

LTC16D047

Title: FMH LTQC Minutes –28 September 2016
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Issue

To receive the minutes of the Faculty of Medicine and Health Learning, Teaching and Quality Committee meeting held on 28 September 2016

Recommendation

None.

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.

FMH LTQC on Wednesday 28 September 2016 at 13h30 in QUEENS 2.03

Minutes

No.	Item
1	<p>Welcome and introductions</p> <p>Present: Emma Sutton (Chair), Theo Antoniou-Phillips Judy Barker, Lou Cherrill, Maddie Colledge, Gruia Dimcea, Mary Jane Platt, Veena Rodrigues, Jennifer Vitkovitch, Lindsay Westgarth, Jean Whiting</p> <p>With: Julia Jones, Olivia Louks</p> <p>Apologies received from: Zoe Butterfint, Liv Grosvenor, Jill Jepson, John Winpenny</p> <ul style="list-style-type: none"> • Members were invited to review the membership list, and to let OL know about any amendments. • Members were glad to see strong student representation on the committee. • Meeting dates are set for the academic year and meeting requests have been sent to members' Outlook calendars. • When the LTC and TPPG plans of work are circulated a plan of work will be produced for FLTQC for 2016/17. <p>Action: VR to contact Kaso Ari to encourage him to attend next time</p> <p>Agreed: to schedule an additional meeting for 12 July</p>
2	<p>Minutes of the last meeting</p> <p>To confirm the minutes of the meeting held on 8 June 2016</p> <p style="text-align: right;">Document 15M05</p> <p>Approved: minutes of 8 June 2016</p>
3	<p>Matters Arising and Action Log</p> <p>See 2015/16 Rolling Action Log in the <i>LTQC Information including Action Log and Critical Read Schedule</i> folder</p>
4	<p>Confirmation of Chair's Action</p> <ul style="list-style-type: none"> • Special Development Courses revised proposals approved by the Chair and also by Neil Ward on behalf of LTC – the course commences January 2017.

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	<ul style="list-style-type: none"> • ES thanked the FMH LTQC critical readers (CR and KW) and also MJP and VR. • Explicit confirmation that the MBBS is a level 7 award in accordance with the Quality Assurance Agency Framework for Higher Education Qualifications – this has been rectified in the regulations and elsewhere.
5	<p data-bbox="336 488 751 524">Statements from The Chair</p> <p data-bbox="1066 562 1329 598" style="text-align: right;">Document 16D01</p> <ul style="list-style-type: none"> ○ Talis Aspire e-reading list system – FLTQC would like all module organisers to use this. <p data-bbox="336 745 1046 781">Action: Directors of Teaching to promote Talis</p> <ul style="list-style-type: none"> • Intercalation is now to be known as ‘interruption’. • MED would like to retain the term ‘academic intercalation’ as it describes what their students are doing. • It was felt that ‘interruption’ seemed negative, and that ‘out of programme’ or ‘programme break’ might be better. <p data-bbox="336 1039 1259 1111">Action: JW to relay the above comments to the concessions working group</p> <ul style="list-style-type: none"> • A grade point average system is to be implemented from 2016/17 (see link in Section B1) to sit alongside the existing classification and transcript. • The Teaching Excellence Framework Panel is recommending a GPA as best practice. • Students will receive an indicative GPA from the end of Year 1. • The Pro-Vice Chancellor (Academic) (Neil Ward) is to undertake a series of School visits, accompanied by one of the Academic Directors. • These are likely to be panel type events aimed at helping the PVC to explore what’s happening in Schools and to respond to their concerns. • The panels are likely to have cross-School and cross-Faculty representation to enable the dissemination of good practice. • Details are not yet available, and Schools need to know the main areas of enquiry. • Learning and Teaching Bulletin July 2016 (revised version September 2016): in the ‘Amendments to the re-marking request policy’ section the link to the relevant LTC document does not work. <p data-bbox="336 1955 722 1991">Action: JW to investigate</p>

