



ASSURING AND ENHANCING TEACHING QUALITY

A CODE OF PRACTICE

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FOREWORD

UEA is committed to ensuring that “students’ experience of teaching and learning is of the highest quality in national and international terms” (UEA Corporate Plan: 2003-08 (Corporate Plan currently under review in 2006-07)).

One aspect of this commitment is a clear statement of our policies, procedures and practices for monitoring quality assuring and enhancing what and how we teach. Hence this document – Assuring and Enhancing Teaching Quality – A Code of Practice. This is the third edition since the Code was first approved by Senate in 1995. The first edition was revised in June, 1999 taking into account issues that had emerged from the operation of the quality assurance procedures since 1995 and recommendations arising from the report issued by the Quality Assurance Association (QAA) in May 1998 following its continuation audit of UEA.

In this latest edition, we incorporate further changes in policy, procedure and practice that have been introduced following internal reviews since 1999 and the report of the QAA following Institutional Audit in January, 2004. This audit expressed “broad confidence in the soundness of the University’s current and likely future management of the quality of its academic programmes and the academic standard of its awards”, whilst also suggesting points for further development. The Code also takes into account the various strands of the QAA’s academic infrastructure, primarily the relevant sections of the QAA’s Code of Practice.

An additional feature of this edition of this Code of Practice is our statement about how we might work together not only to assure but to enhance the quality and standards of teaching and learning at UEA.

Scope and Status of the Code of Practice

The *Code* applies both to **Undergraduate and to taught Postgraduate provision** and is mandatory. (Note that there is a separate UEA Code of Practice for Assuring the Quality of Research Degrees and a UEA Validation Handbook governing our relationships with Partner Colleges).

All three documents (the Codes of Practice for Assuring and Enhancing Teaching Quality and on Research Degrees and the Validation Handbooks) are available via the Learning, Teaching and Quality website:

<http://www1.uea.ac.uk/cm/home/services/units/acad/ltqo/keydocs/codesofpractice> .

Although the *Code* is valuable in stipulating the formal basis for assuring and enhancing quality and standards of teaching and learning at UEA, the responsibility for delivery rests squarely with us as individuals, as teachers, as advisers and in other roles such as Course Director. Our research and scholarship give life to the curriculum and our skills and enthusiasm are crucial for the quality and enhancement of teaching and learning. The *Code* is intended to support our individual responsibilities, not to supplant them.

Thus the *Code* contains procedures which we believe to be both rigorous and efficient in operation, enabling us to demonstrate the quality and enhancement of our teaching and learning to ourselves, our students, and our academic peers and to the outside world. It is quality in action which counts. We believe that the *Code* will enable also us to make use of quality assurance and quality in action in striving to set, meet and enhance our academic standards and the learning experience of our students.

Professor Edward Acton
Pro-Vice-Chancellor (Academic)
December, 2007

1.0 THE CONTEXT

1.1 UEA Mission Statement, Vision and Objectives

The University's mission and strategic aims are set out below. These form the context within which the University's learning and teaching strategies are located and within which they operate.

“Our mission is to understand, empower and act, to enhance the lives of individuals and the prospects of communities in a rapidly changing world”.

Our vision is:

Understanding

- To advance understanding through research, scholarly communication and research-led teaching, underpinned by a commitment to excellence, inter-disciplinarity and creativity.

Empowerment

- To empower our students by providing an exceptional education and a wider experience that is second to none – equipping them with marketable skills and preparing them for global citizenship.

Action

- To respond to the grand challenges of the 21st century through the fruits of our research, the talents of our graduates, our engagement with policy-makers, businesses and communities and our undertaking to be sustainable.

The values underpinning our vision are: excellence, interdisciplinarity, creativity, citizenship, community and sustainability.

Our objectives are:

Understanding through Research

- 01 To increase the scale and impact of our research
- 02 To strengthen significantly our international research reputation

Empowerment through Education

- 03 To provide a student experience that is second to none in the UK
- 04 To continue to increase the quality, number and range of student applications

Action through Enterprise and Education

- 05 To expand our contribution to public policy and public engagement
- 06 To promote innovation and the growth of the knowledge economy

Resourcing the Vision : People, Finance, Facilities and Environment

- 07 To attract, develop and retain staff of the highest calibre
- 08 To empower them through decentralised decision-making
- 09 To ensure that our activities are sustainable financially
- 010 To initiate an advancement campaign to increase our endowment
- 011 To become an exemplar of good practice environmentally
- 012 To enhance the campus and make its excellent facilities widely accessible

Organisation and Management

- 013 To enhance our processes of leadership, governance and management
- 014 To improve the quality of University services.

1.2 Learning and Teaching Quality

A Strong Position

The University's Mission Statement, Vision, Values and Objectives stress the functions of teaching, scholarship and research. We believe that their interaction adds to the quality of the student experience and we attach importance to them. Of our total teaching and research income, approximately 60% derives from teaching and 40% from research. In the last national Research Assessment Exercise (2001), we achieved a 5 or 5* rating in eleven Units of assessment denoting working of international excellence with a further nine Units judged to be carrying out work of at least national excellence. In scientific research our position is strengthened by our continuing collaboration with the Norwich Research Park.

As one of its earlier strategic aims for learning and teaching, the Learning and Teaching Committee of Senate sponsored a project investigating the links and relationship between research and teaching entitled "Research-led Learning and Teaching". The fruits of this investigation can be seen at www.uea.ac.uk/lhi/rttl/

The University has developed in other directions too. The relationship between our Faculty of Health, Strategic Health Authorities and other health bodies is strengthening. In 2002 the University opened its new Medical School and in the same year the School of Chemical Sciences and Pharmacy admitted its first students to the Master of Pharmacy degree. A range of other new undergraduate and postgraduate courses have been developed across all our Schools of Study.

In 2005-06, the University strengthened its partnerships with Colleges in the region by reaching agreements with City College, Norwich and Easton College. It is also a co-

sponsor with the University of Essex, of the establishment of University Campus Suffolk, which opened at the start of the 2007-08 session.

We were delighted when the QAA, following Institutional Audit in January 2004, judged that it had 'broad confidence' in the soundness of the University's current and likely future management of the quality of our academic programmes and the academic standards of our awards. This was followed in 2005-06 by confirmation that the institution's ability to secure and enhance the quality and standard of its research degree programme provision was appropriate and satisfactory. The outcome of the major review of NHS-funded provision, also in 2005-06 resulted in the highest possible accolades. This adds to previous confirmations of the standards and quality of our teaching in various subjects carried out by the QAA via Teaching Quality Assessments and Subject Reviews, and also by other agencies such as OFSTED.

