

**LTC16D100**

**Title:** FMH LTQC Minutes – 11 January 2017  
**Author:** Julia Jones  
**Date:** 28 February 2017  
**Circulation:** Learning and Teaching Committee – 15 March 2017  
**Agenda:** LTC16A004  
**Version:** Final  
**Status:** Open

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### **Issue**

To receive the minutes of the Faculty of Medicine and Health Learning, Teaching and Quality Committee meeting held on 11 January 2017

### **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 Wednesday 11 January 2017 at 13h30 in QUEENS 2.03

**Minutes**

No.	Item
1.	<p><b>Welcome and introductions</b></p> <p>Present: Emma Sutton (Chair)</p> <p>Lisa Atthowe, Theo Antoniou-Phillips, Zoe Butterfint, Maddie Colledge, Gruia Dimcea, Karen Howe, Jill Jepson (arrived at 3 pm), Mary Jane Platt (until 3 pm), Veena Rodrigues, Lindsay Westgarth, Kelly Walker, Jean Whiting,</p> <p>With: Julia Jones, Olivia Louks</p> <p>Apologies received from: Lou Cherrill, Dylan Edwards, Barbara Jennings, Kenneth Laidlaw</p>
2.	<p><b>Minutes of the last meeting</b></p> <p>To confirm the minutes of the meeting held on 9 November 2016</p> <p style="text-align: right;"><b>Document 16M02</b></p> <p><b>Approved: minutes of 9 November 2016</b></p>
3.	<p><b>Matters Arising and Action Log</b></p> <p>See 2016/17 Rolling Action Log in the <i>LTQC Information including Action Log and Critical Read Schedule</i> folder</p> <ul style="list-style-type: none"> <li>• Support for students referred to reassessment: <ul style="list-style-type: none"> <li>○ HSC generally (ZB): last year's report gives the best account of what is provided</li> <li>○ HSC post-registration (KW): methods of support are the same as for pre-registration but students are not based at UEA, so although the process works well generally, a few students do not engage</li> <li>○ MED UG (MJP) support has improved, with proactive support also being provided to students into the following year</li> <li>○ MED PGT (MJP): the diversity of provision makes support difficult, as students are based anywhere in the country or the world (depending on the course).</li> </ul> </li> <li>• Generic Blackboard site/s for External Examiners:</li> </ul>

No.	Item
	<ul style="list-style-type: none"> <li>○ Should this be at School, Faculty site or University level?</li> <li>○ Should the EE site just contain generic information, with EEs given access to module / course sites to access handbooks etc, so that the same document is not stored in more than one place?</li> </ul> <p><b>Action: Secretary / TDs to collect views on External Examiner Blackboard sites for the February meeting</b></p>
4.	<p><b>Confirmation of Chair's Action</b></p> <ul style="list-style-type: none"> <li>• None to report</li> </ul>
5.	<p><b>Statements from The Chair</b></p> <p style="text-align: right;"><b>Document 16D18 (no document)</b></p> <ul style="list-style-type: none"> <li>• Health Online <ul style="list-style-type: none"> <li>○ Consideration of Health Online in the light of a more formalised partnership with FutureLearn.</li> <li>○ How could this complement our existing Health Online rather than replace it?</li> <li>○ The Faculty wants to use Health Online for CPD provision.</li> <li>○ The Dean of FMH is keen that we invest in our online provision.</li> <li>○ The post of academic lead for online provision is to be advertised.</li> <li>○ Online provision needs to be managed strategically and quality assured.</li> <li>○ The University needs to minimise reputational risk.</li> <li>○</li> </ul> </li> <li>• Barbara Jennings is becoming MED Director of Teaching.</li> <li>• The post of Academic Director of Widening Participation is being advertised.</li> <li>• HEA membership: <ul style="list-style-type: none"> <li>○ Professional teaching qualifications are now being recognised.</li> <li>○ ATR staff are to be included in the next cycle as part of the TEF preparation.</li> <li>○ CSED is exploring opportunities to help people achieve fellowship.</li> <li>○ Associate fellowship is appropriate for some people.</li> </ul> </li> <li>• The Learning and Teaching spaces group had a lively discussion re quality of teaching spaces in Congregation Hall.</li> </ul>

No.	Item
	<ul style="list-style-type: none"> <li>Screens, projectors, microphones etc are being improved immediately.</li> </ul>

