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Learning, teaching *and* student experience bulletin

LEARNING, TEACHING AND STUDENT EXPERIENCE BULLETIN

JUNE 2019

This bulletin contains a digest of the policy work undertaken on behalf of the Learning and Teaching Committee this year and changes which will come into effect on 1 August 2019, plus an update on a number of on-going projects.

Please read through the contents and come along to our two briefing sessions in which we will summarise the changes and look forward to receiving questions or providing clarification. Please note the briefings this year will cover different topics and so it would be advantageous to attend both.

Wednesday
10 July 2019
10:00-12:00
Queens 1.03

Tuesday
10 September 2019
14:00-16:00
Lecture Theatre 4

Dr Andrea Blanchflower
Director of Student and
Academic Services

Professor Kay Yeoman
Academic Director for Learning
and Teaching Enhancement

Dr Clive Matthews
Academic Director of
Taught Programmes

Helena Gillespie
Academic Director for
Widening Participation

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Contents

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Quality and Standards

Reflections on Inclusive Education

UEA adopted an Inclusive Education policy in Academic Year 2018/19, with the aim of fully implementing the policy within 2 years.

Reflecting on these aspects of your practice will help you meet the requirements of the policy.

Think about the content of your module and ask the following questions, discussing with students if possible:

Do the sources used in the module draw from a wide range of perspectives?

Do examples used refer to a diverse range of people?

Do examples help raise awareness of equality, challenge established stereotypes and promote respect of individual difference?

Do you **know your student cohort** in general and note the students in the room before every time you teach?

Does the **mode of assessment** mean all students are able to engage productively in the task, given the design, amount of effort and the way you prepare them for it?

Are **assessment criteria** clear and does feedback focus on those criteria rather than secretarial or presentational aspects? Does the feedback support future learning?

Do teaching sessions include opportunities for students to actively develop their **assessment literacy**, including their understanding of assessment criteria, standards and processes, and skills of self and peer assessment?

Do you supply a **module outline and assessment briefs** and allow time in teaching sessions to discuss expectations of student engagement?

Are **teaching methods** designed to allow time for students to listen, think, talk, question, participate as well as vary pace where appropriate?

Do students have the opportunity to create in

For more information: Helena Gillespie (x2974 or H.Gillespie@uea.ac.uk)

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partnership with staff and other students?

Do you supply **learning materials** that allow students to effectively prepare for teaching at least two working days before?

Do you supply materials that enable students to **work effectively in class** and to follow up on taught sessions? This might include lecture notes or slides, readings, structured activities and subject related glossaries.

Do you supply an **online reading list** which is annotated to help students understand how and when to engage with the material?

Do you have an **ongoing dialogue with students** about their experiences of the teaching, clarifying and adapting your approach when needed?

Have you engaged with your colleagues to develop these aspects of the student experience?

Improvements must be consistent to make an impact on learning and satisfaction.

For more information: Helena Gillespie (x2974 or H.Gillespie@uea.ac.uk)

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Module and Course Update and Review

Thank you for your input into the development of a new way of reviewing our taught provision. We have listened to the feedback and changed the process as much as we can for this interim year. With further IT developments we aim to improve the process further and welcome your input and feedback on these interim processes.

Review Process

The annual review process is the opportunity for Schools to fully review their course provision and consider how to improve and enhance course delivery. This year we have interim arrangements, before the full new Internal Quality Review and Development framework is implemented.

This year we are using Tableau dashboards to bring together data for module and course review and using online Microsoft forms to capture the output the reviews. This output will be viewable in Tableau and used to inform the update process, therefore avoiding duplication of effort.

Module Review

Schools should review all modules taught during 2018-19. The expectation is that Module Review will reference the module performance data (available on Tableau) and will normally take place after exam boards confirm marks, in time to feed into Course Review.

How?

Module Organisers are asked to view their module data via a Tableau Dashboard and record their recommended changes on an online Microsoft form. The output from this will then be viewable on Tableau to help inform Course Review and Module Update.

When?

School Directors of Learning and Teaching should set internal deadlines that work for their School and allow completion of Module Review ahead of Course Review.

For more information: Caroline Sauverin / Rachel Paley (R.Paley@uea.ac.uk or C.Sauverin@uea.ac.uk)

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Course Review

Schools should review all courses delivered during 2018-19.

How?

Course Directors are asked to view Course performance data and relevant module data (via a Tableau dashboard) and record their recommended changes on an online Microsoft form. The output from this is considered and approved at a School meeting – normally the first School Teaching Committee, or equivalent, of the year.