The overall outcomes of the three National Student Surveys that have been held in 2005, 2006 and 2007, have consistently placed the University highly amongst five research-led Universities. This is most satisfying. We shall continue to use the outcomes of the National Student Surveys to inform the enhancement of the student experience, culminating in the publication of a Student Charter, setting out the rights and responsibilities of students and the University. The draft charter may be consulted at: <http://www.uea.ac.uk/committees/office/LTQC/LTC/2007-2008/Documents/31102007/LTC07D008DividerC.pdf>

1.3 Strategies for 'Empowerment through Education'.

The recently updated Corporate Plan for 2008-2012 identifies seven strategies towards 'Empowerment through Education'. These strategies will guide the work of the Learning and Teaching Committee during the next few years, reinforced by specific learning and teaching strategies. The seven strategies for Empowerment are:

- ED1 Produce a **Student Charter** to guide improvements in the student experience, building on our educational ethos of research-led teaching, interdisciplinarity, creativity and good citizenship, and setting objectives using appropriate indicators.
- ED2 Encourage individual commitment to **high-quality teaching** and programme design by ensuring its proper recognition in promotion criteria and by enhancing the Teaching Fellowship and Teaching Excellence Award schemes.
- ED3 Develop the theme of **global citizenship** through common programmes on major global issues, extension of opportunities to study abroad, and an enhanced capacity to support and learn from an increasingly diverse international student population.
- ED4 Establish a range of **new programmes**, whilst rationalising and refreshing the existing portfolio, paying particular attention to demographic changes, changes in 14-19 education, student employability and the possible liberalisation of the fee regime.

- ED5 Explore the establishment of Faculty-level **Graduate Schools** to enhance the quality of the graduate experience, provide a focus for the delivery of the Roberts agenda and drive up graduate recruitment.
- ED6 Set **stretching recruitment targets** for the number and quality of home/EU and international applicants, and meet them through an enhancement of our offer and profile, improved marketing, direct recruitment and co-operation with INTO.
- ED7 Following the establishment of UCS, create a **new geography of higher education provision** with our regional partners to help raise aspirations, widen participation and enhance progression, building on our relationships with CCN and Easton, and our leadership, jointly with Cambridge, of outreach programmes for the Gifted and Talented in the Eastern Region.

The objective of providing a student experience that is second to none in the UK is also supported by the learning and teaching strategies. In 1999-2000, the then Learning, Teaching and Quality Committee, first developed specific learning and teaching strategies. These strategies were updated in 2002-03 and renewed in 2006-07.

UEA EDUCATION STRATEGY, 2006-2011

STRATEGIC AIM

The University of East Anglia aims to offer an education that challenges and stimulates all its students, encourages a life-long appetite for learning, and provides a sound foundation for pursuing a fulfilling graduate career and making an active contribution to global society.

CHARTER

To provide a summary guide to the academic experience and standards that students' at UEA can expect we will, in collaboration with the Students' Union and the Graduate Students' Association, develop a 'Student Charter'.

KEY THEMES

During the planning period, each Faculty will focus on three themes which characterise UEA's approach to education and which will permeate the Student Charter. We will seek:

THEME 1

To enhance teaching which is research-led, fosters independent learning and challenges conventional disciplinary boundaries. We will develop the following features of research-led teaching in UEA's sense of the term:

- (a) teaching informed by the latest research carried out across the world;
- (b) teaching which embeds deep student appreciation of the provisional and developing;
nature of knowledge;
- (c) teaching which is led and in large part delivered by academics who themselves contribute to research of international quality;

- (d) inquiry-based and problem-based learning designed to nurture student ability to apply research methods to the acquisition of knowledge.

THEME 2

To promote equality of opportunity and to widen participation by encouraging creativity in, and student-centred approaches to, the delivery of teaching, the development of the academic environment and enhancement of the student experience and the approach to learning fostered among all our students.

THEME 3

To promote 'good citizenship' among all our students, with particular emphasis on local, national and international, social and environmental responsibility, both whilst studying at UEA and afterwards as alumni.

The Learning and Teaching strategies may be consulted at:

<http://www1.uea.ac.uk/cm/home/services/units/acad/ltqo/keydocs/ltstrategies> .

The renewed learning and teaching strategies take as their key linking and over-arching theme "Transitions" to/within HE. The Transitions project focuses in particular on the first year experience (undergraduate and taught postgraduate). Connected to this project is the review of assessment, led by the Director of Taught Programme. Both projects are sponsored by the Learning and Teaching Committee.

1.4 Characteristics of High Quality Teaching and Learning at UEA

While there can be no single prescription for achieving high quality teaching and learning, the following factors are indicative, with local variations and differing emphases depending upon the subject area.

High quality teaching and learning at UEA:

- is based on a set of aims and objectives for each programme/course of study (via programme specifications) and each module of teaching
- takes account of the needs, abilities, experience and expectations of students and engages with students at an appropriate level of understanding, explaining the material plainly and helpfully
- motivates students to learn by generating an enthusiasm for the subject
- encourages students to study independently, taking responsibility for their own learning
- uses teaching aids and techniques that are appropriate to the programme/course of study and of teaching

- encourages and facilitates student participation in the learning process through classroom-based activities such as group discussions, presentations, problem-solving and collaborative project work
- encourages, develops and incorporates feedback from students on the programme/course of study/module of teaching
- uses valid, appropriate and fair methods for the assessment of students
- provides constructive feedback to students on their work
- enables students to acquire the necessary key, cognitive and subject-specific skills
- enables students to acquire generic skills
- is linked to faculty research thereby making students aware of the continuing development of the subject and of the provisional nature of knowledge
- is reflective and self-critical, thereby leading to enhancement
- takes account of the requirements of relevant Professional and Statutory Bodies and of the QAA's Academic Infrastructure.

2.0 GOVERNANCE

In 2004-05 the University reviewed its governance arrangements, including its Committee Structure, having regard to an appropriate balance between Committee and executive decision making. This led to the retention of the Learning and Teaching Committee (renamed from the Learning, Teaching and Quality Committee) as a key committee of Senate and the establishment of four Faculty Associate Deans with responsibility for chairing Faculty Learning, Teaching and Quality Committees. At School level, the role of School Director of Learning and Teaching was developed. Further details about these arrangements are set out below.

