LTC14D163

Title:	**Report to LTC from Academic Director of Taught Programmes**
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Issue

A report from the Academic Director for Taught Programmes on progress on key areas:

1) Learning & Teaching day 2015 – Thursday 7 May 2015
2) Briefing workshops for the HER
3) Remark requests
4) Maximising student participation in end of module evaluation
5) Mid-Module evaluation
6) Draft Senate Guidance on Assessment & Feedback
7) Review of Student Academic Induction/Transitions
8) Risk-based approaches to internal moderation
9) Development of 'Repository of Coursework Exemplars'

Recommendation

LTC members are asked to consider the ADTP's report. There are no items for LTC to 'approve', but feedback/comments are welcomed.

Resource Implications

No significant resource implications.

Risk Implications

No risks

Equality and Diversity

It is not envisaged that any of the recommendations contained in the report will impact on groups with protected characteristics.

Timing of decisions

This is simply an update for LTC – the report contains no recommendations for approval.

Further Information

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Background

The ADTP's report is a standing item on LTC agenda.

Discussion

The paper is for discussion only and contains no recommendations for approval.

Report to LTC from Academic Director of Taught Programmes
Dec 2014

This report from the Academic Director for Taught Programmes considers progress on key issues as follows:

1) Learning & Teaching day 2015 – Thursday 7 May 2015
2) Briefing workshops for the HER
3) Remark requests
4) Maximising student participation in end of module evaluation
5) Mid-Module evaluation
6) Draft Senate Guidance on Assessment & Feedback
7) Review of Student Academic Induction/Transitions
8) Risk-based approach to internal moderation

1)   Learning & Teaching day 2014
As previously reported, the date has already been fixed – **Thursday 7 May 2015**.
The 2015 L&T day will focus on those important transitional episodes in the life of a student - the transition to HE, transitions within the degree programme, transition to becoming a 'digital student', and finally, transitions into employment. The steering group has succeeded in developing an impressive programme for this year's event. The day will be divided into 4 separate parallel 'themes':

- Transition into higher education
- Transitions through higher education
- Transitions out of higher education: the wider context
- Holistic transition

The programme includes 19 separate workshops led by staff from across all four faculties in the University, as well as colleagues from ISD, DOS, and partner colleges, such as UCS. The opening keynote will be led by Michael Grove, Inaugural Director of the University of Birmingham's STEM Education Centre, whist the closing plenary session will be led by Mick Healey, HE Consultant and Researcher and Emeritus Professor at the University of Gloucestershire. The ADTP would like to express his thanks to the other members of the steering group, and in particular, Geoff Hinchliffe, for coordinating the development of the programme. The programme for the Day will be communicated to staff very shortly.

2)   Briefing workshops for the HER & the Audit Team
A range of briefing workshops on the HER have run successfully between October 2014 and February 2014. The last workshop, on Chapter B2 (Admissions), was delivered to an audience of 35 colleagues on Monday 9 February 2015. A comprehensive range of information has been made available to colleagues via the HER Blackboard site, with dedicated resources for each session. Attendance has been very strong, thereby ensuring that colleagues are well-informed of steps taken to ensure compliance with the various sections and related chapters of the UK Quality Code, and the deliberate steps being taken with regard to 'strategic enhancement'. It is likely, once the 'theme' of the audit has been agreed with the QAA, that a special one-off briefing session will be arranged focusing on 'employability'. Details will be circulated to staff in due course. The ADTP would like to take this opportunity to thank Lynne Ward, Lisa Marie-Atthowe and other colleagues involved in making the arrangements for the briefing sessions, and those colleagues who have taken the lead in delivering them.
The QAA have confirmed the composition of the HER audit team, which will be as follows:

- Richard Harrison, University of Newcastle (Reviewer)

- David Lamburn, Warwick University (Reviewer)
- Elizabeth Barnes, Sheffield Hallam University (Reviewer)
- Kate Wicklow, UCL (Student Reviewer)

3) Remark requests 2014/15

In total **64** re-mark requests have been received in the HUBs. Some of the requests (18) are still in the process of being processed and no outcome has yet been recorded. This leaves **46** cases where the outcome is known.