When?

School Directors of Learning and Teaching should set internal deadlines that work for their School, but as a guide the Course Reviews should follow on from the deadline set for Module Review. The review should be completed, and recommendations approved by the Teaching Committee (normally the first meeting of the year), in time to feed into the update process.

Module Update

This year we have changed the online Module Update task on eVision, following feedback on the process from stakeholders. This is the third year of the task being online, and we have made it more tailored/light-touch. The tasks have been separated out into three distinct phases:

2019-20 – this is the module information for students taking their modules from September 2019. **This should be completed by 31 July.** More details of the requirements are available on the LTS website.

2020-21 – this is the information available to students to help with module enrolment selection. This year, LTS will be updating the modules for 2020-21 using the output from Module Review, and Module Organisers will have a summary view to confirm any changes. This work will take place in the Autumn and more details will be circulated in early September.

For more information: Caroline Sauverin / Rachel Paley (R.Paley@uea.ac.uk or C.Sauverin@uea.ac.uk)

4

2021-22 – This is the information that will be used to market our portfolio of courses to prospective students – those that are applying in 2020/21, and starting their courses in 2021/22. The module title and description will be available on the web as part of the Course Catalogue. This work will take place in the Autumn and more details will be circulated in early September.

Course Update

Course update will be informed by the approved changes from Course Review and the intention is that LTS will make the changes and Course Directors will check and approve. This will follow on from Module Update.

Separately, Course Directors will be asked to provide Course Overview material for ARM to use in their course marketing. Although informed by the Review and Update processes, this year the collection of the Marketing Course Overview will be managed separately from the LTS-managed Review and Update processes, in response to academics' feedback.

For more information: Caroline Sauverin / Rachel Paley (R.Paley@uea.ac.uk or C.Sauverin@uea.ac.uk)

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Communication Plan

Message	Timeline
(Comms 1) • Introduction to Module and Course Review and Update (this document) • Request to set School Annual Review deadlines	w/c 10 June 2019
(Comms 2) • Module Organisers to complete the final details eg assessments, for modules being delivered to students in 2019-20	w/c 17 June 2019
(Comms 3) • Launch of Module Review including guidance on using Tableau dashboards and completion of forms	w/c 24 June 2019

For more information: Caroline Sauverin / Rachel
Paley (R.Paley@uea.ac.uk or C.Sauverin@uea.ac.uk)

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(Comms 4)	w/c 1 July 2019
• Launch of Course Review including guidance on using Tableau dashboards and completion of forms	

There will be a demonstration and Q&A session as part of the L&T and Student Support Briefing Session: **10 July 2019, 10.00-12.00 in Queens 1.03**

Details of Module and Course Update	**Early September 2019**

There will be a demonstration and Q&A session as part of the L&T and Student Support Briefing Session: **10 September 2019, 14.00-16.00 in LT4**

For more information: Caroline Sauverin / Rachel Paley (R.Paley@uea.ac.uk or C.Sauverin@uea.ac.uk)

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LTC Review for 2019-20

On the LTC schedule of reviews for 2019/20 is a review of the Advising System which was last reviewed in 2014/15 and a review of External Examining (Taught Programmes), brought forward from 2020/21.

For more information: Michele Pavey (x2097 or M.Pavey@uea.ac.uk)

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Changes to the Bachelors and Integrated Masters Regulations

The main change to BIM for 2019/20 are:

1. The removal of the algorithm for students within 2% of a classification borderline to be automatically upgraded if they meet the criteria. This applies to new students starting at Stage 0 or Stage 1.

   Students who started their course in 2018/19 or earlier are governed by the 2018/19 regulation as are students who start their course as a direct entrant to Stage 2 or above in 2019/20.

2. Removal of the reference to Starred Firsts (only available to students who started in 2015/16 or earlier);

3. Change to Regulation 12.5.1, a student studying at Stage 2 or above has achieved a module mark of below 20% in a *core* module does not have an automatic right to reassessment. This has been changed to remove the requirement for the failed module to be a core module and can now be any module;

4. In 9.7.2 where previously confirmed autumn semester module marks are adjusted, the marks for autumn semester only visiting students should also be amended and both the student and their home institution informed.

For more information: Michele Pavey (x2097 or M.Pavey@uea.ac.uk)

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Changes to the Extenuating Circumstances Policy

1. Addition of technical circumstances involving problems attributable to a failure of UEA systems at the point of submission or during an event assessment as an extenuating circumstance (3.3j).

