

**FACULTY OF MEDICINE AND HEALTH SCIENCES (FMH)  
Learning, Teaching and Quality Committee (LTQC)**



There will be a meeting of the FMH LTQC on Wednesday 30 September 2015 at 13:30 hours in Arts 2.06

Sarah Wright  
Learning and Teaching Coordinator  
September 2015

## Minutes

No.	Item	Time
1.	<p><b>13:30 - Welcome and introductions</b></p> <p><u>Apologies received from:</u> Mary-Jane Platt, Jill Jepson, Ian Harvey, Zoe Butterfint, Sara Laugher, Ian Harvey, Michael Lariviere, Katie Lightfoot. Kelly Walker, Caroline Frosdick</p> <p><u>In Attendance:</u> Rosie Doy, Emma Sutton, Judy Barker, Veena Rodrigues, Christine Raschka, John Winpenny, Kevin Tyler, Sandra Gibson, Laura Bowater, Liam McCafferty, Bridget Mullany, Liv Grosvenor, Sarah Wright, Lynne Ward</p>	5min
2.	<p><b>13:35 - Minutes</b></p> <p>To confirm the minutes of the meeting held on 17 June 2015 <a href="#">Document 14M005</a></p> <p>Amend Judy Barker and Sara Laugher to HSC</p>	5min
3.	<p><b>13:40 - Matters Arising and Action Log</b></p> <p><a href="#">Document 15D001</a></p> <p><u>External Examiner Reports</u> There are some access to external report blackboard sites and some 13/14 reports being posted under 14/15.</p> <p><b>Action</b> <b>Sarah Wright to contact relevant coordinators</b> <b>Sarah Wright to recirculate the new EE process</b></p> <p><u>Employability</u> RD will continue to support employability and will provide reports as appropriate</p>	10min

No.	Item	Time
	<p><u>Transition</u></p> <ul style="list-style-type: none"> <li>• MED Foundation to start a week earlier in 2016.</li> <li>• Year 0 to year 1 transition – SG doing a meeting / SWOT analysis of any transition issues</li> <li>• January starters – not enough done for induction. Work has been done with societies, feeling more work to be done by the Schools, perhaps via PAL and peer monitoring</li> </ul> <p><u>Timetabling</u></p> <p>Sarah Wright gave a brief report on the timetabling issues at the start of term and reported that the director of the service is discussing this with the executive team</p>	
4.	<b>Confirmation of Chair's Action</b>	<b>n/a</b>
5.	<p><b>13:50 - Statements from The Chair</b></p> <ul style="list-style-type: none"> <li>• Consideration was given to the role of student LTQC members in relation to the external examiner report review process</li> <li>• Katie Lightfoot - student experience committee – a new rep is required. JB offered. Let Michele Pavey know.</li> <li>• Marketing : for PA and MSC in Adult nursing – have had healthy number of applications</li> </ul>	<b>10min</b>

## Section A: Items for Discussion and Action

No.	Item	Time
A1.	<p><b>New Courses</b> Proposal documents available in New Course Proposals and Course Closures folder online</p> <p>Non considered</p>	
A2.	<p><b>Changes to existing programmes</b> Proposal documents available in New Course Proposals and Course Closures folder online</p> <p><b>Minor changes - Pre-registration MSc Physiotherapy and Occupational Therapy</b></p> <p style="text-align: right;"><a href="#">Document 15D017</a></p> <p>Changes has already received COP and HCPC validation. Event went well and recommendations made. A9 wording to be amended to approved and not validated Whilst the University is moving away from 10 credit modules it is possible to have 10 credits if they are coherent in content and expectations.</p>	n/a
A3.	<p><b>2.00 pm 'Resilience'</b></p> <p>Imogen Hobbis presented to the group in relation to resilience.</p> <p>Main highlights were</p> <ul style="list-style-type: none"> <li>• How can these tools be added into some curriculums?</li> <li>• Is it embedded in courses and for staff?</li> <li>• Do staff recognise it in students and signpost?</li> <li>• How to increase self-awareness and tool up on strategies</li> <li>• Stronger link with students and convenors – sign posting service in union and DOS.</li> <li>• Involvement in MED CPD programme</li> <li>• HSC – staff training – faculty wide</li> <li>• When and where to start identifying students? More discussion with admissions team to make people aware so they can be better supported on arrival.</li> </ul> <p>Further discussion will continue on this subject at School level</p>	20min
A4.	<p><b>2.30 pm Student surveys and resulting School actions</b> Timelines and availability of NSS and other student survey sets</p> <p>Rebecca Price</p> <ul style="list-style-type: none"> <li>• FMH – excellent response rate for NSS</li> </ul>	20min

