

LEARNING, TEACHING *and* STUDENT SUPPORT BULLETIN



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JUNE 2018

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 2018, plus an update on a number of on-going projects.

Please read through the contents and come along to one of our two briefing sessions in which we will summarise the changes and look forward to receiving questions or providing clarification.

Monday

9 July 2018

10:00-12:00

SCI 0.31

Tuesday

12 September 2018

14:00-16:00

QUEENS 1.03

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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Course and Module Update

2018/19

Arrangements for finishing off the 2018/9 modules will be sent out to Schools shortly. Module Organisers are asked to check/finalise the details of the teaching and assessment on the module, including teaching team and assignment details such as coursework deadlines and mapping assessments to learning outcomes.

2019/20 and 2020/21

Arrangements for 2019/20 and 2020/21 are just being finalised and are expected to be circulated to Schools in advance of the July briefing meeting.

Course Tests

There are no regulation changes regarding Course Tests for 2018/19, but there are several issues which need to be considered:

1. The scheduling of Course Tests is not coordinated across the University and this causes problems with room bookings and portering requirements.
2. We need to ensure we accommodate extra time for those students identified as needing this support and this adds to the room booking/scheduling issues.
3. Course Tests are currently categorised as 'coursework' rather than exam, even though most are delivered under exam conditions. This is misleading to students and may have CMA implications.



For further information:

Caroline Sauverin (x7371 or C.Sauverin@uea.ac.uk)

Next Steps:

1. In 2018/19 we will endeavour to timetable all the end-of-Semester One course tests on set days, in allocated exam space, during the last weeks of the semester.
2. For the future we want to re-categorise Course Tests that are delivered under exam hall conditions as 'exams'. We plan to run a Task and Finish group to work through the issues, with key stakeholders from Schools/Faculties as soon as is practicable. This group will produce a transition timeline, with a view to making changes by 2020/21.
3. We will also consider how we can accommodate synoptic assessment, at the level of the course rather than assessment at each module level.



For further information:

Caroline Sauverin (x7371 or C.Sauverin@uea.ac.uk)

Changes to Award Regulations

- 1. Programme Specifications** are no longer required to be published. Much of the information is already available through the Course Finder, Course Profiles and Module Outlines plus the BIM regulations. Anything identified as not readily available elsewhere will go on the LTS webpages, so all references to Programme Specifications have been removed from the regulations.
- 2. Module Assessment Boards** will no longer run; marks will be confirmed as the first item in the first stage board and module performances will be reviewed as part of the new Internal Quality Review currently under consideration.
- 3. Delayed Assessment clarification.** Where students are granted a delayed assessment by the ECP, marks for the original attempt will be void and the mark obtained in the delayed assessment (DA) will be used to calculate progression.
- 4. Progress Boards** will no longer run for BIM Boards, unless there is a PSRB requirement. LTS will provide information to Schools on attendance, non-submission and failing marks earlier and more regularly, for action. This earlier intervention should make the student outcome more successful. They continue to be optional for PGT Boards (no change).
- 5.** Where there are Autumn-only visiting and exchange students, their marks will be considered by a sub-group of the Board when all the marks have been submitted, and by the end of February at the latest.

For further information:

Caroline Sauverin (x7371 or C.Sauverin@uea.ac.uk)

Note LTC paper: [LTC17D152](#) – Proposed amendments to the 2018/9 Bachelors, Integrated Masters and Certificate (BIM) Regulations

Internal Quality Audit

The review of internal quality processes aims to reduce the administrative burden on staff and ensure that the processes support quality assurance and course and module development. The following key principles have been approved by the Learning and Teaching Committee for 2018/19 onwards:

- A. To cease current QAR1, 2 and 3 and Quinquennial course reviews.
- B. To cease running end of module evaluations.
- C. To introduce mid-module evaluation to all modules, every year. Exact timing and methodology to be decided by the Module Organiser. Outcomes to be recorded.
- D. To introduce a combined course and module evaluation at the end of each semester in the form of a new online survey.
- E. To develop reporting to support quality processes.
- F. To introduce new Module Review, Course Review and Quality Review Framework Panel activities.
- G. To link quality review activities in with Course and Module Update.
- H. To professionalise student involvement in the quality review by recruiting, training and paying student reviewers.
- I. To map PSRB/accreditation processes against internal quality processes to allow exemptions.
- J. To ensure that timelines for new processes are adaptable for all courses and modules.

