



## **Learning & Teaching Bulletin – July 2016 (updated).**

This bulletin contains a digest of the policy work undertaken on behalf of the Learning and Teaching Committee this year and changes which have come into effect on 1 August 2016, 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 Clive on the new advising system.

We have updated the Bulletin to include links to additional information now in place for the new academic year and to accommodate some minor corrections and changes (identified in bold/red).

Tuesday 12 July	15.00	Lecture Theatre 3
Thursday 15 September	14.00	ARTS 01.02

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July 2016 (updated 15<sup>th</sup> September)

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## 1. HER and actions arising

The Quality Assurance Agency (QAA) carried out the Higher Education Review of UEA in the week commencing 12th October 2015. The final report was issued in January 2016 and contained a number of points of good practice and the following recommendations, that the University:

- Take steps to address inconsistencies in its stated positioning of the Medical Bachelor /Bachelor of Surgery (MB BS) degree on the FHEQ (Expectations A2.1, A1 and A3.1)
- Take steps to address the approval and completeness of its programme specifications (Expectations A2.2 and A3.1)
- Ensure that external academic expertise is consistently obtained, documented and considered as part of the course approval process to verify threshold academic standards and to demonstrate that the appropriate external reference points have been considered (Expectations A3.4, A3.1 and B1)
- Ensure effective oversight and monitoring of cumulative changes and deviations to programmes (Expectation B1)
- Review assessment board regulations and their application to ensure greater consistency and equity of treatment of students (Expectations B6 and A2.1)
- Define, articulate and implement arrangements for the approval of cotutelle partners for dual awards, including taking steps to ensure that a cotutelle agreement has been signed before the relevant activity commences (Expectations B10 and B1)
- Put in place mechanisms to ensure effective oversight to manage the variability in practice in the provision of programme information to current students (Expectation C)
- Communicate effectively to students' information about programme learning outcomes at the start of, and throughout, their studies (Expectations C and A2.2).

A Working Group was set up to construct an Action Plan in respect of each of the recommendations which is available online.

## 2. Preparing for the Teaching Excellence Framework

In 2016/7 we will 'meet expectations' due to our successful QAA outcome, and we will be preparing for the trial year of a full assessment process in 2017/8. There will be a lot more information about the TEF in the coming months, but to get started:

1. The core metrics will measure NSS data (teaching, assessment and feedback and academic support), dropout rate and employability.
2. Quality will be measured through teaching quality, learning environment and student outcomes/ learning gain plus additional evidence (15 page statement which we are drafting now).

### **Introduction of Grade Point Average scores**

LTC noted the arguments surrounding the introduction of [GPA](#) to complement standard degree classification at its meeting in May. A follow-up recommendation will be considered at LTC in July, for GPA to be introduced from 2016/7 both formatively

(converting end-of-stage averages to GPA scores to give an indicative GPA to students) and summatively, where the degree award mark will be converted to a GPA score, based on the HEA scale, extended at the upper end.

### 3. New internal QA processes

Internal Quality Assurance (IQA) is a complex area of activity and it is important that the University does not introduce a new set of regulations until it is satisfied that we have the processes and systems in place to enable a successful delivery of the new approach. Consequently, we have developed a set of broad proposals this year and the development of supporting processes, IT system developments, and guidance will take place in the academic year 2016-17 with a view to implementing the policy in academic year 2017-18.

The Working Group has consulted with FLTQCs and SSLCs, discussed feedback from those groups and wherever possible incorporated the suggestions arising from that consultation exercise into the proposals detailed below. There were a number of drivers that informed the proposed changes:

- The need to make student evaluation meaningful in terms of the volume of take-up to ensure student voice is heard
- The current system is too unwieldy and potentially confusing
- There is an institutional drive to free up academic time and an associated need to make our academic administration as time efficient as possible
- There is a need to ensure that we effectively close the loop in our communications with students
- The HER requires that we more closely monitor changes made to courses as a result of review and update processes to avoid course drift that has not received committee consideration
- The NAM places emphasis on the Course rather than the module and it is at the level of the Course that strategic changes should be made – it was felt that any new IQA process needed to reflect the importance of Course level planning and design

#### **Proposals:**

The Working Group have considered a range of different possible approaches to IQA and are confident that the broad approach outlined herein offers a model that is both sufficiently rigorous, while also reducing the academic and professional services time cost involved in the delivery of our quality assurance mechanisms.

