

LTC16D051

Title: FMH Course Review Summary (CR3) 2015/16
Author: Julia Jones
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Issue

To receive the 2015/16 annual summary of 5-yearly course reviews in the Faculty of Medicine and Health and note issues for the attention of LTC

Recommendation

Not applicable.

Resource Implications

Not applicable.

Risk Implications

Not applicable.

Equality and Diversity

Not applicable.

Timing of decisions

Not applicable.

Further Information

Contact details: Julia Jones, Learning and Teaching Coordinator, telephone 01603 593528, email: julia.jones@uea.ac.uk for enquiries about the content of the paper.

Background

Not applicable.

Discussion

Not applicable.

**COURSE REVIEW
CONFIRMATION OF REVIEW (CR3)**



Faculty:	FMH	Name of Associate Dean for Learning, Teaching & Quality:	Emma Sutton
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Academic Year Report Relates To:	2015/16	Date Report Submitted:	18 November 2016
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School	Course Code/s	Course Name/s	Academic Year Review Related to	Date of Panel
MED	T1L1B9101 T2L1B9301	MSc in Health Economics	2010-2015	27 October 2015
MED	T1L1B9101PD T2L1B9201	Postgraduate Diploma in Health Economics	2010-2015	27 October 2015
MED	T2L1B9101PC	Postgraduate Certificate in Health Economics	2010-2015	27 October 2015
MED	T2A301301	Master of Surgery in Oncoplastic Breast Surgery	2011-2016	14 July 2016

The Faculty LTQC wishes to bring the following issues to the attention of LTC:

Use of VLE and flexible provision was embedded across the design of the MS provision. Review highlighted the advantages (student satisfaction, flexibility, accessibility) and potential risks associated with this mode of delivery and the need for UEA systems to evolve in response to the growth of such provision. Whilst solutions had clearly been found through the evolution of the programme, the importance of formalised and documented processes was identified and may be something the University needs to consider e.g. monitoring and management of engagement and progression of 'at distance' students, verification of online assessment activity, strategies to support development of an inclusive learning environment, access to student support.

Positive review of MSc HE received: opportunities for identification of **employment aspirations** early within the programme were noted as good practice followed by 'coaching' and direction of students to increase prospects following study. The development of a stronger **course led approach** was reflected: the need for greater restriction of module choice was highlighted with stronger core element to ensure module content reflected course outcomes and award title.

The Faculty LTQC wishes to bring the following placement/work-based learning issues to the attention of LTC:

As noted above the **governance**, support of 'at distance' learners and supervisors, in workplace settings (inc. international contexts) needs to be comprehensively factored in to course planning, costing and design with clarity around roles; expectations and quality agreed and communicated.

I confirm that the above reviews have been considered and signed off as completed by the Faculty LTQC:

Signed: Emma Sutton