The project is now developing via a series of focused Task and Finish groups including colleagues from the Student Union, Faculties, Local Support, Learning and Teaching Service and Finance, Planning and Governance to specify the detail for the new processes.

For further information or if you would like me to come and discuss this in a School/Faculty meeting:
 Laura Thompson (x7374 or Laura.Thompson@uea.ac.uk)

Note LTC papers: [LTC17D101](#) – Outcomes and Recommendations from the Review of Internal Quality Assurance Processes
[LTC17D155](#) – Internal Quality Assurance

Timetabling and Room Booking Update for 2018-19

The 2018/19 University timetable is being prepared; we aim to release timetables to continuing students in mid-August and we hope to make timetables available to academics, for information, in the week of 23rd July.

The pressure on teaching rooms for 2018/19, as ever, will be significant. We need to ensure that teaching is evenly spread out across the working week in order to meet demand. Once the rooming exercise has been completed, it is likely that there will be a number of events for which it has not yet been possible to find a room. In these circumstances, the Deputy Vice-Chancellor has asked LTS staff to move the teaching to a time at which both a room and the students are available. Once the timetable has been set, teaching teams will be required to teach their modules at the times allocated.

Could I also remind you that all timetable-related requests should be directed to LTS in the first instance, as this will ensure that student timetables are correct. Additionally, that the ad hoc room booking process

should **not** be used to secure venues for any core teaching related activity. Post-publication changes to teaching timetables will only be permissible in a very small number of exceptional circumstances and must be approved by the School's Director of Learning & Teaching (or delegate). Please see the [Timetable Policy document](#) for more detail. It is hoped that by releasing the timetable in mid-August, staff will have sufficient time to put in place any arrangements necessary to enable them to deliver their teaching at the times set.

Following approval at LTC, a revised slotting matrix will be utilised for teaching from 2019/20. The revised slotting matrix provides a means to schedule modules across the working week so that clashes between compulsory modules can be avoided, and at the same time be a mechanism for more easily resolving clashes that do occur. It will also enable a more effective use of teaching space. Implementation will progress over coming months in time for the course and module update exercise in the autumn.



For further information:

Nigel Shed (x2388 or N.Shed@uea.ac.uk)

Policy on Moderation of Assessment

LTC has approved in principle the new Policy on the Moderation of Assessment (which replaces the old Policy on Internal Moderation and Double Marking) with especial reference to:

- the introduction of Assessment-Moderation
- the mandating of Assignment Briefs;
- the Marking-Moderation of all summative assessments;
- the changes to sample size.

The policy, as considered by LTC, can be found [here](#). From 2018/19 Section 4 of the policy on Marking Moderation will be implemented (noting that it is the first paragraph 4.1 which was agreed by LTC). There is still work to do on the other sections which will come into force in 2019/20.

Work on writing guidance documents and working through implementation issues is underway.

The Academic Director of Taught Programmes will be running a series of workshops for academic and professional service staff on the Moderation of Assessment, including CSED sessions on Assignment briefs.

For further information:
Clive Matthews (x3430 or Clive.Matthews@uea.ac.uk)

Note LTC paper: [LTC17D153](#) – Review of Policy on Internal Moderation and Double Marking

Blackboard Online Marking - update for September 2018

LTC have agreed to mandate the full adoption of Blackboard online marking for all electronically submitted assignments. The aim is to achieve this during academic year 2019/20.

During 2018/19 all formative assessment (coursework) will be provisioned automatically as part of the Blackboard Grades Journey provided the information is supplied as part of a module update. Module Organisers will no longer need to manually set up submission points for formative assessments. If a Module organizer requires a “non-standard” formative submission type they should contact the relevant learning technologist to discuss their requirements.