The new approach to IQA simplifies the current multiple events of module review, course review and a review of assessment and moderation into a single annual course review event that incorporates a review of modules and assessment within that singular process. The aim is to both simplify the process of quality assurance and also to facilitate as early implementation as possible of any proposed changes. Additionally, in order to reflect the conceptual basis of the New Academic Model, the review process will be focused on the Course and updates will be driven by Course level changes with module changes being informed by any amendments at the level of the Course.

Similarly, it is proposed that student evaluation is conducted as an annual Course Evaluation that will also allow students to comment on specific modules, but by reducing the number of discrete evaluations will increase the likelihood of students completing an evaluation.

LTC has now approved (July 2016) the following broad principles in order that we can develop an implementation plan, regulations and supporting processes to allow implementation in the **2017-18** academic year:

1. Module Review and the Annual Review of Assessment and Moderation are discontinued as discrete events but incorporated into a single Course Review event
2. At least 20% of modules to be reviewed in each year as part of the Course Review Event, the selection of modules will be a matter for the Course Director and the system of 'triggers' will be discontinued
3. Each module will therefore have a 'Home-Course' to which it belongs
4. Where appropriate the single Course Review event may be undertaken as a review of a group of cognate courses
5. Student evaluation to take place annually as a Course Evaluation that provides for students to also make comments on specific modules
6. The timing of IQA events to be fixed to the timing of Exam Boards rather than calendar dates to properly accommodate the needs of 'non-standard' courses
7. Student representatives to be trained and to receive some form of remuneration for their involvement in Course Review activity
8. Minor and Major changes to be clearly defined and those definitions to be incorporated in the regulations supporting IQA
9. Courses will be permitted to make Minor changes such that they take effect in the academic year immediately following the Course Review event
10. Where the number of Minor changes since the last Periodic Review (5 yearly review) have caused more than 20% of a course's constituent modules to be changed, any additional minor changes shall require sign off by FLTQC and LTC
11. Major changes will be considered by SSLCs, FLTQC and LTC prior to implementation

#### **4. Blackboard Online Submission, Marking & Feedback Project Update**

In October 2015 the University commenced a Blackboard online submission, marking and feedback pilot replacing the eVision online marking tool from the previous year. The Blackboard pilot includes 156 assessments across all four faculties involving over 150 academic staff. At the start of July we have managed the submission, marking, feedback and grades journey for over 6,000 separate assignments.

The continuous evolution of online marking is in support of the recognised benefits it can provide to our students and staff which include enriched feedback embedded within the learning process, improved understanding of mark allocation, wider range of assessment types, enhanced tracking and reporting plus less paper traffic and processing.

The next two phases of the project are to:

1. Complete a formal evaluation to help support further improvements in processes, training, communication and functionality. All participating academics were sent an online evaluation which closed on 27<sup>th</sup> May. Students were engaged in their individual schools by Student Union representatives and debrief sessions were conducted with LTS staff from each of the three hubs.
2. Deliver a fully automated solution for the import and export of data between our two core systems eVision/SITS and Blackboard.

The project aims to achieve the above two phases ready for start of year 2016 alongside a service transition plan to enable the move from project to business as usual.

### **2016 / 2017 Academic Year**

If you would like to get involved and find out more about Blackboard online assessment and feedback for SOY 2016 please register interest at your Hub or alternatively contact Vanessa Boon (ISD Project Manager) or drop in to the [CTEL, The Centre for Technology Enhanced Learning](#) – open from 8am to 5pm, five days a week.

## **5. Coursework turnaround**

Senate had asked for a more focussed approach to addressing areas of reported low student satisfaction with assessment and feedback. In particular to measure each School's performance against the University's commitment "that coursework is returned as soon as possible, ideally within 15 working days and certainly within 20 working days".

