



As Director of Teaching & Learning Quality in the School of Health Sciences with overall responsibility for our taught provision and the student experience I am very grateful for the feedback provided by students and for the work that has gone into the HSC Big Conversation. My colleagues and I take all the issues raised by students very seriously and we hope that this action plan, and the accompanying narrative response, will help us work together to address the areas of concern.

Response to Issues Raised Through 'The Big HSC Conversation' 2015: *Progress update from UEA|SU 2016*

School of Health Sciences

Compiled by Dr Zoe Butterfint, Director of Teaching & Learning Quality – edited by Liv Grosvenor and Bridget Mullany, Representation and Opportunities Coordinators. Note progress review colour code – Red: No progression made, Orange: In progress but incomplete, Green: Complete/achieved

All action points apply to all programmes unless otherwise stated.

The proposed actions will be shared with the HSC SSLC and Zoe Phillips and amended on the basis of any feedback or a proposed actions.

These actions will then be amalgamated into the general School action plan and monitored in conjunction with School responses to all student feedback.

Themes raised in Big Conversation	Was this issue identified elsewhere?	Response from the School e.g. action point	Lead responsibility	Date for completion	Comments & update from School.
<p>There is a very clear message in the Big Conversation report that suggests students do not feel their concerns are being heard or listened to.</p>		<p>The School is very keen to tackle this particular issue as a key priority and would welcome student views and suggestions as to how we can achieve better dialogue with the student body. There are a number of mechanisms and processes already in place to attempt to facilitate this, but it is clear that for a variety of reasons these are not completely successful. We have identified a number of potential actions here, but would be very open to other suggestions the student body may have.</p> <ul style="list-style-type: none"> i. All Schools are required to have a Staff Student Liaison Committee which meets a minimum of 6 times per year with representatives from each cohort and professional group. In the new School this is still evolving, but with the help of ZP and the Senior Adviser we have established ii. A School SSLC which has representation from all student groups iii. Sub / Pre-SSLC meetings for Queen’s Building-based students, and Edith Cavell Building-based students. These meetings are designed to allow more specific issues to be discussed and as necessary escalated to the School SSLC <p>Update Not all reps have been recruited</p>	<p>Senior Adviser / SU link (ZP) + students (ideas to improve and add to this are very welcome from the students themselves) + RJ</p>	<p>This should already be set up.</p>	<p>The responsibility for this has changed in the 15-16 year. Following the central review of Students Representation by the UEA we took the opportunity to not only adapt our SSLCs to comply with the policy, but also to draw a line under the disappointing outcomes and achievements in 14-15 in this area and re-launch our whole student representation system in HSC.</p> <ul style="list-style-type: none"> i) Responsibility for the SSLC (& associated fora) was shifted from the role of the Senior Adviser to the Student Partnerships Officer ii) DTLQ wrote, with input and review by the outgoing Chair/ Co-Chair of SSLC, an explicit HSC Strategy for Student Representation & Engagement. This made explicit the three levels of student forum that would be put in place, timelines for their occurrence, indicative membership. This was made clear at the first available School Board and also circulated via Teaching Committee, School Exec, FLTQC & HSc Bulletin. iii) These fora were intended to provide a range of opportunities to discuss both School wide issues as well as programme specific questions and provide a structure that allowed for timely response and increased dialogue between programme teams and student groups. <p>This has taken a while to bed-in and there have been teething problems, which we freely acknowledge. Sarah Drake has worked extremely hard to set these structures in place and feedback appears to suggest they are beginning to work well.</p> <p>This is still an issue, and I’m pleased to say that the situation and the number of recruited reps has</p>

