

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 – Undergraduate / Postgraduate
Taught**
*(delete as appropriate)***For completion by the Teaching Director (LTQ)**

School:	8 September 2014	Year: 2013/14	
Courses monitored and updated:	L100	Economics BSc	
	L0V0	Philosophy Politics and Economics BA	
	LL12	Politics and Economics BSc	
	L111	Business Economics BSc	
	L1N4	Economics with Accountancy BSc	
	NL41	Business Finance and Economics BSc	
	LC18	Economics and Economic Psychology (BSc)	
	L101	Economics Graduate Diploma	
<p>In all years (including those with a Course Review) we have a panel to review all the UG Module Review forms and make recommendations for discussion at a full meeting of Faculty. This allows sharing of good practice. This Faculty meeting takes place every year and is devoted in large part to an Annual Teaching Review (ATR), which was last held on Wednesday 22nd July, 2014. Minutes of this meeting were circulated so that Action points arising from the ATR can be incorporated into the module outlines for 2014 -15.</p> <p>In 2013-14 we have continued to focus on the restructuring of our teaching programme for the Bachelors and Integrated Masters programmes (BIM) – we are switching to 40 credit modules for UG courses. We are now commencing the most resource intensive year in which we have to offer some 20 credit level-five modules (as options for our final year students) alongside the new year-long level-five 40 credit modules for our second-years.</p>			

	<p>The School has looked carefully at the outcomes for the level-four modules which ran for the first time in 2013/14. The information gathered at module level and in the ATR has fed forward into the planning of our new 40 credit level-five modules. The Director of Learning and Teaching Enhancement is working closely with members of faculty in the preparation of these modules. This should ensure variation in assessment patterns across courses.</p> <p><u>Student Achievement – Good Degrees</u></p> <p>There were impressive levels of student achievement on the Economics (L100) and the Economics and Psychology course (LC18). All four LC18 students and 91.4% of the L100 students achieved at least a 2:1. Our PPE (LOV0) students also did exceptionally well with 94.4% graduating with at least a 2:1. Performance was good on the Politics and Economics course (LL12) – 85.7% achieved at least a 2:1.</p> <p>Students on the NBS joint degrees tended to perform less well with 53% graduating with at least a 2:1 – a rise of 13.9 percentage points (39.1% in 2012/13). The Lead Support Tutor and his team will continue to help underachieving students improve their performance.</p>
<p>Summary of good practice and action plans:</p>	<p><u>Good practice</u></p> <ol style="list-style-type: none"> 1. Employability - The School's Springboard Internship programme offers 12-week placements for students with limited work experience. In addition the employability team has travelled to Malaysia to establish links and create employment/internship opportunities for our students. 2. The use of audience response systems – at the start of the 2013/14 academic year, first-year students were provided with clickers to promote participation in lectures and provide instant feedback their understanding of the material. This has also allowed an HEA funded member of faculty to test academic self-efficacy. In 2014/15 new first-year students and second-year direct entrants will all be issued with a clicker. 3. The School continues to encourage new innovation in teaching and is currently investing in the use of e-learning technologies such as Videoscribe and Articulate as a means of improving formative assessment. 4. School investment in student support activities which include English Language support, maths support, module specific support, study skills sessions and individual meetings with students.

	<p><u>Action Plans</u></p> <ol style="list-style-type: none"> 1. To closely monitor student performance on the 40 credit Level-4 and new Level-5 modules and continue to carry out a review of all modules. 2. Working groups, involving teaching staff on pre-BIM Year 3 modules, will be established to consider new BIM Level- 6 modules. 3. Development of formative and summative assessment methods, including the creation of e-learning systems to support in-house student support. 4. To aim to improve tariff scores and entry qualifications.
<p>Any University wide issues identified:</p>	<p>We have two university wide issues which are worth mentioning:</p> <ol style="list-style-type: none"> 1. LTS: there continue to be some difficulties relating to timetabling and room bookings. There are more instances when lectures have to be given late in the day (first-year and second-year modules). 2. General resources: The University should still aim to improve the condition of classrooms, and to increase the number of teaching rooms, particularly for big modules (150+ students).
<p>Modules requiring review in subsequent academic year following the monitoring and update process:</p>	<p>The School will continue to monitor all modules on an annual basis as part of its Annual Teaching Review.</p> <p>Particular attention will be paid to implementation of, progress and feedback on the new second-year 40 credit modules that will be offered from September 2014.</p>
<p>Dissemination of good practice within the School - proposed process and timescale:</p>	<p>At the Annual Teaching Review in July 2015 and in reports from the Employability Officer, Director of Learning and Teaching Enhancement and the Teaching Director in School meetings throughout the year.</p> <p>The Lead Support Tutor will provide a report at the Annual Teaching Review.</p>

	The Director of Learning and Teaching Enhancement will help members of Faculty implement and develop use of learning technologies.
Stage 2 - For completion by the Faculty Associate Dean (LTQ)	
Confirmation that process has been satisfactorily undertaken:	Name: Ratula Chakraborty
	Date: 25/9/14
Good practice identified and University wide issues <i>(If different from the above):</i>	Monitoring of all undergraduate modules every year is good practice as it allows every module to be scrutinised and improved upon year on year. The use of audience response system in lectures is commendable. The impact of using this technology on student interaction, instant feedback and (possible) final improved output in summative assessment will be something to look into.
Dissemination of good practice within the Faculty and University-proposed process and timescale.	The existence of an Annual Teaching Review which meets every year and influences certain changes on modules in the school is certainly commendable. However, it begs the question that how does a July ATR meeting (as mentioned above on page 1) influence modules for the next acaemic year when deadlines from LTS are certainly earlier. This is a matter I will look into because I think there is a mis-match between the hubs and schools in terms of deadlines and I think there ought to be more consistency across Hubs in UEA.