In response to this, LTS produced greater checks and measures to enable Heads of School and Teaching Directors to have better oversight of the process. This included fortnightly provision of data on turnaround time for key-stakeholders and a series of emails to Module Organisers, copied to Teaching Directors and at latter stages Heads of School (triggered at days 15, 18, 20+) reminding colleagues of the timeline and the need to meet the agreed turnaround times.

Regular reports were provided to LTC and to Senate throughout the academic year and significant improvements have been made to turnaround times – with 94% of coursework received back within 20 days.

If you would like to comment on enhancements that you would like to see to the management information, please contact Rachel Paley, Learning and Teaching Manager.

## 6. Reading lists update

Reading lists are unquestionably a vital tool for use in the support of teaching at UEA. They enable students to locate the reading that underpins their learning. They also help the library to ensure that sufficient books, e-books and e-journals are available.

### **Talis Aspire online lists**

During 2015 the University experimented with Talis Aspire Online reading list system. For students, Talis Aspire offers flexibility and interaction beyond a static list of references in a document. It enables direct access to online materials and for textbooks in print provides live information on holdings and availability within the library. For those teaching, the system can also offer learning analytics that will allow lecturers to directly assess the effectiveness of their resources. Online lists also integrate directly into Blackboard sites and provide a ready means to quickly increase content in a Blackboard site for a taught module. For the library, online lists can be used to automatically check references against current stock. This is greatly preferable to having to check word or paper based by searching manually against a library catalogue.

### **Reading List policy**

Since its release in September 2015 over 900 lists have been made available using the system. Talis Aspire has been well received by many students and academics and on hearing the outcomes of the project the Learning and Teaching Committee determined that:

- 1) All reading lists, regardless of the format in which they are held, should be submitted to the Library
- 2) The preferred route for reading list submission is via the Talis Aspire reading list and digital content software
- 3) The alternative route for reading list submission is to send lists in Word or PDF format to [lib.reading@uea.ac.uk](mailto:lib.reading@uea.ac.uk)

The success of the policy will be reviewed next Spring.

### **Updating lists for 2016/17**

Those with online lists already in Talis Aspire are greatly encouraged to spend a brief amount of time adding any new material or other changes to make sure that they are updated in time for start of semester (26<sup>th</sup> September). As such, all online reading lists have been rolled over into 2016/17 lists. These contain all the content already present in the 2015/16 lists so minimal work is required. Once lists have been updated, they can then be published and linked to Blackboard for use by students. The library has online instructions on how to accomplish this and also offers 1-1 training and support.

### **Deadlines for ensuring library has books in place in time for start of semester**

- As noted, the library can check online lists quickly so has set a deadline of Friday 26<sup>th</sup> August for the receipt of lists via Talis Aspire to ensure it has books in place in time for start of semester (26<sup>th</sup> September). Any published 2016/17 list is automatically flagged for review by library staff.

- The library needs more time to check word or PDF based lists and as such has set an earlier deadline of Friday 12<sup>th</sup> August for lists in this format. Please email directly to [lib.reading@uea.ac.uk](mailto:lib.reading@uea.ac.uk)
- Copyright compliant chapter and article scans from the library are now requested directly from Talis Aspire. The library has asked that any requests for these are placed by Friday 9<sup>th</sup> September at the latest.

For more information about online reading lists and how to update them please visit <https://portal.uea.ac.uk/library/resources/reading-lists>. Please address any queries about the policy or migration of online reading lists to [lib.reading@uea.ac.uk](mailto:lib.reading@uea.ac.uk)

## 7. Amendments to the policy on the use of proof readers

Amendments to the policy on the use of proof readers were approved by LTC in March 2016. It was agreed that the policy be amended to 'Guidance' and a number of helpful clarifications were provided. The details of the changes are available online at <https://portal.uea.ac.uk/documents/6207125/8551351/policy-on-use-of-proof-readers.pdf/a90c99e4-e167-45ae-9863-8af1340910c3>

The key clarifications in the paper were as follows:

### Definitions

*Proofreading* - is the systematic checking for and identification of errors in spelling, punctuation, grammar and sentence construction, formatting and layout in the text of a student script. The script might be an essay, report, project, dissertation, thesis or any other form of written assignment. A student should proofread their own work but may also ask third parties to do so.

