

LTC16D033

Title: FMH QAR3 reports 2014/15
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Issue

To receive the 2014/15 QAR3 reports of the Faculty of Medicine and Health (HSC pre-registration programmes and MED)

Recommendation

Not applicable.

Resource Implications

Not applicable.

Risk Implications

Not applicable.

Equality and Diversity

Not applicable.

Timing of decisions

Not applicable.

Further Information

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Background

Not applicable.

Discussion

Not applicable.

Learning and Teaching Service – LTSQAR3
ANNUAL COURSE MONITORING: SCHOOL SUMMARY
Purpose:

- To evaluate the course to inform quality assurance and enhancement
- To update the course
- To trigger module(s) review (where necessary)
- To identify and share good practice

Stage 1 - School summary – Undergraduate			
For completion by the Teaching Director (LTQ)			
School:	Health Sciences (HSc) Completed by Dr Zoe Butterfint, Director of Teaching & Learning Quality	Year:	2014-15
Courses monitored and updated:	BSc (Hons) Occupational Therapy BSc (Hons) Physiotherapy BSc (Hons) Speech & Language Therapy BSc (Hons) Learning Disabilities Nursing BSc (Hons) Mental Health Nursing BSc (Hons) Children’s Nursing BSc (Hons) Adult Nursing BSc (Hons) Midwifery (3yrs) BSc (Hons) Midwifery (shortened programme) BSc (Hons) Paramedic Sciences DipHE Operating Department Practice (Pre-registration UGT Programmes)		
Summary of good practice and action plans:	<p>Across all programmes the leadership and direction provided by the Course Directors is evident, with no significant issues being reported. It is clear that they work closely with the module and teaching teams to ensure the quality of the programme delivery. Student feedback across the programmes is generally high at the level of the module; however there is considerable variability in levels of student satisfaction reflected in the NSS scores at programme level. This is an area of focused work for the school in 15-16 and beyond.</p> <p>All programmes receive positive feedback from the External Examiners and compare well with equivalent programmes nationally. One exception in 14-15 was feedback received from the External Examiner responsible for the BSc (Hons) Children’s Nursing programme. This feedback appeared to raise some serious concerns in relation to the programme that had never been commented on before. It is important to note that although there are four fields of Nursing represented as separate BSc (Hons) programmes in HSC, they are in fact one programme in which modules become more field specific as a student progresses through the three years. It is interesting to note therefore that the EE comments in relation to the other three fields did</p>		

not raise any of the same issues. Details of this report and subsequent responses and reflections are detailed elsewhere. A considerable amount of time at School and programme level was spent in considering the issues raised by the EE in question, and we have assured ourselves that the majority reflect the personal views of the EE rather than a benchmarking across other Children's Nursing programmes. A new EE, by mutual agreement, has been appointed for 15-16 and to date appears very happy with the quality of the programme in which they are involved.

There is clear evidence that the programme teams actively respond to student feedback and considerable work is being done to ensure that the 'feedback loop' is closed successfully and students can see the results of actions that are being taken. The appointment of specific SU representatives – student representation and opportunities coordinators – to HSC in a joint initiative between the School and Student's Union has been very successful. It is hoped this role can be developed going forwards in 15-16 to build on the gains already made.

NSS 15 results were not available at the time of writing of the QAR 2 reports, so actions are based on the results from NSS 14. It is clear however that there have been significant gains in a number of areas across the pre-registration programmes in HSC, with increases in student satisfaction in some themes of 30% or more. As documented elsewhere there are a number of key 'target' areas to be addressed going forwards, and action plan at School level reflect this.

There is considerable variation across Course Directors in relation to the level of detail and content included in the QAR 2 forms. Those produced by the therapy programmes are particularly detailed and provide clear and concise, defined actions. The usefulness of both the QAR 1 and QAR 2 forms would benefit from this variation being addressed, and it is hoped that the work being done at institution level will achieve this.

A number of NMC approved programme reports make reference to the curriculum review due to take place in 2017. The NMC are re-writing all standards and are currently not approving any new programmes (programme re-approvals) and have issued blanket extensions until 2019 at the earliest. The consequence of this is that many of the large scale changes that had been discussed to the Nursing and Midwifery programmes cannot be achieved in the original timescale. However, we are able to identify significant changes in the form of NMC 'major modifications'. This is not ideal as it is a rather 'piece-meal' approach to addressing many of the actions.