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School:	EDU	Year:	2013-14
Courses monitored and updated:	BA Education BA Physical Education		
Summary of good practice and action plans:	<p>Employability is a theme that is ‘threaded’ throughout modules on all EDU UG courses. The intention of some courses (i.e. BA Education & BA Physical Education) being graduate employment within the education sector (and also beyond education) or further training (e.g. PGCE).</p> <p>Work-based learning is a key feature of the EDU UG courses (and is linked to employability). Placement opportunities with local and regional agents provide students with valuable work-based knowledge, skills and understanding; ultimately enhancing the students’ employability. These opportunities are reported extremely favourably in student evaluations. This partnership between employer and the UEA is made possible by a sound support network.</p> <p>Formative work is used throughout all modules (both ‘informal’ and ‘formal’ formative work and feedback) and, in addition to supporting the students with their summative submission, provides a useful</p>		

	<p>opportunity to develop a strong student-staff rapport (especially, during interactive seminars).</p> <p>The BA Education and BA Physical Education programmes both provide additional enhancement activities or courses/awards to further supplement the two degree programmes (the aim being to further enhance employability).</p> <p>Both programmes get very good student evaluations and external examiner reports. Good honours scores are also very good.</p>
Any University wide issues identified:	<p>The main issues identified by the various EDU UG courses relate to working with or interaction with the LTS Hub. These issues include, but are not limited to, the following: course directors and course teams receiving mixed messages in relation to procedures and/or rule changes; a lack of communication in some instances; problems with timetabling; problems with room booking; and problems with the SITS 'system'.</p> <p>Staffing has also been an issue for the UG courses (e.g. replacing staff that have left with permanent appointments rather than through associate tutor contacts – in relation to the student experience).</p>
Modules requiring review in subsequent academic year following the monitoring and update process:	All EDU UG courses have decided to continue to review their modules for the academic year 2014-15. The majority of EDU courses (UG & PGT) have historically monitored all modules annually, as this is seen as best practice within the School, and therefore, all courses will continue to do so for the foreseeable future.
Dissemination of good practice within the School - proposed process and timescale:	Examples of good practice from the two courses are usually disseminated through the biannual School Board (and or Summer staff meeting), Course Director's Teaching Committee meeting, peer observation, and other informal communication methods.
Stage 2 - For completion by the Faculty Associate Dean (LTQ)	
Confirmation that process has been satisfactorily undertaken:	<p>Name: Ratula Chakraborty</p> <p>Date: 24/9/14</p>
Good practice identified and University wide issues <i>(If different from the above):</i>	Work based learning and employability being an intrinsic part of several modules and the courses in general is certainly commendable. It is appreciated that to set up placement opportunities in and around the region for a small department is certainly not a mean feat.
Dissemination of good practice within the Faculty and University-proposed	The above is certainly an aspect I would like to broach to other schools in the Faculty and perhaps let the TD of EDU have an opportunity to show how they achieve work based learning on certain modules and how that could allow other schools perhaps to introduce the same where it isn't prevalent at the moment.

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process and timescale.	
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School summary – Undergraduate aught For completion by the School Director (LTQ)		
School	International Development	Year: 2013-14
Courses monitored and updated	BA International Development BA Geography and International Development BA International Development with Economics BA International Development with Social Anthropology and Politics BSc International Development with Environment and Society (each degree comes in two versions, with/without overseas experience)	
Summary of good practice and action plans	<p>In 2013/14, DEV performed well in terms of good honours: 83% of graduates got a 1st or 2:1, slightly down from 86% in 2012/13 but still up from 78% in 2011/12.</p> <p>Over the past 5 years, the overall satisfaction rate reported by DEV students for the NSS has been high and it reached 100% in 2012-13. There was a slight reduction in 2013-14, to 93% but this still remains a high figure: UEA ranks in 2nd place in terms of overall satisfaction for 'Human and Social Geography', which is primarily based on the results for DEV. Despite these positive results for overall satisfaction in 2013-14 there are two main concerns for DEV:</p> <ol style="list-style-type: none"> Scores for assessment and feedback failed to improve on the poor showing in 2012-13, and remain significantly below the UEA average Scores for other areas where traditionally we do very well – quality of teaching and academic support – were also down in 2013-14 as compared with the previous year 	