*Third-parties* - persons other than the academic supervisor, tutor, lecturer, marker or examiner, who might offer to proofread a student's text in the sense given above. Such third parties may be fellow-students, friends and family, or professional proof readers.

*Editing* - any material amendment to the presentation of the text which exceeds proofreading, as defined above. In particular, it includes any alterations which substantially change, correct, expand upon or condense the academic content of the work.

*Peer/Academic Review* – the provision of feedback on draft scripts prior to formal submission by either other students (peers) or from academic staff. The University expects that the process of peer review will result chiefly in the provision of comments and advice regarding the content, logic and clarity of the arguments advanced in the work under review. It must not include directly writing, re-writing, editing or amending the work, including any figures, notation and sequences of code, as well as text. Although the review may include attention to standards of written English and presentation, the role of the reviewer does not normally extend to the systematic correction of grammatical and spelling mistakes, or typographical errors.

*Module Organiser* – for undergraduate and postgraduate taught students this role is set out in the Role Descriptor for Module Organisers. For the taught elements of professional doctorates the term ‘Module Organiser’ should be taken to refer to those responsible for the delivery of the taught components of the professional doctorate concerned. For the thesis element of all postgraduate research degrees students should either consult with their supervisory team or seek guidance from the PGR Service.

### **The student as sole author**

In all cases ultimate responsibility for deciding how best to respond to a reviewer’s comments rests with the student as author. Students should be aware that collusion in the preparation of work for assessment is regarded as academic malpractice; thus they must ensure that any contributions or amendments resulting from peer or academic review does not compromise their role as the sole author of the work. Regardless of whether a student has or has not used the services of a proof-reader, the work they submit for assessment must represent their own effort and abilities.

### **When is the use of a proof-reader allowed?**

*Allowable* - In some assessments, it is predominantly or exclusively the student’s ability to undertake analysis, synthesise ideas and construct a reasoned argument that are being assessed, and the appropriate use of a proof-reader may be permitted. Postgraduate research students are encouraged to use a proof-reader for their final thesis, and are permitted to do so for papers prepared for annual progress review or probationary meetings. If students on programmes with a taught element are unsure as to whether they may use the services of a proof-reader, they should consult their Module Organiser. Postgraduate research students should seek guidance in this matter from their supervisor and should also consult the PGR Service website for further guidance.

*Not allowed* - For some assessments, the learning outcomes which are being assessed include the student’s ability to express themselves in the written language (typically English but may also include other languages) or to record information (such as numerical data) accurately and here it may be appropriate to expect that a student will not make use of a proof-reader. In cases where assessments fall into this category, Module Organisers should make this clear in their Module Outlines and/or in written guidance provided to students with regard to assessments. Postgraduate research students are not permitted to use proof readers when submitting formative work (such as draft chapters) to their supervisory team.

### **Aims of proofreading**

A student’s work should represent their own effort and reflect their own understanding of the topic being assessed. Students must take responsibility for their own work and actively participate in the proofreading process by considering the suggested corrections and highlighted errors **and deciding whether or not these are appropriate and should be adopted**. A proof-reader will make no changes to a text, but will simply suggest alternatives/corrections.

The aims of proofreading work should be to **identify**:

- spelling, formatting or typographical errors within the specific piece of work;
- areas of frequent errors, which the student should then use as a learning tool;

- grammatical errors within the specific piece of work;
- passages where the meaning is unclear and which the student should review and revise themselves.

### **What proof-readers may and may not do**

A proof-reader may:

- identify a spelling mistake or typographical error;
- identify poor grammar with an indication of what the error is (e.g. “tense”);
- point to formatting errors;
- flag errors in the labelling of diagrams or figures;
- highlight a sentence or passage that is overly complex or where the intended meaning is unclear and include an explanation of the reason why the sentence or passage is unclear or what the alternate interpretations might be;
- indicate where there are obvious and apparent logical inconsistencies within an equation (although this would not be appropriate in a subject such as mathematics where it is the student’s understanding of an equation that is being assessed);
- note errors in cross referencing.

