



## Learning & Teaching Bulletin – July 2015

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 2015, 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. The session will include briefings from Helena on assessment and coursework turnaround and from Adam on the new advising system.

Thursday 16 July	14.00	Elizabeth Fry Building 01.02
Thursday 3 September	10.30	(note later starting time than previously advertised) Elizabeth Fry Building 01.02

**Dr Andrea Blanchflower**

Director of Learning &  
Teaching Services

**Helena Gillespie**

Academic Director of  
Learning Enhancement

**Dr Adam Longcroft**

Academic Director of  
Taught Programmes

10 July 2015

## Table of Contents

1. UEA Learning and Teaching Strategy 2014-19.....	3
2. Higher Education Review Preparations and Internal QA .....	3
3. BIM Implementation .....	5
4. Module and Course Update.....	5
5. Senate Guidance on Assessment .....	6
6. Code of Practice on Student Representation .....	6
7. Guidance document: Quality Assurance and Enhancement (Taught Programmes).....	6
8. E Marking.....	7
9. University Module Outline Template .....	8
10. New Partner .....	8
11. Programme Specifications .....	9
12. External Examining Reporting System .....	10
13. General Regulation 14 (Professional Misconduct and/or Unsuitability).....	11
14. Review of the Advising System and Launch of New Advising Policy .....	11

## 1. UEA Learning and Teaching Strategy 2014-19

This was approved by Senate on 5 November 2014 and is available online at:

<https://www.uea.ac.uk/learningandteaching/documents/learningteaching/UEA+Learning+Teaching+Strategy+2014-19>

It includes 10 strategic aims, summarised below, along with an extensive implementation plan.

- To provide university courses which conform to the very highest standards within the sector
- To provide a carefully-structured transition into higher education
- To intensify student academic engagement in support of our high academic standards
- To maximise the value of contact time
- To encourage strong staff-student relationships
- To provide a dynamic and stimulating learning environment
- To promote international citizenship
- To provide opportunities to enhance employability
- To involve students in the enhancement of learning and teaching
- To provide high quality feedback on students' work.

## 2. Higher Education Review Preparations and Internal QA

The following summary outlines key information and a broad timeline for the remaining stages of the preparations for and the HER visit during w/c 12 October 2015:

### Key roles:

Provider Facilitator (PF):	Dr Jon Sharp, Head of Learning and Teaching Service
Lead Student Representative (LSR):	Connor Rand, Undergraduate Education Officer
Review Manager (RM):	Freda Richardson, QAA

### Thematic Element:

The University has selected Employability as its thematic element. There will be no formal judgement made by the QAA on the thematic element although it will be used to inform the review.

### The Review:

The Review will audit the University against the expectations of the Quality Code in the following areas:

- Academic standards

- Provision of learning opportunities
- Provision of information
- Enhancement of the quality of students' learning opportunities

### **Preparatory Meeting:**

On 24 June we welcomed our QAA Review Manager, Freda Richardson, to the University for our Preparatory Meeting at which Freda outlined the following:

- The scope of the Review
- Brief outline of the process
- Student involvement
- Preparation of the SED
- Thematic element – Employability
- The Review visit
- Findings and report
- Action planning and sign-off

### **The Self-evaluation Document (SED):**

The SED, which includes the Employability thematic section, is nearing completion of the final editing stage. The SED will be uploaded to the QAA's electronic folder by the end of w/c 20 July, together with a Document List outlining all supporting evidence and a pdf of every document.

### **The Student Submission:**

This has been co-ordinated by Connor Rand, the LSR. The Student Submission will be uploaded to the QAA's electronic folder along with the University's SED submission.

### **Remaining Key Internal Dates:**

27 July 2015	Submission of SED and Student Submission
3 September 2015	Briefing for Dry Run Exercise
7 September 2015	Dry Run Exercise – to prepare key colleagues who may meet the Review Team

### **Prior to the Review Visit:**

10 August 2015	QAA informs University of any requests for additional evidence
31 August 2015	University provides additional evidence
14 September 2015	The Review Team will advise the University of: <ul style="list-style-type: none"> <li>• the length of the visit (between 1-5 days)</li> <li>• the visit schedule</li> <li>• University staff the team wishes to meet</li> <li>• Main lines of enquiry</li> <li>• request for further evidence</li> </ul>