LTC also agreed to adopt practices to further enhance the quality of feedback through online tools – for example:

- Using online moderation to focus more on quality of feedforward rather than grade standardisation
- Using rubrics which make approaches to the award of marks more consistent and transparent
- Presenting both annotations and the feedback summary clearly and with hyperlinks to additional learning resources, producing better quality feedforward
- Encouraging a wider variety of types of submissions, enabled by electronic tools, such as multimedia files which could enhance opportunities for creative work



For further information:

Rachel Paley (x2254 or R.Paley@uea.ac.uk)

Attendance Monitoring Developments

Use of Tableau reports for Attendance Monitoring

From September 2018, reports on students' attendance are expected to be available via Tableau only. If academic staff are not already familiar with or know how to use Tableau, guidance will be made available on the LTS website before the start of the academic year. All staff are welcome to join the LTS briefing session on Attendance Monitoring, which will be held from 10.30-12.00hrs on Monday 10th September 2018, in Queens 2.22.

In relation to reports for Heads of Schools to check if colleagues have completed the minimum number of registers, the plans are that these will also be available from Tableau but access will be restricted to Heads of Schools and designated School Managers. If other senior colleagues within the School are required to view register completion rates by staff, they should request this from their Head of School or School Manager.

Work is being done for LTS to have access to a further Tableau report on the historical attendance of students (i.e. their attendance before the current academic year and previous academic year) to assist with specific enquiries arising from academic appeals/complaints. The historical attendance of students could therefore be requested from your LTS Hub.

No change to the need for registers to be taken or the need for records

Module Organisers should continue to take regular attendance registers at teaching events, at least one register per week per module. Where advisors are setting up meetings with their advisees, eVision should be used to record these meetings regardless of whether students are Home/EU or have Tier 4 Visas – eVision enables the University to have electronic records of these events.

For further information:

Christina Chan (x2626 or C.Chan@uea.ac.uk)

Do Something Different

The Do Something Different (DSD) programme, and its Festival week, will continue for at least the next four years as a partnership between the University and Students' Union. This provides the opportunity to build on the successes so far and make the event more beneficial and engaging for students.

DSD is an opportunity for students to get more from their time at university by expanding their horizons, developing new skills and discovering new friends and interests. With a huge choice available, students can try all kinds of activities that will help them develop further. The Festival week alone this year offered 217 activities and, with no teaching, gave students a unique chance to take part and maximise their potential.

The variety this year was larger than ever before and included taster sessions, the opportunity to try a new academic field, sports sessions, film-making workshops, careers development tutorials, language lessons, trips and even laser tag. No other university

in the UK comes together in this way to pool activities into one programme and give students the chance to “do different”.

Do Something Different Festival week will take place 18-22 February 2019.

For further information:

Laura Thompson (x7374 or Laura.Thompson@uea.ac.uk)

Note LTC paper: [LTC17D103](#) – Do Something Different Festival

Policy and Regulations on Extenuating Circumstances (Taught Programmes)

The University's Extenuating Circumstances policy has been reviewed and the following changes made with effect from 2018/19:

1. The main concern of the new Policy/Regulations has been to produce greater clarity so as to aid consistency in decision making across the University. The core changes over the previous Policy/Regulations are:
 - a. A clearer structure to the overall document;
 - b. A more detailed set of Principles underlying the Regulation;
 - c. Precise characterisation of Extenuating Circumstances (§3.2);
 - d. Wider range of examples of the types of circumstance which are likely to constitute an Extenuating Circumstance (or not) (§§ 3.3 and 3.4);
 - e. A grid of examples of documentary evidence likely to support an Extenuating Circumstances Request;
 - f. Clearer specification of deadlines for Extenuating Circumstances to be taken into account;
 - g. New instructions as to how late submissions are to be handled.
2. Section 5 on Self-certification formalises the framework agreed by LTC in May 2017. Students will now be entitled to 2 self-certificates of 3 working days per academic year.
3. With the greater clarity found throughout the document, it is assumed that LTS Managers will be able to process a greater proportion of EC requests without the need of referral to an Extenuating Circumstances Panel.

