QAA HIGHER EDUCATION REVIEW
SELF-EVALUATION DOCUMENT
October 2015
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<td>Association for Collaborative Provision of Higher Education in England</td>
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<td>CRM</td>
<td>Customer Relationship Management</td>
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<td>CSED</td>
<td>Centre for Education and Staff Development</td>
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<td>ERASMUS</td>
<td>European Community Action Scheme for the Mobility of University Students</td>
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<td>HE</td>
<td>Higher Education</td>
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<td>HEA</td>
<td>Higher Education Academy</td>
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<td>HEAR</td>
<td>Higher Education Achievement Report</td>
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<td>IAPT</td>
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</table>
IFR  Institute of Food Research
IHSCS  Institute of Health and Social Care Studies, Guernsey
IM  Integrated Masters
IQER  Integrated Quality and Enhancement Review
ISD  Information Services Directorate
ITCS  IT and Computing Service
IUP  INTO University Partnerships
JAC  Joint Academic Committee
JBoS  Joint Board of Study
JIC  John Innes Centre
JV  Joint Venture
KIS  Key Information Set
L&T  Learning and Teaching
LAD  London Academy of Diplomacy
LET  Learning Enhancement Team
LTC  Learning and Teaching Committee
LTS  Learning and Teaching Services
M-level  Master’s level study
M Eng  Master of Engineering
MAHEP  Masters in Higher Education Practice
MB BS  Bachelor of Medicine, Bachelor of Surgery
MeCCSA  Media, Communication and Cultural Studies Association
MED  Norwich Medical School
MFA  Master of Fine Arts
MUS  School of Music
NAM  New Academic Model
NBI  Norwich Bioscience Institutes
NERC  Natural Environment Research Council
NHS  National Health Service
NMC  Nursing and Midwifery Council
NNUH  Norfolk and Norwich University Hospital
NRP  Norwich Research Park
NSC  School of Nursing Sciences
NSS  National Student Survey
NSW  New Student Website
NUS  National Union of Students
OFFA  Office for Fair Access Agreement
OfSTED  Office for Standards in Education, Children’s Services and Skills
OIA  Office of the Independent Adjudicator
OSCE  Objective Structured Clinical Examination
PAL  Peer Assisted Learning
PCOP  Placement Learning and Work Based Learning Code of Practice
PG  Postgraduate
PG Dip  Postgraduate Diploma
PGCE  Postgraduate Certificate in Education
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<td>VLE</td>
<td>Virtual Learning Environment (Blackboard)</td>
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2 Mission

2.1 About the University of East Anglia

1. UEA is an internationally renowned research-intensive university based on a distinctive and attractive campus in the historic city of Norwich. The University combines high and rigorous academic standards with provision of an excellent academic, social and cultural experience for over 15,000 students across a very broad range of programmes. UEA was founded in 1963 and recently celebrated its fiftieth birthday.¹ The terms ‘UEA’, ‘the University of East Anglia’ and ‘the University’ are used interchangeably in this document.

2. UEA is led by its Executive Team (ET)² and is chaired by Vice-Chancellor (VC) Professor David Richardson. The University has two Pro-Vice-Chancellors (PVCs): Professor Neil Ward, who as PVC (Academic) has oversight of all educational activity with particular reference to taught programmes and the student experience; and Professor David Petley, who as PVC (Research and Enterprise) is responsible for research, postgraduate research (PGR) degree programmes and our enterprise and engagement activities. Each of the University’s four Faculties is represented by an Executive Dean. The University’s professional services are represented by the Registrar, Mr Brian Summers.

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¹ Doc 0038 History of the University
² Doc 0039 Executive Team
3. UEA is ranked in the top 1% of HE institutions in the world\textsuperscript{3} and is a leading member of the Norwich Research Park,\textsuperscript{4} one of Europe’s biggest concentrations of researchers in the fields of environment, health and plant science. Indeed, Norwich ranks fourth in the UK for the number of highly cited scientists, after London, Cambridge and Oxford.\textsuperscript{5} The Norwich Research Park (NRP) is a business community of research organisations with world-leading science credentials and over forty science and technology based businesses, with an annual research spend of over £100 million. It is a partnership between UEA, the Norfolk and Norwich University Hospital (NNUH) and four independent world-renowned research institutes: the John Innes Centre (JIC), Institute of Food Research (IFR), The Genome Analysis Centre (TGAC) and The Sainsbury Laboratory.

4. Research partnerships involving the University extend far beyond Norwich. The University forms part of the Eastern Academic Research Consortium\textsuperscript{6} (Eastern ARC) along with the Universities of Essex and Kent. It is also part of the Consortium for the Humanities and the Arts South-East England\textsuperscript{7} (CHASE). International research partnerships include a range of European networks supported by European Union funding streams as well as bilateral agreements with a broad range of universities in Asia, the Americas and Australasia. In September 2012, UEA was awarded the 'HR Excellence in Research' badge by the European Commission. The University is also a committed to the Equality Challenge Unit’s Athena SWAN Charter.\textsuperscript{8}

5. The University’s key document underpinning all academic provision is the Academic Calendar.\textsuperscript{9} The Calendar contains academic regulations and is updated ahead of each academic year. It also includes a copy of the University’s Student Charter\textsuperscript{10} which was jointly developed by the University along with students and Student Union representatives including the Undergraduate and Postgraduate Education Officers of the Union of UEA Students (UUEAS).\textsuperscript{11}

6. The Student Charter provides an overview of our mutual responsibilities and obligations in establishing an outstanding and vibrant community of learning from which all may benefit, and focuses on four key aspects of the student experience:

- Diversity, Respect and Community
- Teaching, Learning, Research and Assessment
- Personal Development and Employment
- Support for Students

\textsuperscript{3} Doc 0040 Times Higher Education The World University Rankings
\textsuperscript{4} Doc 0041 About Norwich Research Park
\textsuperscript{5} Doc 0042 Highly Cited Researchers
\textsuperscript{6} Doc 0043 ARC Eastern Academic Research Consortium
\textsuperscript{7} Doc 0044 Consortium for the Humanities and the Arts South-East England Webpage
\textsuperscript{8} Doc 0045 Athena SWAN Charter
\textsuperscript{9} Doc 0046 UEA Academic Calendar
\textsuperscript{10} Doc 0047 UEA Student Charter
\textsuperscript{11} Doc 0048 UEA SU
The University currently has 15,788 students and a total FTE of 13,554 students, of whom 7.5% are registered on research degrees. Our student body is predominantly comprised of students from the UK or the EU (10,636 FTE), with a substantial number (2,885 FTE) of international students also studying with us. The overwhelming majority of our students are registered on full-time courses with 2,278 individual students (635 FTE) studying on a part-time basis. The University also has a substantial number of mature students. We have 4,436 registered students who are aged over 25 years old and 2,791 of those individuals are aged over 30 years old. Since the last institutional review in 2009 we have invested substantially in level of academic staffing to improve our student: staff ratio, which is currently 13.7: 1, while our current Good Honours performance across the University is 80.6%. Between 2007/08 and 2013/14, the number of academic staff increased from 625.4 fte to 1024 fte, a 64% increase.
2.2 University Governance Structure

Senior Officers
- Remuneration Committee
- Sainsbury Centre Board
- Council Membership Committee
- Equality and Diversity Committee
- Audit Committee
- Staff Review Committee
- Academic Related

Executive Team
- Executive Team (Resources)
- University Health and Safety Executive
- Biological Hazards and Genetic Manipulation Committee
- Human Tissues Committee
- Radiation Protection Committee
- Fire Safety Committee

Finance Group
- University Research Ethics Committee

Honorary Degrees & Appointments Committee
- University Promotions Committee

Learning and Teaching Committee
- Faculty Learning, Teaching and Quality Committees
- Postgraduate Research Executive
- Faculty Graduate School Executives (Sub-Coms of PGR Executive)
- UCS JACS
- Student Experience Committee
- Student Affairs Group (Sub-Com of SEC)
- Travel & Expeditions Committee (Sub-Com of SEC)

Discipline Committees:
- Senate Discipline Committee
- Senate Appeals Committee

Boards of Schools

University of East Anglia Committee Structure 2014-2015
The University has a well-established governance and committee structure, the detail of which is provided online and is diagrammatically represented above. The University is committed to ensuring that the student voice is appropriately represented in its decision making processes. The terms of reference for Senate, Council, Learning and Teaching Committee, Student Experience Committee (SEC), Travel and Expeditions Committee, Postgraduate Research Executive (PGR Executive), Faculty Learning, Teaching and Quality Committees (FLTQC), Faculty Graduate School Executives and Equality and Diversity Committee all provide for student representation within their membership. Additionally, the Student Affairs Group (SAG) has a large number of student representatives and reports to SEC. The University recognises that Student Union officers’ ability to fully participate in committees is enhanced by the assistance provided by the Union’s professional support staff. Consequently, student representatives may be accompanied by Union professional support staff at committee meetings. In some committees, such as LTC, the appropriate staff member is also formally listed in the Terms of Reference as an attendee. Each School has a School Board, chaired by the Head of School (HoS), reporting to Senate on the School’s strategic developments and academic performance. Membership of School Boards includes a number of student representatives. Each School has a Staff Student Liaison Committee (SSLC) or equivalent which is required to meet at least twice per semester to provide a forum for discussion of student-related matters and reports to the School Board.

2.2.1 Executive Team (ET) and Executive Team (Resources) (ETR)

ET is a broadly based group of senior staff whose breadth of experience, responsibilities and understanding of the University provide a sound basis for the development and implementation of the strategies and policies of the University, and for taking the significant decisions related to the operation of the University, where they have material implications for, or impact widely, across the University. ET is not a committee, the VC holds ultimate authority for its decisions. However, the Council requires that the VC consults fully with ET in regard to the matters referred to above and such other matters as may be prescribed by Council, and has due regard to the balance of opinion of ET when making decisions. Most of the responsibilities defined by the VC’s job description or delegated to the VC by Council are likely to fall within this definition. ET, therefore, is expected to operate in a quasi-

13 Doc 0050 University Governance Structure
14 Doc 0051 Committee and Executive Flowchart
15 Doc 0052 Ordinance 2 Governance and Organisation
16 Doc 0053 Ordinance 3 The Senate
17 Doc 0054 UEA Committees and Boards Web Page
18 Doc 0055 Postgraduate Research Governance and Representation Web Page
19 Doc 0569 LTS Guide to Committees Webpage
20 Doc 0050 University Governance Structure
21 Doc 0056 Standing Orders of the Senate
22 Doc 0057 COU 141013 COU14D010 Terms of Reference and Membership of the Council
23 Doc 0058 Learning and Teaching Committee
24 Doc 0561 Student Experience Committee Membership and Terms of Reference
25 Doc 0559 Travel and Expeditions Committee Membership and Terms of Reference
26 Doc 0568 Postgraduate Research Executive Membership and Terms of Reference
27 Doc 0560 Graduate School Executive Membership and Terms of Reference
democratic fashion and to be able to accept joint responsibility for its decisions and for their implementation.\(^{28}\) The membership of the ET is outlined in the University’s Ordinances.\(^{29}\)

10. ETR is chaired by the VC and has delegated authority, acting on behalf of Council to authorise the filling of new or vacant posts. It monitors the financial position of spending units on a month-by-month basis and reports to the Council Finance Group at least twice per year. Membership and Terms of Reference are provided in our supporting documentation.\(^{30}\)

11. The University’s Pro-Vice-Chancellor (Academic) and Pro-Vice-Chancellor (Research and Enterprise) have responsibility for extensive portfolios of activity and are supported by six Academic Directors, each with a specific remit that cuts across all Faculties. Each Academic Director works with the appropriate group of Faculty Associate Deans and professional service area: for example the Academic Director of Admissions works most closely with the Faculty Associate Deans for Admissions and the Admissions, Recruitment and Marketing (ARM) Division. The Academic Directors report to the appropriate Pro-Vice-Chancellor and support them through their academic oversight of quality assurance processes and leadership in their areas of specialism.

### 2.3 Administrative Integration

12. A review of University administration in 2010/11 was driven by the strategic objectives of improving the articulation between different elements of support services, maintaining staff/student ratios, and easing pressure on University finances. The integrated service model was proposed in a paper approved by ET in December 2010.\(^{31}\) From August 2011, academic administrative support for students and staff has been focussed through a ‘Hub’ based approach to service delivery.\(^{32}\) There are currently four, moving to three in September 2015, Learning and Teaching Hubs distributed around the campus alongside a student-facing Hub for PGR students. The creation of the Hubs has improved the quality assurance, enhancement and standardisation of processes that support the delivery of learning opportunities to students. The Hubs also provide a single point of contact for academic administrative support services for students, such as extension requests, coursework submission and return and other course related queries. The governance structure of professional services within the University is provided in our supporting documentation.\(^{33}\)

### 2.4 Strategic Aims

13. The mission of the University, as set out in the Corporate Plan 2012-16\(^{34}\) is to:
   - make a real impact on the world;
   - encourage people to question;

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\(^{28}\) Doc 0059 Ordinances  
\(^{29}\) Doc 0059 Ordinances, Section 7  
\(^{30}\) Doc 0060 Executive Team Resources Membership and Terms of Reference  
\(^{31}\) Doc 0604 Executive Team 101217  
\(^{32}\) Doc 0382 2012 QAA Mid Cycle Review - Page 2 Supporting the Business  
\(^{33}\) Doc 0061 Professional Services Governance Structure  
\(^{34}\) Doc 0003 UEA Corporate Plan 201216
• research the bigger issues (e.g. global climate change);
• prepare and equip our students for transition into successful careers in the world of work;
• stimulate enterprise.

14. Four guiding precepts\textsuperscript{35} underpin this mission:
   1. To foster interdisciplinary research and, through education, disseminate the most advanced human understanding, capability and creativity.
   2. Serve as a powerful cultural and economic stimulant in the region and beyond through intelligent enterprise and vigorous public engagement.
   3. Promote the principles of fairness and equality and nurture a collegial, socially inclusive environment designed to help both students and staff fulfil their potential.
   4. Maintain and develop a campus that is both of outstanding quality and sustainable.

15. The Vice-Chancellor, Professor David Richardson, took-up his role in September 2014. At the time of writing (Spring 2015) the University was in the process of developing a new corporate plan to be known as the \textit{UEA Plan 2016-20}. In terms of the Student Experience, the plan will contain strategic objectives and targets in a chapter entitled ‘Student Success’.

16. With regard to learning and teaching, University Senate\textsuperscript{36} approved a \textit{UEA Learning and Teaching Strategy 2014-2019}\textsuperscript{37} in November 2014 which sets out 10 strategic aims with measurable success criteria:
   1. To provide university courses which conform to the very highest standards within the sector.
   2. To provide a carefully-structured transition into higher education
   3. To intensify student engagement in support of our high academic standards
   4. To maximise the value of contact time
   5. To encourage strong staff-student relationships
   6. To provide a dynamic and stimulating learning environment
   7. To promote international citizenship
   8. To provide opportunities to enhance employability
   9. To involve students in the enhancement of learning and teaching
   10. To provide high quality feedback on students’ work.

17. The University values the importance of teaching to its strategic mission and this is recognised in the career structure for academic staff. Academic staff are appointed to either a teaching and research (ATR) or a teaching and scholarship (ATS) post; both categories are required to engage with teaching and for ATS staff, teaching represents the vast majority of their professional output. The ATS and ATR career tracks offer equivalent opportunities for progression, reflecting the equality of status and esteem within the University associated with both research and teaching. The University has made a significant strategic investment in additional academic staff in the last five years, with a total of £3m being attributable to the improvement of the staff: student ratio. This investment has led to an additional 162.5 FTE of academic staff being appointed since the last

\textsuperscript{35} Doc 0003 UEA Corporate Plan 201216
\textsuperscript{36} Doc 0062 Senate Membership
\textsuperscript{37} Doc 0004 UEA Learning and Teaching Strategy 201419
Institutional Review in 2009. Since the implementation of the strategic investment in 2007/08 we have reduced the SSR from 1:18 to 1:13.7 in 2013/14.

2.4.1 UEA Graduate Attributes

18. It is important that students, prospective applicants, parents, staff, employers and other external stakeholders understand the skills, attributes and capabilities our graduates will have developed during their time at UEA, irrespective of their programme of study. The Learning and Teaching Strategy identifies the Graduate and Postgraduate Attributes we will support our students to develop during their time at UEA.

19. Our UEA Graduate Attributes have five aspects:
   1. Academic excellence
   2. Critical thinking and effective communication
   3. Learning and personal development
   4. Active leadership and citizenship
   5. Digital literacy.

2.4.2 UEA Postgraduate Attributes

20. The postgraduate attributes provide students with a framework within which they will be able to articulate their knowledge, attributes and skills to employers, whilst also providing staff and other stakeholders (e.g. employers, funding bodies) with a clear indication of the value of Master’s level study (M-level) at UEA.

21. The UEA post-graduate attributes are divided into 4 separate themes:
   1. Academic excellence
   2. Research capabilities
   3. Critical self-awareness and personal attributes
   4. Digital literacy.

22. The degree to which M-level students are able to demonstrate these attributes may depend on the extent and duration of their M-level studies – e.g. those undertaking only a single postgraduate module or a 60 credit postgraduate Certificate, or 120 credit postgraduate Diploma are less likely to be able to demonstrate the full range of attributes than a student who completed a full 180 credit Master’s award.

2.4.3 UEA Postgraduate Research Attributes

23. The postgraduate research attributes in the Research Degree Education Strategy provide students with a framework within which they will be able to articulate their knowledge, abilities and skills to employers, whilst also providing staff and other stakeholders (e.g. employers, funding bodies) with a clear indication of the value of doctoral level study at UEA. They are divided into four domains linked to the VITAE Researcher Development Framework:

   1. Knowledge and intellectual abilities
2. Personal effectiveness
3. Research governance and organisation
4. Engagement, influence and impact.
3 Major Changes

3.1 New Academic Model

The University introduced the ‘New Academic Model’ (NAM) for all Undergraduate and Integrated Masters courses in the academic year 2013/14, following a considerable period of development and consultation with all relevant stakeholders including the student body. The main principles of the NAM were initially developed by a working group led by Professor Geoff Moore, former Academic Director of Taught Programmes, (after reviews of both undergraduate and postgraduate regulations, assessment and course design) and this direction of travel was endorsed by LTC in April and June 2011.

The key features of the proposed New Academic Model, which was originally intended to apply to Undergraduate, Integrated Masters and Masters level provision, are set out in summary within our NAM at a Glance Guidance.

The strategic intent of the New Academic Model was to ensure:
1. Equality of treatment for all students
2. Clear and consistent rules, regulations and assessment procedures
3. Coherent and integrated courses
4. Improved student engagement
5. Better outcomes for students
6. Enhanced experience for students on joint honours courses
7. Enhanced employability for students.

In July 2011 Professor Moore produced a document entitled Next Steps with the New Academic Model which included the main features of the NAM as detailed above. A process of refinement and further consultation followed with a number of amendments and modifications being made to the original vision.

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38 Doc 0122 New Academic Model at a Glance
39 Doc 0063 LTC 110427 LTC10D060 Background to a New Academic Model
40 Doc 0064 LTC 110629 LTC10D098 LTC Review New Academic Model
41 Doc 0122 New Academic Model at a Glance
42 Doc 0065 LTC 120627 LTC11D088 Taught Programmes Policy Group
43 Doc 0069 Proposals for an Algorithm for Borderline Candidates on UG and Integrated Programmes
44 Doc 0563 LTC 120328, Minute 47
45 Doc 0067 LTC 130130 LTC 12D075 Report from the Academic Director of Taught Programmes
46 Doc 0177 LTC 130626 LTC12D150 New Academic Model Draft Undergraduate Degree Regulations
47 Doc 0008 LTC 121205, Minute 21
48 Doc 0008 LTC 121205, Statements by the Chair (1)
49 Doc 0715 Information for External Examiners of Undergraduate and Integrated Masters Courses Regarding the Introduction of the New Academic Model Regulations 2013/14
50 Doc 0068 LTC 130626 LTC12D149 New Academic Model Rounding of Marks
51 Doc 0120 LTC 121024 LTC 12D006 Report from the Academic Director of Taught Programmes
52 Doc 0566 LTC 121205 LTC12D034 Report from Academic Director of Taught Programmes
53 Doc 0070 LTC 130320 LTC12D100 New Academic Model Regulations for Starred Firsts
54 Doc 0071 LTC 130320 LTC 12D097 NAM Discussion Paper and Recommendations Feedback from Faculty LTQCs
28. New course proposals were produced for all courses to be delivered under the New Academic Model and a scrutiny group was established to report on innovative and creative interpretations of the Model, and to identify examples of best practice.

3.1.1 Standardisation of progression rules for ‘Year Out’ and Integrated Masters courses

29. The University engaged in a detailed consideration of the progression rules and variations that might be appropriate for specific courses. This led to specific progression rules for Integrated Masters, Year Abroad and Year in Industry being approved by LTC.

3.1.2 Finalised New Academic Model degree regulations

30. The University formally approved the finalised regulations for the New Academic Model along with transitional arrangements for continuing students at the meeting of LTC on 26th June 2013. The University has plans to evaluate the success of the New Academic Model with a substantive evaluative review timetabled to take place in 2018. The process of evaluation will incorporate feedback from Course Directors, Heads of Schools, FLTQCs, and School SSLCs. Following analysis and commentary by the Academic Director of Taught Programmes and the Heads of Learning and Teaching Services (LTS), an interim evaluative report was presented to LTC in May 2015.

3.1.3 Review of extenuating circumstances

31. In accordance with the Schedule of Policy and Regulatory Reviews set out by LTC, the University established a working group to review the regulations regarding the treatment of extenuating circumstances. The working group, which consisted of academic staff, students and professional services staff developed a proposed approach that introduced an

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56 Doc 0564 LTC 120516, Minute 60
57 Doc 0072 LTC 131204 LTC13D012 The Introduction of PGT Senate Scales and Merit for Postgraduate Taught Programmes 201314
58 Doc 0073 LTC 120725 LTC11D109 New Academic Model: Capping of Reassessment Marks
59 Doc 0074 LTC 130515 LTC12D121 The Role of Formative Assessment in the NAM
60 Doc 0075 LTC121024 LTC12D011 New Course Proposal International Relations & Modern Languages Fast Track
61 Doc 0076 LTC 121024 LTC12D012 New Course Proposal MA International Security
62 Doc 0077 LTC 121024 LTC12D013 MSc Pharmacy Practice and Postgraduate Diploma Pharmacy Practice Shortened Fast Track Proposal
63 Doc 0078 LTC 120725 LTC11D113 New Course Proposal MSc Coloproctology
64 Doc 0079 LTC 120725 LTC11D126 Full Course Proposal BA Film and History
65 Doc 0010 LTC 130320, Minutes 53 & 54
66 Doc 0311 LTC 120627, Minute 74
67 Doc 0066 LTC 120627 LTC11D088 Taught Programmes Policy Group
68 Doc 0195 Regulations for Bachelors and Integrated Masters Awards 2014, Section 12
69 Doc 0177 LTC 130626 LTC12D150 New Academic Model Draft Undergraduate Degree Regulations
70 Doc 0717 Main Features of the Bachelors and Integrated Masters Award Regulations NAM 201415, Pages 1 and 2 Transitional Arrangements for Continuing Students
71 Doc 0577 LTC 150513 LTC14D187 First Interim Evaluative Report Following the Implementation of BIM
72 Doc 0286 LTC 141009 LTC14D029 5 Yearly Course Review 201415
73 Doc 0104 LTC 130507 LTC12D117 Proposed Changes to Regulations Regarding Extenuating Circumstances
74 Doc 0574 LTC 140304 LTC13D048 Extenuating Circumstances Regulations
element of self-certification to facilitate the approval of short extensions to coursework deadlines. It also proposed the use of panels that would consider more complex extenuating circumstances and would advise Boards of Examiners on extenuating circumstances being submitted in relation to progression and classification decisions. LTC approved the revised regulations for taught students in June 2013.\textsuperscript{75} As recommended by the Working Group, a separate set of regulations pertaining to research students was later approved by LTC.\textsuperscript{76, 77} The introduction of self-certification led to an unexpectedly sharp increase in extension requests during 2013/14.\textsuperscript{78} Following discussions with Associate Deans, the Student Union and professional services colleagues revisions were proposed and updated Extenuating Circumstances Regulations were considered and approved by LTC in March 2014.\textsuperscript{79} The constraints placed on self-certification have reduced the total number of extensions.\textsuperscript{80} A working group, established by LTC, will be reviewing the overall impact of self-certification and will report back to LTC early in 2016.

3.2 Closure of the School of Music

In September 2011 a Review Panel was established by the VC to review the quality of academic activities in teaching and research taking place in the School of Music, its outreach activities and the structures and resources available to support the whole range of activity, in the context of the University’s Corporate Plan. In November 2011 University Council considered the report of the Review Panel\textsuperscript{81} and endorsed the Panel’s proposal to close the School of Music.\textsuperscript{82}

Following the decision taken to close the School, LTC established a sub-group, the School of Music Monitoring Group.\textsuperscript{83} The objective of the sub-group was to have oversight of students’ academic experience within the School of Music and to ensure that the University fulfilled its obligations with regard to quality assurance and provided support mechanisms for students up until the closure of the School. The group was chaired by the PVC (Academic) and members included the University’s Academic Director of Taught Programmes, the Associate Dean (Learning, Teaching and Quality) of the Faculty of Arts and Humanities, colleagues from the School, the LTS Manager of the Arts Hub and student representatives. The presence of student representatives on the monitoring group was particularly important to ensure that the University maintained a close understanding of the student experience during the running-out period. LTC received regular updates on the work of the group.\textsuperscript{84, 85}

\textsuperscript{75} Doc 0720 LTC 130626 LTC12D145 Extenuating Circumstances Regulations for Taught Programmes
\textsuperscript{76} Doc 0105 Extenuating Circumstances Research Programme Assessment
\textsuperscript{77} Doc 0013 LTC 131023, Confirmation of Chair's Action iii
\textsuperscript{78} Doc 0106 LTC 150624 LTC14D217 Self Certification Extensions to Submission Deadlines
\textsuperscript{79} Doc 0334 LTC 140319 LTC13D048 Paper on Extenuating Circumstances
\textsuperscript{80} Doc 0447 LTC 150624 LTC217 Self Certification Extensions to Submission Deadlines
\textsuperscript{81} Doc 0117 COU 111128 COU11D013 School of Music Report of the Music Review Panel
\textsuperscript{82} Doc 0118 COU 111128, Minute 17
\textsuperscript{83} Doc 0575 LTC 111207, Minute 18
\textsuperscript{84} Doc 0576 LTC 120725, Minute 99
\textsuperscript{85} Doc 0119 LTC 1211123 LTC12D039 Report on the School of Music
34. Reports on PGR activity within the School were presented to the Postgraduate Research Executive by the Faculty Associate Dean for Postgraduate Research. The Head of the School of Music then presented a final report on the closure of the School to LTC in October 2014, after all undergraduate students had successfully completed their degrees.86

3.3 Restructuring the Faculty of Arts & Humanities (HUM)

35. Following a restructure, effective from August 2014, the Faculty of Arts and Humanities (HUM) now consists of four schools of study, a Graduate School and the Interdisciplinary Institute for the Humanities. The School of History (HIS), the School of Literature, Drama and Creative Writing (LDC) and the Graduate School were not directly touched by the reorganisation. The remaining eight schools combined to form two new schools; the School of Art, Media and American Studies (AMA) and the School of Politics, Philosophy, Language and Communication Studies (PPL). What was previously the HUM Faculty School became the Interdisciplinary Institute for the Humanities, a distinct centre to promote interdisciplinary collaboration within the Faculty and provide a home for the Foundation Year programme.

36. The drivers for the reorganisation were to establish an organisational structure and governance arrangements which strengthened the strategic management of the Faculty’s core mission activities. The reorganisation protected the integrity of disciplines and allowed the further development and growth of areas of strength. In addition, the new structure facilitates collaboration and the development of interdisciplinary or multidisciplinary initiatives. The combining of Schools has realised greater efficiencies and effectiveness in the allocation of staff resources and allowed more strategic use of academic time and administrative resource.

3.4 Structural changes within the Faculty of Medicine & Health

37. In August 2014 the School of Nursing Sciences (previously known as the School of Nursing and Midwifery) and the School of Rehabilitation Sciences (previously known as the School of Allied Health Professions) merged to form the School of Health Sciences (HSC). These changes were made for a number of organisational, academic and management reasons. The new School comprises three health challenge units which provide structure to fully align teaching, research and enterprise. The School’s mission has also been developed to focus activity on the major challenges in global healthcare.

3.5 Major changes relating to PGR programmes

3.5.1 Changes to PGR governance

38. In November 2013 Senate approved LTC’s delegation of its authority for decisions on PGR programme matters to the newly established Postgraduate Research Executive.87 Approval for any new or revised PGR course is considered at Faculty level by the Faculty Graduate School Executives and at University level by the Postgraduate Research Executive (acting

86 Doc 0121 LTC 141022 LTC14D056 Final Report on MUS Closure
87 Doc 0027 PGR Executive 131122 Minute 3.5
with delegated authority from LTC as approved by Senate). Decisions made by the PGR Executive are reported to LTC, ensuring consistency of approach with taught courses. Students are represented on the Postgraduate Research Executive by the UUEAS Postgraduate Education Officer and are also represented on each Graduate School Executive, which report to the Postgraduate Research Executive.

39. The Postgraduate Research Executive was formed, with updated Terms of Reference, from the merger of the Postgraduate Research Students Executive and the Postgraduate Research Programmes Policy Group in November 2013. Combined with the restructuring of PGR administration and its location within the Research and Enterprise Division, the merger was intended to improve the effectiveness and efficiency of governance of PGR degree programmes. The new Postgraduate Research Executive is chaired by the PVC (Research and Enterprise) and meets at least five times per annum.

3.5.2 Establishment of Graduate Schools in all four Faculties

40. The first Graduate School at UEA was established in August 2009 in the Faculty of Science to provide a focus for PGR training, share good practice in supervision and to help promote a sense of research community. The launch of the Science Graduate School was followed by the launch of the Faculty of Arts and Humanities Graduate School in September 2010, the Faculty of Social Sciences Graduate School in October 2012 and the Faculty of Medicine and Health Sciences Graduate School in January 2013. While all PGR students continue to be registered within individual Schools, the Graduate Schools provide an administrative, physical and intellectual focus point for all PGR students in each Faculty. Since 2010/11 all PGR skills training has been devolved to Faculties and managed by Graduate Schools. Each Faculty has developed their own Personal and Professional Development programmes, founded on the RCUK Researcher Development Statement.

3.5.3 Establishment of Doctoral Training Partnerships and other research collaborations

41. A number of new Doctoral Training Partnerships (DTPs) have been established since 2012. The University is currently a partner in three DTPs and is preparing for involvement in further partnerships.

3.5.4 Realigning of the Postgraduate Research Service within the University’s administrative structures

42. As part of the changes made through the University’s Integration Project in August 2011 the administration of PGR programmes had been provided by the Postgraduate Research Office. In summer 2013 this office was renamed the PGR Service and became part of the Research
and Enterprise Division (RED). This realignment has meant that the Division’s work encompasses the full continuum from PGR student to established researcher, reflecting the University’s commitment to PGR students as early career researchers and partners in our research output.

3.6 Collaborative and Partnership Activity

The University is supportive of collaborative partnership arrangements, the majority of which are long established. In the period 2004 to 2006 there was a significant increase in partnerships with Further Education Colleges as part of a strategic approach to enhancing UEA’s regional impact.

During the period since the last review UEA has ended its relationship with the INTO/UEA Joint Venture in London as a result of a strategic decision by the Executive Team, and also with the States of Guernsey where the provider has been served notice of termination. In 2015 UEA entered into a new partnership with the Royal Marsden School.

The Partnerships Strategy (referenced in B10) has an aim to expand collaborative arrangements with Further Education Colleges, potentially also in partnership with employers. The University is also keen to develop articulation arrangements with key strategic international partnerships.

The University is currently working towards institutional approval of an institutional partnership arrangement with the Royal Marsden Hospital NHS Foundation Trust. The University has a longstanding relationship with University Campus Suffolk (UCS), co-validating its awards with the University of Essex since the inception of UCS in 2007. The University is currently supporting UCS in its plan to gain Taught Degree Awarding Powers. The timetable for seeking Taught Degree Awarding Powers and UCS’s critical self-appraisal have been included within the University’s supporting documentation.

The University had relationships with both Easton and Otley Colleges (both land-based colleges) which merged in August 2012 following a consultation period. The new combined college is a validated partner of the University.

3.6.1 UEA London

UEA’s London campus (UEA London) was a Joint Venture (JV) between the University and INTO University Partnerships (IUP). The JV was established in 2009 and London campus

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5 Doc 0021 LTC 150128, Minute 86
6 Doc 0080 UCS 140923 TDAP Review progress update
7 Doc 0081 UCS 140306 TDAP draft critical self-analysis
8 Doc 0082 UCS 1403 TDAP Critical Self-Analysis to support applications for TDAP
9 Doc 0083 JAC 140305, 14/019-14/021
10 Doc 0084 UCS JAC 140305 Transfer of Validation of Otley Programme to UEA
11 Doc 0087 LTC 140307 LTC13D056 Transfer of Validation of Otley Programmes from UCS
opened to students in January 2010. An Institutional Approval process concluded with formal approval by LTC.

The University’s Institutional Approval procedures were followed from May 2009 through to final approval in July 2011, full details of which are outlined in the UEA’s submission to the QAA Thematic Review of London Campuses. In January 2014 the University announced that, as part of a wider strategy to focus on core strengths and streamline its course offering, it had decided to concentrate on the delivery of exceptional student experience at the Norwich campus and withdraw from teaching in London. The QAA reviewed the London delivery as part of the thematic review of London campuses 2014 and had no recommendations for action.

3.6.2 UEA Validated Provision at UEA London Campus

The validated provision operating at UEA London comprised:

- Pre-university ‘Pathway’ courses preparing students for UK HE study offering a guarantee of progression to named courses at UEA London or at UEA’s Norwich campus providing they achieved defined outcomes.
- A suite of M-level courses within the Joint Venture, in the broad area of diplomacy delivered under the umbrella title of the London Academy of Diplomacy (LAD) and validated by UEA.

There have been no new entrants to the validated provision in London from 2014/15 onwards. In the 2013/14 year (spread over two cohorts), there were 115 students on Foundation courses, 107 on Diploma courses, 66 on Graduate Diploma courses and 93 on the English for University Study course. The last of the pathway students completed their courses in September 2014. In 2013/14 (again over two cohorts) there were 81 students on M-level courses, the latest expected completion date for full-time students is September 2015 and January 2016 for a small number of part-time students.

3.6.3 Closure of UEA London and the Running out period

Following the announcement in January 2014 of UEA’s withdrawal from the Joint Venture, no further recruitment was made to either UEA courses or validated courses. The University is honouring its commitments to students on UEA programmes and validated courses through to the completion of their studies. The last cohort of students on a full-time validated course completed in mid-2015. Progress regarding these students has been regularly reported to LTC.

Discussions are being held with a small number of students.
part-time students due to complete in January 2016, regarding a possible transfer to University of Stirling validated diplomacy courses. The University is monitoring arrangements for student completion.\textsuperscript{114}

\textbf{3.6.4 Contractual and Legal Arrangements regarding UEA London}

There are a number of legal documents which are confidential and commercially sensitive and are therefore not included in this submission.

\textbf{3.6.5 Withdrawal from the States of Guernsey’s Institute of Health and Social Care Studies arrangement}

The University is also in the process of withdrawing from an arrangement with The States of Guernsey’s Institute of Health and Social Care Studies (IHSCS), which operates in partnership with UEA under an endorsed arrangement with the Nursing and Midwifery Council (NMC) to provide pre-registration nursing programmes in adult nursing and mental health nursing and a post-registration programme covered under a validation arrangement. The nature of the endorsed provision requires exactly the same curriculum to be taught at IHSCS to that delivered on the equivalent programmes at UEA. The partnership was entered into with a significant amount of support from both the School (then the School of Nursing and Midwifery) and the Partnerships Office.\textsuperscript{115}\textsuperscript{116} The recommendation to withdraw from the IHSCS Guernsey relationship was approved by Senate in February 2015.\textsuperscript{117} The decision took into account the potential risk to UEA of continuing with the partnership in light of investigations undertaken by the University and the NMC. UEA continues to support students who have commenced the programme to the conclusion of their studies.

\textbf{3.7 Information Services Directorate}

The University’s Information Services Directorate (ISD), which is responsible for library, learning technology and information technology services including all corporate services across the institution\textsuperscript{118} has introduced a number of positive changes for students since the QAA Mid-Cycle Review of 2012.\textsuperscript{119} The improvements include the introduction of 24 hour opening of the Library;\textsuperscript{120} the development of online student self-certification for absences;\textsuperscript{121} the facilitation of simple multimedia inclusions in teaching materials through

\begin{itemize}
  \item \textsuperscript{111} Doc 0722 The Quality Code Implementation Plan
  \item \textsuperscript{112} Doc 0097 LTC 140613 LTC13D092 UEA London Withdrawal Action Plan for Management of Validated Provision
  \item \textsuperscript{113} Doc 0098 LTC 141008 LTC14D018 UEA London Withdrawal Action Plan for Management of Validated Provision
  \item \textsuperscript{114} Doc 0099 INTO London Action Plan for Management of Validated Provision 2014
  \item \textsuperscript{115} Doc 0100 LTC 150128 LTC14D108 Withdrawal from Partnership Agreement with Institute of Health and Social Care Studies
  \item \textsuperscript{116} Doc 0022 LTC 150318 Minute C1
  \item \textsuperscript{117} Doc 0571 SEN 150218 SEN14D021 Partnership with Institute of Health and Social Care Studies
  \item \textsuperscript{118} Doc 0107 ISD Top Level Structure
  \item \textsuperscript{119} Doc 0108 ISD Major Changes Document
  \item \textsuperscript{120} Doc 0109 ISC 120918 ISC12D001 ISD Programme of Work Academic Year 201112, 24/7 Opening, p. 4
  \item \textsuperscript{121} Doc 0110 ISC 131008 ISC13D008 Report on ISD Programme of Work Academic Year 201213, Online Self Certification, p. 3
\end{itemize}
‘Camtasia’ and ‘Box of Broadcasts’;\textsuperscript{122} 123 the introduction of ‘Office 365’; the creation of a new self-study space for PGT students\textsuperscript{124} and significant refurbishment of furniture and resources in the Library and IT suites.\textsuperscript{125} 126

4 Key challenges the provider faces

The University has succeeded in achieving a consistent top 20 ranking in all the major UK League Tables of Higher Education providers.\textsuperscript{127} 128 129 Over the next 5 years the University is aiming to improve on this ranking. However, like all higher education institutions, UEA faces significant challenges in terms of driving further enhancements in the student experience related to student achievement and employability. These challenges can be briefly summarised as follows:

1) Balancing growth with enhanced quality – the University has ambitious plans for growth in terms of student recruitment, but must meet the challenge of maintaining the quality of the student intake and the academic performance of its students as well as the quality of the student experience; UEA was rated as joint 3\textsuperscript{rd} amongst mainstream higher education providers in the 2014 NSS survey\textsuperscript{130}, and aspires to achieve No.1 ranking in this category within the next 5 years. The University has achieved considerable improvements in student achievement as measured by ‘Good Honours’ outcomes over the past 9 years. The headline percentage has steadily increased in an incremental manner from 65.0% in 2004/05, to 80.6% in 2013/14. We believe there is scope for further improvement at institutional level via focused developmental work in our Social Sciences Faculty (SSF) where the 2014 Good Honours outcome was 74.9%, and in our Science Faculty (SCI) where the 2014 outcome was 76.8%.\textsuperscript{131}

2) Maximising the capacity/skills of our staff – the University has a well-established and highly successful MA Higher Education Practice (HEP) programme for probationary staff.\textsuperscript{132} A key challenge is the encouragement of all staff to engage with personal and professional development and staff training – especially in the advanced use of our VLE (Blackboard) for module delivery and assessment/marking.

3) Increasing the proportion of staff with HEA recognition – the University is committed to maximising the proportion of its academic and learning support staff who are recognised as Associate Fellows, Fellows, Senior Fellows and Principal Fellows.\textsuperscript{133} In order to achieve this, we will commence the roll-out of a new HEA-
accredited internal recognition scheme titled Recognising Excellence in Academic Practice (REAP)\textsuperscript{134} in 2015/16. The REAP scheme is benchmarked to the sector’s Professional Standards Framework (UKPSF).\textsuperscript{135} There is a challenge here for the University to ensure that academic staff are afforded the necessary time to pursue HEA recognition. The new University Teaching Fellowship scheme\textsuperscript{136} (approved May 2015) supported by a relaunched Excellence in Teaching Award scheme\textsuperscript{137} (approved June 2015) are measures designed to help address this challenge.

4) **Developing our campus in support of the delivery of higher education** – the University is committed to increasing its investment in the refurbishment and upgrading of learning and teaching facilities through efficiency gains delivered by the Creating Headroom Project,\textsuperscript{138} but as with all providers there are significant economic pressures that must be managed. As part of our commitment to supporting the role and function of the UEA Union of Students we have recently invested £6m to refurbish the Students Union building. The University has recently completed four major new capital building projects: Earlham Hall,\textsuperscript{139} Phase 1 of UEA Union of Students Building,\textsuperscript{140} Julian Study Centre\textsuperscript{141} and the Enterprise Centre\textsuperscript{142} and will continue to invest in world-class facilities and infrastructure in order to achieve its ambition of becoming a top 100 Global University.

5) **Ensuring that the student experience on Joint Honours Degrees is comparable with that on other programmes** - ensuring the consistency of the experience for joint honours students is a well-recognised challenge within the sector. We have planned a range of actions to enhance the student experience for students registered on Joint Degree programmes. This includes: ensuring that School based communications are provided to joint honours students; provision of an Academic Adviser from both Schools to joint honours students and ensuring that joint honours students are included in opportunities to engage in non-timetabled activity in their respective Schools.

5) **Strategic Approaches to Enhancement**

Enhancement is supported, at a strategic level, within the University. A new vision for undergraduate provision and an enhanced undergraduate student learning experience was set-out in a University-wide initiative we refer to as the ‘New Academic Model’ which commenced roll out in September 2013. The University created the role of Academic Director of Learning and Teaching Enhancement in advance of the 2014/15 academic year.

\textsuperscript{134} Doc 0724 LTC 140625 LTC13D088 UEA REAP Facilitating Recognition Against the UK Professional Standards Framework
\textsuperscript{135} Doc 0133 UK Professional Standards Framework PSF Webpage
\textsuperscript{136} Doc 0134 LTC 150513 LTC14D190 University Teaching Fellowships
\textsuperscript{137} Doc 0135 LTC 150624 LTC14D231 Excellence in Teaching Awards
\textsuperscript{138} Doc 0127 Creating Headroom Webpage
\textsuperscript{139} Doc 0128 Earlham Hall Refurbishment Webpage
\textsuperscript{140} Doc 0129 Union House Refurbishment Webpage
\textsuperscript{141} Doc 0130 The Julian Study Centre Webpage
\textsuperscript{142} Doc 0131 The Enterprise Centre Webpage
Additional ‘deliberate steps’ to enhance the student experience and quality of our provision are also driven, across a number of areas, by the Taught Programmes Policy Group (TPPG), the PGR Executive, and by LTC. Moreover, the University has a well-established system of Course evaluation and review (see Chapter B8 of our SED), runs an annual Learning and Teaching Day (see Chapter B3 of our SED) to promote the enhancement of learning and teaching, and has encouraged enhancement activity through funded Teaching Fellowships and Excellence in Teaching Award schemes. Key to enhancement of teaching and learning, and the student experience, is the training and development of our academic and learning support staff. Our Centre for Education and Staff Development (CSED) is responsible for a diverse programme of staff development workshops (led by UEA staff and by external experts), including HEA-accredited training programmes that ensure that staff have appropriate opportunities to develop their skills and qualifications.

5.1 Enhancement through Governance Structures and Committee Functions

58. The University’s Corporate Plan\(^\text{143}\) as detailed to Council in 2011\(^\text{144}\) makes explicit reference to our commitment to provide excellent learning opportunities for our students and to review and enhance the quality of those opportunities. The University is currently developing its new Corporate Plan for 2016-20. The new UEA Plan has been subject to wide consultation in the University during 2014/15.\(^\text{145}\) The University has embedded its commitment to the enhancement of learning opportunities in the Terms of Reference of its LTC,\(^\text{146}\) which make explicit reference to the importance of innovation in teaching. As noted elsewhere in the SED, LTC is responsible at an institutional level for the oversight of all enhancement activity related to Learning and Teaching. In addition to the specific aims contained within the University’s Learning and Teaching Strategy, LTC oversees a rolling programme of scheduled reviews that ensure all major policies, regulations and procedures are regularly subjected to scrutiny and development.\(^\text{147}\) Scheduled reviews are undertaken by working groups established by LTC which include student representatives, academic staff and professional services staff in their membership.

59. A draft outline for a Learning and Teaching Strategy for Taught Programmes 2014-19 was presented to LTC in December 2013.\(^\text{148}\) A final version of the Learning and Teaching Strategy\(^\text{149}\) was approved by LTC in January 2014.\(^\text{150}\) In this Strategy the University sets out 10 key strategic aims focused on the enhancement of teaching and learning and student engagement in the enhancement process.

60. The Strategy includes an implementation plan which identifies key actions to be taken to implement enhancement, and the Key Performance Indicators which will enable the

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\(^{143}\) Doc 0136 SEN 141105 SEN14D001 Corporate Plan Timetable 201415
\(^{144}\) Doc 0136 SEN 141105 SEN14D001 Corporate Plan Timetable 201415, pg.5-10
\(^{145}\) Doc 0136 SEN 141105 SEN14D001 Corporate Plan Timetable 201415
\(^{146}\) Doc 0139 LTC 141022 LTC14D049 LTC Terms of Reference
\(^{147}\) Doc 0140 LTC 130626 LTC12D158 LTC Schedule of Reviews
\(^{148}\) Doc 0725 LTC 131204 LTC13D003 Draft Outline of Learning and Teaching Strategy
\(^{149}\) Doc 0782 SEN 141105 SEN14D002 Learning and Teaching Strategy
\(^{150}\) Doc 0137 LTC 140123 LTC13D024 Draft Learning and Teaching Strategy
University to determine the impact of these enhancements. It also articulates the graduate ‘attributes’ and postgraduate ‘attributes’ that we expect students to have developed during their studies at the University. These attributes influenced the subsequent development of the UEA Skills Award approved by LTC in December 2014. The ‘pilot’ of the new UEA Skills Award took place between February and May 2015, with over 200 students participating from across all the Schools of Study in the University. The graduate attributes contained within the Learning and Teaching Strategy, and also the UEA Skills Award, directly influenced the design of Section 10 of the standardised Module Outline Template which was approved by LTC at its meeting in December 2014. This will enable Module Organisers to provide greater clarity to students in future with respect to the skills and ‘attributes’ they will be able to develop and demonstrate via their engagement with specific modules.

61. The most significant recent strategic enhancement undertaken by the University has been the development of the New Academic Model (NAM). It encompasses a set of principles that inform the design and delivery of all undergraduate academic courses at UEA. The key features of the NAM, and the discussions and policy/regulatory developments which accompanied its implementation, are set out in the relevant LTC minutes which are provided in a single list on the LTS website. At the heart of the NAM is a desire to set high expectations for our students, to simplify and enhance the coherence of degree courses, and to develop an enhanced coordination of assessment at the level of the course so that there is a clearer link between course outcomes and the assessment strategy. To assist with student engagement, incentives are built in via reassessment opportunities. The NAM is also driven by desire to enhance the use of assessment, and, in particular, the dynamic between formative and summative assessment. Deliberate steps have been taken to increase the use of effective forms of formative assessment and to build in more opportunities to provide high quality feedback (and feed-forwards) to students on their assessed work. The salient features of the NAM are clarified in a paper entitled Main features of the Bachelors and Integrated Masters Award regulations (New Academic Model).

62. Many of the LTC reviews of student-facing regulations are conducted via working groups with joint staff and student membership and these have included:

- Review of Double-marking and Internal Moderation
- Review of Policy on Academic Appeals and Complaints
- Review of Extenuating Circumstances Regulations
- Review of Academic Student Induction/Transitions
- Review of Policy on Plagiarism and Collusion
- Review of Student Representation

151 Doc 0726 LTC 141203 LTC14D065 UEA Skills Award Proposal Summary
152 Doc 0727 LTC 141203 LTC14D070-LTC14A002 UEA Module Outline Template
153 Doc 0064 LTC 110629 LTC10D098 LTC Review New Academic Model
154 Doc 0177 LTC 130626 LTC12D150 Draft Undergraduate Degree Regulations for NAM
155 Doc 0731 New Academic Model Webpage
156 Doc 0717 Main Features of the Bachelors and Integrated Masters Award Regulations NAM 201415
Working Groups are tasked with developing tangible improvements to the student experience; for example the discussions around student transitions has led to new guidance being issued to Schools.\footnote{Doc 0141 Transitions Guidance Memorandum}

The Taught Programmes Policy Group (TPPG) brings together academic staff and taught students and is tasked with scrutinising new policy initiatives and practice relating to teaching and learning relating to taught programmes in the University, at both undergraduate and postgraduate level. The group has an important role as an advisory group to the Academic Director for Taught Programmes (ADTP) who also chairs the Group. The Group meets five times each academic year, and has a dedicated VLE (Blackboard) site available to both staff and student members of the Group and a much larger range of academic and learning support staff. TPPG is focused primarily on strategic enhancements both in relation to policy and pedagogical practice.

Examples of new strategic enhancements being initiated at TPPG, before being subsequently formally approved by University LTC include:

- **Pedagogical and learning support enhancements:**
  - The introduction of Peer Assisted Learning (PAL) at UEA – Initial proposals were considered in November 2011, a progress report on the implementation of PAL was considered by TPPG in March 2013.
  - Exam Feedback Guiding Principles – proposals were considered by TPPG in November 2012. Examples of exam feedback practice circulated and considered in November 2014.
  - Role of Formative Assessment with the New Academic Model – a discussion paper was considered by TPPG in May 2013. Guidelines on the use of formative assessment and a Formative Assessment ‘Toolkit’ were considered in October 2013.

- **Development of Role Specifications for academic role-holders in Schools of Study:**
  - The development of a role specification for the role of Course Director was considered by TPPG at a number of meetings in the 2012/13 academic year.
  - The development of a role specification for Module Organisers was considered at TPPG in October 2014.

- **Calculation of Degree Classifications:**
  - The development of a consistent Classification ‘Algorithm’ for consideration of marginal student candidates at Classification Final Exam Boards was considered by TPPG in October 2012, November 2012 and January 2013.
  - The Algorithm for UG and IM Degrees was considered in March and May 2013.

- **Enhancement of information to Students:**
  - TPPG has led on the development of a standardised Module Outline Template. Examples of existing practice were circulated and the final version
A Research Degrees Education Strategy was discussed by the Postgraduate Research Executive and LTC in June 2014. The finalised Research Degrees Education Strategy was approved by the Postgraduate Research Executive (PGRE) at its meeting in January 2015, and subsequently by LTC. In this Strategy the University sets out 15 key strategic aims focused on the enhancement of the education and educational experience of our PGR students. The strategy also articulates the graduate attributes we expect from postgraduate research students and contains a detailed implementation plan.