- Of the 46 cases where the outcome is known, **27 (58.69%)** resulted in the mark being <u>increased</u>:

  > Increase of 0-2 marks = 14 cases
  > Increase of 3-5 marks = 5 cases
  > Increase of 6-10 marks = 5 cases
  > Increase of 10+ marks = 3 cases

- In only **7 (15.21%)** cases did the re-marking result in the mark being <u>reduced</u>. In almost all, the reduction was in the order of 2 or 3 marks.
- In **12 (26.08%)** cases the re-mark resulted in <u>no change</u> to the mark.

Of the total number of 64 requests received to date, 28 **(43.75%)** are from students on PGT programmes, and 36 **(56.25%)** are from UG students. The breakdown by schools is as follows:

SSF	Number	UG	PG
NBS	23	1	22
ECO	5	5	0
PSY	4	4	0
DEV	7	3	4
EDU	0	0	0
SWK	1	0	1
LAW	0	0	0
Total	40 (62.5%)	13	27
HUM	**Number**		
AMA	4	4	0
HIS	5	5	0
PPL	6	6	0
LDC	6	6	0
FTM	1	1	0
Total	22 (34.3%)	22	0
FMH	**Number**		
HSC	0	0	0
RSC	1	0	1
MED	0	0	0
Total	1 (1.5%)	0	1
SCI	**Number**		
CMP	1	1	0
CHE	0	0	0
PHA	0	0	0
ENV	0	0	0
MTH	0	0	0
BIO	0	0	0
Total	1 (1.5%)	1	0
Total	**64**		

The UUEAS Academic Officer (Connor Rand) believes that student awareness of the right to request a re-mark is limited at present, and that UEA should and can do more to communicate this important 'safeguard'. The ADTP will work with Connor and LTS colleagues to explore how this can best be achieved. TPPG colleagues expressed some concerns about the manner in which re-marking requests are dealt with, and the ADTP has requested that they submit these to him in writing.

4)   Maximising student participation in End of Module Evaluation.
At the last meeting of TPPG on 4 March 2015, the ADTP included a discussion paper on maximising student participation in End of Module Evaluation. It was reported by the ADTP that there had been a steady increase in online module evaluations between 2013/14, and 2014/15, with only 3 schools seeing a decrease in the proportion of students participating and some rates increasing by 10% or more. A detailed paper on the issue is included as a separate paper for the 18 March LTC.

5)   The use of Mid Module Evaluation
At the last meeting of TPPG on 4 March 2015, the ADTP included a discussion paper on the future use of Mid-Module Evaluation. A detailed paper on the issue is included as a separate agenda item for the 18 March LTC.

6)   Draft Senate Guidance on Assessment & Feedback
A detailed set of guidance was considered by TPPG members in Dec 2014. This document brought together earlier policies and guidance into a single, all-encompassing set of guidance. Detailed and extensive feedback was received from TPPG members, including the ADLTE and Associate Deans, and members of the UUEAS. It was confirmed that the intention was that this guidance, which would be easy to find and hosted on the LTS webpages for ease of access to colleagues, would be available in sections, with hyperlinks to the relevant parts. In order to ensure full and comprehensive consultation and to ensure that the document is as user-friendly as possible, it has been referred back to FLTQCs for further comment/feedback in January 2015. The ADTP and Caroline Sauverin (Head of LTS) will bring a revised copy of the Guidance for consideration to the 13 May LTC.