	<p>iv. In the School Action plan following the NSS, SES & PTES, we have identified an action to explore the feasibility of open forum meetings with student groups (a practise already in place in the SLT, OT & PT programmes) three times per year at which staff and students can discuss concerns or issues raised together. We will ensure these are established for the coming academic year as they will need to be identified in relation to the timetables.</p> <p>Update</p> <ul style="list-style-type: none"> Discussed at School Board in October but course directors yet to set this up for Nursing fields. 	<p>CDs and programme teams / supported by AsDirs & SU link (ZP)</p>	<p>Ensure these are in place for 15-16 academic year</p>	<p>improved considerably since the start of the year. There are still a couple of challenges –</p> <p>i) There are some student groups in which no students are coming forward to undertake the role of rep, despite numerous attempts. Work here is on-going, but we would welcome ideas for ways in which the SROCs could help us with this</p> <p>Many of the reps who have been elected are really embracing the role and their responsibilities and doing an excellent job. In some cases though it is very difficult to get responses from reps and in some cases the level of engagement is difficult. Sarah is working on this, and we have proposed a ‘recognition system’ for successful reps – in the form of a certificate (or letter from HoS) at the end of each year to outline their achievements and their contribution in this role. Sarah is looking into the logistics of this.</p> <p>To the best of my knowledge this is now happening across all programmes. There are some challenges in getting group opportunities together in this way, and Course Directors are being encouraged to think about innovative, perhaps on-line- ways that such opportunities could be facilitated. We will continue to support this as a useful opportunity for open discussion between staff and students at programme level. Supported by the other mechanisms we now have in place I hope these, together, provide useful opportunities.</p>
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<p>Inconsistencies in information provided to students:</p> <ul style="list-style-type: none"> • Differences in information provided (between academics; between academics & Hub) • Inconsistencies in enactment of policies, and information on changes • Inconsistencies in academic adviser system 	<p>Yes (NSS; QIPF)</p>	<p>It would be very useful for the School to receive specific examples of the types of inconsistencies being cited here. We are aware of, and are acting to address, several areas of concern, e.g. the guidance to advisers, but it would be useful to be able to establish where the reported inconsistencies may be linked to individual variations in approach and where there are genuine inconsistencies in the content of the information being provided.</p> <p>Below we have detailed recent, on-going and future actions in this area:</p> <ol style="list-style-type: none"> Continue with policy review for new School of HSC; preface all policies with key points / headlines & flowchart Set up a small working group, consisting of academics, students and LTS, for each policy review. <p>Update</p> <ul style="list-style-type: none"> • Several policy review working groups currently in progress 	<p>DTLQ (ZB)-oversight; specific policies are assigned to specific academics who will arrange working group review</p>	<p>Rolling programme Sept 2015</p>	<p>A small working group, including some student reps met earlier in the year to discuss a major revision to the attendance policy for HSC. The final draft of this is going to the Teaching Committee in July, with the intention of implementation for Sept 2016.</p> <p>Similarly in 15-16 we began a large scale, long term project to revise the Personal Advising system in HSC. This aimed to address a number of issues raised by students, but also some of the challenges faced by academic colleagues in this role. A new PA policy will be in place for Sept 16, and work continues to ensure the PA role is enacted in the same way across all programmes.</p>