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	<p>In response to these results the School has identified a number of actions to be taken now and in the course of 2014-15 in order to improve NSS scores in 2014-15, particularly in the area of assessment and feedback. These include actions specifically aimed at final year UG students and as well as more general actions; they are outlined in a separate document (DEV NSS Action Plan) which was submitted to the SSF FLTQC in September 2014.</p> <p>During 2014-15 we plan to make a number of improvements to the structure of our UG programmes designed to improve the student experience, in particular:</p> <ul style="list-style-type: none"> a) allowing students to take a relevant foreign language module option in all three years of their degree (currently this is only possible in the 2nd and 3rd years of their degree) b) introducing more taught modules in DEV, particularly for 3rd year students and for students on the BA Geography and International Development (to be confirmed following discussion at the faculty level by December 2014) c) carefully monitoring and updating the 'defined choice' modules outside DEV that students are able to take, e.g. in PSI and ENV, in their 2nd and 3rd years; d) extending the deadline for the 3rd-year Dissertation, from early January to late March, to allow students (particularly those returning from overseas work experience) sufficient time to complete this demanding task.
<p>Any University wide issues identified</p>	<p>Faculty in DEV are on the whole very keen to use e-marking for coursework assignments and the School has invested in new IT equipment (tablet computers, iPad etc) to facilitate this. We strongly encourage UEA to continue and expand its pilot e-marking programme and make it easily available to all.</p> <p>The new policy on self-certified extensions in 2013-14 caused a number of problems, not least by the increase in coursework coming in after the deadline, making it harder for markers to block out marking time. We are pleased to see that this option has been scaled back in 2014-15.</p>
<p>Modules requiring reviewing in subsequent academic year following the monitoring and update process</p>	<p><i>New modules</i> Geographies of Development People and Place Economics for Development Natural Resources and Development</p> <p><i>Modules in their 2nd year</i> Principles of Human Geography</p> <p><i>Issues Arising from Student Module Evaluation*</i> Research Methods for Social Anthropology Latin American Development Wars, Humanitarian Crises and Aid</p>

	*Includes modules with an average score of less than 3.5 to the question "Overall, I was satisfied with the module."
Dissemination of good practice within the School. Proposed process and timescale.	Fortnightly staff meetings during Autumn and Spring semesters 2014-15 to discuss and agree action plans relating to teaching matters (e.g. NSS, good honours, moderation, School assessment strategy, new modules) DEV Half-day Teaching Retreat, Tuesday 16 th December 2014 - dedicated to discussing assessment and feedback and sharing good practice across the School

For completion by the Faculty Associate Dean (LTQ)	
Confirmation that process has been satisfactorily undertaken	Name: Ratula Chakraborty Date: 25/9/14
Good practice identified and University wide issues <i>(If different from the above)</i>	The output from having a dedicated 'Teaching Retreat' focussing on assessment and feedback would be further helped if best practice from other SSF schools is also taken on board and discussed at this retreat. To this end SSF ADLTQ will facilitate some sharing of best practice methods from schools in the faculty who have recently scored very well at the last NSS.
Dissemination of good practice within the Faculty and University. Proposed process and timescale.	The above explains this point. It will be critical to see that the development plan actually has impact that is visible in the next NSS. A slight concern that point 'b' and 'c' on page 2 doesn't necessarily help immediately as 'b' actually comes into action after a faculty meeting in December 2014 as stated above.

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Stage 1 - School summary – Undergraduate			
For completion by the Teaching Director (LTQ)			
School:	LAW	Year: 2013-14	
Courses monitored and updated:	M100 LLB Law M120 LLB Law with European Legal Systems M121 LLB Law with French Law and Language M123 LLB Law with American Law		
Summary of good practice and action plans:	<p><u>Excellence in Teaching</u> The School highly values teaching and 2013-14 once again saw a LAW lecturer, Eloise Ellis, win the SSF Excellence in Teaching, the fifth consecutive year that someone from LAW has won. The judges were unanimous in selecting Eloise who was nominated by students for her passionate and engaging teaching across a range of modules, keeping students abreast of the most recent developments in the relevant subjects. Eloise works with students in all years of the LLB and the Graduate Diploma in Law who commended her for her supportive and approachable style, ensuring they perform to their full potential as independent learners.</p> <p>We were in the top sixth of Law Schools in the National Student Survey 2014, with a 95 satisfaction rating. A ranking of 4 was achieved in Teaching with a 95 rating. On the average of 7 themes, LAW is within the top 1/6th of institutions, ranking 5th out of 73 institutions.</p> <p><u>Pastoral care</u> The School has continued with its long-standing tradition of good pastoral support for students. We managed to maintain a high-level of one-to-one care even when based in Blackdale when colleagues were 4-5 sharing an office, and space for meeting students was scarce. The return to Earlham Hall facilitates individual meetings with students as many members of faculty once again have their own offices, and those sharing are only two to an office. The provision of meeting</p>		

rooms was factored into the designs for the building's renovations, particularly for those in the shared offices.

Assessment and Moderation Review

At the School's Annual Assessment and Moderation meeting on 4 September 2014 (ahead of which all faculty were reminded of the data available via the LTS Quality Review Blackboard site), it was clear that colleagues have been working hard in recent years to develop different assessment strategies, such as take-home 48 hour "exam" and MCQs, in both core and optional modules and these have continued (sadly continuous assessment which had been used in previous years in one module had to be dropped due to the practical problems created by the introduction of self-certification). Equally, much work has been put into developing strategies either for improving feedback or improving the use made of it by students, with continued use of the School's standardized feedback form for individual feedback provided to all students for summative assessment via coursework. Generic feedback is now standard on core in 1st and 2nd year modules assessment by examination. Discussion took place regarding the students' desire for some individual feedback from exams which is currently not permitted by the university, as at least 50% of their summative assessment takes the form of written examination

The majority of modules only have one piece of summative assessment, and this is at the end of the module. Due to the constraints of the university structure, AUT modules are, in the main, assessed by coursework, with module organisers for the 1st and 2nd year (where all modules are compulsory) co-ordinating amongst themselves to ensure that the submission deadlines do not overlap. There have been, this year, problems with the introduction of the self-certification and ECP procedures (see below for further) and their impact on faculty with regard to, for example, timely moderation.