2.1 A Strong Framework for Quality Assurance and Enhancement

UEA has in place the necessary procedures and processes for assuring academic standards and the quality and enhancement of our academic provision. In summary, the key elements of the quality assurance frameworks which ensure the maintenance of standards are:

- a management structure that combines individual and collective responsibility for the management and conduct of learning and teaching
- well-developed UEA Codes of Practice governing major aspects of learning and teaching, including
 - quality assurance and enhancement
 - strong regulatory frameworks, supported by assessment procedures and practices
 - staff appointment, development, promotion and appraisal procedures
- the recognition that appropriate devolution, with accountability and monitoring of operations, is an effective way of embedding quality assurance and enhancement within the institution.

The University takes a reflective and evolutionary approach to the development of policies, procedures and regulations governing the quality and standards of learning and teaching. We are committed to regular reviews of our frameworks for teaching and learning and to further development and enhancement in response to internal and external influences (including HEFCE, the Research Councils, the QAA, Professional and Statutory Bodies, legislation and external examiners' reports).

The Learning and Teaching Committee operates via five inter-linked frameworks. These are:

- a framework of responsible Officers supported by advisory groups;
- committees at Faculty and University level;

- a framework of Codes of Practice governing the conduct, management, administration and monitoring of the quality assurance and enhancement of learning and teaching;
- policy frameworks governing proper academic conduct including, for example, plagiarism and collusion, penalties for the unauthorised late submission of work for assessment and academic appeals and complaints;
- regulatory frameworks covering Undergraduate, Integrated Masters, PGCE, Postgraduate Taught and Postgraduate Research degrees.

Our internal frameworks are informed by:

- effective relationships with external agencies concerned with academic standards and the quality of provision

and in particular -
- the Quality Assurance Agency's infrastructure of the Qualifications Framework for Higher Education, subject benchmark statements and the Code of Practice.

Responsible Officers

2.2 The Learning and Teaching Directorate

Day-to-day responsibility for the oversight and direction of learning and teaching rests with the Pro-Vice-Chancellor (Academic), who is the *ex-officio* Chair of the Learning and Teaching Committee. The Chair is assisted by members of the Learning and Teaching Committee Directorate. There are five Directors, each with a key responsibility:

- The Director of Postgraduate Research Programmes (DPRP)
- The Director of Taught Programmes (DTP)
- The Director of Quality Assurance (DQA) who is the Academic Registrar
- The Director of Partnerships (DP) (formerly Director of Off Campus and Collaborative Provision)
- The LTC Director of Staff Development (DSD) who is the Director of the Centre for Staff and Educational Development

(See Appendix A1 for role descriptions of the DPRP and DTP. The others are under review).

The focus on individuals with defined responsibilities in each of these areas is important in driving forward the learning and teaching agenda. The Directors of Postgraduate Research Programmes and of Taught Programmes are supported by two advisory groups: Postgraduate Research Programmes Policy Group (PRPG) and the Taught Programmes Policy Group (TPPG). These Groups play a valuable role in assisting the Directors and the Learning and Teaching Committee, acting as “sounding boards” for the

development of policy, procedure and practice and operating a “top-down”, “bottom-up” approach.

Learning and Teaching Committee Directors are also members of other University Committees (e.g. Research Committee) and Working Groups so that there are opportunities for cross-referring issues and/or considering issues of mutual concern. The Directors also meet on a regular basis.

2.3 The Faculty Associate Deans for Learning Teaching and Quality

In 2004-05, the University moved to a four-Faculty structure. Each of the twenty three Schools of Studies belongs to a Faculty. The Faculties are:

Arts and Humanities	(HUM)
Faculty of Health	(FOH)
Science	(SCI)
Social Sciences	(SSF).

Headed by a Dean of Faculty, each Faculty has four Associate Deans: for Admissions, Research, Knowledge Transfer and Learning, Teaching and Quality. This last role builds on our experience, under the previous structure, whereby the (then) three groups of Schools, via the Group Learning, Teaching and Quality Executives (LTQE) were responsible for four key quality assurance elements: the detailed consideration of new course proposals; the detailed consideration of course and module updates and reviews; the review of external examiners’ reports and responses by Schools; and the annual monitoring of the progress of postgraduate research students and the review of the progress of staff candidates for research degrees.

Under the new structure, as recommended by the review of governance [*see 2.0 above*]. Group LTQEs became Faculty Learning Teaching and Quality Committees each chaired by a Faculty Associate Dean for Learning, Teaching and Quality. The Associate Deans (LTQ) are ex-officio members of the Learning and Teaching Committee. In addition to the responsibilities outlined above, the Faculty Learning and Teaching Committees have delegated authority to consider and approve new course proposals whilst the Faculty Associate Dean (LTQ) has delegated authority to consider and approve fast-track course proposals.

Appendix A2 contains the role description for Associate Deans (LTQ) which was updated following a review of LTC governance in 2006-07. **Appendix C1** below sets out the procedure for new course proposals in more detail (under review).

2.4 The School Directors of Learning and Teaching

The role of School Director of Learning, Teaching and Quality was introduced from 2005-06, also following the University’s review of governance. In so doing, the University has sought to achieve a balance between executive and collective responsibility. School Directors may be supported by Teaching Committees or advisory groups or the role may be shared. They carry over-all responsibility for ensuring that key quality monitoring and

assurance processes have been undertaken in his/her School, including: consideration of external examiners' reports and the drafting of responses to them; the annual monitoring and update of modules and programme specifications and the regular (five-yearly) review of courses; and ensuring that appropriate arrangements in respect of postgraduate research students have been made (in accordance with the requirements of the Code of Practice for Research Degrees (<https://www1.uea.ac.uk/cm/home/services/units/acad/ltqo/keydocs/codesofpractice>)).

A further responsibility of the School Director is to liaise with students, to keep them informed of developments (such as new course proposals) and to receive feedback. The School Director may do this via separate meetings with students' representatives and/or via Staff/Student Liaison Committees (see **Appendices A3 and D2** below).

The School Director is accountable to the Faculty Learning, Teaching and Quality Committee for these activities.

Appendix A3 sets out the role of the School Director of Learning and Teaching. This too was updated following the review of LTC governance in 2006-07.