### **Findings:**

- Meets UK expectations – commended (available for all areas with the exception of Standards)
- Meets UK expectations
- Requires improvement to meet UK expectations
- Does not meet UK expectations

### **Following the Review Visit:**

26 October 2015	Key Findings letter with provisional outcome
23 November 2015	Draft Review Report to PF and LSR
14 December 2015	PF and LSR provide any factual corrections
4 January 2016	QAA Final Report
14 March 2016	University publishes Action Plan on its website

### **Action Planning and Sign Off:**

- University produces Action Plan in collaboration with students
- Signed off by Vice-Chancellor
- Review is completed on formal 'sign off'
- University can appeal against judgement

## **3. BIM Implementation**

This was the second year of the implementation of the new regulations for Bachelors and Integrated Masters awards, with first and second year students now under the new regulations. A review of the implementation so far was reported to LTC and this will be followed up with another in the Autumn, taking into account the outcomes from this year's Boards. This will be an opportunity for FLTQCs to comment more thoroughly on BIM to date.

LTC continues to seek ways to reduce the number of examinations and course tests, the overall volume of summative assessment, and the number of modules with low student enrolments. Formative assessment continues to be encouraged.

Potential changes to the postgraduate regulations, the Common Masters Framework, will be considered by LTC next year, for implementation in 2016-17, to align it with the BIM where appropriate. LTC has already approved the change to the marking scheme to bring masters modules into line with the undergraduate modules, with rounding within 0.5% of the pass mark, and reassessment at item level, from 2016-17.

## **4. Module and Course Update**

In response to feedback from Course Directors and Teaching Directors the deadline for updating modules for 2016/17 will be brought forward and will be earlier than the deadline for updating course profiles. This will enable Course Directors to have an overview of any new or discontinued modules in their own and other Schools when updating their course profiles. The module update deadline will be December and the course update will be in January; specific dates will be in the Taught Programmes Schedule published in August on the LTS website.

Course Directors, in choosing their defined-choice modules, should bear in mind the assessment strategy for the overall course, and if necessary discuss individual module assessments with the Module Organiser to ensure that students are appropriately and not overly assessed across the course.

## 5. Senate Guidance on Assessment

Senate Guidance on Assessment and Feedback was approved by Senate on 10 June 2015. The Guidance brings into a single, comprehensive document key policies, guidance, practical resources and sources of information relating to the use of assessment at UEA and the provision of feedback to students. It is aimed at academic staff, especially those new to the University or to teaching, but it will be available to students and other staff too.

The document is available at:

<https://www.uea.ac.uk/learningandteaching/documents/assessment/senate-guidance-on-assessment-feedback>

## 6. Code of Practice on Student Representation

LTC has approved a revised Code of Practice on Student Representation. The Code was developed in order to outline the students' role in driving academic enhancement at UEA and replaces the previous CoP developed in 2000. It has been developed by the University and Students' Union in partnership and through consultation with staff and students engaged in student representation, including feedback from Student Representatives and workshops with staff and students.

The Code seeks to ensure that Student Representatives can add value to academic enhancement and the student experience.

The Union of UEA Students will be creating a Student Representation Handbook for staff and students and a University-wide Student Representation Blackboard will be set up.

The Code of Practice considered by LTC can be found here:

<https://portal.uea.ac.uk/documents/6207125/9294209/ltc14d224dividerk.pdf/80e47156-a08d-42f9-b9cf-71d1b10d3bc9>

*Please note that a final version will be available shortly, taking into account comments from LTC members.*

## 7. Guidance document: Quality Assurance and Enhancement (Taught Programmes)

LTS has produced a useful guidance document that pulls together in one place links to all regulations, procedures and processes associated with the University's quality assurance and enhancement (QAE) arrangements.

The Guide is in 3 sections:

Section 1 - provides an introduction and information about how to use the Guide.

Section 2 - provides information about the University's governance and gives a brief description of committees with a QAE remit, and role descriptors for academic and support staff with QAE responsibilities.

Section 3 - describes the University's approach to implementation of the UK Quality Code and, for ease of reference, is structured around Parts A, B and C of the Code.

The Guide is aimed at students, and at staff with a responsibility for, or an interest in, quality assurance and enhancement.