No.	Item	Time
	<ul style="list-style-type: none"> <li>• Jan intake for nursing was slightly lower than other courses at 67%, all others were over 75%. PT had 100% response rate (UG)</li> <li>• Results didn't differ overall from 2014, very similar.</li> <li>• Both schools score below UEA average across many themes.</li> <li>• Compared to competitor institutions – PT &amp; OT did well</li> <li>• Weaker – Medicine and nursing perform less well against other institutions</li> <li>• HSC – score well on personal development including communication</li> <li>• MED – slight increase in assessment and feedback. Lots of incredibly positive comments about support</li> <li>• MED – poor score on experience, academic support and personal development</li> <li>• HSC – organisation and management was weaker</li> <li>• Overall UEA looks like mature students are not as happy as school leavers but as HSC has a high number then this is essentially bringing down the UEA score. A lot of other institutions have a similar rank but UEA is lower.</li> <li>• MED – lecturers not turning up, work is ongoing on working out practical solutions. Students could be more informed of the reasons why this may happen.</li> <li>• It was noted that students usually remember the start when it was bad and can carry that through.</li> <li>• Teaching directors will be taking up absent lecturer issues.</li> <li>• A 'you said-we did' campaign is planned. Action plans will therefore be requested from the Schools so they need to have a clear plan for action plans. Timeline and requirements will be issued within a few weeks.</li> </ul> <p>In 2014/15 – 4 surveys were running</p> <ul style="list-style-type: none"> <li>• Student Experience survey (SES) (non NSS – so no finalists) – internal survey</li> <li>• NSS - finalists</li> <li>• PTES – finalists</li> <li>• PRES – every other year so not in 2015/16</li> </ul> <p>For 2015/16 With exception of PRES others will run this year and will be issued in early Feb.</p> <ul style="list-style-type: none"> <li>• NSS is not promoted by institution, all communications are from external bodies. If students have not completed or opted out then they will be called until they do one of those.</li> </ul> <p>Schools should be making effort to encourage to complete by what every means necessary. Some schools have</p>	

No.	Item	Time
	<p>provided opportunity to complete but cannot advise how to complete.</p> <ul style="list-style-type: none"> <li>• PTES – have emails every fortnight. Using lecture slots really helped NBS. Each faculty needs to decide what they do.</li> <li>• MED students don't do SES but it is incorporated into annual survey. HSC consider whether the Pre reg survey can be brought in line / bridge with University survey would be good.</li> </ul> <p><b>Action: HSC to discuss with Rebecca Price</b></p>	
A5.	<p><b>2.50 pm Available information on admissions metrics</b></p> <p>Adam Green,</p> <p>Admissions metrics – Planning look at data and compare to actual and aspirational competitors.</p> <p>Issues with UCAS data this year, that is was less flexible even though more steady data. Quality has changed, so only categorising 18/19 tariff. Anything else is not included. This has affected what can be presented, reported on.</p> <p>New reports will be live on Monday 5<sup>th</sup> October at <a href="http://www.reports.uea.ac.uk">www.reports.uea.ac.uk</a></p> <p>Admissions officers to view the data and feed in details to the Associate deans. Information can then be fed through to the meeting about where the data being presented e.g. why it is not necessarily saying the same message as the one being reflected. Also where competitors are being shown it is not necessarily the same course.</p> <p>Feed comments and requests to Mark Hitchcock</p> <p>New course information – UCAS data on offers and accepts by courses and institutions, new data for analysis. Review competitors in more details.</p>	10min
A6.	<p><b>3.00 pm Higher Education Review (HER)</b></p> <p>Lynne Ward</p> <ul style="list-style-type: none"> <li>• Progress report on Self-Evaluation Document (SED)</li> <li>• Update on preparation for visit (Oct 2015)</li> </ul>	5min