Section A (1): STANDING ITEMS - and Action / Response to Reports

No.	Item
A1	<p>New Courses Proposal documents and critical read comments available in the FMH LTQC Blackboard site <i>New Course Proposals and Course Closures</i> folder</p> <ul style="list-style-type: none"> • Special Development Courses now approved by FLTQC Chair's action and LTC Chair's action.
A2	<p>Changes to existing programmes Proposal documents available in <i>New Course Proposals and Course Closures</i> folder</p> <ul style="list-style-type: none"> • Explicit confirmation that the MBBS is a level 7 award in accordance with the Quality Assurance Agency <i>Framework for Higher Education Qualifications</i>, and that MBBS students achieve level 7 competence by the end of Year 4 (already approved by Chair's action). • IAPT CBT high-intensity course minor changes – including: <ul style="list-style-type: none"> ○ Course title ○ Assessment to bring in line with professional body requirements ○ It was noted that the IAPT proposals were still ongoing and that the School needed to look more closely at the finances, LTC will need to approve the financial case as well as the academic case (FLTQC can approve the academic case). <p>Agreed: LTQC happy to support, notwithstanding the financial implications</p> <ul style="list-style-type: none"> • Proposal to move MCLINED from HSC to MED from 2017-18 • Proposal to move Clinical Research (non NIHR) from MED to HSC from 2017-18 <p>Approved by FLTQC</p> <p>Comments were invited on the Faculty's post-qualifying provision with reference to:</p> <ul style="list-style-type: none"> • Moving towards a clearer and more streamlined Faculty strategy for postgraduate provision • A wholesale review of postgraduate provision during 2016/17 including a review of the suite of research modules <p style="text-align: right;">Document 16D04</p> <ul style="list-style-type: none"> • Members agreed that the review was timely and the Faculty needed to differentiate between postgraduate students who

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	<p>are basically clinicians and wish to remain so, and postgraduate students who want to become researchers.</p> <ul style="list-style-type: none"> • The review should also consider online provision, including the management of quality assurance for online courses. • A question was raised about the future status of MRes courses. <p>Secretary's note:</p> <p><i>The Code of Practice for Research Degrees 2016/17 states that:</i></p> <p><i>From 2017/18, the Master of Research (MRes) degree also meets the HEFCE definition for a research degree (with 80 credits of taught element and 100 credits of research dissertation element). The MRes is offered under separate Award Regulations and is administered by the University's Learning and Teaching Service, with admissions supported by the Postgraduate Taught Admissions team in the Admissions, Recruitment and Marketing Division.</i></p>
A3	<p>REPORTS FROM MEMBERS <i>(brief bullet point reports to be provided ahead of the meeting where appropriate)</i></p>
A3.1	<p>Academic – Student Liaison <i>Student Experience Committee (Judy Barker)</i></p> <ul style="list-style-type: none"> • JB reported that the SEC had not yet met this academic year. <p><i>Student Partnerships Officer (Sarah Drake – HSC)</i></p> <ul style="list-style-type: none"> • SD was not present. • MJP explained that MED runs 2 evaluations a year (administered by Susan Miles) and receive a tremendous amount of information – MED would be happy to give information on how this works to the Student Experience Committee.
A3.2	<p>Academic Officers, UUEAS <i>Postgraduate Education Officer (Maddie Colledge)</i> <i>Undergraduate Education Officer (Theo Antoniou-Phillips)</i></p> <ul style="list-style-type: none"> • MC explained that she would be working on mental health of PGR and PGT students. • MC and TA-P have also raised the issue of the discontinuation of bursaries, which, along with the changes to means-tested loans and grants will have an adverse effect on students, with local MPs. • The lack of suitable mentors for students in placement education is still a worry, and support for students on placements will be an agenda item at the Student Experience Committee.

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	<ul style="list-style-type: none"> • Placements are a major concern of the Student Union. • TA-P is working on support for WP students and support for students during 'interruption'. • MC encouraged lecturers to complain when Learning and Teaching spaces prove to be inadequate or unsuitable.
A3.3	<p>Student representatives <i>Faculty Convenors (Kaso Ari, Gruia Dimcea & Lou Cherill)</i> <i>Representation and Opportunities Coordinator (ROC)(Liv Grosvenor)</i> <i>Acting Campaigns and Policy Manager (Naomi Carter)</i></p> <ul style="list-style-type: none"> • Nothing to report at present. • It was noted that the National Student Survey data was currently being worked on.
A3.4	<p>HSC School Director (Learning, Teaching and Quality (LTQ)) (Zoe Butterfint)</p> <ul style="list-style-type: none"> • In the absence of ZB, JV reported that the School is to run an NSS event with Christine Raschka leading.
A3.5	<p>MED School Director (Learning, Teaching and Quality (LTQ)) (Mary Jane Platt)</p> <ul style="list-style-type: none"> • Assessment and Moderation meeting had taken place that morning. • MED was pleased with NSS findings (2nd in UK, etc) <ul style="list-style-type: none"> ◦ GMC visits (independent, most students were proud to tell GMC about their experiences) • 167 new MB BS students • QAR processes ongoing • Peer observation, challenging and ongoing • Issues with reassessment (exam papers etc) • Clinical Nutrition MSc, potential new course - ongoing • Next intake for Physician Associate programmes - aiming for 30 students • Integrated Masters plans are being discussed.
A4	QUALITY ASSURANCE AND ENHANCEMENT
A4.1	<p>FMH assessments reports</p> <p>Not yet available due to FMH timelines – to be reviewed at November meeting</p>
A4.2	<p>LTQC Secretary update</p> <ul style="list-style-type: none"> • <u>External Examiner reports</u>

