UEA
University of East Anglia

LTC16D079

Title: **FMH QAR3 reports 2015/16 (HSC UG pre-reg and HSC post-reg)**
Author: Julia Jones
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Issue

To receive 2015/16 QAR3 reports of the Faculty of Medicine and Health (HSC UG pre-registration programmes and HSC post-registration programmes)

Recommendation

Members are invited to consider and comment on the reports.

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

Members are invited to consider and comment on the reports.

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 - Pre-registration For completion by the Teaching Director (LTQ)			
School:	Health Sciences (HSC)	Year:	2015-16
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:	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. Support from, and joint initiatives with, the Associate Directors T&L has led to greater opportunities for Course Directors to work together. Specifically, though not exclusively the monthly Course Director meetings, led by the Associate Directors have been very successful. It is envisaged that this will continue and will support the Course Directors to continue to take full responsibility for all operational aspects of their programmes. 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 has been an area of focused work for the school in 15-16 and continues. While key target areas still exist it is gratifying to see significant gains in many of the target areas from NSS 15 in the levels of student satisfaction in NSS 16. Detailed reports in relation to NSS are provided elsewhere. All programmes receive positive feedback from the External Examiners and compare well with equivalent programmes nationally.		

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. These opportunities greatly increased in 15-16 with a greater level of buy-in to the mechanisms outlined in the HSC Strategy for Student Representation & Engagement. The Student Partnership Officer has made considerable gains in the relationships between the student representatives and the levels of engagement of the school reps. This work continues. The appointment of the student representation and opportunities coordinator to HSC, in a joint initiative between the School and Student's Union, has been very successful. The level of joined up working and discussion between this role and the School is a point of considerable pride to the teaching & learning team and this work continues.

NSS 16 results were not available at the time of writing of most of the QAR 2 reports, so actions are based on the results from NSS 15. 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 are a number of key initiatives and changes that have taken place in 15-16, specifically addressing areas of lower student satisfaction. Most of these changes are rolling out from new 16-17 intakes and will therefore take some time to see results in the NSS scores. These changes, already agreed, are detailed elsewhere.

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. 2016-17 will be the final year of the QAR process in its current format, and this is welcomed.

The NMC are re-writing all standards and are currently not approving any new programmes; existing programmes have been issued blanket extensions until 2019. We have been able to identify significant changes, to the Nursing programme in particular, 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. The specific changes are detailed below:
- Change to start date for Nursing intakes – with effect from Sept 16; to improve induction experience
- Addition of CPD / study day each week in module 5 placement. This was piloted in 15-16 and continues in 16-17
- Agreement to include a CPD / study day each week in all module placement blocks as a matter of course from September 2017.
- Reduction of Dissertation word count to a level that more appropriately reflects the piece of work being undertaken – piloted in 15-16, continued in 16-17.
- Major revision of attendance policies for both theory and practice attendance – from September 2016
- Removal of the grading of the nursing attributes – this is now pass/fail.

Quinquennial course reviews for BSc Therapy programmes will take place, together in March 2017 as planned.

Good Honours continue to be at a very high level in these programmes. The exact figures by programme are reported elsewhere.

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 16-17.

- HSc Student Engagement & Representation Strategy – this has been very successful in 15-16 and has resulted in far greater 'closing of the loop' with the students across all programmes in HSC. For 16-17 we have 100% student representation recruitment in all programmes. The strategy provides details of two layers of SSLC meetings, necessary across a school of this size, and also initiated 'open forum' meetings across the year for programme teams, in an effort to increase the dialogue between students and their course directors, as well as the wider school. This will continue to be monitored by SPO and SROC. Further work is on-going to ensure student reps are appropriately rewarded for their engagement.
- '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 rolling this out in 16-17 with a different method of adviser allocation. This has also involved a detailed re-calibrating of the role and the tasks involved. This work is not complete and will continue in 16-17. 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 has been 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. Rooming for 16-17 has so far been more successful, due to a combination of efforts at HSC and UEA levels. While still not resolved, so far there has been far less disruption to staff and students so far.
- Simplification and clarity of all School policies. This has begun with the attendance monitoring policies and continues throughout our School policies.