		<p>iii. Instigate system that ‘over communicates’ policies & changes / updates to students. ZP to work with students to gather ideas for how this could best be achieved.</p> <ul style="list-style-type: none"> HSC SU Newsletter, with contributions from both the school and the Students’ Union, in progress. Communication system needs reviewing – school updates given to Representation and Opportunities Coordinators by management staff, but we feel that in order to improve student staff relations and build upon school transparency, that these updates need to be written by a member of school staff - to discuss <p>iv. Review the Adviser allocation system: numbers of advisees per academic member of staff</p> <p>Update</p> <ul style="list-style-type: none"> What are the current allocation figures? <p>v. Carry out an in-house survey of PA provision to obtain further details from students; this will allow us to target adviser training more specifically in the areas it is needed.</p> <p>Update</p> <ul style="list-style-type: none"> At last meeting, Zoe Butterfint updated to say she would be looking to work with first year students from across all courses to establish improvements to PA provision. <p>vi. Explore possibility of rolling out OT/PT ‘buddy’ system to support advising system. The logistics, and potential usefulness of this to other cohorts</p>	<p>DTLQ (ZB) with School Manager/local support / ZP</p> <p>DTLQ (ZB), Senior Advisor (MP) & Executive</p> <p>Senior Advisor (MP)</p> <p>DTLQ (ZB), Senior Advisor (MP)</p> <p>Senior Advisor (MP)</p>	<p>Sept 2015 (begun: review of current allocation system)</p> <p>In progress</p> <p>Possibly Sept 2015</p> <p>Completed (1st sessions in</p>	<p>This involves a number of changes to the different programmes so is being tackled in stages.</p> <p>Absolutely agree, and I’m very grateful to Liv for her work so far on this newsletter. At the last open forum I mentioned this specifically to staff. I suggest we construct a piece to go into the next HSC Bulletin asking staff to send any updates that might be relevant (and we will have to define what’s relevant I think) for inclusion each month.</p> <p>I am finalising a paper which summarises the work undertaken in the 15-16 academic year in this area and identifies follow on tasks for 16-17; this can be shared when complete.</p> <p>The Senior Adviser has circulated a survey to all students (June 2016) which asks for their comments and rating of their experience of the PA system this year. Those results will be collated in August and will feed into the action plan as appropriate for 16-17</p> <p>We have explored this in quite some depth and considered the different ways such a system could be implemented across all programmes currently without such a ‘buddy’ system. Our discussions</p>
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		<p>must be explored initially before a decision can be made.</p> <p>Update</p> <ul style="list-style-type: none"> • Bridget and Zoe discussed that this would be difficult to implement with the September 2015 cohort but that it might be feasible with January cohort. Work to be done on this between SU, Sarah Drake and Student Reps. <p>vii. Re-institute Advisor Training Workshops – these will now be conducted as separate training events for staff (rather than as part of the mandatory training day)</p> <p>viii. Review Advising Policy for HSC; circulate to all staff (& include in Advisor training updates); ensure circulated to all students so expectations are known to all</p>	<p>Senior Advisor (MP)</p>	<p>academic year 15-16)</p> <p>Completed Re-circulate at start of 15-16, including to students</p>	<p>have been overtaken by the SU instigating a UEA wide buddy system. At this time I think we are going to see how that system works for HSC students, rather than add another layer of complexity. The buddy system is still in our action plan.</p> <p>These were done and got good feedback from the advisers.</p> <p>See above.</p>
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<p>Issues identified with organisation and management:</p> <ul style="list-style-type: none"> • Variation in timetables on e- vision vs. BB • Delays in placement information provision • BB layout • Organisation of Hubs, i.e. lost work, inconsistencies of provision of receipts 	<p>Yes (NSS; QIPF)</p>	<p>This is a particularly challenging area for us to address. There are some key issues raised in the Big Conversation that we can specifically address, as outlined below. Again, it would be very useful to have specific examples and ideas regarding potential improvements that we could jointly implement. A number of the issues appear to relate to LTS. It is important to highlight that LTS is not specifically part of the School - it is a separate service within the University. However, we are keen to reassure students that we work very closely, and will continue to do so, to ensure the service provided is as efficient and effective as possible given the volume of student activity housed in LTS.