2.5 The Academic Division of the Registry

Under the leadership of the Academic Registrar, members of the Academic Division work closely with academic colleagues in the Faculties and Schools of Studies (see Calendar) who are responsible for programme development and delivery. Our approach is to ensure that quality assurance and enhancement matters are addressed by the individuals or bodies responsible for policy and/or for practice and that – as a guiding principle – quality measures are owned to the most appropriate extent by those who have to operate them.

2.6 The Dean of Students' Office

The Dean of Students' Office is part of a wider Student Services Directorate which also includes the Counselling Service, the Careers Centre, the Medical Centre, the Chaplaincy and the Sportspark.

The Directorate is led by the Dean of Students. The Dean of Students' Office is responsible for co-ordinating the development and delivery of a wide range of services and facilities. These are designed to enhance the UEA student experience, minimise the impact of any practical or personal difficulties that students may encounter. The Learning Enhancement team within the Office has an important role in assisting students to fulfil their academic potential and to succeed as confident and independent learners by offering expert guidance, advice and tuition on the central academic skills that will enable all students to make the most of their course. There is also specialist advice and support for students with specific learning difficulties such as dyslexia.

In recognition of the importance of these services to students' experience and success, the Dean of Students is an ex-officio member of the Learning and Teaching Committee.

Responsible Committees

2.7 The Learning and Teaching Committee

The Learning and Teaching Committee, (formerly the Learning, Teaching and Quality Committee) chaired by the Pro-Vice-Chancellor (Academic) is responsible to the Senate for the identification and delivery of learning and teaching strategies and accountable to Senate for the academic standards, quality and enhancement of the academic programmes offered.

The basic principle on which the Learning and Teaching Committee operates is to ensure that, on a pan-institutional basis, UEA can assure itself and others of the standard of its awards and the quality of its academic programmes and has a sound basis on which to enhance its provision.

The Terms of Reference of the Committee were revised during 2004-05 as part of the review of governance and are set out in **Appendix B1**.

2.8 The Sub-Committees and Advisory Groups of the Learning and Teaching Committee

The LTC is informed by and a number of its responsibilities are carried out by several sub-Committees and by Learning and Teaching Directors to whom delegated authority is granted. These sub-Committees are:-

- The Careers Centre Steering Group
- Faculty Learning, Teaching and Quality Committees
- City College Norwich Joint Academic Committee
- University Campus Suffolk Joint Academic Committee
- Student Experience Committee

The Directors of Postgraduate Research Programmes and of Taught Programmes who, together with the Director of Partnerships, have delegated authority/responsibility from the LTC, are advised by two Policy Groups: the Postgraduate Research Programmes Policy Group and the Taught Programmes Policy Group.

The role of the Directors is set out in **Appendix A1** (some are under review). The terms of reference of the sub-Committees and Policy Groups are set out in **Appendix B2**. Of the LTC's sub-Committees, the Faculty Learning, Teaching and Quality Committees have specific responsibilities with regard to key quality assurance mechanisms: Section 2.9 below examines their role in more detail.

2.9 The Faculty Learning, Teaching and Quality Committee

Chaired by the Faculty Associate Dean for Learning, Teaching and Quality, each Faculty LTQC is responsible for key quality assurance processes, for confirming to the Senate Learning and Teaching Committee that these have been appropriately considered, for drawing the attention of the Senate Learning and Teaching Committee to University-wide

issues and for disseminating examples of good practice as part of the enhancement strategy.

The key quality assurance processes are:

- Consideration of new course proposals (including confirmation of fast-track proposals)
- Consideration of external examiners' reports and approval of Schools' responses to them
- Consideration of the monitoring of the progress of postgraduate research student on an annual basis
- Review of the progress of staff candidates for postgraduate research degrees candidates
- Consideration of Professional and Statutory Body Approval Accreditation Reports.

(A sample of the Terms of Reference is attached at Appendix B2).

2.10 The UEA Codes of Practice

These form the third main "framework" for ensuring academic standards and the quality and enhancement of our academic provision. The UEA Codes govern the conduct, management administration, monitoring and quality assurance/enhancement of learning and teaching. They are approved by the Learning and Teaching Committee on behalf of the Senate and are mandatory. They take account of relevant external guidance such as the multi-part Code of Practice published by the Quality Assurance Association and cover:

- The Code of Practice on Assuring and Enhancing Teaching Quality (this code)
- Code of Practice for the External Examiner System (Taught Provision) and associated Notes of Guidance (annually updated and part of the comprehensive Code of Practice on Assurance and Enhancing Teaching Quality: <http://www1.uea.ac.uk/cm/home/services/units/acad/ltqo/keydocs/codesofpractice>)
- The Code of Practice on Research Degrees (revised August, 2007) <http://www1.uea.ac.uk/cm/home/services/units/acad/ltqo/keydocs/codesofpractice>
- The Code of Good Practice on Student Representation and Staff: Student Liaison in Schools (June 2000 and under revision) <http://www1.uea.ac.uk/cm/home/services/units/acad/ltqo/keydocs/codesofpractice>
- Commentary on the Quality Assurance Agency's Code of Practice: Section: Placement Learning (February 2002 and under revision to become a full Code of Practice) <http://www.qaa.ac.uk/academicinfrastructure/codeOfPractice/section9/default.asp>

- The Validation Handbooks (revised 2007)
<http://www1.uea.ac.uk/cm/home/services/units/acad/ltqo/partnershipsoffice/PolicyandForms/1.13978>
- Policy for Staff Training and Development
www.uea.ac.uk/sdto/about/cseducapolicy.pdf

2.11 UEA Policies, Procedures and Guidelines

In addition, there are a suite of policies and procedures that are intended to ensure the fair and equitable treatment of students. These are:

- Conduct of assessment requirements and guidelines covering: the Conduct of University Examinations, Invigilation Guide, Criteria and Procedures for the Approval of non-standard University Examinations, Guidelines for Applying for a Concession for individual arrangements in University Examinations, Guidelines on the use of Computers, Guidelines for the use of Dictionaries in University Examinations, Marking Conventions, Marking Criteria, Guidelines on the treatment of medical evidence, Guidance on the identification and preparation of paperwork before, during and after a meeting of a Board of Examiners, Template for the Notes of Examiners' meetings, Guidelines for the award of posthumous degrees and Guidelines on the protocols for issuing supplementary pass lists. [Assessment is currently under major review by the Learning and Teaching Committee].
- Academic Appeals and Academic Complaints Procedures
- Policy on Plagiarism and Collusion (Taught Provision)
- Policy on Misconduct in Research (Research degrees)
- Policy on Coursework Extensions and Penalties for the unauthorised late submission of Work for Assessment (Taught Provision)
- Disciplinary Procedures (including those for Professional Misconduct and/or Unsuitability)
- Code of Practice and Statement of Policy on Equal Opportunities

These documents are available via the University Calendar which may be consulted on the Learning, Teaching and Quality website at: <http://www.uea.ac.uk/ltq>

There are also guidelines on the Peer Observation of Teaching at: <http://www1.uea.ac.uk/cm/home/services/units/acad/ltqo/keydocs/guidelines>

2.12 The UEA Regulatory Frameworks

The fifth “framework” for ensuring academic standards, the regulatory frameworks, is informed by relevant external requirements including the Quality Assurance Agency’s Higher Education Qualifications Framework.