2. Removal of the requirement for students to explain why their EC request was submitted after a submission deadline or the day of an assessment event and removal of the requirement for the Academic Director of Taught Programmes to consider and approve/ reject late requests. This removes a task for students which added little value to the process and, which proved to be a time consuming task for the ADTP (4.3).

3. Increase in the time students have to submit evidence in support of their

EC request from 5 to 10 days. It is recognised that medical certificates from the University Medical Service comprise a large proportion of the evidence students use in support of their ECs and UMS turnaround times are up to 10 days (4.12).

4. If a student requests a delayed assessment or delayed reassessment on the grounds that their ECs meant that they did not have a fair attempt at the initial assessment, the marks for that attempt shall be voided and only the marks for delayed reassessment will count for progression purposes. This brings the Extenuating Circumstances Policy and Regulations in line with the Bachelors and Integrated Masters and the Common Masters Framework regulations (6.8).

For more information: Michele Pavey (x2097 or M.Pavey@uea.ac.uk)

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5. LTS Managers will consider more ECs which meet the criteria outlined in that regulation (7.5)

For more information: Michele Pavey (x2097 or M.Pavey@uea.ac.uk)

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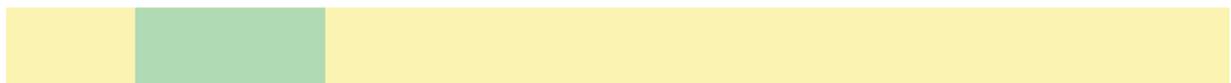
New Partner Colleges

UEA is pleased to be welcoming two new colleges to its growing portfolio of academic partners. From September 2019 Colchester Institute and West Suffolk College will be admitting the first students on UEA validated degrees. UEA's partnership with both institutions is set to grow over the next two to three years with further programmes being validated covering a broad range of subject areas including Music, Business, Engineering, Arts, Health and Social Care. As with UEA's existing academic partners, the programmes will be designed and delivered by colleagues at partner intuitions but quality assured and awarded by UEA.

Colchester Institute and West Suffolk College join a group of seven other partners delivering UEA validated programmes to circa 3000 students. These partners are:

- Brooksby Melton College

- City College Norwich

- Easton and Otley College

- INTO UEA

- Mountview Academy of Theatre Arts

- Royal Marsden School

- South Essex College

The Academic Partnerships team is always keen to hear from colleagues who would be interested in working with UEA's academic partners, either through involvement in validation events and programme approval or through working to share best practice and provide developmental support. Any colleagues interested in finding out more about opportunities to work with partners should contact the Academic Partnerships Office at academic.partnerships@uea.ac.uk.

For more information: Gavin Tash (x2205 or G.Tash@uea.ac.uk)

Delivery

Lecture Capture

The lecture capture project for UEA has moved to the tendering stage for a vendor. This will allow us to get a better understanding of costs of the project over a four year period, and the type of functionality on offer. Once a vendor has been chosen (July 2019), we will get a final agreement on the project by Executive Team Finance (ETF). We will then begin an implementation phase which will require amendments to the Lecture Capture Policy and ensuring that we have the Data protection Impact Assessment form complete. At this point we will also start staff training and develop information for students. It is anticipated that lecture capture as an 'opt-in' will start at some point in the 2019-20 academic year. For further information on this project please contact Prof Kay Yeoman, Academic Director of Learning and Teaching Enhancement.

For more information: Kay Yeoman (x2846 or K.Yeoman@uea.ac.uk)

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Postgraduate Students' Dissertation Support

Background

A uea|su report, entitled **PGT students' dissertation support report**, from the former Postgraduate Education Officer, Madeleine (Maddie) Colledge, outlined the variety of existing practices supporting PGT students whilst undertaking their dissertations. The report made a number of recommendations 'to ensure that students on PGT programs are supported well and consistently, particularly through their dissertation process'.

Maddie Colledge met with Becky Fitt, and identified and agreed three areas for investigation and action:

- Supervision

- Deadlines

- Availability of information

The Project

The aim is to provide, as far as possible, an equitable dissertation experience for PGT students, whilst taking into account the differences in the types of dissertation submitted (for e.g., credit weightings, area of study).

The project is in two phases, recognising that some of the matters identified should be resolved by providing information earlier in the dissertation cycle and by providing a rationale for processes:

Phase 1:

Actions for implementation in 2019/20 were set out in a memo sent to Heads of Schools and Teaching Directors, dated 4 April 2019, as follows:

1. **Transparency on the allocation of supervisors**
   Each School to publish clear information on how dissertation supervisors are selected and/or allocated (this could be done at School or course level, recognising that one

For more information: Becky Fitt (x1157 or R.Fitt@uea.ac.uk)

size does not fit all).