No.	Item
	<p>(See <i>External Examiner Reports and Responses</i> folder and the <i>Critical Read Schedule</i> in the <i>LTQC Information including Action Log and Critical Read Schedule</i> folder)</p> <ul style="list-style-type: none"> • <u>Critical read – issues raised for LTQC & Teaching Director</u> • <u>Annual monitoring process</u> Documents are available in the FMH folders on the LTS Quality Review Blackboard site including approved QAR2 and QAR3 forms • <u>Course Reviews</u> Review schedule and documents available in the <i>Periodic Course Review</i> folder <p>Turnaround of EE reports and responses</p> <ul style="list-style-type: none"> • The trackers for External Examiner reports and responses and FLTQC critical reads of these are available on the FLTQC Blackboard site. • External examiner 14/15 reports • 2 School responses still outstanding • 4 FLTQC critical read responses still outstanding (MED critical readers) <p>Action: MJP to follow up on the missing critical reads</p> <ul style="list-style-type: none"> • External examiners are given 4 weeks to produce their reports. • Chairs of examiners are then given 4 weeks to produce their responses. • Team leaders should be encouraged to enforce the latter. <p>Action: JW to remind LTS colleagues re chasing up external examiner reports and responses (15/6 and 14/5)</p> <ul style="list-style-type: none"> • FLTQC critical readers will be given 2 weeks to produce their comments. • Noted that academic colleagues work to deadlines, so it is important to include deadlines in communications.
A4.3	<p>Review and consideration of QAR3 reports</p> <p>QAR3 forms for AD sign-off, and critical reader comments, are available in the FMH LTQC Blackboard site <i>QAR3 Forms</i> folder</p> <ul style="list-style-type: none"> • MED programmes 2014/15 • HSC pre-registration UG Programmes 2014/15 <p>Approved by FLTQC</p>

No.	Item
A4.4	MED peer observation of teaching School report 2015/16 <p style="text-align: right;">Document 16D06</p>

Section A (2): SPECIFIC MEETING ITEMS – Discussion and Action

No.	Item
A5	<p>15h30: Clive Matthews, Academic Director of Taught Programmes</p> <p>An opportunity to meet Clive; he is interested to hear of any issues members would like to raise with him</p> <p>CM introduced himself, and explained that he was visiting each FLTQC. He did not intend to introduce a lot of new policies but rather consolidate the existing ones. There had been a number of new policies of late and the Teaching Excellence Framework would bring with it amendments and changes. Clive would like to facilitate the showcasing of existing outstanding practice happening in discrete areas across the whole university, and would welcome ideas about how best to achieve this.</p> <p>Discussion and suggestions:</p> <p>JV suggested rotating the learning and teaching day, or having more than one throughout the year. CM replied that he would like to introduce a learning and teaching seminar series.</p> <p>CSED course info needs to be given out earlier to allow for planning.</p> <p>More support for staff needed to enable them to embrace e-learning. Centre for Technology Enhanced Learning staff are excellent but there are not enough of them.</p> <p>LC – who decides what is outstanding and how do they tell CM about it?</p> <p>CM – introduce centre for learning and teaching to encompass (eg) research into education, training and support for HEA applications? Ask award winners to present at learning and teaching days. CM will need abstracts of all the presentations, and would also like to encourage presentations from other local universities, eg Lincoln and Essex.</p> <p>MJP - outstanding teaching consists of:</p> <ul style="list-style-type: none"> - Content (students will find some subjects boring!) - Personality