A proof-reader should not:

- rewrite passages of text in order to clarify meaning;
- rewrite formulae, equations or computer code;
- change the words or figures or notation used by the author (except to identify the correct spelling of the word used);
- rearrange passages of text, sequence of code or section of other material;
- reformat the material;
- contribute additional material to the original.

## **8. Amendments to the re-marking request policy**

TPPG members noted during 2014/15 that the policy on re-mark requests should be revisited. The ADTP convened a small working group to investigate the changes required and to set-out some proposals. These were approved by LTC in December 2015 (<https://portal.uea.ac.uk/documents/6207125/8551351/Remarking+Policy+and+Guidance/349644cf-20cb-4261-ba7a-d2b2a7923787>) and the key details are as follows:

- The ‘grounds’ for a remark request have been ‘tightened-up’.
- The 2nd marker will mark independently and blind – there will no conferring between 1<sup>st</sup> and 2nd markers.
- The role of the teaching Director as an adjudicator has been removed.
- The calculation of the final ‘outcome’ of the process will be more mechanistic and transparent, involving either the taking of a mid-point mark, or the entry-point of the upper classification band.
- The student will be expected to meet with the original marker either face-to-face or virtually (e.g. Skype) prior to submitting their re-mark request and the original marker will be required to confirm that they met with the student.
- Only in cases where it is not possible to meet with the original marker should the student consult their adviser.

- The student may bring an accompanying person to the meeting with the original marker. Ideally this should be an advice worker from the UUEAS Advice Centre.
- The relevant LTS Team Leader will consider the re-mark request. If completed properly and fully, the request will be processed.

## 9. Guidance on students on joint degrees

Revised Guidance was approved by LTC in July 2016 in relation to Joint Degrees. The key points of the paper approved by LTC are as follows:

1. That the University produces a **guidance document** that sets out points to be considered in the design, arrangement and provision of cross-School degrees at the University of East Anglia. The guidance should apply equally to those programmes that are single honours but are taught jointly by two or more Schools.
2. To accompany the guidance document, **check lists are provided to key role holders** to help encourage and apply best practice.
3. That **annual reports** are received by the Learning and Teaching Committee on the performance of students taking degrees that are delivered across Schools of Study for monitoring purposes.
4. That a **'cross-school degree' forum** is established. The forum to be Chaired by the Academic Director of Taught Programmes and to include student reps from cross-school degrees (ideally members of SSLCs), 2 or 3 course directors and Union Council reps. The purpose of the forum being to discuss issues relating to cross-school degrees and to monitor the adoption of the guidance document and to keep this document under review.
5. That the **student administration system (SITS) is developed** to allow Deputy Course Directors to have the same view as the Course Director and to allow students on cross-School degrees to be included in communications sent out to students registered in their 'second' School.

## 10. Timetabling Review Update

The Timetable Review Project has considered all relevant activities and processes connected to timetabling. This was in order to avoid timetabling and rooming problems that have inconvenienced students and staff, and to provide more-timely timetable information to students. Areas of investigation included:

Current Timetable Process Timeline  
 Course Profile/Module Options  
 Timetable Slots  
 Timetable Creation and the limits of SITS  
 Student Scheduling  
 Future direction

Core recommendations for amendments to current processes and areas requiring further investigation are as follows:

1) The current timetable process timeline hinders the efficacy of the timetable delivery, and with the reorganisation of the timetabling and roombooking team within LTS, we have reviewed the timeline and propose to put in place changes which will allow for the timetable to be produced earlier:

- a) Move to an assumed teaching pattern model whereby teaching patterns are assumed to be remaining static when rolled over, and for amendments to only be made on confirmation that a change is required by the Module Organiser, as part of the Annual Module Update process. This would permit rollover of teaching patterns in late December and follow up amendments to occur from the same time through to early spring as opposed to April/May.
- b) Increase the number of staff who undertake the manual room allocation process to reduce the number of weeks it takes to produce the fully-roomed timetable.