The Research Degree Education Strategy includes twenty key performance indicators linked to the strategic aims. These will be measured on an annual basis with the first report due at the Postgraduate Research Executive in January 2016. The PGR Quality Enhancement Plan includes items due for regular or exceptional review and progress on it is reported at every Postgraduate Research Executive. Quality enhancement actions often lead to a requirement for process review or process improvement which are picked up in the PGR Process Improvement Plan that is also reported to Postgraduate Research Executive. A summary briefing sent to Graduate School Executives after each Postgraduate Research Executive ensures that Faculties, Schools and Institutes are kept updated with developments and planned projects.

5.2 An Example of Enhancement - Online Submission, Marking and Feedback

One of the key areas where the University has succeeded in taking deliberate steps to enhance student learning and the student experience of assessment in particular, is via the development of online submission of coursework, and (more recently) the creation of new systems that facilitate online marking and feedback by staff. The objective is to create a seamless assessment process for students and staff wherein all stages of the process are online, thus removing the need for students to physically submit or pick-up hard copies of scripts, and the need for staff to collect and return marked work/feedback in person or via the LTS Hubs. Online submission of coursework via e:Vision was successfully introduced in 2011. This was followed by refinements which enable students to ‘track’ or monitor the progress of their work through the marking/moderation process.

Subsequently, a working group was created to drive development of an online marking/feedback system. This included academic staff, learning technologists, members of the Student Information System development team and managers from ISD. A small-scale pilot of an e:Vision based system ran in Spring Semester 2013/14, and the results of this were reviewed by TPPG and LTC. The results were sufficiently positive to justify the expansion and refinement of this e:Vision based system. During 2014/15 a two-tier system

158 Doc 0727 LTC 141203 LTC14D070-LTC14A002 UEA Module Outline Template
159 Doc 0578 LTC 140625 Postgraduate Research Executive Report
160 Doc 0579 LTC 140625 Draft Research Degree Education Strategy
161 Doc 0138 LTC 150128 LTC14D123 Postgraduate Research Executive Report to LTC
162 Doc 0729 LTC 150128 LTC14D099 Research Degree Education Strategy

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has been put in place to facilitate online marking. One is Blackboard-based and this facilitates online marking and feedback for formative assessments. The second is e:Vision based and is dedicated to online marking of summative coursework. During the Autumn Semester 2014/15, a larger-scale ‘pilot’ of the e:Vision system for marking summative work was initiated. This involved a total of 116 modules and 3,045 student submissions. The initial results of this larger scale pilot were reviewed by TPPG in June 2015, which determined that the University should continue to develop and expand the availability of e-marking. More detail regarding this pilot is provided in Chapter B6 of our SED.

5.2.1 Enhancement through Academic Development

CSED supports the development of those directly involved in learning and teaching and those staff members who provide support services to students and academic staff. Within CSED’s output, there are four main areas which indirectly support student experience through staff development programmes: Masters in Higher Education Practice (MAHEP) and the associated Developing Teaching Skills (DTS) module; Academic Practice (AP) courses (covering learning and teaching and supervision subject areas); and Personal and Professional Development (PPD) programmes. A brief outline of each area of activity follows, with changes and enhancements since July 2012 highlighted. Records of staff training are maintained by CSED and annually reported to LTC.

Masters in Higher Education Practice (MAHEP):
- The MAHEP is a professional development course primarily aimed at early-career academics. Completion of the first module of this course forms a mandatory part of the probation process for newly appointed lecturers. The MAHEP is accredited by the Higher Education Academy (HEA).

Developing Teaching Skills (DTS):
- The Developing Teaching Skills (DTS) Programme is a stand-alone 20 credit Masters module delivered by CSED and the UEA School of Education. It is aimed at postgraduate teaching assistants, demonstrators and postdoctoral researchers who are less experienced in teaching. The programme is designed to improve understanding of and engagement with the UK Professional Standards Framework for teaching and supporting learning in higher education (UKPSF). This programme was accredited at Associate Fellowship Level with the HEA in September 2012.

Academic Practice (AP) and Personal and Professional Development (PPD):
- CSED’s Academic Practice Programme includes short sessions, seminars and workshops. They are aimed at all staff who are engaged in teaching students or in supporting learning and teaching activities. CSED’s PPD provision is aimed at supporting staff who have contact with students in numerous settings. These programmes cover topics such as cultural awareness, mental health first aid and leadership training. In addition, CSED is piloting the REAP CPD framework which will lead to HEA recognition for participants. The framework was approved by LTC in June

163 Doc 0142 Programme Specification for MA in Higher Education Practice
164 Doc 0732 CSED Programme 201415 Webpage
The programme is aligned to the UKPSF and is aimed at experienced academics and staff who support student learning. It is intended specifically for those who wish to become HEA Fellows or Senior Fellows.

In addition to the development programmes offered through CSED the University also brings together key academics, professional services staff and student representatives to discuss the strategic enhancement of learning and teaching. For example, the recent Learning and Teaching Strategy morning considered a range of issues from horizon scanning to 2030 to the implementation of improvements in assessment feedback. The University also holds an annual Learning and Teaching Day which involves students and staff in the sharing of best practice in relation to learning and teaching.

5.2.2 Enhancement through Improved Professional Services

The 2011 administrative restructure created the Learning and Teaching Service (LTS) to support staff in the delivery and students in the study of taught degree courses. As previously mentioned services are primarily offered from four (three from 2015/16 onwards) Hubs distributed across campus. LTS established a Quality Assurance and Enhancement Delivery Group (QAE Group) in March 2014. The Group focusses exclusively on QAE administrative processes and was conceived initially to design a system of administrative support for the management of the University’s Annual Module and Course review procedures. The Group is led by the LTS Quality Manager and the membership includes the four FLTQC Secretaries and administrative managers from all four Hubs. The Terms of Reference were agreed in March 2014. The Group’s objective was to ensure that the University’s Annual Review was supported with appropriate administrative processes, improved communications between LTS and academic or other administrative colleagues, effective guidance and training and that the system was properly embedded across the University. Following implementation, the Group’s brief also included continued monitoring, review and development of the support processes to promote efficiency and ensure continued compliance. The Group has completed the implementation stage of its work on Annual Review and its remit has now widened to include review of the administrative processes to support all quality assurance and enhancement processes for taught programmes.

5.2.3 Details of external reference points

The University has ensured that the levels of its provision (undergraduate, postgraduate taught and PGR) reflect the levels articulated in the Framework for Higher Education Qualifications (FHEQ). All modules are aligned with regard to the specified ‘levels’ in the FHEQ and the level of each module is now clearly defined in module codes. Academic staff are required to ensure direct reference to external benchmarking documents (e.g.

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165 Doc 0724 LTC 140625 LTC13D088 UEA REAP Facilitating Recognition Against the UK Professional Standards Framework
166 Doc 0733 Teaching Directors Learning and Teaching Strategy Day Agenda
167 Doc 0143 Quality Assurance and Enhancement Group Terms of Reference
168 Doc 0714 Framework for Higher Education Qualifications in England Wales and Northern Ireland
169 Doc 0734 LTC 120516 LTC11D083 New Academic Model
subject benchmarking documents, FHEQ) in Programme Specification\textsuperscript{170} documents and the Course Approval process/proforma.\textsuperscript{171} Clear and detailed guidance is provided to staff which addresses the need to ensure proper reference to external benchmarking information.\textsuperscript{172}

77. The University has compared our PGR provision to the doctoral and research masters’ degree characteristics and the FHEQ in developing our Code of Practice for Research Degrees and as part of the development of our Research Degree Education Strategy. In developing Personal and Professional Development (PPD) and other skills training we take into account national standards including the Roberts ‘SET for Success’ report, the Vitae Researcher Development Framework (RDF) and the 2013 Statement of expectations of Research Councils UK. \textsuperscript{173}

\textsuperscript{170} Doc 0735 Programme Specifications Webpage
\textsuperscript{171} Doc 0736 Full Course Proposal Form Taught Programmes
\textsuperscript{172} Doc 0530 RDPD Section 10 Approval of New Research Degree Awards Awards
\textsuperscript{173} Doc 0737 Vitae Researcher Development Framework Webpage
6 Track Record

78. The University was last reviewed in 2009 under the Institutional Audit methodology then in use by the QAA. The Final Report expressed the view that confidence could reasonably be placed in the soundness of the University's present and likely future management of the academic standards of the awards that it offers and in the soundness of the University's present and likely future management of the quality of the learning opportunities available to students.

79. The 2009 review identified a number of features of good practice including:
   - The opportunities for students to engage with quality assurance processes and to express their views to the University
   - The arrangements for the operation of collaborative provision
   - The student-focused training programme provided for postgraduate research students
   - The University’s systematic approach to plagiarism

80. A number of advisory and desirable potential improvements were also identified:
   - Advisory:
     - Specify the limits of acceptable variability in practice at school level, with particular reference to nomenclature for key committees and to roles and responsibilities for the provision and accuracy of information for students, including the content of handbooks;
     - Further to the advice provided in the QAA Institutional Audit Report of 2004, give priority to the systematic calibration of the University's provision against the guidance provided by the FHEQ on the matter of levels;
     - Assure itself that the application in practice of policy and procedures for extensions to submission deadlines and for extenuating circumstances does not result in inequitable treatment of students;
     - Revise the guidance for the conduct of assessment boards to establish and secure institution-wide specifications for minimum attendance and quoracy;
     - Review the policies, procedures and published information relating to the admission of PGR students, to establish clarity of requirement.
   - Desirable:
     - Formalise the expectations for the training and ongoing support for PGR students who teach, to ensure they are adequately prepared for the role;
     - Reappraise the current approach to peer observation of teaching, to establish consistent practice across the University.

81. The University’s paper-based Mid-Cycle Review took place in 2012. Our Mid-Cycle review identified how each of the advisory and desirable suggestions for change had been addressed. The QAA’s response to our Mid-Cycle review submission stated that QAA’s analysis of the submitted documentation indicated that the University had made good progress in addressing the recommendations of the 2009 Institutional Audit. The QAA’s response also indicated that the QAA would be interested in looking closely at the University’s New Academic Model, our approach to peer observation and developments at University Campus Suffolk (UCS) at our next institutional review.
6.1 Partner Colleges

The following partner colleges have been inspected since the last institutional audit in 2009:

- City College Norwich,174 Mountview Academy,175 Easton & Otley College,176,177 Lowestoft College,178 Great Yarmouth College,179 West Suffolk College,180 Suffolk New College.181

In addition, the social care programmes provided by Easton College were reviewed by OfSTED in 2011182 and the PGCE programme delivered by UCS was inspected by OfSTED in May 2013.183,184,185 With one exception all the inspections noted above resulted in positive outcomes for the reviewed college. For Easton & Otley College of the seven features of good practice, one related to the relationship with UEA:

- The strategic development of higher education, in line with employer and community needs and supported by robust management structures and clear reporting lines developed in conjunction with the University, leads to highly relevant vocational curriculum development.186

For City College Norwich, of the nine features of good practice, the following related to UEA:

- The College has a constructive and cooperative relationship with its awarding partner, the University of East Anglia, as exemplified by the Annual Synoptic Report.187

For Mountview Academy, the following aspect of good practice relating to the UEA arrangement was noted:

- The mutually supportive and comprehensive partnership with the University of East Anglia; the comprehensive annual monitoring process; and the detailed understanding, mapping and implementation of the Quality Code.188

For Partnerships under the joint validation arrangements for UCS, there were five IQER reviews.189,190,191,192,193 Four of the colleges had positive outcomes (Suffolk New College,
West Suffolk College, Lowestoft College and Easton & Otley College). The fifth, Great Yarmouth College has a judgement of Limited Confidence in the College’s management of its responsibilities, as set out in its partnership agreements, for the standards of the awards it offers on behalf of its awarding bodies.\textsuperscript{194} The awarding bodies oversaw a comprehensive action plan\textsuperscript{195} and the QAA subsequently signed off all the issues as addressed.\textsuperscript{196}

6.1.1 Faculty of Medicine and Health:

The courses provided by the Faculty (FMH) undergo regular external inspection. The following external reviews have been carried out since the last QAA audit event in 2009:

- Validation by Nursing and Midwifery Council (NMC) of Return to Practice Nursing, Return to Practice Midwifery and Overseas Nursing Programmes\textsuperscript{197}
- Programme Approval by NMC of BSc Nursing, including provision located in Guernsey, in 2011\textsuperscript{198} 199 200 201
- Health Professions Council (HPC) approval of ClinPsyD in 2011\textsuperscript{202}
- British Psychological Society (BPS) accreditation of ClinPsyD in 2011\textsuperscript{203}
- Validation of BSc Midwifery by NMC in 2012\textsuperscript{204}
- Validation and Endorsement of Mentorship training by NMC in 2012\textsuperscript{205} 206
- Endorsement by Health Education (East of England) of PG Dip Midwifery in 2013
- Audit of MB BS assessment by General Medical Council (GMC) in 2013\textsuperscript{207}
- Re-accreditation of High Intensity CBT Courses and PG Dip in Cognitive Behavioural Therapy by British Association for Behavioural and Cognitive Psychotherapies (BACP) in 2013.\textsuperscript{208} 209 210

NHS quality assurance takes place under the provisions of the pre- and post-registration contracts. Assessments for these contracts are managed under the PQAF (to 2014) and QIPF (from 2014) frameworks. Quarterly Reviews, including the actions taken are available on request. All pre-registration and post registration programmes are also subject to rigorous approval, monitoring and review processes in line with the appropriate professional body requirements.

\textsuperscript{191} Doc 0148 Lowestoft College IQER Report 2012
\textsuperscript{192} Doc 0146 Easton College IQER Report 2011
\textsuperscript{193} Doc 0149 Great Yarmouth College IQER Report 2012
\textsuperscript{194} Doc 0149 Great Yarmouth College IQER Report 2012
\textsuperscript{195} Doc 0580 UCS Joint Academic Committee 130605 Minute 13/68-13/72
\textsuperscript{196} Doc 0581 UCS Joint Academic Committee Minutes 131106 Minute 13/142
\textsuperscript{197} Doc 0156 School of Nursing and Midwifery NMC Validation Report
\textsuperscript{198} Doc 0157 NMC Programme Approval Report Pre Registration Adult Nursing
\textsuperscript{199} Doc 0158 NMC Programme Approval Report Pre Registration Mental Health Nursing
\textsuperscript{200} Doc 0159 NMC Programme Approval Report Pre Registration Learning Disabilities Nursing
\textsuperscript{201} Doc 0160 NMC Programme Approval Report Pre Registration Childrens Nursing
\textsuperscript{202} Doc 0161 HPC Approval Report Doctorate in Clinical Psychology
\textsuperscript{203} Doc 0162 BPS Accreditation Report Doctorate in Clinical Psychology
\textsuperscript{204} Doc 0163 NMC Programme Approval Report and Endorsement Letter BSc Midwifery
\textsuperscript{205} Doc 0164 NMC Validation and Endorsement Letter Mentoring
\textsuperscript{206} Doc 0165 NMC Validation and Endorsement Letter Mentoring Guernsey
\textsuperscript{207} Doc 0167 GMC Assessment Audit Report MBBS 201314
\textsuperscript{208} Doc 0168 BABCP IAPT Reaccreditation Report PGDip in Cognitive Behaviour Therapy
\textsuperscript{209} Doc 0169 BABCP IAPT Course Accreditation Visit Report PGDip in Cognitive Behaviour Therapy
\textsuperscript{210} Doc 0170 BABCP IAPT Course Accreditation Process PGDip in Cognitive Behaviour Therapy
Nursing and Midwifery Council (NMC) approved courses are reviewed individually on a five yearly revalidation cycle and all approved provision is monitored annually via a comprehensive self-evaluation report, which is submitted online along with supporting documentation. The NMC takes a risk based approach to its assessment of the annual monitoring requirements of a given programme of study and a formal review visit may be triggered by any identified risks to the continuation of educational and professional standards, for example a negative Care Quality Commission (CQC) report relating to a partner Trust. The review visit is similar to a revalidation event. There is also a Minor/Major Change process through which any interim changes to the programme must be reported and assessed by the NMC.

The School of Health Sciences has submitted annual reports to the NMC in respect of all NMC approved provision. An annual review visit took place in 2012 for Adult nursing as a result of a Care Quality Commission report on James Paget Hospital Trust.

In February 2015, the NMC Annual Monitoring Team visited the School of Health Sciences to review its pre-registration, undergraduate adult nursing and midwifery provision. The School received excellent feedback and were judged to have met all the standards in the theme areas identified for academic and practice learning. For provisions delivered in Guernsey, to which this also applies, standards were also met, with the exception of practice learning which was graded as ‘requiring improvement’.

The Health and Care Professions Council (HCPC) approved courses are granted ‘open ended approval’ and are subsequently monitored via the HCPC Annual Monitoring and Major Change processes. In addition, the HCPC approved the BSc (Hons) Paramedic Science in 2014.211 The College of Occupational Therapists (COT) and Chartered Society of Physiotherapy (CSP) monitor the equivalent HCPC approved courses annually, via a written report.

HCPC annual monitoring reports are programme based and are submitted for: BSc (Hons) Occupational Therapy; MSc Occupational Therapy; BSc (Hons) Physiotherapy; MSc Physiotherapy; BSc (Hons) Speech and Language Therapy; Dip HE Operating Department Practice. The HCPC visited the School of Health Sciences in March 2015 to participate in a validation event for the DipHE Paramedic Sciences programme. The programme was validated by the HCPC subject to conditions.

The MB BS programme is reviewed by the General Medical Council. The last full review of UEA delivery was in 2007,212 the next full inspection is due in the Autumn Semester of 2015/16. An additional audit of assessment was completed by the GMC in 2013. A number of programme changes have arisen from changes in the requirements of the General Medical Council (see later sections) and listed in Tomorrow’s Doctors.213

211 Doc 0171 HCPC Report BSc Paramedic Science
213 Doc 0173 GMC Tomorrows Doctors
7 PART A

7.1 Expectation A1

In order to secure threshold academic standards, degree-awarding bodies:

a) Ensure that the requirements of The Framework for Higher Education Qualifications in England, Wales and Northern Ireland are met.

The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ) was published in 2008. Following the June 2009 QAA Audit, the University was advised ‘to review its approach to the use of levels in its assessment arrangements for undergraduates in the context of demonstration of progression. The present audit team found an evident tension with respect to progression in reconciling alignment with the FHEQ with the University’s approach to wide availability of free choice of modules, and the fact that modules in years two and three are not defined by level of study’. The University subsequently undertook a strategic review of the alignment of levels and credits, the use of free choice, and flexibility for students to undertake credits at certain Stages of Study. In October 2009 The Taught Programmes Policy Group (TPPG) considered the outcomes of the June 2009 QAA Audit Report Action Plan214 and this informed the development of a LTC Action Plan215 that was subject to a progress update in May 2010.216 The 2009 audit outcome informed discussions about the development of a new framework for degree programmes at UEA which involved detailed consultations with one of the world’s leading authorities in higher education – Professor Graham Gibbs. These consultations both internal and external to the University led directly to the development of what was to become the ‘New Academic Model’.217 The New Academic Model had a lengthy gestation period with the principles developed through extensive consultations during 2009/10 and 2010/11 and refined into an operational framework with accompanying regulations during 2011/12. In particular, the issue of free choice and the alignment of levels and credits was discussed by TPPG and recommendations made to LTC in March 2012.218 The adoption of these recommendations into the New Academic Model ensures that the requirements of the FHEQ continue to be embedded in all UEA undergraduate degree courses.

The University’s regulations for Bachelors and Integrated Masters (BIM), which were approved by University LTC in June 2013219, encapsulate the key features and requirements of the New Academic Model. In section One of the Regulations, specific reference is made to the FHEQ levels 3, 4 and 5 for students commencing their studies from 2013/14. The University has also, as part of the wider changes associated with the NAM, introduced very specific credit requirements associated with study at Levels 4, 5 and 6, which ensure that the BIM Regulations are compliant with the requirements of the FHEQ. As part of the shift in nomenclature of levels to reflect the FHEQ the University also approved a major change

214 Doc 0174 TPPG 091021 Outcomes of QAA Institutional Audit
215 Doc 0175 LTC 091007 LTC09D013 QAA Institutional Audit Recommendations for Action October 2009
216 Doc 0176 LTC 100526 LTC09D147 QAA Institutional Audit Progress Report
217 Doc 0731 New Academic Model Webpage
218 Doc 0738 LTC 120328 LTC11D052 Report from TPPG – Section 4
219 Doc 0177 LTC 130626 LTC12D150 Draft Undergraduate Degree Regulations for NAM
to the way in which Module codes are employed. The changes were set out and approved by LTC in May 2012. These embed FHEQ Levels directly and very prominently into Module codes so that students and staff can quickly and easily establish the level of the module in relation to the FHEQ.

The University ensures that the requirements of the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ) are met via a range of measures. Firstly, all proposals for new courses and revisions to existing courses are brought forward using the University’s New Course Approval application form which requires academic staff to demonstrate that the requirements of the FHEQ have been properly addressed. In cases where Schools of Study are proposing the approval of a new course with resource implications, they are required to complete the Full Course Approval Form. In cases where only minor amendments are being proposed with limited or no resource implications, Schools complete the ‘Minor Changes Course Proposal Form (Taught Programmes Only)’. A detailed set of guidance notes on how to complete both forms is available to staff, which explains (in section S2(c)) how the requirements of the FHEQ should be addressed.

All taught courses and programmes at UEA have an associated Programme Specification. The University has a standard Programme Specification Template which is available to all staff via the LTS website. Our Programme Specifications provide for all stakeholders (including staff, students, potential students and employers) a concise description of the intended outcomes of the learning associated with the programme concerned, and the means by which these outcomes are achieved and demonstrated. All Programme Specifications are lodged on the LTS website. The Programme Specification Template employed by the University includes a section (Section S4(b)) which requires academic staff to indicate how the course meets the relevant qualification descriptors from the Framework for Higher Education Qualifications (FHEQ). Detailed guidance on how to complete the template is also provided. This provides additional examples of how the course in question should be related to the levels set-out in the FHEQ.

The University has recently approved a new UEA Module Outline Template. The integrated guidance attached to the Template provided refers (Section 1) to the importance of ensuring that academic staff refer to the FHEQ when determining the appropriate level of the module in question. The FHEQ is therefore embedded, as a key reference and benchmarking resource, with the development of courses and associated modules in the University.

220 Doc 0736 Full Course Proposal Form Taught Programmes
221 Doc 0739 Minor Changes Course Proposal Form Taught Programmes
222 Doc 0354 Procedure and Guidance for Proposing and Approving New Courses and Amendments Taught Programmes
223 Doc 0530 RDPD Section 10 Approval of New Research Degree Awards Awards
224 Doc 0735 Programme Specifications Webpage
225 Doc 0735 Programme Specifications Webpage
226 Doc 0178 UEA Programme Specification Template
227 Doc 0179 Guidance and Notes for Completing Programme Specifications Taught Programmes
228 Doc 0728 UEA Module Outline Template
The University has mapped our PGR provision against doctoral and research masters’ degree qualification characteristics and the FHEQ in developing the Code of Practice for Research Degrees and as part of the development of our Research Degree Education Strategy. The University is confident that our PGR provision is properly aligned with the FHEQ as well as the QAA Quality Code, Vitae’s Researcher Development Framework (RDF)²²⁹ and with the RCUK Statement of Expectations. Further detail of the Research Degree Education Strategy is provided below (See Chapter B11 of our SED).

**b) Consider and take account of QAA’s guidance on qualification characteristics**

The awarding of qualifications at UEA marks the achievement of positively defined programme learning outcomes. The requirements for completion of all programmes are clearly set-out in the University’s General Regulations (Awards).²³⁰ These take account of QAA’s guidance on qualification characteristics. They also take account of the relevant subject benchmark documents. For example, academic staff are required to indicate how courses are aligned with the subject benchmark documents in Section S7 of the Programme Specification.²³¹ Guidance on the use of subject benchmarks is also provided to staff on p.18 of the relevant Guidance on completion of Course Approvals²³² and in Section B of the Guidance on completing Programme Specifications.²³³ A full list of current Programme Specifications is provided on the LTS website,²³⁴ and an archive of past Programme Specifications is available for reference purposes.²³⁵ Following the recent QAA consultation on revised Qualification Characteristics, details of the revised characteristics were circulated to all Faculty LTQCs for comment. The Masters and Doctoral Characteristics Statements were considered by the PGR Executive at its meeting in March 2015.²³⁶ The University has since responded to the consultation, welcoming the suggested revisions.

The QAA’s guidance on qualification characteristics informs the design of all courses where existing characteristics apply: e.g. Undergraduate, Masters and Doctoral Level programmes. UEA was keen, for example, to provide feedback in 2009 on the QAA’s consultation on Masters degree characteristics, and reported its response to the QAA via University LTC at its meeting in October 2009.²³⁷ Communication and detailed briefings are key in ensuring a good awareness of the qualification characteristics and the wider requirements and expectations of Part A of the Quality Code. Consequently, Part A of the Quality Code was the subject of a dedicated University-wide briefing workshop in October 2014. This was well-attended by senior academic and administrative staff and key role holders from all Faculties and Services with a responsibility for or input into programme design, approval and quality assurance. Using a dedicated Blackboard site, colleagues were able to access,

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²²⁹ Doc 0737 Vitae Researcher Development Framework Webpage
²³⁰ Doc 0180 General Regulations Awards Webpage
²³¹ Doc 0178 UEA Programme Specification Template
²³² Doc 0354 Procedure and Guidance for Proposing and Approving New Courses and Amendments Taught Programmes
²³³ Doc 0179 Guidance and Notes for Completing Programme Specifications Taught Programmes
²³⁴ Doc 0735 Programme Specifications Webpage
²³⁵ Doc 0744 UEA Programme Specifications Archive Webpage
²³⁶ Doc 0036 PGR Executive 150303
²³⁷ Doc 0182 LTC 091028 LTC09D036 New Draft Masters Degree Characteristics Reference Point UEA Response to QAA
well in advance of the briefing copies of Part A of the UK Quality Code, the University’s Mapping Document for Part A (which was reported to University LTC in June 2014), \(^{238}\) and a series of dedicated PowerPoint slides which were used to deliver the briefing, whilst also providing a reference resource for colleagues unable to attend for any reason. \(^{239}\) This was the first of a series of dedicated briefings for UEA senior academic staff, key role holders and service managers and established an effective approach which informed the delivery of subsequent briefing workshops. A full copy of the QAA’s October 2014 document *UK Quality Code for Higher Education Part A: Setting and Maintaining Academic Standards, The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies, October 2014,* was reported to University LTC at its meeting in January 2015. \(^{240}\) A copy of the QAA Latest News and Events (January 2015) was also reported to the same LTC meeting, drawing attention of colleagues across the University to the consultation on four revised qualifications characteristics. The feedback received enabled the University to respond to the consultation, warmly welcoming the suggested revisions. A copy of the revised/up-dated characteristics will be widely circulated once these have been published by the QAA. The Full Course Proposal Form and associated Guidance documentation will be amended to draw attention of colleagues to the up-dated qualifications characteristics, and academic staff will be required to indicate how their programmes reflect the revised characteristics.

c) Where they award UK credit, assign credit values and design programmes that align with the specifications of the relevant national credit framework

103. The University’s academic qualifications are closely aligned with, and reflect the requirements set-out in the QAA’s key reference document on the national credit framework in England: *Higher education credit framework for England: guidance on academic credit arrangements in higher education in England, August 2008.* For example, the University has welcomed and adopted the expectation in the guidance that one credit represents ten notional hours of learning (the latter including not only formal contact hours, but also pre-class preparation, private reading and study, and the completion of formative assessment tasks and revision). Credit level descriptors are employed at UEA and articulated in the Programme Specifications for awards. \(^{241}\)

104. All of the University’s awards are aligned with the QAA qualifications nomenclature, the FHEQ level, and the minimum credit weighting set out on page 14 of *Higher education credit framework for England: guidance on academic credit arrangements in higher education in England, August 2008.* For example, the University’s Undergraduate Honours Degrees are at level 6, and require a minimum of 360 credits; the Diploma of Higher Education requires a minimum of 240 credits; the Certificate of Higher Education requires a minimum of 120 credits. Masters degrees at UEA comprise 180 credits at Level 7. The only exception is the MB BS degree, which is of 5 years duration and incorporates 720 credits, with each Stage of Study accounting for between 120 and 150 credits. \(^{242}\) The detailed requirements for

\(^{238}\) Doc 0183 LTC 140625 LTC13D087 QAA Quality Code Part A Mapping Document
\(^{239}\) Doc 0745 HER Overview and Briefing Session 1 Powerpoint
\(^{240}\) Doc 0746 LTC 150128 LTC14D146 LTC14A003 QAA Quality Code Setting and Maintaining Academic Standards
\(^{241}\) Doc 0184 2 Examples of Programme Specifications
\(^{242}\) Doc 0195 Regulations for Bachelors and Integrated Masters Awards 2014 - Section 3
completion of Undergraduate and Integrated Masters awards are set out in Section 3.4 of the Regulations pertaining to the Bachelors and Integrated Masters Courses, whilst those for Masters Courses are set out in the Common Masters Framework. These requirements are also closely aligned with those set out in the Table 1, (p. 10) of the QAA’s Framework for Higher Education Qualifications (August 2008). In the new Module Outline Template, all modules are required to include information on level of study (e.g. level 4, 5, 6, or 7), the amount of credit associated with them, and the student effort hours required, with information about the range of activities these effort hours pertain to. Guidance on credits, levels and the minimum credits required at each Stage of Study are explained to external examiners in a dedicated guidance document. In their annual reports to the VC, external examiners are required in Sections 3.2 and 3.3 of the form to indicate whether the course/modules in question are properly aligned with and reflect the requirements of the Framework for Higher Education Qualifications. The University has not received any concerns from external examiners regarding the alignment of our courses with the qualifications frameworks.

d) Consider and take account of relevant Subject Benchmark Statements.

All New Course Proposals and Programme Specifications take account of the relevant subject benchmark documents. Academic staff are required to indicate how courses are aligned with the subject benchmark documents in Section S7 of the Full Course Approval Form. Guidance on the use of subject benchmarks is also provided to staff on p.18 of the Guidance on completion of Course Proposals and in Section B of the Guidance on completing Programme Specifications. The Programme Specification Template also includes a similar requirement in Section S7 to include reference to the relevant subject benchmark and to provide details of ‘how the Programme Specification aligns with these’. A full list of current Programme Specifications is provided on the LTS website, and an archive of past Programme Specifications is available for reference purposes. QAA consultations on subject benchmarks are routinely drawn to the attention of Associate Deans for Learning and Teaching in each Faculty by LTS. A recent example, relating to consultations on the benchmarks for Languages, Cultures and Societies, Linguistics and Law, was circulated in April 2015. Revised benchmark statement documents, once updated and published by the QAA, are routinely circulated in each Faculty by LTS. In the Report Form used by external examiners to write their annual reports to the VC, externals are required in Section 3.3 of the report form to comment on whether the design and content of courses

243 Doc 0195 Regulations for Bachelors and Integrated Masters Awards 2014 - Section 3
244 Doc 0747 Common Masters Framework Regulations
245 Doc 0728 UEA Module Outline Template - Sections 1 and 4
246 Doc 0718 Information for External Examiners of Undergraduate and Integrated Masters Courses re NAM 201415
247 Doc 0321 External Examiners Report and Response Form
248 Doc 0736 Full Course Proposal Form Taught Programmes
249 Doc 0354 Procedure and Guidance for Proposing and Approving New Courses and Amendments Taught Programmes
250 Doc 0179 Guidance and Notes for Completing Programme Specifications Taught Programmes
251 Doc 0178 UEA Programme Specification Template
252 Doc 0744 UEA Programme Specifications Archive Webpage
253 Doc 0744 UEA Programme Specifications Archive Webpage
and modules is aligned with the requirements of the relevant subject benchmark documents.\textsuperscript{254} The University has not received any expressions of concern from external examiners in this regard since the last QAA review event. As part of the University Five Yearly Course Review process, review panels (which include expert external representatives) are required to comment on the alignment of the course with the relevant subject benchmark documents. This is explicitly articulated both in the Report Form (Course Report 2) used to summarise the outcomes of the event,\textsuperscript{255} and in Sections 9, 13, Appendix A, and Appendix C of the dedicated guidance provided to Panels.\textsuperscript{256}

7.2 Expectation A2.1

Degree awarding bodies establish transparent and comprehensive academic frameworks and regulations to govern how they award academic credit and qualifications.

The University provides clear and detailed information to staff and students about the regulations governing the award of credit and qualifications in the pertinent University Regulations. For the 2014/15 academic year, the University is currently in a transitional period, with Stage Three Undergraduate students studying under the old Common Course Structure regulations.\textsuperscript{257} Undergraduate students in Stages One and Two of their studies fall under the new Bachelors and Integrated Masters Regulations.\textsuperscript{258} Students in more advanced stages of Integrated Masters study fall under the old Integrated Masters regulations,\textsuperscript{259} whilst IM students who began their studies in 2013/14 are studying under the new Bachelors and Integrated Masters Regulations.\textsuperscript{260} Students on Postgraduate Taught courses (e.g. Masters) study under the Common Masters Framework.\textsuperscript{261} There are specific regulations pertaining to Graduate Diplomas,\textsuperscript{262} the Graduate Diploma in Legal Studies,\textsuperscript{263} and the Certificate in Common Law.\textsuperscript{264} There are separate regulations governing PGR programmes\textsuperscript{265} and a suite of policy documents specific to the needs of staff and students engaged in research programmes.\textsuperscript{266, 267}

The University has well established regulations that govern the confirmation of marks, credit and ultimately Awards by Examination Boards. Chapters B6 and B7 of our SED provide details of how these are enacted. The University provides clear information to its students

\textsuperscript{254} Doc 0321 External Examiners Report and Response Form
\textsuperscript{255} Doc 0512 Course Review Report of Review CR2 Form
\textsuperscript{256} Doc 0749 5 Yearly Course Review Guidance for Staff and Students
\textsuperscript{257} Doc 0186 Regulations for Undergraduate Awards Common Course Structure
\textsuperscript{258} Doc 0195 Regulations for Bachelors and Integrated Masters Awards 2014
\textsuperscript{259} Doc 0455 Integrated Masters Regulations
\textsuperscript{260} Doc 0195 Regulations for Bachelors and Integrated Masters Awards
\textsuperscript{261} Doc 0747 Common Masters Framework Regulations
\textsuperscript{262} Doc 0187 Regulations for Graduate Diplomas
\textsuperscript{263} Doc 0188 Regulations for the Graduate Diploma in Legal Studies
\textsuperscript{264} Doc 0189 Regulations for the Certificate of Higher Education in Common Law
\textsuperscript{265} Doc 0180 General Regulations Awards Webpage
\textsuperscript{266} Doc 0190 Regulations and Forms within Postgraduate Research
\textsuperscript{267} Doc 0752 The Code of Practice for Research Degrees 201415
on taught undergraduate programmes about how it ensures that the marks awarded for the coursework/exams are fair and accurate.268

7.3  Expectation A2.2

Degree awarding bodies maintain a definite record of each programme and qualification that they approve, and of subsequent changes to it, which constitutes the reference point for delivery and assessment of the programme, its monitoring and review, and for the provision of records of study to students and alumni.

All courses and qualification are approved by LTC and Senate prior to delivery with any subsequent changes also requiring LTC and/or Senate approval depending on the nature of the proposed change. Each taught programme has a Programme Specification, which is the definitive record of the course in question, and includes information on content, design, assessment etc.269 Programme Specifications are available on publicly accessible webpages and are thus accessible to potential new students, existing students, alumni, parents, employers and other stakeholders.

A definitive record of each student’s achievement and marks at UEA is produced and made available to them at the conclusion of each student’s Stage of Study (via e:Vision), and at the conclusion of their studies each student receives an Academic Transcript270 which records their modules, module marks, and degree classification. From 2015/16 onwards students will receive a Higher Education Achievement Report (HEAR), which contains an enhanced level of information on each student’s performance, achievements and engagement.271

The definitive record for research degrees and their intended learning outcomes is contained within the Regulations for the individual research degree awards, the Code of Practice for Research Degrees and the associated Research Degree Policy Documents. All these documents are available on publicly accessible webpages which are used as the source reference sites in Faculty Graduate School and programme handbooks. Changes to the Regulations, Code of Practice and associated policies and procedures are considered by the PGR Executive, and staff and students are notified of the release of any revised versions. A definitive record of each research student’s progress, and their personal and professional development undertaken is maintained on e:Vision and available at any time to research students, their supervisory team and the School Director of Postgraduate Research.

7.4  Expectation A3.1

Degree-awarding bodies establish and consistently implement processes for the approval of taught programmes and research degrees that ensure that academic standards are set at a level which meets the UK threshold standard for the qualification and are in accordance with their own academic frameworks and regulations.

268 Doc 0753 How we Ensure your Marks are Accurate and Fair Webpage
269 Doc 0392 Programme Specifications and External Examiner Reports Webpage
270 Doc 0193 Official Transcripts Diploma Supplements Webpage
271 Doc 0194 Higher Education Achievement Report HEAR Webpage
As explained in Section A.1, all courses, programmes and modules at UEA are aligned with the requirements set out in the Framework for Higher Education Qualifications (2008), and in accordance with the Higher education credit framework for England: guidance on academic credit arrangements in higher education in England (2008). The detailed process of course approval and the way in which we ensure that courses meet both UK thresholds and our own regulatory frameworks briefly summarised below, is described in detail within Chapters B1 and B11 of our SED. Each course is also aligned with the requirements set out in the relevant QAA Subject Benchmark Statement, and the relevant qualifications characteristics.

The consideration of new courses or programmes of study begins at School level with Teaching Executives or Committees of Course Directors providing the initial scrutiny of new proposals. School Staff Student Liaison Committees (SSLCs), are also consulted about new course developments. A further level of detailed scrutiny, of both the academic case and of the viability of the business case, then occurs at Faculty level within the relevant FLTQC and Faculty Executive. Each FLTQC is chaired by the Faculty Associate Dean for Learning and Teaching, and attended by School Directors of Teaching and Learning from the Faculty and student representatives.

Once approval has been gained from the relevant Faculty Executive and FLTQC, a copy of the Full Course Proposal Form, or (in the case of minor changes) the Minor Changes Proposal Form is formally considered by the University LTC which is chaired by the PVC (Academic). University LTC formally approves new courses and programmes under delegated authority from the University’s Senate.

Student engagement in the development of new courses takes place at all levels: at School level via SSLCs, via student representation on FLTQCs, and University LTC. New courses approved by LTC are reported to Senate, which has ultimate authority for academic programmes within the University.

As was explained in previous sections of this document (relating to Part A, Section A.1) the Module Outline Template requires information on credits, levels and student effort hours, and the associated guidance includes detailed information on the relationship between credits and study hours (e.g. 1 credit = 10 hours). This ensures that at module level, the academic demands on students and the academic content of modules is aligned with the requirements of the QAA’s academic infrastructure as set out in the FHEQ and the HE Credit Framework.

With respect to new courses, approval requires the completion of the Full Course Proposal Form. Minor changes to existing courses can be proposed using the Minor Change Proposal Form. The Programme Specification is embedded within the Full Course Proposal Form. All new courses must be aligned with, and meet the requirements set out in the FHEQ, the relevant subject benchmark document(s), PSRB requirements where appropriate and UEA Regulations. This ensures that at course or programme level, new courses are properly informed by, and aligned with both external and internal quality frameworks. The scrutiny and approval of new modules sits with the School Director of Teaching and Learning in each
School of Study. This enables new modules to be designed and approved in a timely manner at School level.

The University makes clear the criteria against which course proposals are assessed in the programme approval process through specifying the information required through the course proposal form. Further guidance on what information should be included in each section is included in the accompanying guidance notes. Key items of information required include learning outcomes, requirements of professional, statutory and regulatory bodies (if relevant) and alignment with the relevant subject benchmark statements.

In 2013/14 the University launched the New Academic Model and implemented new regulations for Bachelors and Integrated Masters (BIM) applicable to all new entrants from 2013/14 onwards, which ensure a consistent approach to all new Undergraduate and Integrated Masters programmes including proposals for any new programmes. For Postgraduate Taught programmes a consistent approach to the design of programmes is ensured by all programmes having to follow the Common Masters Framework.

A revised form has been developed for new PGR programmes proposals based upon the course approval form for taught programmes, and revised guidance notes for staff are currently being developed to accompany the form. The course approval process requires that the programme meets appropriate Quality Code Expectations, the University’s own academic frameworks and regulations, and those of professional, statutory and regulatory bodies (PSRBs) where appropriate. Approval for any new or revised PGR programme is considered at Faculty level by the Faculty Graduate School Executives and at University level by the Postgraduate Research Executive (acting with delegated authority from LTC as approved by Senate). Decisions made by the PGR Executive are reported to LTC, ensuring consistency of approach with taught programmes. No new PGR programmes have been proposed since the current approval system was established.

All collaborative partners are subject to review as set out in the Partnerships Handbook, the detail of which is described in more detail in Chapter B10 of our SED. Approval of partners is at two levels, that of the institution and at the level of the course or cognate groups of courses. Following successful approval, the partner completes annual self-

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272 Doc 0736 Full Course Proposal Form Taught Programmes
273 Doc 0708 PGR Course Proposal Form
274 Doc 0354 Procedure and Guidance for Proposing and Approving New Courses and Amendments Taught Programmes
275 Doc 0736 Full Course Proposal Form Taught Programmes Page 19 Section PS2
276 Doc 0708 PGR Course Proposal Form PS2
277 Doc 0736 Full Course Proposal Form Taught Programmes Page 28 Section AC9
278 Doc 0708 PGR Course Proposal Form AC9
279 Doc 0736 Full Course Proposal Form Taught Programmes Page 3 Section S7
280 Doc 0708 PGR Course Proposal Form S7
281 Doc 0195 Regulations for Bachelors and Integrated Masters Awards 2014
282 Doc 0747 Common Masters Framework Regulations
283 Doc 0027 PGR Executive 131122
284 Doc 0761 UEA Partnerships Handbook 201415
evaluation reports at course and institution level, and is subject to course and institutional reviews by a panel including external representatives at least every five years. The recent approval of our partnership with the Royal Marsden School provides an example of this dual level approval in practice.285

7.5 Expectation A3.2

Degree-awarding bodies ensure that credit and qualifications are awarded only where:
The achievement of relevant learning outcomes (module learning outcomes in the case of credit and programme outcomes in the case of qualifications) has been demonstrated through assessment
Both the UK threshold standards and the academic standards of the relevant degree-awarding body have been satisfied).

Each course at UEA is developed using a Programme Specification. The Programme Specification requires academic staff to indicate course level outcomes, and to map these against the relevant module assessments. In this way, it is clear and explicit how and where students will demonstrate achievement of the learning outcomes of the course. Each module at UEA has a Module Outline. These also include clear learning outcomes. Using this and the information about how the learning outcomes map onto the assessments for each module in the Programme Specification, students are able to see how and where they will be able to demonstrate achievement of the module and course learning outcomes.

Summatively assessed work is subject to anonymous submission in keeping with the University’s Policy on Anonymised Submission.286 This ensures that markers’ judgments are objective, as well as those of moderators. When marking student work markers refer to a consistent set of approved UEA Senate Marking Scales287 and/or appropriately detailed and clear marking criteria for specific assessments. The University provides guidance to staff about how to apply the Senate Scales.288 Internal Moderation is employed consistently at UEA to ensure that markers apply marking criteria consistently across modules. It involves experienced markers reviewing and scrutinising marks awarded on each module. Where work is not blind double marked, it is subject to internal moderation. The requirements for moderation are set out in the University’s Moderation Policy.289 Marking standards and the overall quality of all degree programmes at UEA are also routinely scrutinised by experienced examiners from other higher education institutions, in accordance with the University’s Codes of Practice on External Examining.290 Externals are provided with detailed guidance291 in their role and with regard to recent changes in undergraduate regulations associated with the introduction of the New Academic Model.292

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285 Doc 0582 LTC 141022 LTC14D017 Proposed New Institutional Partnership Royal Marsden School
286 Doc 0706 Anonymisation of Coursework Projects Reports and Dissertations
287 Doc 0191 Senate Marking Criteria Webpage
288 Doc 0192 Revised UEA Senate Scales 201213 Some Guidance on their Use
289 Doc 0754 UEA Policy on Internal Moderation and Double Marking
290 Doc 0555 Code of Practice for the External Examiner System of Awards Taught Programmes
291 Doc 0707 LTC Guidance for External Examiners Undergraduate and Postgraduate Provision
292 Doc 0350 Information Regarding New Academic Model Regulations 201415
123. Staff mark assessed work using the approved UEA Senate Scales, or an alternative set of assessment criteria tailored to the specific purpose and nature of the assignment in question. Students are therefore also able to see the standard they will need to achieve to gain a pass for each assignment, and for the module as a whole. Students’ module marks are reported to the relevant Module Board and, where students have met the requirement of a pass for the modules in question, credit is awarded accordingly. At the completion of each stage of study, student progression is considered and determined by Stage Exam Boards.

124. Where students have met the Regulatory requirements for progression, Stage Exam Boards are empowered to authorise progression from one stage to the next. Students demonstrate that they have met the outcomes of the programme by completing modules successfully, either at initial assessment, or at reassessment. At the completion of the final stage of study, the Final Classification Board considers the whole marks profile for each student. The Final Classification Board uses this information (and any recommendations from the relevant Pre-Board Extenuating Circumstances Panel) to determine the final classification of the student and the award of the relevant qualification. Students have to demonstrate that they have achieved all the course learning outcomes before having an award conferred upon them. Since courses and modules are all aligned with the relevant QAA subject benchmarks and the FHEQ, the award of a qualification entails confirmation that the UK threshold standards and the academic requirements of the University have been satisfied. These decisions are overseen, in every course of study, by external examiners, and where appropriate by PSRBs.

125. It is the responsibility of the Board of Examiners to confirm marks and awards credit where students have passed. Boards of Examiners are required to ensure that the marking standards are appropriate, to confirm if students have successfully completed the stage and consider completion of final stage and classification. The University’s processes for ensuring that external examiners are fully engaged with the assessment outcomes that they are overseeing are well embedded. The Code of Practice requires External Examiners to be present where a final award is recommended and the University has well-established procedures for ensuring that Internal and external examiners endorse the academic decisions of the Board of Examiners, using the templates provided. It is the responsibility of the Secretary to the Board of Examiners to ensure that academic decisions are signed off by all members of the Board.

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293 Doc 0195 Regulations for Bachelors and Integrated Masters Awards 2014, Section Module Assessment Board 9.3
294 Doc 0195 Regulations for Bachelors and Integrated Masters Awards 2014, Section Stage Assessment Board
12
295 Doc 0195 Regulations for Bachelors and Integrated Masters Awards 2014, Section Final Assessment Board
16
296 Doc 0555 Code of Practice for the External Examiner System of Awards Taught Programmes, 4.8
297 Doc 0755 Confirmation of Degree Classification Signature Sheet Template
298 Doc 0556 Guide to Assessment and Reassessment V2.1, Section 2.19
In developing and reviewing the assessment criteria for research degrees use is made of the descriptors for doctoral and research master’s degree qualifications, as set out in the FHEQ, the QAA documents on Doctoral degree and Masters degree characteristics and of subject benchmarks where appropriate (e.g. Clinical Psychology). Our research degrees are not credit-based. Full details regarding the operation and quality of assurance of research degree awards is provided in Chapter B11 of our SED.

There are separate Instructions for Examiners and additional guidelines for EdD assessment. Regulations relating to the assessment criteria for the Higher Doctorates (Doctor of Laws, of Letters and of Science) are published in the University Calendar.

Research students registered at UCS are examined under UEA assessment regulations and the appointment of examiners is approved according to UEA practice with supplementary approval via the UCS governance structure.

Partner institution’s academic and assessment regulations are reviewed regularly and have been scrutinised for alignment with the QAA Quality Code. They are informed by UEA as far as possible, whilst taking account of local requirements, and are approved by UEA LTC. We have included examples of the regulation approval process for partners in our supporting documentation.

7.6 Expectation A3.3

Degree-awarding bodies ensure that processes for the monitoring and review of programmes are implemented which explicitly address whether the UK threshold academic standards are achieved and whether the academic standards required by the individual degree-awarding body are being maintained.

The University has well established processes to ensure that our monitoring and review processes explicitly address threshold standards and that our own academic standards and requirements are maintained. These are detailed in Chapter B8 of our SED. These processes include embedded aspects of operational functions such as the associated requirements placed upon Examination Boards during assessment and on Schools when proposing new courses. Additionally, the University has specific review processes; annual module and course reviews, annual reviews of assessment and moderation and periodic (5 yearly) course reviews which are concerned solely with quality assurance. The maintenance of standards forms a key part of these review processes. Details of how this maintenance of standards is undertaken are provided in Chapter B8 of our SED.

Periodic reviews are conducted for all the University’s research degree programmes, and as a key part of the process we ensure that programme learning outcomes align with the FHEQ Level 7 qualification descriptor for Research Masters or the Level 8 qualification descriptor.

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299 Doc 0027 PGR Executive 131122, Minute 6
300 Doc 0380 EdD Instructions to Examiners
301 Doc 0562 Regulations for the Degrees of Doctors of Laws Letters and Science
302 Doc 0482 Institutional Approval Process
for doctoral programmes. Full details are provided in Chapter B11 of our SED. Recent course reviews of the ClinPsyD\textsuperscript{303} and EdD\textsuperscript{304} programmes considered internal and external benchmarks, student progression and completion data, and feedback from students and other stakeholders, in determining that academic standards were being maintained and were at the appropriate level. The Faculty Associate Deans and PGR Executive closely monitor submission and completion rates, and feedback from funders including Research Councils.

131. The University considers the ability of prospective partners and partners to maintain academic standards at validation and revalidation. Both of these processes involve input from external panel members. All courses are considered in the context of relevant subject benchmarks and the Quality Code. External examiners on validated courses are specifically asked to confirm within their reports that threshold academic standards have been met.\textsuperscript{305} The University ensures that regulations, policies and guidance notes for validated courses are reviewed on an annual basis with a systematic review taking place every five years.

7.7 Expectation A3.4

In order to be transparent and publicly accountable, degree-awarding bodies use external and independent expertise at key stages of setting and maintaining academic standards to advise on whether:

• UK threshold academic standards are set, delivered and achieved
• The academic standards of the degree-awarding body are appropriately set and maintained.

132. The University makes use of reference points and expertise from outside the programme in programme design and in its processes for programme development and approval. The course proposal form asks for specific evidence of consultation with external professional bodies and local employers\textsuperscript{306} as well as alignment with relevant subject benchmarks.\textsuperscript{308} Whether the consultation is with existing external examiners or other external experts is dependent on criteria for the proposed programme which are defined in the appendices to the New Course and Course Amendments Guidance.\textsuperscript{310} Where programmes are subject to Professional, Statutory or Regulatory Body (PSRB) requirements and/or require PSRB accreditation/validation the University requires that the PSRB in question is consulted and approval by the PSRB properly documented.\textsuperscript{311}

\textsuperscript{303} Doc 0603 PGR Executive 131122 PGR13D003 Proposal for Changes to Academic & Clinical Components of the ClinPsyD
\textsuperscript{304} Doc 0199 ClinPsyD Review Documents
\textsuperscript{305} Doc 0761 UEA Partnerships Handbook 201415, Appendix HH – Pages 159 & 160
\textsuperscript{306} Doc 0736 Full Course Proposal Form Taught ProgrammesPage 5 Section BC 3.2 and Page 28 Section AC9
\textsuperscript{307} Doc 0708 PGR Course Proposal Form BC3.2 and AC9
\textsuperscript{308} Doc 0736 Full Course Proposal Form Taught ProgrammesPage 3 Section S7
\textsuperscript{309} Doc 0708 PGR Course Proposal Form S7
\textsuperscript{310} Doc 0354 Procedure and Guidance for Proposing and Approving New Courses and Amendments Taught Programmes, page 30 Appendix 5
\textsuperscript{311} Doc 0354 Procedure and Guidance for Proposing and Approving New Courses and Amendments Taught Programmes, page 7 Para 1.4
All new course proposals also require review by representatives of all key university support services. In addition, there are external members on both LTC and Senate, who provide valuable input on the University’s setting and maintenance of academic standards.