2. **Escalation process for reporting issues concerning supervision** Each School to publish how students can report their concerns.

3. **Students having sufficient notice of submission dates for the i) proposal and ii) final dissertation** Each School to publish these deadlines to students at the start of their course; this will help students with planning and managing their workloads.

4. **Access to information** Information arising from points 1 to 3 and any other School/ course level information to be clearly signposted and easily accessible to students.

Phase 2:

Addresses the areas that require further investigation and consultation for implementation in 2020/21, supervision will be a key area for consideration.

A Working Group will be set up in the 2019/20 academic year. The expectation is that the Academic Director of Taught Programmes will chair the Group; its membership will include representatives from academic staff and students from the four Faculties, the PG Education Officer, Martin Marko, and Jeremy Schildt, Assistant Head of Life and Learning (Learning Enhancement).

For more information: Becky Fitt (x1157 or R.Fitt@ uea.ac.uk)

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Changes and Guidance for Sharing Reasonable Adjustments

A new reasonable adjustment system, which has been developed by teams from across the University, is being introduced for the new academic year and academic staff are encouraged to book onto training sessions.

Reasonable adjustments are an integral part of the University's obligation to provide accessible teaching to students with disabilities, and this new system provides up-to-date and relevant access for staff and students themselves.

A module organiser will now be able to see how many students need to record a lecture and whether to expect a note taker for a specific student on their course.

To help with the role out of this new system, Student Services are facilitating training sessions. A Wellbeing Advisor will deliver the sessions and there will be a Tableau specialist available. There's no booking necessary.

Sessions for Senior Advisers and Disability Liaison Officers:

17 September, 10am-11am, room 01.02 in the Elizabeth Fry Building

19 September, 2pm-3pm, room 01.08 in the Elizabeth Fry Building

Sessions for Module organisers and Academic Advisers:

17 September, 11am-12pm, room 01.02 in the Elizabeth Fry Building

19 September, 3pm-4pm, room 01.08 in the Elizabeth Fry Building

If there is a demand, further training events can be arranged.

For more information: Claire Pratt (x3774 or C.Pratt1@uea.ac.uk)

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Assessment

Academic Integrity Policy

Work will take place during 2019/20 to develop an academic integrity policy in collaboration with the Students' Union and academic colleagues.

Clarifications to the Plagiarism and Collusion Policy

1. Section A 1: replacement of references to 'punishment' with 'penalty' in keeping with other University regulations.

2. Section A 2.2: additions to the types of assessment where plagiarism can occur and sources which could be plagiarised.

3. Section 1 2.4: addition of a definition of contract cheating.

4. Section B 5.2: removal of a suggestion relating to students being able to resubmit work identified as low level plagiarism. This will be included in guidance to P&C Officers.

5. Section B 5.2.3: amendment of a penalty for serial plagiarism to bring it into line with a single high level offence.

6. Section B 7: clarification that students may not appeal a penalty of plagiarism or collusion where they have been referred to a Senate Student Discipline Committee. This now accords with Section 4.1 (v) of the Academic Appeals and Complaints Policy.

For more information: Rachel Paley (R.Paley@uea.ac.uk)

Clarification to the Moderation of Assessment Policy

1. In section 4.15 the minimum sample size of work to be moderated has been clarified with an example- 'given 10 submissions, $\sqrt{10}$ = 3.2 which rounds up to a sample size of 4 (plus any failing scripts)'. It has also been made clear that the sample comprises assessment submitted by the published deadline.

2. In section 5.2 minimum sample sizes to be sent to External Examiners has been clarified with the addition of the following:

'Any sample sent to the External Examiner for scrutiny should, at a minimum, include those scripts internally moderated plus an additional 10% or 3, whichever is the larger. The External Examiner may request a larger sample on request'.

For more information: Michele Pavey (x2097 or M.Pavey@uea.ac.uk)

18

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Assignment Briefs

In accordance with the UEA policy on the moderation of assessment, an assignment brief template has been prepared. Module organisers and assessors will be able to tailor the template to meet the assignment requirements. A verification template has also been prepared for internal use and a guidance document on the use of both templates will be circulated.