It was noted that, as students progress through their degree, the standard student aggregate increases from first to second and then second to final year. This is as would be hoped, reflecting students' acquisition and development of study skills as they progress. In addition, the School's number of 'good honours' is pleasing, along with the use of the full range of the marking scale.

The details of those responsible for the marking and internal moderation of each module is set out by the Chair of Examiners in a spreadsheet which is circulated to all faculty. Any comments made by the external examiner are sent to the relevant Module Organiser by the HUB and are also made available to the members of the Module Exam Board. All members of faculty attend the Final Exam Board and hear any comments made in person by external examiners at the end of the meeting.

Course review

During the course of 2013/14, one of the governing professional bodies, the Solicitor's Regulatory Authority, announced that it would be reforming the rules governing Qualifying Law Degrees and conditions for entry into the profession. This was one of the key issues discussed at the Law School Teaching Day on 1st July 2014, with the Head of School leading the discussion. The exact nature of the reforms and the consequences for law degrees are still to be clarified and the School anticipates undertaking any necessary reviews and reforms to the curriculum in 2014/15, once further details are revealed.

Employability

The School has invested heavily in recent years in ensuring that its graduates are as well-equipped as they can be when they come to apply for jobs, whether or not those are in legal practice. This includes

- running a series of lectures and seminars in our 1st year module Law in Practice on career development skills (alongside developing and practising skills such as giving an effective presentation and working in teams) ;
- arranging a programme of careers events covering both legal and non-legal careers, including workshops delivered by regional and national law firms and other employers, plus panel sessions with former students;
- establishing UEA internships with regional and national firms of solicitors and with in-house legal departments and in non-legal roles (note that large, regional law firm, Birketts, for the past three years has recruited all their trainee solicitors solely from those students who had interned with them from the Law School) ;
- assisting in the organisation of UEA's only careers fair dedicated to a single profession, the annual Law Careers Fair in November;
- appointing a team of 4 faculty members to take overall control of careers and employability issues;
- instituting a mentoring system, whereby 2nd and final year students are able to apply to be "mentored" by (usually) recent UEA Law school graduates for careers advice – perhaps offering views on a draft CV or assisting preparation for interview.
- ensuring that every student is able to have a mock interview before applying for employment or work placement
- Students also have the opportunity to participate in mock "Apprentice" style exercise with top regional firm, Mills and Reeve, putting together a tender for legal services and then doing a presentation to convince the 'clients' as to why their team should secure the work..

UEA Law Clinic

The UEA Law Clinic was formally launched in 2012, building on many years of enthusiastic volunteering by UEA law students. Its formation has led to a rapid growth in the pro bono opportunities available to

students in the Law School. In 2013/14, over 175 UEA law students took part in pro bono activities of one kind or another, including several ground-breaking new projects (e.g. the award-winning Welfare Benefits Advocacy Service, and the Humanitarian Law Project), as well as our existing well-established activities (e.g., the Free Legal Advice Scheme, Street Law, and the UEA Innocence Project).

The UEA Law Clinic co-ordinates all these activities, and acts as a catalyst both for the development of new pro bono projects (which at UEA are typically student-led), and the establishment of external pro bono partnerships. The work of students within the Law Clinic has already gained national recognition. In 2013 and 2014 we received three Runners-Up awards in the annual LawWorks/Attorney General Student Pro Bono Awards (the only Law School to be shortlisted for three awards in only two years), and we topped this in June 2014, when we were awarded the prize for Best Pro Bono Partnership in the prestigious LawWorks Awards, for our partnership with Norfolk Community Law Service. The pro bono work of students from the Law School has also been recognised in the UEA Engagement Awards, where our students have received three awards over the last two years. We have exciting plans for the next few years as we look ahead to the opening of our new Law Clinic building at Earlham Hall, and there will be many opportunities for the current generation of students to play a major role in shaping the future of pro bono in the UEA Law School.

The UEA Law Clinic is run by a Management Committee consisting primarily of students, along with members of the academic staff and representatives of external agencies such as Norfolk Community Law Service.

The UEA Law School has a formal Pro Bono Partnership Agreement with NCLS, a charity that provides free legal advice in Norwich and Norfolk. This award-winning partnership enables us to offer a wide range of volunteering opportunities for our students. In 2013/14, over 40 UEA law students contributed to NCLS's activities in a variety of ways, and logged well over 1,000 hours of volunteering activity.

During the 2013/14 academic year, the FLA service assisted over 900 clients sessions, with 35 LLB students (mainly 2nd years) each attending a minimum of three 2-hour advice sessions on general, employment and family issues. All students participating in the FLA scheme receive appropriate training and supervision, and regular evaluation of their performance.

In October 2012, a small team of UEA law students, led by 3rd year Sam Willis, set up a new Welfare Benefits Advocacy Service, representing clients at the Welfare Benefits Tribunal. Within the first 18 months they had represented clients at over 150 first tier tribunal cases, provided written submissions on complex points of law for 18 upper tier cases (the equivalent of the High Court), and won appeals for clients totalling £500,000. The team has since expanded to 12 students, who receive training in welfare benefits law. The

outstanding achievements of the Welfare Benefits Advocacy team was recognised by a Runners-Up Award in the 2014 LawWorks/Attorney General Student Pro Bono Awards, in the category of Best Contribution by a Team of Students, and the conferral of a UEA Engagement Award in July 2013. The team has also received very positive feedback from the tribunal judges, both orally and in their decision notices, for their work on behalf of their clients.