The University places responsibility on external examiners to confirm that intended learning outcomes are being assessed appropriately by reviewing draft exam paper questions and other assessment tasks and moderating marking standards. External examiners are asked to comment on whether the institution is meeting the threshold academic standards set for its awards in accordance with the frameworks for higher education qualifications and subject benchmarking data. External Examiners also form a judgement as to whether our standards and level of student achievement is comparable with other HEIs and whether our assessment measures achievement against learning outcomes and is in line with internal regulations. External expertise is sought when research degree programmes are being approved or when existing programmes are being reviewed. The recent Course Reviews of the ClinPsyD and EdD programmes included feedback from external examiners and from senior staff from professional doctorate programmes offered at other UK institutions.

External examiners are a key mechanism for the maintenance of academic standards for research degrees, and are specifically asked to comment on whether the learning outcomes for the degree have been met. The learning outcomes are constructed with reference to threshold academic standards and consequently the requirement to meet learning outcomes incorporates the requirement that threshold academic standards are met. External examiners’ reports are reviewed on receipt for issues of immediate concern and are also considered by the PGR Service and Academic Director of Research Degree Programmes on an annual basis with general themes reported to PGR Executive.

All course approvals, re-approvals, institutional approvals and re-approvals relating to partner colleges and other partner institutions have an external panel member as a mandatory requirement of the approval process. The proposed external panel member is approved by the Academic Director of Partnerships prior to the event. External Examiner appointments are approved by the Academic Director of Taught Programmes in line with the practice at UEA.

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312 Doc 0736 Full Course Proposal Form Taught Programmes Page 8-10 Section BC8
313 Doc 0708 PGR Course Proposal Form BC8
314 Doc 0555 Code of Practice for the External Examiner System of Awards Taught Programmes Section 4
315 Doc 0555 Code of Practice for the External Examiner System of Awards Taught Programmes Section 5.3
316 Doc 0761 UEA Partnerships Handbook 201415
8 B1: Programme Design, Development and Approval

Expectation: Higher education providers, in discharging their responsibilities for setting and maintaining academic standards and assuring and enhancing the quality of learning opportunities, operate effective processes for the design, development and approval of programmes.

8.1 Governance

The University maintains strategic oversight of the processes for, and outcomes of, programme design, development and approval, to ensure processes are applied systematically and operated consistently through having an institution wide standardised process which is approved by the University’s LTC. The current process and guidance notes\(^{317}\) were approved by LTC in January 2013\(^{318}\) and require proposers of new programmes to oversee completion of a standard form\(^{319}\) which requires input from several areas across the University. There is also a clear mechanism by which staff can seek approval for Minor Changes\(^{320}\) to existing programmes of study. Examples of recent Course Approval Proposals (for courses considered by the University’s LTC in October 2014) can be found on the University LTC website\(^{321}\).

Strategic oversight of the outcomes of programme design, development and approval is maintained through LTC having to approve all proposals for new programmes. In some cases, for example, where the proposal is for a new subject area not previously offered by the University, additional final approval is also required by University Council\(^{322}\). The University’s process for programme design development and approval requires consideration of both the academic case and the business case through individual sections on the Course Proposal Form\(^{323}\) \(^{324}\). The approval processes also require key role holders, including professional services staff such as senior staff from Admissions and Learning and Teaching Services, to separately sign off the business case and the academic case prior to final approval by LTC or Council as required\(^{325}\) \(^{326}\).

The University ensures that its processes for programme design, development and approval are evaluated on a regular basis through their inclusion in University’s Learning and Teaching schedule of reviews.\(^{327}\) The new course proposal and programme specification

\(^{317}\) Doc 0354 Procedure and Guidance for Proposing and Approving New Courses and Amendments Taught Programmes
\(^{318}\) Doc 0009 LTC 130130 Minute 37
\(^{319}\) Doc 0736 Full Course Proposal Form Taught Programmes
\(^{320}\) Doc 0739 Minor Changes Course Proposal Form Taught Programmes
\(^{321}\) Doc 0202 LTC 201415 Web Page
\(^{322}\) Doc 0354 Procedure and Guidance for Proposing and Approving New Courses and Amendments Taught Programmes - Appendix 4 Proposal Route and Prior Approvals
\(^{323}\) Doc 0736 Full Course Proposal Form Taught Programmes
\(^{324}\) Doc 0708 PGR Course Proposal Form
\(^{325}\) Doc 0736 Full Course Proposal Form Taught Programmes Part 5
\(^{326}\) Doc 0708 PGR Course Proposal Form Part 4
\(^{327}\) Doc 0757 Learning and Teaching Review Schedule
processes and templates were last reviewed in 2012/13 and are scheduled to be next reviewed in 2017/18. Should concerns be raised about the suitability of the procedures minor revisions would be made sooner, subject to LTC approval, or the major review would be brought forward.

As part of the most recent review process the current procedure and proposed revisions were considered by various University committees including FLTQCs and Taught Programmes Policy Group before final approval by LTC. Student representatives are members of FLTQCs, TPPG and LTC ensuring that student views are considered in this review process.

8.2 The Approval Process

The University makes clear the criteria against which programme proposals are assessed in the programme approval process through specifying the information required through the course proposal form. Further guidance on what information should be included in each section is included in the accompanying guidance notes. The guidance note that accompany the course proposal form includes a list of which role holders should be consulted as part of the programme development process as well as a table detailing who is responsible for completing each section of the form and the various stages of approval. Key items of information required include: learning outcomes; requirements of professional, statutory and regulatory bodies (if relevant); other external professional bodies and employers; alignment with the relevant subject benchmark statements; learning progression; equality and widening participation considerations; and relative quantitative and qualitative data such as market research. Following

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328 Doc 0203 TPPG 121121 Minute 4
329 Doc 0009 LTC 130130 Minute 37
330 Doc 0204 TPPG Membership 201415
331 Doc 0557 LTC 141022 LTC14D050 LTC Membership 201415
332 Doc 0736 Full Course Proposal Form Taught Programmes
333 Doc 0708 PGR Course Proposal Form
334 Doc 0354 Procedure and Guidance for Proposing and Approving New Courses and Amendments Taught Programmes
335 Doc 0354 Procedure and Guidance for Proposing and Approving New Courses and Amendments Taught Programmes, page 6 section 1.3 and page 27 Appendix 2
336 Doc 0354 Procedure and Guidance for Proposing and Approving New Courses and Amendments Taught Programmes, page 9-15 section 2.2 and 2.3
337 Doc 0736 Full Course Proposal Form Taught Programmes
338 Doc 0708 PGR Course Proposal Form Page 19 Section PS2
339 Doc 0736 Full Course Proposal Form Taught Programmes
340 Doc 0708 PGR Course Proposal Form Page 28 Section AC9
341 Doc 0736 Full Course Proposal Form Taught Programmes
342 Doc 0708 PGR Course Proposal Form Page 3 Section S7
343 Doc 0736 Full Course Proposal Form Taught Programmes
344 Doc 0708 PGR Course Proposal Form Page 24 Section PS3.1
345 Doc 0736 Full Course Proposal Form Taught Programmes
346 Doc 0708 PGR Course Proposal Form Page 25 Section PS5
347 Doc 0736 Full Course Proposal Form Taught Programmes
348 Doc 0708 PGR Course Proposal Form Page 4 Section BC2

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programme approval a definitive record is made through the programme specification which is stored on the University’s website.\textsuperscript{349}

New Course Proposals are considered at School level by the Head of School, School Director of Learning and Teaching, and then at Faculty level by FLTQCs and Faculty Executives. The Faculty Executive will usually focus on the business case and strategic fit of the proposed course within the Faculty’s existing offer. FLTQCs will be primarily concerned with the academic structure and content of the proposed course. The membership of FLTQCs includes School Directors of Teaching and Learning and student representatives, and they are chaired by the relevant Faculty Associate Dean for Learning and Teaching. New course proposals are then scrutinised and approved by University LTC using powers delegated by University Senate. Minutes of FLTQCs, including deliberations associated with new course proposals, are included as a standing agenda item in Section C of University LTC agenda papers. Examples reported at October 2014 LTC can be accessed via the LTC webpages.\textsuperscript{350} Additional LTC agendas and associated reports from FLTQCs can be accessed via the main LTC website.\textsuperscript{351} Examples of completed course proposals are provided in our supporting documentation.\textsuperscript{352 353 354}

University standard role descriptions for key administrative posts held by academics, such as School Director of Learning and Teaching\textsuperscript{355} and Course Director\textsuperscript{356} also clearly define the responsibilities of these post holders including their role in programme development. School PGR Directors and Faculty Associate Deans (PGR) are expected to take a prominent role in the development of PGR provision within their Schools and Faculty.\textsuperscript{357}

The University is currently developing a new precursor step in programme design, development and approval process, which will require more detailed consideration of the business case prior to commencement of the full proposal process. This is to ensure that substantial time and resource is not spent developing programmes for which there is clearly no business case. We plan to present a detailed recommendation to LTC early in 2015/16. We expect to introduce an initial proposal screening document which demonstrates the projected economic viability of the course, the number of students and funding source, and the market research evidencing the demand. There is also an established course closure process that ensures appropriate management of the closure process and that appropriate steps are taken to minimise the impact of closure on existing students as they complete their studies.\textsuperscript{358}

\textsuperscript{349} Doc 0735 Programme Specifications Webpage
\textsuperscript{350} Doc 0019 LTC 141022 Minute C14
\textsuperscript{351} Doc 0340 Learning and Teaching Committee Webpage
\textsuperscript{352} Doc 0205 LTC 150128 LTC14D111 Health Online Course Proposal
\textsuperscript{353} Doc 0206 LTC 141203 LTC14D075 ENG Course Proposal
\textsuperscript{354} Doc 0207 LTC 140625 LTC13D090 i MFA Creative Writing Course Proposal
\textsuperscript{355} Doc 0208 School Director of Learning and Teaching Role Description
\textsuperscript{356} Doc 0209 Course Director Role Description
\textsuperscript{357} Doc 0210 PGR 140226 PGR13D032 Role Descriptors
\textsuperscript{358} Doc 0758 Procedure for the Withdrawal and Closure of Courses
8.3 Externality

The University makes use of reference points and expertise from outside the programme in programme design and in its processes for programme development and approval. The course proposal form asks for specific evidence of consultation with external professional bodies and local employers\textsuperscript{359} \textsuperscript{360} as well as alignment with relevant subject benchmarks.\textsuperscript{361} Whether the consultation is with existing external examiners or other external experts is dependent on criteria for the proposed programme which are defined in the appendices to the New Course and Course Amendments Guidance.\textsuperscript{363} \textsuperscript{364} Where programmes are subject to Professional, Statutory or Regulatory Body (PSRB) requirements and/or require PSRB accreditation/validation the University requires that the PSRB in question is consulted and approval by the PSRB properly documented.\textsuperscript{365}

8.4 PGR Arrangements

A revised process and supporting documentation has been developed for new PGR course proposals\textsuperscript{366} which is broadly similar to the approval process for taught programmes. Revised guidance notes for staff are currently being developed. Approval for any new or revised PGR course is considered at Faculty level by the Faculty Graduate School Executives and at University level by the Postgraduate Research Executive (acting with delegated authority from LTC as approved by Senate). Decisions made by the PGR Executive are reported to LTC, ensuring consistency of approach with taught programmes. No new PGR programmes have been proposed since the current approval system was established.

8.5 Student Engagement

The University has various mechanisms for involving students in programme design and in processes for programme development and approval. The course proposal form asks for evidence of consultation with current students and/or applicants, either through the SSLC or other means, and responses to any points raised.\textsuperscript{367} Student representatives are members of key committees that approve proposals at key stages in the development process including FLTQCs,\textsuperscript{369} PGR Executive\textsuperscript{370} and LTC.\textsuperscript{371} The University’s Academic

\textsuperscript{359} Doc 0736 Full Course Proposal Form Taught Programmes Page 5 Section BC 3.2 and Page 28 Section AC9
\textsuperscript{360} Doc 0708 PGR Course Proposal Form BC3.2 and AC9
\textsuperscript{361} Doc 0736 Full Course Proposal Form Taught Programmes Page 3 Section S7
\textsuperscript{362} Doc 0708 PGR Course Proposal Form S7
\textsuperscript{363} Doc 0354 Procedure and Guidance for Proposing and Approving New Courses and Amendments Taught Programmes, page 30 Appendix 5
\textsuperscript{364} Doc 0211 Responses to Critical Read Comments
\textsuperscript{365} Doc 0354 Procedure and Guidance for Proposing and Approving New Courses and Amendments Taught Programmes, page 7 Para 1.4
\textsuperscript{366} Doc 0708 PGR Course Proposal Form
\textsuperscript{367} Doc 0736 Full Course Proposal Form Taught Programmes Page 6 Section BC 5.2 2
\textsuperscript{368} Doc 0708 PGR Course Proposal Form BC5.2
\textsuperscript{369} Doc 0558 Faculty Learning Teaching and Quality Committees Membership
\textsuperscript{370} Doc 0709 PGR Executive Membership
\textsuperscript{371} Doc 0557 LTC 141022 LTC14D050 LTC Membership 201415
Director for Taught Programmes has also issued specific communications to ensure that these mechanisms are utilised effectively to allow appropriate student involvement.372

Panels considering approval of University validated provision at partner institutions include students in their membership.373 Panels will meet with students from similar courses currently run at the partner institution.374 Students who are members of panels considering approval of validated provision at partner institutions are provided with guidance notes on their role375 and also offered a briefing session prior to the validation event with a member of the Partnerships Office.

8.6 Partnership Arrangements

All new programme proposals from partners are considered by a validation panel, including student representation and an external member from another Higher Education Institution as well as employer and PSRB representatives where relevant.376 The validation panel considers documentation regarding the proposed programme and also meets with key staff from the provider involved in the design and delivery of the programme. LTC is also required to approve programmes in principle before they proceed to validation panel consideration. To ensure a consistent approach the procedures for programme design, development and approval are set out in the UEA Partnerships Handbook377 along with template documentation. Any revisions to this handbook are approved by LTC on an annual basis.378

8.7 Supporting Course Design and Approval

The University puts in place appropriate arrangements for support and development to enable staff and other participants to contribute effectively to programme design, development and approval. The guidance notes accompanying the course proposal form advise staff of what action needs to be taken at each step of the process and who to contact379. The University’s Centre for Staff and Educational Development runs a number of courses for University staff relating to programme design and development.

8.8 Evaluative Benchmarking

In Autumn and Winter 2014, a series of Student Engagement focus groups were run with undergraduate and postgraduate taught students to better understand perceptions of student engagement at UEA. Across all groups it was clear that participants felt that

372 Doc 0212 Email from Director of Taught Programmes to Heads of School Teaching Directors and SSLC Officers
373 Doc 0761 UEA Partnerships Handbook 201415, Appendix F page 31-32
374 Doc 0761 UEA Partnerships Handbook 201415, Appendix O
376 Doc 0761 UEA Partnerships Handbook 201415, Appendix F page 31-32
377 Doc 0761 UEA Partnerships Handbook 201415, Section S, Appendices F-I, K, N-P
378 Doc 0013 LTC 131023 Minute 16
379 Doc 0354 Procedure and Guidance for Proposing and Approving New Courses and Amendments Taught Programmes
students should be listened to and consulted about all major course and university issues. For many this was closely equated to the cost of their course, but also generally revolved around the concept of steering their own learning. The groups highlighted that there remain improvements that UEA could make to Student Engagement. In terms of the Postgraduate Taught Experience Survey 2014, UEA’s score for Q11e I am encouraged to be involved in decisions about how my course is run (UEA = 63%) UEAs score did not differ significantly from the sector average (60%). In the University’s own Student Experience Survey in 2015, carried out with all non-final year students, 80% of respondents concurred with the statement, ‘I am encouraged to be involved in decisions about how my course is run’.
9 Chapter B2: Admissions

Expectation: Recruitment, selection and admission policies and procedures adhere to the principles of fair admission. They are transparent, reliable, valid, inclusive and underpinned by appropriate organisational structures and processes. They support higher education providers in the selection of students who are able to complete their programme.

9.1 Admissions Strategy

The University’s admissions policy is guided by the 2012-16 Corporate Plan target that the University will ensure that it admits ‘well qualified students with the aptitude and appetite to benefit most from the education we offer’. The University centralised its admissions related activities in 2011, establishing the Admissions, Recruitment and Marketing (ARM) division. Activities are overseen by the Admissions, Recruitment and Marketing Executive (ARM Exec) which is chaired by the PVC (Academic) and reports to the Executive Team. It provides strategic direction for the operation of recruitment and admissions within the University. Each Faculty is represented at ARM Exec by an Associate Dean for Admissions (ADA). The ADAs have delegated authority from their Dean of Faculty to lead and manage admissions and recruitment for their Faculty. They have a dual reporting role with accountability also to the PVC (Academic) and the University’s Academic Director of Admissions. The ADAs convene their own Faculty specific meetings that are attended by School Admissions Directors and members of ARM Senior Leadership Team (SLT). Each School has a School Director of Admissions and a School PGR Director who coordinate recruitment for taught programmes and research degree programmes respectively.

The strategic priorities of the University are set by ET as part of the Corporate Plan. These priorities are then communicated through the Committee Structure which informs a number of specific strategic plans across the University, including recruitment, internationalisation and admissions. Recruitment strategy is reviewed frequently and may change in line with new priorities as determined by ET and market conditions. The University currently has around twenty target recruitment markets. From these, five target countries have recently been specifically identified as meeting the University’s overall internationalisation strategy; China, USA, Malaysia, India and Japan.

ARM is responsible for fulfilling the corporate aim of recruiting well qualified students with the aptitude and appetite to benefit most from the education we offer. ARM Executive meets on a monthly basis to discuss progress against the admissions strategic plan and our current admissions position with reference to the latest admissions data. For example, ARM Executive’s discussion of UG Open Day dates takes into account the benefits for the

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380 Doc 0003 UEA Corporate Plan 201216, pp 20-21
381 Doc 0213 ARM Committee Structure
382 Doc 0220 UEA International Strategy 201216
383 Doc 0583 International Executive 141204 Minute 8
applicant/enquirer whilst reviewing previous Open Day data to ensure the best Open Days can be facilitated by the University.\textsuperscript{384}

155. Targets are set for Schools and Faculties, for all levels of study and categories of students, on an annual basis following an iterative annual discussion between Heads of School, Deans of Faculty and their respective School Director for Admissions and ADA, the Planning Office and ARM SLT. Once targets have been confirmed by ET they are disseminated, through ARM Exec to the relevant internal stakeholders. PGR student admissions are handled separately by the PGR Service in the Research and Enterprise Division. The Head of PGR attends the ARM Executive and the Director of ARM attends the PGR Executive, to ensure a shared understanding of approach.

\section*{9.2 Admissions Processes and Procedures}

156. Entry criteria are reviewed and set annually with ADAs and School Admissions Directors feeding back on the need for changes. In addition to benchmarking against competitors and monitoring demand, entry criteria are set to ensure that students are capable of performing well on their chosen course and demonstrate potential to complete the programme.

157. Clear protocols and procedures which contain criteria for assessing applications are used by the admissions teams to ensure consistency and fairness. This includes detailed information on different qualifications that applicants may present with, and a clear indication of equivalency across varied qualifications. All new members of ARM staff with admissions responsibilities are trained in the application of protocols and admissions criteria as part of their three month induction schedule.\textsuperscript{385} Protocols, job cards and flow charts\textsuperscript{386} are used, reviewed and updated on a regular basis and ongoing training is provided.

158. Undergraduate admissions to Year One are processed through UCAS, while postgraduate admissions are processed wholly within the University. Direct entry to Year Two of our undergraduate courses is carefully managed and encouraged only from a limited number of established progression pathways. For example there are set progression criteria from each of the INTO pathway programmes which are set in collaboration with INTO, ARM and academic departments. INTO courses are validated by UEA and are delivered by a joint venture between UEA and INTO University Partnerships known as INTOUEA. Where an applicant applies directly for Year Two entry through UCAS from any other source an applicant’s academic background will first be assessed to ensure they meet the entry criteria for Year One entry. If they meet the criteria then the relevant School Admission Director will review the Year One curriculum and performance to determine the applicant’s suitability for entry to Year Two.

159. The current admissions policies which inform the work of admissions teams are published on the ARM website, for example, specific guidelines for the interviewing of applicants.\textsuperscript{387}

\textsuperscript{384} Doc 0214 ARM Executive 130703 & 130917
\textsuperscript{385} Doc 0215 Employee Induction Checklist
\textsuperscript{386} Doc 0216 ARM Protocols Job cards and Flow Charts
\textsuperscript{387} Doc 0217 Applicant Interview Policy
Compliance by each admissions team is monitored by the Head of Admissions and staff familiarity with current practice is reinforced by regular briefings and training events. The University has a well-established process for ensuring that applicants with a disability are appropriately supported throughout the process and that any particular needs are effectively accommodated. The process is overseen by the Dean of Students’ office who possess expertise which informs the assessment of need and appropriate adjustment. Adjustments to meet the needs of enquirers and applicants are made on request to ensure that all enquirers and applicants have access to the information they require and they are fairly and equally considered.

9.3 Assuring the Quality of Admissions Policies and Processes

There is a schedule of periodic reviews of all current admissions policies and these are approved by ARM Executive. A recent example would be the review ARM recently undertook of its policy on interviewing applicants. This review led to the development of guidance and information for applicants which also forms part of the training of academic members of staff who are involved in admissions.

9.3.1 Helping prospective students make informed choices

The University offers a wide range of opportunities for different groups of enquirers and applicants to interact with staff and current students, at varying stages in their application. These events are designed to give participants and their parents/guardians more information about both studying at university and/or more specifically choosing UEA. They are held either on campus (UG and PG Open Days, Applicant Days) or take the form of external visits to Schools, Colleges and other public events within our local region, nationally within the UK and internationally.

We publish our entry requirements, fees, scholarship information, and any additional costs incurred on top of the tuition fee, on our website. Information about our undergraduate courses are also provided via UCAS and displayed on their course search for UG and teacher training courses. For promoting our postgraduate opportunities a variety of third party providers are used, including FindAPhD.

The University publishes details of how to apply to all of our courses on our website. The University has an applicant Customer Relationship Management (CRM) plan which is

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388 Doc 0218 Admissions Process for Disabled Applicants
389 Doc 0219 ARM Admissions Policy Review Calendar
390 Doc 0221 Interviewing University Applications Presentation
391 Doc 0222 Undergraduate Open Days Webpage
392 Doc 0223 Visit Us Webpage
393 Doc 0224 Undergraduate Applicant Days Webpage
394 Doc 0225 Study With Us Webpage
395 Doc 0226 UCAS Home Webpage
396 Doc 0227 UCAS Search Courses Webpage
397 Doc 0228 UCAS Teacher Training Course Search Webpage
398 Doc 0229 Find a PhD Website
399 Doc 0230 UG Enquirers Communication Plan 2014 entry
reviewed annually to ensure we are contacting applicants at key milestones. We have a dedicated CRM Manager who ensures the delivery of the plan and oversees the content of all correspondence. We also support dedicated telephone enquiry lines for taught and research degree admissions. Applicants who apply to us during the undergraduate Clearing process are sent a detailed offer email and further information regarding registration.

Information for prospective students is predominantly online as well as in our published University prospectuses for both Undergraduate and Postgraduate (Taught and Research) courses. The undergraduate prospectus and the postgraduate prospectus are coordinated by the ARM Publications Team. Content is produced by ARM colleagues in agreement with the ADA’s for each Faculty to ensure accuracy and market appropriateness.

Our online course catalogue provides information about all our taught programmes including course overviews. For undergraduate courses, this information is also supplied to UCAS for their website. ARM manage these processes and ensure the consistency and accuracy of the information disseminated by the University both directly and by third party providers.

9.3.2 Transparent decisions

Entry requirements are published through our website, as well as in printed form in our prospectus and School brochures. We strive to prevent any unnecessary barriers to application. When a new course is proposed, the University’s Business Intelligence Unit (BIU) will gather relevant data to help inform the University’s decision as to whether the course should be approved (taken by LTC, see Chapter B1 of our SED). The Head of Admissions and the Head of Equality and Diversity are also involved in the consultation process. In the rare event that a decision is taken to close a course to additional entrants, we follow the recommended UCAS process for undergraduate applicants which includes offering an alternative course at UEA where a suitable option is available. For postgraduate applicants we follow a similar process in that applicants are contacted and offered an alternative option if possible.

The UEA website and the applicant CRM plan, ensure the applicant is informed of all non-academic requirements, for example UK VISA and Immigration rules. Decisions for all our applicants are recorded on a central database and for our undergraduate applicants are also sent securely to UCAS. Offers are communicated to applicants by email and in some cases, in hard copy letter. Applicants are able to accept offers online. Feedback is provided in a standardised format, with specific reasons given for an unsuccessful application. Wherever possible applicants are offered alternative options if they are unsuccessful in their first choice of course.

ARM have purchased a technological solution for our direct applications, which also acts as the driver for our CRM providing both pre-application and post-application advice and guidance. Automated correspondence items are reviewed on a regular basis, to maintain
quality of content and the timeliness of responses. The system also provides an online application form that is maintained by ARM.

The University has an Admissions complaint and appeals procedure which is accessible online. The published timescale for responding to a complaint is fifteen working days from receipt. In 2014/15, for example, two complaints out of a total of 38,000 applications were received and these were resolved within fifteen days.  

9.3.3 From prospective to current student

A ‘next steps’ email is sent to applicants at three points in the process: acknowledgement of application, the offer and any conditions, getting your results and confirmation of a place. All successful applicants are then contacted before the start of their course by email and are invited to complete the advance registration task. Details of what to expect both pre-arrival and once students join us are published on the New Students Website which includes details of registration and induction events and information about the School.

EU and International applicants are contacted to provide them with information and guidance about the International Arrivals induction process which is specifically designed to guide them through the first few days in the UK and at UEA. Additional specific information is provided for scholarship and studentship holders.

9.3.4 Improving the start of year process for students

In terms of evaluating the success of the University’s Start of Year processes for students, the University’s Business Intelligence Unit (BIU) conducted internal research in Autumn 2014, by setting up focus group discussions with a range of new UEA students to explore their experience and satisfaction with the process of arriving at UEA. A debrief is also held across the support services to identify issues and action points for the next academic year, to ensure that the student experience at Start of Year is further enhanced. For the 2014/15 Start of Year, arrangements went smoothly as the New Student Website together with timed and coordinated emails to new students from ARM and LTS meant that the vast majority of students were well aware of when and where to arrive for visa checks and registration. Students were clear about what documentation to bring to registration events and were able to find their induction programme and course related information on the New Student Website.

The following areas for enhancement were identified for 2015/16:

1. New Student Website - establishing a cross-service group to review and enhance the site in terms of ease of access and navigation, the use of plain English,
avoidance of duplication of information and the direction of students to a single point of truth;
2. Signage - ensuring that the University has adequate and fit for purpose signage at registration events;
3. Cross Service Working - ensure that there is efficient and effective information sharing between all the support services that send communications to new students. This relates primarily to ARM, Dean Of Students’ Office and the Accommodation Office who have been working with applicants and LTS and Planning Office who lead on registration and induction activities.
4. Induction programmes - good practice is being shared amongst members of the Student Academic Induction Working Group, to ensure induction programmes are jargon free and easily understood by students.

9.4 Evaluative Benchmarking

In terms of the UEA Student Experience Survey 2014 with non-final year undergraduate students, the 2013/14 UEA arrivals experience achieved one of the highest levels of agreement/satisfaction across the areas of student experience tested but this was slightly down compared to the results 2012/13 arrivals. Overall, approximately three-quarters of respondents agreed with each of the arrivals statements, and just over 80% were either satisfied or very satisfied with arrivals overall. Face-to-face registration procedures received especially impressively high ratings with only 3% of respondents reporting being dissatisfied.
In the 2015 Student Experience Survey 80% of respondents indicated that they were satisfied or very satisfied with the overall process of admission and arrival.
In terms of the Postgraduate Taught Experience Survey 2014, UEA’s score for Q11d I was given appropriate guidance and support when I started my course (UEA = 78%) did not differ significantly from the sector average (76%).

In each of Autumn 2013 and 2014, six Arrivals focus group discussions were held with a range of new UEA students to explore their experience and satisfaction with the process of arriving at UEA. Overall, the findings in both years were positive; very few gaps in UEA’s service and information provision to new students were identified and generally participants reported settling in well. Indeed, the 2014/15 arrivals results implied distinct improvements in several areas including pre-arrivals communications. However, the 2014/15 discussions did highlight some potential further areas for improving the arrivals process for future students. On the whole these centred on the perception that UEA was not telling potential students everything they needed to know before coming to UEA and/or providing all required information on arrival. In particular we will be improving: practical ‘living’ information; induction arrangements for some international students; and specific requirements for students coming to UEA by less standard routes. These issues are being addressed in preparation for 2015 arrivals.
10 B3: Learning and Teaching

Expectation: Higher education providers, working with their staff, students and other stakeholders, articulate and systematically review and enhance the provision of learning opportunities and teaching practices, so that every student is enabled to develop as an independent learner, study their chosen subject(s) in depth, and enhance their capacity for analytical, critical and creative thinking.

10.1 Learning and Teaching Strategy

The University recognises the importance of a strategic approach to teaching and learning. A new Learning and Teaching Strategy was approved by the University’s LTC in January 2014, following lengthy consultations with staff, students and the members of the Union of UEA students (UUEAS). A copy of the Learning and Teaching Strategy for taught programmes is available to all students and staff from the website of the Learning and Teaching Service. The Learning and Teaching Strategy sets out ten key strategic goals (referred to in the Major Changes section above). This will ensure that the development of learning spaces, resources, pedagogical approaches, supporting infrastructure, and staff training and development is focused, in future, on these goals and ensuring the development, in our students, of a set of skills, knowledge, qualities and capacities that are collectively referred to in the Strategy as the UEA Graduate Attributes and Postgraduate Attributes. More recently, this has been paralleled by the development and approval (in January 2015) of an Education Strategy for postgraduate research (PGR) programmes. Both Strategy documents set out a clear and bold vision for the enhancement of the delivery of courses and programmes at all levels, and the enhancement of the educational opportunities we will make available to our students over a five year period.

The New Academic Model (NAM) is the cornerstone of our implementation plan to deliver the Learning and Teaching Strategy to enable students to achieve the defined graduate attributes. The University reviewed its teaching practices in 2010/11 which led to the development of the NAM. Implementation of the NAM commenced with the 2013/14 undergraduate intake. The NAM embodies a bold new approach focusing on high levels of course-level coordination and planning, enhanced use of formative assessment, more coordinated ‘defined choice’, 20 credit minimum module size, a robust alignment between programme outcomes and assessment, and setting high expectations of students by setting in place a requirement to pass all modules and earning the right to reassessment. The new Bachelors and Integrated Masters (BIM) regulations are applicable to cohorts studying NAM courses. LTC has approved a timetable for evaluating the impact of the implementation of the new Bachelors and Integrated Masters Regulations. The first interim

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408 Doc 0004 UEA Learning and Teaching Strategy 201419, Item A.2
409 Doc 0238 TPPG 131008 Doc E
410 Doc 0584 TPPG 140116 Doc D
411 Doc 0004 UEA Learning and Teaching Strategy 201419
412 Doc 0729 LTC 150128 LTC14D099 Research Degree Education Strategy
413 Doc 0717 Main Features of the Bachelors and Integrated Masters Award Regulations NAM 201415
414 Doc 0195 Regulations for Bachelors and Integrated Masters Awards 2014
report, looking at the first year of implementation, was considered by LTC in May 2015. This will be followed by annual updates to this report, culminating in a summative evaluative report after five years (September 2018).  

At its meeting in April 2011 University LTC considered a paper on the implications of implementing the precepts of the New Academic Model within the context of postgraduate taught programmes. Subsequently, the issues raised were considered by an LTC working group, which proposed to LTC in March 2012 that PGT implementation of the New Academic Model be delayed until 2014/15 at the earliest. This proposal was approved by LTC in December 2012 and reported to Senate in February 2013. The Academic Director for Taught Programmes will reconvene the PGT NAM Working Group accordingly in September 2015 with a view to bringing detailed regulatory changes to the Common Masters Framework for approval at University LTC before the end of the 2015/16 academic year for implementation in 2016/17. The University has continued to enhance student-facing aspects of the Common Masters Framework (CMF) and the operational systems that support it. For example, a new ‘Merit’ classification for Masters courses has been introduced with revised Masters Senate Marking Scales which reflect the new Merit marking band. We have also introduced a facility for all taught postgraduate students to have access to all their provisional marks on e:Vision.

10.2 Providing and Enhancing Appropriate Learning Opportunities

The University provides clear and consistent information to students and other stakeholders about the learning opportunities available to them. These are communicated in the Programme Specifications for each course, and in Module Outlines. In December 2014 University LTC approved the introduction of a new Module Outline Template which will ensure the provision of more consistent, more helpful and better quality information to all students in future. These sources of information are complemented by a wide range of information and learning resources which are provided to students via our Virtual Learning Environment (Blackboard). Detailed guidance is provided on the use of Blackboard for students and staff.

Whilst course delivery is the responsibility of the student’s School of Study, students are supported in their learning and in their development as independent learners by other University services such as the Library and Dean of Students’ Office. A number of learning

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415 Doc 0772 LTC 150318 LTC14D159 Plan for the First Interim Evaluative Report Following the Implementation of BIM Regulations  
416 Doc 0585 LTC 110427  
417 Doc 0563 LTC 120328  
418 Doc 0008 LTC 121205 Minute 18.1  
419 Doc 0762 Senate 130220  
420 Doc 0008 LTC 121205 Agenda Item A.2 (Divider C)  
421 Doc 0016 LTC 140319 Minute 63  
422 Doc 0735 Programme Specifications Webpage  
423 Doc 0728 UEA Module Outline Template  
424 Doc 0240 Blackboard Help Sheet Student Guide on How to Get Started Using Blackboard  
425 Doc 0241 Blackboard Information for Staff Webpage  
426 Doc 0242 Blackboard Information for Students Webpage
opportunities for students are provided via the University’s Library, which is open 24 hours a day every day of the year. The Library provides a range of learning resources which enable students to develop their digital literacy, search skills, and usage of learning resources. In addition, a series of subject guides and a comprehensive programme of training workshops are provided. Students are also able to engage with Library guidance focused on information organisation and management, and a host of other topics, including getting access to Library information in off-campus locations and navigating e-journals.

The Library website includes a section on Learning Technology, which provides comprehensive guidance on the University’s Virtual Learning Environment (Blackboard), with specific pages dedicated to both students and staff and guidance on how to download the Blackboard ‘App’, which can be used by students to access the VLE ‘on the move’. A student friendly guide to ‘getting started on Blackboard’ is also available.

The Dean of Students’ Office provides a diverse range of additional learning support via the Learning Enhancement Team (LET). This includes a range of electronic student Study Guides (also available in hard copy format in racks in the Dean of Students building), and a Study Skills Toolkit which is made available as a Blackboard site to all our students and staff. A full list of hotlinks to the study guides was circulated to all Heads of School and School Teaching Directors by the Academic Director of Taught Programmes in 2012/13 and 2013/14 encouraging their use when giving students feedback on assessed work. The online Study Skills Toolkit includes learning tools and exercises focused on helping students to develop their critical reading and critical thinking skills. LET also provide dedicated maths/statistics study resources (used primarily by students outside of Mathematics), advice and guidance on plagiarism & collusion (for students and staff) study-skills workshops, tutorials, Specific Learning Disability (SpLD) tutorials, 10 minute ‘drop-in’ sessions and an English language support programme that helps our international students develop and refine the English language skills necessary for successful transition to academic study at UEA.

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427 Doc 0243 Library Find it Fast Webpage
428 Doc 0244 Library Subject Guides Webpage
429 Doc 0781 Library Study Skills Training Workshops
430 Doc 0245 Library Manage and Organise Webpage
431 Doc 0586 Getting to Academic Information Off Campus
432 Doc 0587 Library Guidance on Navigating eJournals
433 Doc 0242 Blackboard Information for Students Webpage
434 Doc 0241 Blackboard Information for Staff Webpage
435 Doc 0246 Blackboard Mobile App Webpage
436 Doc 0240 Blackboard Help Sheet Student Guide on How to Get Started Using Blackboard
437 Doc 0710 Dean of Students Office Webpage
438 Doc 0247 Learning and Enhancement Webpage
439 Doc 0248 Learning and Enhancement Team Study Guides Webpage
440 Doc 0249 Learning and Enhancement Team Mathematics and Statistics Resources Webpage
441 Doc 0250 Combating Plagiarism and Promoting Good Practice Webpage
442 Doc 0251 Workshops to help you in your Studies Webpage
443 Doc 0252 Appointments with a Learning Enhancement Tutor Webpage
444 Doc 0253 Further Support Offered Through Specialist Tuition SPLDs Webpage
445 Doc 0252 Appointments with a Learning Enhancement Tutor Webpage
446 Doc 0589 Learning Enhancement Team English Language Support Programme Webpage
Each year the Head of LET presents a report to University LTC in which the nature of the team’s work, the level of student usage, and enhancements in the services provided over the past year are clearly set-out.\textsuperscript{447} Between 2008/09 and 2011/12, the number of student appointments increased by more than 250% and the number of individual students seen by LET tutors nearly doubled. Student usage of the LET service has continued to grow over the past two years and the team held face-to-face sessions with 14% of postgraduate students and 9% of our undergraduate students in 2012/13.\textsuperscript{448} In 2013/14, these figures increased again to 15% and 14%.\textsuperscript{449} A larger number of students are accessing the study support provided by LET and we believe this is a contributory factor in maintaining the excellent student experience at UEA and increasing levels of student performance as measured by Good Honours outputs, which have risen from 65.0% in 2004/05 to 80.6% in 2013/14.\textsuperscript{450}

Opportunities for students to develop a language whilst they are with us are provided via language modules which students can choose as ‘options’ within their degree programmes (PSRB constraints limit the opportunities for students to take language modules in some professional programmes). The School of Politics, Philosophy, Language and Communication Studies (PPL)\textsuperscript{451} provides a wide range of language modules which are made available to students in other Schools to engage with, and also provides a rich and varied programme of evening classes,\textsuperscript{452} one-to-one and small group sessions,\textsuperscript{453} and daytime non-credit bearing language courses.\textsuperscript{454} Undergraduate students choose their modules in late March each year, and clear information is provided on how to enrol,\textsuperscript{455} and how to locate and enrol on modules in other Schools\textsuperscript{456} (including language modules).

Our Advising System\textsuperscript{457} ensures that every student on a taught programme is enabled to monitor their progress and further their academic development through the provision of regular opportunities to reflect on feedback and engage in dialogue with staff. Similar opportunities are facilitated via the PGR supervision process, which is governed by its own Code of Practice.\textsuperscript{458} The University’s student interface, e:Vision, provides students with the ability not just to submit work online, but also to monitor their marks and performance within and across stages of study.\textsuperscript{459} 460 461 This information on student performance and progression is also available to students’ Academic Advisers,\textsuperscript{462} and Senior Advisers, which greatly enhances opportunity for shared reflection in advising sessions. On PGR

\textsuperscript{447} Doc 0254 Learning Enhancement Team DOS Office Report for 201112
\textsuperscript{448} Doc 0590 Learning Enhancement Team Report for 201213
\textsuperscript{449} Doc 0591 Learning Enhancement Team Report for 201314
\textsuperscript{450} Doc 0565 LTC 141022 LTC14D003 Good Honours 201314 LTC 10102014
\textsuperscript{451} Doc 0255 Politics Philosophy Languages and Communication Studies Webpage
\textsuperscript{452} Doc 0256 PPL Evening Classes Webpage
\textsuperscript{453} Doc 0257 PPL Small Group Classes Webpage
\textsuperscript{454} Doc 0258 PPL Non Credit Daytime Undergraduate Classes Webpage
\textsuperscript{455} Doc 0712 Module Enrolment Webpage
\textsuperscript{456} Doc 0599 Enrolling on Modules in Other Schools
\textsuperscript{457} Doc 0769 Advising Policy for Undergraduate and Taught Postgraduate Students from 201516
\textsuperscript{458} Doc 0752 The Code of Practice for Research Degrees 201415
\textsuperscript{459} Doc 0260 Understanding Your Student Record eVision Webpage
\textsuperscript{460} Doc 0259 DOS Information for Staff Webpage
\textsuperscript{461} Doc 0261 Guide to eVision Staff Webpage
\textsuperscript{462} Doc 0263 Being an Adviser Staff Webpage
programmes, reflection on learning and development forms a key component of the Personal and Professional Development (PDP) training and requirements.\textsuperscript{463}

185. The new UEA Skills Award was approved by LTC in December 2014.\textsuperscript{464} The Award provides a framework within which students’ academic learning, practical skills development, paid work, extracurricular activities, and volunteering experiences, internships and placement experiences can be developed, recognised and rewarded. By October 2015 the University will have completed a small scale pilot of the Skills Award (with c.200 students engaged), and will be in the very early stages of a wider roll-out across the University.

10.3 Staff Training and Development

186. The University recognises that its staff members are key to the future enhancement of the student experience at UEA. It is committed, therefore, to ensuring that a range of high quality training and development opportunities are available to its staff.\textsuperscript{465} Staff development, especially with regard to the use of digital resources and the creation of ‘blended learning’ environments will be given even greater emphasis in the UEA Plan for 2016-20. The Masters in Higher Education Practice (MAHEP) is a professional development course primarily aimed at early career academics. Completion of the first sixty credits of this course forms a mandatory part of the probation process for newly appointed lecturers. The MAHEP is accredited by the Higher Education Academy (HEA).

187. Postgraduate students engaged in teaching are required to complete the Developing Teaching Skills course or an equivalent. All of the University’s formal HEA-accredited training programmes for staff – including the Developing Teaching Skills\textsuperscript{466} course, the PG/Dip/MA Cert Higher Education Practice,\textsuperscript{467} and the MClinEd\textsuperscript{468} incorporate a strong reflective component which encourages staff to identify areas for future enhancement in their own practice and in the design of the own courses/modules. In one of the core modules of the PgCertHEP, staff are required, for example, to develop a Professional Development Plan as a formal element of assessment.\textsuperscript{469}

188. Our Centre for Staff and Educational Development (CSED)\textsuperscript{470} offers a wide range of training opportunities to our staff.\textsuperscript{471} This includes dedicated training workshops on ‘teaching critical thinking’,\textsuperscript{472} and an array of creative thinking and creative problem-solving resources\textsuperscript{473} which help staff to develop these attributes and capacities in their students. CSED also provides a wide variety of introductory training workshops and new staff

\begin{flushright}
\textsuperscript{463} Doc 0713 Personal and Professional Development PPD Webpage  
\textsuperscript{464} Doc 0020 LTC 141203  
\textsuperscript{465} Doc 0003 UEA Corporate Plan 201216  
\textsuperscript{466} Doc 0275 Developing Teaching Skills A Training Programme for PG Teaching Assistants  
\textsuperscript{467} Doc 0595 MA in Higher Education Practice Handbook 201415  
\textsuperscript{468} Doc 0276 Clinical Education Programmes Student Handbook 201415  
\textsuperscript{469} Doc 0612 MA HEP Course Handbook 201415 PDP Details p25  
\textsuperscript{470} Doc 0264 CSED Home Webpage  
\textsuperscript{471} Doc 0732 CSED Programme 201415 Webpage  
\textsuperscript{472} Doc 0592 CSED Workshop on Teaching Critical Thinking  
\textsuperscript{473} Doc 0265 Creativity Courses Webpage
\end{flushright}
conferences. These ensure that staff new to the University are able to very quickly get ‘up-to-speed’ on key University processes, policies, and regulations whilst also orientating themselves to a new learning and teaching environment, teaching-related infrastructure (e.g. Blackboard, e:Vision), and the University’s culture and ethos.

A new internal CPD framework, currently being considered for HEA accreditation, titled Recognising Excellent Academic Practice (REAP) – is in development within the University. Proposals were approved by University LTC in June 2014, and a formal accreditation submission was submitted to the HEA for approval in June 2015. The institutional HEA accreditation submission will provide a comprehensive range of opportunities for staff and postgraduate research students to gain recognition against the UK Professional Standards Framework at D1 (Associated Fellow), D2 (Fellow) and D3 (Senior Fellow). Support will also be provided for senior, more experienced staff, to gain recognition at D4 (Principal Fellow).

The University has a well-established Code of Practice on Peer Observation of Teaching to support academic staff in their delivery and to spread best practice. Compliance with the requirements of the Code is monitored via Faculty LTQCs and University LTC. The Code requires academic staff to observe and provide feedback on the teaching of a colleague of similar experience/rank on a biennial basis or annually in the case of staff on probation. Examples of good practice are noted at LTC and disseminated via a summative annual report from the PVC (Academic).

Opportunities to learn from cutting edge research into pedagogical practice are facilitated not only by CSED support for staff attendance at pedagogy-focused conferences, but by the University’s own Learning and Teaching Day, which has become an annual staff development ‘high-point’, attracting well over 160 staff in May 2014. This year’s event focused on the theme of ‘transitions’ and took place in May 2015 attracting a similar size audience. Content from the Learning and Teaching Day is available on a dedicated Blackboard site. Content provided at these events includes detailed programmes/abstracts of sessions, videos of keynotes and plenary sessions and a Twitter narrative.

The UEA Staff Appraisal and Performance system, conducted on at least a biennial basis, provides opportunities for staff to reflect on their achievements, new ideas for supporting student learning, and their training and development needs to the future. The Appraisal and

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474 Doc 0808 CSED Introductory Conferences for New Staff
475 Doc 0807 CSED Guidelines for the Induction of New Members of Staff
476 Doc 0724 LTC 140625 LTC13D088 UEA REAP Facilitating Recognition Against the UK Professional Standards Framework
477 Doc 0267 UEA MA HEP HEA Accreditation Submission
478 Doc 0594 LTC 141203 LTC14D068 Faculty Summary Report Form Peer Observation
479 Doc 0268 LTC 150128 LTC14D101 FMH Peer Observation
480 Doc 0272 Learning and Teaching Days Webpage
481 Doc 0274 Programme for Learning and Teaching Day 2015
482 Doc 0273 Learning and Teaching Day Programme 2014
483 Doc 0659 Learning and Teaching Days CSED Webpage
484 Doc 0270 Appraisal and Performance Webpage
Performance system is an important driver for staff engagement with the training provided by our Centre for Staff and Educational Development.\textsuperscript{485} Since 2011 the University’s Academic Director of Taught Programmes has worked closely with CSED colleagues to enhance the dedicated training offered to key role holders in Schools, including Plagiarism Officers, Module Organisers, Course Directors, SSLC officers (who normally chair or co-chair SSLCs with students); School Directors of Teaching & Learning, members of Faculty Appeals and Complaints Panels, members of Extenuating Circumstances Panels, and also members of Exam Boards.\textsuperscript{486} The improvements in training have focused around increasing use of shared case studies and problem based learning.

A Learning and Teaching Bulletin is produced annually and circulated to academic staff and staff in UEA’s professional services.\textsuperscript{487} The bulletin contains a digest of policy work undertaken in the previous year and summarises any policy or regulatory changes which will come into effect in the following year. In addition, all academic staff together with staff in LTS and School Support services are invited to attend one of two briefing sessions held in July and September, to find out more about the changes outlined in the bulletin and provides an opportunity to seek clarification or ask questions of senior staff, including the Academic Director of Taught Programmes and the Director and Heads of LTS about policies and policy changes. As an example the 2014/15 bulletin clarified arrangements for Annual Module and Course Review (p. 7) and Five Yearly Course Review (p. 8).\textsuperscript{488}

10.4 Reviewing the Quality of Learning Opportunities

The University routinely reviews the quality of teaching and student learning opportunities on all its programmes via institution-wide Quality Review mechanisms\textsuperscript{489} as described in detail in Chapter B8 of our SED. This includes Course Update, Course Review, Module Monitoring and Module Review processes. The role that students play in the design, evaluation and review of courses is described in Chapter B5 of our SED.

The overall quality of teaching and student learning opportunities on all degree programmes at UEA are also routinely scrutinised by experienced examiners from other higher education institutions, in accordance with the University’s Code of Practice on External Examining.\textsuperscript{490} External Examiners are provided with detailed guidance\textsuperscript{491} in their role and with regard to recent changes in regulations associated with the introduction of the New Academic Model from 2013/14 onwards.\textsuperscript{492} All degree programmes at UEA are informed by and aligned with the relevant QAA subject benchmarking documents\textsuperscript{493} both in their design and delivery. They are also aligned with the descriptors set out in the Framework for Higher Education

\begin{itemize}
\item \textsuperscript{485} Doc 0271 About CSED Webpage
\item \textsuperscript{486} Doc 0732 CSED Programme 201415 Webpage
\item \textsuperscript{487} Doc 0269 Learning and Teaching Bulletin July 2014
\item \textsuperscript{488} Doc 0269 Learning and Teaching Bulletin July 2014
\item \textsuperscript{489} Doc 0773 Module Review and Annual Course Monitoring and Update Procedure
\item \textsuperscript{490} Doc 0555 Code of Practice for the External Examiner System of Awards Taught Programmes
\item \textsuperscript{491} Doc 0707 LTC Guidance for External Examiners Undergraduate and Postgraduate Provision
\item \textsuperscript{492} Doc 0715 Information for External Examiners of Undergraduate and Integrated Masters Courses regarding the introduction of the New Academic Model Regulations, 2013/4
\item \textsuperscript{493} Doc 0277 The UK Quality Code for Higher Education Subject Benchmark Statements
\end{itemize}
Qualifications (FHEQ). This ensures that students are able to study their chosen subjects at the appropriate level, and in the appropriate depth.

10.5 Enabling Achievement

In order for students to achieve the intended learning outcomes of their programmes it is important that the responsibility to engage with the learning opportunities provided is well understood by both staff and students. This is set out in the General Regulations and accompanying procedures. These procedures are reinforced via the University’s published Policy on Student Absence Reporting, and guidance for staff on student attendance and attendance monitoring. The University provides staff with an LTC Policy Note on Student Engagement that sets out the limits to how ‘engagement’ can be rewarded within assessment strategies.

It is also important that students have opportunities to learn from each other via peer learning. Peer learning is promoted in a number of ways at UEA. Firstly, since 2012/13 the University has supported the rapid growth of Peer Assisted Learning (PAL) in all four Faculties. This involves Second and Third Year students providing peer mentoring to First Year students as a means of facilitating a successful transition into higher education for the latter. In PAL, mentors are supervised by PAL Officers who are postgraduate students. Over 140 PAL mentors and officers were trained in 2013/14 and a similar number are working in pairs to mentor First Year cohorts in 2014/15. The impact of PAL on student retention and performance is the focus of a current UEA Teaching Fellowship project.