The Guidance Document: Quality Assurance and Enhancement (Taught Programmes) is available at the following link:

<http://www.uea.ac.uk/learningandteaching/documents/learningteaching/guidance-document-quality-assurance-and-enhancement-taught-programmes>

## 8. E Marking

### Year Ahead 2015/2016

Next academic year sees our continued evolution towards greater flexibility in eMarking for summative assessment. Initially existing eMarkers will be supported as we make the transition to Blackboard, enabling an improved range of feedback tools and a greater variety of assessment vehicles. We hope that students will experience multiple benefits including more accessible feedback and closer integration of assessment with learning. SITS and eVision will remain our central repository for core student grades data and LTS and the Learning Technology and Corporate Information Systems Teams are working closely to ensure grades flow coherently between systems.

The project team will also be reviewing our existing eMarking, moderation and verification processes looking for ways to improve and streamline and to make eMarking accessible to the widest possible audience.

### What Next and Future Developments

The project team are currently collating eMarking data in preparation for targeted communication to our existing eMarkers in August. This data will enable the relevant support teams to set up submission points within participating Blackboard modules and enable Learning Technology to direct training materials and ongoing support. Feedback from the early pilots will enable us to explore and evaluate Blackboard's full functionality and tailor it to our internal workflows, policies and procedures.

### **Replacement of Turnitin**

As part of the wider Assessment & Feedback project we are replacing our existing Text Matching Software (TMS) Turnitin with a Blackboard product called SafeAssign. Turnitin has become a costly and unstable product over the past two years and Blackboard's TMS alternative will enable similar functionality. A SafeAssign training

programme is currently being developed alongside a suite of support material in preparation for Plagiarism Officer Workshops in September and October. SafeAssign is currently being tested with a Pilot group and will be made accessible to all Plagiarism Officers in August to allow familiarisation prior to workshops.

**Please contact Alicia McConnell (Head of Learning Technology) or Vanessa Boon (ISD Project Manager) for additional information on eMarking and the overall Assessment & Feedback project.**

## 9. University Module Outline Template

A University Module Outline template was approved by LTC on 3 December 2014. The template is intended to provide students with detailed information about all aspects of a module, including subjects covered, learning activities and learning outcomes, formative and summative assessments and submission deadlines

The intention is that academic staff should normally only have to provide module information in this one document avoiding the need to provide the same information on a number of occasions for different purposes. Module Organisers are free to add whatever information they feel is necessary to effectively support student learning. At present the template exists as a Word document but there are plans to develop an online process in future.

The template is available for use now, for 2015/6 delivery of modules. Any feedback on the form would be welcome.

The template is located at

[http://www.uea.ac.uk/learningandteaching/documents/course\\_module/uea-module-outline-template](http://www.uea.ac.uk/learningandteaching/documents/course_module/uea-module-outline-template)

## 10. New Partner

From 1st September 2015 UEA will begin validating the professional degrees taught by the prestigious Royal Marsden School (RMS). RMS students successfully completing the validated courses will be awarded a UEA degree qualification.

The Royal Marsden School offers a range of sector-leading post-registration and postgraduate degrees for healthcare professionals, including nurses and allied health professionals, in the field of cancer. RMS is set within the Royal Marsden NHS Foundation Trust, the world-leading centre for cancer diagnosis, treatment, research and education.

The Partnerships team is currently exploring a number of other potential partners.

## 11. Programme Specifications

- In 2014 a new Programme Specification (PS) template was approved by LTC
- The new PS template is a sub-set of the Course Approval form, therefore will be 'automatically' created for new courses as part of the proposal process
- The template contains information specified by the Quality Assurance Agency (QAA), including
  - The mapping of the course against the Framework for Higher Education Qualification (FHEQ) levels
  - The ways in which the course aligns with relevant QAA subject benchmark statements
  - Links to information about External Examiners reviewing the course
- The template explicitly references the University's New Academic Model, for undergraduate and integrates masters courses, for example with respect to:
  - Learning progression and course-level outcomes
  - Assessment strategies and the feedback cycle
- For UG/IM courses, the template also contains Key Information Set (KIS) data
- The template requires the Course Director to provide 'Course Highlights' for publication (e.g. on the UEA website) and for inclusion in the forthcoming enhanced student transcript entitled the Higher Education Achievement Report (HEAR)
- The new template has been rolled out for UG courses and will be used for PGT courses from 2016/17 onwards
- Going forward, Course Directors will be asked to update their PSs each year immediately after the annual Course Profile update, so that the PSs for the coming academic year are completed and uploaded to the LTS webpages by the end of April