2) A working group to look at the use of timetabling slots will be convened, chaired by the AD for SCI, Professor David Stevens. The group will review the coding structure of the current slotting system. This will link to work looking at simplification of the layout of options in the Course Profiles.

3) Data gathering exercise to assess the volume of staff time that is dedicated to timetabling processes. This will be key to understanding the potential effectiveness of any alternative IT timetabling solution.

4) Although undoubtedly there will be a benefit in reviewing the processes outlined above, and we expect this year's timetabling process to be a lot smoother than last year, we will still have a system that involves a lot of manual intervention – co-taught timetabling, manual room allocation, deciphering of error reports etc., and with the planned growth of the University, a bespoke timetabling scheduler would seem to be a more effective longer-term option. At the end of the project it is likely that a recommendation will be made to investigate other IT timetable software options.

## **11. Attendance monitoring developments**

### **1. Swipe card attendance monitoring**

Taking registers in small teaching events is well established, in that academic staff complete electronic registers online. We are now testing automatic attendance monitoring in larger teaching events, mainly lectures, through the logging of campus cards at the entrances to lecture theatres via Cardax proximity readers. To test the functionality of the Cardax reader system and what data could be extracted, a pilot for students registered on a PGT NBS module is running from June to mid July. If the pilot is successful, more tests will be planned, to see how the data could be presented on Tableau reports.

### **2. Internal audit on the University's enrolment and monitoring of international students holding a Tier 4 visa**

An internal audit was carried out in March/April 2016, to provide management information on the adequacy and effectiveness of the University's processes in relation

to the enrolment and monitoring of international students. The audit considered the University's compliance with the duties of a Tier 4 sponsor, as set out by the Home Office's UK Visas and Immigration (UKVI) Service.

The audit report made a number of recommendations which will result in changes to the University's current procedures for attendance monitoring. The Learning and Teaching Committee will be asked to consider:

- a requirement for the attendance of Year in Industry students to be monitored;
- a definition and monitoring of specific "contact points" for students with Tier 4 Visas as well as their attendance at teaching events;
- introduction of a process for identifying and reporting unregistered students with Tier 4 Visas;
- a change to how often Schools have to review reports on student absences;
- a change to how often the Head of School will be asked to review reports on completion of registers by staff;
- an escalation procedure to investigate lack of compliance by module organisers to complete registers and failure of Schools to review students' absences and take appropriate action.

The internal auditors recommended that, in order to ensure that the processes defined in the University's procedure are followed, the Learning and Teaching Committee should consider annual reports from Heads of Schools.

The Attendance Monitoring Working Group will be making recommendations on how to implement the findings of the internal audit report, and seek approval by the Chair of the Learning and Teaching Committee so that at least the priority 1 recommendations could be implemented with effect from September 2016 - further guidance will follow for academic and administrative colleagues.

## **12. Teaching Efficiency**

The administrative cost of delivering modules and courses continue to be kept under review. The requirements introduced through BIM are reported annually to LTC, and have seen the reduction in the number of summative assessments and exams. In addition, at the request of Senate, there has been a reduction in the number of modules with very low student enrolments (10 or less). These will continue to be actively managed, to either increase the enrolment numbers, amalgamate modules, or cease offering the less popular ones.

## **13. The Advising System in 2015/6 and plans for 2016/7**

UEA has an excellent reputation for the student experience, and our students report high levels of satisfaction with the academic and pastoral support they receive from staff. Central to the University's approach to student support is the Advising System. The UEA Advising System aims to support students in achieving their academic and personal development and prepare students for graduate employment or further study by offering academic, professional and personal advice, guidance and support. The

Advising System was relaunched for 2015/6, with the expectation that advisers met with their advisees at least three times a year. Advisers play a very important role in the assessment and feedback process, whether it is explaining any themes arising in feedback from assignments, or proactively seeking to meet with advisees who haven't sought to pick up their feedback and coursework from their Hub. This emphasis in the Advisers' role will continue into 2016/7.