No.	Item	Time
	<p>In July the SED plus over 800 documents and the SWS (student written submission). Updated and corrected version of SWS as original was a draft, which was unknown time, has now been sent.</p> <p>3<sup>rd</sup> batch of additional documentation has now been prepared and overall about 1000 documents have been sent. More documents may be requested during the visit.</p> <p>The visit will be 5 days long. This could be related to the student document which expressed concerns about engagement. A minimum was expecting at least 4 days anyway. 10 meetings have been set up, including 3 student ones. Meetings are with the VC, senior team, lecturers, senior academics and senior support staff. Briefing meetings are being held this week by Jon Sharp with people who will be meeting the team.</p> <p>Lines of enquiry are confirmed:</p> <ul style="list-style-type: none"> <li>• New academic model and regulations</li> <li>• Externality in course design and modification</li> <li>• Student engagement</li> <li>• Management and monitoring of review process</li> <li>• Consistency of implementation of polices</li> <li>• Information provided to current students</li> <li>• Enhancement</li> </ul> <p>An internal document has been written by Jon Sharp which cross references paragraphs in the SED and SWS with the lines of enquiry</p> <p>The student submission is online and available to the public SED is on the LTS web pages.</p> <p>The faculty is represented but there is a small number of participants at each meeting.</p> <p>LW thanked people who provided extra information and thanks advance for help during the visit.</p> <p>Results expected on 26 October.</p>	
A7.	<p><b>NSS – School Action Plan</b></p> <p>Overview of School action plans: Mary Jane Plan (MED) and Zoe Butterfint (HSC)</p> <p style="text-align: center;"> <a href="#">Document 15D002- MED Action Plan (to be tabled)</a>  <a href="#">Document 15D003 - HSC Action Plan (to be tabled)</a> </p> <p style="text-align: center;">MED uploaded post meeting, HSC to provide</p>	5-10 minutes per School

No.	Item	Time
A8	<p><b>QIFF Handbook</b> To discuss the cycle and key dates and also engaging students and the QIPF pre reg survey.</p> <p style="text-align: right;"><a href="#">Document 15D004</a></p> <ul style="list-style-type: none"> <li>• QIFF survey covers all health funded including Pharmacy but not MED</li> <li>• Survey goes out in 12 October based on recruitment, admissions and arrivals for new students and covers university and placement experience in years 2 and 3. The survey stays open until 27 November 2015.</li> <li>• A communication and action plan following this will be put together to publish to course directors and other relevant school colleagues.</li> <li>• ES and RD are meeting with HoEEE lead and the questions will include where the January students fit into the survey. The meeting should also cover the feedback on questions and what has been done to amend these</li> <li>• Pharmacy have been part of a pilot to see if they suit.</li> <li>• Another question was whether there be a post reg survey.</li> </ul> <p>BM reported that from her involvement the surveys looked a lot better and fit for purpose this year.</p>	
A9.	<b>REPORTS FROM MEMBERS</b>	
A9.1	<p><b>Student Experience Committee, Katie Lightfoot</b> Feedback on student induction experience</p> <p>Katie was not at the meeting and has been replaced by Judy Barker as Katie will be on maternity leave from early November 2015 until January 17</p>	5 mins
A9.2	<p><b>Academic Officer, UUEAS</b></p> <p>LM – please have a look at new Union and advertise the new mature and PGT student space – nice bar and a kitchen</p> <p><b>Action: LM to send some wording to Sarah wright who will ensure this is sent to MED and HSC to go out on their daily / weekly bulletins</b></p> <p>LG and BM will be working closely with students and Bridget – advocating and empowering students. A Social isolation project is one of the new initiatives underway.</p>	5 mins