The PAL scheme is a relatively new approach to peer learning and within the University a number of Schools, such as Mathematics, run alternative, well-established peer learning systems. The Dean of Students’ Office manages a successful mentoring system for students with disabilities. The Dean of Students’ Office also runs a successful Language Support Buddy Scheme, which involves UEA students whose first language is English supporting international students on a one-to-one basis with their language development and conversational skills. The UEA Friends Scheme also supports the effective integration of international students into life and study at UEA. The University’s Career Service operates a Student Mentoring Scheme in which UEA alumni mentor our current students. The University also provides a range of opportunities for its students to inspire and raise the aspirations of school-age pupils. This includes the Year 9 Mentoring Scheme, run by ARM.
where UEA students mentor Year 9 children in schools across the East Anglian region. In some Faculties, such as HUM, a system of peer feedback is being piloted in which students will be given opportunities to give peer feedback on coursework submissions.

The University embraces the concept of ‘internationalisation’ and provides opportunities for its students to develop their awareness of different cultures. We intend to enhance these opportunities by:

- Increasing opportunities for students to take advantage of a Semester Abroad.
- Increasing the range of courses which have a Year Abroad component.
- Ensuring that PAL mentors recruited in Schools reflect the international composition of the student body.

Our students are supported in a range of ways on their journey to becoming effective independent learners able to engage with their subjects at a deep level. This support includes:

- Student academic induction and transition programmes;
- Study and research skills-focused teaching within courses and modules;
- Our recently reviewed Advising System ensures that every student on a taught programme is enabled to monitor their progress and further their academic development through the provision of regular opportunities to reflect on feedback and engage in dialogue with staff, and similar opportunities are facilitated via the PGR supervision process, which is governed by its own Code of Practice;
- Research supervision (UG, PGT and PGR) on projects and dissertations;
- Dedicated study skills modules within degree programmes;
- Placements and internships;
- Mentoring opportunities, e.g. PAL;
- Peer learning and peer feedback (e.g. Enquiry Based Learning (EBL), Problem Based Learning (PBL));
- Fieldwork (e.g. Pathways to History in HIS). Student fieldwork, expeditions and exploratory trips, outside of formal programmes of study, is supported by the work of the Travel and Expeditions Committee;
- Public engagement activities;
- Engagement in employability/careers focused activities (e.g. UEA Skills Award);

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506 Doc 0284 Buddy Scheme Webpage
507 Doc 0285 Your School Induction New Student Website
508 Doc 0769 Advising Policy for Undergraduate and Taught Postgraduate Students from 201516
509 Doc 0783 LTC 150318 LTC14D154 LTC Review of the Advising System
510 Doc 0752 The Code of Practice for Research Degrees 201415
511 Doc 0770 Internships Webpage
512 Doc 0280 Peer Assisted Learning PAL Webpage
513 Doc 0693 Enquiry-Based Learning A Guide for Students
514 Doc 0287 MBBS Handbook
515 Doc 0288 Pathways to History Webpage
516 Doc 0559 Travel and Expeditions Committee Membership and Terms of Reference
517 Doc 0775 Community University Engagement Webpage
• PPD Programmes (for PGR students);\(^{518}\)
• The range of assessment types within degree programmes (e.g. reports, essays, portfolios, dissertations, theses, projects), and the use of formative assessment as a learning aid;\(^{519}\)
• Dedicated course and/or Module Blackboard sites. These provide a diverse array of independent learning exercises, digital resources and creative learning objects for students to engage with;
• Study skills focused events, workshops, and modules which sit alongside formal programmes of study. These are provided by Schools, by LET\(^{520}\) and by the Library.\(^{521}\)

202. The importance of our students being able to demonstrate analytical, critical and creative thinking is set out in the Graduate Attributes and Postgraduate Attributes in our Learning and Teaching Strategy 2014-19.\(^{522}\) For example, in the section on ‘Academic Excellence’, one of the graduate attributes is ‘The ability to critically engage with a wide range of information sources’. In the section on ‘Critical Thinking and Effective Communication’, students are expected to be able to demonstrate ‘A capacity for independent, conceptual and creative thinking’. The same section refers to ‘An ability to collect evidence and engage in synthesis and analysis’. Students are provided with many opportunities to develop their analytical, critical and creative thinking.

203. Projects and dissertations are a key part of the learning experience of students at UEA, and ensure that all students develop critical and analytical thinking skills whilst also developing the capacity for creative problem-solving, though their location within the course, duration, credit-weighting, length and timing may vary between Schools. Complex projects and dissertations allow considerable flexibility in terms of topic, aspects of project design, methodology and presentation. In the School of Computing Science, for example, students on the BSc Computing Science are required to complete a project-based 100 credit module in which students can engage with a wide range of creative research topics, such as building dynamic websites, creative computerised systems, object oriented programmes and database designs. All students can access additional support from LET provides to assist in the development of their critical thinking skills, creativity and analytical acuity. This support includes workshops, online resources, such as Blackboard based toolkits, and targeted Study Guide materials.

204. We live in a fast-changing world with hugely challenging global issues (e.g. poverty, famine, globalisation, social justice) which places greater emphasis than ever before on Universities equipping students to contend with issues associated with the development of a more ‘sustainable’ world. Consequently, the University as one of the founding group of HEIs in the HEA’s Green Academy\(^{523}\) has undertaken funded projects aimed at embedding issues of

\(^{518}\) Doc 0713 Personal and Professional Development PPD Webpage
\(^{519}\) Doc 0289 Senate Guidance on Assessment and Feedback
\(^{520}\) Doc 0251 Workshops to help you in your Studies Webpage
\(^{521}\) Doc 0291 Library Skills Workshops Webpage
\(^{522}\) Doc 0004 UEA Learning and Teaching Strategy 201419
\(^{523}\) Doc 0292 HEA Green Academy Webpage
sustainability into the student learning experience. LTC agreed to the creation of a new group called the Future Skills Initiative Group (FSIG) in 2013/14. Chaired by the Academic Director for Taught Programmes and comprising student and staff members, FSIG aims to ensure that sustainability becomes more deeply embedded in the educational experience of our students via the development of key skills and capacities. Our students are the next generation of senior managers, decision-makers, employers and agents of change in organisations of all kinds and the Future Skills Initiative will help to ensure that they are able to contribute in a positive way to practice and thinking around sustainability issues.

205. A Future Skills Blackboard site and a related Future Skills Handbook are currently in development. These will focus on staff and students and explain how education for sustainable development can most effectively become embedded in the practice of staff, in the design of programmes, and in the learning experience of students. This work is being aided by funding from the HEA’s Strategic Enhancement Programme.

10.6 Evaluative Benchmarking

206. In the UEA Student Experience Survey 2014 with non-final year undergraduate students, overall reported satisfaction with teaching at UEA appears very high. Three quarters of respondents stated that they were satisfied overall with teaching at UEA and over 80% agreed with each of the statements used in the National Student Survey. Of particular note, extremely positively, over 90% of respondents agreed that teaching staff are knowledgeable and enthusiastic about their subjects, and only 2% disagreed with this. Reported satisfaction with the overall UEA experience is high at 86%; just 3% of respondents reported being actively dissatisfied. In the UEA Student Experience Survey 2015, overall satisfaction was again very high at 85% with 89% of respondents indicating that they would be likely to recommend UEA to others. It is particularly encouraging as a reflection of the University’s commitment to highest quality teaching that 90% of respondents agreed that staff were enthusiastic about what they were teaching and that the course was intellectually stimulating.

207. In the National Student Survey 2014 with final year undergraduate students UEA continued a run of consistently high scores in recent years for the Teaching theme (2014 = 91%). UEA’s rank position remains well within the top sixth of institutions. In terms of individual questions on this theme Q1 Staff are good at explaining things is a clear and consistent strength for the institution with a consistently high score. UEA’s rank position remained very strong for Overall Satisfaction (tenth out of 203 institutions). In addition, HEFCE analysis of the data highlighted that in 2014 UEA had one of the highest institutional impacts on Overall Satisfaction; joint eighth out of all English HEIs and joint first out of English mainstream (i.e. non-specialist) institutions.

208. In the Postgraduate Taught Experience Survey 2014, UEA achieved a strong score of 85% for the theme of Teaching. This positioned UEA relatively inline with sector average (82%). The University achieved its two highest scores within this theme for the questions around

524 Doc 0597 Green Academy 2 Change Programme Case Study UEA Future Skills Initiative Item C.2 LTC 14 May 2014
525 Doc 0660 LTC 140319 LTC13D045 The Future Skills Initiative
526 Doc 0294 HEA Expression of Interest Strategic Enhancement
teaching staff. Questions 1a, Staff are good at explaining things, and 1b, Staff are enthusiastic about what they are teaching, both scored 91%. UEA’s lowest scoring question within this theme was 1f, There is sufficient contact time between staff and students to support effective learning, which scored 73%. UEA achieved a score of 87% for overall Satisfaction. This saw UEA positioned slightly ahead of the sector average.
11 B4 Enabling student development and achievement

Expectation: Higher Education providers have in place, monitor and evaluate arrangements and resources which enable students to develop their academic, personal and professional potential.

11.1 Strategic Approaches

The University’s Corporate Plan affirms our commitment to ‘promot[ing] the principles of fairness and equality and nurtur[ing] a collegial, socially inclusive environment designed to help both students and staff fulfil their potential’. The Plan emphasises the value of a supportive educational experience and provides a strategic reference to guide the provision and improvement of services.

The University’s Learning and Teaching Strategy (see Chapter B3 of our SED) aligns with the strategic vision detailed in the Corporate Plan and set out a number of strategic objectives alongside an implementation plan. The University’s quality assurance and enhancement procedures, when combined with the implementation plan, provide the framework in which the University can measure, review and improve services which facilitate and support student development and achievement.

The University’s committee structure is designed to enable designated academics to collaborate with senior staff from the professional service divisions (e.g. Dean of Students’ Office, LTS, and RED), staff from the Student Union and student representatives in order to involve all stakeholders in the enhancement of the learning and teaching experience. The LTC has strategic oversight of a number of other key committees (e.g. SEC, FLTQCs).

The University has maintained consistently outstanding results from the National Student Survey and has routinely featured in the top six in the Times Higher Education Student Experience Survey (number one in 2013). With oversight from the LTC, the SEC considers the provision of services, facilities and amenities for students and receives reports from the Student Affairs Group. Strategic investment to develop services enabling students development and achievement include the Enterprise Centre, Library, Careers Service, teaching space etc. and further examples of investment are given within the sections below.

Great significance is placed at committee level on responding to feedback from students such as the NSS, the internal Student Experience Survey, PTES, PRES, and quality review. Consequently, arrangements are reviewed annually (or biannually in case of the PRES) based on both student feedback and other available data and performance metrics (e.g. employability and graduate destinations) and explicit action plans are developed, which may be at a top level, or locally in Faculties and Schools.

527 Doc 0003 UEA Corporate Plan 201216
528 Doc 0004 UEA Learning and Teaching Strategy 201419, Appendix 2: Implementation Plan
529 Doc 0776 Quality Assurance and Enhancement Taught Programmes Guidance Document
530 Doc 0776 Quality Assurance and Enhancement Taught Programmes Guidance Document, pg 2 (diagram)
531 Doc 0561 Student Experience Committee Membership and Terms of Reference
11.2 Commitment to Equality and an Inclusive Learning Environment

214. The University of East Anglia is proud that its campus community is becoming increasingly diverse and is committed to ensuring that arrangements to support student development and achievement are inclusive and enable all students to realise their potential. We work with staff, students and organisations around Norwich and Norfolk, regionally and nationally to achieve our aim of being an inclusive place for study and work.

215. The University is committed to ensuring equality of access to learning resources and to removing barriers to student engagement with the learning opportunities available. To this end the University has developed comprehensive web-based information dedicated to issues of equality of opportunity. This includes detailed equality data relating to our staff, students and the 2014 REF.

216. The Equality and Diversity Office provides a focus for advising, monitoring and collating the work done across campus on equality and diversity issues. In November 2009 the University established a Single Equality Scheme and Action Plan with work in this area overseen by the Equality and Diversity Committee. This committee is chaired by the PVC (Academic) and supported by the Equality and Diversity Manager. The Equality and Diversity Committee has representation from Faculties, professional services, Trade Unions and the UUEAS. The committee advises the Council and the ET on the fulfilment of the University’s statutory obligations in respect of equality and diversity and recommends new policies, initiatives and action plans for approval. The University set itself a number of equality objectives in 2013/14, with clear measures of success.

217. The University has an online Equality and Diversity Training Module which is designed for the HE Sector and tailored specifically for the University. The module has been available for some time, but since February 2014 has been mandatory for all staff. Statistics, as at May 2015, indicate that 87% of all staff had completed the module and steps are underway to ensure that the remaining 367 staff complete the module so that a 100% completion rate can be reported to the Equality and Diversity Committee in November 2015. In addition to this online module, CSED offers a comprehensive range of complementary and supporting courses, examples from the 2014/15 training programme include equality and diversity awareness, understanding unconscious bias, disability awareness, cultural awareness, and support for students with disabilities and chronic illness, Athena Swan briefings and mental health first aid.

532 Doc 0295 COU 130311 COU12D055 Equality and Diversity Report
533 Doc 0668 Equality and Diversity Webpage
534 Doc 0296 Equality Information and REF2014 Webpage
535 Doc 0297 Single Equality Scheme
536 Doc 0298 Single Equality Action Plan
537 Doc 0299 Equality and Diversity Committee Membership
538 Doc 0300 Equality and Diversity Committee Standing Orders
539 Doc 0301 Equality Objectives Webpage
540 Doc 0302 EDC 150512 EDC14D0 Diversity in the Workplace E Learning Update
541 Doc 0303 Equality and Diversity Training Programme
The University has adopted a proactive approach to ensuring that its staff body is diverse, and that its commitment to embracing good practice in recruiting, retaining and promoting women is reflected in its engagement with the Athena SWAN Charter. The Schools of Environmental Sciences, Nursing Sciences, Rehabilitation Sciences (the latter two schools now combined as part of the School of Health Sciences) achieved their Athena SWAN Bronze Award in September 2014 following their submissions in April 2014, and a number of other schools submitted their Bronze or Silver award applications more recently in November 2014.542

The University is committed to widening participation (WP) in higher education and has established a Widening Participation Working Group543 chaired by the PVC (Academic), which maintains oversight over WP initiatives and the University’s OFFA Agreement.544 Dedicated web pages on Widening Participation include information on our community engagement activities which are frequently focused on raising aspirations and encouraging students from disadvantaged backgrounds to apply to UEA.545

One example of the increasing diversity of the UEA student body is the growth in the number of students declaring a disability from 7.6% in 2006/7 to 10.3% in 2011/12 (c.f. benchmark figure for all students in the Higher Education Sector in 2011/12: 8.6% (source: Equality Challenge Unit). Overall, UEA compares well with national average for disabled students published by the Equality Challenge Unit in its Statistical Reports. These students are well supported at UEA through the Dean of Students’ Office (2,400 one-to-one interactions in 2013/14) and the network of Disability Liaison Officers in each School. The University’s Equality Action Plan recognises the need for continuous improvement to physical and educational access to remove potential barriers to learning for existing and future students and the University is proactive in ensuring yearly reviews and development. The Dean of Students’ Office works with Schools and will provide bespoke equality and diversity training on request.

11.3 Supporting Student Transitions

Dialogue with students about how best they can access support throughout their study starts at the enquiry stage and consistent messages are delivered throughout the application stage (See Chapter B2 of our SED) and with current students.546 For students considering study at the University, a range of student-facing information is available (e.g. the prospectus, webpages, UCAS, the student charter, social media, KIS data) with additional information for current students (e.g. the student portal, Blackboard) which signposts students to the support the University offers. Potential students are encouraged to visit for face-to-face contact (e.g. open days, applicant days) and this contact is maintained with current students (e.g. via induction, meetings with Academic Advisers, contact time through course delivery and interaction with student support services).

542 Doc 0304 UEA Athena Swan Webpage
543 Doc 0305 Widening Participation Working Group Terms of Reference
544 Doc 0306 University of East Anglia Access Agreement 201314 Annexes B & C
545 Doc 0775 Community University Engagement Webpage
546 Doc 0307 UG Enquirers Communications Plan 2016 Entry
The paperless admissions process, detailed in Chapter B2 of our SED, identifies students with specific needs. Every applicant with a declared disability who receives an offer from the University is contacted by the Dean of Students’ Office Wellbeing team to advise them of the support available. This email also initiates the process of gathering evidence to support reasonable adjustments. Applicants with specific needs also receive an invitation to visit the University and meet with an Adviser if required. Once applicants have converted to ‘unconditional firm’, they are contacted again and individual appointments are arranged for those students for whom detailed preparations are required in advance of their arrival. To help with their transition, some students are able to arrive in advance of the main arrivals weekend by arrangement.

The University ensures that welcome and induction activities are available for all new students. Information is provided in advance via the centrally coordinated “new students” webpages and standard information is provided to each taught student (this includes checklists, registration information, an induction programme, a personal timetable on e:Vision, the Student Handbook, a School / Course Handbook, a welcome message from the Head of School). For students joining the University in 2014, a blog, Twitter feed and Facebook page enabled students to ask questions of staff and engage with each other prior to arrival. Arrangements are reviewed and enhanced annually and there was a review of communications for new students during the 2014/15 academic year led by the Head of Corporate Communications; the enhanced communication plans will be implemented for students starting in September 2015.

Induction programmes for new students are developed collaboratively by academics, School support staff, LTS and RED with the Dean of Students’ Office and the Student Union also playing a very active role. It was identified that there are some exemplar induction programmes and opportunities for sharing best practice and so during the academic year 2014/15; the Academic Director of Taught Programmes undertook a review of academic student induction, with the objective of developing some proposals for the Learning and Teaching Committee to consider at the June 2015 meeting. The focus will be on arrangements for 2016/17 onwards. However, additional guidance was circulated to staff in April 2015 to help inform planning for induction and transitions related activities for 2015/16. The guidance document outlines key principles that should be considered when Schools are designing induction and transition support together with some examples of good practice.

To supplement induction events organised by the Schools, the Dean of Students’ Office organises a range of general and specific induction events for new students, including workshops for students with disabilities, specific learning difficulties and mental health difficulties, and a full day’s introduction to HE for mature students just prior to the start of

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547 Doc 0308 Paperless Technical Documentation
548 Doc 0309 FMH Shared Programmes New Student Induction Day Timetable
549 Doc 0784 University Student Handbook for Taught Programmes
550 Doc 0785 Example of Course-School Handbook from Each Faculty
551 Doc 0310 Registration Events September 2014
552 Doc 0786 Start of Year September 2014
553 Doc 0141 Transitions Guidance Memorandum
year. There is also an extensive orientation programme for international students which is reviewed and further developed each year and a Language Support Buddy scheme to help new International students settle in to the University. Prior to the start of each academic year, the Accommodation Office sets up a Facebook page for each of the student residences so that new residents have the opportunity to ‘meet’ each other before they arrive.

226. The University recognises that induction is not just for new students and has arrangements in place for students transitioning throughout their study. Peer mentoring schemes are used to help link up new students with those that are more experienced. In the 2012/13 academic year, the University introduced a Peer Assisted Learning (PAL) mentoring scheme, as noted in Chapter B3 of our SED.\textsuperscript{554,555} The scheme was initially piloted across six Schools and is now well established in ten Schools, with some Schools running alternative schemes. In addition to the employability benefits discussed in a later section, evaluation of the scheme\textsuperscript{556} has found that there are a number of pastoral and educational benefits. The scheme helps students adjust to University life and promotes a supportive learning environment, helping to build confidence in both mentors and mentees. The Scheme links directly to Strategic Aims 3, 8 and 9 of the Learning and Teaching Strategy.\textsuperscript{557}

227. The University understands that students will sometimes, for a variety of reasons, require a break from study and this is addressed by the well-established intercalation and ‘return to study’ procedures which are designed to enable students who have been absent for health reasons to re-engage with the University, and have the appropriate support in place to help avoid any reoccurrence of their difficulties.\textsuperscript{558} Similarly, students whose circumstances may change are able to transfer to a different course of study using the course transfer process.\textsuperscript{559}

11.4 Student Development and Achievement through Course Delivery

The University has designed courses and modules to develop students’ skill sets primarily through material embedded in course delivery (See Chapters B1 and B3 of our SED).

229. The Academic Advising System is of great importance when ensuring students are supported at course level. Every undergraduate and postgraduate taught student is allocated an Academic Adviser from their School of Study when they register at the University who is responsible for being ‘ready to give advice and help [to their advisee] at a mutually agreeable time’. For postgraduate research students the advisory roles are carried out within the supervisory team and by the School Director of Postgraduate Research; this is described in detail in Chapter B11 of our SED. Each School also has a Senior Adviser and Disability Liaison Officer with specific job descriptions\textsuperscript{560} provided for the roles. New students meet with their Academic Adviser or supervisor as part of their induction programme and the Advising Policy identifies a minimum of three individual meetings to be

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\textsuperscript{554} Doc 0311 LTC 120627, Minute 79  
\textsuperscript{555} Doc 0576 LTC 120725, Minute 91  
\textsuperscript{556} Doc 0312 Peer Assisted Learning at UEA Report on Phase 2  
\textsuperscript{557} Doc 0004 UEA Learning and Teaching Strategy 201419  
\textsuperscript{558} Doc 0314 Return to Study Form Medical  
\textsuperscript{559} Doc 0317 Course Transfer Process  
\textsuperscript{560} Doc 0318 Advisory System Role Descriptions
available to the student each academic year with the meetings timed to coincide with key activities, such as start of year and module enrolment. An important aspect of the advising role is knowing when and how to appropriately refer students to other sources of support.

Following a scheduled review of the Advising System in 2014/15 by the PVC (Academic) on behalf of LTC, the recommendations were to create a revised web-friendly and easy to understand advising policy which clearly sets out the expectations for students, Academic Advisers and other role holders, (such as the Disability Liaison Officer); to develop compulsory online training for all new Academic Advisers, with the requirement to retrain every three years; to provide greater support for Academic Advisers and undertake an annual evaluation of the advising scheme. LTC approved the recommendations in March 2015 which will be implemented in the 2015/16 academic year.

To help the early identification of students who may need additional support, in the 2013/14 academic year the University reviewed procedures relating to attendance, engagement and academic progress to specify minimum levels of absence monitoring across all courses of study, the revised procedures sets guidance for academic colleagues to refer students to support services if it felt to be appropriate.

11.5 Student Support Services

The University’s key student support services are delivered through the Dean of Students’ Office. The professional services offered cover Wellbeing (Counselling, Mental Health and Disability), Information and Advice (student finance, International students, residential living and general advice and guidance), Learning and Enhancement (academic learning stills and study advice), the Accommodation Office and Residences and the Multi Faith Centre. The University actively encourages applicants and students to engage with the Dean of Students’ Office, promoting the support available via induction talks, the student portal and in regular bulletins timed to coincide with key events (e.g. the main examinations series) in the annual calendar.

There has been a significant growth in demand for the Dean of Students’ Office services since the last QAA review. This is evidenced in data collected on of number of substantive engagements with students recorded on the appointments system introduced in 2008/09. These latter rose from 7,711 in 2010/11 to 13,835 in 2013/14, an increase of 79% (the increase since 2008/09 is 159%). Over the same period, the number of individual students seen increased by 94% from 2481 to 4821 (38% of the student population). Meeting this demand has been challenging, but is being addressed by internal restructuring (including the incorporation of the Counselling Service within the Dean of Students Office’s Wellbeing Section) and increased resources, particularly in the areas of mental health, disability and learning enhancement.

The members of the Wellbeing Section support students who encounter difficulties as a result of a disability or emotional, mental, or physical health difficulty. Disability and mental

561 Doc 0783 LTC 150318 LTC14D154 LTC Review of the Advising System
562 Doc 0769 Advising Policy for Undergraduate and Taught Postgraduate Students from 201516
563 Doc 0766 Procedures relating to Attendance Engagement and Progress General Regulation 13 for Students on Taught Programmes
health provision includes the earliest possible assessment and implementation of reasonable adjustments. Subsequent provision of support for study includes: provision of specialist equipment, allocation of note takers, support from mentors, and examination concessions, as well as one-to-one support and guidance. Proactive workshops and group sessions are also offered to help improve the wellbeing of all students. Each of the specialist areas has seen an increase in demand between 2010/11 and 2013/14: disability appointments rose from 860 to 1111 (29%); mental health from 432 to 1213 (181%) and counselling sessions from 3961 to 4185 (6%).

The LET support course delivery by working with students at various stages of their transition and development in their academic study. In combination with the delivery of the course the work of the LET supports students in becoming independent and effective learners. The service includes specialist tuition for non-native English speakers and since 2014 the study support for students with specific learning difficulties. LET tutors provide guidance on study skills, academic writing, mathematics and statistics. To supplement workshops and individual appointments, the team has developed more sophisticated self-help resources (including QR codes, Prezi, YouTube, web) as well as paper materials which are available from the Learning and Teaching Hubs and the Dean of Students’ Office. This area of provision has seen a particularly significant increase in demand: the number of appointments (excluding those for students with SpLDs) has risen from 2229 in 2010/11 to 5436 in 2013/14, an increase of 144%, and the number of individual students seen from 640 to 2014 (215% up). In addition, the feedback received from students regarding both individual tutorials and group workshops is overwhelmingly positive. The LET reports annually to the LTC and wellbeing provision is reported to the Equality and Diversity committee for consideration and review.

The other particular area of growth is in the provision of advice and support for International students, which is up 209% from 460 appointments in 2010/11 to 1423 in 2013/14; the number of students seen rose 198% over the same period from 312 to 931. In addition to individual advice, there has been a steady growth in the opportunities provided for these students, including a wider range of trips and tours, a conversation club, UEA Friends (for social activities) and Language Buddies. These run throughout the year.

The Dean of Students’ Office recognise the importance of academic and institutional administrative staff (e.g. LTS, RED) being aware of services available to students to complement course level support and so have developed comprehensive web pages for staff and students which is complemented by the guide Responding to students in difficulty which offers practical advice, flow charts and guidance to help staff identify the most appropriate source of help for students. Trained Senior Residents (SRs) provide support to students in University accommodation help to maintain a positive living environment and offer ‘on the spot informed advice on a range of student concerns.

564 Doc 0787 Example programme of Workshops Offered by the Wellbeing Section
565 Doc 0319 LET Student Feedback
566 Doc 0788 LTC 150318 LTC14D153 Learning Enhancement Team Annual Report 201314
567 Doc 0320 Responding to Students in Difficulty Guidance
Independent advice and support for students on matters including academic appeals and complaints and off-campus housing advice is available from the Student Union Advice Centre. The Dean of Students’ Office and the Students’ Union work closely together each year on initiatives designed to raise campus-wide awareness and understanding and promote the support available for students in respect of important matters affecting the student experience such as mental wellbeing and sexual harassment and assault.

The Dean of Students chairs the regular Student Affairs Group (SAG)\(^\text{568}\) which brings together students and the key contributors to student support (including staff from Careers, Estates, administration, academic role holders, the Student Union). The members of this group meet fortnightly to discuss, and when possible resolve, matters affecting the student experience and share information. The Dean of Students also chairs a monthly Student Safety Group, which includes representatives from the Students’ Union, UEA Security, the Local Constabulary and Norwich City Council. Both groups report to the SEC.

**11.6 Career Management and Employability**

The University believes that developing the employability of students is central to the life-changing power of higher education. The University seeks to provide all students with the skills that will maximise their progress on their chosen career. The modular degree structure at UEA means that undergraduate and taught postgraduate students take self-contained modules, providing substantial choice. Each degree course incorporates compulsory modules, but students can also (with the exception of some PSRB-accredited courses in FMH) take optional modules outside the main subject area, which means that students can tailor their academic, personal and professional development throughout their studies to meet their own needs and priorities.

The University recognises that its Top 20 rankings in all the national university League Tables is not reflected in ‘graduate prospects’ statistics, which, currently place UEA at 48th position in the Complete University Guide 2015 with 68% of students in graduate level jobs or further HE study six months after graduating.\(^\text{569}\) The University aspires to be in the top sixth of universities on graduate prospects. This equates roughly to increasing to 75% graduate prospects on a year to year basis. The University is keen to address this as a strategic priority, reflected in the Corporate Plan and represented in Faculty level employability plans.\(^\text{570}\) The Careers Service recently finalised a service plan for the next three years.\(^\text{571}\) The University’s aim, (set out in the current Corporate Plan 2012-16), is to achieve year-on-year improvements through investment in facilities and dedicated administrative support, the engagement of senior staff from across the University, reaching out to employers in the region, and through an objective review of current approaches.

The University established an Employability Executive the purpose of which is defined in its terms of reference provided in our supporting documentation.\(^\text{572}\) The Employability Executive is chaired by the PVC (Academic), and has senior membership from across the

\(^{568}\) Doc 0789 Student Affairs Group Membership and Terms of Reference

\(^{569}\) Doc 0125 Complete University Guide 2015 Webpage

\(^{570}\) Doc 0790 Faculty Employability Plans HUM FMH SCI SSF

\(^{571}\) Doc 0613 UEA Careers Service Plan 201518

\(^{572}\) Doc 0113 Employability Executive Draft Terms of Reference
University, including students, the sabbatical officer of the UUEAS, the Heads of the Careers Service, the Head of RED and academics from each of the four Faculties, including the Associate Deans for Employability and the Academic Director for Taught Programmes.

The University has appointed Employability Directors in each School of Study, and has developed and approved new role descriptions for them. Careers services have been made much more visible and accessible by investing approximately £600,000 in a new Careers Centre (called CareerCentral) in a central location on campus, alongside a new online careers capability called MyCareerCentral, providing a significantly enhanced set of resources, information and development opportunities for students. By engaging with the online MyCareerCentral portal students can access a highly personalised body of information, resources and job-related events. Since opening in March 2014 the new service has seen a considerable increase in footfall (over 200% in its first few months) compared to previous years and by the end of the Autumn Semester 2014, some 38% of undergraduate students had logged in to MyCareerCentral.

The Careers Service works in partnership with School Employability Directors, Teaching Directors and other staff to strengthen support through the curriculum. This work includes involvement in: course review and module design and delivery, the Advising System, by providing resources for Academic Advisers to increase awareness of Careers Service and employability issues and through School-based activities such as student societies and internships.

The University’s 2014 annual Recruitment and Opportunities Fair built on the success of considerable improvements made in 2013 to provide a very wide range of employers and sectors and to include part-time and voluntary opportunities, employer presentations and alumni conversations. The event continues to be very well received by both students and employers and has attracted attendance from high profile organisations such as Coca Cola, Apple, MI5 and the Bank of England. The Careers Service offers a wide range of services to current students, alumni, employers and staff. Services and support provided to students include the promotion of job vacancies; a large programme of events (including discipline-specific careers fairs) and one-to-one careers guidance sessions. The Careers Service also provides internship programmes, an alumni mentoring scheme, enterprise programmes and a wealth of online resources such as an interview simulator, CV Builder and practice aptitude tests.

In addition, the University piloted a new UEA Skills Award in the Spring semester of 2015, which will be rolled-out across the University in 2015/16. This will provide a robust framework within which students can build up a portfolio of verifiable experiences, skills

573 Doc 0114 SSF Associate Dean Employability Role Description
574 Doc 0792 School Director of Employability Role Description
575 Doc 0793 MyCareerCentral Webpage
576 Doc 0794 Recruitment and Opportunities Fair 201415
577 Doc 0322 Teaching Jobs Fair Webpage
578 Doc 0323 Legal Careers Fair Webpage
579 Doc 0324 Careers Advice and Guidance Sessions Webpage
580 Doc 0726 LTC 141203 LTC14D065 UEA Skills Award Proposal Summary
and extracurricular activities that can be formally recognised in an award from the University. The evidence and range of activities that students include in their award experience (which will have ‘Bronze’, ‘Silver’ and ‘Gold levels’) will be unique to each student, thus ensuring that they are able to tailor the award to reflect their experiences and attributes and the requirements of graduate employers in their chosen field of employment. The University and UUEAS actively encourage students to develop skills and experience through part-time work and extracurricular activities. In addition to vacancies provided by external employers, the University also provides a wide range of part-time employment opportunities on campus through its ‘Student Helper’ and ‘Ambassador schemes’, whilst the University’s Peer Assisted Learning initiative (now well-established in ten Schools of Study), provides paid mentoring opportunities for over 150 undergraduate students, either as PAL Mentors (Second and Third Years) or PAL Officers (normally drawn from postgraduate student body). Post-graduation support includes UEA’s Graduate Intern Programme which facilitates part-time (and full-time) work for between four and twelve weeks.

11.7 Learning Resources

247. The University has placed strategic focus on ensuring that students experience a dynamic and stimulating learning environment. The Learning and Teaching Strategy commits to ‘a continued investment in physical infrastructure and teaching tools that support the provision of a high quality learning and teaching environment’. The importance the University places on the use of technology to enhance to student experience is emphasised by the introduction of a new academic role from September 2014, the Academic Director for Learning and Teaching Enhancement,581 who is tasked with driving developments and achievements in learning and teaching to enhance the student and staff experience. Much of this work is focussed on promoting and disseminating new techniques and learning technologies. The new Academic Director is a member of the Information Strategy and Services Committee582 and chairs the Information Services Directive Education Board583 and makes regular reports into the LTC.

248. To reflect the students’ need to develop the skills to make effective use of technology and to complement the material embedded at course level, the Library provides a range of learning resources, this includes a series of help sheets584 and videos called ‘bite sized guides’ which cover a range of subjects including library searches and navigating e-journals. Students are able to engage with the Library in person via a series of Information skills workshops585 (recent examples include a session of academic reference management software and how to do literature searches). The Library website includes resources on Learning Technology which includes comprehensive guidance on Blackboard, the Virtual Learning Environment, to support both staff and students. The Library is open 24 hours a day, 7 days per week throughout the year.

249. Reading lists have always been essential to effective management of library resources. A project is in progress which aims to provide a much higher proportion of core reading

581 Doc 0325 Academic Director of Learning and Teaching Enhancement Job Description
582 Doc 0326 ISSC Membership and Terms of Reference
583 Doc 0327 ISD Education Board Terms of Reference
584 Doc 0328 Library Search What You Need to Know Helpsheet
585 Doc 0781 Library Study Skills Training Workshops
material directly into the Blackboard Virtual Learning Environment using Talis Aspire\textsuperscript{586} \textsuperscript{587} with the aim of improving the student experience and promoting greater use of Blackboard. Talis Aspire is specifically designed to digitise reading lists and associated workflows and embed this within Blackboard. The system has already been integrated with University systems and implementation has commenced for the academic year 2015/16, with exemplar sites made available within each Faculty.

250. The physical space in the Library has also been enhanced in recent years, whilst most of the building is for silent study, there are now zones to allow students to work in collaborative settings where quiet conversation is encouraged. There are an increasing number of bookable study spaces, individual rooms for those not wanting to be disturbed (some with PCs) and group study rooms (or pods) for those wanting to work together, some pods have film viewing facilities. There are now sixteen pods of varying sizes throughout the building and these have proved very popular with students. In a new development for 2014/15, there are now two dedicated study rooms for Postgraduate students.

251. Management of teaching space and investment in refurbishment and enhancement of teaching space is considered at the University’s Space Management Group,\textsuperscript{588} chaired by the PVC (Academic). The University audits the quality of teaching space and targets resource where it is most needed. The new Julian Study Centre (opened September 2013) includes creative informal spaces to allow for ‘break-outs’ from formal teaching for collaborative learning. The University maintains a number of specialist teaching spaces (e.g. science laboratories, pharmacy dispensary, clinical skills laboratories, drama studio etc.) and the course approval process requires that as part of the business case, an assessment of the physical resources and specialist equipment required for the proposal is undertaken prior to approval. This ensures that the appropriate facilities are in place before a course is approved and able to admit students.

11.8 Evaluative Benchmarking

252. In the UEA Student Experience Survey 2014 with non-final year undergraduate students, there were generally very high levels of reported satisfaction with support services at UEA, with at least 80% of respondents being either quite satisfied or very satisfied with each of the services tested. Of particular note, the Careers Service, the second most used service, achieved 92% satisfaction with only 1% being ‘quite dissatisfied’. The Learning Enhancement Team, drop-in general advice from the Dean of Students’ Office, the International Students Advisory Team and Financial Advisers also received similarly extremely high ratings. This level of satisfaction was mirrored in 2015 UEA Student Experience Survey in which 91% of respondents reported satisfaction with the Dean of Students’ Office general advice service and there were satisfaction scores of at least 90% with other aspects of the Dean of Students’ Office’s provision. Small proportions of respondents were dissatisfied with the Accommodation Service, Counselling Service and the Specific Learning and Disabilities Team, albeit from extremely low bases. The outcome of the Postgraduate Taught Experience Survey 2014, in relation to Q13d I am aware of how to access support services (e.g. health, finance, careers, accommodation) suggests that we are

\textsuperscript{586} Doc 0329 Reading Online Overview of Service
\textsuperscript{587} Doc 0330 Reading Online Project Plan
\textsuperscript{588} Doc 0331 Space Management Group Terms of Reference
providing a high quality service to our postgraduates in this area. Levels of satisfaction are high at 88% and are in line with the top of the sector.
12 B5: Student Engagement in Quality Assurance Processes

Expectation: Higher education providers take deliberate steps to engage all students, individually and collectively, as partners in the assurance and enhancement of their educational experience.

As is made explicit in our Student Charter\(^{589}\) and emphasised in our Learning and Teaching Strategy, the University’s commitment to providing an exceptional student experience depends upon a ‘dynamic and effective partnership between its staff and students’. We believe passionately that enhancement is best facilitated when students have an opportunity to play an active role in the enhancement process. To this end, we have a Code of Practice on Student Representation and Staff Student Liaison Committees (SSLCS) which sets out how the student body can make its voice heard and input into quality assurance and enhancement at the level of the course and of the School.\(^{590}\) The University has conducted an LTC Review of this Code of Practice during 2014/15,\(^{591}\) resulting in a newly revised Code and accompanying guidance notes for students, administrative staff and academic staff for 2015/16.\(^{592}\)

Students are represented on a wide range of committees within the University, including School Staff Student Liaison Committees (SSLCs), Research Student Forums (RSFs),\(^{593}\)\(^{594}\) School Boards, FLTQCs, Faculty Graduate School Executives, Taught Programmes Policy Group (TPPG), PGR Executive, Student Affairs Group (SAG), the Student Experience Committee (SEC) University Learning and Teaching Committee (LTC), Senate and Council. Student representation was also agreed on the University Timetabling Group (UTG), and student academic officers are invited to attend the Space Management Group (SMG) in cases where agenda items/decisions are likely to concern the student experience. The two UUEAS Academic Officers also meet monthly with the PVC (Academic), the ADTP and the Director of LTS. The UUEAS officers are accompanied in the meetings by the UUEAS Director of Student Advocacy and all meetings are minuted. For 2014/15 the University agreed that at all University meetings of committees on which UUEAS sabbatical officers were members, they could be accompanied by a member of their professional support staff. In addition, guidance is provided to all students who serve on committees.\(^{595}\)

Students have been involved as partners in the implementation of the QAA Quality Code. A Mapping Group was established by the Head of LTS (Quality) for each chapter of the Quality Code and student membership of each group was sought with the assistance of UUEAS. Student representatives have also been invited to be actively involved in the preparations for Higher Education Review during 2013/14\(^{596}\) and 2014/15, in addition serving on Quality

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\(^{589}\) Doc 0047 UEA Student Charter
\(^{590}\) Doc 0768 Student Representation and Staff Student Liaison Code of Practice
\(^{591}\) Doc 0774 LTC 141022 LTC14D009 Code of Practice on Student Representation
\(^{592}\) Doc 0768 Student Representation and Staff Student Liaison Code of Practice
\(^{593}\) Doc 0030 PGR Executive 140226, Agenda Item A6
\(^{594}\) Doc 0598 PGR Executive 140212 Report on the Initial Review of Research Student Representation
\(^{595}\) Doc 0335 Guidance for Students Status of Faculty and School Committees
\(^{596}\) Doc 0336 LTC 041213 LTC13D006 Mapping Document for Chapter B5 Student Engagement
Code Chapter working groups, and attending Higher Education Review Briefing Workshops during 2014/15.\textsuperscript{597}

The University embraces the notion of working with its students in a mutually beneficial and dynamic ‘partnership’ and provides a range of mechanisms by which students can both contribute to ongoing enhancements in the student experience, and shape their learning experience. Student feedback forms a crucial element of the quality review processes referred to above and is facilitated via a number of additional processes.

\textbf{256.} At School Level:
- Staff Student Liaison Committees (SSLCs) – held on several occasions each year at course (SSLG) and School (SSLC) level.
- Student Evaluation of modules – students provide feedback on completion of modules.
- Student representation on Accreditation Panels and Course Review Events.
- PGR Forums
- Student representation on School Boards

\textbf{258.} At Faculty Level:
- Student representation on FLTQCs.

\textbf{259.} At University Level:
- Student representation on SEC,\textsuperscript{598} Equality and Diversity Committee, Timetabling Group,\textsuperscript{599} Taught Programmes Policy Group (TPPG),\textsuperscript{600} Postgraduate Research Executive (PGR Exec),\textsuperscript{601} University Learning and Teaching Committee (LTC),\textsuperscript{602} Employability Executive,\textsuperscript{603} Senate,\textsuperscript{604} University Council.\textsuperscript{605}
- Student representation on LTC Working Groups, for example the Assessment and Feedback Working Group (which includes the Head of Student Advocacy, the UUEAS UG Academic Officer, and the UUEAS PG Academic Officer).
- National surveys: National Student Survey (NSS), Postgraduate Student Survey (PTES), Postgraduate Research Survey (PRES).
- Internal quality surveys: Student Experience Survey (SES) is completed on an annual basis by our first and second year UG students.
- Student membership of various other University endorsed ‘working groups’ tasked with developing new policies/procedures in specific areas.
- The VC regularly meets with groups of students to enhance his understanding of the student experience across the institution.

\textsuperscript{597} Doc 0764 HER Quality Audit Preparation Briefing Sessions
\textsuperscript{598} Doc 0561 Student Experience Committee Membership and Terms of Reference
\textsuperscript{599} Doc 0719 Timetabling Group Terms of Reference
\textsuperscript{600} Doc 0204 TPPG Membership 201415
\textsuperscript{601} Doc 0709 PGR Executive Membership
\textsuperscript{602} Doc 0557 LTC 141022 LTC14D050 LTC Membership 201415
\textsuperscript{603} Doc 0113 Employability Executive Draft Terms of Reference
\textsuperscript{604} Doc 0062 Senate Membership
\textsuperscript{605} Doc 0057 COU 141013 COU14D010 Terms of Reference and Membership of the Council
• The UUEAS Student Forum meets quarterly to discuss strategic issues relating to the relationship between UUEAS and the University. These meetings are attended by the Registrar, PVC (Academic), Dean of Students, UUEAS Chief Executive and all Sabbatical Officers.

The UUEAS representatives are actively involved in setting the agenda of all meetings of SEC, through a formal agenda setting meeting with the Chair. UUEAS representatives are also able to request items be placed on agendas for all other University committees of which they are members. These mechanisms ensure that the student voice and student priorities properly inform the ongoing development of regulations, policies, codes of practice, and the enhancement of the student experience at all levels and in all areas of the University.

12.1.1 An Example of Student Engagement driven outcomes

The University has an excellent track-record of listening carefully to its students and responding to their concerns and their recommendations for change. One of the things the University introduced in the light of a successful UUEAS campaign in 2008/09 was anonymous submission of coursework. This ensures that, at the point of marking work, markers' judgments are objective, as well as those of moderators and external examiners. The University also introduced a 20 day turnaround period for return of coursework in response to student feedback. More recently, in December 2012, University LTC approved a policy of generic feedback on examinations for first and second year students, and in January 2015 set in place consistent expectations regarding the support provided to students who are referred to reassessment. Both of these issues were addressed in response to student feedback.

12.2 Quality Assurance Processes

All taught students are involved in assuring and enhancing the quality of our programmes via the LTC approved arrangements for Module Review and Annual Course Monitoring and Update. Module evaluation scores and feedback inform the process of Module Review and can also be undertaken following each module delivery to inform and enhance delivery in subsequent years. Module evaluation and Module Reviews (using LTSQAR1 forms) feed into the enhancement of courses via the Annual Course Monitoring and Update, (using LTSQAR2 and LTSQAR3 forms) and Course Review processes. Module Organisers can choose from a bank of evaluation questions in order to ensure that student feedback is best tailored to the kinds of modules being taken by students. The University

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606 Doc 0387 Exam Feedback Guiding Principles and Examples of Good Practice
607 Doc 0730 Support for students undertaking reassessment
608 Doc 0773 Module Review and Annual Course Monitoring and Update Procedure
609 Doc 0337 Quality Assurance and Evaluation Webpage
610 Doc 0763 Module Review Webpage
611 Doc 0760 LTSQAR1 Module Review Form
612 Doc 0773 Module Review and Annual Course Monitoring and Update Procedure
613 Doc 0759 LTSQAR2 Annual Course Monitoring and Update Form
614 Doc 0756 LTSQAR3 Annual Course Monitoring School Summary Form
615 Doc 0751 Course Review Webpage
616 Doc 0338 Staff Guidance on Student Evaluation of Modules
will be undertaking further work in the 2015/16 academic year to enhance the perceived utility and the impact of students’ module evaluations.

All Schools of Study are required to convene an Annual Review of Assessment and Moderation\textsuperscript{617} in order to identify enhancements which feed into a School Level (LTSQAR3)\textsuperscript{618} report and these inform discussions at FLTQCs. The FLTQCs, which have student representatives on them, receive and consider summaries from all Schools and report upwards to LTC confirming that Annual Module Monitoring and Course Update is complete. Faculty Associate Deans (LTQ) and School Directors (LTQ) disseminate good practice recommendations at the School and Faculty level. LTC may contribute to this dissemination process at University level in cases where best practice has a wider transferability across Faculties.

Postgraduate research students have the opportunity to feedback on their supervision, training and facilities via the annual review of progress and through evaluations of PPD training. They may also speak confidentially with senior academic staff responsible for PGR such as their School or Institute Director of Postgraduate Research, Faculty Associate Dean (PGR) and Academic Director of Research Degree Programmes, as well as with professional staff in the Postgraduate Research Service and Dean of Students’ Office.

Five Yearly Course Reviews\textsuperscript{619} also include student representatives on the review event ‘panel’, and the panel normally meets with current students and/or recent alumni in order to seek their views on the course(s) under review. Membership of Panels (including student members) is confirmed using the CR1 form,\textsuperscript{620} and the Outcomes of the Review Event are reported to FLTQCs using the CR2 form.\textsuperscript{621} In November each year each FLTQC formally reports to the LTC\textsuperscript{622} on course reviews undertaken in the previous year via the Faculty Course Review form (CR3 form\textsuperscript{623}). Course reviews of the ClinPsyD\textsuperscript{624} and EdD\textsuperscript{625} follow the same processes.

### 12.3 Other Mechanisms

We also work in partnership with students to ensure that there is strong student participation in institutional level surveys into the student experience. For six years now the University has run, via the Business Intelligence Unit (BIU),\textsuperscript{626} its own internal Student Experience Survey (SES)\textsuperscript{627} for first and second year students, the results of which are considered by Faculty LTQCs and the Student Experience Committee (SEC),\textsuperscript{628} University
LTC and Senate. The UUEAS also carries out its own analysis of the SES and produces a report which is considered annually by Student Experience Committee (SEC), and LTC. Student representatives are fully involved in the consideration of these student evaluations of our performance. Effective partnership has also ensured a strong level of student participation in the National Student Survey (NSS) over the past 7 years, and UEA has always performed very strongly in this national study of student satisfaction, consistently ranking in the top 6 mainstream HEIs. Detailed analysis of the NSS results are considered at School, Faculty and University level as a way of driving further enhancements. Changes made in response to the NSS data are explained clearly to students using a simple set of PowerPoint slides. The University also participates in the Postgraduate Taught Experience Survey (PTES) and the Postgraduate Research Experience Survey (PRES). The response rates to PRES 2015 (58%) and PTES 2015 (40%) were substantially improved on those for PRES 2013 (31%) and PTES 2014 (21%) due to active measures taken to encourage greater participation of students to improve our confidence in the results of the surveys.

12.4 Responding to Student Feedback

The University is committed to reflecting on the views of students as they emerge through our quality review processes. In many instances this has also led to developments in our procedures: it has become clear over the past two years of NSS results that the University underperforms in the area of ‘Assessment and Feedback’.

Senate has endorsed a University-level strategy and action plan for addressing this, which includes:

1) Programme review workshops – Greatly enhanced management data and data from NSS/SES has enabled Associate Deans for Learning and Teaching in each Faculty to work closely with course teams to identify areas for enhancement in assessment and feedback. For example, close collaborative working between staff and students has resulted in a detailed action plan to address areas of poor NSS performance on assessment/feedback in the School of Health Sciences.

2) Close monitoring of coursework turnaround times – Improved management data provided by the integrated Learning and Teaching Service has, over the past 18 months, enabled much closer monitoring of turnaround times at Faculty and University level. These are now being routinely reported to LTC via the Academic Director for Learning and Teaching Enhancement

3) Marking and moderation workshops – In a number of schools marking and moderation workshops have become an aspect of ongoing practice development. A series of dedicated University-wide workshops led by the Academic Director for Taught Programmes took place on 3 June and 8 June 2015.

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629 Doc 0721 LTC 140618 LTC13D100 Student Experience Committee  
630 Doc 0344 SEC 140212, Minute 11  
631 Doc 0742 LTS 121024 LTC12D005 UEA Student Experience Report  
632 Doc 0345 The National Student Survey Webpage  
633 Doc 0346 LTC 121024 LTC12D003 NSS 2012 Analysis  
634 Doc 0347 SEN 131106 SEN13D002 NSS 2013 Analysis Detailed Briefing Note UEA Overall  
635 Doc 0348 Changes Made in Response to the NSS 2012 Presentation  
636 Doc 0349 SEN 131106 SEN13D002 Report on Performance in the 2013 National Students Survey
4) Online marking/feedback – Following a couple of small scale pilots in 2012/13 and 2013/14, a much larger roll-out of the use of an e:Vision/SITS based system for online marking and feedback was initiated in spring 2015 which encompassed 116 modules and 3045 pieces of student work.

5) Exam Feedback – Generic feedback on Exams for first and second year students has been provided for the past two years. Examples of best practice are being disseminated via TPPG and University LTC. The University is now exploring with the student body how to extend the provision of individualised feedback on exams, including the return of copies of exam scripts. This was discussed at TPPG in April 2015 and considered by LTC in June 2015 with detailed proposals expected to be considered by LTC in October 2015.

6) Feedback Comments ‘Bank’ – Ongoing. Development was delayed following departure of a key academic staff member in 2013/14.

7) Benchmarking with other HEIs – This has resulted in the development of a new set of guidance for staff on assessment and feedback, titled Senate Guidance on Assessment and Feedback. The new Senate guidance, which is heavily informed by benchmarking examples and research within the higher education sector, was approved by University LTC in May 2015.

In November 2013 Senate reinforced the action plan above by endorsing a ‘direction of travel’ which included:

- Reducing the number of courses offered – thereby ensuring a more efficient and effective use of staff resource to enhance the student experience of assessment and feedback.

- Moving the University to a position where the majority of pieces of assessed work are formative and feed forward to a smaller number of summative assessments and reduces the number of exams.

- Introducing a more structured system of student induction – including induction focused on enhancing students’ preparation for assessment and ability to act on feedback.

- Improving the effective use of learning technology to enhance the delivery of learning and teaching.