Information about the policy is available for [staff](#) and [students](#) on the LTS website. In addition, there is a Blackboard training course for all advisers; this includes a wealth of resources to help advisers get the most out of their advising sessions, covering such topics as 'asking open questions', academic and career support and what to do with students in difficulty. The training course has been reviewed by Senior Advisers and plans are in place to modify it to make it more user-friendly, shorter, and more focussed on essentials, with signposts to information for when it is needed. In addition to the online training, this year saw the launch of recording meetings on eVision. This has been very successful in most Schools, and next year further work will be done to gauge feedback from academics and their advisees, with the hope of making further improvements.

In addition to the online training there will be face-to-face sessions for Advisers, and workshops for Senior Advisers throughout the year.

The contact for this is Caroline Sauverin, Head of LTS.

## 14. UEA Skills award

The UEA Award has just completed its first full year of participation, recognising the great things students do at UEA to build their skills and attributes, including extra-curricular and academic activities. The Award, which had close to 700 registered current students at the end of the academic year, helps them to articulate their development whilst at UEA in a language valued by employers, allowing their CV to be built as they go along.

The Award has three levels - Bronze, Silver and Gold - and a certificate is received when an award level is completed. A framework of graduate attributes has been incorporated in the Award which aligns with the attributes in the UEA Learning and Teaching Strategy. This helps students appreciate how they are developing as they go through their course.

Students achieved 114 Bronze certificates, 34 Silver and 15 Gold, while submitting 1342 submissions to the Award across four different activity categories. As a final activity, the Silver Award required students to make a video CV, while Gold Award students presented to a panel of recruiters. Employers involved in the Silver and/or Gold Awards included Arriva, Bayer, Enterprise Rent-A-Car, Epos Now, IBM, KPMG, Teach First and ZSEA (Zoological Society of East Anglia).

Please contact Rebecca Ellis, Skills Award Officer, for additional information about the UEA Award on [rebecca.ellis@uea.ac.uk](mailto:rebecca.ellis@uea.ac.uk) or visit the UEA Award website at [www.uea.ac.uk/award](http://www.uea.ac.uk/award)

## 15. EC changes

One minor change was approved by LTC in relation to ECs: It was confirmed that where a student is granted an extension, any coursework falling due in the period of the extension will have its submission date revised to the new extension end-point. For example an extension from the 3<sup>rd</sup> May to 10<sup>th</sup> May would affect any work due in that period.

## 16. Changes to regulations and policies approved by LTC during 2015/6 for implementation in 2016/7

### 1. Main changes to [Bachelors and Integrated Masters Regulations](#) for 2016/7 for students commencing study:

1. Students will have up to three weeks to change their module choices in the Autumn semester (Rather than the current two weeks, which results in a large number of concessions).
2. Students will be permitted to vary their course profile by a maximum of 30 credits (options only; not any compulsory modules), during their period of study, subject to approval from the Course Director.
3. Semester abroad modules for Bachelors courses will be assessed on a pass/fail basis.
4. Standardisation of progression thresholds for Integrated Masters' courses to 60% at each stage (except for MPharm due to accreditation requirements).
5. Standardisation of progression thresholds for Bachelors' courses with a year or semester abroad to 55% in the stage preceding the study abroad.
6. The final classification mark for Bachelor degree students incorporating a semester abroad in Stage 2 to be 25:75 for Stage 2 and Stage 3.
7. The awarding of starred firsts to cease.

### 2. Main changes to [Plagiarism and Collusion Policy and the Guidance for Students and Staff](#) for 2016/7:

The main changes are:

1. In Section 4 of the policy to add that Deputy Plagiarism Officers (where Schools have made such an appointment) can chair Plagiarism and Collusion Panels where the School Plagiarism Office is also the Module Organiser or Internal Marker;
2. The addition of a new paragraph 5.3 to the policy to clarify that if a Plagiarism/Collusion Panel decide to recall a student's work and a high level outcome is determined, the recalled work can be submitted to an SSDC Panel;
3. In the Guidance to Students and Staff minor updating to take out information which is no longer current including deleting the reference to withholding taught postgraduate mark dissertation marks if they are subject to investigation for plagiarism and collusion.