No.	Item	Time
A9.3	<p><b>Student representatives</b></p> <p>MT – students who are coming direct entry into second year for nursing are not receiving a satisfactory induction which included exam learning materials only being issued on the day of exams.</p> <p><b>Action</b>  <b>ES to follow up with appropriate colleagues in HSC</b></p> <p>MT – the attendance policy requires hours to be made up and there appears to be two issues a) students being unable to have the time due to other demands to catch up and b) differing practices in how many hours are to be made up as decisions are made by personal advisers.</p> <p><b>Action</b>  <b>RD – revision to a revised policy to be relooked at. ZB to look at differences in what is required to make up the lost time</b></p>	5 mins
A9.4	<p><b>HSC School Director (Learning, Teaching and Quality (LTQ))</b></p> <p>Not at meeting so no verbal update</p>	5 mins
A9.5	<p><b>MED School Director (Learning, Teaching and Quality (LTQ))</b></p> <p>Not at meeting so no verbal update</p>	5 mins
A9.6	<p><b>Placements</b></p> <p>Not at meeting so no verbal update</p>	5 mins
A9.7	<p><b>Faculty Service User Involvement Lead</b></p> <p>Not at meeting so no verbal update</p>	5 mins
A9.8	<p><b>FMH assessments Report</b></p> <p style="text-align: right;">Document 15D005 – HSC – to be tabled  Document 15D006 – MED</p> <p>SG - Working on ROGO and improving feedback</p>	10 mins
AOB	<p><u>IT forum</u></p> <p>SG attends this forum which has reps from ISD, faculties, LTS and students. The forum look at the IT development work plan and resources.</p>	



No.	Item	Time
	<p><u>Teaching excellent framework</u> LB asked how is this going to be accessed. Are there mechanisms in place / representations from FMH?</p> <p><b>Action</b> <b>ES finding out and to go on next agenda</b></p> <p><u>Assessment window</u> LB asked that with the assessment window tightening, how will this affect students? This is unlikely to affect FMH students as much as other courses as written examinations are not usually held in the assessments period, if at all.</p> <p><u>KT</u> Reported an increase in PGT numbers this year.</p>	

## Section B: Items for Report

No.	Item
<b>B1</b>	<p><b>Learning and Teaching Committee of Senate provisional update</b> Minutes from 24 June 2015 will be available on LTC website <a href="https://portal.uea.ac.uk/committee-office/uea-committees-and-boards/learning-and-teaching-committee">https://portal.uea.ac.uk/committee-office/uea-committees-and-boards/learning-and-teaching-committee</a></p>
<b>B2</b>	<p><b>Taught Programmes Policy Group provisional update</b> Minutes from 10 June 2015 <span style="float: right;"><a href="#">Document 15D007</a></span></p>
<b>B3</b>	<p><b>Faculty Appeals and Complaints Committee</b> Summary report available on the FMH LTQC Blackboard site.</p>
<b>B4</b>	<p><b>Periodic Course Review</b> No update to report.</p> <p>Documents are available in the <a href="#">Periodic Course Review 2014/15</a> folder on the FMH LTQC Blackboard site for the following:</p> <ul style="list-style-type: none"> <li>• MSc OT and PT</li> </ul> <p>Documents are available in the <a href="#">Periodic Course Review 2013/14</a> folder on the FMH LTQC Blackboard site for the following:</p> <ul style="list-style-type: none"> <li>• MBBS FY A104</li> <li>• DipHE Operating Department Practice</li> <li>• BSc post-registration Nursing Practice</li> </ul>

No.	Item
<b>B5.</b>	<p><b>Peer Observation of Teaching Report</b></p> <ul style="list-style-type: none"> <li>• Reports from MED and HSC covering the first two years the peer review programme (MJP and ZB to provide)</li> </ul> <p style="text-align: right;">Document 15D016 – HSC report Document 15D018 – MED report</p>
<b>B6.</b>	<p><b>Annual Course Monitoring</b></p> <p>2013/14 and 2014/15 documents are available in the <a href="#">FMH folder</a> on the <a href="#">LTS Quality Review Blackboard site</a> including approved QAR2 and QAR3 forms.</p>
<b>B7.</b>	<p><b>Student/SU Representation on University Working Groups, Boards and Bodies</b></p> <p style="text-align: right;">15D008 - Student representation at UEA .. 15D009 - Election manifesto commitments. 15D010 - Institutional representation..... 15D011 - QAA Student submission..... 15D012 - SU Strategy Extract.....</p>
<b>B8.</b>	<p><b>Health and Care Professions Council, Annual Monitoring process</b> BSc (Hons) Speech and Language Therapy, University of East Anglia, FT (Full time)</p> <ul style="list-style-type: none"> <li>• The visitors' report related to above programme was submitted to the Education and Training Committee (ETC) held on 27 August 2015 for consideration.</li> <li>• Following an assessment of the changes, the ETC agreed there is sufficient evidence to demonstrate the programme continues to meet the standards of education and training (SETs).</li> <li>• A copy of the decision notice of the ETC is available on our website, in the minutes section of this meeting: <a href="http://www.hcpc-uk.org/aboutus/committees/educationandtrainingpanel/index.asp?id=714">http://www.hcpc-uk.org/aboutus/committees/educationandtrainingpanel/index.asp?id=714</a>.</li> <li>• In line with our approval and monitoring processes, the programme maintains its open-ended approval, subject to satisfactory monitoring.</li> </ul>
<b>B9.</b>	<p><b>MED – GMC Visit</b></p> <p>Governance of policies - Organisation chart for the School Brief report on current status of planning by MJP</p> <p style="text-align: right;">Document 15D013 – Organisation chart Document 15D013A – Briefing note August 2015 Document 15D013B – Acronym jargon buster</p>
<b>B10.</b>	<p><b>MED Professionalism Committee</b></p> <p>Final paperwork relating to processes and compliance with revised regulation 14</p> <p style="text-align: right;">Document 15D014</p>

