

LTC14D159

Title: Plan for the first interim evaluative report following the implementation of the Bachelors and Integrated Masters award regulations.
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Issue

As part of the implementation the New Academic model, subsequently known as the Bachelors and Integrated Masters (BIM) regulations, there was a commitment to review its implementation periodically. This report to LTC sets out the draft plan for the first review.

Recommendation

Members are asked to consider the draft plan and comment on its content and timescales.

Resource Implications

N/A

Risk Implications

N/A

Equality and Diversity

N/A

Timing of decisions

The plan for the first interim evaluation of BIM will be finalised following comments from members at this meeting, with a view to submit the review for consideration at the LTC meeting of 13 May 2015.

Further Information

Caroline Sauverin, Head of LTS

Background

Extract from the Academic Director of Taught Programmes' report to LTC at its meeting on 30 January 2013:

'It will be essential for the University to ensure that the impact of the NAM is closely monitored and evaluated. It is recommended, therefore, that LTC establish an evaluative framework for assessing NAM both ahead of implementation and in first 3 years of application including a qualitative element referencing academic views and experience. This process of evaluation should include and draw-upon feedback from Course Directors, Heads of Schools, Faculty LTQCs, and School SSLCs for early reactions circa 15 months in to the NAM (i.e. in January 2015) by email enquiry and via SSLC student reps. This feedback should be collated by the Learning and Teaching Service, analysed by the Academic Director of Taught Programmes and the Heads of LTS, and subsequently presented as an interim evaluative report, to LTC at the end of the spring semester 2015 (April 2015). The report should conform to an explicit framework which includes information on:

- appeals
- complaints
- drop-out
- reassessment data
- NSS scores
- classification outcomes
- OIA judgements
- employability impacts.

This should be followed by a summative evaluation after five years (completed in Sept 2018). Our approach should be intended to capture any unintended consequences as well as the outcomes we would be expecting to assess as part of our evaluation.

Recommendations:

- 1) Interim evaluative report produced by ADTP/LTS (Jan 2015).
- 2) Summative evaluation produced after five years (Sep 2018)'.

Discussion

1. Content for the interim evaluative report on BIM

The ADTP has identified the framework for evaluation of the new regulations as set out above. In addition, there are a number of indicators which can be assessed one year into the regulations. The proposed indicators are listed below, in the form of 'proposed content'. It should be noted that some of the measures will not be a direct comparison with the CCS students due to other initiatives and changes to regulations which should promote retention, reduce the number of appeals and complaints and improve employability.

Subsequent to the introduction of BIM, Senate approved a 'direction of travel' with regard to the provision of taught programmes, and it may be useful to include these measures in this report, and the five-year report:

- fewer courses, fewer modules with low student enrolment, having majority of assessed work formative with less summative and fewer exams;
- summative coursework items to be worth at least 10% of the overall assessment weighting for each module¹.

Proposed Content:

¹ ET Away Day 11.10.13, Learning and Teaching Summit meeting of DVC, PVC, Deans and AD (L&T), Ac DTP, Director and Heads of LTS 4.11.13, Senate 6.11.13, University Policy Half Day 13.11.13, LTC 25.6.14.

A. Introduction and Background

B. Process

Sources of information:

1. Concessions granted against the regulations
2. Progression outcomes compared to previous years:
 - a. The number of students undertaking reassessment
 - b. The number of students who subsequently failed reassessment and were required to withdraw due to academic failure
 - c. The number of students who had a concession to repeat a period of study at level 0 and level 4.
 - d. Dropouts during the year
 - e. The number of students who had a mark of less than 20% at first attempt and their final outcome for the year.
 - f. The number of students who had module marks within 0.5% of a pass mark and therefore were not required to go to reassessment in those modules.
3. Change to assessment strategies:
 - a. The proportion of assessment which is formative compared to summative;
 - b. The number of exams;
 - c. The total number of assessments.
4. Issues raised by colleagues (Chairs of Boards of Examiners, secretaries to Exam Boards, Teaching Directors) in implementing the new regulations. **[Although some information was captured at the end of last year, it is proposed to consult further with academic colleagues and students to feed in to this review]**
5. Appeals and complaints and any OIA cases for BIM students.

C. Compliance and performance against the key principles of the New Academic Model in addition to the above.

1. Each BA/BSc (Hons) degree comprises of at least 360 credits, with at least 90 credits at level 6 and no more than 20 credits at level 4 in stage 2.
2. Each Integrated Masters degree comprises of at least 480 credits, with no more than 20 credits at module level 4 in stage 2, at least 90 credits at level 6 in stage 3 and 120 credits at level 7 in stage 4.
3. Modules will follow a clear progression from levels 4, to 5 to 6 to & 7, which aligns with the Higher Education credit framework for England.
4. All courses have Programme-level outcomes and the ways these are to be assessed should be clear for all.
5. The Higher Education credit framework for England level descriptors have been adopted.
6. Assessment and classification rules have been simplified, with the use of algorithms.
7. Simplification of the rules for classification to include a reduction in the discretion available to Boards of Examiners. Algorithms approved and included in 2013/14 regulations.
8. Year weightings for all UEA 3 and 4 year Honours degrees are 40:60, stage 2: final stage. Year weightings for all Integrated Masters degrees are 20:30:50, stage 2: stage 3: stage 4. Findings: These year weightings have been programmed into the SITS classification rules.

D. Discussion and conclusion

2. Omissions from the first interim report

Criteria which will not be measured until the first finalists have graduated:

NSS scores

Classification outcomes

Employability impacts

3. Timings

- a) Feedback will be sought from SSLCs and Faculty LTQCs immediately following the meeting of LTC. Teaching Directors will be invited to canvass opinions from their Schools, in particular from Course Directors and Module Organisers, to feed in to the discussions at FLTQCs.
- b) Following feedback, the Head of LTS will report to the next LTC.