The excellent work of the UEA Street Law team was recognised nationally in 2013 when they were Runners-Up in the LawWorks/Attorney General Student Pro Bono Awards, in the category of Best Contribution by a Team of Students. In July 2014 the team were awarded a UEA Engagement Award for their outstanding work in the local community.

Two UEA law students have been acting as Independent Legal Advisers to the Crown Prosecution Service's Local Scrutiny & Involvement Panels (LSIPs) for the East of England. The function of the LSIPs, which meet quarterly, is to assess CPS case-handling and quality assurance by scrutinising finalised prosecution cases and their outcomes, with a particular focus on hate crime, domestic violence and rape. The Panels also act as a local consultative forum for consideration of CPS policies, procedures and performance generally. The Independent Legal Advisers play a key role in selecting cases for consideration by the Panels, and advising panel members (which include police representation at Deputy Chief Constable level) on the applicable law. This project commenced in 2011, and is the first time that the CPS has invited students to become involved in the work of the LSIPs. The arrangement has been an unqualified success, receiving high praise from senior CPS officials, and we hope that it will become a model for similar initiatives elsewhere in the UK.

In May 2013, a team of staff and students from the UEA Law Clinic organised the first Norwich Legal Walk, a sponsored 10km walk around the historic sights of Norwich, to raise much-needed funds for advice agencies in the Eastern region. Circa 100 local lawyers (including judges, barristers, solicitors, in-house legal teams, advice agency staff, and academic staff & students from UEA) raised several thousands of pounds for local advice charities, and had a lot of fun in the process! We repeated the event in 2014, and the Norwich Legal Walk has now become an annual fixture in the legal events calendar in Norwich.

The Norwich Legal Walk is one of a series of Legal Walks held annually across the UK, co-ordinated by the Access to Justice Foundation.

Student Law Society

The School has a very active student Law Society which is fully supported by LAW. Along with a wide variety of social activities, the society organises the mooting, negotiations and client interviewing competitions, providing students with the opportunity to develop essential employability skills. The society also invites guest speakers

	<p>from the legal profession to give advice on issues such as CV writing and interview skills. In 2013-14, the Law Society was awarded the Student Union 'Society of the Year' prize.</p>
<p>Any University wide issues identified:</p>	<p><u>Self-certification and ECPs</u> The new procedures of student self-certification and Extenuating Circumstances Panel appear to have been hastily introduced without sufficient consultation, causing a number of problems. For example, the number of students self-certifying for a week's extension meant that, for some modules, there were insufficient numbers of courseworks available within the 20 day turn around period to undertake adequate moderation. In addition, students were able to have extensions for trivial matters such as going on a holiday. Some of these problems have at least been recognised with the amendments to the self-certification process less than 12 months after it was introduced.</p> <p>The requirement for Extenuating Circumstances Panels has created additional administrative work for both those in the Learning and Teaching Services and the School. It is not clear why all decisions must be taken by a panel of three academics, as subject specific knowledge is not essential for deciding the requests, simply common sense and an understanding of the university regulations. This process is detracting from faculty members focussing on other aspects of their work, such as teaching, marking, scholarship and research, matters which are important for the School's rankings in the various external league tables (indeed, this is one of many examples of faculty taking on increasing administrative tasks).</p> <p><u>Examination Schedules (May & August)</u> The School is concerned with the fact that several LAW exams with large cohorts (50+) were timetabled in the last 2-3 days of the May exam timetable, leaving markers and moderators only a few days to process the scripts. This meant that markers had to work over the weekend and for very long hours, and raises the question as to how much time can be dedicated to a script (particularly for a final year module with the marks counting significantly towards degree classification). There was also a very short period between the exams in August and the deadline for submitting the marks, again leaving markers little time to properly process the scripts.</p> <p>The numbers of students sitting an exam and the deadlines for submitting results are known by the Exams Office when they devise the examination timetable and these factors must be taken into account.</p> <p><u>Progression rules for those on programmes with a Year Abroad</u> The School is unhappy with the introduction, through NAM, of the requirement that all students on a degree programme with a Year Abroad must obtain an aggregate of 55% at the end of their first year. The School has, so far, been granted concessions to this, but</p>

applications have had to be made each year, as a blanket concession will not be granted.

Law is different to many degree courses in that, for most students, it is an entirely new discipline with new terminology, methods and skills to master. This necessarily involves a transition period and students should not be penalised if they do not adapt to it immediately. The requirement of 40% in the first year and 55% in the second currently works well in serving the dual function of giving students time to adapt to Law study whilst also ensuring maintenance of standards on the four year programmes. Furthermore, LAW provides good support to students on the four year programmes to ensure that they do as well as possible during the Year Abroad. In academic terms, this takes the form of dedicated American Law and French Law modules during the first and the second years. At the end of the first year, any student who has not achieved an average of 55% (without extenuating circumstances) is sent a letter from the appropriate course director, reminding the student that they must achieve at least 55% average at the end of their second year if they wish to go on the Year Abroad. The course directors also provide practical guidance and support throughout the degree, for example, with Year Abroad talks organised within the Law School and a dedicated personal advisor appointed for students on the four year programmes who is sensitive to the particular concerns of these students. In addition, good communication links are maintained with the students whilst they are studying away.