UEA regulations are the responsibility of the Learning and Teaching Committee. There are four frameworks covering:

- Common Course Structure (CCS) Degree Regulations (Undergraduate)
(Note: There are variants of the Common Course Structure Degree Regulations covering provision in the School of Nursing and Midwifery, Continuing Education and Graduate Diplomas. There are also separate regulations for the Postgraduate Certificate in Education).
- Integrated Master’s Regulations (MChem, MComp, MMath, MPharm, MNatSci)
- Regulations for Higher Degrees (Taught Programmes)
- Regulations for Higher Degrees (Research)
- Regulatory Frameworks for Partner Colleges

Regulations are kept under review by the relevant Learning and Teaching Committee Director and his/her Policy Group on behalf of the Learning and Teaching Committee. Periodically, the University undertakes a major, in-depth review of the frameworks. This occurred in respect of Common Course Structure Regulations (Undergraduate) in 2002-03/2003-04 and the Regulations for Higher Degrees (Taught Programmes) in 2000-01 and in 2005-06 and 2006-07. The Regulations are printed in the University Calendar and are available on the LTQ website at:

<http://www1.uea.ac.uk/cm/home/services/units/acad/ltqo/calendar0708>

External Agencies and Bodies

Our UEA Codes of Practice and regulatory frameworks are guided by the provisions of external agencies and bodies, where relevant, including the Quality Assurance Agency and Professional and Statutory Bodies (PSBs) such as the Health Professions Council (HPC), the Nursing and Midwifery Council (NMC), the General Social Care Council (GSCC) and the Law Society.

3.0 QUALITY ASSURANCE AND QUALITY ENHANCEMENT PROCESSES

This section outlines our key processes for quality assurance and enhancement. These processes are determined by the Learning and Teaching Committee having regard to external requirements (e.g. the QAA and of PSBs) and to our own experience of the processes taking into account Faculty, School and Student feedback. Some of the processes are given in full whilst others are summarised and cross-referenced to more detailed documents. All the processes will be available via the Learning, Teaching and Quality website with some (such as the Code of Practice on the External Examiners' system – Taught Provision) also available in hard copy for our external examiners.

There are three major quality assurance processes, each of which is summarised in a separate section below:

- approval of new modules and programmes/courses
- arrangements for the annual review and update of modules and courses and the periodic review of courses
- appointment of external examiners and consideration of their reports (taught provision)

This is followed by a statement about quality enhancement linked to quality assurance.

3.1 Approval of New Modules and Courses: Summary

The procedures for the above were reviewed and re-mapped alongside the transition to the new Faculty structure from 2004-05. The Faculty Learning, Teaching and Quality Committees and Associate Deans (LTQ) have delegated authority to consider and approve new course proposals with the Learning and Teaching Committee having a monitoring and quality “audit” role. This new approach has been taken in the light of the maturing role of Faculty Learning, Teaching and Quality Committees with regard to quality assurance, the need to combine rapidity of consideration with robust quality assurance methods, and the opportunity for the Learning and Teaching Committee and its Directors to focus on the development of learning and teaching strategies, policies, procedures and quality assurance and quality enhancement frameworks.

Appendix C1 sets out the details of the procedure which is currently being rewritten following the review of LTC governance during 2006-07. Until this has been finalised, the existing procedure is being followed.

3.2 Arrangements for the Annual Review and Update of Modules and Courses and the Periodic Review of Courses

3.2.1 Summary

This section of the Code of Practice for Assuring Teaching Quality was reviewed in 2002-03 and the new process implemented with effect from 2003-04. Changes have since been made to the composition of the Course Review Panel and other adjustments incorporated to reflect the move to the four-Faculty structure and the review of governance. A further change has recently been notified to widen the pool from which internal members of Review Panels may be selected.

In summary, the major elements of annual review and update of modules and courses and the periodic review of courses are:

- student evaluation of a module to be sought each time that the module is run
- annual review and update of modules that ran the previous session, including student evaluation thereof
- annual review and update of courses, taking into account module review/update
- annual update of programme specifications following annual review and update of courses
- detailed (periodic) review of each course (or suite of cognate courses or all courses at undergraduate and/or postgraduate taught level depending on School size) every five years
- close consideration of feedback to students.

The detailed requirements are set out in **Appendix C2** and take account of Section 7 of the QAA's Code of Practice.

3.2.2 Monitoring of PSB Re-Approval/Re-Accreditation Reports and QAA reports

The University is visited by external bodies such as the QAA or PSBs which provide external scrutiny of our learning, teaching and quality assurance/enhancement processes in specific contexts. The process for review and monitoring of their outcomes is as follows:

- i) following the external visit and in response to feedback, the host School begins to develop an action plan which is considered by the appropriate Faculty Learning, Teaching and Quality Committee;

- ii) on receipt by the University of a subsequent written report from the visiting body:
 - the Faculty Learning, Teaching and Quality Committee considers any recommendations and reviews the existing action plan, on behalf of the Senate Learning and Teaching Committee, in the light of the published comments;
- iii) the Faculty Learning, Teaching and Quality Committee confirms to the Learning and Teaching Committee, that this process has been undertaken and is being monitored;
- iv) the University's Learning and Teaching Committee notes points of commendation and concern and considers any action necessary on general policy matters or issues of particular institutional interest or concern regarding academic standards and/or the quality of provision;
- v) meanwhile the LTC DSD follows up staff development/teaching enhancement issues;
- vi) any course/module-specific issues arising from the most recent visit then form part of the periodic course review process.