An update on progress on the Senate-endorsed direction of travel was provided by the PVC (Academic) at a subsequent meeting of Senate in June 2014. An indicative outline of the content of the new Strategy, following the deliberations of a working group including student representation, was proposed to LTC in December 2013. A more developed draft was considered by University LTC in January 2014, and a final copy of the Strategy, with ten strategic goals, was approved by Senate at its November 2014 meeting.

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637 Doc 0351 SEN 131106 Minute 4 Confidential Document
638 Doc 0351 SEN 131106 Minute 4 Confidential Document
639 Doc 0593 SEN 140611
640 Doc 0725 LTC 131204 LTC13D003 Draft Outline of Learning and Teaching Strategy
641 Doc 0782 SEN 141105 SEN14D002 Learning and Teaching Strategy
The launch of the consultations relating to the development of the new UEA Plan 2016-2020 in September 2014 led to a Learning and Teaching Strategy Half Day in February 2015 which brought together all the senior academic managers with a learning and teaching brief together with student representatives and senior managers from the Students’ Union. Participants included Associate Deans for Learning and Teaching, School Directors of Teaching and Learning, The Academic Directors for Taught Programmes, Partnerships, Postgraduate Research Programmes and Learning and Teaching Enhancement and the PVC (Academic), as well as senior managers from the Dean of Students’ Office, LTS, RED and the Library to explore enhancements in academic induction, to consider challenges and opportunities to enhance teaching and learning in 2016-2020, and in also in the longer term, which produced some extremely useful foci for future enhancements in relation to a number of areas such as staff training, delivery and student support.

12.5 Feedback on Exams

Following an ongoing dialogue with the student body in which the provision of examination feedback was raised as a key priority for many students, LTC approved, in October 2012, the introduction of a University-wide initiative to provide feedback on exams following a successful pilot in 2011/12. This was subsequently endorsed by Senate at its November 2012 meeting, as an aspect of the strategy for meeting student satisfaction targets within the UEA Corporate Plan 2012-16. Some ‘Guiding Principles’ on the operation of exam feedback were approved by University LTC in December 2012. This required the provision of generic (e.g. cohort-level feedback) on all first and second year exams. The Guiding Principles also required that each School should seek feedback from students to determine whether there are aspects of the exam feedback process which might be enhanced in subsequent years. Examples of generic feedback on exams have been shared via TPPG as a way of identifying and disseminating good practice. TPPG considered the findings of the 2011/12 exam feedback pilot in its meeting of January 2013. Following this, LTC considered at its meeting in October 2013 a very detailed reflective report which summarised the experience of exam feedback across all four Faculties, incorporating the views of students, including examples of good practice, and lessons learned about how to enhance its value and to improve communication with students. Continuing discussions with students have revealed that there is a significant interest in individualised examination feedback. The provision of individualised examination feedback was a key element in the current UUEAS Undergraduate Education Officer’s manifesto. In the light of continuing student interest in this aspect of feedback the University has committed to engage in further review and a second major reflective report is planned for consideration by University LTC in October 2015.

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642 Doc 0733 Teaching Directors Learning and Teaching Strategy Day Agenda
643 Doc 0007 LTC 121024, Minute 7
644 Doc 0566 LTC 121205 LTC12D034 Report from Academic Director of Taught Programmes
646 Doc 0716 LTC 131023 LTC13D006 Reflections on Examination Feedback
12.6 Innovation in Engagement

The University is committed to trialing more innovative approaches to student engagement. For example, in the first semester of the 2014/15 academic year the PVC (Academic) hosted an ‘Open Forum’ event for students. While the open forum saw very low attendance, a subsequent ‘drop-in’ event located in the Union’s social space, with the PVC (Academic) and other senior members of staff, attracted a larger number of students.

From September 2014 senior members of University management (PVC (Academic), Director LTS, ADTP) have been meeting on a monthly basis with the UUEAS Head of Student Advocacy, and UUEAS Academic Officers for UG and PGT courses to ensure that student priorities and concerns are addressed on an ongoing basis, and to work in partnership to identify actions for further enhancement. Similarly at PGR level the PVC (Research and Enterprise), Academic Director of Research Programmes (ADRP), Head of PGR Service have been meeting monthly with the UUEAS PG Education Officer and UUEAS Research, Projects and Policy Coordinator. The University has been working in partnership with its students on some significant review activity in the current academic year; the review of student representation was undertaken as a joint UEA and UUEAS project and the Review of the Advising System was also undertaken in partnership with our students. Similarly, the recently approved Senate Guidance on Assessment is strongly informed by the assessment benchmarking recommendations from the National Union of Students at the suggestion of UUEAS.

12.7 Evaluative Benchmarking

In Autumn and Winter 2014, a series of Student Engagement focus groups were run with undergraduate and postgraduate taught students to learn about perceptions of student engagement at UEA. Spontaneous discussion covered current ways in which students can feed in to their course/modules. The most common mentions across both UG and PGT respondents were of module evaluation surveys and speaking directly to Academic Advisers and/or Module Organisers. However, these were described with different levels of perceived effectiveness across participants. In terms of the Postgraduate Taught Experience Survey 2014, 77% of UEA PGT students were satisfied with ‘Q3e I have appropriate opportunities to give feedback on my experience’. This is in line with the sector average though behind the leading institution (90%).

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647 Doc 0353 LTC 150624 LTC14D224 Student Representation Code of Practice
648 Doc 0783 LTC 150318 LTC14D154 LTC Review of the Advising System
649 Doc 0289 Senate Guidance on Assessment and Feedback
13 B6: Assessment of Students and Accreditation of Prior Learning

Expectation: Higher education providers operate equitable, valid and reliable processes of assessment, including for the recognition of prior learning, which enable every student to demonstrate the extent to which they have achieved the intended learning outcomes for the credit or qualification being sought.

275. The provision of high quality assessment and feedback is a critical aspect of a student’s university experience. At UEA, this aspect of our practice has been under significant review and improvement and consequently much of the policy, practice and guidance in this area is in the process of being revised and updated.

13.1 Assessment Design

276. Each course at UEA is approved using one of the Course Approval proformas provided on the webpages of the Learning and Teaching Service (LTS). There are three documents available for colleagues to utilise, depending on whether the course is a new course, or one where minor changes are being proposed. Detailed guidance is provided to assist academic staff and others in completing these forms, and ensuring that all necessary information and evidence is included. A key reference point in assessment design is the relevant Subject Benchmark Statement, which is used to ensure that all relevant learning outcomes are incorporated within the assessment design. It is at the course design stage that the University ensures, through its approval processes, that the assessment structure appropriately tests the learning outcomes of the course and assures itself that items of assessment are at the appropriate FHEQ Level.

277. In sections PS1-PS4 of the Guidance document, colleagues are provided with clear instructions and helpful guidance on how to articulate how assessments are linked to learning outcomes, how feedback to students will operate, and how progression within programmes will be facilitated. In section AC9 of the Guidance, academic staff are provided with helpful detail on how to seek input from external experts and external examiners on the course being proposed. This external feedback is highly valued and extremely useful in ensuring that programmes are ‘fit for purpose’ are well aligned with the needs of the respective sector or intended audience. An example of the kind of external feedback received can be seen in a recent Course Proposal Form relating to the MSc Advanced Operations and Logistics (considered by University LTC in October 2014).

278. In Part 3 of the Course Proposal Form, academics provide detailed information on the academic aspects of the programme being proposed. This includes, in Part 2 of the

650 Doc 0736 Full Course Proposal Form Taught Programmes
651 Doc 0739 Minor Changes Course Proposal Form Taught Programmes
652 Doc 0354 Procedure and Guidance for Proposing and Approving New Courses and Amendments Taught Programmes
653 Doc 0357 LTC 141022 LTC14D016 SSF LTQC Course Approvals, Agenda item A.11 (v) Divider P
Programme Specification, detail of how the course assessment strategy enables students to demonstrate the learning outcomes of the course.

In Section PS3.1 staff indicate how progression will be facilitated between different Stages (levels) of Study, and in Section PS3.2 are required to articulate how the Feedback Cycle operates within the programme concerned – i.e. how often is feedback provided, in what format and with what purpose, and how feed-forwards operates to ensure that formative assessment is used effectively to enhance completion of summative coursework. In the following section (Section PS4) clear information is provided on the number, level, format and duration of exams at each Stage of Study, and across the course as a whole. This ensures that all stakeholders, including students, employers, professional bodies, staff and parents/guardians of students have clear, definitive information on how assessment is utilised to allow opportunities for students to demonstrate achievement of course learning outcomes on all courses. For an example of how academic staff utilise the Course Proposal Form to articulate the way in which assessments are mapped to learning outcomes, see the Course Proposal for a suite of new BEng and MEng courses and related pathways.654

Staff are required to provide in Section S3 of the Course Proposal Form specific information regarding any professional body oversight of the award, and in Section S7 are required to indicate the relevant external QAA subject benchmarks that have directly influenced the design of the course in question. In Section BC5.2(c) staff provide information on the outcomes of consultations with existing students in the School(s) concerned. Programme Specifications, updated annually, are published on the web pages of the Learning and Teaching Service to maximise accessibility and transparency.655 The University has also approved the introduction of a standardised Module Outline Template, to be rolled out in 2015/16, which captures and conveys to all stakeholders a more consistent level of information about assessment and how these are mapped to learning outcomes at all levels (Levels 3, 4, 5, 6 and 7) on taught programmes.656

Section 9 of the Module Outline maps learning outcomes to assessment explicitly, whilst Section 10 conveys which graduate attributes students will be able to demonstrate via their engagement with the module in question. Assessment design is therefore at the heart of the course and module design process, with robust and transparent linkage to intended learning outcomes.

13.2 Assuring and Enhancing the Quality of Assessment

The Annual School Review of Assessment and Moderation657 provides a structured framework for Schools of Study to review, on an annual basis, formative and summative assessment strategies, sharing of best practice for feedback and feedforward and the School’s approach to moderation. This review is a critical element of our Annual Course Monitoring and Update658 process. The School Review of Assessment and Moderation and Annual Course Monitoring and Update inform assessment design and strategy at module
and course level. In addition to the annual operational updating of the assessments in each module, a formal risk-based quality review of modules is undertaken. Each module must be formally reviewed at least once every five years under this procedure. Assessment strategy at the course level is also formally reviewed under our periodic Five Yearly Course Review process.659 660 661 662 663 664 665 666

283. The University established an Internal Moderation and Double Marking Working Group667 in 2013, which was charged with developing an approach to moderation that would be both rigorous and transparent to all stakeholders. Following a draft set of proposals considered by both TPPG and LTC668 a finalised policy that simplified the number of allowable approaches to moderation and provided a clear definition of double marking was approved by LTC.669

284. External Examiners also have a key role to play in ensuring the rigour and consistency of academic standards and that there is equity in assessing student performance against these standards. The Code of Practice for the External Examining System of Awards (Taught Programmes)670 outlines the role of External Examiners in ensuring fair and equitable assessment processes. Internal and external members of Exam Boards are required to sign off all academic decisions.671

285. The University has established processes and procedures for maintaining the security of examinations. General Regulation 17672 outlines students’ responsibilities for conduct in examinations, including how disciplinary issues are dealt with. The University has operated, for many years, a system of anonymous marking of examination scripts, such that they are identified only by student registration number. This policy was extended, in September 2008, to cover all summative assessment for undergraduate and postgraduate taught students.673

286. The arrangements for examination invigilators are reviewed annually to inform the LTS Assessments and Quality Office’s (AQO) retention and recruitment strategies. Continuing and new invigilators receive annual training674 and are provided with a comprehensive

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659 Doc 0358 Course Review Schedule FMH UG
660 Doc 0359 Course Review Schedule FMH PGT
661 Doc 0360 Course Review Schedule HUM UG
662 Doc 0361 Course Review Schedule HUM PGT
663 Doc 0362 Course Review Schedule SCI UG
664 Doc 0363 Course Review Schedule SCI PGT
665 Doc 0364 Course Review Schedule SSF UG
666 Doc 0365 Course Review Schedule SSF PGT
667 Doc 0748 LTC 120712 LTC1D107 Policy on Internal Moderation and Double Marking
668 Doc 0366 LTC 130320 LTC12D098 Proposals Relating to Moderation and Double Marking in the NAM
669 Doc 0367 LTC 130515 LTC12D120 UEA Policy on Moderation and Double Marking
670 Doc 0555 Code of Practice for the External Examiner System of Awards Taught Programmes
671 Doc 0755 Confirmation of Degree Classification Signature Sheet Template
672 Doc 0368 General Regulations for Students - Regulation 17 University Assessments
673 Doc 0706 Anonymisation of Coursework Projects Reports and Dissertations
674 Doc 0369 Invigilation and Stewarding Training Day Presentation 2014

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Invigilation Guide which outlines changes in policy or process and reinforces any points from the experience of the previous examination series.

### 13.3 Information about Assessment

The University’s regulations relating to Boards of Examiners, including membership, powers and structure of the Boards, are outlined in the BIM, CMF, IM and CCS award regulations, which are available on the University’s web pages for all staff and students. In addition, information about assessment types, weighting and timings are provided to students through module outlines and are available online through each student’s e:Vision pages. Course level information, detailing the credit requirements, progression requirements and classification scales are also available online for staff and students to view.

The University’s How We Ensure Your Marks are Accurate and Fair document is a guidance document for students that describes the strategies employed to ensure that students are judged equitably against the academic standard to each award. The document draws on the University’s policies and procedures in respect of Marking, Anonymous Submission, Internal Moderation and External Examining. The University’s assessment policies and award regulations are clearly outlined in the documents provided and are available to staff and students via the LTS website. Information relating to modules and programmes and including assessment information is provided to students via the LTS website. In May 2015, LTC approved revised Senate Guidance on Assessment which brings together regulatory summaries, links and operational guidance in a single document.

The University has a clear policy on plagiarism and collusion and publishes Guidance and Flowcharts for students and staff. The guidance is intended to aid students’ understanding of the nature and characteristic qualities of good academic practice and how to avoid plagiarism and collusion.

The University provides guidance to students on applying for individual reasonable adjustments. In addition, the University introduced a new Extenuating Circumstances regulation and corresponding guidance in 2013/14 to promote fair and consistent treatment of students reporting extenuating circumstances and to provide an opportunity for students to self-certify for an extension once per semester. Following the experience of the first year, the regulation was reviewed and a number of revisions made to provide

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675 Doc 0370 Invigilation Guide  
676 Doc 0371 Course Regulations and Awards Webpage  
677 Doc 0753 How we Ensure your Marks are Accurate and Fair Webpage  
678 Doc 0372 LTS Website Assessments Webpage  
679 Doc 0373 ENV School Handbook, page 9 example of a module outline  
680 Doc 0392 Programme Specifications and External Examiner Reports Webpage  
681 Doc 0289 Senate Guidance on Assessment and Feedback  
682 Doc 0588 University Policy on Plagiarism and Collusion  
683 Doc 0570 Plagiarism and Collusion Policy Guidance for Students and Staff  
684 Doc 0374 Plagiarism Process Flowchart  
685 Doc 0588 University Policy on Plagiarism and Collusion  
686 Doc 0375 Guidance for Applying for Concession for Individual Arrangements  
687 Doc 0376 Extenuating Circumstances Regulations Taught Programmes 2013/14  
688 Doc 0377 Extenuating Circumstances Guidance for Students and Staff 2013/14
clarity to students about the length and frequency of the self-certification extension. The new regulation\textsuperscript{689} and guidance\textsuperscript{690} was introduced for the 2014/15 academic year. LTC has established a working group to review the experience in 2014/15 and make recommendations if necessary, for the future operation of self-certification and for the regulations that provide for its use by students.

291. The criteria for assessment of research degrees are set out in the individual Instructions for Examiners for research degrees, which examiners receive upon appointment and are available to staff and students on the PGR Service web pages. The Instructions are supplemented by the Regulations, Code of Practice for Research Degrees and the Code of Practice for the External Examiner system. There are separate Instructions and additional guidelines for EdD assessment.\textsuperscript{691}

### 13.4 Enhancing the Submission Process

292. The University reported on developments around the e-Submission of coursework in our 2012 Mid-Cycle Review submission\textsuperscript{692} at which time the development of electronic submission was at the pilot stage.\textsuperscript{693} During the 2011/12 academic year, the electronic submission of coursework became standard. Electronic submission enables students to submit their work on the student portal and now accounts for 77% of total standard coursework submission. Some assessment items continue via paper submission if they are unsuitable for electronic submission for example, if they contain scientific formulae or have formatting needs such as posters and portfolios.

293. Development of an electronic approach to marking and moderation is ongoing. Support and training, including a package of online resources, is available to markers and moderators wishing to trial e-marking, from the Learning Technology team.

294. The first e-marking pilot took place during the 2012/13 academic year. The evaluation\textsuperscript{694} from the initial pilot indicated that there was a desire for e-marking but that the process needed improvement. There followed a further pilot during 2013/14 involving 806 students and following evaluation,\textsuperscript{695} more development work was undertaken to improve the usability of the system. The enhanced system was made available to all Module Organisers during the 2014/15 academic year, with an uptake level of 116 assessment items (~5% of total) involving 3045 students.

295. There is currently a project\textsuperscript{696} underway to enhance the e-marking experience further by moving the environment to Blackboard for the 2015/16 academic year. Students whose work has been electronically marked are currently able to view their feedback via the

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\textsuperscript{689} Doc 0378 Extenuating Circumstances Regulations Taught Programmes 201415  
\textsuperscript{690} Doc 0379 Extenuating Circumstances Guidance for Students and Staff 201415  
\textsuperscript{691} Doc 0380 EdD Instructions to Examiners  
\textsuperscript{692} Doc 0381 LTC 120725 LTC11D119 Quality Assurance Agency 1pp. 1-2  
\textsuperscript{693} Doc 0382 2012 QAA Mid-Cycle Review, 111 & 112  
\textsuperscript{694} Doc 0383 Electronic Marking Project Summary 130228  
\textsuperscript{695} Doc 0384 Evaluation and Reports Online Marking Pilot  
\textsuperscript{696} Doc 0385 Assessment and Feedback Project Milestone Plan
student portal in e:Vision. Blackboard offers potential improvements in the ease of use and a wider range of tools to help markers enhance the feedback experience. Blackboard is already used for marking formative coursework and has familiarity for both staff and students being used as our virtual learning environment. It is expected that uptake will continue to grow as the system is further enhanced and the benefits are better understood by both students and staff. This incremental approach to change has allowed the University to develop electronic approaches alongside established practice, minimising the risk to quality, whilst creating an environment that supports innovation.

13.5 Enhancing the Feedback Loop

The University commits to providing timely coursework feedback to students within a 20-day turnaround period⁶⁹⁷ and ensures that members of staff are well briefed on the requirements of this policy.⁶⁹⁸ The Learning and Teaching Hubs carefully track the progress of coursework through each stage of the process and provide management information to academic colleagues (for example Teaching Directors and Associate Deans) at regular points throughout the semester.⁶⁹⁹ This provides an opportunity for action to be taken at a local level to improve marking times, where necessary. The University is aware that whilst overall we deliver an excellent student experience, as evidenced by NSS scores, there is scope for improvement in the category of assessment and feedback. The UEA’s NSS score in the category of ‘Assessment and Feedback’ may be, in part, due to the existence of some variability in meeting our published commitments on turnaround times for summative coursework (NSS 2014: UEA ranked 146th out of 203 institutions for ‘promptness of feedback’).

The Learning and Teaching Hubs have recently appointed new Front Desk Supervisors with a focus on effective management of coursework submissions. It is intended that Supervisors’ will take a very proactive approach in ensuring that deadlines are met. The supervisors manage the volume of coursework through the Hubs, ensure the provision of accurate management information to Schools and liaise with academic colleagues regarding impending return deadlines. Front Desk Supervisors also ensure that there is clear communication with students where coursework feedback will be later than intended. Academic staff have the opportunity to engage in regular training and development workshops regarding assessment and feedback details of which with attendance levels are provided in our supporting documentation.⁷⁰⁰

A number of proposals have been developed through a dialogue between the University and the Union of UEA Students to help direct improvements in assessment and feedback in Schools of Study. Working close in partnership with the Academic Officers and other staff in the Union of UEA Students, the University has developed a set of agreed ‘Principles on Assessment and Feedback’. These were approved, subject to minor amendments, by University LTC at its meeting in March 2015⁷⁰¹ and finalised in May 2015.⁷⁰²

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⁶⁹⁷ Doc 0393 Guidance for Students on Procedures for Coursework Submission and Return
⁶⁹⁸ Doc 0394 New Coursework Submission and Return Process
⁶⁹⁹ Doc 0386 EFry Semester 2 Coursework Tracking Sheet and Turnaround Analysis School Comparisons
⁷⁰⁰ Doc 0391 Assessment and Feedback Attendee Report 201315
⁷⁰¹ Doc 0389 LTC 150310 LTC14D158 Proposed Principles for Assessment
Following the approval of a new Learning and Teaching Strategy for Taught Programmes 2014-19 at LTC in January 2014, the University’s Academic Director for Taught Programmes (ADTP) initiated the development of a set of institutional guidelines relating to assessment and feedback practices. The aim of this initiative was to bring together into a single reference point for staff helpful and constructive guidance on the University’s agreed policies relating to assessment and feedback, and examples of good practice they can draw upon to inform their practice.

Working closely with senior managers in the University’s Learning and Teaching Service, with Faculty LTQCs and with TPPG, the ADTP was able to bring forward a draft of the ‘Senate Guidance on Assessment and Feedback’ for discussion at TPPG in June 2014. Following feedback from FLTQCs and TPPG members, a revised draft came to TPPG in November 2014. In order to ensure full consultation during the iterative process the revised copy of the Guidance was referred back to FLTQCs for further discussion and feedback in January/February 2015. This resulted in a revised draft of the Guidance which was discussed at TPPG in April 2015. The final version of the Senate Guidance on Assessment and Feedback was approved by University LTC at its meeting in May 2015 and at Senate in June 2015. The finalised guidance document will be a key driver for enhanced practice around assessment and feedback in support of support student learning and a positive student experience.

A policy relating to the provision of exam feedback was approved by LTC in October 2012 and introduced a set of principles to drive the implementation of generic examination feedback to students, effective from the May-June 2013 examination series. In May 2015, LTC considered a paper proposing individualised examination feedback; a proposal that will be subject to further consideration.

13.6 Accreditation of Prior Learning

The University recently refreshed its APL processes, considering both applications for APEL (Accreditation for Experiential Learning) and APCL (Accreditation for Certificated Learning). The main objective of the informal review was to smooth the flow of information between all parties (applicant, School, ARM and LTS) and ensure that all parties understand their responsibilities. The APL processes are summarised in flowcharts, one for APCL and one for APEL, which clarify ARM and LTS responsibilities and should be read in conjunction with the APL policy. In respect of research students, APL occurs infrequently where

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702 Doc 0390 LTC 150513 LTC14D194 Principles for Assessment and Feedback  
703 Doc 0137 LTC 140123 LTC13D024 Draft Learning and Teaching Strategy  
704 Doc 0550 TPPG 140604 Document H Senate Guidance on Assessment and Feedback Doc H  
705 Doc 0533 TPPG 141119 Document G Senate Guidance on Assessment and Feedback Doc G  
706 Doc 0289 Senate Guidance on Assessment and Feedback  
707 Doc 0791 LTC 150513 LTC14D188 Senate Guidance on Assessment and Feedback  
708 Doc 0387 Exam Feedback Guiding Principles and Examples of Good Practice  
709 Doc 0388 LTC 150513 LTC14D186 Individualised Feedback and Return of Scripts  
710 Doc 0395 Applying for Accreditation of Prior Learning APL  
711 Doc 0396 Accreditation of Prior Experiential Learning APEL  
712 Doc 0397 APL and APEL Policy
students are transferring between institutions, between degree programmes at the University or are being considering for readmission subsequent to earlier withdrawal from the University. Each case is considered individually. More details regarding the operational process are provided in our supporting documentation.

13.7 Evaluative Benchmarking

In the National Student Survey 2014 with final year undergraduate students, Assessment and Feedback can be seen to be UEA’s consistent weakness not just in terms of score but also relative to the performance of other institutions. This has consistently been the area of UEA provision that engenders the lowest reported student satisfaction and remained so in 2014 with no change in score compared to 2013. The relatively static nature of UEA’s score for this theme has seen it increasingly overtaken by other institutions’ improved responses.

In the Postgraduate Taught Experience Survey 2014 with final year postgraduate students, UEA is positioned slightly ahead of the sector average for Assessment, at 74%. UEA’s highest scoring question in this theme is ‘Q5d, Feedback on my work has been useful’, where the institution scored 80%. The lowest scoring question for this theme was ‘Q5c, Feedback on my work has been prompt’, at 64%. This score is very much in line the sector average, but is almost 20 percentage points behind the leading institution.

In the UEA Student Experience Survey 2014 with non-final year undergraduate students, reported student satisfaction with assessment and feedback was low, with under half of respondents being satisfied overall (47%). This is also the area which revealed the most active dissatisfaction across the areas of student experience tested, with sizeable minorities disagreeing with many of the statements. Having said this it is notable that reported levels of satisfaction with each statement on assessment and feedback had improved significantly on the 2013 results. Looking at the individual statements tested, of particular note, 52% agreed and 25% disagreed that feedback on their work had been prompt. In contrast, 76% of respondents agreed that assessment arrangements and marking are fair, and only 7% disagreed with this. In the UEA Student Experience Survey 2015 the level of overall satisfaction in the area of assessment and feedback remained static indicating that work remains to be done and confirming that the University’s plans to improve feedback as detailed above are both appropriate and timely. The most recent survey indicates a slight uplift (58%) in the numbers of students who regard their work as being returned promptly while the perception around the fairness of marking has remained unchanged from the previous year. Students’ understanding of how their work will be returned has improved with 86% (80% in 2014) of respondents confirming that they have a good understanding of how to expect their work to be returned. Similarly, the have been slight improvements in the clarity of the coursework submission process (89% from 84% in 2014); the perceived knowledeability of the Hub staff (a 5% increase to 79%); and in students understanding of when to expect to be returned. The University is continuing to work on the student experience of assessment and feedback as a key priority for improvement and enhancement as detailed above. For those Schools where prompt return of feedback has proved to be a

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713 Doc 0398 Postgraduate Research Service Process and Administrative Guidance on Concessions
714 Doc 0397 APL and APEL Policy
more significant challenge, detailed action plans are being put in place in time for the 2015/16 academic year and will be reported to LTC in October 2015.
14 Chapter B7: External Examining

Expectation: Higher education providers make scrupulous use of external examiners

The University operates an established system of external examining for taught programmes overseen by the Learning and Teaching Service (LTS). The Code of Practice\(^\text{715}\) was approved by the Senate of UEA in June 1993\(^\text{716}\) and has since undergone a number of revisions, as University quality assurance and enhancement procedures have developed. The most recent suite of revisions was approved by the Learning and Teaching Committee of Senate in October 2014.\(^\text{717}\)

Following publication by the QAA of Chapter B7 of Quality Code in October 2011 and in line with the LTC Review Schedule,\(^\text{718}\) a working group was established to map the University’s existing procedures and processes against the requirements of the Code, assess our level of compliance and identify any areas where further work was required. The working group produced a mapping document and action plan\(^\text{719}\) and identified a Chapter Champion responsible for coordinating the implementation of the group’s recommendations. The group reported to LTC in June 2013\(^\text{720}\) that the University was broadly compliant with the Quality Code Expectation regarding External Examining; making scrupulous use of our external examiners. In addition, the Group recommended a number of enhancements to practice, which have now been fully implemented.

14.1 Appointments

The University has a well-developed process for the approval of External Examiner appointments, which is outlined in the University’s Code of Practice.\(^\text{721}\) Appointments were approved centrally by the Learning, Teaching and Quality Directorate, until 2009, when it was recommended that responsibility for approval be devolved to Schools of Study and Faculties. This was approved by Senate in June 2009.\(^\text{722}\)\(^\text{723}\) Appointment letters are issued by LTS on behalf of the University.

Schools of Study are responsible for ensuring that the number of examiners appointed and their subject expertise is sufficient to cover the volume and range of the courses being examined.\(^\text{724}\) The revised Code of Practice outlines that, in considering approval of External

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\(^{715}\) Doc 0555 Code of Practice for the External Examiner System of Awards Taught Programmes
\(^{716}\) Doc 0507 Senate 930609
\(^{717}\) Doc 0399 LTC 141022 LTC14D017 Amendments to the Code of Practice for the External Examiner System of Awards
\(^{718}\) Doc 0757 Learning and Teaching Review Schedule 2.4
\(^{719}\) Doc 0400 Chapter B7 External Examining Mapping Document
\(^{720}\) Doc 0401 LTC130626 LTC12D157 Implementation of QAA Chapter 7 External Examining
\(^{721}\) Doc 0555 Code of Practice for the External Examiner System of Awards Taught Programmes, Section 2 and Appendix 2
\(^{722}\) Doc 0427 SEN 090617 Minute 14 12
\(^{723}\) Doc 0402 LTC90527 Minute 94
\(^{724}\) Doc 0555 Code of Practice for the External Examiner System of Awards Taught Programmes 2.8
Examiner appointments, School and Faculty staff will consider the University’s person specification for the post and the guidance on identifying and resolving potential conflicts of interest. In addition, a number of amendments to the appointment documentation have been introduced which require University staff and appointees to confirm that appropriate checks to ensure probity, suitability and independence have been carried out. The External Examiners’ appointment letter lists the conditions of appointment of which Examiners need to be aware before accepting an offer, and the consequences of failure to fulfil the requirements of the post or an unresolved conflict of interest. The expectation is that any potential issues will be resolved within Schools of Study prior to a formal offer. To facilitate this, amendments were made to the recommendation form which now requires the Chair of the Board of Examiners and the Faculty Associate Dean to refer to the Code of Practice before confirming that the appointment meets all relevant requirements. As a further measure, an Acceptance Form was introduced in October 2014 which Examiners are required to sign to confirm that, in addition to accepting the appointment, to the best of their knowledge, their appointment would not result in a conflict of interest. This provides a final opportunity to resolve any issues prior to the External Examiner accepting the offer and an example of how this has proved successful during the 2014/15 appointment process is provided.

In order to ensure that appointments are made in a timely manner, a deadline for submitting approved appointments to the LTS Assessments and Quality Office is published in the UG and PGT Taught Schedule. Appointments are reported annually to LTC by a published deadline.

14.2 Information for External Examiners

The University provides External Examiners with sufficient information to enable them to effectively discharge their duties by providing links to standard information, for example the Code of Practice, Award Regulations and Programme Specifications, in their letters of appointment. Following appointment, specific information relating to the modules, courses, assessment strategies, moderation arrangements and sampling in the particular Schools with which External Examiners are working is provided. A sample of a completed letter is provided.

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725 Doc 0555 Code of Practice for the External Examiner System of Awards Taught Programmes 2.9 and 2.10
726 Doc 0412 External Examiner Appointment Letter UG 201415
727 Doc 0403 External Examiner Appointment Letter PGT 201415
728 Doc 0404 Recommendations for the Appointment of the Boards of Examiners
729 Doc 0405 Acceptance of Post as External Examiner for UEA
730 Doc 0406 Email Exchange Regarding MED External Examiner
731 Doc 0407 UG and PGT Taught Schedule 201415
732 Doc 0408 LTC 141203 LTC14D087 Report on External Examiner Appointments 201415
733 Doc 0409 LTC 141022 LTC14D051 LTC Deadlines for Receipt of Reports
734 Doc 0195 Regulations for Bachelors and Integrated Masters Awards 2014
735 Doc 0392 Programme Specifications and External Examiner Reports Webpage
736 Doc 0410 External Examiner School Letter Template
737 Doc 0411 External Examiner School Welcome Letter Example
Following the introduction of the new BIM regulations in 2013/14, an electronic information sheet was provided to External Examiners outlining the regulatory changes. This was updated for 2014/15 to ensure the currency of the information to External Examiners.

The approach to external moderation sampling is a matter for individual Schools. The minimum institutional requirements are set out in the Code of Practice, together with confirmation that External Examiners have the right to request additional work or the entire work of a cohort.

### 14.3 Endorsement of Academic Decisions

The University’s processes for ensuring that External Examiners endorse the assessment outcomes they are overseeing are well embedded. The Code of Practice requires External Examiners to be present where a final award is recommended and the University has established procedures for ensuring that Internal and External Examiners endorse the academic decisions of the Board of Examiners, using the templates provided. It is the responsibility of the Secretary to the Board of Examiners to ensure that academic decisions are signed off by all members of the Board. Signature sheets are checked against the lists of examiners by LTS staff and retained in the LTS archive.

### 14.4 External Examining Reporting

The Code of Practice requires all External Examiners to submit a report annually using the template provided, which outlines clearly the areas on which the University seeks comment and the deadlines by which the report should be submitted. Enhancements were introduced to the report form template in 2013/14. In addition, amendments to the appointment documentation and the Report and Response form were introduced in 2014/15 to ensure that External Examiners were aware of their right to raise matters of a serious nature. LTS operates a reminder system which follows up non-submission of reports, with agreed reminder dates published in the UG and PGT Taught Schedule.

In the first instance, reports are considered and responses for Examiners prepared by the relevant Schools of Study. Reports and responses are considered by FLTQCs, which include student representatives, and approved responses sent to External Examiners outlining

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738 Doc 0715 Information for External Examiners of Undergraduate and Integrated Masters Courses Regarding the Introduction of the New Academic Model Regulations 2013/14
739 Doc 0413 Information Regarding New Academic Model Regulations 2013/14
740 Doc 0555 Code of Practice for the External Examiner System of Awards Taught Programmes 3.5.1
741 Doc 0555 Code of Practice for the External Examiner System of Awards Taught Programmes 4.8
742 Doc 0755 Confirmation of Degree Classification Signature Sheet Template
743 Doc 0556 Guide to Assessment and Reassessment V2.1 Section 2.19
744 Doc 0556 Guide to Assessment and Reassessment V2.1 Section 2.20
745 Doc 0332 Confirmation of Degree Classification Signature Sheet BIO
746 Doc 0333 Confirmation of Degree Classification Signature Sheet ENV
747 Doc 0555 Code of Practice for the External Examiner System of Awards Taught Programmes 5.3
748 Doc 0321 External Examiners Report and Response Form
749 Doc 0412 External Examiner Appointment Letter UG 2014/15
750 Doc 0403 External Examiner Appointment Letter PGT 2014/15
751 Doc 0321 External Examiners Report and Response Form
752 Doc 0407 UG and PGT Taught Schedule 2014/15
753 Doc 0750 SCI Faculty LTQC Membership 2014/15
what action has been taken or an explanation where no action was considered necessary. Associate Deans, on behalf of FLTQC, are required to report annually to LTC, highlighting Faculty issues, institutional themes and examples of good practice identified for sharing across the institution. In addition, LTS reports to LTC annually on External Examiner compliance.

In order to ensure scrupulous use of External Examiners’ feedback, their comments provided during Board of Examiner meetings, are fed into the School Reviews of Assessment and Moderation, Module Review and Annual Course Monitoring and Update. This takes place in advance of the formal report and helps us to effect change at an early point, where possible. Our supporting documentation contains examples of changes that had been initiated in response to an External Examiner’s report being positively referenced in the subsequent year’s External Examiner’s report.

14.5 Publication of Information

From 2013/14, the University has published on the LTS website, the names and institutions of the appointed External Examiners and the programmes for which they are responsible. In addition, from 2014/15, the External Examiner Record Form now requires External Examiners to add the post title they hold in their home institution. This information is now included for students on the LTS website.

In 2013/14, a communication plan was agreed to advise staff, students and External Examiners of the publication of External Examiners’ details and their reports. External Examiner reports and corresponding University responses from 2013/14 onwards can be found on the LTS website.

14.6 Enhancement Activities

The administrative support for the external examining system was reviewed by the Learning and Teaching Service during 2014/15 coordinated by the LTS Quality Assurance and Enhancement (QAE) Delivery Group. New administrative guidance and an accompanying

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754 Doc 0414 Example Email Response to Dr Winder 150212
755 Doc 0415 Example of FLTQC Report on Consideration of Ext Ex Reports HUM 2014
756 Doc 0416 LTC141022 LTC14D030 External Examiner Compliance Report 201213
757 Doc 0315 Module Review and Annual Course Monitoring and Update Guidance - Note 8.1
758 Doc 0417 External Examiner Report 201314 Prof Chris Frid ENV, Section 1.3f
759 Doc 0418 External Examiner Report 2013-14 – Prof Steve Winder – BIO, Sections 1.3e and 1.6
760 Doc 0419 External Examiner Report 2009-10 – Jean Davison – AHP, Section 1.5a
761 Doc 0420 External Examiner Report 2010-11 – Jean Davison – AHP, Section 4.3 For the University 1
762 Doc 0421 External Examiner Report 2010-11 – Sarah James – AHP, Section 1.4a
763 Doc 0392 Programme Specifications and External Examiner Reports Webpage
764 Doc 0316 External Examiner Record Form
765 Doc 0392 Programme Specifications and External Examiner Reports Webpage
766 Doc 0422 Email from L Ward to Key Academic Staff 140826
767 Doc 0313 Email from L Ward to Taught Students 150223
768 Doc 0423 Email Reminder from L Ward to External Examiners 140827
769 Doc 0392 Programme Specifications and External Examiner Reports Webpage
770 Doc 0424 LTS Plan of Work 201415Item 39
771 Doc 0290 External Examining Reporting System Guidance for Staff
flowchart\textsuperscript{772} have been introduced outlining improved processes that are intended to highlight issues at an earlier stage and ensure timely feedback to External Examiners. The QAE Group’s communication plan for embedding the improved processes for 2015/16 includes Briefing Sessions for LTS staff, email bulletins and dissemination of information through FLTQCs.

**14.7 Research Students**

321. The University operates an established system of external examining for research degree programmes overseen by the PGR Service, which is set out in The Code of Practice for the External Examiners' System for Research awards at UEA (See Chapter B11 of our SED). The Code is reviewed with the other Research Degree Policies on an annual basis with a systematic review every five years.\textsuperscript{773}

322. The Code outlines the process for the approval of external examiner appointments for research students. Appointments were approved centrally by the Learning, Teaching and Quality Directorate, until 2009, when it was recommended that responsibility for approval be devolved to Schools of Study and Faculties. This was approved by Senate in June 2009.\textsuperscript{774} Schools of Study are responsible for ensuring that external examiners have the necessary experience and subject expertise.

323. External examiners are provided with sufficient information to enable them to effectively discharge their duties by providing links to standard information, for example the Code of Practice, Award Regulations and Instructions to Examiners, in their letters of appointment.

324. The PGR Service ensures all external examiner reports are received. From October 2014 examiners have been required to provide separate reports before the viva and a joint report after the examination process is completed. The post-examination report carries a section that can be completed in the event that there is a disagreement between the examiners, so as to inform the University as to the next steps to take in assessing a candidate. Students are given a copy of the joint report following the viva, but are not routinely provided with a copy of the pre-viva report although this may be provided on request after the viva has taken place.

325. Research degree candidates submitting a thesis from August 2014 have been asked to provide an electronic copy of their thesis as well as the two soft-bound copies currently requested. External examiners are given the option of receiving an electronic copy instead of a soft-bound copy.

326. Where a staff candidate is being examined an Independent Chair\textsuperscript{775} is appointed to provide procedural guidance. An Independent Chair will also be appointed where, in exceptional circumstances, a viva takes by videoconference. Guidelines are currently being developed for the conduct of a viva by videoconferencing.\textsuperscript{776}

\textsuperscript{772} Doc 0425 External Examining Reporting System Guidance for Staff Flowchart

\textsuperscript{773} Doc 0426 Code of Practice for the External Examiners System for Research Awards at UEA

\textsuperscript{774} Doc 0427 SEN 090617 Minute 14 12

\textsuperscript{775} Doc 0428 Section 9 Role of the Independent Chair

\textsuperscript{776} Doc 0429 PGR Service Process Improvement Plan
327. Members of the supervisory team are not permitted to be examiners or to attend the oral examination. However, the primary supervisor may attend following the completion of the viva for the communication of the outcome by the examiners, as laid down in the Instructions to Examiners.

328. External examiners reports are reviewed annually by the Academic Director of Research Programmes and PGR Service with a report made to the PGR Executive. An annual report, received by LTC, addresses any School or Faculty issues, themes or examples of good practice identified by external examiners.
15 Chapter B8: Programme Monitoring and Review

Expectation: Higher education providers, in discharging their responsibilities for setting and maintaining academic standards and assuring and enhancing the quality of learning opportunities, operate effective, regular and systematic processes for monitoring and for review of programmes.

15.1 Governance of Monitoring and Review

The University is confident that its processes for programme monitoring and review meet the expectations of the QAA quality code. UEA nomenclature for these activities refers to ‘student module evaluation’, ‘module review’, ‘School Annual Review of Assessment and Moderation’, ‘annual course monitoring and update’ and ‘five yearly course review’.

All courses are subject to annual monitoring and five yearly review. There is a clearly articulated procedure, operational guidance for Annual and Five Yearly Review, where appropriate, flow charts and accompanying templates for Annual and Five Yearly Review to facilitate the processes. All the documents which outline and support the review processes are available to all staff and students through the LTS website. A key purpose of the University’s Annual and Five Yearly Module and Course Review process is to evaluate courses and modules to inform quality assurance and enhancement. The flow of review activity can be represented in the diagram on the following page:

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777 Doc 0773 Module Review and Annual Course Monitoring and Update Procedure
778 Doc 0315 Module Review and Annual Course Monitoring and Update Guidance
779 Doc 0749 5 Yearly Course Review Guidance for Staff and Students
780 Doc 0430 Module Review And Annual Course Monitoring Flowchart
781 Doc 0760 LTSQAR1 Module Review Form
782 Doc 0759 LTSQAR2 Annual Course Monitoring and Update Form
783 Doc 0756 LTSQAR3 Annual Course Monitoring School Summary Form
784 Doc 0511 Course Review Approval of Panel Membership CR1 Form
785 Doc 0512 Course Review Report of Review CR2 Form
786 Doc 0513 Course Review Confirmation of Review CR3 Form
787 Doc 0266 Quality Review Webpage
STUDENT MODULE EVALUATION

QAR1 FOR EACH MODULE REVIEW

MODULE REVIEW (when triggered)

QAR2 COURSE MONITORING REPORTS

ANNUAL COURSE MONITORING AND UPDATE

SCHOOL ANNUAL REVIEW OF ASSESSMENT AND MODERATION

QAR3 SCHOOL SUMMARY (including report from Annual Review of Assessment and Moderation)

5 YEARLY COURSE REVIEW

FLTQC

LTC
15.2 Annual Processes

15.2.1 Module Review

Module performance for all modules is looked at from an operational perspective as part of the Annual Course Monitoring and Update process (see below). In addition, the University’s Module Review process ensures that each module undergoes detailed quality review at least once every five years. Module Review takes a risk based approach, requiring each module to be reviewed when it meets the conditions of a ‘review trigger’. The triggers include a requirement that all modules must have been subject to detailed review at least once every five years.

The purpose of Module Review is to provide a risk based evaluation of modules that informs quality assurance and enhancement. Qualitative and quantitative data from Student Module Evaluations forms a significant part of the Module Organiser’s analysis, alongside other performance data and metrics. Module Organisers reflect on the operation of their module and produce an action plan of any changes and enhancements that will be made as a result of the review and this is included in a completed QAR1 report form for the module. Details of the Module Review process and of the triggers that initiate review are provided in our supporting documentation. The QAR1 forms feeds into the consideration of the course(s) in which the module is located under the Annual Course Monitoring and Update process.

15.2.2 Student Evaluation

Students are invited to engage with Module Evaluation by completing an evaluation questionnaire rating their experience of the module. A Module Evaluation bank of questions is made available to support Module Organisers in their design of e:Vision based evaluation surveys for students. Most Module Organisers choose to undertake student evaluation each time their module runs and it is obligatory if the module has been identified for Module Review. An enhancement planned for 2015/16 is the publication of quantitative results from Module Evaluations, together with organisers’ responses. The QAE Group discussed this at its June meeting with the intention of agreeing an approach and revising the Student Module Evaluation guidance.

The annual internal Student Experience Survey for undergraduate students is undertaken with all students who are not Finalists. The survey utilises questions found in the National Student Survey along with additional questions some of which relate to students’ perceptions of the content and delivery of modules and courses.

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788 Doc 0315 Module Review and Annual Course Monitoring and Update Guidance
787 Doc 0431 Module Evaluation by Students Using eVision Question Bank
790 Doc 0452 Notes of QAE Group 150611
15.2.3 School Annual Review of Assessment and Moderation

The School Annual Review of Assessment and Moderation provides an opportunity for academic staff in Schools to meet and reflect upon the assessment strategies employed across courses, and to identify opportunities for best practice to be shared.\textsuperscript{791} It also provides an opportunity to consider data from the processes of double marking and internal moderation across courses, and to reflect on any issues/problems which stem from them; both in terms of managing the staff resource available, and any problems that might arise with respect to ‘anomalous’ marks profiles on modules. Whilst the Annual Review might identify issues which can be addressed immediately prior to the start of the new academic year, it is primarily focused on long term strategic planning around assessment and moderation.

The Annual Review aids in the rationalisation, streamlining and enhancing of assessment processes across UG and PGT programmes. The agreed outcomes and actions from the Annual Review are reported through the School Summary Report (QAR3).

15.2.4 Annual course monitoring and update

This is an annual event where courses are evaluated in order to: inform quality enhancement activity; update the course where necessary; trigger module reviews for component modules where appropriate and identify and share good practice.\textsuperscript{792} The Course Director will scrutinise all QAR1 forms for modules on the course which have required Module Review and will also consider data from student module evaluations where undertaken and where relevant, feedback from the Student Experience Survey. Cognate courses may be reviewed in tandem in a single meeting and in some Schools the Annual Course Monitoring and Update meeting runs concurrently with the School Annual Review of Assessment and Moderation. A QAR2 form is completed by the Course Director and signed off by the School Teaching Director once deemed to have satisfactorily addressed all issues. The QAR2 report also reports on progress with the action plan from the last annual course review. The QAR2 forms for each School feed into the School Summary Report (QAR3).

The data available to assist staff with completion of Module Review and Annual Course Monitoring and Update is outlined in guidance provided to staff, full details of which are provided in our supporting documentation.\textsuperscript{793} Data is provided on the LTS Quality Review Blackboard Site and includes detailed quantitative information such as performance box plots along with qualitative material from SSLCs and student evaluations. Data for Annual Course Review is generated by the University’s Business Intelligence Unit. This includes information on entry tariff, student numbers, equality profiles, progression (continuation), good honours and employability data. NSS, PTES and data from UEA Student Experience Survey is also made available on this site.\textsuperscript{794} Our supporting documentation includes screen

\textsuperscript{791} Doc 0339 Example of Assessment and Moderation Notes from each Faculty
\textsuperscript{792} Doc 0315 Module Review and Annual Course Monitoring and Update Guidance
\textsuperscript{793} Doc 0315 Module Review and Annual Course Monitoring and Update Guidance, Guidance Note 8 – Data to Support Annual Module and Course Review
\textsuperscript{794} Doc 0443 BIU Blackboard Site Supporting Annual Review
prints of the 2013/14 data sets provided on the Quality Review Blackboard site,\textsuperscript{795} which can be accessed by all academic and LTS staff and an example of a completed QAR1 form.\textsuperscript{796}

\section*{15.2.5 School Summary Report}

The outcomes of Module Review, School Annual Review of Assessment and Moderation, and Annual Course Monitoring and Update are synthesised into the School Summary Report (QAR3). Each School Summary Report is reviewed, and once deemed to have satisfactorily addressed all issues raised by the review process, is signed off by The Faculty’s Associate Dean for Learning and Teaching. FLTQCs receive and consider all QAR3 reports from their Schools and report on the outcome of the process and any issues arising to LTC.

\section*{15.2.6 Periodic Review Process}

The University’s Course Review process is a rolling five year quality assurance and enhancement review schedule that applies to all University courses. The process ensures that academic standards, learning outcomes and learning, teaching and assessment methods are appropriate and made explicit to students at course level. Course Review panels, which include student representatives and external members, reflect carefully on a range of provided data, including, the outcomes of annual course monitoring in the period under review as part of the Course Review activity. Panels will make use of external reference points such as relevant Subject Benchmark Statements and qualification characteristics to ensure that the course under review continues to meet all relevant criteria for the Award to which it leads.

A Report of Review and Action Plan (CR2) is considered by the relevant FLTQC and then a Confirmation of Review (CR3) is produced, which highlights any issues that the FLTQC wishes to bring to the attention of LTC. Compliance with the Annual and Five Yearly Review processes is monitored by LTS and a report on compliance is submitted annually to LTC.\textsuperscript{797}

\section*{15.2.7 Annual and Periodic Reviews for Partners}

The University’s Partnerships Handbook\textsuperscript{798} articulates the requirements for annual and periodic module and course review to be undertaken by UEA partner institutions. More substantive detail is provided in Chapter B10 of our SED.

\section*{15.3 Closing the Loop}

Course Teams produce action plans arising from these review processes and identify both good practice and University wide issues which might require further consideration or action. Faculty Associate Deans for Learning and Teaching, working with School Directors for Learning and Teaching, have responsibility for ensuring compliance with the processes and

\textsuperscript{795} Doc 0441 Module Review Data Blackboard Site
\textsuperscript{796} Doc 0442 Module Review QAR1 Form 201314 ECO
\textsuperscript{797} Doc 0567 LTC 141022 5 Yearly Course Review 201415, Minute 26
\textsuperscript{798} Doc 0761 UEA Partnerships Handbook 201415
for disseminating good practice across Schools where this is identified through the review processes or highlighting issues which might require University level consideration.

Annual Course Monitoring: School Summaries (QAR3) and Confirmation of Five Yearly Reviews (CR3) are considered by FLTQC’s and then reported to LTC on an annual basis. LTC therefore has an overview of proposed actions and good practice and can, if required, address any University wide issues that have been identified. These reports are also reviewed by LTS and a summary report of all Faculty submissions is generated. Should any issues requiring University wide consideration be highlighted, they will ensure that they are given full consideration by LTC. In addition, it is recognised that many QA matters are discipline specific and are dealt with via the FLTQC structure.

15.4 Course Closure

The University’s course closure policy requires Schools to ensure that the interests of students on courses that are to be closed are protected. Where courses are closed to new entrants, any current students will be taught and supported through to the completion of their studies. In addition, if certain criteria are met (as outlined in paragraph 2.8 of the Procedures for the Withdrawal/Closure of Courses) an equality impact assessment must be completed in addition to a formal course closure form. All requests for course closure are considered and approved by FLTQCs and reported to LTC. Student representatives are involved in any such consideration in both FLTCQs and at LTC.

The procedures put in place by the University to protect the academic interests of affected students when a decision was made to close the School of Music in 2011 demonstrates the University’s commitment to ensuring that Music students were able to complete their courses. A key aspect of the procedures was the establishment of a Monitoring Group that included UUEAS and School of Music student representatives. The supporting documentation also contains examples of recent course closures.