The School's four year degree programmes have a high record of 'good honours'. However, looking at the 2012/13 graduates from these degrees, there were students who would have been affected by the new rule under which they would not have been allowed to continue on the 4-year programme at the end of their first year.

M120 Law/ELS – of the 9 students who graduated:

J Gordon – 1st year aggregate of 50.25, but went on to have final year average of 71.07% and was awarded a 1st classification. She got 59.25% in her second year, so clearly benefitted from the year abroad.

M Bokiej – 1st year 53.63% - final year 68%

R Moseley – 1st year 45.25% - final year 63%

P Solari – 1st year 48.56% - final year 63.17%

L Waddington – 1st year 53.75% - final year 63.83%

M121 Law/French- of the 7 student who graduated:

C Wheatman – 1st year 50.87% - final year 62.5%

M122 Law/US – of the 10 students who graduated

B Robdrup-Kilgour – 1st year 53.85% - final year 66.67%

During the UEA's 50th anniversary celebrations, DLT caught up with a former Law/ELS student who is a good example of all the reasons we put forward for a concession. Michal Fujak obtained an aggregate of 45.56% in his first year, but was awarded a 2.1 classification in 2010, with an aggregate of 65.75% in his final year. He now has a job with

	<p>Credit Suisse in their London office working, for which he credits the skills that he acquired from the whole 4 years on the degree, with a year at the University of Lucerne, Switzerland.</p> <p><u>Decreased administrative support</u> It remains the case that, following 'Integration', the university suffers from insufficient administrative support for teaching and teaching-related activities. Colleagues in both the Arts HUB and Study Abroad Office are overstretched and have to function in very cramped working conditions.</p> <p><u>Seminar attendance monitoring</u> The university's IT system for seminar attendance monitoring is cumbersome and time-consuming. It is limited in only allowing seminar leaders to record physical attendance, and not having the functionality to add comments about students' performance in seminars.</p> <p><u>Closure of M121 LLB Law with French Law and Language</u> The School regrets that this degree programme had to close, in accordance with the university's policy on ending degree programmes with low numbers of students. This policy, apparently based on registration figures alone, did not seem to take into account that: there were only two separate modules specifically for students on this degree, with all other modules taken being those already running; students on this degree have a history of obtaining 'good honours', contributing to the School's overall statistics; students on this degree have good employment prospects and contribute to the School as alumni through the various Employability schemes.</p>
<p>Modules requiring review in subsequent academic year following the monitoring and update process:</p>	<p>All modules are reviewed annually as matter of long-standing School policy. All reports from Module Organisers are sent to the Director of Teaching and Learning and then, subsequently put before the School's UG Teaching Committee.</p>
<p>Dissemination of good practice within the School - proposed process and timescale:</p>	<p>The School's UG Teaching Committee meets three times per year, and includes a range of faculty members. The School Board meets twice per year and the School's Executive Committee at least once a month, with teaching and teaching-related issues are discussed at each with a view to disseminating good practice via reports from the Director of Learning and Teaching, Senior Advisor and Director of Employability. The Law School Teaching Day took place on Tuesday 01 July 2014 and the School's first annual Assessment and Moderation meeting on 4 September 2014.</p> <p>The School also adheres to the university policy on peer observation. In addition, there are regular, ad hoc, email communications from DLT, and the faculty is relatively small and collegiate which allows for</p>

	many informal discussions, dissemination of good practice and sharing of ideas.
Stage 2 - For completion by the Faculty Associate Dean (LTQ)	
Confirmation that process has been satisfactorily undertaken:	Name: Ratula Chakraborty
	Date: 25/9/14
Good practice identified and University wide issues <i>(If different from the above):</i>	<p>Law school shows excellence in several aspects of their teaching operation.</p> <p>The student run 'Law Society' supported by Law school is certainly an aspect not seen in other schools of the faculty but perhaps might be in existence elsewhere in other schools of UEA. This certainly is an area worth exploring.</p> <p>Reviewing of all modules each academic year is certainly another example of best practice and is an example followed by all SSF schools but not so across the university</p>
Dissemination of good practice within the Faculty and University-proposed process and timescale.	The existence of the student led 'Law Society' could be replicated by certain schools where there are existing professional bodies that such student groups could be linked to which would help employability as well and future mentoring. AD LTQ will ensure that certain best practices as evidenced above is shared with other TDs of SSF Faculty and where there is value in adopting certain of these practices – there will be an opportunity to develop these in schools.

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 – Undergraduate For completion by the Teaching Director (LTQ)			
School:	NBS	Year: 2013-14	
Courses monitored and updated:	BSc Business Management BSc Marketing and Management BSc Accounting and Finance BSc Accounting with Management BSc Accounting and Management BSc Finance and Management BSc International Business Management (IBM)		
Summary of good practice and action plans:	<p>Good Practice</p> <p>(1) The first point here is to note the extraordinary volume of assessment and the validity of that assessment undertaken by NBS colleagues on the UG programme:</p> <ul style="list-style-type: none"> • On the six first year modules alone, together with LTS we processed some 4,762 pieces of work (coursework items or exam scripts) in the year 2013/4. • Assuming that there are approximately 250 words per credit of course work and approximately 150 words per credit of exam, our first year assessment involves reading a total of some 10,282,200 words. • As the total number of students is boosted in years 2 and 3 by direct entry students, the total volume increases. It is estimated that we mark more than 15,000 pieces of coursework or exam scripts over the three years totalling some 35-40 million words. • Of the roughly 7,500 pieces of coursework in 2013/4, we received just 47 remarking requests. That's 0.63%, of which just 4-5 (0.06%) saw a significant change in marks. To date in this year, we have had just 6 academic appeals. For that coursework we provide detailed individual feedback, that is 7,500 feedback forms. For the exam assessment we provide generic feedback at a cohort level on Blackboard. 		