In addition there have been changes to:

1. Policy on [co-teaching of Undergraduate and Taught Postgraduate students](#) (minor changes)

2. Changes to [General Regulation 8](#) removing the requirement for students to live no more than 50km from campus
3. The practice of awarding marks for engagement, through the withdrawal of the [policy on awarding marks for student engagement](#)
4. Guidance for students on joint degrees
5. Policy on submission of work for assessment
6. Student charter

## 17. Outcome of the Review of Postgraduate Taught Regulations 2015/16

The key changes are outlined in the table below:

<p><b>Reassessment at the item level (replaces synoptic reassessment)</b></p>	<p>From 2016/17 all students who fail a module will be reassessed in all failed components for the module rather than the 'synoptic' reassessments that currently exist. <b>(Approved by LTC 24/6/2015)</b></p>
<p><b>Recording module marks as integers and rounding-up rules ('stage' marks to one decimal place)</b></p>	<p>From 2016/17 all PGT modules follow the BIM UG mark scheme in which marks within 0.5% of the pass mark are treated as a pass. <b>(Approved by LTC 24/6/2015)</b></p> <p>Usually 'Stage' at postgraduate taught level is most comparable with the completion of the taught component.</p>
<p><b>Simplification of classification of borderline candidates: algorithms</b></p>	<p>Algorithms introduced for:</p> <ul style="list-style-type: none"> <li>• Merit</li> <li>• Distinction</li> <li>• Borderline merit/distinction</li> </ul>
<p><b>'Compensation' replaces 'Condoned Failure'</b></p>	<p>'Condoned Failure' has been replaced by 'Compensation'. A student is required to achieve an overall aggregate of 50% in the taught component of the programme to be eligible for Compensation; this is not a change, operating in the same way that Condoned Fail does in current 2015/16 Regulations.</p> <p>Guidance to assist Chairs and Secretaries of Boards of Examiners in the application of compensation will be produced, in consultation with key stakeholders, in advance of Intermediate Boards for 2016/17.</p> <p>The use of compensation will be monitored annually by LTC. Schools will</p>

	submit reports to LTC detailing the volume of compensation that has been applied in the year. The aspiration shall be to exert continued downward pressure on the use of compensation. LTC shall formally review the use of compensation in the academic year 2020/2021
<b>Master of Research (MRes)</b>	<b>Included in the Common Masters Framework for another year.</b>
<b>Format of the Regulations</b>	The 'Instructions to Examiners' have been incorporated into the main text of the Regulations.

## 18. University Teaching Fellowships

Last year we launched a new University Teaching Fellowship scheme. University Teaching Fellows will receive an annual "excellence in teaching" award for the 3 years of their fellowship which they can use for their professional and personal development. The scheme replaces the previous University's Teaching Fellowship awards scheme, which provided funding for small projects, and the Excellence in Teaching award prizes.

Six University Teaching Fellows were recruited for 2015/16 and we are in the process of recruiting another three to commence in 2016/17. The scheme is aimed at helping staff prepare themselves such that they can apply for National Teaching Fellowships. Funded by HEFCE and administered by the Higher Education Academy, the National Teaching Fellowship Scheme is the premier British accolade for excellence in the practice, dissemination and development of teaching in Higher Education and we are currently preparing to make three NTF applications by the 31 July deadline.

<https://portal.uea.ac.uk/learning-and-teaching/staff/teaching/teaching-fellowships>

## 19. Online learning

A University strategy for online learning was developed and approved during 2015/16 and is currently in the process of being refined. The main aim is to ensure online provision is developed in a planned and co-ordinated way across Faculties and that development is in accordance with the UEA Plan. Processes have been developed to enable all proposals for new on-line courses/modules/CPD courses and MOOCs to be reviewed, against defined criteria prior to formal development via normal course and module approval routes. The strategy, process and new course/module/CPD course/MOOC approval forms can be found on the LTS website.

<https://portal.uea.ac.uk/learning-and-teaching/staff/course-modules/proposals>