

UNIVERSITY OF SUSSEX
TEACHING AND LEARNING COMMITTEE

**ANNUAL MONITORING 2012 (FOR COURSES AND MODULES RUNNING IN 2011/12):
Summary Report**

1.0 Process:

- 1.1 Annual monitoring is one of the University's key quality assurance mechanisms and, along with the processes of curriculum approval and periodic review, is intended to assure and enhance the quality of the University's taught provision and the student teaching and learning experience, both undergraduate and postgraduate. Annual Monitoring includes modules or courses franchised to a partner institution or taken off campus (e.g. year abroad, placements)
- 1.2 Guidelines were provided to support Schools on the implementation of the annual monitoring process for modules and courses delivered to full-time undergraduate and postgraduate taught students in 2011-12 only. It was recognised that the timing of postgraduate examination boards do not currently enable complete reporting at the end of the Autumn Term.
- 1.3 The University Teaching and Learning Committee has established a Task and Finish Group to advise on improving the current procedure, time frame, and evidence base to provide a streamlined inclusive process for all University awards in the light of the University's adoption of a new academic year structure and related policies and procedures. The Group will report to the UTLC in the Summer Term.
- 1.4 The following constitute the key changes for the interim 2012 process:
- To reflect revised academic structures, the Department report proforma has been replaced with a Course report proforma. The School report proforma remains the same. It has been for Schools to decide how to organise the process internally between Department and School level, where this distinction exists.
 - The process has been brought forward to the end of Week 11.
 - Documentation, both the Course and School reports, were considered at a Quality Enhancement Event held on Monday 10th December 2012. This identified actions to be considered further at University-level and noted areas of good practice for wider dissemination. It also noted issues on process to be referred to the Annual Monitoring Task and Finish Group. A report from this meeting will be fed back to Schools via the Spring Term UTLC meeting.

2.0 Documentation

2.1 Revised documentation for completion was provided on the [Academic Office webpage](#) and included:

- 2011-12 Annual Monitoring Handbook
- Revised Course Report Proforma
- Revised School Report Proforma
- Existing Guidance on Data Analysis and Access

Other documentation: [UK Quality Code for HE: Chapter B7 External Examining](#).

Schools also provided External Examiner Reports and associated Action Plans and, in some cases, NSS Action Plans.

3.0 Summary of Outcomes

3.1 All Schools engaged fully with the process by providing timely documentation and in the review event, with attendance and contributions from academic and administrative staff and students.

3.2 Two Schools were required to resubmit their External Examiner Action Plans as there was not clear evidence of full engagement with the issues that had been raised in terms of reflection or response. Updated plans will be submitted to the Spring term meeting of TLC.

3.3 School issues raised during discussion: areas of good practice and for improvement are in the grid attached as Appendix 1. Note that areas of good practice will be considered further in terms of how best to share these across Schools. Areas requiring improvement will be referred back to STLCs, for report back to Spring term TLC.

3.4 Areas raised as institutional priorities for referral to the Teaching and Learning Enhancement Board and/or Spring Term UTLC included:

- Expediting e-submission and marking of student assessments;
- Low completion rates for and timing of electronic Module Evaluation Questionnaires – methodology and timing;
- Feedback timescale and how this is communicated to students ie as a single agreed date per School/Department/subject grouping;
- Frequency of and requirement for Peer Observation of Teaching to be re-affirmed;
- Comparability and clarity of support for International and Home/EU students;
- Clarification on the role of the student mentor and the role of Faculty working with students. Support provided by SSU, Library, CEC and PCS needs to be joined up. Mentorship should extend to pg level in any redesign and should compliment school/institutional level provision.
- Teaching Facilities – the creation of zoned areas to determine the allocation of resources and services;
- Marking schemes and how to make use of the full range of marks available;
- Improving consistency in the design and use of coursework feedback sheets?