Teaching & Learning
- Continue to develop our on-line and flipped provision
- Continue with whole school curriculum review workshops to share current good practice to inform curriculum modifications and reviews and explore potential for shared learning. These have been very successful and positively received internally and externally by partners.
- Project to fundamentally review all clinical skills and simulation facilities across HSC. This project is aimed to take 6 months and a project lead has been identified. This project will culminate in a clinical skills and simulation strategy for the School and a number of recommendations in relation to enhancements to existing facilities and potential development of additional ones.

Assessment & Feedback
- 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.
- Project to simplify and provide clarity to all assessment guideline documentation

	• Pilot project to explore the feasibility of a generic electronic coursework rubric for all electronically submitted and marked items. This is being piloted on 10 summative assessment items over 16-17. Practical Learning • In response to feedback from students, staff and mentors – which I believe has been on-going for a number of years – from 16-17 no element of Nursing placement experience will be summatively graded. The rationale and plans for this are detailed elsewhere. Feedback from the External Examiner for the shortened Midwifery programme centres on the grading of practice for those students, highlighting the considerable grade inflation that results in the final degree classification. While practice grading is a requirement in this professional group, the external examiner helpfully provides examples to the team in relation to ways of avoiding this artificial inflation. The programme team will actively consider these proposals and undertake the modification processes required to enact identified alternatives.
Summary of Recommendations/ Decisions from Annual Review of Moderation and Assessment	The Annual Review of Moderation and Assessment did not identify any specific recommendations in relation to the pre-registration provision in HSC. There is an on-going programme of work being led by the HSC Assessment Coordinator and overseen by the Associate Directors Teaching & Learning to review all of our assessment practices in HSC. This includes pre- and post-registration provision, and will begin with a pilot to establish the effectiveness and impact on student satisfaction of a generic electronic marking rubric (linked directly to the Senate Marking Scales). Pre- and Post-registration assessments are included in this pilot phase. The success and impact of this pilot study will be reported in the 16-17 Annual Review of Moderation and Assessment. A separate initiative is underway to produce a single template for all assessment schedules across the School to ensure the clarity of information provided to students and staff.
Any University wide issues identified:	Timetabling and the central rooming process continues to significantly impact on the staff and student experience in HSC. While this has been more successful in preparation for the 16-17 academic year, this has involved a considerable amount of work, with challenges still remaining. A key piece of feedback from the NSS relates to a perception, among a quite significant proportion of the pre-registration students, that front desk staff in the Zicer Hub are not as professional in their interactions with students as they could be. This is the perception from a number of sources. This has been raised with Hub staff by the School, but I also include here because of the amount of feedback we have received in relation to this point.
Modules requiring review in subsequent academic year following the monitoring and update process:	HSC-W5016B Complex Childbearing HSC-W6010B Becoming a competent practitioner HSC-C5015A Health & Wellbeing – Child (SEPT) HSC-C5016B Long term conditions – Child (SEPT) HSC-A4002B Foundations of Nursing (JAN) HSC-A4005X Essential Nursing Practice HSC-A5001A Health & Wellbeing - ADULT (SEPT) HSC-A5003B Long term conditions - ADULT (SEPT) HSC-M5009A Health & Wellbeing - MENTAL HEALTH (SEPT) HSC-M5010B Long term conditions - MENTAL HEALTH (SEPT) HSC-L5017A Health & Wellbeing - LEARNING DISABILITIES (SEPT) HSC-L5018B Long term conditions - LEARNING DISABILITIES (SEPT) HSC-P5041A Current Issues in Paramedic and Pre-hospital practice HSC-P6001Y Clinical Assessment Examination & Decision-Making Skills HSC-P6002Y Service Improvement Project HSC-P6003B Leadership Practice Education Teamwork And Transition Into Paramedic Practice