In accordance with the process for the regular review of courses, the School may approach a Professional and/or Statutory Body to establish whether the University procedures for course approval/periodic review may be used in lieu of a visit by the relevant body. Alternatively, where a course is subject to external re-approval or re-accreditation by a Professional and/or Statutory Body, a case may be made to the Learning and Teaching Committee that this partially or completely fulfils the University's Course Review requirements. The professional and/or statutory body should give formal agreement that their review may form part of the University review process. If the Learning and Teaching Committee approves, the School must provide an accompanying paper that contains a commentary on where evidence required by the UEA Course Review can be found in the report to the Re-Approval/Re-Accreditation Panel or Professional and/or Statutory Body. The School should supply additional evidence as necessary.

3.3 External Examiners' Reports

3.3.1 Summary

The annual reports of external examiners are key elements in the quality assurance/enhancement of the University's academic standards and the quality of its provision. The processes for the appointment of external examiners and consideration of their reports are underpinned by Section 4 of the QAA's Code of Practice.

External examiners are recommended by School Boards for appointment by the University's Learning and Teaching Committee on behalf of the Senate (approval of individual appointments being undertaken by those authorised to do so under delegated powers). For taught programmes, arrangements are governed by the University *Code of Practice for the External Examiner System for Awards (Taught Programmes) at UEA (Appendix C3)* and in the Code of Practice: Research Degrees in respect of Postgraduate research degrees.

External examiners for taught programmes are required to submit written reports addressed to the Pro-Vice-Chancellor (Academic) on an annual basis. Thereafter:

- i) The reports are circulated by the Learning, Teaching and Quality Office to the appropriate School of Studies for consideration;
- ii) Each external examiner should have a formal response to his/her report. Schools consider their draft responses to the reports and submit these and any other comments on the report to the relevant Faculty LTQC for approval and monitoring;
- iii) The Faculty LTQC considers each report in detail and Schools' comments thereon and approves the draft responses. The Faculty LTQC confirms to the Senate Learning and Teaching Committee that:

- appropriate consideration has taken place at School level
- responses to the external examiners have been approved

The Faculty LTQC also reports to the Learning and Teaching Committee on:

- the process of consideration
- any general points raised by the external examiners, the Schools and/or the Faculty
- any issues that require University attention
- identifies opportunities for enhancement of process/standards/quality of provision through examples of good practice for dissemination within the constituent Schools of the Faculty or the wider University.

- iv) The Directors of Taught Programmes and/of Postgraduate Research Programmes (as appropriate) review the reports and the Schools'/Faculties' responses and prepare an overview report for the

Learning and Teaching Committee and thereafter the Senate. The report addresses, inter alia:

- due process
- general policy/regulatory matters
- issues concerning academic standards and/or the quality of provision
- issues concerning the conduct, procedures and outcomes of the previous session's/year's assessment of students (taught programmes only)
- recommendations for action
- identification of good practice/opportunities for enhancement.

N.B. There is a separate procedure for the consideration of examiners' reports (both internal and external) for research degrees set out in the Code of Practice for Research Degrees.

- v) The reports in respect of the previous session/year will normally be presented to the Learning and Teaching Committee by no later than the last meeting of the following session;
- vi) Following Learning and Teaching Committee and Senate consideration and approval, the report will be placed on the LTQ website (for internal and external audiences);
- vii) The timetable for consideration of external examiners' reports is aligned, as far as possible, with the process for annual monitoring and update of modules and programme specifications so that external examiners' comments may be taken into account as early as possible.

4.0 PROMOTING THE STUDENT EXPERIENCE

Summary

The Learning and Teaching Committee has as one of its strategic aims the enhancement of the quality of the student experience. This is achieved by having monitoring systems in place and by the input of students themselves (or their representatives) at all levels, from School to Faculty to LTC and to Senate and beyond. The major mechanisms for this are set out below.

4.1 Monitoring Students' Progress

The University requires that there is academic oversight of each student's progress throughout his/her academic year. The Academic Advising System for undergraduate students, the appointment of Advisers/Supervisors for taught postgraduate students and the appointment of a Supervisory Team for Postgraduate Research Students are the key relevant mechanisms.

Each undergraduate student is assigned an Adviser (undergraduate and the undergraduate elements of Integrated Masters provision) or Adviser/Supervisor (Taught Postgraduate). The Adviser or Supervisor is a Faculty member available to give informed advice on academic issues (including module choice, change of degree course, intercalation, academic progress and assessment) and when required, on non-academic issues, or to refer students to sources of appropriate advice, guidance and support (for example, the Dean of Students' Office).

From 2005-06 a revised policy statement on the role of undergraduate Adviser was implemented having been approved by the then Learning, Teaching and Quality Committee and Senate during 2004-05. The report of the Working Group and a summary of the main points of the new system are attached at **Appendix D**. The new approach offers an opportunity for students to use the Academic and Personal Development File (APD) or equivalent in the Faculty of Health (the APD forming, with transcripts, the HE Progress File) to inform their discussions with their Adviser. Students are also invited to give feedback on the operation of the advising system.

Students on taught masters' programmes, have access to the APD, although in its initial phase, the APD has been targeted primarily at undergraduate students (<http://www.uea.ac.uk/>).

The advising system is under further review during 2007-08 in the light of the operation of the revised system. The 'Transitions' Project, referred to in Section 1.4 above this inform the further review of the Advising system.

In addition, the progress of undergraduate and integrated masters' students is considered at the end of the first semester by Student Progress Boards, in accordance with degree regulations. Student Progress Boards are empowered to consider students' progress to date and are required to refer students whose

performance is unsatisfactory to the relevant Head of School for appropriate academic guidance and advice and to confirm marks for any Autumn Semester Visiting or Exchange Students.

The Dean of Students' Office offers a wide range of academic and non-academic learning support. <https://www1.uea.ac.uk/cm/home/services/students/DOS> . The Learning Enhancement Team report on an annual basis to the Learning and Teaching Committee.

4.2 Other Policies and Procedures relevant to the Student Experience

4.2.1 Academic Appeal and Academic Complaints

In seeking to achieve the University's commitment to maintain the high quality of its academic programmes, the Senate approved, (in June 1994, revised 1996 and 2004-05 with further updates in 2006-07) an *Academic Appeals Procedure*, to ensure that academic decisions about students are taken fairly and equitably. This procedure, applicable to undergraduate and postgraduate students, describes certain student responsibilities and rights, setting out the criteria and action relating to appeals.