3.5 Issues of Process Referred to the Annual Monitoring Task and Finish Group include:

- Timing and student input – conduct Annual Monitoring earlier in the Autumn term to ensure student input via STLCs. NB: Need to balance against availability of data sets.
- Data quality - management information requires improvement in accuracy and presentation.
- Greater use to be made of the data available.
- Consider how to capture of the granularity of good practice.
- MEQ process - how to improve to ensure student voice. At module and School level Sussex Direct is key to ensure this process works well. Develop further to gain more integration.
- Module level (Convenor) report - is this standard practice across schools and if not should it be.
- Develop an Annual Monitoring Action Plan to better track issues raised during the process.

3.6 Note that monitoring of the three courses comprising the franchise provision had not been completed in time to be included in the current review and will be considered separately by the relevant Schools/Partnership Office and reported to the Spring Term Teaching and Learning Committee.

S.Bromfield: 14th December 2012

Issues raised for Schools to reflect on further: Section 4.0

Group	School	Good Practice	Areas for Improvement	Overall Assessment
A	BMEc	<p>Group assessment/peer evaluation - very positive response, DTL role in mediation in disputed areas also good.</p> <p>Identification of module at risk system - very good, highlights modules in difficulty.</p> <p>Employability, extra curricula, development training, students very appreciative.</p> <p>Auntie Carol - prof, who is new, lectures on hot topics, very positive as helpful reference point.</p> <p>Placement implementation, going well.</p> <p>Module evaluation system that was introduced...would like to learn more.</p>	<p>Turn around time for External Examiners: insufficient time to do their work</p> <p>How to feedback External Examiner comments to students, what format.</p> <p>Accuracy of exam papers - Economics.</p> <p>Inconsistency in feedback to students - but not enough information to drill down on this issue.</p> <p>External Examiners require clearer evidence of second marking and moderation.</p> <p>Use of international students as GTAs and level of support and training to these staff.</p>	<p>The School is operating well and the standards of awards are maintained.</p> <p>Some areas require improvement.</p> <p>An updated School action plan concerning areas requiring improvement to be submitted to the Spring TLC.</p>
B	Global Studies	<p>Good use of student led seminars, and study direct for course materials.</p> <p>POT in progress...pilot.</p> <p>1-1 sessions for reps</p> <p>Global Studies resource centre - very positive student response.</p> <p>Informal mid- term evaluations of modules.</p>	<p>POT...frequency?</p> <p>Guidance on use of take away papers and collusion and sequencing (i.e. equality and fairness)</p> <p>Clarity and expectation setting for students using learning diaries</p>	<p>The School is operating well and the standards of awards are maintained.</p> <p>There is evidence of good practice across the School in a number of areas.</p> <p>Areas for improvement to be undertaken by the</p>

		Good staff/student forums.		School during the coming year.
B	Psychology	<p>Feedback - range of approaches</p> <p>Career advice/aspirations good</p> <p>Moderation in Sussex Direct with students.</p> <p>Subjects to transcend intellectual boundaries..</p>	<p>Lack of clarity in relation to V&E and Masters options.</p> <p>Question re how HUDDLE was being used, and use for dissemination in examination paper setting.</p>	<p>The School is operating well and the standard of awards are maintained.</p> <p>Good practice is identified in a number of areas across the School.</p> <p>Areas for improvement to be undertaken by the School during the coming year.</p>
C	English (including SCLS)	<p>English has adopted a 'return of work day' to manage student expectations.</p> <p>Attempt to be explicit on assessment criteria across e school (Drama)</p> <p>Good engagement with cultural ventures (Drama)</p> <p>Good PoT (SCLS)</p> <p>'Red Book' on good assessment criteria (SCLS)</p>	Consistency of standards and practice across markers.(English Literature)	<p>The School is operating well and the standard of awards are maintained.</p> <p>Good practice is identified in a number of areas across the School.</p> <p>Areas for improvement to be undertaken by the School during the coming year.</p>
C	MPS	<p>Good PoT</p> <p>Skills in Physics courses</p> <p>Use of clickers</p>	<p>Rescaling of marks.</p> <p>Issues with access to black boards.</p> <p>Progression out of line.</p> <p>Attendance monitoring needs</p>	<p>The School is operating well and the standards of awards are maintained.</p> <p>Some areas require improvement.</p>