For more information: Kay Yeoman (x2846 or K.Yeoman@uea.ac.uk)

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E-Marking

The E-vision submission point will remain open for the 2019-2020 academic year only. In order to gain more uptake of electronic marking and to encourage the diversification of assessment, we have a range of plug-in tools to Blackboard, these include; Turnitin, Mobius and PebblePad. Staff wishing to trial the Feedback Studio available in Turnitin, PebblePad for portfolio work or Mobius for the creation of maths assessments should contact Head of CTEL Alicia McConnell (Alicia.Mcconnell@uea.ac.uk) or Prof Kay Yeoman, Academic Director of Learning and Teaching Enhancement.

For more information: Kay Yeoman (x2846 or K.Yeoman@uea.ac.uk)

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Course Tests

In March 2019, LTC approved the following principles in relation to course test assessments:

• All Course Tests sat under exam-hall conditions to be re-labelled as 'examinations', from 2019-20.

• All other Course Tests to continue to be labelled as 'coursework', but using new codes, which more accurately describes the type of test.

• Formative course tests run under formal exam conditions to cease; other methods of delivery would be encouraged, such as the use of Blackboard tools.

• All assessments which require formal invigilation to be coded EX*, for clarity to students and ease of identification to ensure correct operational support.

During July and August 2019, a task and finish group will be established which will include School, LTS and FPG stakeholders. Their main objective will be to re-label assessments referred to as course tests for implementation from September 2019.

For more information or if you would like to be a member of the task and finish group, please contact Jean Whiting, Assistant Head, j.m.whiting@uea.ac.uk

Further work in this area over a transition period of the next two years, will be taken forward with the Schools by the Academic Directors of Learning and Teaching . This will allow time for Schools to review their assessments at course level:

• To reduce the number of examinations overall, and in particular those previously labelled as Course Tests that fall outside of the 4-week exam period.

• Consider re-establishing a minimum weighting for all individual examinations, including those previously labelled as Course Tests.

For more information: Jean Whiting (x2801 or J.M.Whiting@uea.ac.uk)

• The type and number of assessments will continue to be reported to LTC, and Schools' review of their course-level assessment is expected to be part of the Internal Quality Review process.

• To commence further work, led by the Academic Directors of Learning and Teaching, on timings of exams, course-level assessment strategies, the use of synoptic assessment, authentic assessment and inclusive assessment, with a view to reducing the amount of summative assessment in courses and managing down the number of formal examinations run across the University.

For more information: Jean Whiting (x2801 or J.M.Whiting@uea.ac.uk)

Student Experience

Academic Advising and Supporting Students

SSS and LTS are working with the PVC-SSF, Frances Bowen, Senior Advisers and student reps to discuss how we can implement pilots of 'embedded wellbeing' within Schools and Faculties. The group is also looking at different advising models which Schools may like to pilot.

In addition, to help support students with engagement issues, we are proposing to change the Regulations and Procedures for Attendance, Engagement and Progress (General Regulation 13) and Fitness for Study (General Regulation 24), which are planned to be considered by LTC on 3 July. The new procedures will combine into one process, focussing on supporting students who have engagement issues, with the Fitness for Study process being reserved for students whose behaviour requires emergency action. There will be a new Tableau engagement report which will bring together different aspects of students' engagement, including attendance, coursework submission, EC information and marks, all in one place.

For more information: Caroline Sauverin (x7371 or C.Sauverin@uea.ac.uk)

Enlitened App

The Enlitened app is designed to provide valuable advice and sign-posting to students while also delivering real-time information to the University and the Student Union about students' experience of University. The app is driven by students answering a weekly mini-survey, which both drives the aggregated data provided on the dashboard to the University and the Student Union as well as the articles and guidance that are pushed to individual students through the app's 'news feed' based on their particular responses to the questions each week. Additionally, the app provides students with the opportunity to submit ideas and provides a means by which the University and the Student Union can respond to those ideas within the app. Students are incentivised to engage with the app through a coin system that accumulates as they engage with the app. Accumulated coins generate vouchers that students can exchange for a range of rewards from both UEA outlets and other retail services.

The Enlitened app was piloted at UEA, Exeter, Sussex and Northumbria Universities with UEA being the first institution to launch. The pilot began in February 2019 with AMA and was extended to include EDU in March 2019. The level of take-up has been extremely encouraging as has been the persistence of engagement with a high proportion of students who initially downloaded the app continuing to regularly complete the weekly bank of questions, connect to articles and submit or comment on ideas. The University Executive Team has given in principle approval for the app to be rolled out across the University to all UG students from the start of the 2019-20 academic year. Discussions around detailed contract terms and other requirements are underway and progressing well.