	<ul style="list-style-type: none"> - Method of delivery - Students (when group work is involved) <p>Therefore excellence is difficult to teach or transfer.</p> <p>CM - Gill Seyfang gave an uplifting presentation at the last learning and teaching day using theatre – but not everyone could do this.</p> <p>ACTION: Secretary to invite Clive to FLTQC once per semester</p> <p>ACTION: Faculty Convenors offered to start asking for data re good practice and to collate it</p> <p>(TA-P can use this to feed into teaching awards.)</p> <p>Issue of persuading students to complete evaluation. MJP – in MED students are informed of the relationship between what they’ve said and what’s happened. CM – we need more mid-module and course-level evaluation. When students pick their modules, they should be able to see evaluations from the previous year.</p>
A6	<p>Student Engagement Review</p> <ul style="list-style-type: none"> • No updates at present: issue to be discussed at first SSLC meeting of 2016-17 and reps will report on this at FLTQC.
A7	<p>National Student Survey</p> <p>Updates and activity</p> <ul style="list-style-type: none"> • Action plans are being developed.
A8	<p>Teaching Excellence Framework</p> <p>Updates and activity</p> <ul style="list-style-type: none"> • HEA fellowships (capture of academic teaching qualifications). • 15 page document to be submitted in December. • EM to provide an update at the next meeting.
A9	<p>HEE: Quality Improvement Performance Framework</p> <p>Updates and activity</p> <ul style="list-style-type: none"> • Health Education England Quality Improvement cycle is about to resume. • Survey will be sent to students soon – 10 October to 25 November.

	<ul style="list-style-type: none"> 80% response rate expected.
A10	<p>Reports from Senior Advisers</p> <p style="text-align: right;">Document 16D07 Document 16D08 Document 16D09</p> <p>JV commented on the HSC Senior Adviser reports. The Schools wants to ensure that all students get the same (good) adviser experience. It is sometimes less than satisfactory, particularly for postgraduate and credit only students. We need to keep plugging away at the adviser policy. Students should be made aware that they should contact the senior adviser/s if they have a bad experience / no response from their adviser etc.</p>
A11	Any other business (5 minutes)

Section B (1): STANDING Items for Report / Information

No.	Item
B1	<p>Learning and Teaching Committee of Senate Minutes are available on LTC website https://portal.uea.ac.uk/committee-office/uea-committees-and-boards/learning-and-teaching-committee</p> <p>Grade point average item: https://portal.uea.ac.uk/documents/6207125/13238938/ltc15d187+divider+b+Grade+Point+Average+GPA.pdf/30814bc7-1e2a-4782-8956-2d97f8155b74</p>
B2	<p>Taught Programmes Policy Group update Minutes of the June TPPG meeting</p>
B3	Faculty Appeals and Complaints Committee
B4	<p>Periodic Course Review Documents are available in the Periodic Course Review folder</p>
B5	<p>Annual Course Monitoring including PSRB Annual Course Monitoring</p> <p>Documents are available in the FMH folder on the LTS Quality Review Blackboard site including approved QAR2 and QAR3 forms.</p>

No.	Item
B6	<p data-bbox="392 197 719 232">Health Online Update</p> <p data-bbox="392 271 1337 338">These are the numbers of starters in 2015-16 and the current data I have on course completers. Further update to follow.</p> <p data-bbox="392 376 938 412">2015-16 (72 students started courses)</p> <ul data-bbox="392 416 1331 633" style="list-style-type: none"> <li data-bbox="392 416 1294 483">• CBT for the Elderly 26 (17 complete, 3 withdrawn, 9 still current) <li data-bbox="392 488 1331 555">• Telephone Triage: 31 (18 completed, 5 yet to complete, 8 withdrawn) <li data-bbox="392 560 983 595">• Pharmacogenetics 2 (still current) <li data-bbox="392 600 959 633">• Paramedicine 13 (ongoing) <p data-bbox="392 672 512 707">2016-17</p> <ul data-bbox="392 712 1305 887" style="list-style-type: none"> <li data-bbox="392 712 1230 779">• Paramedicine only started in July so will continue until October <li data-bbox="392 784 1265 819">• Clinical Supervision started on 1 September (4 students) <li data-bbox="392 824 1305 887">• CAMHS is due to start in September but I am waiting for an update

Section B (2): SPECIFIC MEETING Items for Report / Information

No.	Item
B7	<p data-bbox="336 1115 967 1151">LTS Learning and Teaching Bulletin 2016</p> <p data-bbox="336 1189 1182 1225">Available in the <i>LTS Learning and Teaching Bulletins</i> folder</p>

Section C: Course Closures

No.	Item
C1	<p data-bbox="336 1447 596 1482">Course Closures</p> <p data-bbox="336 1487 1251 1554">Documents are available in the <i>FMH New course proposals and course closures</i> folder</p>

Section D: External Examiners' Reports and Responses

No.	Item
D1	<p data-bbox="336 1778 884 1814">External Examiner Reports 2015-16</p> <p data-bbox="336 1852 1430 1955">See <i>External Examiner Reports and Responses</i> folder and the Critical Read Schedule in the <i>LTQC Information including Action Log and Critical Read Schedule</i> folder</p>

Section E: Date of Next Meeting and Future Items

No.	Item
E1	2016-17 28 September 2016 9 November 2016 11 January 2017 22 February 2017 19 April 2017 7 June 2017