No.	Item
B11.	<p data-bbox="300 230 815 264"><b>MED PGT Student representation</b></p> <p data-bbox="300 264 1461 376">MED is actively seeking to ensure MED postgraduate students have forums and opportunities to feedback to the School and University in line with Undergraduate students. This is the current draft guide.</p> <p data-bbox="1219 416 1490 450" style="text-align: right;"><a href="#">Document 15D015</a></p>

## Section C: Course Closures

No.	Item
<b>C1</b>	<b>Course Closures</b> Documents are available in the <a href="#">2014-2015 Course Closures</a> folder on the FMH LTQC Blackboard site for the following:
<b>C1.1</b>	Course Closures <ul style="list-style-type: none"> <li>• Clinical Research post graduate diploma (AHP) (T2B961202PD)</li> <li>• Clinical Research post graduate diploma (AHP) (T2B961102PD)</li> <li>• Masters in Clinical Research (AHP) (T1B961102)</li> <li>• Masters in Clinical Research (AHP) (T1B961302)</li> </ul>
<b>C1.2</b>	The following route codes have been closed as the programmes have new codes: <ul style="list-style-type: none"> <li>• Health research (MED MRES) T1B993102</li> <li>• Health Sciences MSC T1B990101, T2B990301 and T1B900101</li> <li>• Health Sciences PDip – T1B900101PD and T2900101PD</li> </ul>

## Section D: External Examiners' Reports

External Examiners' Reports and School Responses Reports and Responses  
Available Online

No.	Item
<b>D1</b>	<b>External Examiners' Reports 2012/13 Completed</b> Documents are available to view in the <a href="#">2012-13 EE Reports and Responses</a> folder on the FMH LTQC Blackboard site.
<b>D1.1</b>	<b>External Examiners' Reports 2012/13 Outstanding</b> Refer to the Critical Read Schedule on the FMH LTQC Blackboard site.
<b>D2</b>	<b>External Examiners' Reports 2013/14 Completed</b> Documents are available to view in <a href="#">2013-14 EE Reports &amp; Responses</a> folder on the FMH LTQC Blackboard site.
<b>D2.1</b>	<b>External Examiners' Reports 2013/14 Outstanding</b> Refer to the Critical Read Schedule on the FMH LTQC Blackboard site.  BAER – RSC PG – Out for critical read RAINSBURY – MED PG – No External Examiner Report received  MCLAUGHLIN – FMH PG – School response required  TIGHE – MED PG – School Response outstanding TSUCHIYA – MED PG – School Response outstanding MATHERS – NSC PG – School Response outstanding

No.	Item
D3	<p data-bbox="304 230 847 268"><b>External Examiner Reports 2014-15</b></p> <p data-bbox="304 268 783 306">External Examiner Report tracker</p> <p data-bbox="304 342 1007 380">Proposed Critical read schedule is on Blackboard</p> <p data-bbox="304 416 1417 454">First report on reports received for 2014-15 to be reported at November LTQC</p>

## Section E: Date of Next Meeting and Future Items

No.	Item
E1	30 September 2015 1.30pm to 5.00pm – ARTS 2.06 25 November 2015 1.30pm to 5.00pm – Estates meeting room 1 20 January 2016 1.30pm to 5.00pm – REG CR3 24 February 2016 1.30pm to 5.00pm – TBC 18 May 2016 1.30pm to 5.00pm – TBC 15 June 2016 1.30pm to 5.00pm – TBC