Quinquennial course reviews for BSc Therapy programmes will take place, together in 16-17 as planned.

Action plan from QAR 2 reports:

Communication / Organisation & Management

A considerable amount of effort has already gone into addressing this area of reduced student satisfaction in HSC, but it remains a targeted focus of activity for 15-16.

- HSc Student Engagement & Representation Strategy – this has already been produced and provides a detailed strategy for student representation at all levels across the School. This will be rolled out in 15-16 and be coordinated and monitored by the Student Partnerships Officer. It provides details of two layers of SSLC meetings, necessary across a school of this size, and also initiates 'open forum' meetings across the year for programme teams, in an

	<p>effort to increase the dialogue between students and their course directors, as well as the wider school.</p> <ul style="list-style-type: none"> • 'Variation in information provided' is a key theme in NSS feedback, and particular pertains to sometimes contradictory or incorrect advice being provided by personal advisers. The school has undertaken a wide-ranging review of the role of the PA in HSc, and is piloting in 15-16 a different method of adviser allocation. Adviser training workshops, which were an annual event in the former school of RSC, have been reinstated across the new school of HSC. A revised advising policy will be created to help advisers understand their role, and importantly where to refer students for information. • Timetabling continues to be a serious issue for HSc, and this leads to confusion for students and staff, and changes often at the last minute. Discussions have already begun with the central university to try to find a way of addressing this, but even in August 15 rooming was incomplete for a very large number of HSc students, and in many cases there were simply no rooms available. This therefore required considerable changes to be made, and therefore caused disruption to the students. <p><u>Teaching & Learning</u></p> <ul style="list-style-type: none"> • Continue to develop our on-line and flipped provision • Instigate whole school curriculum review workshops to share current good practice to inform curriculum modifications and reviews and explore potential for shared learning. • Explore potential for shared use of facilities in both ECB and QB to facilitate skills learning. Audit of usage and equipment as first step. Consider whether other rooms can be multi-functional for 'dry skills' sessions. <p><u>Assessment & Feedback</u></p> <ul style="list-style-type: none"> • Staff development seminars to help ensure consistency of marking levels and guideline interpretation will be instigated • Use curriculum review workshops to share good practice in relation to assessment & feedback, particularly where NSS scores are higher, and with specific reference to clarity of assessment guidelines and support provided to students.
<p>Summary of Recommendations/ Decisions from Annual Review of Moderation and Assessment</p>	<p>Discussion revealed considerable variation in clarity and format of assessment guidelines across the programmes. This was identified as an action to take forward to a review session / teaching committee to share the good practice of those programmes where assessment and feedback scored highly in NSS to consider whether clarity of guidelines is an issue. Detailed exploration of attrition data also revealed a link to two assessments which will be reviewed. This is being taken forwards in a number of fora to inform future practice.</p>
<p>Any University wide issues identified:</p>	<p>Timetabling and the central rooming process continues to significantly impact on the staff and student experience in HSc. As we progress through 15-16 there are some clear elements of clarity that we can introduce to the process from the School's side, but issues remain. The main challenge appears to be that draft timetables are submitted in February / March each year, and very little is then heard until approximately August when a myriad of problems are identified. All colleagues are sympathetic to the challenges and complexities of rooming an entire university and we try to work very closely with LTS to address issues, but the scale of the problem requires urgent attention centrally and at the level of the Zicer Hub to help all concerned. There must be a better way of doing this.</p>