	HSC-P6004A	Supported assessed independent learning
	HSC-O4013E	Anaesthetic Care
	HSC-O5013E	Specialist Practice
	HSC-4025Y	Mandatory training
	HSC-4028Y	Placement Education
	HSC-5025Y	Mandatory training
	HSC-6021Y	Context of Practice
	HSC-6027Y	Professional Development 3
	HSC-4024Y	Human Sciences 1
	HSC-5029Y	Physiotherapy Practice 2
	HSC-6029Y	Physiotherapy Practice 3
	HSC-4021A	Disorders of Fluency
	HSC-5022A	Deafness & Hearing Impairment
	HSC-5030Y	Practice Education 2
	HSC-6025Y	Practice Education 3
	HSC-4026Y	Occupational Therapy Practice 1
	HSC-5026Y	Occupational Therapy Practice 2
	HSC-6026Y	Occupational Therapy Practice 3
	HSC-P5103X	Enhanced Assessment Decision-Making & Interventions
	HSC-P5102H	Promoting Health and Long-term Conditions
	HSC-P5102X	Promoting Health and Long-term Conditions
	HSC-P5103D	Enhanced Assessment Decision-Making & Interventions
	HSC-P5103F	Enhanced Assessment Decision-Making & Interventions
	HSCP5103G	Enhanced Assessment Decision-Making & Interventions
	HSC-P5104X	Professional and Interprofessional working in and out of Hospital Practice
	HSC-P5111X	Applied Paramedic Science and interventions
	HSC-P5111X	Applied Paramedic Science and interventions
	HSC-P5114X	Professional and Interprofessional working in and out of Hospital Practice
	HSC-P5114X	Professional and Interprofessional working in and out of Hospital Practice
	HSC-P5121X	Applied Paramedic Science and interventions
	HSC-P5124X	Professional and Interprofessional working in and out of Hospital Practice
	HSC-P5134X	Professional and Interprofessional working in and out of Hospital Practice
	HSC-P5102D	Promoting Health and Long-term Conditions
	HSC-P5103D	Enhanced Assessment Decision-Making & Interventions
	HSC-P5103F	Enhanced Assessment Decision-Making & Interventions
	HSC-P5112E	Promoting Health & Long term Conditions
	HSC-P5131Y	Applied Paramedic Sciences and Interventions
	HSC-P5134X	Professional and Interprofessional working in and out of hospital practice
Issues arising from placement and work-based learning:	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.	
Dissemination of good practice within the School - proposed process and timescale:	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. Continuous Academic Development (CAD) sessions (monthly)	

Stage 2 - For completion by the Faculty Associate Dean (LTQ)	
Confirmation that process has been satisfactorily undertaken:	Name: Emma Sutton
	Date: 02/03/2017
Good practice identified and University wide issues *(If different from the above):*	Rooming issues and ZICER hub experience are noted above. This is a through report covering an extensive portfolio of complex provision. Triangulation of data from different sources (monitoring feedback, NSS, external examiners and student representation) to inform review are good practice. As with HSC post-registration provision the sharing of ideas, operational practice via monthly CD meetings and cross discipline collaboration is noted. The receptivity to adoption of e-marking, use of VLE, flipped provision, simulated practice etc. are indicative of a forward thinking flexible approach to delivery in a challenging context.
Dissemination of good practice within the Faculty and University-proposed process and timescale.	The collaborative approach to quality enhancement focussed upon delivery of consistent student experience is noted. Currently shared and disseminated via FLTQC / school TC /CD meeting frameworks.

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 Post-Registration For completion by the Teaching Director (LTQ)			
School:	HSC	Year:	2015-16
Courses monitored and updated:	BSc (Hons) Practice BSc (Hons) Acute, Critical and Emergency Care BA (Hons) Innovation for Clinical Practitioners		
Summary of good practice and action plans:	Work continues to ensure these UG post-registration programmes provide efficient, effective and directly impactful learning for the students enrolled on them. BSc (Hons) Acute, Critical and Emergency Care and BSc (Hons) Nursing Practice offer flexible pathways for students within a controlled framework. BSc (Hons) Leading Innovation for Clinical Practitioners is an excellent example of a pathway made up of compulsory modules for those enrolled, but also making its modules available to students on other pathways. The Associate Director (Teaching & Learning – Post-registration) has worked jointly with the Course Directors to ensure all optional modules are considered to belong *primarily* to one pathway to ensure overall responsibility and accountability for the quality assurance of all modules rests with a named Course Director. This alignment appears to have resulted in greater clarification for all concerned, without adversely affecting the flexibility of these programmes. This provision demonstrates excellent efforts in relation to co-working and involvement of Trust partners; however it must be noted that Course Directors do report challenges in this area. For the most part the tripartite approach to the post-registration development of the students is positive and works well. All take the key principles of UG education, including formative feedback to aid learning, and apply them to post-registration education. The LICP programme is a particularly good example of the joined up approach to learning and development of the students enrolled, who very positively evaluate all aspects of this programme.		