An *Academic Complaints Procedure* for students was introduced in 1996 and a *Complaints Procedure*, covering academic and non-academic complaints was introduced in 2001-02. The Complaints Procedure was updated in 2006-07, effective from 2007-08.

Those determining appeals/complaints are asked to ensure that issues of general practice or policy arising from individual cases are addressed (or referred to appropriate bodies) as soon as possible. An annual audit is conducted by the University's Learning and Teaching Committee (bearing in mind the need to maintain confidentiality). Equal opportunities monitoring of academic appeals commenced from 2005-06 when the new procedure was implemented. Monitoring data is now annually reported to the Learning and Teaching Committee as part of the fulfilment of the Committee's responsibilities to Senate in this area.

In 2007-08, a series of Academic Practice events are being held in conjunction with the University's Centre for Staff and Educational Development. The first event, aimed at academic and administrative support staff, is on academic appeals. If successful, academic practice events will be offered on an annual basis.

4.2.2 Other Policies and Procedures

Other policies and procedures that are concerned with the fair and equitable treatment of students include:

- University Policy on Plagiarism and Collusion (introduced 2001-02 and revised 2005-06);

- University Policy on Coursework Extensions and Misconduct in Research (Research degrees);
- Disciplinary Procedures (including those for Professional Misconduct and/or Unsuitability);
- University Policy on Penalties for the unauthorised late submission of work for assessment (Taught Programmes) (from 2005-06 for undergraduate programmes from 2006-07 for postgraduate taught);
- Code of Practice and Statement of Policy on Equal Opportunities;

(See also Sections 2.10 and 4.2.1 above)

With regard to Equal Opportunities, the Learning and Teaching Committee is responsible to the Senate and the Council for reporting annually on its actions and activities. During 2007-08, the University expects to appoint to the new post of Equality and Diversity Manager. The post holder will be based in the Academic Division, responsible to the Academic Registrar but the brief will be University-wide, encompassing students, staff and services.

4.3 Student Participation in Quality Assurance and Enhancement

We value our students' evaluation of and feedback about their academic experience. There are a variety of fora at different levels in which students may express their views, both informal and formal. Formal arrangements for securing such evaluation and feedback are via the following mechanisms:

- **Individual Evaluation of Modules and Courses**

Students' views are sought each time that a module is offered [Section 3 above and Appendix C2 refer]. In addition, some Schools seek students' views at the level of the course/programme. The University is currently considering how it might bring together a suite of student evaluations of their experience of the University as a whole in order to gain an overview and a more comprehensive understanding of students' views. From 2004-05, the National Student Survey of final year undergraduate students became available to the University. The Learning and Teaching Committee, Schools and Faculties consider the outcomes and how these might impact on/influence action plans for quality assurance and enhancement.

- **Membership of School Boards**

Students are formally represented on School Boards. They may also sit on Sub-Committees such as the Teaching Committee where the School has a formal committee of this nature.

- **Staff Student Liaison Committees or their equivalent**

Each School is required to have a Staff:Student Liaison Committee (SSLCs) or its equivalent. The University Code of Practice which governs SSLCs is being updated and revised in the light of the recent LTC review of governance and the move to the four-Faculty structure. The LTC is responsible for monitoring the operation of the Code. (**Appendix D2** refers).

- **School Director of Learning, Teaching and Quality: regular update meetings with Students**

The School Director of Learning, Teaching and Quality are charged with holding regular update meetings with students registered in the School.

See Appendix A3 for role description

- **Faculty Learning, Teaching and Quality Committees**

One undergraduate and one postgraduate student representative sit on each Faculty Learning, Teaching and Quality Committee.

See Appendix B2 for Terms of Reference

- **Student Experience Committee**

A Sub-Committee of the Learning and Teaching Committee established in 2004-05, this Committee is chaired by the Pro-Vice-Chancellor (Academic). Ex-officio members include the Academic Officer of the Union of UEA Students, the Welfare Officer and the President of the Graduate Students' Association.

See Appendix B2 for Terms of Reference

- **Learning and Teaching Committee**

One student member nominated by the Students' Council and two graduate students nominated by the Graduate Students' Association are members of the above Committee. In addition, the Academic Office of the Union of UEA Students is an ex-officio member and the Welfare Officer is invited to attend.

- **Regular Reviews of Courses**

It is a requirement of the arrangements for the five-yearly review of courses that Students participate in the review and are consulted by the Review Panel [See Section 3.2.1 and **Appendix C2**]

- **Student Affairs Group**

A Committee of the Council, this group is chaired by the Dean of Students and has the Academic Officer of the Union of UEA Students, the Welfare Officer and the President of the Graduate Students' Association as members of the Core Group. It meets fortnightly to consider operational rather than strategic matters (strategic issues are considered by the Student Experience Committee of LTC. LTC is not formally responsible for this Group which reports to Council.

5.0 STAFF DEVELOPMENT AND TRAINING

Responsibility for academic appointments rests with the Schools/Faculties in conjunction with the Human Resources (HR) Division. Staff and educational development is promoted through the HR's Centre for Staff and Educational Development (CSED). The Head of the Centre is also the LTC **Director of Staff Development** and as such is an ex-officio member of the Learning and Teaching Committee and the Learning and Teaching Committee's Directorate. The emphasis of the role is on staff and skill development with regard to the enhancement of teaching and learning.

The statement of University Policy on staff development and training is set out in <http://www.uea.ac.uk/csed/about/policies.shtml> .

The Centre manages the MA in Higher Education Practice which is aimed at new lecturing staff on probation, media to support teaching and learning and research-related training and development (for our postgraduate research students) including the Postgraduate Research "Transitions" Programme.

CSED also hosts jointly with the Information Services Directorate, the Learning Technology Group which advises Schools/Faculties and individual members of staff on the use/application of learning technologies such as Blackboard.

CSED is responsible for advising on the guidelines for and operation of the peer review of teaching (https://portal.uea.ac.uk/webapps/portal/frameset.jsp?tab_id=137_1).

Each year, the Centre publishes a range of staff training and development courses, many with an academic focus and other with a skills development perspective. In addition, and more formally, the University operates an appraisal scheme for all staff (<http://www.uea.ac.uk/hr/public/files/appraisal.pdf>).