	<ul style="list-style-type: none"> • All this work is beginning to bear fruit. In the Student Experience Survey which mirrors the NSS but for Year 1 and 2 students, NBS does not appear in the weaker schools in UEA for assessment and feedback and is indeed among the stronger schools in terms of 'criteria used in marking have been made clear to me in advance' and 'feedback on my work has been prompt.' <p>(2) The second point relates to our efforts with respect to employability. Key elements of our approach on the UG programme are:</p> <ul style="list-style-type: none"> • Employability week, week seven of semester 1, which was piloted for the first time in 2013/4 and which is being expanded in 2014/5. A range of events and activities, covering job-seeking but also help with internships, the use of social media, and the development of employability related skills were provided in London and Norwich and some 150 students were involved. • Employability prizes, with employers funding prizes for the best pieces of coursework on a module, were introduced with Nat West providing £1,000 for an entrepreneurship module. This will be extended to HR and accounting modules in the forthcoming year with Marsh and Price Waterhouse providing judging and prizes. • The Graduate Trainee Management Scheme (GTMS) is our post-graduation placement scheme and operated for the second year providing a personal development experience for approximately 30 third year students and resulted in 12 students being offered and accepting places with participating employers. • Across the programme, contact with employers has been promoted through the use of guest lecturers from business and the professions. <p>Action Plan</p> <p>Considerable progress has been made on the action plan proposed last year. Specifically:</p> <ul style="list-style-type: none"> • The school has begun to develop a distinctive teaching and assessment philosophy for the School with the Director of Teaching and Learning Quality taking the lead. This "NBS Method" is summarised below.
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The NBS Method (2x3)

Teaching	Assessment
(1) Teach via questions	(1) Provision of marking criteria in advance
(2) Challenging incorrect assumptions/conventional wisdom	(2) Provision of formative assessment with feedback
(3) Use of technology	(3) Provision of feed-forward



More interesting teaching



Better assessment support

- A new marking template and feedback form, based on the university's Senate Scales for Coursework and Presentations, has been designed and is being widely used in the school.
- A moderation process for coursework, using a simple checklist, has been implemented and has brought the moderation of coursework into line with the moderation of exams.
- The review of all modules has been implemented for the QAR 1 process for a second year.
- Modules with average marks below 60% were investigated and action plans put in place leading to improvements in most cases.
- A staff development programme for the School has been put in place with regular teaching development events.
- Extended use of technology in teaching is being planned following meetings with the University's new Learning Technology lead.
- Further improvements were made to the induction process for new students including a new Student Handbook and the development of the Student Performance Accelerator programme.

Any University wide issues identified:

The need for high quality large lecture theatres remains a particular issue for the business school.

Modules requiring review in subsequent academic year following the monitoring and update process:

It is NBS's policy to review all modules every year.

Dissemination of good practice within the School - proposed process and timescale:	Via our Staff Development Workshop Programme led by our Director of Staff Development.
Stage 2 - For completion by the Faculty Associate Dean (LTQ)	
Confirmation that process has been satisfactorily undertaken:	Name: Ratula Chakraborty
	Date: 25/9/14
Good practice identified and University wide issues <i>(If different from the above):</i>	<p>Norwich Business School is an exemplar of a very large school engaged in enormous volume of assessment yet with very high validity of its assessment processes and successfully delivering all feedback 'On-Time-In-Full'. With the latest NSS scores showing a 10 point increase in NBS's assessment and feedback scores – perhaps good practice developed in NBS should be shared across the university.</p> <p>The running of the 'Employability Week' is another example which perhaps could be adopted by most schools if not already prevalent across the university.</p> <p>Reviewing of all modules each academic year is certainly another example of best practice and is an example followed by all SSF schools but not so across the university</p>
Dissemination of good practice within the Faculty and University-proposed process and timescale.	AD LTQ will endeavour to showcase NBS in terms of 'assessment and feedback' to the Faculty TDs ...with the intention that certain areas of best practice existing in NBS can be usefully disseminated and implemented in other schools of the faculty.

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 – Undergraduate / Postgraduate Taught <i>(delete as appropriate)</i> For completion by the Teaching Director (LTQ)			
School:	PSY	Year:	2013-14
Courses monitored and updated:	BSc Psychology		
Summary of good practice and action plans:	<p>Good practice issues:</p> <p>External speakers have worked well on some modules e.g. Introduction to Mental Health Module coordinated by Dr David Lee Priest. David will liaise with other module leaders (especially Vikki McDermott for Crime and Punishment, and Liz McConnell for Clinical Psychology) to share with them his approach to inviting speakers.</p> <p>The volume of assessment on RDA will be maintained as its appropriateness and quality has been indicated by the External Examiner. The module leader (NC) will work with the module teaching team to ensure the marking process is managed to enable a consistent and swift turnaround time for feedback is achieved.</p> <p>The psychology teaching team has good partnership with students especially through the SSLC. This has led to the expansion of induction activities for 1st years and a development of induction sessions for 2nd and 3rd years. These developments are being monitored and are likely to be an aspect which the teaching team will present at the UEA teaching and learning day in 2015.</p> <p>Overall the action plan builds on continued development in psychology and good practice issues will be a standing item on team meetings. Meeting are very well attended and we consider this team approach which embeds communication and a sharing of values a format of good practice in itself.</p>		

