be satisfied that programme outcomes and levels are aligned with the FHEQ.</p> <p>There is a wide range and high quality of provision on these programmes, reflected in exceptional ‘Good Honours’ performance by the School’s students and in external commendation.</p> <p>Whilst Teaching and Learning outputs and outcomes continue to be entirely satisfactory, the administrative burdens and marketing complexity caused by the fragmentation of our courses required a response.</p> <p>The action plan to tackle this (already under implementation) has been to create new consolidated courses by a process of amalgamation. This will lead to the closure of all of the courses listed above and there will be no new entry to these after 2013-14.</p> <p>The LCS response to the university policy/guidance on the balance of formative/summative assessment in the update of assessment patterns in the module catalogue for 2014-15 has been very comprehensive.</p>

	<p>Both the reports from the External Examiners and the scores in the NSS and SES indicate a high level of commitment, enthusiasm and subject knowledge.</p> <p>Continuing good use of Blackboard (the School has one of the highest rates of use in the University) has been backed up by exploration of more creative use of information technology. LCS modules are included in the HUM project that has been set up to further investigate ways of usefully embedding such technologies into more flexible learning environments.</p>
Any University wide issues identified	Consolidation of these courses (and future further consolidation) requires a response from Admissions and Marketing teams to ensure that visibility of (sub-) disciplines is not lost.
Modules requiring reviewing in subsequent academic year following the monitoring and update process	Standard triggers only to apply. The (very comprehensive) module review procedure (encompassing review of 42 modules) did not reveal any issues of particular concern.
Dissemination of good practice within the School. Proposed process and timescale.	The operation of the new courses from 2014 intake will merit detailed scrutiny and review.

For completion by the Faculty Associate Dean (LTQ)	
Confirmation that process has been satisfactorily undertaken	<p>Name: Clive MATTHEWS</p> <p>Date: 13 January 2015</p>
Good practice identified and University wide issues <i>(If different from the above)</i>	<p>GOOD PRACTICE:</p> <ul style="list-style-type: none"> • Comprehensive response to formative/summative assessment balance; • High rate of Blackboard usage. <p>UNIVERSITY ISSUES:</p> <ul style="list-style-type: none"> • Monitoring of effect of course closures on marketing and admissions.

Dissemination of good practice within the Faculty and University. Proposed process and timescale.	Via FLTQC
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Learning and Teaching Service – LTSQAR3
ANNUAL COURSE MONITORING: SCHOOL SUMMARY

Purpose:

- To evaluate the course to inform quality assurance and enhancement
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Stage 1 - School summary – Undergraduate / Postgraduate Taught <i>(delete as appropriate)</i> For completion by the Teaching Director (LTQ)			
School:	PHI	Year: 2013-14	
Courses monitored and updated:	U1V500302 Philosophy & U2V500702 Philosophy (P/T) U1VQV51302 English Literature & Philosophy & U2VQ53702 English Literature & Philosophy (P/T) U1VV51302 Philosophy & History U1VP53302 Philosophy & Film Studies		
Summary of good practice and action plans:	Central PHI-based action plan concerns the reorganisation of assessment patterns in all philosophy modules to meet the requirements of the University's initiatives on feedback and feed forward.		
Any University wide issues identified:	None.		
Modules requiring review in subsequent	No modules require review solely because of the monitoring process. Certain modules should continue to be reviewed because they meet existing LTS criteria for review.		

academic year following the monitoring and update process:	
Dissemination of good practice within the School - proposed process and timescale:	Philosophy is now part of the new School of Politics, Philosophy & Language & Communication Studies, and is therefore integrated with the PPL programmes for redesign of assessment patterns, peer assessment and other teaching initiatives.
Stage 2 - For completion by the Faculty Associate Dean (LTQ)	
Confirmation that process has been satisfactorily undertaken:	Name: Clive MATTHEWS
	Date: 13 January 2015
Good practice identified and University wide issues <i>(If different from the above):</i>	<p>GOOD PRACTICE:</p> <ul style="list-style-type: none"> • Change in assessment patterns; • Greater sensitivity to assessment feedback. <p>UNIVERSITY ISSUES:</p> <p>None identified.</p>
Dissemination of good practice within the Faculty and University-proposed process and timescale.	Via FLTQC

Purpose:

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School summary – Undergraduate	
For completion by the School Director (LTQ)	
School	Political, Social and International Studies
Courses monitored and updated	BA Politics BA Philosophy and Politics BA International Relations BA International Relations and European Politics BA International Relations and Modern History BA International Relations and Politics BA Culture, Literature and Politics BA Media and Politics BA Society, Culture and Media
Summary of good practice and action plans	<p>Good Practice:</p> <ul style="list-style-type: none">• Generally good NSS scores for most aspects of teaching• Increasing number of students graduating with good honours• PSI employability strategies extended and embedded within many modules. <p>Action Plans:</p> <ul style="list-style-type: none">• To improve NSS scores• To monitor feedback and assessment• To monitor number of students with good honours and first class marks• To ensure all third year students have the opportunity to undertake individual research, projects and/or internships.

Any University wide issues identified	Improve feedback and assessment NSS and SES scores
Modules requiring reviewing in subsequent academic year following the monitoring and update process	International Communication PSI-3A61
Dissemination of good practice within the School. Proposed process and timescale.	The Annual Teaching Away Day in the summer will discuss outstanding issues on teaching, course profiles, formative assessment, and improving NSS and SES scores.