<p>Modules requiring review in subsequent academic year following the monitoring and update process:</p>	<p>Current practice (under review) is for all NMC approved modules to be reviewed in each academic cycle. In addition I would like all ODP and Paramedic modules to be evaluated in the next cycle.</p> <p>For HCPC approved modules the UEA 'triggers' are utilised:</p> <ul style="list-style-type: none"> • HSC-6029Y Physiotherapy Practice 3 • HSC-4024Y Human Sciences 1 • HSC-4029Y Physiotherapy Practice 1 • HSc-5024Y Human Sciences 2 • HSC-6027Y Professional Development 3 • HSC-6026Y Occupational Therapy Practice 3 • HSC-4026Y Occupational Therapy Practice 1 • HSC-5026Y Occupational Therapy Practice 2 • HSC-4023A Foundations • HSC-4021A Disorders of Fluency • HSC-6022Y Research & Professional Development
<p>Issues arising from placement and work-based learning:</p>	<p>Where local partner trusts are subject to an adverse CQC report we have robust mechanisms in the school to support both students and trust colleagues as necessary.</p> <p>Issues resulting from the LSA / NMC visits to Guernsey and the subsequent actions taken in relation to our endorsed provision with IHSCS for Adult and Mental Health Nursing have been documented elsewhere.</p>
<p>Dissemination of good practice within the School - proposed process and timescale:</p>	<ol style="list-style-type: none"> 1. School Board (October) – this will include sharing of NSS gains and draft plans 2. Health Challenge Unit meetings will also be used to update on actions and be used to share practice for inclusion in other programmes 3. Curriculum Review Workshops (monthly, open to all including practice) 4. Re-vamped SSLCs and Open fora with students should be disseminated across the school to improve communication with students and the opportunities for update in real time. 5. Staff development sessions to be developed.
<p>Stage 2 - For completion by the Faculty Associate Dean (LTQ)</p>	
<p>Confirmation that process has been satisfactorily undertaken:</p>	<p>Name: Emma Sutton</p> <hr/> <p>Date: 08/10/2016</p>
<p>Good practice identified and University wide issues <i>(If different from the above):</i></p>	<p>Proactive strategies to promote enhance communication and student engagement are noted (e.g. Open fora with CDs; joint funded HSC/ SU appointment)</p> <p>The inter-professional monthly curriculum workshops (inclusive of academic and external employer partners) is innovative and timely in the changing financial landscape of health funding</p>
<p>Dissemination of good practice within the Faculty and University-proposed process and timescale.</p>	

Learning and Teaching Service – LTSQAR3

ANNUAL COURSE MONITORING: SCHOOL SUMMARY

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Stage 1 - School summary – Undergraduate / Postgraduate Taught <i>(delete as appropriate)</i> For completion by the Teaching Director (LTQ)			
School:	MED	Year: 2014-15	
Courses monitored and updated:	A100: MBBS A104: MBBS with a foundation year MSc: Health Economics (quinquennial review) MS in Oncoplastic Breast Surgery and Postgraduate Diploma in Oncoplastic Breast Surgery		
Summary of good practice and action plans:	<ul style="list-style-type: none"> • MB BS has introduced “marking days” for all formative and summative assessments (other than those electronically marked) that are clearly marked on the school almanac. This has resulted in significant improvement in assessment turnaround times, and in the quality and timeliness of feedback moderation. • Adoption of the school wide assessment strategy • the annual student survey undertaken by MB BS students • the introduction of the PGT SSLC in academic year 2015-16 		
Summary of Recommendations/ Decisions from Annual Review of Moderation and Assessment	Annual review of moderation and assessment was held in September 2015. Actions arising from this meeting were as follows: <ul style="list-style-type: none"> • all course and module leaders to ensure that opportunities for formative assessment are available to all students, and make this clear in their course/module handbooks • Clarification on the requirements for moderation, including moderation of feedback. • Recognition of the improvements within the school on turnaround times and student feedback, with encouragement to all module/course directors to maintain the momentum of this improvement. 		
Any University wide issues identified:	The response to external examiners reports is highly bureaucratic, and results in very slow response times, much slower at other universities/medical schools.		

Modules requiring review in subsequent academic year following the monitoring and update process:	MB BS: Year 2 MB BS modules (respiration, circulation, blood and skin) the newly introduced fitness to practice module, module 10 (reproduction) module 12 (elective), module 15 (home elective) PGT: economic evaluation in healthcare, statistical methods in health research, leading contemporary clinical education, introduction to research methods
Issues arising from placement and work-based learning:	Placements in psychiatry (MB BS module 10) continue to be problematic, but work is in hand exploring alternative placements sites.
Dissemination of good practice within the School - proposed process and timescale:	Good practice is disseminated through Norwich Medical School teaching committee, and through the annual assessment and moderation event. The GMC visit in November 2015 encouraged academic staff to disseminate good practice they observed by attending national and international meetings.
Stage 2 - For completion by the Faculty Associate Dean (LTQ)	
Confirmation that process has been satisfactorily undertaken:	Name: Emma Sutton
	Date:08/10/2016
Good practice identified and University wide issues <i>(If different from the above):</i>	As noted above, excellent progress has been made in turnaround-enhanced mechanisms to capture additional indicators of performance and assessment methodologies relevant to MED/ FMH is advocated.
Dissemination of good practice within the Faculty and University-proposed process and timescale.	Dialogue and planning in place with ADTP/ AD (LTQ)/ITCS/ LTS to achieve above