There is a growing expectation amongst students that Universities engage with them more directly; provide information in formats that appeal and which are easily accessed on their phones. From a University perspective, the dashboard information provided by the app can be filtered by multiple segmentations to provide information that is both up to date and specific to particular groups. This allows the University to be more responsive and to better understand the different ways in

For more information: Jon Sharp (x2892 or Jon.Sharp@uea.ac.uk)

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which the University experience is perceived by particular student groups.

The Enlitened app will not replace the valuable interactions with students through SSLCs or other representational structures and it cannot act as a proxy for the ways in which student interests and concerns are represented by the Students' Union. However, it does offer a valuable enhancement of our current knowledge base for both the University and the Students' Union in providing a real-time insight into the views of students. In addition, the Enlitened app provides another significant means of providing targeted guidance and signposting support to students on a range of issues including the promotion of their wellbeing.

For more information: Jon Sharp (x2892 or Jon. Sharp@uea.ac.uk)

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Mental Health and Wellbeing Support Updates

The wellbeing service has seen some important investment over the last term which has enabled us to expand the service offered to students and staff across the university. There will be additional posts in the wellbeing advisor team, both in the areas of mental health and disability, and in the therapies team. We have a number of brand new posts which includes two new senior wellbeing advisors who will have responsibility for the triage of all referrals into the service and the assessment and management of students presenting with higher level s of risk. In addition the service is also expanding its capacity to deliver training sessions to staff across the university with investment in a wellbeing training manager and training of wellbeing advisors to deliver mental health First Aid and Suicide prevention training sessions.

There has also been a significant investment in the wider student support service with additional posts in the Learning Enhancement and Student Life teams. These include additional student life advisors and tutors as well as the addition of a new team, the residential life managers team. These are a group of 5 staff who will be working 24/7 365 days a year on a rota basis providing a true 24/7 support service to students. The Residential Life Mangers will be focusing primarily on supporting students in residences but we are confident that this role will, in time, also offer benefits to our whole community.

Recruitment is underway for all additional posts and we will have a full staffing complement for the start of the new academic year.

It's an exciting time for student support services and we are very much looking forward to continue to expand and improve the service we deliver to students and staff across the university.

For more information: Claire Pratt (x3774 or C.Pratt1@uea.ac.uk)

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NeverOK Initiatives

UEA's Changing the Culture Implementation Group determined that they needed to extend their focus, this year, to address the issues of racism, ableism and other forms of harassment. Evidence to date suggests that many experiences of harassing behaviour occur off-campus and so the Group will be further linking in with external agencies and finding ways to promote positive behaviours and attitudes in the community. The key approach that the Group want to take is to send a positive message about the University being a diverse community and encourage students and staff to think about issues such as unconscious bias and assumptions that they may be making. We must not generate a perception that UEA is not a welcoming environment for all, but rather that the focus will be on a combination of:

•   Very public zero tolerance for any harassing behaviour

•   Celebration of the range of cultures on campus in a visible and interactive way

•   Training for staff and students to include unconscious bias

As a part of the University's commitment to supporting BAME students and students from other ethnic minority backgrounds, the Head of Student Services (Life and Learning) will shortly be organising a series of meetings with students and staff, facilitated by a colleague from the Mancroft Advice Project (MAP), who also mentors via the Black Asian Therapists Network. The aim of the meetings is to gain a better understanding of the issues that individuals are facing. By extensive engagement with the University community, to gain greater knowledge of the experiences of individuals, whilst also promoting system-wide race equality, we hope to be able to find ways to enhance our support for the full diversity of our student body.

The University has recently recruited a team of 5 Residential Life Managers who will be located at UEA on a 24/7 duty rota system. The Team will join UEA at the beginning of August. These staff will manage the 31 Student Residential Wardens

For more information: Jane Amos (x3701 or J.Amos@uea.ac.uk)

and they will be the welfare point of contact for the more serious incidents which happen on-campus. A review of the Wardens' system and duties will take place over the summer by the Heads of Student Services (Life and Learning) and (Wellbeing). As a significant number of sexual misconduct cases are reported to have taken place on-campus, and in particular within University residences, a specific focus for the team, in the coming year, will be to develop a strong residential community, creating a sense of belonging for students and a robust peer to peer support structure.

A new Report and Support on-line platform, offering a system for UEA students and staff to make reports of sexual misconduct and hate incidents and receive timely and effective responses will be available from September 2019.

For more information: Jane Amos (x3701 or J.Amos@uea.ac.uk)