	<p>The 3rd level module leaders for 'risk' and 'social cognition' will describe their experiences of workshop oriented sessions over a 3 hour block in the week 7 team meeting.</p> <p>The timing and quality of feedback will be reinforced to teaching staff during the week 0 meeting and in each team meeting. Feedback timing will also be monitored through the HUB. This should further enhance the performance relating to the assessment and feedback aspect of the NSS</p> <p>The importance of advisers will be reinforced at induction for students, and in addition, in the 'week 0' teaching meeting all members of the teaching team will be taken through the essential elements of advising by the programme director (VS).</p> <p>Seminar content across the programme will be reviewed by module leaders and the effectiveness of any changes will be monitored through module evaluations which will include a specific focus on seminar experience.</p>
Any University wide issues identified:	<p>Classroom provision – both the available space and quality of teaching rooms needs to be enhanced if creative and innovative teaching is to be supported in line with the notion of a 'campus' university experience.</p> <p>Self-certification was problematic this year, especially in relation to the marking and moderation process. New policies introduced for 2014-15 look more complex than necessary, but we will monitor their effectiveness at programme level.</p>
Modules requiring review in subsequent academic year following the monitoring and update process:	<p>In PSY we consider it good practice to review all modules each academic year.</p>
Dissemination of good practice within the School - proposed process and timescale:	<p>A system of regular whole team teaching meetings (weeks 0, 3, 7 and 11 in semester 1, and weeks 3, 7 and 11 in semester 2) plus an annual school teaching away day (mid-June), will be used as a mechanism for dissemination good practice.</p> <p>Good practice issues will be a standing item on the agenda. For example, in the week 7 meeting 3rd level module leaders for 'risk' and 'social cognition' will describe their experiences of workshop oriented sessions over a 3 hour block.</p>
Stage 2 - For completion by the Faculty Associate Dean (LTQ)	
Confirmation that process has been	Name: Ratula Chakraborty

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satisfactorily undertaken:	Date: 25/9/14
Good practice identified and University wide issues <i>(If different from the above):</i>	<p>The effectiveness of SSLC in influencing and initiating changes in the induction programmes of the school is certainly commendable and is identifiable good practice that could be followed in all schools (assuming that it is not standard practice) of the university.</p> <p>Reviewing of all modules each academic year is certainly another example of best practice and is an example followed by all SSF schools but not so across the university</p>
Dissemination of good practice within the Faculty and University-proposed process and timescale.	<p>Using the avenue of SSLC meetings to influence and initiate changes to induction programmes and possibly other aspects affecting student satisfaction is certainly something that could be disseminated across SSF schools. AD LTQ will endeavour to see that Dr Neil Cooper, PSY Teaching Director showcases his school in how they effectively manage this aspect - in terms of inception to completion and feedback at a future SSF LTQC to assist in 15/16 induction programmes.</p> <p>It is also worth noting that PSY teaching team will endeavour to present their 'best practice' of using the SSLC Forum at UEA's next Learning and Teaching Day in 2015.</p>

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 – Undergraduate <i>(delete as appropriate)</i> For completion by the Teaching Director (LTQ)			
School:	Social Work	Year: 2013-14	
Courses monitored and updated:	BA Social Work		
Summary of good practice and action plans:	<p>The BA Social Work course gained accreditation with the Health and Care Professions Council (described as ‘sparkling’ in verbal feedback) this academic year. The programme was also endorsed by The College of Social Work where the passion and quality of the teaching was commended, and the excellent links to the School’s research noted.</p> <p>Action plan:</p> <ul style="list-style-type: none"> • Review of placement documentation following first year of implementation of new paperwork. • Review of moderation of placement learning • Review assignment for Social Work and Society part of Legal and Social Policy Context of Social Work module • Introduction of new teaching in year one, introducing social work skills and research awareness to ease the transition to university education and to a professional programme. 		
Any University wide issues identified:	Continuing shortage of suitable teaching accommodation for the workshop based and experiential teaching and learning necessary on a professional social work course.		
Modules requiring review in subsequent academic year following the monitoring and update process:	<p>Legal and Social Policy Context of Social Work (module within first two years, new teaching staff for 2014-15)</p> <p>Professional Theory and Practice II (new module organiser for 2014-2015).</p> <p>Professional Development (new module organiser for 2014-2015).</p> <p>The Dissertation (new module organiser for 2014-2015).</p>		

Dissemination of good practice within the School - proposed process and timescale:	Regular staff meetings are held fortnightly throughout the teaching year, at which all aspects of teaching and assessment are discussed.
Stage 2 - For completion by the Faculty Associate Dean (LTQ)	
Confirmation that process has been satisfactorily undertaken:	Name: Ratula Chakraborty
	Date: 25/9/14
Good practice identified and University wide issues <i>(If different from the above):</i>	Whilst there is evidence of sound practice within the school's teaching activities, none has been identified as best practice requiring wider dissemination.
Dissemination of good practice within the Faculty and University-proposed process and timescale.	