7)   Review of Student Academic Induction/Transitions
The LTC review working group, chaired by Adam Longcroft (ADTP), will produce a report and make recommendations to TPPG for discussion at its meeting on 4 June 2015. These will inform a subsequent paper to LTC on 24 June 2015. The working group will focus on Induction for students on Taught Programmes only. It is anticipated that the working group will meet on 3-4 occasions between January to May 2015 inclusive. The first meeting has already taken place (Thursday 26 Feb). At this initial meeting the members of the Group were keen to ensure that the concept of 'Induction' was superseded by that of supporting successful 'Student Transitions'. Dates are now confirmed for subsequent meetings of the review working group. The terms of reference for the review, and membership of the review group are set out below:

Terms of Reference
1. To review the current arrangements for student academic induction, wherever it may take place (e.g. whether based in Schools, Faculties, or run/organised by central services) including an audit of those arrangements and identification of the particular needs of different groups of students.
2. To gain insights into arrangements for induction currently in place at competitor institutions.

3. To take account of the student view of current induction arrangements;

4. To identify and disseminate good practice which exists both within the University and at peer institutions.

5. Whilst recognising that Schools should be the primary locus for induction, to develop and establish standards for student induction that:-

- reflect the significance of this activity within the overall process of 'transition' (i.e. across the student lifecycle);
- take appropriate account of QAA guidance in the area and feedback from students;
- take account of best practice in the sector;
- promote the need for consistency and coherence;
- recognise that induction is an ongoing process not just confined to Freshers' Week;
- ensure that Schools are properly supported in this area of activity.

7. To examine the possibility of the inclusion of induction arrangements in the annual quality review process.

8. To produce a UEA 'Academic Induction Framework' that can guide the design of student academic induction in future and embed good practice across the institution.

Membership of Working Group

Adam Longcroft (ADTP) (Chair)	Rebecca Westrup (EDU)
Rebecca Tillett (AMA)	Selina Watts (LAW)
Michele Pavey (LTS)	Zoe Jones (DOS)
Ratula Chakraborty (SSF)	Graeme Richards (CMP)
Ben Milner (SCI)	Chris Hamilton (PHA)
Clive Matthews (HUM)	Dominique Hubble (MED)
Rosie Doy (FMH)	Laura Bowater (MED)
Jane Amos (DOS)	Claire Reeves (ENV)
Sue Long (ECO)	Emilian Parau (MTH)
Josie Kinge (NBS)	Katy Appleton (ENV)
Stephen Bennett (HUM)	Edward Anderson (DEV)
Kamena Henshaw (PSY)	Connor Rand (UUEAS)
Louise Cutting (SSF)	Liam Mccafferty (UUEAS)
Beatrice Poubeau (HUM)	Tim Southon (SCI)

10) Risk-based approaches to internal moderation

At its meeting on 4 March, TPPG considered a paper from Clive Matthews (Associate Dean for Learning and Teaching, HUM) on developing a more risk-based approach to internal moderation that HUM feel would ensure proper safeguards whilst also limiting the impact on staff time. This paper was discussed at some length but there was little support for a change in the existing policy.

11) Development of 'Repository of Coursework Exemplars'

Repository of Student Coursework 'Exemplars' is being coordinated by a small TPPG working group led by Jeremy Schildt, Head of the Learning Enhancement Team (LET), and Helena Gillespie (ADLTE). Four separate 'pilot' projects are now underway relating to a mixture of undergraduate and post-graduate programmes. This repository – which will go 'live' in August 2015 – with projects being implemented in the current semester and, primarily, the autumn semester of 2015/16. It will provide an important additional teaching resource for our staff, who will be able to use the exemplars to work with students to flag best practice in the preparation of academic work. The repository will also provide a key resource for students and will help them to understand what constitutes 'quality' in an assignment, whilst also enhancing the

dialogue with students and between students around assessment requirements and marking standards.

Working group membership:

Jeremy Schildt (DOS) – Chair	Clive Matthews (PPL)
Julia Hubbard (HSC)	Simon Andrews (DOS)
Helen James (BIO)	Connor Rand (UUEAS)
Laura Bowater (MED)	Caroline Sauverin (LTS)
Helena Gillespie(EDU)	

Adam Longcroft
ADTP
9 March 2015