15.5 Supporting Monitoring and Review Processes

The University’s processes for Module Review, Annual Course Monitoring and Update and Five Yearly Course Review are closely monitored and the level of compliance with internal review processes is provided in our supporting documentation. Of the twenty six

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799 Doc 0432 SSF LTQC 150114
800 Doc 0021 LTC 150128 Agenda, Items C7 & C8
801 Doc 0021 LTC 150128, Minutes 98 & 99
802 Doc 0758 Procedure for the Withdrawal and Closure of Courses
803 Doc 0014 LTC 131204, Agenda Item C2
804 Doc 0433 School of Music Monitoring Group 120319
805 Doc 0434 School of Music Monitoring Group 140528
806 Doc 0435 Approved Course Closure Form PPL
807 Doc 0436 Course Closure Form PPL Philosophy
808 Doc 0437 Course Closure Form PPL Politics
809 Doc 0438 Annual Module and Course Review Compliance Report 1314 UG
schools, twelve achieved 100% compliance across both Module and Course Review at undergraduate level and seven achieved 100% compliance at postgraduate level, with six schools achieving 100% compliance across Module and Course Review at both levels. In 2015/16, the University will be carrying out a scheduled review of our internal quality monitoring processes. The identification of drivers to ensure higher levels of compliance in relation to annual quality monitoring will form an important part of that review and will strongly inform any resulting amendments to our procedures.

348. There are University role descriptions for Module Organisers, Course Directors, School Directors of Learning and Teaching, Associate Deans (Learning, Teaching and Quality) and the Academic Director of Taught Programmes which outline responsibilities for quality assurance processes and procedures, including module and course monitoring and review. Directors of Learning and Teaching and Heads of School are charged with ensuring that Module Organisers have access to the document to help them to perform in their role effectively.

349. Each year, LTS initiates the review processes. There are a series of template emails sent for each element of the process to key academic role holders outlining the requirements of the process.

350. The Five Yearly Course Review cycle is started each year by the provision of a report to the first meeting of LTC on all those courses due for review in the current academic year. The guidance notes define each stage of the process and provide guidance to UEA members, student members and external members of the review panel and also for student representatives meeting with the Panel. LTS oversees the administrative arrangements and provides Secretaries to Panels. LTS also ensure that required documentation is circulated to members of the panel. The data provided to Course Review panels includes details of student evaluative feedback along with a range of qualitative and quantitative information including QAA Subject Benchmark materials and PSRB requirements as appropriate. The data requirements for five yearly course reviews are outlined in Appendix B of the Five Yearly Course Review Guidance for Staff and Students.

15.6 Evaluating the Effectiveness of Monitoring Processes

351. The current policy for Module Review and Annual Course Monitoring and Update, approved by the University’s Learning and Teaching Committee (LTC) in 2011, was developed by a working group comprising academic and administrative staff and student representatives. The report of this working group outlined the rationale for the changes and the benefits of the new processes which sought to ensure robust quality assurance and enhancement,
whilst meeting the University’s needs and those of external agencies and which were efficient, and fit for purpose. The process for Five Yearly Review was updated in 2012 to take account of changes arising from a reorganisation of some of the University’s professional services. Policies and procedures for all our internal quality monitoring processes are subject to periodic review through LTC.

The LTS Quality Assurance and Enhancement Delivery Group has undertaken a thorough evaluation of the processes and documentation for Module Review and Annual Course Monitoring and Update. As a result the Group has updated the templates, guidance documents and flow charts, to aid academic and administrative staff who action them.

In preparation for the 2014/15 academic year an online system was developed as a pilot with a view to streamlining the Module Review and Annual Course Monitoring and Update processes, thus automating part of the process and saving staff time. However, the proposed system was stalled due to technical difficulties and so will be piloted instead in 2015/16.

The University’s Audit Committee has a schedule of audit reviews and in 2014 an audit of course withdrawals, which also included a consideration of Annual Course Monitoring and Update processes, was undertaken. As a result of the audit, LTC approved changes to the University’s approach to equality impact assessments with regard to course closure decisions.

15.7 Externality

The University’s processes for course monitoring and review make use of reference points and draw on expertise from outside the programme: as part of Annual Course Monitoring and Update Course Directors take account of External Examiner reports and reports from PSRBs in their (QAR2) reports. Five Yearly Course Reviews must ensure that, where appropriate, the views of relevant employers are obtained and taken into account, and that comments of external examiners are addressed. In addition, the composition of the review panel includes at least one independent member external to UEA such as a relevant employer or an academic from another institution. In cases where an employer sits on the panel a second academic external member will normally be appointed.

Courses subject to external revalidation, reaccreditation or review by a professional, statutory or regulatory body may be exempted from course review, with the approval of LTC where the aims, evidence base and procedures of the PSRB are broadly consistent with

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818 Doc 0798 LTC 110629, Minute 90
819 Doc 0757 Learning and Teaching Review Schedule
820 Doc 0262 Learning and Teaching Module Review Docs Webpage
821 Doc 0444 Module Review and Annual Course Monitoring and Update Guidance for Staff Online Pilot
822 Doc 0795 Annual Review Email Templates
823 Doc 0445 AUD 131108 AUD13D011 University of East Anglia Audit Plan 201314 201516
824 Doc 0446 LTC 140605 LTC13D094 Course Withdrawals Internal Audit and Subsequent Amendments
825 Doc 0759 LTSQAR2 Annual Course Monitoring and Update Form
826 Doc 0749 5 Yearly Course Review Guidance for Staff and Students, paragraph 16 pp5
those of Five Yearly Course Review. External reviews have included, for example, the Health Education East of England (HEEoE) Performance Quality Assurance Framework Annual Review (now Quality Improvement and Performance Framework Review) of the University’s nursing, midwifery, occupational therapy, physiotherapy, speech and language therapy and clinical psychology (ClinPsyD). These reviews involve input from a range of UEA stakeholders, NHS employers and service user representatives.

15.8 Engaging Students in Monitoring and Review

Student participation and feedback is a key factor in the University’s Module Review, Annual Course Monitoring and Update and Five Yearly Course Review processes. Student Module Evaluation forms a key part of our annual quality assurance and enhancement processes; the attached statistics detail the level of student engagement with the evaluation process. Module Organisers are asked to articulate what actions they have taken as a result of student feedback from Student Module Evaluation.

The Annual Course Monitoring and Update process requires Course Directors to comment on any Staff Student Liaison Committee (SSLC) discussions pertinent to the course. Course Directors are also required to comment on student feedback when producing a commentary on any proposed course changes.

All Five Yearly Course Review Panels include a student representative. In addition, Review Panels meet with current students, and where possible graduates, from the courses being reviewed.

There are student representatives on Faculty Learning, Teaching and Quality Committees which consider Annual Course Monitoring and Update School Summaries (QAR3 reports) and Five Yearly Course Review reports and action plans. In addition, there is student representation at the PGR Executive and Faculty Graduate School Executives and at LTC which considers the Faculty reports on Course Review and Annual Module Review and Course Monitoring.

The University conducts an annual Student Experience Survey for all undergraduate students not in their final year. This utilises questions from the National Student Survey with additional questions to ascertain students’ views of their modules and their course.

827 Doc 0749 5 Yearly Course Review Guidance for Staff and Students, paragraph 6
829 Doc 0760 LTSQAR1 Module Review Form
830 Doc 0449 Student Module Evaluation Statistics 1314 1415
831 Doc 0759 LTSQAR2 Annual Course Monitoring and Update Form
832 Doc 0749 5 Yearly Course Review Guidance for Staff and Students
833 Doc 0201 Faculty Learning, Teaching and Quality Committees Webpage
834 Doc 0756 LTSQAR3 Annual Course Monitoring School Summary Form
835 Doc 0513 Course Review Confirmation of Review CR3 Form
836 Doc 0709 PGR Executive Membership
837 Doc 0450 SSF Graduate School Executive Terms of Reference, Membership Ex-Oficio
838 Doc 0451 Learning and Teaching Committee Membership
839 Doc 0342 Business Intelligence Unit Webpage
Outcomes of the survey are considered by University level committees including the Student Experience Committee (SEC) and LTC.

15.9 Enhancing Monitoring and Review

The University’s Centre for Staff and Educational Development (CSED) runs a number of courses which are open to academic staff holding particular roles, including How to Manage and Degree Programme: the role of Course Director and also Organising and Managing a Module. There is also training for those undertaking the role of Director of Teaching and Learning. These courses address the quality assurance requirements of the roles including responsibility for internal quality assurance processes, as appropriate. All participants on CSED courses are asked to undertake an evaluation of the training which is analysed and acted upon as appropriate by CSED staff, to ensure the training is appropriate to the needs of participants.

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840 Doc 0239 Student Experience Committee 140430 Minute 21
841 Doc 0018 LTC 140625
842 Doc 0732 CSED Programme 201415 Webpage
16 Chapter B9: Academic Appeals and Complaints

Expectation: Higher education providers have procedures for handling academic appeals and student complaints about the quality of learning opportunities; these procedures are fair, accessible and timely, and enable enhancement.

16.1 Summary

The University has a single Academic Appeals and Complaints Regulation that applies to all students within the University. As part of the University's commitment to strategic enhancement, all major University policies and regulations are subject to regular review. The University's regulations regarding Academic Appeals and Complaints were reviewed in the 2011/12 academic year in accordance with the established review schedule. Following the establishment of a working group and the completion of its review, new regulations were considered and approved by LTC for introduction from academic year 2012/13 onwards.

Prior to the 2012/13 academic year, the University operated a two stage academic appeals and complaints procedure in which Heads of School were authorised to uphold or reject an appeal or complaint at Stage One. The Academic Appeals and Complaints working group, which was established in the Summer of 2011, was concerned to ensure that the revised procedure was visibly fair and would also encourage greater consistency of outcomes for students. The regulations that were drafted by the working group and subsequently approved by LTC, replace consideration at Stage One by a Head of School with a Faculty level Panel. The membership of each Faculty Appeal and Complaints Panel includes a member of academic staff from a School of Study outside the relevant Faculty, which broadens the potential for consistency, transparency and fairness. The Second Stage functions as a procedural review of the original consideration by a Faculty Appeals and Complaints Panel (FACP) rather than as a reconsideration of the substantive case itself.

In addition to the regulations, the University has also produced guidance documentation for staff and students to help ensure that the regulations, their implications and requirements are clear for all those who wish to understand the way in which the University manages...
academic appeals and complaints. The guidance documentation includes both a commentary on the application of the regulations and flowcharts detailing the way in which cases will be considered.

16.2 The Application of the Regulations

The University’s Academic Appeals and Complaints regulations provide an explicit commitment to fairness and natural justice in an opening statement of principles:

1.2 The Academic Appeals and Complaints Procedure is informed by the following core principles: natural justice, ease of use, realistic time frames, transparency, consistency, the treatment of students as adults, recognition of professional body requirements.

The regulations commit the University to seeking informal resolution where this is appropriate. For example, the Head of Learning and Teaching Services recently met with a small group of students and was able to address their concerns, regarding the appropriateness of certain aspects of their assessment, to the students’ satisfaction without the need for a formal complaint to be submitted. In practice the nature of academic appeals often prevents their resolution through informal means and students who wish to challenge an academic outcome are usually directed to the formal procedure; a position that is supported by the OIA Good Practice Framework.

It is not possible to specify the range of issues that a student might raise as the subject of an academic complaint and the regulations reflect this. Academic appeals are concerned with academic outcomes and so the regulations have clearly specified the circumstances in which a student may submit an academic appeal.

It is important that students are able to understand how the FACP will make its decision and so the regulations also detail the grounds on which both appeals and complaints will be upheld. While it is not possible to detail the remedies that might be appropriate when an academic complaint is upheld, the University does set out the powers available to the FACP in relation to academic appeals. This not only provides direction for FACPs, but also gives students an awareness of the range of outcomes that are possible. The upholding of an appeal does not necessarily imply that the academic outcome for the student should change. For example, an appeal might be upheld in order that a student’s extenuating circumstances which had not previously been considered may be reviewed by the Board of Examiners; those circumstances might nonetheless be ultimately determined as insufficient to support an amended outcome.

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851 Doc 0198 Appeals and Complaints Guidance for Staff and Students
852 Doc 0457 Academic Appeals and Complaints Procedure 201314 Onwards
853 Doc 0457 Academic Appeals and Complaints Procedure 201314 Onwards – Item 1.2
854 Doc 0457 Academic Appeals and Complaints Procedure 201314 Onwards – Items 1.1, 1.3, 3.1
855 Doc 0458 LTC 150128 LTC14D148 LTC14A003 OIA Good Practice Framework, Paragraph 84
856 Doc 0457 Academic Appeals and Complaints Procedure 201314 Onwards - Items 4.3, 8.3
857 Doc 0457 Academic Appeals and Complaints Procedure 201314 Onwards - Item 4.1
858 Doc 0457 Academic Appeals and Complaints Procedure 201314 Onwards – Items 8.1, 8.2
859 Doc 0457 Academic Appeals and Complaints Procedure 201314 Onwards – Item 8.5
The second stage of the appeals and complaints process functions as a review of the way in which the Stage One consideration was conducted. This is in keeping with OIA recommended practice, that the second stage of an appeal or complaint need not comprise a reconsideration of the case, but would normally be focused on the handling of the case at Stage One.

16.3 Guidance for Staff and Students:

LTS produces an annual Learning and Teaching bulletin which is reported to LTC, made available online and also forms the basis of a presentation to staff and student representatives. The 2012 Learning and Teaching Bulletin provided details of the new appeals and complaints procedure in advance of its introduction in the 2012/13 academic year.

The Academic Appeals and Complaints regulations are made available online to all students. In addition to being accessible through the University’s Online Calendar, the regulations are provided on the LTS web pages, the main online resource for staff and students regarding the delivery and administration of taught programmes. The LTS webpages also carry the guidance documentation, flowcharts and downloadable forms for the submission of academic appeals and complaints. In addition to providing general guidance for all staff and students, the University has also produced a number of guidance documents to support those staff who are directly involved in the management and delivery of academic appeals and complaints. As well as providing useful direction to staff and ensuring consistent approaches to the delivery of appeals and complaints this documentation provides a process-based means of ensuring that necessary actions arising from FACP decisions are correctly implemented in a timely manner. FACP members and administrative staff who support the processing of academic appeals and complaints are provided with regular training and advice. Training sessions are well attended and as part of our partnership with student representatives, UUEAS staff attend and also present at training events. In addition to using training sessions as an opportunity to refresh awareness of regulations and processes, we have introduced opportunities for FACP members to share best practice and discuss suitably anonymised complex cases. This has proved popular with attendees and helps to encourage consistency of outcomes and remedies.
The University works closely with the UUEAS Advice Centre to ensure that students are appropriately supported when preparing an academic appeal or complaint. Key staff who deal with academic appeals and complaints meet with senior Advice Centre staff regularly throughout the year to discuss particularly complex cases and to ensure that any concerns can be dealt with swiftly and cooperatively. Students are encouraged to make contact with the Advice Centre and all correspondence from the University advising students of an outcome that might be subject to appeal includes a recommendation that the student contact the Advice Centre. LTC receives an annual statistical report from UUEAS regarding the number of appeals and complaints that the Advice Centre has supported. The University is keen to ensure that as many students as possible are supported by Advice Centre staff when submitting an appeal or complaint. In addition to carrying the Advice Centre’s guidance material on the LTS website, Advice Centre staff have been given space to set up stands in the LTS Hubs to promote their services to the student community at key moments in the academic year.

The University recognises the importance of dealing with academic appeals and complaints in a timely manner and our regulations and guidance indicate the timescales for decision making and deadlines for submission at each stage of the appeal or complaint process. There are, unfortunately, occasional cases where the need for third party evidence or the complexity of the matters under consideration prevents the deadlines from being met and in such circumstances the University advises the student and UUEAS of the delay. Similarly, the University recognises that students may have a number of issues that make it difficult to meet submission deadlines and would not normally reject an appeal or complaint on the grounds of lateness except where the delay is very significant.

Students are entitled to progress to the OIA once the University’s internal procedures have been completed. In most cases this will follow the conclusion of the Stage Two consideration of an appeal or complaint. However, there may be instances where a student does not believe that his/her concerns meet the grounds for consideration at Stage Two, but is nonetheless dissatisfied with the outcome at Stage One. In order to ensure fair treatment of all students, the University has included guidance in the Stage One outcome letter that advises students of their right to treat the conclusion of Stage One as a completion of institutional procedures if they do not believe they can pursue their concerns to Stage Two.

16.4 Postgraduate Research Students

Research student appeals and complaints and appeals at Stage One are considered by a dedicated PGR Appeals and Complaints Panel (PGR FACP) which deals solely with research student appeals and complaints, ensuring that panel members have appropriate experience.

872 Doc 0466 Academic Failure Withdrawal Letter Yr 2
873 Doc 0467 FACP Stage One Outcome Letter Template
874 Doc 0468 201213 Academic Appeals and Complaints Statistical Report
875 Doc 0457 Academic Appeals and Complaints Procedure 201314 Onwards – Items 3.2, 3.3, 6.4, 7.1 7.4, 7.5, 11.1, 11.4
876 Doc 0198 Appeals and Complaints Guidance for Staff and Students
877 Doc 0467 FACP Stage One Outcome Letter Template
and expertise. The Panel receives training from the PGR Service and is serviced by PGR Officers and Managers.

PGR students are made aware of the University’s appeals and complaints procedures as a part of their induction training and on an individual basis at appropriate points thereafter. PGR students are encouraged to try to resolve issues informally before making a formal appeal or complaint and may seek advice from their School PGR Director, Associate Dean or the PGR Service regarding any problems that they feel unable to raise with their supervisor. Quality assurance and quality enhancement issues arising from the anonymised analysis of PGR academic complaints and appeals, and concessions are considered by the PGR Service at monthly Quality Assurance, Appeals, Complaints and Concessions (QUACC) meetings. The notes of these meetings are circulated in order to formulate consistent approaches to common problems, to share good practice and to formulate new guidance and procedures.

16.5 Monitoring and Evaluating Academic Appeals and Complaints

The University’s appeal regulations are next due for a full formal review in 2016/17. However, a number of minor amendments have been made to the Academic Appeals and Complaints regulations since their introduction in the 2012/13 academic year.

Annual training sessions with Faculty Appeal and Complaint Panel Members along with regular meetings of the Head of Learning and Teaching Services and the Academic Director of Taught Programmes with the Student Union Advice Centre allows amendments and improvements to processes and minor regulatory changes to be implemented on an ongoing basis. The current Academic Appeals and Complaints regulations are themselves the result of the University’s commitment to strategic enhancement and the changes that were made in the development of the current regulations largely arise from a commitment to enhancing the student experience; fairness and consistency in our procedures.

An annual report on the number of academic appeals and complaints; the outcomes of those appeals; the numbers of cases which proceed beyond the University to the Office of the Independent Adjudicator (OIA) and the outcome of OIA complaints is considered by LTC. LTS also receives an annual report from the OIA which details the outcomes of student complaints that it has considered in the previous calendar year.

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878 Doc 0757 Learning and Teaching Review Schedule
879 Doc 0196 LTC 131023 LTC13D027 Amendment to the Academic Appeals and Complaints Procedure
880 Doc 0196 LTC 131023 LTC13D027 Amendment to the Academic Appeals and Complaints Procedure
881 Doc 0474 LTC 140129 LTC13D032 Amendment to the Academic Appeals and Complaints Regulations - Referral of a Case Directly to Exam Board
882 Doc 0198 Appeals and Complaints Guidance for Staff and Students, page 4
883 Doc 0469 LTC 131204 LTC13D007 201213 Appeals and Complaints Report
884 Doc 0470 LTC 121205 LTC12D046 201112 School Level Appeals Complaints
885 Doc 0197 LTC 130130 LTC13D082 Narrative Report on Academic Appeals in 2011-12
886 Doc 0469 LTC 131204 LTC13D007 201213 Appeals and Complaints Report
887 Doc 0469 LTC 131204 LTC13D007 201213 Appeals and Complaints Report
888 Doc 0471 LTC 121024 LTC12D024 2011 OIA Annual Report
889 Doc 0471 LTC 121024 LTC12D024 2011 OIA Annual Report
Summaries of the headline data for both academic appeals and complaints and OIA cases are provided.

381. The number of PGR appeals and complaints remains small, with six processed at Stage One in 2012/13 and 7 in 2013/14, split as approximately 60% appeals and 40% complaints. The numbers progressing to Stage Two are correspondingly small, with two in each of 2012/13 and 2013/14.

382. The University also takes account of external benchmarking when considering the effectiveness of its procedures and the possibility of further enhancement. The University’s regulations regarding Academic Appeals and Complaints have been mapped onto the expectation and indicators in the QAA Quality Code (Chapter B9) and following the publication of the OIA Good Practice Framework in December 2014 the Head of Learning and Teaching Services, Academic Director of Taught Programmes, UUEAS and the Student Union Undergraduate Education Officer met to confirm that the extant regulations met all the recommendations contained within the OIA guidance.

383. The annual report to LTC regarding Academic Appeals and Complaints and OIA outcomes combines statistical data with a narrative commentary analysing the implications of that data. There are a number of factors that are beyond the University’s control that might influence the absolute number of submitted academic appeals and complaints. However, there are some objective measures that do provide reliable information about the University’s progress in this area. The reduction in the proportion of Stage One appeals and complaints that proceed to Stage Two indicates that student satisfaction with and/or confidence in the Stage One process has increased. The only objective external measure of performance in the consideration of academic appeals and complaints is provided by the OIA. The proportion of cases considered by the OIA that result in a ‘Not Justified’ outcome provides a measurable indicator of the extent to which academic appeals and complaints have been effectively and fairly considered. The University has seen the proportion of Not Justified outcomes increase significantly (from 28.57% in 2011/12 to 63.64% in 2013/14) as detailed in our supporting documentation. The sharpest increase has been experienced since the introduction of the panel based approach to the consideration of academic appeals and complaints.

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890 Doc 0471 LTC 121024 LTC12D024 2011 OIA Annual Report
891 Doc 0472 Summary of Appeals and Complaints
892 Doc 0473 Summary of OIA Outcomes
894 Doc 0458 LTC 150128 LTC14D148/LTC14A003 OIA Good Practice Framework
895 Doc 0476 LTC 141203 LTC14D0071 Narrative Report on SSDC Case 1314
896 Doc 0473 Summary of OIA Outcomes

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17 Chapter B10: Managing Higher Education with Others

Expectation: Degree-awarding bodies take ultimate responsibility for academic standards and the quality of learning opportunities, irrespective of where these are delivered or who provides them. Arrangements for delivering learning opportunities with organisations other than the degree-awarding body are implemented securely and managed effectively.

17.1 Introduction

The University delivers Higher Education with others in four defined areas: Collaborative Partnerships, Postgraduate Research, Placement Learning and Study Abroad. Consideration of the QAA Quality Code showed that there was scope for enhancing our practice and clear action plans were reported back to LTC.\textsuperscript{897}\textsuperscript{898} The UEA Code of Practice for Placement Learning and Work based Learning\textsuperscript{899} was developed as part of the implementation of Chapter B10 of the Quality Code and the way in which the new Code of Practice meets the Quality Code Expectation is reflected in the Implementation Report received by LTC in May 2014.\textsuperscript{900}

17.2 Collaborative Partnerships

Currently, our partnership activity supports the guiding precepts in UEA’s 2012-16 Corporate Plan:

- To serve as a powerful cultural and economic stimulant in Norfolk, the region and beyond through enterprise and vigorous public engagement.
- Through partnership arrangements UEA provides a wide range of vocational courses suitable to the needs of employers in the region.
- To cherish a collegial ethos and pursue social inclusion in the profile of students admitted and in staff selection, promotion and leadership.
- To promote the principles of fairness and equality in work and study to enable all students and staff to fulfil their potential.

The Partnerships Strategy reflects this and was approved by LTC in December 2014.\textsuperscript{901}

\textsuperscript{897} Doc 0477 LTC 141022 LTC14D023 Report to LTC Development Activity Informed by the Quality Code B10
\textsuperscript{898} Doc 0478 LTC 150513 LTC14D197 Report to LTC Progress Report on Development Activity Informed by the Quality Code B10
\textsuperscript{899} Doc 0479 Placement Learning and Work Based Learning Code of Practice
\textsuperscript{900} Doc 0181 LTC 140514 LTC13D064 Report to LTC Implementation of the Quality Code B10
\textsuperscript{901} Doc 0006 LTC 141203 LTC14D079 Partnerships Strategy
partnerships with Further Education Colleges as part of a strategic approach to enhancing UEA’s regional impact.

During the period since the last review UEA has ended its relationship with the INTO UEA Joint Venture in London as a result of a strategic decision by the Executive Team, and also with the States of Guernsey where the provider has been served notice of termination. In 2015 UEA entered into a new partnership with the Royal Marsden School.

The Partnerships Strategy aims to expand collaborative arrangements with Further Education Colleges, potentially also in partnership with employers. The University is also keen to develop articulation arrangements with key strategic international partners.

### UEA’s Current Partners

<table>
<thead>
<tr>
<th>Institution</th>
<th>Commencement of agreement</th>
<th>Type</th>
<th>Student Headcount 2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>City College Norwich (CCN)</td>
<td>2004 (two programmes)</td>
<td>Validation</td>
<td>982 + 50 February starters</td>
</tr>
<tr>
<td></td>
<td>2006 (all HE provision)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Easton &amp; Otley College</td>
<td>2006</td>
<td>Validation</td>
<td>156</td>
</tr>
<tr>
<td>INTO UEA Norwich (Joint Venture)</td>
<td>2006</td>
<td>Validation</td>
<td>512</td>
</tr>
<tr>
<td>Mountview Academy of Theatre Arts</td>
<td>1997</td>
<td>Validation</td>
<td>337</td>
</tr>
<tr>
<td>Institute of Health and Social Care Studies, Guernsey</td>
<td>2008</td>
<td>Validation for post-registration, UEA owned programme for pre-registration nursing</td>
<td>64</td>
</tr>
<tr>
<td>The Royal Marsden School</td>
<td>2015</td>
<td>Validation</td>
<td>n/a</td>
</tr>
<tr>
<td>University Campus Suffolk (UCS)</td>
<td>2007</td>
<td>Joint Validation with University of Essex</td>
<td>4723</td>
</tr>
</tbody>
</table>
All new partnerships go through a partnerships approval process as set out in the Partnerships Handbook and are formalised through a collaboration agreement signed by the Vice-Chancellor and the Head of the partner institution. The agreement is legally binding and sets out the rights and obligations of all parties. UK partnership agreements follow a standard format drafted by the University’s solicitors, Mills and Reeve. All partnership validation agreements run for a period of five years and have a termination clause.

A Central Partnerships Office manages all Partnership arrangements as set out in the Partnerships Handbook and the UCS Partnership Handbook. The Academic Director of Partnerships (ADOP) is a senior member of UEA’s Academic Staff, appointed for a fixed-term to provide the academic leadership to the Partnerships Office, working with the Head of Partnerships on strategy, relationship management and quality assurance. The Academic Director of Partnerships is line managed by the PVC (Academic).

Academic advice and guidance are provided by Academic Links who are members of UEA academic staff appointed to work with cognate groups of courses at the partner. The role of Academic Link is explained in the Partnerships Handbook and is broadly that of a critical friend. The Partnerships Office attends or monitors minutes of meetings of Boards of Examiners to ensure that these are conducted according to UEA requirements. The operation of partnerships is managed through a system of joint UEA and partner committees.

For all parts of the QAA Quality Code, partner institutions, with Partnerships Office support, worked through the expectations and indicators, using it as an opportunity to promote enhancement in addition to demonstrating compliance. The progress of partners was reported through the individual Joint Boards of Study (JBoS) and a summary of progress was reported to LTC.

The ex-officio membership of the LTC by the ADOP means that the LTC can take an informed view of the academic standards and quality of the experience of all students studying for UEA awards. A senior member of staff at CCN and one from UCS hold ex-officio membership of UEA’s LTC. This provides a good opportunity for sharing of good practice. There are also links at senior level. For instance, the CCN Principal is a member of UEA’s Senate and UEA is represented by the Executive Dean of the Science Faculty on Easton’s governing body.
17.3 UK Partnerships

394. The University does not validate any international provision other than with the States of Guernsey. Most of our partnerships are mature arrangements with only one new partnership in place since the 2009 audit. The partnership arrangement at UEA London started and finished in the time since the last institutional audit and is covered in the ‘Major Changes’ section of our SED. Description of our partners are given below.

395. INTO UEA is a joint venture between UEA and INTO University Partnerships (IUP) delivering a range of preparatory courses for Higher Education at UEA.

396. City College Norwich (CCN) is a Further Education college delivering a range of Higher Education courses validated by UEA and a number of Higher National qualifications accredited by Pearson. Higher Education courses are delivered from two sites which are separate from the Further Education provision, and this provision is managed within the CCN School of Higher Education.

397. The Institute of Health and Social Care Studies (IHSCS) is a very small partner offering a suite of NMC endorsed adult and mental health nursing, and validated post-registration provision. This partnership is currently serving out a termination process and is noted under the ‘Major Changes’ section.

398. Royal Marsden School (part of the Royal Marsden NHS Foundation Trust) offers validated post registration UG and PG specialist cancer care courses. The proposal that the University validate Royal Marsden’s courses, following a successful submission to an NHS mandated tender was approved in principle at LTC in October 2014. Detailed programme specifications regarding all courses for which validation is sought were considered by LTC in January 2015 and approved subject to a satisfactory outcome at a validation event. An institutional approval event was held in April 2015, which approved a number of courses, subject to conditions, as meeting our requirements for validation. It is the only specialist cancer care school in the UK. Validated courses will run from September 2015.

399. Mountview Academy of Theatre Arts is a drama school delivering under a conservatoire model. The University validates a number of undergraduate and postgraduate courses in performance, technical theatre and directing.

400. Easton and Otley College is a specialist land-based college based at two sites, one near Norwich and one near Ipswich. Easton College had been validated by UEA since 2006, and Otley College was validated by UEA from 1997 to 2007 when it was agreed that Otley would be validated by UCS. Following the merger of the colleges, there were discussions between UEA, Essex, UCS and the merged college to decide the most appropriate validation
arrangement. It was agreed between all parties that the validation move to UEA and an action plan for the transfer was approved by LTC. Originally the plan was for a transfer of Year Two Foundation Degree students to UEA arrangements, but having listened to the student voice, it was agreed that Year Two would continue under UCS arrangements.

401. University Campus Suffolk (UCS) is jointly validated by UEA and the University of Essex. UCS went through its own successful Higher Education Review in November 2014 and is currently a significant way through the TDAP preparation process which has the full backing of both awarding bodies. The oversight of UCS is managed through the UCS Joint Academic Committee.

17.4 Admissions Arrangements

402. The University has a number of progression arrangements to promote admissions to UEA. These arrangements are held by the Partnerships Office. The agreements follow template agreements drafted by the University’s solicitors Mills and Reeve. Currently, there are no agreements in place which unconditionally guarantee progression to UEA.

17.5 External Reference Points

403. The Partnerships Office enhances its knowledge for the management of standards by engaging at a national and regional level. The Head of Partnerships has worked as Audit Secretary for the QAA under a number of different review methodologies and has now undertaken training to be a QAA Reviewer.

404. The Office engages actively with the Council of Validating Universities, with the Head of Partnerships serving on the executive. Staff from the Partnerships Office and the ADOP have been involved in delivering national workshops to other providers. The Office also plays an active part in the Association for Collaborative Provision of Higher Education in England (ACP) and the Association of Colleges in the Eastern Region (ACER). Senior staff from the Partnerships Office worked as external panel members for institutional

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917 Doc 0087 LTC 140307 LTC13D056 Transfer of Validation of Otley Programmes from UCS
918 Doc 0084 UCS JAC 140305 Transfer of Validation of Otley Programme to UEA, page 2
919 Doc 0483 UCS Partnerships Handbook
920 Doc 0486 Higher Education Review of UCS
921 Doc 0487 UCS JAC Membership and Terms of Reference
922 Doc 0488 UEA Partnership Agreement Template
923 Doc 0489 Level 0 Memorandum of Understanding to Promote Friendship and Cooperation
924 Doc 0490 Level 0 Memorandum of Understanding to Promote Opportunities for PGR CoTutelles
925 Doc 0491 Level 1 Memorandum of Cooperation
926 Doc 0492 Level 2 Memorandum of Understanding to Promote Admissions
927 Doc 0493 Level 3 Memorandum of Understanding Articulation Agreement
928 Doc 0494 CVU Agenda 140407 Enhancing Placements and Work Based Learning Through Engagement with Chapter B10
929 Doc 0495 CVU 141205 Seminar HE Review of FE Colleges The Key to Success
930 Doc 0496 CVU 150206 Its Not You Its Me A Guide to Agreements Separation and Exit Plans
931 Doc 0497 QAA Conference Agenda 150205 Review for Specific Course Designation Enhancement Conference 2015

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approvals for the University of Worcester, the University of Brighton and the University of Gloucester in 2014/15.

17.6 Postgraduate Research Students

The University of East Anglia’s arrangements for delivering postgraduate research student learning opportunities with others follow the governance structure outlined in detail in Chapter B11 of our SED. The main University committee for consideration of postgraduate research provision is the Postgraduate Research (PGR) Executive, which reports to the Learning and Teaching Committee of Senate. There are five Graduate School Executives (GSE), which report to the PGR Executive: one for each of the four Faculties at UEA and a fifth for the Norwich Bioscience Institutes.

Arrangements with others are managed by the Postgraduate Research (PGR) Service, working together with the Partnerships Office to ensure that arrangements are implemented securely and managed effectively. These arrangements comprise:

- Doctoral Training Partnerships (DTP) and Marie Sklodowska-Curie Action networks with other Higher Education Institutions and partner organisations;
- Placements and external teaching on the Doctorate in Clinical Psychology;
- Individual co-tutelle arrangements;
- External supervision and industrial CASE arrangements;
- Fieldwork and collaborative laboratory work; professional internships for PhD students (PIPS);
- Developing research student provision at University Campus Suffolk (UCS);
- Visiting research students and exchanges;
- Well-established partnership working across Norwich Research Park with the four partner institutes: the John Innes Centre, the Institute of Food Research; The Sainsbury Laboratory and The Genome Analysis Centre.

A proportionate approach to managing risk for each of these arrangements is adopted. The development of any arrangement which is a substantial new direction for the University, or substantial changes to such arrangements, would require prior approval by the PGR Executive. There are regular reports from DTP Directors to the PGR Executive and to relevant GSE meetings. Each individual co-tutelle arrangement is approved by the Academic Director of Research Degree Programmes using powers delegated from the Learning and Teaching Committee of Senate. Contracts, collaborative agreements and internship arrangements are drawn up with support from Contracts Managers, IP and internship specialists from Research and Enterprise Division. For minor developments, the Head of PGR Service and PGR Managers would consult with the PVC (Research and Enterprise), Academic Director of Research Degree Programmes, Director of Research and Enterprise Division and/or others such as the Academic Director of Partnerships and Head of Partnerships Office, to determine the approach taken.

The University maintains the responsibility for, and equivalence of, academic standards. We do not allow partners to engage in further arrangements with others affecting research students registered at UEA without formal approval from the University. External
arrangements are reviewed regularly and any issues addressed through the appropriate channel, whether this is a DTP Management Board; GSE; PGR Executive; ClinPsyD Board of Examiners; the UCS Postgraduate Research Sub-committee (which includes the Academic Director of Research Degree Programmes and a Senior Partnerships Manager); or the Norwich Research Park (NRP) Leaders meeting which includes the Vice-Chancellor and the Directors of the Institutes on the Norwich Research Park.

Quality assurance checks are initially carried out by professional staff in the PGR Service, who also keep records of all arrangements, refer matters that need attention, and coordinate and check information for students, delivery organisations, support providers and other partners. All research students registered at UEA are subject to the standard Regulations and Code of Practice for Research Degrees and are supported by the PGR Service, who maintain records of research, study and training.

17.7 Placements and Study Abroad

The key document for Placements is the UEA Placement Learning and Work Based Learning Code of Practice (PCOP). Academic and administrative staff work with Course Directors to ensure that the full range of placements adhere to the PCOP.

The PCOP has a well-defined list of precepts (Section 4), as well as sections which identify the responsibilities of each of the stakeholders (School, Learning and Teaching Service, Placement Providers, student) and what they should expect. The PCOP was launched in 2012 with a briefing session run by CSED.

Studying abroad can be regarded as a type of placement, but due to its particular nature, such as the application of ERASMUS scheme arrangements, the University supports Study Abroad activity through a single office. The Study Abroad Office gives students information about their study abroad period via the study abroad brochure and provides more detail in the study abroad guide. Areas identified for further improvement are highlighted in the Study Abroad Report. Progress on all issues is monitored through the Study Abroad Dialogue Group which reports to LTC and International Executive. Proposals to enhance the support provided to those students who undertake a period of study abroad were approved by LTC in March 2015.

17.8 Scope and Range of Activity

The University offers a wide range of placement and work based learning opportunities. The range of placement opportunities comprises:

932 Doc 0504 Placement or Work Based Learning Opportunity Providers Role Flowchart
933 Doc 0505 Schools Role Flowchart
934 Doc 0506 Students Role Flowchart
935 Doc 0293 Code of Practice on Placement and Work Based Learning Presentation
936 Doc 0498 Study Abroad Brochure
937 Doc 0499 Guide to UEA Study Abroad 2015/16
938 Doc 0601 LTC 150624 LTC14D245 Study and Work Abroad Report 2014/15
939 Doc 0500 LTC 150318 LTC14D168 Support for Students Whilst Studying Abroad
Faculty of Medicine and Health:
Schools in the Faculty of Medicine and Health (Norwich Medical School and the School of Health Sciences) run courses (and consequently placements) which are subject to PSRB requirements.

Faculty of Social Sciences:
Certain courses and their placements, for example the PGCE and Social Work course, are subject to PSRB requirements. Students in the School of International Development have the opportunity to undertake a Development work placement as part of their degree. The School of Law offers degrees which incorporate overseas study, and Study Abroad options are also available in the School of Psychology.

Faculty of Science:
Study Abroad options are available in most Schools in the Faculty, and the Faculty of Science Year in Industry programmes provide students with the opportunity to gain work experience that is integral to their degree programme. Some Schools in the Faculty of Science, most particularly the School of Environmental Sciences, offer residential fieldwork opportunities led by UEA academics. The University also participates in the Science without Borders placement scheme.

Faculty of Arts and Humanities:
Study Abroad options are available for many of the courses offered by the Faculty of Arts and Humanities, and Schools also run trips and visits relating to the course subject matter, for example to galleries and historical sites.

17.9 Management of Placements and Study Abroad Arrangements

Placements are managed by academic leads, most commonly at the course level, who ensure that students are well supported and prepared and have access to appropriate placements. The requirements of different types of placement vary, and this variability is managed by academics and delivered by administrators at course level. Placements for professional Schools are supported by dedicated placement teams within the Learning and Teaching Service. In addition, the Faculty of Medicine and Health Sciences has a Faculty-level Practice Education Lead. However, the University has identified the need for oversight and strategic management of placements and work based learning at the institutional level, and is in the process of addressing the issue as described below.

The Faculty of Science Year in Industry programmes are managed by academic coordinators within the relevant Schools, and supported by School and Faculty local support administrators. The Year in Industry processes are aligned across the Faculty and the recording and storage of information standardised. The Faculty is able to draw on guidance from the University Safety Services and the Universities and Colleges Employers Association.

Study Abroad placements are supported by the Study Abroad Office. Potential study abroad host institutions are reviewed for academic quality, pastoral support and suitability in accordance with the University’s Internationalisation objectives. The assessment of
suitability involves Schools of Study and the Study Abroad Office with recommendations made to Heads of School, the Partnership Committee and the VCO. Reciprocal visits are normally undertaken prior to the formalisation of any agreement. Agreements will only be recommended with fully accredited universities. If the study abroad experience forms a compulsory part of a specific degree programme, curricular mapping is undertaken. In all instances, outgoing students are joining customary curricula offered to degree-seeking students of the partner university and which will have already been approved through the partner’s internal quality assurance mechanisms.

Study Abroad agreements\textsuperscript{940} \textsuperscript{941} \textsuperscript{942} are recorded and monitored by the Study Abroad Office, through a process of student feedback, School feedback, and international ranking reviews. Operational management of agreements is undertaken through regular, cyclical visits to partner campuses; in situ and virtual meetings with students on placement; and through meetings at professional sector events and conferences.

17.10 Assuring the Quality of Placements

The Code of Practice (see above) sets out the procedures for the development and management of the arrangements for delivering learning opportunities\textsuperscript{943}. The quality of placements is assured through a variety of means. Placements on courses subject to PSRB requirements are subject to their own audits\textsuperscript{944} and a summary of how placements are managed within the School of Health Sciences (HSC) and the Norwich Medical School (MED) is provided in our supporting documentation\textsuperscript{945} \textsuperscript{946}. Other programmes are arranged at School/Faculty level, but must conform to the requirements in the Code of Practice.

The responsibility for determining equivalence of academic standards at Study Abroad host institutions lies with individual Schools of Study. Each School has an academic staff coordinator, whose role includes monitoring of academic standards at partner universities. Students’ results received abroad are considered at the appropriate Examination Board and any issues are identified and fed back to the Study Abroad Office. Any partnership falling below learning and experience targets will be reviewed to assess its continuing viability.

In May 2015 the Learning and Teaching Committee of Senate approved a University-wide system for reviewing placements. A summary of University placement/work based Learning activity will be reported annually to LTC. The report will detail for each School: all placements, placement providers and student numbers, provide information on 5-yearly review of courses with placements, confirm appropriate completion of risk assessments and provision of support for students, report student and provider feedback and School responses, and provide information on placement audit. The Module Review and Annual

\textsuperscript{940} Doc 0501 UEA Learning Agreement for Studies Final
\textsuperscript{941} Doc 0502 Learning Agreement for SA Exchange Programmes 201516
\textsuperscript{942} Doc 0503 UEA Learning Agreement for Traineeships
\textsuperscript{943} Doc 0479 Placement Learning and Work Based Learning Code of Practice, page 13
\textsuperscript{944} Doc 0508 Educational Audit of Clinical Practice Dilham Ward 141103
\textsuperscript{945} Doc 0509 HSC Practice Placements Overview
\textsuperscript{946} Doc 0510 Brief Case Study on Placements on the MBBS Course
Course Monitoring and Update and the Five Yearly Course Review processes are being revised to ensure consideration of placements as a part of the processes.

17.11 Information about Placements and Study Abroad

Information for students, delivery organisations, and support providers can be found online in the Code of Practice on Placement Learning and Work based Learning. For some courses where placements deliver a training environment which enables students to acquire a set of key skills and competencies information is also provided in course-specific placement handbooks. We have included examples of course specific placement handbooks within our supporting documentation.

Information about Study Abroad is provided to students by the Study Abroad Office in a variety of means including: online guides and FAQs; via scheduled preparatory meetings for specific study groups; and individually through personal counselling and advice appointments. Information for partners and delivery organisations is available online.

17.12 Assessment

Other than assessment of practice for professional courses, placements are not assessed in the workplace. Where placements are assessed this will be undertaken by UEA academic staff on the basis of a piece of assessed work or by evidence of the student’s engagement (e.g. signed report from Placement Provider).

Student performance on periods of study abroad is monitored through individual learning plans which are approved by the School academic coordinator. Final results are aligned to achievement thresholds determined by the Learning and Teaching Service and insufficient performance during the study placement requires re-examination in order to progress onto the next Stage. There is some variance of practice on the awarding of grades and the equivalencies used and a University working group has recently been initiated to review this and achieve standardisation.

17.13 Certificates and Records of Study

For vocational courses there may be PSRB requirements stipulating the number of hours and/or types of placements that a student must participate in to be able to register with the relevant professional body. These placements are recorded in discrete, course-specific
databases, with attendance and progress monitored. These records are not recorded on the student transcript, but additional details can be provided on request.

Evidence of student participation in study abroad activity is taken in the form of official transcripts of record received from the partner university following the study period. Credit for work done is listed on the University of East Anglia transcript, with marks generally being listed as Pass/Fail, except in specifically mapped circumstances in various Schools (As previously mentioned an internal exercise is being undertaken to ensure consistency). Along with the Diploma Supplement and the HEAR, the host university transcript serves as the record of study.

17.14 Placement Records

LTS maintains a central report of where placement records are held. A project is currently underway to look at pulling all of these discrete databases into the University’s main student record system on SITS. The aim is to have one central record system for student placements across the University, which can readily provide management information and also increase the efficiency of placement processes such as allocating students to Placement Providers.

As well as all placement information being recorded within the SITS database and displayed to appropriate stakeholders via the e-Vision web interface, the intention is to upload all risk assessments, agreements and other documents to an e-Vision document repository. The project team has mapped the requirements of all placement areas within the University in order to inform the design of the coding and specifications of the functionality.

The Year in Industry programmes are currently offered solely within the Faculty of Science. The Faculty has standardised the recording of industry placement data in spreadsheets which are stored electronically in the Faculty shared folders, along with Risk Assessment / Placement Provider Agreement / Placement Approval forms. In addition, copies of the completed forms are sent to the LTS Hub to be placed on the student file. The Faculty is very keen to record all industry placement information within SITS, and to upload risk assessments, agreements and other documents to an e-Vision document repository. To that end, Faculty representatives have recently met with members of the project team for the development of SITS Placements Management functionality, in order to incorporate Year in Industry requirements in the design of the coding and specifications.

Placements and work based learning are a growth area for UEA, and alongside the software development described above, the University is currently considering how to best enhance oversight and strategic management and development. The Learning and Teaching Service has recently restructured to consolidate the support it provides for Placements in one office.

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957 Doc 0518 Placement Management System Desirable Characteristics
958 Doc 0519 Emails to Heads of School Regarding Changes to Placement Administration
17.15 Evaluative Data from Benchmark Surveys

In terms of the National Student Survey 2014 with final year undergraduates students who went on NHS placements. The School of Rehabilitation Sciences made gains in scores for the Practice Placements theme in 2014 with scores rising from 87% in 2013 to 92% in 2014. Gains were made on all questions making up this theme. Comments from students in the School of Rehabilitation Sciences show mixed views in regards to their placement experiences. Positive comments were made on the value of the placements, the knowledge and confidence gained from them. Some students highlighted how happy they were with the number of placement opportunities, whilst others felt they did not have enough.

After making improvements on the Practice Placements theme in 2013, the School of Nursing Sciences saw its score drop slightly again in 2014 (from 90% to 82%). In line with the quantitative findings, analysis of the verbatim comments highlighted a mixed view of the placement experience. Positive comments were made on the value of the placements, the knowledge and confidence gained from them, while negative comments were focused on the organisation and support during these placements. The School and LTS will take this feedback into account when developing continuous performance improvement plans.

In terms of the Postgraduate Taught Experience Survey 2014 the School of Rehabilitation Sciences achieved an overall score for placements theme of 82% satisfaction. Particularly positively, the School scored 100% satisfaction for Q20b I was allocated placement(s) suitable for my course. The 69% satisfaction score in relation Q20d suggests that while the School of Rehabilitation Sciences is allocating appropriate placements there remains a need for greater support to ensure that the opportunities within placements for students to meet their required learning outcomes are more explicitly articulated. The PTES 2014 response rate from students in the School of Nursing Sciences was too low to provide robust data.

As noted in the Major Changes chapter of our SED, The School of Nursing Sciences and the School of Rehabilitation Sciences have now combined to form the School of Health Sciences.
18 Chapter B11 Research Students

Expectation: Research degrees are awarded in a research environment that provides secure academic standards for doing research and learning about research approaches, methods, procedures and protocols. This environment offers students quality of opportunities and the support they need to achieve successful academic, personal and professional outcomes from their research degrees.

The following chapter is informed by the University’s Chapter B11 Mapping Document. We have detailed, below, the University’s management of standards of its research degree awards and the quality of the learning opportunities in relation to the particular expectations of Chapter B11 of the QAA Quality Code.

18.1 Higher Education Provider Arrangements

The Learning and Teaching Committee (LTC) of the University is responsible to Senate for ensuring and enhancing the quality of the UEA’s research degree provision. It does so within a formal framework in which the Postgraduate Research (PGR) Executive makes decisions relating to postgraduate research programmes and then reports to LTC. The Postgraduate Research Executive is chaired by the Pro Vice Chancellor (Research and Enterprise), and its membership includes the Academic Director of Research Degree Programmes, Faculty Associate Deans for Postgraduate Research and the NRP Biosciences Director.

The University’s regulatory framework for postgraduate research provision, as approved by LTC and Senate, is set out in the University Calendar, which is updated annually and is available on the University website. The following research degrees are offered: Doctor of Philosophy (PhD), Doctor of Philosophy (Integrated studies), Doctor of Philosophy by Publication, Doctor of Clinical Psychology (ClinPsyD), Doctor of Education (EdD), Doctor of Medicine (MD), Master of Philosophy (MPhil), and Masters by Research (MA, MSc, LLM). There are links to the Calendar in student handbooks and on the Postgraduate Research (PGR) Service web pages. The Award Regulations are accompanied by associated Instructions to Examiners, which were revised following review during 2013/14.

The Regulations relating to Research Degrees are reviewed on a five yearly systematic review cycle, with the most recent review considering reviews of viva assessment and probationary periods in 2013/14. The Regulations for the Form of Theses and for Consultation and Borrowing of Theses are reviewed and updated regularly, in relation to other regulatory changes, such as the requirement for candidates to submit an electronic copy of the thesis alongside a hard copy from January 2013.

959 Doc 0035 PGR Executive 150113, Minute A11
960 Doc 0520 SEN 131106 SEN13D004 Governance of Postgraduate Research Degree Programmes
961 Doc 0521 PGR Regulations Awards
962 Doc 0031 PGR Executive 140515 PGR13D037 Minute A4
963 Doc 0031 PGR Executive 140515 PGR13D037 Minute A4
964 Doc 0031 PGR Executive 140515 PGR13D038 Minute A5
965 Doc 0522 PRPPG 121115 PGR12D003 Ethesis Submission Revisions to Calendar and Research Degree Policy
Any proposed changes to research degree regulations due to internal or external developments require consideration by the PGR Executive following consultation with Faculty Graduate School Executives. Subsequently, proposed changes are recommended to LTC and ultimately Senate.

The University’s processes for assuring the quality and maintaining the academic standards of its research degrees are set out in the Code of Practice (CoP) for Research Degrees and in the accompanying Research Degree Policy Documents (RPPD). The Research Degree Policy Documents include documents on extensions and continuation fees, thesis submission guidelines, a Guide to Good Practice in Research, procedures for dealing with Allegations of Misconduct in Research, Intellectual Property Regulations, a Guide to Good Supervisory Practice, the Approval of New Research Degree Awards, the Research Ethical Approval Framework. They also include the Code of Practice for the External Examiners’ System for Research awards at UEA, guidance on the role of the Independent Chair and on Probationary Review. Both the CoP and Research Degree Policy Documents have been informed by the relevant sections of the QAA Code, the Vitae Researcher Development Framework and guidance from Vitae, Research Councils UK (RCUK) and UK Research Integrity Office (UKRIO). The CoP and Research Degree Policy Documents are updated annually and also in response to any changes to the Regulations or policy. The last full systematic review was undertaken in 2006/07 and the next review is scheduled for Summer 2015. The CoP and Research Degree Policy Documents are a key source of information and are brought to the attention of students at induction and via student handbooks and to staff through supervisor training.

The quality of the University’s research degree programmes is monitored against internal and external indicators through a number of processes which also serve to identify areas which require further attention or which might be improved. The processes include the analysis of student and admissions data; submission and completion rates; the annual review of external examiners’ reports; the Postgraduate Research Experience Survey (PRES); and reviews of professional doctorates. Students participate in these monitoring processes through representation on the relevant executives, except in the case of reserved agenda items.

Quality Assurance, Appeals, Complaints and Concessions (QUACC) meetings are held monthly within the PGR Service, and in addition to discussing broad issues of quality
assurance, closely monitor the number of concessions requested for intercalations and extensions, the numbers and type of appeals and complaints, and of Misconduct in Research cases. Anonymised notes from these meetings are circulated to the Academic Director and Faculty Associate Deans (PGR). In this way any general issues arising can be considered by Faculty Graduate School Executives or PGR Executive, and/or incorporated into Faculty supervisor training.