</p> <p>i. Explore rationale for two versions of timetables (which leads to differing versions) Update</p> <ul style="list-style-type: none"> • LTS have explained the rationale behind this and it appears the issue is university-wide. <p>ii. Review layout and organisation of BB programme level sites. Work with ZP to arrange focus groups with students to establish the difficulties with the current BB layout, and design new BB sites. Update</p> <ul style="list-style-type: none"> • Blackboard consistency improved for Nursing fields – outcome of workshop set up between module leads and Steve Smith. <p>iii. Discuss with LTS the processes around submission of work in Hub</p> <p>iv. Re-evaluate potential wider use of electronic submission for assignments across all programmes, including dissertation Update</p> <ul style="list-style-type: none"> • A software management system to be able to view placement hour completion and upcoming hours as well as all relevant contact information. 	<p>CDs and MOs with Hub</p> <p>ZP & Students, with CDs and MOs, & Local support</p> <p>School Manager</p> <p>DTLQ (ZB), CDs, MOs, Academic Leads, LTS</p>	<p>Sept 2015</p> <p>Sept 2015</p> <p>Sept 2015</p> <p>As possible for Sept 2015; specifically as part of curriculum re-design</p>	<p>I'm pleased that we have been able to address many of these, though we are all aware that timetabling remains an issue, particularly at the start of the academic year. This is an issue centrally across UEA, and we are actively working to try to address this at the highest levels.</p> <p>It appears that the layout and functionality of BB is much more positively viewed by students – no further feedback has been received on it. The HSC T&L plan for 16-17 contains a further project to explore the functionality and usage of BB further to improve both staff and student experience.</p> <p>In the 16-17 academic year, with only a small number of specific exceptions, all assignments should be submitted and returned electronically.</p>
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<p>Additional suggestions from the Big Conversation</p>	<p>We would like to thank the students and Zoe Philips for these additional suggestions and we are very happy to update on progress in each case.</p>			
<ul style="list-style-type: none"> • Provide free hot water for ECB 	<ul style="list-style-type: none"> ➤ There were some difficulties with repairing the boilers in ECB, however hot water is again available in the student IT room 	<p>School Manager/ Bilfinger Facilities Manager</p>	<p>Complete</p>	
<ul style="list-style-type: none"> • Install card/cash machines in ECB 	<ul style="list-style-type: none"> ➤ Phone line has now been installed by BT to support card machine in the ECB café; completion imminent <ul style="list-style-type: none"> • Card payment option now available at ECB café 	<p>School Manager/ Bilfinger Facilities Manager</p>	<p>Complete</p>	
<ul style="list-style-type: none"> • Work on the grounds between main campus and ECB 	<ul style="list-style-type: none"> ➤ This is not directly within the control of the School; however conversations are on-going with UEA Estates. 		<p>Ongoing</p>	
<ul style="list-style-type: none"> • Pursue road safety issues 	<ul style="list-style-type: none"> ➤ UEA Estates have committed to the creation a footpath up to the Bob Champion building; a traffic survey has been commissioned by Estates to assess risk and make recommendations for road safety improvements 	<p>School Manager/ H&S Officer</p>	<p>Ongoing</p>	
	<p>Update</p>	<p>DTLQ/LTS Managers/ School Manager / SU rep (ZP)</p>	<p>Sept 15</p>	
	<ul style="list-style-type: none"> • Liv has been working closely with Estates to implement additional road safety signs at the roundabout near NNUH and is being updated on the 2017 plans to review the road between campus and the Edith Cavell Building. 	<p>School Manager</p>	<p>Sept 15</p>	
<ul style="list-style-type: none"> • Hold a placement drop in surgery & support for helping students access placements 	<ul style="list-style-type: none"> ➤ LTS have agreed to this in principle. Timing and frequency to be confirmed 		<p>Complete</p>	
	<p>Update</p>	<p>School Manager</p>		
	<ul style="list-style-type: none"> • The first placement drop-in at QEH was successful and Liv will be visiting students again in February 			

<ul style="list-style-type: none"> • Lunchtime catering provision unsatisfactory • Library books returned via ECB drop box with 24 hour turnaround 	<ul style="list-style-type: none"> ➤ Seek further details from students regarding issues with provision i.e is it volume or variety of provision, or both? ➤ Work with Bilfinger Facilities Manager to improve provision ➤ Ensure students are aware that the current 48 hour notice was put in place as a safety net. The drop box is emptied by the porters daily and books returned to the library on the same day so the facility is already in place 			
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