The revised policy and regulations can be found [here](#).

For further information:

Clive Matthews (x3430 or Clive.Matthews@uea.ac.uk)

Note LTC paper: [LTC17D151](#) – LTC Review of Extenuating Circumstances

Policy on Placements

The Policy comes into effect for the 2018/19 academic year and will appear in the UEA Calendar. The Policy provides a framework outlining the minimum requirements in the development, delivery and monitoring that placement learning opportunities must meet in order to safeguard the interests of the University, Placement Students and Placement Providers.

It is based on the expectations and indicators identified in the Quality Assurance Agency for Higher Education Quality Code for Higher Education (2012); in particular, Chapters B3 (Learning and Teaching), B4 (Enabling Student Development and Achievement) and B10 (Managing Higher Education Provision with Others). It also draws on principles of good practice for placements outlined in the Work Based and Placement Learning Association's (ASET) Good Practice Guide for Work Based and Placement Learning in Higher Education (2013).

Two guidance documents, one for taught programmes and the other for postgraduate research programmes, support the Policy. Each School has been asked to appoint a Placement Director by 31 August 2018 whose name will be added to the School's list of Academic Posts of Responsibility. The Placement Director is responsible for the general oversight of the School's placement programme(s) and ensuring that compliance with the Policy on Placements is appropriately met.

Links to the relevant documents are provided below:

[Policy on Placements](#)

[Placement Director: Role and responsibilities](#)

[Guidance: Research programmes](#)

[Guidance: Taught programmes](#)



For further information:

Becky Fitt (x1157 or R.Fitt@uea.ac.uk)

Degree Apprenticeships

The University became a registered training provider with the Education and Skills Funding Agency (ESFA) in 2017. The first two cohorts of students to enrol on Degree Apprenticeships at UEA were those on the Adult Nursing Degree Apprenticeship programme (Level 6) in HSC in February 2018, and Senior Leader Degree Apprenticeship programme (Level 7) in NBS in March 2018. The expectation is that the number of Degree Apprenticeship programmes offered will increase at UEA.

All Degree Apprentices undertake their degree whilst employed, and their employer releases them to do this. The degree provides the academic qualification element as specified in the Apprenticeship Standard for that job role. The current Apprenticeship Standards can be found [here](#).

A fundamental difference of these programmes is that the University contracts with the employer to deliver the apprenticeships; the employer can use the programmes to develop new staff or upskill existing staff.

Under current government legislation employers with a pay bill of more than £3million per annum pay in to a levy and this can only be spent on Apprenticeships. Currently the University is only able to work with levy-paying organisations to provide Apprenticeships.

Interest in establishing new Degree Apprenticeship Programmes:

Sharon Davies (x1484 or S.Davies@uea.ac.uk)

Learning & Teaching Service support:

Becky Fitt (x1157 or R.Fitt@uea.ac.uk)

Disciplinary and Investigative Procedures and Powers and General Regulations for Students

The review was designed to cover the full Disciplinary Procedures and General Regulations for Students from dealing with low-level discipline issues locally through to the full SSDC hearings. The main method of review was through a structured review day interviewing key stakeholders and experts. This was supplemented by reviewing disciplinary procedures at other institutions, considering judicial review cases relating to other institutions, case history, legal advice, sector knowledge arising from national forums and additional stakeholder consultations.

Following this information gathering the proposed new Disciplinary Procedures and General Regulations were drafted by Polly Morgan. Polly is an experienced SSDC Panel member and chair and as such has significant case expertise and knowledge. In addition, Polly was selected due to her legal expertise as this enabled the review to consider the legal context in a robust way.

The key principles of the review were:

- To ensure consistency within the procedures and across other procedures
- To simplify and clarify
- To carefully consider the language used; currently language is too complex; needs to be written in plain English and easy to understand and interpret
- To update internal University terminology
- To ensure the documents cover all students including those on degree apprenticeships

For further information:

There will be a briefing session on the changes on 12 September 2018 at 10:00-12:00 in Lecture Theatre 2 which anyone is welcome to attend.