## 12. External Examining Reporting System

The LTS Quality Assurance and Enhancement (QAE) Group has reviewed the administrative support for the external examining reporting system. In reviewing the processes, the objectives were:

- improved efficiency and standardisation
- timely consideration of external examiner reports and approval of responses
- reduction in time taken between the stages of the process
- compliance with the UEA Code of Practice for External Examiner System (Taught Programmes)
- compliance with UK Quality Code Chapter B7

The main features of the new processes are as follows:

- Combined External Examiner Report and Response form
- Use of the FLTQC Blackboard sites for scrutiny of reports and preparation and approval of responses
- Introduction of a series of standard email templates for communication between LTS, External Examiners and academic staff at each stage of the process
- Introduction of internal deadlines for each stage to reduce the time involved in scrutiny and approval of responses
- Enhanced series of reminders to External Examiners to follow up outstanding reports
- Formal email notification to HOS and Chairs of Boards of Examiners where External Examiner report is not forthcoming
- Sharing of good practice and institutional level issues by Associate Deans
- Publication of reports and approved responses on the LTS website commencing in 2014-15 with 2013-14 reports

The revised processes are introduced with immediate effect to support the 2014-15 UG and PGT reporting cycle. The processes have been communicated via FLTQCs, LTS News, LTS briefing sessions and email notification to key academic colleagues will be arranged shortly.

The new guidance for staff,

<https://www.uea.ac.uk/learningandteaching/documents/assessment/external-examiner-reporting-guidance-for-staff>

accompanying flowchart

[https://www.uea.ac.uk/learningandteaching/documents/assessment/external\\_examiner\\_reporting\\_flowchart](https://www.uea.ac.uk/learningandteaching/documents/assessment/external_examiner_reporting_flowchart)

and combined Report and Response Form is available on the LTS website here:

<https://www.uea.ac.uk/learningandteaching/documents/assessment>

Following completion of the next cycle of reporting, the QAE Group will review the revised processes and introduce improvements and enhancements, as necessary.

### 13. General Regulation 14 (Professional Misconduct and/or Unsuitability)

At its meeting on 10 June, Senate approved changes to the University's General Regulation 14 (Professional Misconduct and/or Unsuitability) as well as procedures on how we support and handle such cases.

A review of these procedures was led by Professional Nigel Norris and a working group of academic colleagues in Schools with courses that have PSRB requirements.

The new procedures aim to clearly define the role and remit of the Schools' Fitness to Practice Boards and the steps required which could lead to consideration under General Regulation 14 by the Senate Student Discipline Committee. A briefing session was held for the five Schools (EDU, HSC, MED, PHA and SWK) on Tues 23<sup>rd</sup> June. The briefing session will be repeated at **1.30pm on Tues 8<sup>th</sup> September 2015**.

### 14. Review of the Advising System and Launch of New Advising Policy

A review of the Advising System was undertaken on behalf of LTC during 2014/5, and the resulting new policy was approved by LTC on 24 June 2015:

<https://www.uea.ac.uk/learningandteaching/documents/learningteaching/advising-policy-approved-by-ltc>

The review included considerations of improvements to enhance the University's performance in Learning and Teaching, as measured by Good Honours, Student Satisfaction, Student Retention and Employability. The review process included consultations with Senior Advisers, students, Advisers, DOS, and feedback from student surveys and student focus groups.

The Project Team identified the need for a more explicit statement on the purpose and rationale of the Advising System, to improve engagement with the system and better realise the benefits. A key feature of the new UEA Plan for 2016-20 currently under development is its focus on 'student success.' The Advising System is a key mechanism for supporting students. The purpose of the Advising System is to **maximise opportunities for student development and help students to realise their full potential**, through Academic development and support, Professional development to secure a graduate job or place for further study and Personal development and support.

The new policy comes into effect from 2015/6, and to support the policy, new training and additional online resources are currently under construction. In addition, changes are being made to SITS/eVision to accommodate the recording of Adviser meetings, with the ability to add notes and documents to each meeting.