447. The PGR Executive monitors our completion rates against the HEFCE research degree qualification rates\footnote{Doc 0535 HEFCE Rates of Qualification from Postgraduate Research Degrees} and is pleased to note that our projected completion rate for full-time EU-domiciled PGR students starting in 2010/11 is above the national average.\footnote{Doc 0536 Internal Communication to PVCR AD DoRE 130823}

448. Admissions numbers and targets are monitored during the year at Faculty and University level and regular admissions reports are produced for the University’s PGR Executive and Faculty GSEs. Targets were set in the Corporate Plan 2012-2016 to increase the ratio of students to research-active staff from ~1.5:1 to ~1.75:1 over the duration of the Corporate Plan, and good progress is being made on this. The PGR Executive disseminates an annual strategic overview of progress against this and other strategic targets at the PGR Directors Conference.\footnote{Doc 0537 Slides from PGR Directors Conference 140917}

18.2 The Research Environment

449. Research students are an integral part of our research environment and are encouraged, as early career researchers, to take an active part in the research culture of their School and Faculty. Each School has a Postgraduate Research Director who is responsible for the academic management of research degree programmes in their School and is available as a source of support and guidance to research students and supervisors. Their role is set out in the role descriptor agreed by the PGR Executive.\footnote{Doc 0030 PGR Executive 140226, Minute B1}

450. The University has a formal agreement with the Norwich Bioscience Institutes (NBI) on the Norwich Research Park – the John Innes Centre (JIC), The Sainsbury Laboratory (TSL), The Genome Analysis Centre (TGAC) and the Institute of Food Research (IFR) - that allow UEA PGR students to be based at the Institutes and to be supervised by Institute researchers. This agreement, approved by Senate in 1996 (and updated in 2006 and 2008), will be fully reviewed by the PGR Executive during 2015/16. Academic management of PGR students based at NBI is the responsibility of the Institute PGR Directors, who perform an equivalent role to School PGR Directors. The Institute students and supervisors are supported by the Graduate Studies Office on the Norwich Research Park which is part of the PGR Service, so ensuring consistency of administrative processes.

451. Each Faculty has a Graduate School which has its own dedicated website and handbooks. The Faculty Graduate Schools focus on improving the PGR student experience, delivering high quality training and instilling a sense of graduate identity amongst the PGR community. While all PGR students continue to be registered within individual Schools the Graduate Schools provide an administrative, physical and intellectual focus point for PGRs in each

\begin{thebibliography}{9}
\bibitem{978} Doc 0535 HEFCE Rates of Qualification from Postgraduate Research Degrees
\bibitem{979} Doc 0536 Internal Communication to PVCR AD DoRE 130823
\bibitem{980} Doc 0537 Slides from PGR Directors Conference 140917
\bibitem{981} Doc 0030 PGR Executive 140226, Minute B1
\end{thebibliography}
Faculty. Each Graduate School has a designated PGR Skills Training Coordinator and a dedicated team within the Postgraduate Research Service. The Faculty Graduate Schools are managed by Graduate School Executive, led by the Faculty Associate Dean for Postgraduate Research. Associate Deans (PGR) Chair the Faculty Graduate School Executives (GSEs) and are members of the PGR Executive. This arrangement reinforces the cross-flow of information and accountability, and dissemination of good practice.

In addition there is a Graduate School Executive that supports the PGR experience at Norwich Bioscience Institutes. The NBI Graduate School Executive includes PGR Directors from the JIC, TSL, TSL and IFR. Part of the role of the NRP Biosciences Director is to Chair NBI GSE. The NBI also has its own dedicated Training Manager for research students and staff.

Schools run a variety of research activities including seminar series, symposia and conferences, which students are encouraged to attend and to organise. Students’ workspaces are located within their School or Faculty of Study, close to where wider research is taking place. The contribution made by research students to the University’s mission is emphasised in the ‘Research with impact’ section of the University’s Corporate Plan 2012-16.

The UEA Research Degree Education Strategy has been developed in parallel with the University’s Learning and Teaching Strategy 2014-2019 to reflect the University’s commitment to high quality doctoral education as articulated in the Corporate Plan. The Research Degree Education Strategy is supported by an implementation plan, the Quality Enhancement Plan (QEP), which incorporates actions from plans developed by the institution as part of its ongoing implementation of the UK Quality Code. Our Research Degree Education Strategy consists of 15 Strategic Aims and a description of the Attributes of UEA Doctoral Candidates. The Framework for Training Doctoral Students Registered on Doctoral Programmes is currently in development, and is discussed further later in this section.

The RAE and REF provide an institution-wide indication of the strength of the University’s research environment. The 2014 REF results published in December 2014 show that the University has improved its international research reputation as well as its scale and impact since the 2008 RAE. In 2014 more than 82% of our research activity was classified as world leading or internationally excellent; we are ranked 10th in the UK for the quality of our research output and 21st overall among all mainstream British institutions. Eight UEA subjects were ranked in the UK top 10 for their Unit of Assessment.

The JIC, IFR and TGAC Institutes are strategically funded by the BBSRC. The Institute Strategic Programmes are assessed for funding on a five-yearly basis both at a submission,
mid-term and final review stage and this includes assessment of the research environment, research programme, knowledge exchange and commercialisation and public engagement. The BBSRC reviews strategic human resources capability at the Institutes including the training environment. In addition, there are various operational audits on Quality Assurance, Finance, biosecurity, and Health and Safety. The TSL research environment is assessed through the REF.

457. The University’s participation in three Research Council Doctoral Training Partnerships – the EnvEast NERC DTP988, Norwich Research Park Biosciences BBSRC DTP989 and CHASE Consortium AHRC DTP990 - and the development of a strategic alliance between the Universities of Essex and Kent - the Eastern Academic Research Consortium – also provides an indicator of the excellence of the research environment at UEA.

458. The Norwich Biosciences DTP involves five world-class centres: the John Innes Centre (as lead institution), the University of East Anglia, the Institute of Food Research, The Sainsbury Laboratory and The Genome Analysis Centre, and was recently awarded £12.5M in continued funding.991 The EnvEast Doctoral Training Partnership (DTP) was created in November 2013 with £5M funding from the Natural Environment Research Council (NERC) and draws together expertise from three universities and ten research centres of national and international importance. CHASE brings together 7 leading research universities: The Courtauld Institute of Art, Goldsmiths, University of London, the Open University, and the Universities of East Anglia, Essex, Kent and Sussex, and is funded by a £17m award from the AHRC. The DTPs provide a complimentary cross-Faculty and cross-institution support structure through their cohort activities and training pathways.

459. The University is a founding partner of the Eastern ARC along with the Universities of Essex and Kent, which was established in September 2013 in order to strengthen current collaborations in the natural and environmental sciences and the arts and humanities, and develop new cross-disciplinary research. The consortium has signalled its commitment to the agreement by jointly-funding six Eastern ARC Fellows and 18 Eastern ARC PhD studentships over a five-year period, across the three research strands of Digital Humanities, Quantitative Social Sciences and Synthetic Biology.

460. All these research collaborations provide our research students with a high quality training environment. This has been recognised by continued funding from the Research Councils. Our research students also gain the opportunity to network and collaborate with researchers from a wide range of higher education institutions and research centres, enhancing their student experience and future employability.

461. Responsibility for good research conduct at UEA rests with the Research Executive led by the Pro-Vice-Chancellor (Research and Enterprise), who also chairs the Postgraduate Research Executive. The University has detailed policies regarding research integrity and

988 Doc 0185 EnvEast DTP
989 Doc 0541 NRP Biosciences DTP
990 Doc 0801 CHASE DTP
991 Doc 0034 PGR Executive 141118, Minute A5
ethics\textsuperscript{992}, including avoiding plagiarism and procedures for dealing with allegations of Misconduct in Research (reviewed in summer 2012).\textsuperscript{993} \textsuperscript{994} \textsuperscript{995} Training needs analysis and accumulation of credit will be reviewed during the second half of 2015.

18.3 Selection, Admission and Induction of Students

The University’s PGR admissions procedures are described in Section 1 of the CoP: Research Degrees including ensuring that applicants are suitably qualified and prepared, that the necessary resources and an appropriate research-active environment are available to support them and that the admissions decision made is fair and in accordance with equal opportunities policies.

The University has reviewed and clarified a number of admissions procedures in the light of the opportunities for greater efficiency and consistency of approach that the establishment of a unified PGR Service has offered. A new University system for managing postgraduate admissions (Hobsons ApplyYourself / Connect) has been introduced which offers greater transparency for users. The ‘front end’ of the system - for receipt of applications - is now in operation; a further system for dealing with review and selection (AppReview) is being trialled in certain Schools and Faculties.

The University’s admissions requirements for research students are set out in the PGR Admissions web pages,\textsuperscript{996} in the Postgraduate Prospectus\textsuperscript{997} and on the web pages for the University’s Graduate Schools and DTPs, and are set at a level to support the selection of students who are likely to complete the degree. The University has formalised its requirements for admissions and recruitment further, with the production of guidelines on research-led and applicant-led applications\textsuperscript{998} which are reviewed annually and circulated to academic staff in Schools.

The University has reviewed English language requirements across Schools / Faculties and a schedule setting out minimum English Language requirements across all four Faculties has been published on the PGR Admissions website. The PGR Executive is responsible for the regular review of these requirements with the last review taking place in June 2015. The University has reviewed the entry qualifications of those PGR students admitted against the University’s regulations for Master’s by Research, Master of Philosophy and Doctor of Philosophy, and found that there was adherence to the University’s admissions criteria.\textsuperscript{999}

The responsibilities and entitlements of students undertaking research degrees are set out in the Regulations, Code of Practice and Research Degree Policy Documents. These are communicated to students in the offer letter, supplemented by student handbooks, Graduate School, DTP and PGR Service web pages, and induction programmes. These are

\textsuperscript{992} Doc 0542 Research Conduct and Ethics Webpage
\textsuperscript{993} Doc 0543 PGR Policy Group 121123, Minute A1
\textsuperscript{994} Doc 0008 LTC 121205, Minute 22
\textsuperscript{995} Doc 0762 Senate 130220, Minute 22
\textsuperscript{996} Doc 0802 Postgraduate Research Degrees Webpage
\textsuperscript{997} Doc 0544 Request a Postgraduate Prospectus Webpage
\textsuperscript{998} Doc 0545 PGR Admissions and Recruitment 201415
\textsuperscript{999} Doc 0546 PRPPG 130619, Minute A1
reviewed annually by the PGR Service, in conjunction with Faculty Associate Deans (PGR) and professional doctorate Programme Directors, and updated on a regular basis.

Each Faculty is responsible for arranging induction and orientation for all new PGR students, which is usually delivered via the Graduate School, and these are supplemented by individual School and/or DTP cohort events. Induction programmes reflect the local research environment and the framework set out by the Research Degree Education Strategy and the Code of Practice. Officers of the Union of UEA Students (UUEAS) and the Graduate Students Association (GSA) contribute to the induction process. Faculties and Schools review their induction activities each year and explore improvements: for example, the Faculty of Medicine and Health Sciences has introduced a buddy system to help new students settle in. 1000

18.4 Direct Entry to the PhD and Introduction of a Probationary Period

The Postgraduate Research Executive agreed in February 2014 1001 to introduce direct registration to the PhD from October 2015 onwards, rather than candidates initially registering on an MPhil programme. The aims of this change are to bring greater consistency in practice across the University, to provide more clarity for students and to incorporate good practice from elsewhere in the sector. As part of the change probationary periods will be introduced from October 2015 for all research degree students enrolled on the MPhil, PhD, PhD Integrated Studies, Doctor of Medicine and Masters by Research degrees. A review of students’ probationary status will be undertaken within the first year of full-time study (or equivalent) 1002. The introduction of a probationary period will provide a structured and consistent approach to academic progress monitoring.

18.5 Supervision

The University’s policy and procedures regarding supervision, including the criteria for appointing supervisors, are set out in Section 7 of the CoP for Research Degrees. The University requires that all research students have an approved supervisory team, ordinarily comprising at least two research-active University teachers. Guidance on students and supervisors’ responsibilities is available in summary form in the Guide to Good Supervisory Practice and in Faculty PGR handbooks. PGR Directors provide the academic lead within their Schools and Institutes in relation to postgraduate research and act as a source of support and guidance to less experienced colleagues.

The responsibility for appointing supervisors and monitoring quality of supervision lies with School PGR Directors with delegated authority from the Head of School and with the Chair, NBI GSE for NBI students to provide an overview across all Institutes. Offer letters to students will include the name of the primary supervisor for the research project and will include the names of the supervisory team where agreed. The composition and percentage input of the supervisory team are finalised at the initial meeting with the student, which is held within three weeks of the student starting.

1000 Doc 0547 FMH PGR Student Buddy System Evaluation 2014 Final Report
1001 Doc 0031 PGR Executive 140515, Minute A5
1002 Doc 0037 PGR Executive 150428, Minute B6
Heads of School are required to ensure that new supervisors are provided with appropriate support and that through workload allocation systems that supervisors are able to devote sufficient time to their supervisory duties. The PGR Executive reviewed in 2013/14\textsuperscript{1003} the requirements in the Code of Practice in relation to maximum recommended numbers of PGR students supervised and formalised the roles of Heads of School and the Associate Deans PGR in determining this.

All supervisors, including those external to UEA, are required to attend supervisor training sessions, organised at Faculty level, at least every three years. All Faculties regularly review their supervisor training and monitor attendance\textsuperscript{1004} and have developed new formats to encourage supervisors to share best practice and innovation, including online and face-to-face sessions. In addition to being required to attend supervisor training external supervisors are required to sign a Memorandum of Understanding, which sets out their roles and responsibilities.\textsuperscript{1005} The PGR Executive reviewed procedures for ensuring high quality of supervision, including supervisory training, in 2014/15.\textsuperscript{1006}

In the event of difficulties with the supervisory process, students are able to access independent and confidential advice from their School PGR Director, from their Faculty Associate Dean or other sources (Academic Director of Research Degree Programmes, PGR Service, Dean of Students’ Office, or the UUEAS Advice Centre). Students can request a change of supervisor and where possible the School will accommodate this. If concerns are not satisfactorily resolved, students may pursue the University’s formal complaints procedure. The positioning of the PGR Service within the wider Research and Enterprise Division (along with the Careers Service) strengthens the commitment of the University to researcher development and to long-term academic workforce planning, with strategic implications overseen by the PVC (Research and Enterprise), the Director of Research and Enterprise Division and other senior colleagues.

The frequency and method of contact will be agreed by the student and supervisory team at the start of the programme. Supervisors are however required to meet with full-time students at least eight times per year including three formal progress meetings and with part-time students at least four times per year, including progress meetings. This is monitored by PGR Directors as part of the annual review of progress. Where students are away from the University, for example, on fieldwork, supervisors are required to put in place plans for how they will maintain contact whilst away. Where a primary supervisor is unable to continue in the role, either temporarily or on a permanent basis, alternative supervision will be put in place by the Head of School or Chair NBI GSE for Institute students.

\textbf{18.6 Progress and Review}

Schools are required to monitor student progress regularly throughout students’ full period of registration. For students located at NBI, progress will be monitored by the Institute concerned. Following the initial meeting between the student and the primary supervisor, within three months of registration, the supervisory team and student meet to agree a

\begin{itemize}
\item[\textsuperscript{1003}] Doc 0029 PGR Executive 140117, Minute A7
\item[\textsuperscript{1004}] Doc 0548 HUM GSE 140121, Minute 8
\item[\textsuperscript{1005}] Doc 0549 Memorandum of Understanding
\item[\textsuperscript{1006}] Doc 0034 PGR Executive 141118, Minute A6
\end{itemize}
timetable of research and training activities and achievement targets over the period of study. This plan is regularly updated and provides the basis of progress monitoring, ensuring that students are aware of expectations with regard to their progress.

476. Each supervisory team is required by University regulations to review and report student progress each year, throughout students’ full period of registration, via the Annual Review of Research Student Progress. Since April 2013 the annual review of progress has moved from a paper-based process to an online process; there are also plans for the interim progress review forms to be replaced by online versions. The online report form, which is used to inform discussions at the annual review meeting, includes the student’s and supervisors’ assessment of progress, research and training plans for the next 12 months and the student’s comments on supervision, PPD and facilities. If a supervisory team concludes that a student’s progress is not wholly satisfactory, follow-up actions to be taken are specified and reviewed by the PGR Director.

477. All reports are considered by the relevant PGR Director with summary reports considered by the Faculty Graduate School Executive. Faculties and Institutes are required to confirm to the PGR Executive (reported at LTC) that the process has been completed and to draw attention to any issues of principle or policy or aspects worthy of wider dissemination.

478. As noted above, from October 2015 there will be direct PhD registration and the introduction of a probationary status for all research degree students enrolled on the MPhil, PhD, MD and Masters by Research programmes. Currently, direct registration is already undertaken in the Schools of BIO, CHE, PHA and ENV and a transfer process is in place for all other Schools. The current requirements for transfer from MPhil to PhD and from MEd to EdD are set out in the Regulations for those degrees, in the Code of Practice and in individual School/Faculty guidelines available for students and staff.

479. Once the new policy is in place across the University a review of students’ probationary status will be undertaken at an annual review meeting within the first year of full-time study (or equivalent) and will include an Internal Assessor, who will not be a member of the supervisory team. If progress is not judged to be satisfactory, an action plan with a clear list of measurable goals to be achieved and the timescale for achieving these will be agreed and a Continuation Review meeting scheduled to review again the student’s probationary status. A student not making satisfactory progress at a Continuation Review Meeting will normally be required to withdraw from the degree.

480. The professional doctorates (EdD, ClinPsyD) have a structured programme of taught elements. The requirements for progression are set out in the Regulations for those degrees and in student and supervisors’ handbooks and guidelines.

1007 Doc 0035 PGR Executive 150113, Minute B4
1008 Doc 0036 PGR Executive 150303
1009 Doc 0037 PGR Executive 150428, Minute A8
1010 Doc 0031 PGR Executive 140515, Minute A5
18.7 Development of Research and Other Skills

The University is committed to the provision of skills and employability training for all PGR students in order to equip them with the research and transferable skills for all stages of their postgraduate research and beyond. This commitment is reflected in the development of the UEA Research Degree Education Strategy and the Framework for Training Doctoral Students Registered on Doctoral Programmes (which is currently under development). The Framework takes eight different elements of the current Personal and Professional Development (PPD) provision and maps them against the requirements of the RCUK Statement of Expectations for Doctoral Training (2013). These are: the research environment, training needs assessment, professional and transferable skills for researchers, discipline specific research methodology and advanced skills training, cohort training and peer to peer learning, public engagement, placements and exchange visits, and academic practice.

Over the past five years existing provision in the area of professional skills training has been extended and enlarged in the form of the Faculty Graduate Schools’ and NBI PPD programmes and there has been a move away from centralised training. Most Graduate School PPD modules are open to students from other Faculties, and where possible non-NBI students are able to attend NBI based training, in both cases subject to spaces being available. All students undertake ten PPD training credits per year (pro-rata for part-time students), as mandated by the CoP, and monitored during the annual review of progress. DTP students undertake specific cohort based sessions as required by their sponsor to build the DTP cohort. Failure to engage with the training programmes provided and/or to accumulate the required PPD credit per year constitutes a breach of the General Regulations and may lead to action under the University’s disciplinary procedures.

In developing PPD programmes there has been a strong focus on aligning professional skills training to balance the needs of students, their PhD research projects and of employers. The Graduate Schools’ and NBI PPD programmes are reviewed on an annual basis by training coordinators and Associate Deans.

The development of DTPs and other collaborative partnerships has provided opportunities for associated students to participate in training at partner institutions, providing a greater variety of opportunities and contact with a wide network of researchers. This allows us to draw upon best practice in the wider research sector in developing training provision for all research students.

Research students meet with their supervisors within three weeks of registration to discuss their initial training needs as mapped against the Vitae Researcher Development Framework and draw up a plan to meet these. The initial training needs assessment is reviewed at

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1011 Doc 0031 PGR Executive 140515, Minute A6
1012 Doc 0032 PGR Executive 140613, Minute A7
1013 Doc 0035 PGR Executive 150113, Minute A6
1014 Doc 0035 PGR Executive 150113, Minute A7
1015 Doc 0797 Faculty SCI GSE 140611
regular intervals through interim and annual progress reviews and is updated throughout the period of study.

Opportunities to teach are available for research students who have undertaken training offered by the University or can demonstrate evidence of equivalent training. The University offers PGR students four routes to preparation for teaching: the CSED/EDU Developing Teaching Skills Programme (a stand-alone 20 credit Masters module, accredited by the Higher Education Academy), a HUM course ‘Preparing to Teach in the Arts and Humanities’, an SSF course ‘An Introduction to Teaching in the Social Sciences’ and sessions in SCI which are mandatory for those students wanting to work as demonstrators supporting teaching. These are supplemented by Graduate School PPD sessions on areas such as marking and assessment, and preparation, organisation and delivery. All the above training provides PPD credits.

Processes and practices relating to postgraduate students who teach at UEA were reviewed by PGR Executive in 2013/14 and 2014/15. The review was conducted in conjunction with UUEAS and took into account the 2013 National Union of Students report Postgraduates Who Teach. The review included feedback from School Managers, School Directors of Teaching and School Directors of Postgraduate Research as well as from research students and undergraduates. It reported back to the PGR Executive and to LTC in March 2015. LTC resolved that a working group should be established to further consider how the University could incorporate the recommendations of the 2013 NUS report. The University’s guidance notes relating to Postgraduate Research Students who teach have been updated.

18.8 Evaluation Mechanisms

Formal feedback from each student on supervision, training and facilities is incorporated within the annual review of students’ progress. Supervisors are also able to comment on these areas through this process. Students and supervisors are also able to contact their PGR Director in confidence regarding any concerns they may have.

More general feedback is obtained through Research Student Forums, and by PGR students’ membership of School Boards, DTP Management Boards, Faculty and NBI GSEs, PGR Executive and LTC (the latter two through the UUEAS and previously also the GSA). The University now has Research Student Forums in three Faculties, in addition to the Student Voice Committees at the Norwich Bioscience Institutes, with a fourth in development in the Faculty of Science. The Research Student Forums are supported by links with the new UUEAS Postgraduate Education Officer. The involvement of student representatives in these
groups has proved an invaluable means of assisting the effective development of PGR policy and practice.

Consultations on specific issues, which may involve changes to existing policy or practice, are undertaken as a matter of course. This is normally conducted through GSE working groups, which include student representatives or student feedback mechanisms. The annual PGR Directors conference also provides a valuable opportunity for discussion of modifications to PGR policy or practice within the University, and includes academic and administrative staff, UUEAS staff and student representatives.

Regular meetings of PGR managers provide a further opportunity to share good practice, ensure consistency across the University and develop timely responses to emerging problems and issues. PGR Service staff also feed into the PGR Process Improvement Plan which is reviewed regularly and reported to the PGR Executive.

The University also monitors feedback from students and supervisors located at partner institutions, including LAD, UCS, and from our DTP partners. There is student representation on various DTP Management Boards and associated training sub-groups.

The University has participated since 2008 in the Postgraduate Research Experience Survey and the results are considered by the PGR Executive and by Faculty GSEs. The results of PRES 2015 are currently being analysed and will be considered by the PGR Executive in October 2015. The results from PRES 2013 have been used to identify areas where we have examples of good practice to share amongst Faculties, and areas where we can improve the PGR experience. Schools and Faculties were asked to produce action plans in relation to PRES, including dissemination strategies to ensure that students know that actions are being taken in response to feedback. Outcomes from PRES 2013 have included improved facilities for postgraduate research students in the Library following a consultation and investment of capital funding, student representation from all Faculties at meetings to agree a proposal to UEA Space Management Group and enhancements to research student offices around the campus.

18.9 Assessment

All research students are assessed by an oral examination of the thesis conducted by an external examiner and an internal examiner, independent of the supervisory team, (two external examiners in the case of staff candidates). Recommendations for the appointment of examiners are made by the School PGR Director (by the Chair, NBI GSE for NBI based students) and then confirmed by the relevant Faculty Associate Dean PGR, who checks that

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1024 Doc 0027 PGR Executive 131122, Minute 9  
1025 Doc 0030 PGR Executive 140226, Minute A6  
1026 Doc 0027 PGR Executive 131122, Minute 5  
1027 Doc 0548 HUM GSE 140121  
1028 Doc 0031 PGR Executive 140515, Minute A9  
1029 Doc 0032 PGR Executive 140613, Minute C1  
1030 Doc 0028 PGR Executive 131127, Minute 7  
1031 Doc 0031 PGR Executive 140515, Minute A10  
1032 Doc 0553 You Said We Did PRES 2013
the proposed examiners are appropriately qualified and suitable and that there are no conflicts of interest. Where examiners lack recent experience of the UK HE system they are supported throughout the process by the relevant PGR Director, which ensures consistency of approach and that good practice is shared.

In developing and reviewing the assessment criteria for research degrees use is made of the descriptors for doctoral and research master’s degree qualifications as set out in the FHEQ, of the QAA documents on Doctoral degree and Master’s degree characteristics and of subject benchmarks and PSRB requirements where appropriate (e.g. Clinical Psychology).

The criteria and procedures for the assessment of research degrees and for the appointment of examiners are set out in the Regulations in the University Calendar, in the Instructions to Examiners and the Code of Practice for the External Examiner System at UEA. These are available to students and staff on the PGR Service web pages, alongside additional guidance. In addition students can access guidance on the presentation of the thesis in Section 3 of the Research Degree Policy documents and on the viva examination through the PPD programmes.

The Instructions to Examiners for the Masters by Research, MPhil and PhD and the viva assessment procedures were reviewed in 2013/14. Changes made included simplifying the assessment outcomes open to examiners; the introduction of independent pre-viva reports; changes to the role of the Independent Chair; and the submission by candidates of an electronic copy of their thesis for examination.

All examiners’ reports are reviewed annually by the Academic Director of Research Degree Programmes and a summary report confirming the process and setting out any University-wide or matters of principle issues (recognising that for the most part, the reports are very student/project specific) is considered by the PGR Executive and then LTC. The Academic Director will request action by the School or Faculty concerned on issues requiring urgent attention or will take matters forward through the PGR Executive where the issues relate to matters of principle, procedure or regulation. The annual reports from examiners for the ClinPsyD and EdD degrees require a formal response from the School PGR Director and issues raised in the annual reports will then be acted upon at School level.

18.10 Changes to the Viva Assessment Process from September 2014

A working group was set up by the PGR Executive in January 2014 to review the Instructions to Examiners for the degree of Doctor of Philosophy, which were last reviewed in February 2006, and to ensure that these were aligned with the QAA Quality Code and the doctoral characteristics detailed in the FHEQ. The aims of the review were to bring the University’s viva assessment processes in line with sector best practice, reflect changes to the University’s governance and administrative arrangements for research students and make the process clearer to examiners and students. The scope of this review was subsequently extended to the MPhil and Masters by Research. The working group made a number of recommendations which included the introduction of independent pre-viva reports,
changes to the role of the Independent Chair and the removal of the role of Internal Adviser, and a rationalisation of the range of recommendations available to examiners. These recommendations were agreed by the PGR Executive and subsequently approved by LTC and Senate. Changes have been made to the Regulations, Instructions to Examiners and Code of Practice for Research Degrees accordingly.  

18.11 Research Student Complaints and Appeals

The University has specific procedures dealing with academic and non-academic complaints and academic appeals. These apply to all students who are registered at the University and are published in the University Calendar, on the University intranet and referenced in the CoP: Research Degrees.

The University received 750 responses from postgraduate research students to the 2015 Postgraduate Research Experience Survey, a response rate of 58% which we expect to be well above the sector average. This response rate is a marked improvement on our previous response rate of 31% for PRES 2013 and easily exceeded the target of 40% set by the Postgraduate Research Executive. The response rates by School varied from 38% to 100%. Although the full analysis is still to be completed, initial analysis shows that overall reported satisfaction institutionally is high at 84%, just ahead of the sector at 82%. Some Schools at UEA (whilst from very low bases) scored in the 90’s for Overall Satisfaction: Health Sciences (100%), Law (93%) and Psychology (93%). Looking at the survey more broadly of particular note is high institutional satisfaction (of over 85%) with elements of supervision, formal monitoring of progress, students’ and supervisors’ responsibilities and development of research and analytical skills.

Evaluative Benchmarking

The data for PRES 2013 was analysed by RAE 2008 unit of assessment and compared with national quartiles. The University performed close to the sector average: most positively when compared to the sector average for satisfaction with research culture (66% compared to 63%) but was furthest below the sector average for satisfaction with supervision (82% compared to 84%) and research skills (83% compared to 85%). There are some disciplinary variations across the University sector relating to reported satisfaction with resources: in 2013 the reported satisfaction with resources was 72% in UoA 24 (Anthropology and Development Studies) was in the top quartile nationally whereas the corresponding score of 79% for UoA 29 (Chemistry) was in the bottom quartile. This comparative data was issued to Schools and Faculties following PRES 2013 along with the qualitative and quantitative data from the survey to enable them to construct action plans appropriate to their discipline. In these action plans Schools were encouraged to pay particular attention to issues around satisfaction with supervision and research skills. These action plans were developed following consultation with research students in the School and then discussed at Faculty Graduate School Executives before summary Faculty PRES action plans were submitted to the Postgraduate Research Executive. The University summary plan is available on the Postgraduate Research Service website and was highlighted when promoting PRES 2015. We are planning to follow a similar process of analysis and evaluative benchmarking for

1036 Doc 0031 PGR Executive 140515, Minute 4
PRES 2015, with action plans due to be considered at the December 2015 meeting of the Postgraduate Research Executive.
19 Part C – Information About Higher Education Provision

Expectation: Higher education providers produce information for their intended audiences about the learning opportunities they offer that is fit for purpose, accessible and trustworthy.

19.1 Framework for Public Information

503. UEA publishes extensive information about its mission, values and strategy. This comes in the form of the Corporate Plan, made publically available on the UEA website\textsuperscript{1037} and within the Academic Calendar\textsuperscript{1038}. It is also available in hard copy.

504. The University webpages also contain information on Corporate Social Responsibility\textsuperscript{1039}, Annual Reports\textsuperscript{1040} and Financial Statements. Annual reports include information about student numbers and University finance as well as particular highlights and recent developments. In its Financial Statements the University makes publically available information relating to income and expenditure each year since 1997, which is now also being supplemented by a finance summary for students, starting from the 2013/14 financial year.\textsuperscript{1041}

505. In common with most universities created by Royal Charter, UEA has a formal body known as the Court, which meets annually. Its membership is very widely drawn, making it an important forum for strengthening connections with the local community. The formal phase of the annual meeting, including presentation of the Annual Report, is combined with presentations giving an insight into some areas of the University's activities which are of current interest.

506. UEA also makes public information relating to Data Protection and Freedom of Information\textsuperscript{1042} including a Publication Scheme as required by the Freedom of Information Act. Guidance on these and on records management is available from the Information Policy and Compliance Manager, who coordinates and advises on matters relation to Data Protection and Freedom of Information. The Compliance Manager also maintains a record of data-retention contacts across all University professional services\textsuperscript{1043}.

507. A wide variety of information about equality and diversity within the University is maintained and made public via the Equality and Diversity website\textsuperscript{1044} which covers a very wide range of issues relating to and going beyond the Equality Act (2010). This work is monitored by the Equality and Diversity Committee which reports to UEA Council.

\textsuperscript{1037} Doc 0003 UEA Corporate Plan 201216
\textsuperscript{1038} Doc 0803 UEA Academic Calendar Webpage
\textsuperscript{1039} Doc 0663 Corporate Social Responsibility Webpage
\textsuperscript{1040} Doc 0664 Annual Reports and Publications Webpage
\textsuperscript{1041} Doc 0665 Financial Accounts Webpage
\textsuperscript{1042} Doc 0666 Information Regulations and Policies Webpage
\textsuperscript{1043} Doc 0667 Records Management Contacts Webpage
\textsuperscript{1044} Doc 0668 Equality and Diversity Webpage
The principal source of numerical data that underpins information for the audiences specified within Part C of the QAA Quality Code, and which also feeds into the Key Information Sets (KIS), is the Student Record System. Data quality in this system is ensured through a data governance process managed from the Planning Office. This process involves a battery of standard error reports monitored through the Planning Office and actioned in ‘data owning’ offices of the University. Higher-level outputs are quality checked via HESA’s own validation kits, and analyst input from the Planning Office which leads to in-year quality review. This feeds into long term targeted enhancements to the error checking process where required. ‘Closed cycle’ data is drawn from statutory returns, where possible, which have been subject to all of the above.

In year data is sourced from the UEA data warehouse which has its own internal data quality controls. These also involve automated error checking, analyst input, and regular data cleansing exercises to ensure that all data held, both current and historic, is of the highest possible quality.

A second principal source of information is large scale survey activity such as the NSS and the Destination of Leavers of Higher Education (DLHE) exercises, which generate returns which feature prominently on UNISTATS alongside KIS. In the case of both the NSS and DLHE our data is used to form the survey samples (this data emerges from statutory returns and is subject to specific quality control activity as part of the process outlined above). The NSS is, of course, then run externally. With the DLHE (as is the case with all internally run surveys such as PRES and PTES) checks are maintained on data quality throughout the field work periods, and the outputs are subjected to analyst examination before submission.

**19.2 Information for Prospective Students**

General requirements for our courses[^1045] are published online in a course catalogue, including an overview of each course[^1046], together with detailed module information for each course.[^1047] A hard copy prospectus[^1048] contains a summary of key aspects of each course. Fees charged are made available via the course catalogue, and information about bursaries and scholarships are updated on a live basis and can be accessed via the course fees page[^1049] or directly within the fees/funding section of the website.[^1050] UCAS applicants are also referred to the UEA UCAS pages.

[^1045]: Doc 0669 BSc Biological Sciences Entry Requirements Webpage
[^1046]: Doc 0670 BSc Biological Sciences Course Overview Webpage
[^1047]: Doc 0671 BSc Biological Sciences Course Profile Webpage
[^1048]: Doc 0672 Admissions Prospectus
[^1049]: Doc 0673 BSc Biological Sciences Course Profile Fees and Funding Webpage
[^1050]: Doc 0674 Undergraduate Fees and Funding Webpage
[^1051]: Doc 0675 Undergraduate Tuition Fees Loans and Grants Webpage
[^1052]: Doc 0676 UEA Funding Options Webpage
[^1053]: Doc 0677 201516 Fees Webpage
[^1054]: Doc 0678 International Undergraduate Scholarships Webpage
UEA is currently investing heavily in upgrading our external facing website, and as part of that we have conducted a general review of the information required at each step of the admissions process, and ensured that this is available. This includes information about academic aspects of the course, research, employability, accommodation, support services, the library and living on campus. There is information available on specialist facilities available at departmental level on School webpages, but there is also a wealth of information on specific University wide services, such as Accommodation, The Dean of Students’ Office, The Library & IT resources, the Union of UEA Students, Catering, the Careers Service, Learning and Teaching Services and the Postgraduate Research Service, as well as, details of Norwich and the region, living off campus and the Sportspark.

The University recognises that the interests/requirements of each applicant are different, and we encourage prospective applicants to speak to advisers, rather than rely solely on static information. The University also provides information and guidance for prospective students via Open days, school visits, interaction via our enquiries team (phone, email and social media enquiries) and admissions staff. Further, opportunities are provided for enquirers and applicants to speak directly with current students and academic staff either face to face, via phone or email.

The information available on courses, and the general study environment, comes in a variety of forms. The initial sources of information are the University website and prospectus. This is supplemented by public data such as KIS and information available on third party websites such as UNISTATS. However, there are also School specific brochures, open days and applicant days, to help applicants narrow down their choice.

The University undertakes a range of Higher Education Advice visits to schools, 6th forms, UCAS fairs where we provide generic information about applying and attending university together with specific advice about courses, fees and funding and HE level study. Postgraduate applicants are supported by visits to fairs, webinars and information sessions within the University as well as by dedicated webpages for postgraduate taught and postgraduate research applicants. We also provide a range of online resources for parents, teachers and young people.

In addition to applicants sourcing their own information we also deliver Customer Relationship Management (CRM) plans for all enquiries and applicants. This provides a programme of regular email and physical mailing that provides information that will help individuals make their decision when selecting a university.

The University’s Admissions, Recruitment and Marketing Division (ARM) has developed a map of the prospective undergraduate student’s journey. Each prospective student

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1055 Doc 0602 Postgraduate Taught Degrees Webpage
1056 Doc 0802 Postgraduate Research Degrees Webpage
1057 Doc 0679 Information for Parents Teachers and Young People Webpage
1058 Doc 0680 Undergraduate User Journey Map
1059 Doc 0680 Undergraduate User Journey Map
receives communication from ARM up to the point of arrival including personal emails
detailing the processes that they need to engage with before arriving at UEA. Within print publications Course Information is updated on an annual basis in-line with print schedules with specific timelines applied to particular publications to ensure alignment with course amendments and developments. Website content is updated as required throughout the recruitment cycle. Information contained within the Course Profile Tab of the Course Catalogue is fed from content held within SITS and therefore updated automatically as the central system is updated. Other information held within other tabs is updated as required. This will be checked annually as part of the Prospectus writing process, and then updated as situations arise (e.g. publication of new league table rankings).

**19.3 Information sent to students as part of Start of Year/Registration/Induction**

Every piece of correspondence sent to new students refers them to the New Student website. The New Student Website refers students to their registration events, induction programmes, Head of School Welcome, student handbooks and any other information Schools want students to see before they arrive. Effective communication with students is essential to a successful registration process and the University has detailed plans in place regarding the different staged communications that need to be provided to our students in relation to their registration and induction. Students arriving in 2014 also received a postcard sent to their home address in advance of their arrival date providing key information from the University and the Student Union. On arrival students receive a hard copy New Student Welcome Guide and are provided with a ‘What to do next’ flyer at their registration event.

**19.4 Information for Existing students**

Registered students are able to obtain much of the information they will need during the course of their study through online resources. The University Student Portal carries links to all of the University’s departmental and service webpages. Students access information about their marks, assessment deadlines and examination results through e:Vision and can engage with course and module specific material through their Blackboard site. In the UEA Student Experience Survey 2015 responses indicated extensive use of

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1060 Doc 0681 Before You Arrive What Happens Next Student Arrival Email
1061 Doc 0682 Registration at UEA Pre Arrival Email
1062 Doc 0683 Online Registration Pre Arrival Email
1063 Doc 0684 New Student Welcome Guide
1064 Doc 0777 School of History Undergraduate Induction Programme 201415
1065 Doc 0778 BA Social Work Year 1 Induction Programme
1066 Doc 0779 School of Biological Sciences Student Welcome Week Timetable 2014
1067 Doc 0780 LTS Start of Year 2014 Plan
1068 Doc 0684 New Student Welcome Guide
1069 Doc 0685 What To Do Next Flyer
1070 Doc 0686 Portal Front Page
1071 Doc 0687 Student View of Evision Front Page
1072 Doc 0688 Student View of Blackboard Front Page Course and Modules
e:Vision with 90% confirming that they use e:Vision to check their personalised timetables and 73% using e:Vision to check the progress of their work while it is being marked.

Blackboard is UEA’s virtual learning environment. The web-based system allows for the easy creation and management of electronic teaching materials, without the need for extensive technical knowledge. Blackboard can be used for a wide range of tasks from providing a simple set of lecture notes to hosting a complete online course for distance learners. Course sites can be highly customised and offer a range of tools to support teaching and learning, for example:

- Course handbooks and module outlines
- Lecture notes and handouts
- Quizzes
- Wikis
- Blogs
- Discussion boards
- Web links

The use of the Blackboard VLE is now widespread at UEA and a year on year analysis of usage shows that student use is gradually increasing. Most modules have a Blackboard site, with students on the module having automatic access to the information. In March 2015, the University’s Learning and Teaching Committee agreed a strategic direction which will require that every taught module should have a Blackboard site, and minimum standards for content are being developed and consulted on.

Academic staff are encouraged to use the full range of tasks available on Blackboard, and there is a Learning Technology team who support colleagues in their use of the software. Formative assessment, and some summative assessment, is carried out through Blackboard, with a project underway to develop online marking for more summative work through this environment. Leadership in this area is provided by the Academic Director of Learning and Teaching Enhancement.

Regulatory, policy and procedural information for taught programme students is mainly provided through the Learning and Teaching Services webpages, which includes the online Student Handbook, and School Handbooks for undergraduate and postgraduate taught students. Information for research degree programme students is provided through the Postgraduate Research Service webpages and associated Faculty Graduate School and Doctoral Training Partnership sites.

During the period of their study the University communicates with students through a range of media including weekly UEA student bulletins, group mailings, flash messages on the main student online resource pages, electronic display boards placed around campus and

1073 Doc 0689 LTC 150318 LTC14D155 Next steps with Blackboard
1074 Doc 0690 Learning and Teaching Service Front Page
1075 Doc 0784 University Student Handbook for Taught Programmes
1076 Doc 0115 Undergraduate School Handbooks
1077 Doc 0691 Postgraduate Taught School Handbooks
1078 Doc 0692 Postgraduate Research Service Webpage
hard copy material such as postcards and poster notices. The University also works closely with students and promotes news and useful information through student controlled media outlets such as the Student Union website and Concrete, UEA’s student newspaper.

Information about taught programme module content is provided through e:Vision and on Blackboard¹⁰⁷⁹ and students are able to access information and guidance on a number of module related topics from a single themed page. A full list of the relevant links regarding module content and module enrolment has been provided in the supporting documentation.¹⁰⁸⁰ In addition some Schools hold ‘Module Fairs’ in order to allow students to discuss the nature of modules in more detail, prior to enrolment.

For postgraduate research students, a summary management information report for each School, Institute, Faculty and the University is produced and disseminated every six months. This includes information on cohort numbers, degrees awarded, withdrawal rates, submission and completion rates, financial sponsorship and admissions. Information about postgraduate research governance and quality assurance, as well as process maps and associated forms, are located on the Postgraduate Research Service website.¹⁰⁸¹

19.5 Assessment Information

Taught programme students are provided with an online personalised calendar containing information about the assessment profile for each of their modules through e:Vision¹⁰⁸², while regulatory information along with general guidance and advice is provided through the Learning and Teaching Services (LTS) Assessment webpages¹⁰⁸³ and in the online Student Handbook.¹⁰⁸⁴ In addition, the University Assessments Office sends confirmation emails to all students detailing the timing and location of examinations.¹⁰⁸⁵

A small number of Schools, primarily those offering professionally accredited programmes of study (such as the MB BS) also provide School specific assessment information online. These School specific pages are all accessible via the LTS webpages. LTS also emails students to alert them to regulations and deadlines relating to the submission of Extenuating Circumstances. Students’ results are published on e:Vision and the LTS Assessment Webpages provide information about the timing of results publication and explain to students how to access those results online.¹⁰⁸⁶ ¹⁰⁸⁷ Similar appropriate procedures are carried out for postgraduate research degree students by the Postgraduate Research Service, for example in production of student handbooks and outcome letters following vivas.
The publication of External Examiner reports, as noted in Chapter B7 of our SED, and University responses online began in the 2014/15 academic year with the publication of 2013/14 reports and responses. The online publication takes place annually following the consideration of external examiners’ reports and approval of responses through FLTQCs. Reports and responses are published alongside the relevant Programme Specification. Our supporting documentation provides examples of how the External Examiner information is made available to students. The attached revised Guidance for Staff on the External Examining Reporting System includes instructions to LTS staff on their responsibilities for publishing the reports. In preparation for publication, External Examiners have been advised that their reports will be available publically (see appointment letter and report form attached). In addition, we have emailed our students to explain how the external examining system works and how to access the published reports and responses.

19.6 Information about Support Services

We are keen to ensure that our students are aware of the support services that are available to them and that they are well sign-posted within our webpages and on campus. The main source of additional support is the Dean of Students’ Office whose own webpages detail the range of services and advice available to students. As many students rely heavily on the LTS webpages as their primary source of information about the University information about additional support is also provided here. The University works very closely with the Student Union Advice Centre who provide advice and information on a range of issues including academic appeals, housing and welfare concerns.

19.7 Information for Completing Students

The University provides academic transcripts, European Diploma Supplements, “To Whom It May Concern” letters (confirming awards details) to enquirers via the standard routes of mail, email or telephone enquiries. Some of these services involve a charge and all are subject to Data Protection considerations. The University will be providing information via the Higher Education Achievement Report (HEAR) in the coming months. Further details regarding the provision of transcripts and other standard letters, such as confirmation of Council Tax exemption are provided online. The Student Records Office main online page provides a single access point that allows individuals from inside

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1088 Doc 0735 Programme Specifications Webpage
1089 Doc 0290 External Examining Reporting System Guidance for Staff
1090 Doc 0412 External Examiner Appointment Letter UG 201415
1091 Doc 0321 External Examiners Report and Response Form
1092 Doc 0313 Email from L Ward to Taught Students 150223
1093 Doc 0710 Dean of Students Office Webpage
1094 Doc 0700 UEA Sources of Support Webpage
1095 Doc 0116 Advice and Support Webpage
1096 Doc 0701 Student Union Advice Centre Webpage
1097 Doc 0702 SRO Standard Correspondence
1098 Doc 0703 Student Records Office Webpage
1099 Doc 0703 Student Records Office Webpage
or external to the University to request a range of standard correspondence regarding their student status and achievements. The University also provides guidance for internal staff regarding the production of standard correspondence items from within our Student Information System.1100

19.8 Framework for Managing Academic Standards and Collaborative Agreements

533. The University’s Learning and Teaching Committee (LTC) has a large number of standing items for report every year which allow the University to manage academic standards and act appropriately on areas perceived to be falling behind sector norms. Within the 2014/15 academic year this includes standard reports at every meeting from the Taught Programmes Policy Group, the Postgraduate Research Executive, the Partnerships Office, the Student Experience Committee, Faculty Learning and Teaching Quality Committees, the Academic Director of Taught Programmes and the Academic Director of Learning and Teaching Enhancement. New course proposals and minor course changes are also part of the agenda of most LTC meetings.

534. Other standing items considered in 2014/15 and typically reviewed annually include: statistics on good honours; results from the NSS, the internal Student Experience Survey, PTES and PRES; a report from the Centre for Staff and Educational Development; a report from LET; a report from the Information Services Division; the five-yearly course reviews scheduled during that academic year; external examiner reports; statistics on appeals, complaints, student discipline, plagiarism, collusion and OIA cases; and a review of concessions cases. Since the introduction of the UK Quality Code this has been supplemented by a number of implementation plans relating to each Chapter, with further updates from implementation groups as appropriate.

535. For taught programme students, the key management information is included in the list above and focuses on good honours, student feedback, and information arising from course reviews, external examiner reports and themes arising out of appeal, complaint or concessions cases. This management information is also reviewed at Faculty and School levels as appropriate, involving student input within Faculty Learning and Teaching Quality Committees (FLTQC) and Student-Staff Liaison Committees. For example, all external examiner reports are disseminated through Faculties and responses from each School are considered by FLTQCs. The University has produced a Guidance Document on Quality Assurance and Enhancement1101 which summarises key responsibilities.

536. The Learning and Teaching Service website hosts publically available materials detailing the Quality Assurance and Enhancement (QAE) framework and processes contained within that framework: this includes policies, procedures, each relevant code of practice, process maps and associated forms. The operation of QAE processes is recorded through FLTQCs and Learning and Teaching Committee agenda and minutes which are currently available through the intranet.

1100 Doc 0704 Online Standard Letter Resource Bank
1101 Doc 0776 Quality Assurance and Enhancement Taught Programmes Guidance Document
The University’s Student Experience Committee also considers the following standing items at each meeting: reports from the Student Affairs Group and Student Safety Group; ISD Library report; and actions arising from the Union of UEA Students’ Student Experience Report. In addition, the following are reviewed annually: a report from the International Students Working Group; reports from student surveys; and the Union of UEA Students’ Postgraduate Student Experience report.

The Business Intelligence Unit in the University’s Planning Office coordinates management information for the University and has recently purchased a new management information reporting tool, Tableau, which is hoped will improve the accessibility of management information. This will link to the University’s data warehouse to draw contextual information from a range of data sources including the University’s student information system and admissions systems.

The Admissions, Recruitment and Marketing (ARM) Executive meets monthly and regularly considers management information relating to admissions and recruitment. Some information is disseminated even more frequently: for example, weekly admissions statistics are circulated to the Associate Deans of Admissions in each Faculty. Other groups such as the Widening Participation Working Group take the lead on consider specific contextual information and report to ARM Executive or directly to the Executive Team to influence policy and strategic decision-making.

The University records all partnership activities by type and category. The Partnerships Office within the Learning and Teaching Service takes the lead on administration of institutional-level partnerships or memoranda of understanding where multiple activities are involved, and in provision of UEA-accredited courses. The Research and Enterprise Division takes responsibility for managing research collaborations and developing specific commercial offerings such as CPD and non-accredited courses. The Postgraduate Research Service takes the lead on agreements relating purely to external supervision and training of postgraduate research students, such as doctoral training partnership agreements. In each case other Service areas provide advice and appropriate technical or professional support.

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1102 Doc 0705 Welcome to the Partnerships Office List of Current Partner Institutions

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20 QAA Thematic Element: Student Employability

This section summarises the approaches, activities and initiatives to develop employability across UEA. The text below details regarding how the institution is responding to current and future challenges; references and examples of practice are included throughout.

20.1 UEA Strategic Approach and Governance

In 2015 the University embarked on a consultation process to develop its new plan for the period 2016 to 2020 alongside a strategic vision for the University to 2030. The new corporate plan to be known as the ‘UEA Plan’ will further strengthen the University’s strategic approach to employability over the 2016-20 period. The University’s goal is to build upon the investment put in place since 2012 and move towards a Top 20 ranking in the main University league tables. This objective will be underpinned by four Faculty Employability Plans drawn up and delivered through a strong partnership between the academic Schools and Faculties and the University’s Careers Service, with progress monitored by the University’s Employability Executive, LTC and Senate.

The UEA Plan 2016-2020 will be finalised by December 2015. As part of the development of the UEA Plan the University is considering targets for a range of employability related activities. These include: the proportion of undergraduate students who take up the opportunity for a work-place-based experience; international experiences; or a supported student enterprise project as part of their studies. All of these areas build on achievements under the previous Corporate Plan, as detailed below.

The University has dramatically increased its commitment to student employability since identifying it as a strategic priority in 2012. The current Corporate Plan 2012-2016 sets out key objectives for addressing employability and the intervening period has seen significant investment: £600,000 invested in new premises, expanding Careers Service facilities, services and staff along with new academic structures to support employability. Benchmarking was undertaken against other institutions with sector-leading performance on employability. As a result, the number of staff was doubled, with the creation of a new team to support internships, events, mentoring and student enterprise. The University is now seeing improved student engagement with Careers services, engagement of senior staff from across the University and the beginnings of cultural change in attitudes towards employability.

To expand the potential to develop business facing relationships, the Careers Service now sits within the Research and Enterprise Division. A new brand was created for the service involving extensive consultation with students. The CareerCentral building on the Street provides a highly accessible central high street location for careers and employability support and is well equipped with student PCs, meetings rooms and a main seminar room ideal for hosting employers and running workshops. A new online careers portal MyCareerCentral was installed and developed to significantly improve access to careers.
services and resources. Furthermore, in 2013, the management of the Destinations of Leavers from Higher Education (DLHE) survey moved from the Careers Service into the Planning Office to ensure Graduate Prospects was more centrally located within University management information, to provide more support for the staff administering the DLHE survey and to enhance scrutiny and visibility of DLHE data.