For further information:
Laura Thompson (x7374 or Laura.Thompson@uea.ac.uk)

Note LTC paper: [LTC17D125](#) – Revisions to the University's General Regulations for Students and Student Disciplinary Procedures

Revision of Policy on Student Harassment

As part of the Changing the Culture initiative, the [Policy on Student Harassment and Sexual or Physical Misconduct](#) has recently been substantially revised, providing in particular more substance and clarity on the University's stance towards sexual misconduct. The policy has been substantially informed by OIA guidance on good practice and by recent national legal guidance for HEIs on handling alleged misconduct which may constitute a criminal offence.



For further information:

Jon Sharp (x2905 or Jon.Sharp@uea.ac.uk)

Note LTC paper: [LTC17D124](#) – Revisions to the Student Harassment and Sexual or Physical Misconduct Policy

Update on Mental Health Services

Significant work has been undertaken in the last year to improve the range of services offered by the Wellbeing team and to ensure that students are triaged and supported in a timely manner. Student Services now offer a 'stepped care' model of support for mental health, in which students are directed to the most appropriate mode of therapeutic intervention in accordance with their needs as they develop over time.

In addition to counselling, we are now able to provide cognitive behavioural therapy, psychological wellbeing support, peer support group work, targeted group workshops and a range of online tools that help students build resilience and coping strategies.

Swift access to support is important: individuals with mental health needs may often resist seeking support and minimising any gap between referral and first contact can be key in maintaining the relationship with a student.

We now have significantly improved waiting times

that are among the best in the sector for all of our services. The current average waiting times for our mental health services are as follows:

Counselling	5 days
Psychological Well Being	16 days
CBT	10 days



For further information:

Jon Sharp (x2905 or Jon.Sharp@uea.ac.uk)

Changing the Culture

The University of East Anglia's Changing the Culture Implementation Working Group was established in February 2017 and it made a clear commitment to effectively implement all the recommendations outlined in the UUK Changing the Culture Taskforce Report examining violence against women, harassment and hate crime affecting University students. More information about the report can be found [here](#).

The membership of the group was drawn from UEA and UUEAS staff as well as representation from Norfolk Police, the Harbour Centre and Leeway, Domestic Violence and Abuse Service. The Working Group has a whole-University focus to implementing a zero tolerance approach to sexual harassment, violence and hate crime.

A significant amount of work has taken place since the inception of the Group and the work to date includes:

- the introduction of a centralised on-line reporting system, including anonymised reporting options for students and staff
- a consortium on-line training model, with Epigium, for students and staff, focused around combatting sexual violence and harassment and responding to disclosures
- a programme of face-to-face training sessions, for staff and students, from Leeway Domestic Abuse Service
- a weekly confidential Leeway drop-in service, on campus, for students and staff
- web guidance and on-line resources to support victims of sexual harassment and/or violence
- a joint UEA/UUEAS, all year-round, communications plan to raise awareness of the Changing the Culture/Never Ok campaign and to set out very clear expectations from leaders across the University of a zero tolerance approach

For further information about the Changing the Culture project:

Jane Amos (x3701 or J.Amos@uea.ac.uk)

to sexual harassment, violence and hate crime and to build visible advocacy among student and staff role models for a culture of mutual respect for all.

The work of the Group has been carefully structured so as to ensure that each activity is directly tied to one or more of the UUK Taskforce recommendations. The scope of the work, next year, will extend to supporting victims of discrimination.

Earlier this year, the Vice-Chancellor delivered a case study and lessons learned session for Universities Australia on working with students as partners and highlighted the example of UEA's work on sexual harassment and violence, with UUEAS.