For completion by the Faculty Associate Dean (LTQ)

Confirmation that process has been satisfactorily undertaken	Name: Clive Matthews Date: December 15 th 2014
Good practice identified and University wide issues <i>(If different from the above)</i>	PSI provides individual examination feedback on request. The introduction of the larger integrated School of PPL offers an opportunity to widen this within the Faculty.
Dissemination of good practice within the Faculty and University. Proposed process and timescale.	To be raised at Faculty LTQC

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School summary – Undergraduate	
For completion by the School Director (LTQ)	
School	Language and Communication Studies
Courses monitored and updated	MA in Applied Translation Studies MA in Communication and Language Studies MA in Conflict and Conflict Resolution in Intercultural Communication MA in Forensic Linguistics and Translation MA in Language and Intercultural Communication
Summary of good practice and action plans	<p>The Course Directors and School Director (LTQ), having taken the FHEQ into account in completion of the Annual Course Review process continue to be satisfied that programme outcomes and levels are aligned with the FHEQ.</p> <p>Whilst Teaching and Learning outputs and outcomes continue to be entirely satisfactory, the administrative burdens and marketing complexity caused by the fragmentation of our courses requires a response.</p> <p>The action plan to tackle this (already under implementation) has been to create new consolidated courses by a process of amalgamation. This will lead to the closure of two of the courses listed above and there will be no new entry to MACCRIC after 2014 and to MACLS after 2015.</p> <p>Consolidation of these courses means that key modules will be integrated into the profiles of other PGT courses. The amalgamation approach is good practice as a response to administrative pressures as well as providing increased choice for students on the new, combined, course.</p>
Any University wide issues identified	Consolidation of these courses (and future further consolidation) requires a response from Admissions and

	Marketing teams to ensure that visibility of (sub-) disciplines is not lost.
Modules requiring reviewing in subsequent academic year following the monitoring and update process	Standard triggers only to apply. The module review procedure did not reveal any issues of particular concern.
Dissemination of good practice within the School. Proposed process and timescale.	The operation of the new courses from 2015 intake will merit detailed scrutiny and review. The willingness of CDs to engage in constructive and creative consolidation of practice should be congratulated and highlighted as best practice in other sectors of the School.

For completion by the Faculty Associate Dean (LTQ)	
Confirmation that process has been satisfactorily undertaken	Name: Clive Matthews Date: December 15 th 2014
Good practice identified and University wide issues <i>(If different from the above)</i>	Better use of resource – both at module and course level – and exploration of how MA courses may be better integrated within the wider structure of PPL. Greater sensitivity to admissions issues with the aim to produce stronger offerings in the future.
Dissemination of good practice within the Faculty and University. Proposed process and timescale.	The above concerns are the central concern of a thorough-going review of PGT offerings in the Faculty currently in process.

**FORM QAR 3
ANGLIA
ANNUAL COURSE MONITORING
2013-14
SCHOOL SUMMARY**

UNIVERSITY OF EAST

Purpose:

- To evaluate the course to inform quality assurance and enhancement
- To update the course
- To trigger module(s) review (where necessary)
- To identify and share good practice

School summary – Undergraduate	
For completion by the School Director (LTQ)	
School	Philosophy
Courses monitored and updated	F7V5 Environmental Sciences and Humanities (MA) V500 Philosophy (MRes) VQ53 Philosophy and Literature (MA)
Summary of good practice and action plans	<p>The Course Directors and School Director (LTQ), having taken the FHEQ into account in completion of the Annual Course Review process continue to be satisfied that programme outcomes and levels are aligned with the FHEQ.</p> <p>Whilst Teaching and Learning outputs and outcomes continue to be entirely satisfactory, the recruitment levels on some courses requires addressing.</p> <p>The action plan to tackle this (already under implementation) has been to close F7V5</p> <p>Review 2015 Dissertation module (to confirm limited but positive evidence of student satisfaction). Run an end of year feedback system on the whole programme in 2014 and again in 2015.</p> <p>Issue a clear module outline for the dissertation again in 2015, to students and supervisors.</p> <p>Adjust profile in 2014 to include critical theories module as compulsory in place of Philosophy and Lit seminar.</p> <p>Adjust profile in 2015-16 year, to include the new replacement for critical theories module.</p> <p>Approach PPL Employability officer to arrange a dedicated event for Philosophy graduate students during 2014-15.</p>

Any University wide issues identified	N/A
Modules requiring reviewing in subsequent academic year following the monitoring and update process	Standard triggers only to apply. The module review procedure did not reveal any issues of particular concern.
Dissemination of good practice within the School. Proposed process and timescale.	The operation of the updated courses from 2015 intake will merit detailed scrutiny and review. The willingness of CDs to engage in constructive and creative consolidation of practice should be congratulated and highlighted as best practice in other sectors of the School.

For completion by the Faculty Associate Dean (LTQ)	
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Confirmation that process has been satisfactorily undertaken	Name: Clive Matthews Date: December 15 th 2014
Good practice identified and University wide issues <i>(If different from the above)</i>	Sensitivity to admissions issues within an ever more competitive market. Greater emphasis on employability.
Dissemination of good practice within the Faculty and University. Proposed process and timescale.	PGT admissions are currently under review within the Faculty which should lead to a clear Faculty strategy.