20.1.1 Defining Employability at UEA

Employability as a concept is multi-faceted but can be summarised as a combination of three main sets of attributes which are all being addressed at UEA:

1. Employment relevant attributes including transferable skills such as teamwork, communication and problem-solving, gained through curricular and extra-curricular activity
2. Experience of working environments through paid work, voluntary experience, placements or work based learning
3. Career management abilities including self-awareness; ability to research career options; ability to present positively to employers, ability to exploit opportunities and respond to uncertain or changeable labour market conditions.

The aim is to ensure that a majority of UEA students work towards achieving these attributes during their period of study so they are suitably prepared for undertaking graduate level employment and further study and training. Accomplishing this aim will require that employability is made more explicit within taught courses and modules. However, the University seeks to avoid a ‘box-ticking’ approach to employability within the curriculum or the confinement of employability to specific modules only. The UEA position favours attribute development through existing modules over creation of specific employability modules, in conjunction with increasing opportunities for students to meet employers and gain workplace awareness and experience. New UEA courses now include explicit reference to the development of employability skills, for example the MEng and BEng Engineering courses that were created in 2011 and 2013 respectively with employability and the needs of industry at their core.

Funding from OFFA, originally £100,000 and extended to £200,000 per year, has been secured to improve the accessibility of careers and employability support to students meeting Widening Participation criteria and to improve management information on student engagement with careers related services. The OFFA money part-funds posts within the Careers Service to improve internship provision and develop the CareerHub software which powers the MyCareerCentral portal. It has also enabled the introduction of Employability Development Bursaries available for students meeting widening participation criteria to support them to take work experience opportunities or to travel to events.

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1105 Doc 0793 MyCareerCentral Webpage
1106 Doc 0606 Courses Engineering Webpage
1107 Doc 0607 Employability Development Bursary Pack
20.2 Governance

In order to drive and implement the strategic approach to employability, new governance structures have been put in place across the University. This has included the creation of an Employability Executive, Faculty Employability Executives and Associate Deans for employability in each Faculty. An Academic Director for Employability has been appointed to provide leadership at University level.

The UEA Employability Executive is chaired by the PVC (Academic) and oversees strategy and progress in all areas related to employability at UEA. Its membership includes Associate Deans Employability, the Academic Director of Employability, Director of Taught Programmes, Director of Research and Enterprise Division, Heads of Careers Service and representation UUEAS and its staff, and the Dean of Students.

In 2013, the first Associate Dean for Employability (ADEm) was appointed within the Faculty of Social Sciences, followed soon after by the other Faculties and all were in place by January 2014. The role of academic ‘careers liaison’ within Schools was also strengthened and changed to the title of School Director of Employability (ED). All UEA Schools now have EDs who have responsibility for coordination and planning of employability activity within their Schools in collaboration with Careers Advisers and other Careers Service staff. Many EDs also attend School Executive meetings.

Each ADEm has developed an employability plan for their Faculty, underpinned by plans for each School prepared by each ED. These plans set out a direction of travel for each Faculty to improve employability outcomes and are set in context of graduate destinations statistics and corresponding league table subject ranking. The University has allocated £200,000 per year of internal funding devoted to employability over the next three years to support School, Faculty and University employability initiatives.

Faculty employability meetings take place bi-monthly, chaired by the ADEm and involve School Employability Directors, Careers Advisers and other relevant staff as required. These meetings have proved useful for Schools to share their approaches and ideas and for ADEms to report salient points from UEA Employability Executive. In future, they will be further strengthened by placing more emphasis on monitoring progress against School targets and monitoring performance overall in the context of destination statistics.

The Student Union acts as an important partner in engaging students and has employability embedded into the work of several of its departments. Student staff are trained and nurtured to enable them to grow their skills and take on new challenges. Committee members are trained throughout the year to understand the attributes gained from their

1108 Doc 0113 Employability Executive Draft Terms of Reference
1109 Doc 0608 Employability Executive 150317
1110 Doc 0114 SSF Associate Dean Employability Role Description
1111 Doc 0792 School Director of Employability Role Description
1112 Doc 0790 Faculty Employability Plans HUM FMH SCI SSF
1113 Doc 0609 School Employability Plans
1114 Doc 0610 CUBS Employability Funding Summary 201415 Onwards
1115 Doc 0611 SCI Employability Executive 150129
experience and how to market them to employers. Working closely with Careers Service and student enterprise staff the Union offers a variety of opportunities encouraging students to think about starting their own businesses, with students entering national competitions such as Pitch to Rich as well as UEA student competitions and a monthly market held on campus.

20.3 UEA Careers Service

As a result of investment the Careers Service now offers a full range of services to students at UEA. These include job vacancies at all levels, volunteering opportunities, internship programmes, career mentoring, enterprise support, a comprehensive programme of careers workshops and events and one-to-one advice and guidance appointments. The Careers Service Plan 2015-18 has identified a number of themes within which it seeks to develop over the next three years including student engagement; curriculum and academic engagement; employer, industry and community engagement; enterprise and global mobility.

UEA understands that a ‘one size fits all’ approach will not work to develop employability in a diverse student body. Careers and employability events are delivered to a range of student groups including international students, mature students and specific cohorts within Schools of Study across the institution. Open Days and admissions events now incorporate a strengthened visibility for employability including welcoming visitors to the CareerCentral premises on The Street and a series of talks and presentations to prospective students and their parents.

UEA has transformed its work experience opportunities by considerably expanding its graduate internship scheme with over 200 students placed so far and introducing a summer internships programme that has placed over 160 students since 2012 sector. We have also established Springboard campus based internships for students with little or no work experience. In line with internationalisation priorities at UEA, work is being carried out to raise aspirations in students to take opportunities abroad and help them understand the importance of global mobility in the burgeoning international higher education and jobs market. This may be international students returning to work in other countries but also importantly home students who may never have worked or studied outside the UK. Well-established links with overseas universities are already in place through UEA’s array of Year Abroad programmes and this will be extended to work experience and employment opportunities.

As part of the Summer Internship programme an event is organised at which students gain the opportunity to network with employers and then attend 10 minute speed interviews. Feedback from students and employers alike is very positive. The Careers Service also administers a Professional Internship Programme (PIPS) for BBSRC funded PhD students which provides 12 week internships within external companies. As part of this

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1116 Doc 0613 UEA Careers Service Plan 201518
1117 Doc 0770 Internships Webpage
1118 Doc 0614 QAA Annex PIPS
programme an Employer Forum gives students the opportunity to network with employers and explore potential internship projects.

The career mentoring programme run by the Careers Service is growing, with over a hundred mentors, who are primarily UEA alumni, employed in a wide range of sectors and professions. Students may speak to mentors to gain insight into different professions, or engage in a longer-term mentoring relationship for a greater degree of support.

Online careers support for students has dramatically increased since the introduction of the MyCareerCentral system in March 2014 and includes 24/7 access to a wealth of careers resources. These include articles and advice sheets, factsheets on career options with all major UEA subject disciplines, videos of graduate employers and UEA alumni giving advice, an international jobsearch engine and an interview simulator. In the 2014/15 academic year to June, approximately 60% of undergraduate students had logged in to MyCareerCentral and the Careers Service has plans to increase this consistently over the next two academic years. In the academic year to June 2014/15, the total number of enquiries received by CareerCentral was 13500 compared to under 9000 for the same period in the previous year. The number of visitors into the new CareerCentral building has increased by nearly 100 percent on the previous year, illustrating the benefits of having a visible central campus location.

A comprehensive annual programme of careers events is offered by the Careers Service, including large careers fairs, employer-led events and workshops, alumni panels and many career management and skills workshops. Events are managed and supported by professional events staff based within the Careers Service and many are organised in collaboration with staff in Schools.

Careers Advisers offer a full range of one-to-one careers guidance services to students in person, via Skype and by telephone and delivered more than 4000 appointments in 2013/14. Careers Advisers for undergraduate and taught postgraduate students have School affiliation and work in teams of two for Arts and Humanities, Social Science and Science Faculties respectively, with the two Science Advisers also supporting the Faculty of Medicine and Health Sciences. In addition, three Careers Advisers work specifically with research postgraduates and research staff, again focusing on each Faculty. Careers Advisers also provide drop-in clinics for students in many Schools and these have proved effective in engaging those who may not readily use the Careers Service, particularly students in their first and second year of study. It has also helped to raise awareness amongst academic staff of some of the support available. Career management workshops on topics such as CVs, interviews and career options are delivered routinely by Careers Advisers throughout the academic year and bespoke for most UEA Schools.

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1119 Doc 0615 Careers Service Usage 201415 Mid Year Summary
1120 Doc 0616 Cumulative Careers Service Enquiries 201314 and 201415 to June
1121 Doc 0617 Careers Service Events Summary 201415
1122 Doc 0618 Information for PhD Supervisors and Research Staff Managers
1123 Doc 0617 Careers Service Events Summary 201415
Post-graduation support includes UEA’s Graduate Internship Programme which provides internships of three to twelve months duration within a wide range of graduate employers. Many employers are so satisfied with their student interns they offer them more permanent graduate roles. Graduates have full access to MyCareerCentral when they leave UEA and can continue to benefit from the majority of Careers services for up to 3 years.

### 20.4 Partnership with Employers and Community Organisations

The University recognises the value in students hearing from, networking with and gaining practical experience with a diverse range of employers and external organisations. We have identified the need to increase the breadth and visibility of employer-facing activity on campus and have built a wide range of strategic mutually beneficial partnerships with employers. Cross-departmental working to share contacts is increasing and options to improve the interoperability of CRM systems are currently being investigated. New initiatives such as the UEA Skills Award will also provide a focus for developing ongoing partnerships.

The University is both strategically and operationally active in the economic development of the region. For instance, the Vice Chancellor is a board member of the New Anglia Local Enterprise Partnership (LEP), established in 2010, a business-led collaboration between the private, public and education sectors across Norfolk and Suffolk. The ambition of the LEP is to drive economic growth and transform the local economy into a global centre for talent and innovation. The University has recently worked with the LEP on promoting access to innovation funding to support SME’s develop their growth potential by accessing academic expertise, technical facilities and engaging UEA graduates on internship projects.

The UEA is a founding sponsor of Norfolk Network, an organisation focussed on supporting, ambitious and talented business individuals in the creative, scientific, technological and engineering sectors, with the aim of developing innovative products and services and growing successful businesses. Members of Norfolk Networks are involved in a range of activities with UEA including; recruiting interns, delivering talks, running workshops helping students to improve their networking skills and providing opportunities to students to attend Norfolk Network events.

The University also works with a number of organisations including:

- East of England Energy Group (EEGR) are a non-profit, business-led group committed to the sustained development of the energy sector in the East of England. EEGR are strong supporters of the University’s Engineering courses and some members regularly host students on placements. EEGR are also regular attenders at the Recruitment & Opportunities Fair.

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1124 Doc 0771 Graduate Internships Webpage
1125 Doc 0619 New Anglia website
1126 Doc 0620 Norfolk Network website
Hethel Engineering Centre (HEC) is an award winning innovation hub serving the high performance engineering and manufacturing sector in the region. UEA work with HEC in a number of areas included links to student projects in the School of Environmental Sciences and involvement in workshops and events.

SyncNorwich was founded in 2012 as a virtual community to support the growing digital economy in and around Norwich and is now one of the biggest and most active Tech meetup groups outside of London.

The Institute of Directors is the longest established organisation supporting business leaders. UEA are working with IOD Norfolk on a number of ways including stimulating engagement with business leaders and stimulating engagement between students and business leaders. To this end the Careers Service has partnered with IOD Norfolk to launch a Student Institute of Directors.

The Careers Service, from its base within the Research and Enterprise Division, is well placed to develop strategic relationships with employers, in collaboration with the Alumni Office and Schools of Study. Activities in the past few years have included:

- Increasing the visibility of employers and community organisations on campus. A wide range of organisations have utilised the CareerCentral building in the centre of campus opened in March 2014 with activities including mock assessment centres, recruitment presentations and training sessions. Examples include the ‘Working in’ series which helps students understand the range of careers available within sectors such as commercial banking, oil and gas, pharmaceuticals and consultancy led by graduate employers including IBM, Enterprise Rent-a-Car, HSBC and GSK.
- Appointing a Business Engagement Officer who has responsibility for increasing employer engagement and developing partnerships. Activities have included hosting business facing events such as International Trade Shows, in collaboration with Santander and UKTI to highlight UEA’s international student population and organising the Global Opportunities Week.
- Attending and exhibiting at local, national and international events to raise UEA’s profile with graduate recruiters locally through SME networks such as Norfolk Network; nationally with AGR, TargetJobs and AGCAS and internationally for example a 2014 visit to China as part of a British Council initiative.
- Developing strong working relationships with a range of employers on and off-campus including Hewlett Packard (HP), PWC, IBM, HSBC, ALDI, Fujitsu, Faber Global, CPA Australia and Santander. For example, the partnership with HP started within the Careers Service focussing on graduate recruitment: HP are regular sponsors of the Recruitment and Opportunities Fair and have engaged with a range of Careers Service programmes including talks and internships for PhD students. The relationship has now developed into a strategic partnership across the University involving development of new modules in the School of Computing Science that could lead to a new Masters programme and support of UEA’s growing research expertise in the use of ‘Big Data’. Proxima are a local high growth potential SME who have witnessed significant growth. Rapidly developing in both operation and scale, they have worked with the Careers Service to raise their profile, recruit graduate interns and more recently have recruited two PhD intern students.
• Expanding the numbers and breadth of employers attending careers fairs on campus, for instance re-vamping the flagship ‘Recruitment & Opportunities Fair’ to reflect feedback drawn from exhibitors, students and staff. The number of organisations participating has been increased to over eighty and high profile employers attending include Coca Cola, Apple and the Bank of England. Further changes have included adding a volunteering zone to enable community based organisations to raise their profile and engage with students. A ‘Make a Difference’ fair has been introduced for students interested in volunteering or working within third sector organisations. This has included, for example, working in conjunction with the Faculty of Health Sciences and Norse Care to provide opportunities for students to develop their ‘bed-side manner’.

• Developing and launching the MyCareerCentral employer interface that organisations can login to directly to advertise their opportunities to students including graduate jobs, part-time jobs, internships, placements and volunteering. Around 500 employers are already registered on the system and this is growing all the time.

Opportunities for students to take part in work experience organised by Schools are increasing at UEA, with several internship programmes being launched in the last two years, in addition to well-established year in industry programmes. The Norwich Business School runs a Graduate Trainee Management Scheme which provides nine month job opportunities for their graduates with local employers including NHS and other public sector organisations, large companies and local SMEs. For successful students this can lead to a full time paid graduate level job. The School works in partnership with Careers Service to provide assessment and interviews with participating organisations. For students studying Film, Television and Media courses, an internship module offers students opportunities to gain work experience with a range of local media producers including Future Radio, Lambda, Spindle productions and the Norwich Film Festival. In the School of Economics, in-house research-based internships are available to students which enable them to work closely with academics on their research projects preparing and analysing data sets, researching literature, preparing reports and running surveys. In 2011 the School of International Development established summer internship opportunities with Great Yarmouth Borough Council for up to four students each year. The work placement opportunity is targeted towards undergraduate and postgraduate students interested in furthering their practical skills and experience relevant to community development, community resilience, emergency planning and humanitarian assistance. In the School of Psychology an internship scheme has recently been introduced for second year students providing placements with external organisations, for example clinical placements at Headway in Cambridgeshire providing services for people living with an acquired brain injury as well as internal placements including research and administrative work within the school. A summer research internship programme has recently been launched in the Faculty of Science, with a strong focus on Widening Participation. The programme is co-funded by the Faculty and the UEA OFFA budget.

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1127 Doc 0794 Recruitment and Opportunities Fair 201415
Science year in industry options are available on all current Science BSc programmes. Year in industry module organisers often manage extensive contacts with organisations offering placements and in the case of Environmental Science, staff administer an assessed work based learning module and visit students at employer premises.

In developing the UEA Skills Award a cross-sectoral range of organisations were consulted spanning both SME and large multinationals. Employer views on the award have been gained through a questionnaire and a follow-up business consultation, allowing a chance for views to be explored in detail. A steering group has been established for the award with membership including Associate Deans Employability, UUEAS and routine involvement by employers who will help oversee the development of the award.

20.5 Developing Enterprise and Entrepreneurial Skills

Prior to 2012/13 there was no central provision at UEA dedicated to student enterprise support and development. As part of the review of the Careers Service a dedicated Student Enterprise Officer was recruited and funding secured to seed and nurture student enterprise activity.

The intervening period has seen over 770 students engage with enterprise services by attending events and appointments or making applications for funding, and over 48 funding awards have been granted, totalling over £75,000. To further improve the profile of enterprise at UEA, the University has built a new Enterprise Centre which is scheduled to open in September 2015 and has been designed to be Europe’s greenest commercial building. The centre will house the Student Enterprise Officer and will provide inspirational workspace including a virtual office and opportunities for students to work alongside other entrepreneurs, innovators and businesses.

A new student Enterprise Strategy has been created to build on existing activities. Key areas for further development and examples include:

- Raising awareness of the importance of enterprise skill sets and their application in self-employment, employment and research amongst students and academic staff. A programme of skills workshops already covers topics such as market research, financial planning and networking, with many of these sessions run by local entrepreneurs.
- Raising awareness of, and opportunities to realise, starting a business as a viable career choice. A wide range of resources are already accessible, including online resources within MyCareerCentral, COBRA (a market research tool), one-to-one business coaching designed to help students explore and shape their ideas, start-up mentoring and enterprise panels provided by experienced entrepreneurs and local business owners. The Careers Service also administers the Tier 1 Graduate

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1128 Doc 0726 LTC 141203 LTC14D065 UEA Skills Award Proposal Summary
1129 Doc 0085 UEA Award Steering Group Terms of Reference Employers Draft
1130 Doc 0621 Student Enterprise Overall Engagement 201215
1131 Doc 0622 Operational plan for Enterprise Central
1132 Doc 0623 UEA Student Enterprise Strategy 201417

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Entrepreneurship Visa on behalf of the institution, for up to 10 international students who want to set up a business in the UK.

- Providing a wide range of experiential learning opportunities to develop a portfolio of skills and competencies intrinsically linked to entrepreneurial action. Examples of activities already taking place include participation in competitions such as Young Enterprise, Empower Leadership Challenge, Santander ‘pitch challenge’, TCS Tech Challenge, and SynctheCity, a 54 hour hackathon developed and delivered in conjunction with SyncNorwich (a local technology network), Norfolk County Council and Hewlett Packard. PhD students have also participated in the BBSRC Biotech Yes competition.

In parallel with extra-curricula enterprise activities organised centrally on campus, there are a range of initiatives developing at School and Faculty level across UEA. These include incorporating enterprise more explicitly within Faculty academic responsibilities, improved incorporation of enterprise into taught courses and more opportunities for students at postgraduate level to enter into enterprise related competitions and activities.

Within the Science Faculty, Directors of Enterprise have been appointed to work alongside other School Directors. A Faculty Enterprise and Engagement Club is well established and brings in guest speakers to inspire and educate students and staff, many of whom have been successful in commercialising their research. In March 2015 UEA hosted EnvEXPO, a three day showcase of environmental and marine research. This was an opportunity for businesses, SME’s, policy-makers and third sector organisations to network with and develop mutually beneficial relationships with the research community, including UEA’s postgraduate students. The programme was developed to maximise networking opportunities and identify collaborative potential, including keynotes, short presentations and lively debate at themed panel sessions.1133

Within the Social Science Faculty the Norwich Business School (NBS) will be launching an MSc Enterprise and Business Creation in 2015/16, a new and innovative postgraduate programme that brings together expertise from the Social Science and the Arts and Humanities Faculties and Norwich Medical School. NBS also runs an ‘Inside Business Series’ enabling students / staff and the local business community to hear from industry leaders. NBS students volunteer as business mentors for the Young Enterprise programme. In addition, the School of Law has a well-established pro-bono law clinic.

Within the Faculty of Humanities a new three year module in entrepreneurship will be launched in September 2015. Several consultancy services are offered in the Faculty, enabling students to develop their employability whilst earning. Examples include the University Writers Service, *CAST and make@uea. For PhD students, UEA leads an initiative called Creative Minds – Entrepreneurial Skills, an AHRC-funded training programme to help postgraduate researchers discover their entrepreneurial potential.1134

1133 Doc 0624 envEXPO Webpage
1134 Doc 0625 Creative Minds Entrepreneurial Skills Webpage
Building on previous participation, the Cambridge programme i-Teams was run at UEA for the first time in 2015 with 21 students and early career researchers from across the research park. The scheme involves research students and postdocs working with a business mentor on a piece of University intellectual property to identify the next steps in the commercialisation of the product or service. Participants gain real hands-on experience of investigating potential markets for a new technology and providing academic researchers (inventors) with early feedback from potential partners and customers. They develop skills and knowledge in many areas including: commercial exploitation of research, team working, intellectual property, commercial presentation skills, networking, effective management of meetings, and brainstorming.

The Student Union is active in encouraging enterprising activity amongst students. It runs a monthly Pop Up market and an annual Christmas Fayre, both of which provide an outlet for student entrepreneurs to test out their business ideas. Staff provide ongoing support for societies involved in enterprise activity and there are frequent competitions designed to test and develop student skills including Pitch up, Trade at The Royal Norfolk Show, Ticket touts, Tenner Tycoon and Paperclip Challenge.

20.6 Student Extra-curricular Experience

The University is well known for providing a rich student experience and students are actively encouraged to take part in activities outside their courses. These experiences are tremendously valuable to students to assist with settling in to University life, expanding their social networks and confidence, developing workplace experience and helping to finance their studies. This section highlights some of what is offered by the Careers Service, UUEAS and the University as well as highlighting ways students are involved with developing these opportunities.

The MyCareerCentral online careers portal gives students access to part-time work, holiday jobs, work placements, and volunteering opportunities with many thousands of vacancies added each academic year and often over 1000 vacancies added a month. A wide range of part-time employment opportunities on campus are provided through ‘Student Helper’ and ‘Ambassador schemes’, with students playing an invaluable part in recruitment activities such as Open Days. The Peer Assisted Learning initiative provides paid mentoring opportunities for over 150 undergraduate students, either as PAL Mentors (2nd and 3rd years) or PAL Officers (normally drawn from postgraduate student body).

The Careers Service employs students as Careers Ambassadors within their School of Study and Faculty. Recruitment has already taken place for 2015/16 academic year and the majority of Schools will have representation from a student careers ambassador. Their role is to help promote careers events and the work of the Careers Service and provide useful insights from students who do not readily engage with the service. Careers Ambassadors are also often consulted for their opinions on new careers initiatives and different ways of marketing to their peers, ensuring that student views are taken into account wherever possible.

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1135 Doc 0626 MyCareerCentral Vacancy Statistics
UEAS supports over 250 clubs and societies with over 1500 volunteers. From Academic societies organising events with employers, to sports clubs putting on their regular activities, the emphasis is on the skills students are gaining, from team work to problem solving. Students are encouraged to aim high, to enter national awards and competitions and to gain new skills for their CV.

Skills awards are now well established in universities as a way of encouraging and incentivising students to gain additional experience before they graduate, and in the process help them develop attributes desirable to themselves, employers and society. The University has piloted a new Skills Award in the Spring semester of 2015 with over 200 students, which will be rolled-out across the University in 2015/16. The UEA Skills Award has been created for four main reasons:

- To strengthen the offer to prospective and current students and the UEA commitment to extra-curricular opportunity and graduate employability
- To create additional opportunities to build partnerships with employers in relation to award development, employability skills and provision of opportunities to students
- To enable the University to be more candid with its students about the kind of attributes they will be required to possess when they graduate and the pathways to achieving them
- To provide an opportunity for UEA students to gain a more formal recognition of their extra-curricular activities that will also be included on their HEAR.

The award provides a framework within which students can build up a portfolio of verifiable experiences, attributes and extra-curricular activities that can be formally recognised by the University. The evidence and range of activities that students include in their claim for the award (which will have ‘Bronze’, ‘Silver’ and ‘Gold’ levels) will be unique to each student, thus ensuring that they are able to tailor to reflect their experiences and career ambitions. Six focus groups have been carried out so far with students, to ensure the award is built with their views in mind. A Skills Award Steering Group has been created to oversee the development of the award, with representation from key employability stakeholders and employers.

International students are well supported at UEA, with a range of annual events aimed specifically at students from overseas aiming to gain experience in the UK or internationally. These include Global Opportunities Week run in February that includes a programme of careers events themed around Japan, Malaysia, China, India and USA. Students also have access to country-specific resources and case studies on MyCareerCentral; coordination between Careers Service and Dean of Students’ Office staff helps ensure that international students are aware of the many resources available.

1136 Doc 0627 UEA SU Societies Webpage
1137 Doc 0628 UEA Skills Award Webpage
1138 Doc 0086 Skills Award Steering Group terms of reference DRAFT
1139 Doc 0629 Skills Award Steering Group 150120
1140 Doc 0630 Global Opportunities Week Programme
1141 Doc 0631 Global Opportunities Week 2015 Report
20.7 Employability Development Within Schools and Faculties

In this section, the University’s approach to developing student employability within Schools and Faculties is described, covering both the curriculum and extra-curricular activities. The Faculty sections set out firstly the approach taken by the Associate Dean Employability, followed by current examples of employability activities.

20.7.1 Developing Employability within the curriculum

There is now much greater recognition at UEA of the role that the curriculum can play in preparing students for life after University and this is reflected within the UEA Learning and Teaching Strategy. However, the University does not believe that imposing compulsory employability modules within courses is an effective long-term approach to successfully developing student employability. Rather, this can be best achieved by organically evolving courses to align them with desirable graduate attributes; expanding the provision of application skills training and other career management skills; and by increasing opportunities for students to gain perspectives from and experience with employers and external organisations. This approach respects the diversity of subject disciplines delivered at UEA and empowers Schools to adopt their own approaches.

Subjects with a strong employability focus in their teaching at all levels include Engineering, Law, Social Work, Medicine, Health Sciences and Pharmacy. Other subjects such as Film, Television and Media provide opportunities for their students to obtain practical skills directly transferable into the workplace, such as video production. Many other UEA courses contain some elements of employability and career management, and there are examples of practice that successfully bring together academic content and employability development. In these cases, delivery is often shared between academic staff, external facilitators, employers and Careers Service staff.

To further strengthen employability within the curriculum at UEA, several initiatives are in place:

- A new Learning and Teaching Strategy that explicitly includes the development of graduate attributes.
- A new Module Outline Template that allows Module Organisers to identify the ways in which their module will develop the employability of students.
- The UEA Skills Award, due for launch in October 2015 includes academic activities and shares its graduate attributes with the Learning and Teaching Strategy.
- Curriculum attribute mapping. Some Faculties and Schools (for example Science and Health Science) are already carrying out curriculum reviews to map employability. These will be used as a basis to assist teaching directors, course directors and EDs to strengthen employability within the curriculum and help overcome some of the barriers in achieving this. UEA submitted a successful bid to the HEA Strategic Advancement Programme early in 2015 and is working on projects such as

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1142 Doc 0004 UEA Learning and Teaching Strategy 201419
1143 Doc 0728 UEA Module Outline Template
expanding externally mandated assessment within the Languages and Communication Studies curriculum and auditing the Health Science pre-registration programme to explore where employability can be further enhanced.

An aspiration is for all UEA courses to develop awareness in students of discipline related career options; increase students’ knowledge of how the discipline is applied outside academia and provide opportunities for student reflection on their attribute development. The University also seeks to increase opportunities for work experience, work based learning or externally orientated projects within courses.

Many UEA Schools host an annual careers event, organised in collaboration with the Careers Service to allow their students to hear from UEA alumni and external organisations in a range of career areas. For example, the annual Working With Words event in HUM\(^{1144}\) combines keynote talks, seminars, and masterclasses drawing on the experience of over thirty returning alumni from Literature and related subjects. The event showcases the diversity of careers available to those with writing skills and is pitched to all students considering a career that draws upon writing and communication. In 2015 over 300 students attended Working with Words. Other examples include the Environmental Science Careers event, which in 2015 saw over 230 students attending and 27 organisations represented from across the environmental sectors.\(^\text{1145}\)

School-specific careers brochures for current students are produced in a number of Schools within Social Sciences, including Law, Social Work, International Development and Economics. They include profiles of recent graduates and showcasing possible career paths and employability development.\(^\text{1146}\)

### 20.7.2 Developing Employability outside the curriculum

The strength of the academic community at UEA helps to generate a sense of belonging in students at School level and it is appropriate that many opportunities are created here for students to get involved in extra-curricular activities. The following section illustrates the breadth of activities happening within Schools and highlights cases where students from different disciplines work together on the same projects.

There are currently 29 student-led Academic Societies supported by UUEAS and UEA staff, many of whom have very close links to their Schools and promote activity with employers. The Women in Business Society, Business Society, Law Society and the Computer Science Society for example have all organised speakers from companies including Goldman Sachs, Packard Bell, Hewlett Packard, niche companies such as Chucklefish and local companies such as Socium Marketplace. In addition, Headucate is a volunteer student society (run by DBS cleared students in FMH) aiming to raise awareness of mental health by running interactive workshops in local schools.\(^\text{1147}\)

\(^{1144}\) Doc 0634 Working with Words summary 2015  
\(^{1145}\) Doc 0635 Environmental Science Career Event 7th February 2015  
\(^{1146}\) Doc 0636 School of Law Employability Handbook  
\(^{1147}\) Doc 0632 Headucate Webpage
Increasingly, employability weeks are taking place during the academic year which offer focused events and workshops involving alumni, employers and Careers Service staff. Business Studies students for example can attend a week-long schedule of events which include sessions delivered by large recruiters and topics such as volunteering, job skills, networking and a competition with a cash prize. The week is run jointly between the Norwich Business School and the Careers Service and in 2014/15 over 450 students attended.

UEA students are encouraged to take part in national competitions and they have an impressive record over recent years. For instance, several student teams each year are enrolled onto the annual University Business Challenge Competition which is sponsored by IBM and involves over 300 teams from UK universities competing for the overall prize. UEA typically has achieved representation in semi-finals. Students from the School of Computing Science regularly participate in programming competitions and ‘hackathons’. UEA students from the School of Computing Science have been finalists in the nationwide computer games programming competition ‘Search for a Star’ in 2011 and 2012 and in the IBM international Mainframe competition in 2013. Students from the Schools of Environmental Science, Computing Science and Natural Science won the Npower Energy Challenge in 2013.

Postgraduate research students are encouraged to access a comprehensive programme of careers related workshops available through the UEA Personal and Professional Development Programme (PPD) and they can also attend alumni and other careers events. Additional events include the Postgraduate Showcase that combines the opportunity for PhD students to present their research to members of the public and local employers at the Forum Library in Norwich, and a fair which showcases PhD-level public engagement, teaching and commercialisation activities taking place within Faculties alongside higher-level work experience opportunities. Faculty postgraduate research career ambassadors also design and host two themed careers social events per year, which build networking skills and help to increase awareness of non-academic career pathways for PhD students.

The Academic Advising System has potential to play an important role in increasing student awareness of their employability development through both academic and extra-curricular activity. Within the 2014/15 academic year a review of the academic advising system was completed by the PVC (Academic). The Careers Service and one ADEm were part of the review group. As a result of the review, the new advising system policy strengthens the role of Academic Adviser in raising student awareness of their academic and extra-curricular development. Whilst the review was being undertaken, a set of resources was produced by the Careers Service and disseminated to Schools for distribution to Academic Advisers. These resources improve awareness of Careers Services and help Advisers when having discussions with their advisees about extra-curricular development and employability.
20.7.3 Faculty of Science

601. The Science Faculty approach is to both increase the visibility of employability, amongst all students and staff, and crucially to also positively influence graduate prospect outcomes. The aim is for Science students to be well prepared, not to be too narrow in their view of the opportunities ahead and to be able to compete confidently whatever their next step is. There is also an emphasis on welcoming and facilitating student involvement in research activities within the Faculty.

602. The Faculty has strongly embraced the UEA Skills Award. Attribute development mapping has taken place across all taught modules within the 2014/15 academic year, partly in support of the UEA Award and also to help identify where further employability-relevant curriculum development is needed. In May 2015 a co-funded Faculty-wide summer research internship programme was launched, with 16 students participating and anticipated growth in subsequent years. This has been particularly focused on supporting the ‘Widening Participation’ agenda and has provided work-based learning opportunities for students. It has also, crucially, demonstrated to Faculty colleagues that they are already supporting student employability and that more can be achieved through collaboration.

603. The Science Faculty is also ring-fencing financial resource to support annual Careers Fairs in each School of Study. In 2015/16, Biology and Chemistry will combine their Careers Fairs to help expose more students to a wider array of career possibilities. Underpinning these high-level principles and approaches are many additional school-specific initiatives, some of which are outlined in the following paragraphs.

604. In Biological Sciences, a Science Communication module aims to bring an understanding of how science is disseminated to the public. Students learn practical skills by designing, running and evaluating a public outreach event at local schools or public venues. For instance, a ‘Super Science Saturday’ event was run in national Science Week with a local secondary school. Students have also been working with outside organisations including Breast Cancer UK, writing and performing science shows and helping charities with their communication.

605. In Forensic Sciences, all forensic modules include at least one simulated case that runs throughout the semester. Taking a ‘problem-based learning’ approach, students must work in teams to gather evidence, investigate the case, analyse the materials and then write a report.\textsuperscript{1153} In the first year this is a joint report but as the students become familiar with the procedure they are increasingly asked to take accountability for their own work; they have to write an expert witness report and then defend their opinion in a court-room like activity. In the final year, trainee barristers from the School of Law are used. Students also receive tuition on team-work, report writing, presentation skills, taking personal accountability for their actions and defending their work in a hostile environment.

\textsuperscript{1153} Doc 0639 CHE4701Y Lab Manual 201415 Tutor Copy
Within Environmental Sciences external organisations are increasingly involved in supporting the curriculum with examples including Fugro which provides a full day of training in industry standard software for seismic surveying and Mott MacDonald, who work through case studies with students in desk-based and field-based practical sessions. Students also have the opportunity to carry out final year projects on an environmental problem posed by an organisation, with recent partners including Gardline Group, Norfolk County Council and Norfolk Wildlife Trust. The Global Environmental Change module requires students to work in teams of five or six to produce a report on a current environmental issue, with teams assembled so that students from different parts of the School, with different expertise, come together to tackle the project in an inter-disciplinary way.1154

In Computing Science industry-led teaching is delivered in subjects including software engineering, programming, computer graphics and games development and additional seminars are delivered by commercial partners and alumni to equip undergraduate and masters level students with state of the art knowledge in the rapidly changing world of Computing and IT.1155 1156 In the Actuarial Sciences course, professional actuaries from Aviva teach the practical application of actuarial techniques.

The Engineering programme at UEA has strong links to industry, with students in all courses engaging with practising engineers who offer case studies that add real world data to the applications of theoretical work.1157 1158 Employability related skills development and reflection is also integral to core modules with site visits being key to the engineering programme’s employability strategy. Students also have opportunities to attend conferences and industry networking events throughout their course. Other activities include a Dragon’s Den style team presentation by MSc students on a sector of the energy industry outlining their perceptions of the risks in that sector, delivered to a panel of industry experts.

Across the Sciences, students are invited to become involved with relevant professional bodies, attending events organised and held within and outside the university to widen their understanding of subject areas of interest and network with society members. Students in Environmental Sciences, for example are involved with Geological Society of Norfolk, the East Anglian Regional Group of the Geological Society, and Chartered Institute of Water and Environmental Management. Chemistry students are automatically subscribed to the Royal Society of Chemistry from the beginning of their course.

The School of Mathematics has run a peer mentoring scheme for several years, whereby groups of first year students on a problem-solving module are facilitated by students in later years.1159 Mentors receive training from staff within the School, Dean of Students and the Careers Service highlighting the employability skills they develop, and how to articulate

1154 Doc 0640 Extract from ENV Level 5 and 6 modules 2015/16 Global Environmental Change
1155 Doc 0641 CMP 6010A Software Engineering 2 Module Outline
1156 Doc 0642 CMPSME22 Computer Games Laboratory Module Outline
1157 Doc 0643 ENG 4001A Energy Engineering Revolution module outline
1158 Doc 0644 ENG MP1X Energy Engineering Dissertation Module Outline
1159 Doc 0645 Undergraduate Peer Guiding in MTH
these to employers. First year Mathematics students are required to produce an undergraduate level CV in spring semester for discussion with their Academic Adviser, encouraging them to consider their self-development and seek work experience.

### 20.7.4 Faculty of Social Science

611. The Faculty of Social Sciences (SSF) comprises a substantial range of disciplines, including a number of vocational degree courses many of which have PSRB accreditation. Whilst recognising the variety of subject of areas within SSF, the Faculty is investing in a number of Faculty wide initiatives that aim to improve the delivery of employability activity for its students. These are detailed in the Faculty Employability Plan, and summarised below.

612. There has been an expansion of employability initiatives within Schools since the appointment of an Associate Dean for Employability and the establishment of a Faculty Employability Executive in 2013. The Faculty aims to consolidate employability activities and deliver them at Faculty level where common themes can be identified. This will ensure efficient use of resources and generate as wide an impact as possible across its student body.

613. The Faculty aims to embed employability further within the curriculum to ensure that the responsibilities for delivering employability content are spread across teaching staff, and students are able to understand how their degree course is linked to both course related and transferable skills development. This will be supported through the development of training resources for academic staff to encourage and support this integrated approach.

614. The majority of activities have been targeted (explicitly or implicitly) at undergraduate students. Now that a baseline of activities is in place for these cohorts, the intention is to expand the programme to deliver specific activities for postgraduate students.

615. In the School of Psychology, all first year students take a module in Research Design and Analysis which involves them working together in teams to carry out projects using problem-based learning, in the process assigning leadership roles and managing their project to meet deadlines. PsychX is a series of interactive talks on potential career routes for students.\(^\text{1160}\) The format consists of short presentations followed by questions and discussion. The speakers have followed career paths either directly related to Psychology or in sectors relevant to Psychology students skills more broadly.

616. A Project Management module for third year Business Studies students provides opportunities to develop project management and team working skills and organise a real project.\(^\text{1161}\) Projects for the 2014/15 academic year have included organising the annual black tie school ball and organising the annual school options module fair. Business students are also entered for employability prizes sponsored by an employer which require shortlisted students to present their previously assessed work to an employer in a boardroom context. Short-listed students receive a certificate and training in networking skills, with trophies and cash prizes available to the winners.

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\(^{1160}\) Doc 0646 PsychX Sessions 2014 2015

\(^{1161}\) Doc 0647 NBS Project Management Module Outline 201415
At Masters Level, the School of International Development offers an optional Work Placement module worth 40 credits. Students take this module in the summer semester as an alternative to the Dissertation module, for a period of 8-12 weeks between May and the beginning of August. A Development Work Experience module is also available to third year undergraduate students offering the opportunity to work overseas for 2 – 5 months, on a wide range of issues and in a wide range of development-related settings including NGOs, government departments, and advocacy organisations.

Within the School of Education, an undergraduate employability programme provides students with strategies and information on how to apply for specific careers in education and PE; alongside enhancing their awareness of career management skills such as developing interview techniques and writing an application. Students are also required to produce reflective reports on their experiences as they progress.

The School of Law organises a wide range of employability related activities for its students, including a Law Clinic involving around 175 students each year, where students can participate to give real advice to clients, a Law mentoring programme, skills competitions on client interviewing, negotiating, mooting and mediation. Further skills events including coaching students to be examination witnesses in court. A year-long first year credit-bearing module “Law in Practice” includes sessions delivered by professionals to illustrate Law in its professional context, sessions on transferable Skills and training on Career Management. Skills development training is also continued into the second year of study. Law students have plenty of opportunities to gain practical experience including vacation placement schemes organised through the School, sitting with judges to hear cases, attending events involving local law firms, and participating in competitions and training organised by national firms.

The School of Social Work offers two programmes, the BA in Social Work and the MA in Social Work, which combine academic study with a professional qualification as a social worker. The Health and Care Professions Council (HCPC) and The College of Social Work (TCSW) require all those studying for a professional qualification as a social worker to complete 200 days of practice learning opportunities. The practice learning days which are completed by all students registered on the programme consists of 30 Days Skills Development training, a first placement of 70 days followed by a second placement of 100 days. The 30 days skills development training includes developing courtroom skills, observation, communication and interviewing skills, learning from service users and carers, methods of intervention, and child observation.

In the School of Economics an Applied Economic Analysis level 2 module incorporates a statistical/econometrics project using real world data and developing skills such as analytical thinking, problem-solving and independent working. Using available data, students need

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1162 Doc 0648 Development Work Placement Module Outline 201415
1163 Doc 0649 Careers and Employability Programme for BA Education 201415
1164 Doc 0650 Law in Practice Module Outline 201415
1165 Doc 0651 School of Social Work BA and MA Handbooks 201415
1166 Doc 0652 Applied Economic Analysis Module Outline 201415
to identify a novel research question, and then clean the data and conduct appropriate statistical analysis to address their research question. At the end they are asked to discuss how their results could be helpful for policy makers. As part of a Public Sector Economics module, students work in groups for a project to prepare a poster which is then presented to the general public in the Forum in Norwich city centre, building presentation and communication skills.

622. Each year the School of International Development organises a Working in Development Forum, inviting a range of professionals from the development sector to speak about opportunities and essential first steps in building a career. In 2015 there were 22 speakers, two plenary sessions and eight breakout sessions. On the whole these events are well attended by students although finding suitable slots can be a challenge and there is scope for improving attendance further. Attendance by academic staff could also be strengthened in future.

623. In 2014 the University and SyncNorwich planned and ran a 54 hour startup weekend, called Sync the City. SyncNorwich was founded in 2012 as a virtual community to support the growing digital economy in and around Norwich and is now one of the biggest and most active Tech meetup groups outside of London, with over 900 members. The aim of the Sync the City event was to bring together Norfolk’s business community of entrepreneurs, product developers, software developers, designers and digital creatives with the University of East Anglia’s students and to facilitate them to form startups to solve some of Norfolk’s key challenges. The mixed business and student teams had to pitch their ideas to a panel of judges at the end of the event, to win a prize.

20.7.5 Faculty of Arts and Humanities

624. Since the appointment of an Associate Dean for Employability in early 2014, the Faculty of Arts and Humanities (HUM) has embarked on a significant programme designed to enhance the graduate prospects of HUM students. Building on existing activities and in partnership with the Careers Service, this programme has begun the process of considering how to embed employability in curricula, enhance student awareness of the need to think about employment from their first week at the university, engaging academic staff with their role in enhancing graduate outcomes and aiming to make employability an integral part of the learning experience.

625. In modules across American Studies, Media and Arts programmes, Student employability activities include portfolios and written formative and summative work that requires students to reflect on skills and experiences with specific reference to graduate attributes including cultural awareness, self-management, team work, and problem solving. Presentations are commonly used to enhance student confidence around oral communication. A variety of written work is used, ranging from longer-form research projects and press files to short form critical reviews in order to provide students with the opportunity to gain confidence and experience in a range of written formats.

1167 Doc 0653 Working in Development Forum 2015
1168 Doc 0654 Sync The City 2014 Report
1169 Doc 0655 AMA Module Examples AMAM3F72 AMAP5119B and AMAM3P82
Students in the School of Politics, Philosophy and Languages (PPL) receive generic and discipline-specific employability workshops throughout their undergraduate years, starting from the Spring semester in Year One. These sessions are compulsory in Year One, elective in subsequent years, and taught by both academic and Careers Service staff. Students are expected to complete a reflective task as part of a Portfolio, whereby they reflect on the graduate attributes they are developing, those they haven’t developed yet, and actions they can take. Academic Advisers play a key role in the portfolio scheme by discussing it with their advisees once a semester. The intention is for the Portfolio scheme to be integrated into the UEA Award from Autumn 2015.

A number of PPL modules have a clear vocational value while helping students to develop a range of broader skills, such as practical media modules and modules on translation, subtitling and interpreting. Effort is also currently being devoted to integrating work experience into more modules through externally mandated formative/ summative experiences. PPL offers an International Study Programme which takes students to Brussels, Paris and Geneva in order to raise awareness of the opportunities in international organisations such as the EU, the OECD, NATO and AFP. Once they have returned, each student is requested to submit a reflective report with action points. The School has also developed module-related short-term internships, at local and international level. It has, for instance, established a long lasting relationship with and investment into the East of England office in Brussels, which allows fourteen students to undertake a one month internship in Brussels each year.

Students in Literature, Drama and Creative Writing (LDC) have many opportunities within their degree programmes to explore practical and vocational applications of their subjects and can take module options in journalism, publishing, and creative writing during their second year. Work placements are also available within performing arts settings and within the Writers Centre Norwich. One module open to Literature students explores the idea of professional and online identities (e.g. LinkedIn) and how students might align themselves with organisational identities for career preparation.

An LDC career mentors Scheme pairs current students with mentors (mainly alumni) working in a variety of sectors and professions including advertising, marketing, public relations, arts administration, journalism and publishing in the heritage sector. The School also manages a national online careers resource for students of English literature called ‘After English’. Within History, as part of a Heritage and Public History module students independently set up projects such as exhibitions and film screenings. Art students have the opportunity to work on events for the Sainsbury Centre for Visual Art including organising a fundraising masquerade ball.

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1170 Doc 0656 2014 Careers Workshops for PPL Second Year Students
1171 Doc 0657 PPL portfolio scheme
1172 Doc 0658 PPLT5023A 3T15 Translation Work Experience Aut 201415
1173 Doc 0805 PPL BICEP Brussels Reflective Exercise
1174 Doc 0806 LDC Autumn 2014 Module Outlines - LDCE3X91 and LDCC5009A
20.7.6 Faculty of Medicine and Health Sciences

The approach to employability within the Faculty of Medicine and Health Sciences (FMH) places an emphasis on student development from day one of their studies. The aim is for FMH graduates to not just be in employment at 6 months post-graduation - but to be in jobs that they want to be in and beginning a long and fulfilling career within their chosen profession. This requires students to consider who they are and what they can offer the workplace through a process of personal development, by engaging with the employability opportunities within the Faculty and wider University. With all FMH students graduating as a qualified professional, each needs to be able to evidence and articulate how they stand out from the rest, as employers are looking for more than just subject specific achievement.

All Health Science students undertake clinical placements during their studies and whilst on placement they carry out service improvement tasks using enquiry based learning which has proved useful when at interview to demonstrate skills and attributes in this area of practice. Recently, a UEA Healthcare Employability Development Portfolio has been introduced which encourages students to focus on their employability throughout their studies in conjunction with their personal advisers. This is an evidence based tool which has been developed from research undertaken with students, academic staff and employing organisations. This tool is being rolled out to all Health Science students Autumn 2015 to maximise their employability. Evidence generated from this tool will also be fed into the UEA Skills award.

Outside of taught programmes, a number of employability related activities are organised within Health Sciences including Employability Cafes; an Employment Exchange where a range of employing organisations are invited to UEA to talk to students about job options; a Volunteer Alliance where students have the opportunity to volunteer within local care homes and then reflect to develop their confidence, communication and compassion; employability symposia and a Question Time event.

In the Norwich Medical School, a 2013 GMC survey of all Foundation Year One (F1) doctors found that their graduates ranked themselves highest in the country for being prepared to enter work, with 97% agreeing that “the skills I learned at medical school set me up well for working as a foundation doctor”. The School achieves this through its Problem-Based Learning approach to teaching; work placements starting in the students’ first term, which allow them to experience all key medical specialties on placements; and in their final year, a longer than normal placement shadowing an F1 doctor, plus an elective focusing on future career choices.

20.8 Future Development

As outlined in the introduction, the new UEA Plan 2016-20 will set out the broad aims for developing student employability over the next five years, under which Schools, Faculties and the Careers Service will implement their plans. The next planning period will see a further consolidation of the investment that has already been made. This section outlines

1175 Doc 0661 An Introduction to the UEA Healthcare Employability Development Portfolio
1176 Doc 0662 Report on the School of Rehabilitation Sciences Transition Into Employment Event
anticipated future employability developments that have yet to be fully established at the University.

20.8.1 Global opportunities

The University is keen to develop awareness of and access to international opportunities amongst students. This will be achieved through collaboration between the Careers Service, Development Office, Alumni Office, Study Abroad Office and international university partners to develop relationships with international employers and opportunity providers. Global aspiration in students also needs to be better understood at UEA so that expansion of paid internships within Europe and internationally can be targeted at areas of highest demand. Students also need clearer explanations on the benefits of taking international experience in terms of their personal and professional development.

20.8.2 Embedding employability in curriculum

As already described, Schools of Study are tasked with identifying ways of strengthening employability within the curriculum that bear most relevance to their circumstances and subject provision. Assisting this process will be the continuation and extension of attribute mapping across academic disciplines and the introduction (in the 2015/16 academic year) of graduate attributes being considered for all UEA academic modules. Work is required also to incorporate questions on employability development into module feedback mechanisms to ensure student views of their development from courses are closely monitored. Enhancing the course review process to consider acquisition of attributes and sector relevant skills will also be important in ensuring that employability is integral to future provision. Improving opportunities for employers, industry and sector representatives to meet with academic and other staff including course organisers will be crucial in achieving this. Consideration will also need to be made of how employability content will be delivered, for example using online learning technologies, use of flipped-lecture formats and use of hand-held devices.

20.8.3 Launching and establishing the UEA Skills Award and the Higher Education Achievement Record (HEAR)

Following a successful pilot in Spring 2015, the UEA Skills Award is due to be launched in mid-late October 2015. The Award has been designed with student feedback and engagement at its core, and the next two years will be a chance to establish the programme and increase its uptake by target student groups. Awareness of the Award amongst Academic Advisers will be important to establish to help to ensure that those students who are most likely to benefit from participation are encouraged to do so. The academic activities and reflective statements submitted by students as part of the award will provide useful material that can be shared with module organisers to improve understanding of attribute development within the curriculum. Gaining recognition of the award amongst graduate employers is also a critical part of establishing its success, and it is intended that the Award will become a routine component of the UEA service offering to graduate employers. Ultimately the Award will be successful if employers recognise participating UEA graduates as having attributes and experience they find desirable.

The Higher Education Achievement Record (HEAR) is due to be introduced at UEA in the 2015/16 academic year. Data on UEA Award completion will be fed into the Gradintel
system as part of Section 6.1 Additional Information and it is hoped that in time both students and employers will see the value of this section in reflecting a broad and rich university experience.

20.8.4 Academic advising system

The renewed 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 renewed Advising Policy is being implemented during the 2015/16 academic year and has the potential in time to make a strong contribution to student employability at UEA. The aim is for conversations about personal and professional development to become more routine within advising meetings, and Academic Advisers to become more confident about identifying engagement with employability and signposting appropriately. This is particularly important for those students who lack confidence and motivation and who otherwise may disengage from their wider university experience.

20.8.5 Student engagement with careers and employability

The installation of CareerHub software that powers MyCareerCentral has already provided a step change in how the University understands student engagement with the Careers Service. Important over the next few years will be the generation of increasingly insightful data on student engagement with careers and employability activities to inform better targeting of services and resources to those students who can most benefit. This includes understanding the journey taken by specific student cohorts through career management and employability and identifying appropriate ways to engage and support them. The UEA data warehouse and Tableau management information software also hold strong potential to understand student employability engagement in context of, for example, widening participation, ethnicity and academic attainment.