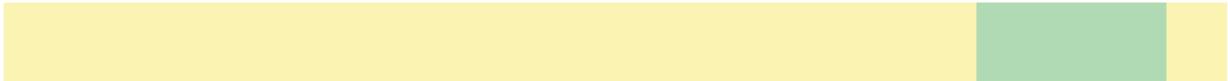
For further information about the Changing the Culture project:

Jane Amos (x3701 or J.Amos@uea.ac.uk)

Students' Access to their Exam Scripts

Following LTC's decision not to pursue individualised exam feedback, we have clarified the policy regarding students' access to their scripts:

1. Students can ask to see their scripts via their Hubs, and can view them in the presence of a member of staff.
2. Sight of their script will remind students of what they wrote and they can assess this against the generic feedback published by the Module Organiser.
3. Academic staff should meet with students who ask, to go through their script, at the earliest opportunity.
4. This is in addition to the generic feedback and the additional [support given to students](#) referred to reassessment. More details are available in the [Senate Guidance on Assessment and Feedback](#), paragraph 7.1



For further information:

Caroline Sauverin (x7371 or C.Sauverin@uea.ac.uk)

Study Abroad Academic Coordinator (SAAC) Role Descriptor

The Study Abroad Academic Coordinator is a designated academic member of staff within each School responsible for coordinating matters relating to students' study abroad. The SAAC is principally involved in exchange students at undergraduate level and has a specific responsibility for the academic matters arising for exchange students. SAAC work closely together with the team in the Study Abroad Office. A full description for the role has been developed and has been approved by LTC and can be found [here](#).



For further information:

Michele Pavey (x2097 or M.Pavey@uea.ac.uk)

Development of Inclusivity Policy

UEA is currently developing an inclusion policy that enshrines inclusive practice in teaching and learning at UEA through establishing principles of inclusive teaching, curriculum and learning resources. A central principle of inclusion is that action to ensure equality of opportunity is embedded in the day to day work of the university. Inclusive approaches for students of all ethnic backgrounds will form part of this.

The aims of the inclusion policy are:

- To enshrine inclusive practice in teaching and learning at UEA
 - To assert the need for a positive dialogue about inclusive practice which avoids assumptions
 - To establish principles for appropriate training and communications about the policy
- There are a number of features of inclusive teaching. They may apply differently across different subjects, but they should all be considered in the planning, resourcing and delivery of teaching:
- A timetable of taught events that allows all students time to get to their events and rooms that are suitably equipped to meet their needs
 - Clear and available planning – students need to know how, when and where they are expected to attend and participate in teaching sessions well in advance. This includes: the timely publication of a module outline containing brief details of taught sessions. Clearly articulated formative and summative assessments with deadlines
 - Teaching methods that are varied and flexible, allowing students time to listen, think, talk, question, participate and create in partnership with staff and other students
 - Expectations of students are made clear in teaching, including in preparation and follow up.
 - Expected learning objectives are made explicit

For further information:

Helena Gillespie (x2974 or H.Gillespie@uea.ac.uk)

and clear.

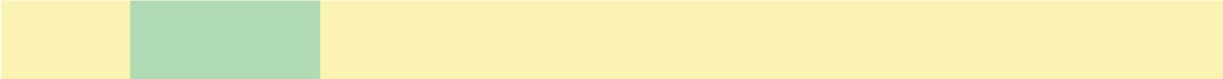
- Subject specific terms are explicitly explained both in teaching and in supporting materials

As part of the development of this policy, a working group is considering the following issues:

- Inclusive learning resources - the effective provision and design of learning resources is crucial to student success especially in supporting independent learning and effort. Inclusive teaching also requires the provision of appropriately designed digital resources to support independent learning be provided to students before and after taught events. It is therefore essential that every taught module utilises Blackboard to provide the appropriate materials
- Inclusive curriculum – ensuring that all courses at UEA should have curriculum content that represents diversity in an appropriate way for the

subject and reflects best inclusive practice in the sector.

- Inclusive assessment – an approach to assessing student learning that takes into account any barriers to performance that students may have. Inclusive assessment also makes good use of digital assessment tools



For further information:

Helena Gillespie (x2974 or H.Gillespie@uea.ac.uk)

LTC Meetings 2018-19

17 October 2018

28 November 2018

23 January 2019

13 March 2019

8 May 2019

19 June 2019