	Good Honours continue to be challenging on these programmes. As reported in previous QAR 3 documents the levels of GH achievement have risen in recent years following the adoption of the Senate Marking scales. The Good Honours guide figure for these programmes in this academic year was 71.4%; overall these programmes achieved 73.08%. BSc (Hons) ACE achieved 90.91%, BSC (Hons) LICP achieved 85.71%, while BSC (Hons) NP achieved a lower level of good honours of 46.08%. While this is a noticeable difference in levels of achievement it is to be expected. The differences in the students groups enrolled on these three pathways makes such differences entirely explainable. All pathway action plans are concise and specific. Following discussion internally and with external stakeholders it has become clear that BSc (Hons) Nursing Practice is coming to the end of its life as part of our post-registration provision. It has been agreed that this programme will be closed to further applications after the 16-17 academic year. A Faculty level group has been established, led by the Associate Dean Learning & Teaching, to review and develop the PGT and Post-registration provision across FMH, and it is anticipated that these programmes will be included in that review group's work.
Summary of Recommendations/ Decisions from Annual Review of Moderation and Assessment	The Annual Review of Moderation and Assessment did not identify any specific recommendations in relation to the post-registration provision in HSC (taking into account the closure to admissions for NP outlined above). There is an on-going programme of work being led by the HSC Assessment Coordinator and overseen by the Associate Directors Teaching & Learning to review all of our assessment practices in HSC. This includes post-registration provision, and will begin with a pilot to establish the effectiveness and impact on student satisfaction of a generic electronic marking rubric (linked directly to the Senate Marking Scales). Post-registration assessments are included in this pilot phase. The success and impact of this pilot study will be reported in the 16-17 Annual Review of Moderation and Assessment.
Any University wide issues identified:	A key piece of feedback from students in module evaluations and the student surveys relates to the rooming of post-registration provision. Despite the best efforts of the module organisers and course directors students continue to report unsuitable rooms, un-roomed sessions and conflicting information in relation to e-vision timetables. The School continues to work hard in conjunction with LTS to address all timetabling and rooming concerns; however, this does appear to be a particularly on-going challenge to post-registration provision, and suggest to the students that they are in some way *second-class* provision.
Modules requiring review in subsequent academic year	HSC-6031D – Care & Management of Leg Ulcers HSC-6041E – Foundations in Clinical Research HSC-6042E – Foundations of End of Life Care HSC-5045E/6045E – Pain Control & Management

following the monitoring and update process:	HSC-6049E – Long Dissertation HSC-6058E – Short Dissertation HSC-6061E – Politics, Power and Persuasion HSC-6063D – Innovation and Practice HSC-6073G – Acute and Critical Care HSC-6074X – Advanced Critical Care
Issues arising from placement and work-based learning:	No issues identified.
Dissemination of good practice within the School - proposed process and timescale:	Health Challenge Units within the School of Health Sciences include regular 'knowledge-exchange' slots during which good practice and up-coming opportunities are discussed. These occur every 2 months during the academic year. The HSC Curriculum Review Workshops have become an established monthly event, to which all academic colleagues and external stakeholders, as well as student representatives are invited. These have been very positively received and allow open discussion and sharing of good and changing practice.

Stage 2 - For completion by the Faculty Associate Dean (LTQ)

Confirmation that process has been satisfactorily undertaken:	Name: Emma Sutton
	Date: 02/03/2017
Good practice identified and University wide issues *(If different from the above):*	Cross provision collaboration is a theme which emerges worthy of dissemination: The accommodation of flexibility for students through option modules whilst assuring clear accountability for QA with a named Course Director is good practice and may helpfully inform current IQA review activity. Consistent assessment provision with use of electronic marking rubrics and dissemination routes are good practice. Ongoing concerns re rooming allocation are consistent with University level discussion- the particular comment made regarding perceptions of post-registration allocation receiving 'second class' provision should be examined.
Dissemination of good practice within the Faculty and University-proposed process and timescale.	QAR3 s are subject to consideration and review at FLTQC- headlines and best practice examples are considered and cascaded via Teaching Directors across other Schools. Collaborative working ethos is to be presented at UEA T&L day illustrating FMH employability strategy as an example