Working with the Learning and Teaching Committee, CSED makes the arrangements for the academic practice events referred to in Section 4.2.1 above and for the 'Learning and Teaching Day' first held in July, 2007. (See 7.5 below).

All these activities are intended to support and enhance the quality of our learning and teaching that we offer to our students.

6.0 PARTNERSHIPS

The University has entered into agreements with a range of regional and other partners. The processes for the consideration of new partners and the agreements for the initial and on-going assurance and enhancement of academic standards and the quality of the provision are set out in the 'Partnerships Handbooks' available via the Learning, Teaching and Quality website at:

<http://www1.uea.ac.uk/cm/home/services/units/acad/ltqo/partnershipsoffice/PolicyandForms/1.13978> which is the equivalent of a Code of Practice. The Director of Partnerships, supported by the Partnerships Office of the wider Learning, Teaching and Quality Office, is responsible to the Learning and Teaching Committee for these matters and is an ex-officio member of the Learning and Teaching Committee.

Where University provision is offered off-campus, but not through an academic partner, i.e. the University is responsible for delivery of teaching, the Learning and Teaching Committee regards such arrangements as falling (in the first instance) under the purview of this Code of Practice or of the Code of Practice on Research Degrees depending whether the provision is taught or research. Where there is involvement in delivery by an external academic partner, the Learning and Teaching Committee regards this as falling (in the first instance) under the purview of the Director of Partnerships. The Learning and Teaching Committee Directors and Pro-Vice-Chancellor (Academic) liaise regularly via meetings of the Learning and Teaching Committee Directorate and agree the appropriate line(s) of accountability having regard to the nature of the provision and the proposed arrangements for managing it.

7.0 A STRATEGY FOR QUALITY ENHANCEMENT

Preliminary Statement

The Learning and Teaching Committee is responsible to Senate for oversight of academic standards and quality of the student experience. The Committee's strategy for quality enhancement is set out below as a series of key action points that underpin our approach and activities.

The strategy for enhancement is guided by the Corporate Plan with particular regard to the strategy for education where the key objectives are:

- i) to provide a student experience that is second to none in the UK
- ii) to continue to increase the quality, number and range of student applicants.

The Learning and Teaching Committee seeks to assure academic standard and enhance the quality of learning opportunities by:

7.1 Continuing to use its committee, governance and support structures to:

- develop, implement, maintain and review complementary Codes of Practice, Regulatory Frameworks, policies and procedures overseen by a system of interlinked Committees and individual staff with key and defined responsibilities, to facilitate the assurance and enhancement of quality of the student learning experience and academic standards of the UEA award. The Learning and Teaching Committee, sitting at the apex of this structure can take an informed overview of quality assurance, quality enhancement and standards and report to Senate thereon;
- make use of existing 'QA' mechanisms (e.g. Module and Course Monitoring update and review, and consideration of external examiners' reports) as appropriate points at which not only to assure quality but also to consider opportunities for enhancement
- seek and require student feedback and participation in formal quality assurance processes at all levels - School, Faculty and University (including participation by students' representatives). These are designed to capture student views and assist with the ongoing enhancement of the quality of their experience and the standards that they achieve. The loop is closed with reporting back to students to indicate where improvements have been made;
- provide expert guidance, advice and tuition on the key academic skills that will enable all students to make the most of their course at UEA via the Learning Enhancement Service offered by the Dean of Students' Office. This Office also provides information and advice to,

and co-ordinates support for, students with specific learning difficulties, such as dyslexia. These services are aimed at enhancing students' academic experience and at helping them to fulfil their academic potential and to succeed as confident, independent learners;

- foster a “joined-up” approach between those with Committee and/or Executive responsibilities for driving forward the strategic agenda for learning and teaching and those who are charged with supporting the implementation and operation of new policies/procedures;
- use the new Student Information System, introduced from 2006-07, to provide a range of management information and data to be considered by Schools, Faculties and LTC. This will supplement external data obtained via the National Student Survey and other external and internal surveys.

7.2 Recognising, supporting and encouraging dissemination of innovative ideas and effective teaching methods through:

- Awards for Excellence in Teaching (one per Faculty and one available to part-time Research Contract staff) conferred at Congregation;
- UEA Teaching Fellowships;
- increasing emphasis on and embedding standards and criteria for the assessment of teaching both in academic probation and in academic promotion procedures;
- a range of Centre for Staff and Educational Development provision and academic practice events aligned to Learning and Teaching strategies (including the master's degree programme in Higher Education Practice).;
- fostering links and engagement with the Higher Education Academy and its various networks and award schemes, including Subject Centres and National Teaching Fellowships); we were delighted when in 2007 a member of UEA academic staff won one of the latter;
- an annual ‘Learning and Teaching’ day to showcase UEA innovations and specific national/HEA schemes;
- **the operation of Faculty Learning and Teaching Quality Committees and the exchange of ideas and practice within and between Faculties;**

- PVC-led consideration by Heads of School of differential patterns and instances of best practice reflected in the National Student Survey and in other benchmarked information on student learning;
- a recently-established HE Research and Innovation Group which, inter-alia provides a forum for the discussion and promotion of research and development in higher education at UEA and beyond and encourage curricula and pedagogical innovation;

7.3 Placing students and their experience of higher education at the forefront of the objective of the Corporate Plan of ‘Empowerment through Education by:

- continuing the development of the Student Charter. The Student Charter will be a platform for driving up the quality of the student experience, **including on feedback to students, contact hours and seminar group sizes.** As we consider that education is a reciprocal process, students have responsibilities as well as rights – the Charter will address both;
- using HEFCE Learning and Teaching strategy monies (and its successor) to support projects which enhance the student (academic) experience including a major review of assessment and “Transitions” to/within Higher Education, covering transition to University, to Year 2, and to postgraduate study. These projects are providing a wealth of quantitative and qualitative data and information and insights which will guide and inform our activities as we strive to meet our objective of a student experience that “is second to none” in the UK;
- considering issues raised by the outcomes of appeals and complaints made by students and disciplinary matters raised by Schools (for example plagiarism, misconduct and research, use of unfair means in examinations and non-attendance) to identify where developments, improvements and enhancements of relevant policies, procedures and processes might be made.

7.4 By devising long-term action plans for learning and teaching and its infrastructure, drawing on our past experience of evaluation of change (e.g. CCS, TURNITIN), our major reviews (e.g. of assessment and the structure of the academic year) and problem-solving and improvement projects (e.g. Transitions to/within HE);