			<p>improvement.</p> <p>External Examiner action plan which includes a column for success criteria.</p> <p>Student engagement column in e AM form would be helpful.</p>	<p>An updated School action plan concerning areas requiring improvement to be submitted to the Spring TLC.</p>
D	ESW	<p>Range of internal and external speakers invited into the School.</p> <p>Varied assessment modes...in response to diverse intake, praised by external.</p> <p>Clear feedback to External Examiner - very appreciative of this practice.</p>	<p>Organisation and Management raised in review of NSS 2012 but noted that School is ranked 8th nationally.</p>	<p>The School is operating well and the standard of awards are maintained.</p> <p>Good practice is identified in a number of areas across the School.</p> <p>Areas for improvement to be undertaken by the School during the coming year.</p>
D	HAHP	<p>Art History - integration of dissertation writing and public presentation.</p> <p>Philosophy...information questionnaires win a few weeks into the module.</p> <p>Texting queries.</p> <p>Q and A at the end of the lecture.</p> <p>HAHP - very visible feedback arrangements.</p>	<p>AT improvements, need more clarification.</p> <p>Action plans referring things to committee (may not be appropriate one) rather than being clearly identified by a responsible individual and progress monitored and evaluated. Insufficient detail on the action being proposed to address issues.</p>	<p>The School is operating well and the standard of awards are maintained.</p> <p>Good practice is identified in a number of areas across the School.</p> <p>Areas for improvement to be undertaken by the School during the coming year.</p>
E	LPS	<p>Very positives comments from External Examiners.</p>	<p>Good practice. Need more detail so that this can be shared across the university.</p>	<p>The School is operating well and the standard of</p>

		<p>Law - challenging and engaging examination titles and use of contact hours and very detailed feedback.</p> <p>Politics - impressive feedback</p> <p>Sociology</p> <p>Modules handbooks</p> <p>Feedback</p>	<p>Year Abroad in Law: External Examiner raised issue over assessment of the work on the year abroad .</p> <p>Harshness at top end in sociology...and help in getting to 100%.</p>	<p>awards are maintained.</p> <p>Good practice is identified in a number of areas across the School.</p> <p>Areas for improvement to be undertaken by the School during the coming year.</p>
E	Life Sciences	<p>Difficult to get examples of good practice ... lacking detail to enable response.</p>	<p>External Examiners raise issues requiring further consideration.</p> <p>Action plan did not reflect External Examiner comments, not being picked up at School level.</p>	<p>The School is operating well and the standards of awards are maintained.</p> <p>Some areas require improvement.</p> <p>An updated School action plan concerning areas requiring improvement to be submitted to the Spring TLC.</p>
F	MFM	<p>Music - Mid year assessment in final year and good feedback at that time.</p> <p>Media Practice – good placement.</p> <p>Pedagogic experimenting.</p> <p>Identification within the School of an individual to support international students.</p>	<p>Teaching facilities, quality and size. Zone areas to determine the type of provision required for the teaching methods is one option to help resolve, and assure quality.</p> <p>Action plans should include who, when why and where.</p>	<p>The School is operating well and the standard of awards are maintained.</p> <p>Good practice is identified in a number of areas across the School.</p> <p>Areas for improvement to be undertaken by the</p>

				School during the coming year
F	EngInfo	<p>School committee doing audit work throughout the year.</p> <p>Industrial input to courses in engineering</p> <p>Peer Assisted Learning Scheme in informatics - raised annually as good practice. Run by students for students.</p>	Cluster rooms - publish timetable so students can see where there are free slots.	<p>The School is operating well and the standard of awards are maintained.</p> <p>Good practice is identified in a number of areas across the School.</p> <p>Areas for improvement to be undertaken by the School during the coming year</p>