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

No.	Item
<b>A1</b>	<p><b>New Courses</b> 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"> <li>None to consider</li> </ul>
<b>A2</b>	<p><b>Changes to existing programmes</b></p> <p>Proposal documents available in the FMH LTQC Blackboard site <i>New Course Proposals and Course Closures</i> folder</p> <ul style="list-style-type: none"> <li>None to consider</li> </ul>
<b>A3</b>	<p><b>REPORTS FROM MEMBERS</b> <i>(brief bullet point reports to be provided ahead of the meeting where appropriate)</i></p>
<b>A3.1</b>	<p><b>Academic – Student Liaison</b> <i>Student Experience Committee (Judy Barker)</i> <i>Student Partnerships Officer (Sarah Drake – HSC)</i></p> <ul style="list-style-type: none"> <li>No SEC meeting since the last FMH LTQC</li> </ul>
<b>A3.2</b>	<p><b>Education Officers, UUEAS</b> <i>Postgraduate Education Officer (Maddie Colledge)</i> <i>Undergraduate Education Officer (Theo Antoniou-Phillips)</i></p> <ul style="list-style-type: none"> <li>TA-P reported that rooming issues that been raised via SSLCs.</li> <li>Schools can deal with some of the problems but faculty-wide issues will be sent to FLTQC.</li> </ul>
<b>A3.3</b>	<p><b>Student representatives</b> <i>Faculty Convenors (Kaso Ari, Gruia Dimcea &amp; 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"> <li><i>Report from Lou Cherill in advance of meeting:</i></li> <li><i>Since the last meeting Theo and I have met with the library over concerns raised at the HSC SSLC regarding length of library loans for nurses, midwives and paramedics whom are on placements and</i></li> </ul>

No.	Item
	<p><i>still restricted to 2 week loans. Those students in therapies are able to access longer library loans via their module leads, but this option is not open to other HSC students.</i></p> <ul style="list-style-type: none"> <li>• <i>The reasons given by the library were because we have access to the NHS libraries at Queens, JPH or NNUH (which also means being close enough to UEA library) or access to electronic resources.</i></li> <li>• <i>Our counter points were that not all students placed away from university are based at these trusts so do not have access to these libraries, the library resources offered are not new enough to be suitable to reference for the up to date evidence base we are required to provide, and that internet on placement is an ongoing issue (as I brought up at the last meeting).</i></li> <li>• <i>I also pointed out that students can request books that they need for an essay, but that if these books are held by someone placed far away, they may not come back on time and this affects the student who has the book (fines) and the student who wants the book (they don't have it when they think they will).</i></li> <li>• <i>The library have been provided with the year plans for first, second and third years and submission schedules for first, second and third years. There discussions are ongoing.</i></li> </ul> <p>Discussion:</p> <ul style="list-style-type: none"> <li>• This was more of an issue for HSC than MED, as HSC have longer placements</li> <li>• ZB was not aware that the rules were varied depending on programme, and will follow up on this.</li> <li>• However, there remains the issue of internet access on placement, which will become more important as books and reading are increasingly made available online rather than via hard copy.</li> <li>• It is possible that special provision could be made for those students in practice, but we would have to ensure that there were enough copies to go round.</li> </ul> <p><b>Action: ZB to instigate trial extension of library book loan period for all students in practice</b></p> <p><b>Action: TA-P and LC to monitor outcomes of trial of extension of library book loan period</b></p>

No.	Item
A3.4	<p data-bbox="300 255 1305 327"><b>HSC School Director (Learning, Teaching and Quality (LTQ)) (Zoe Butterfint)</b></p> <p data-bbox="1123 367 1390 398" style="text-align: right;"><b>Document 16D28</b></p> <ul data-bbox="352 443 1382 1675" style="list-style-type: none"> <li>• HSC had a good overall performance in the PTES.</li> <li>• HSC is in the process of extending its validation arrangement with the Royal Marsden School to include the V300 programme (module).</li> <li>• Therapies 5-yearly course review event is in March, with VR on the panel.</li> <li>• HSC is actively pursuing degree apprenticeship agenda</li> <li>• A Directors of Nursing meeting is taking place in early February, with a delegation from UEA attending to present ideas on how we could provide degree apprenticeships.</li> <li>• The Physician Associate programme likely to go down the same route.</li> <li>• NHS bursaries will be discontinued so we are able to change some of the structure currently required for receiving a bursary, eg, the number of weeks of study.</li> <li>• Any changes will need to comply with NMC standards, which are currently being revised.</li> <li>• The NMC monitoring went well, with HSC being asked for information to inform the revision of the standards.</li> <li>• Work on plans to make ODP a BSc course is underway, hopefully the new course will commence in September 2018.</li> <li>• The new ODP structure may be more of a work-based learning structure.</li> <li>• The School has advertised for full-time post for an ATS member of staff, with 0.5 FTE of their time being spent on academic support for the School.</li> <li>• The interviews were delayed because one of the candidates was involved in an accident.</li> </ul>
A3.5	<p data-bbox="300 1718 1342 1789"><b>MED Acting School Director (Learning, Teaching and Quality (LTQ)) (Barbara Jennings)</b></p> <ul data-bbox="352 1830 1326 1973" style="list-style-type: none"> <li>• BJ was not able to attend so MJP (who is now the MBBS Course Director) updated members.</li> <li>• Annual submission to GMC seems to have gone well.</li> </ul>

No.	Item
	<ul style="list-style-type: none"> <li>• The IAPT tender was successful, and a meeting will take place to drill down to the detail.</li> <li>• The course promises to be worthwhile for the School, but challenging, as it will be delivered at various geographical locations.</li> <li>• A joint PSY / MED Integrated Masters course has been proposed; this is basically a 3-year PSY course followed by a year of the MED PWP course, and it throwing up some issues.</li> <li>• It may be possible to emulate the model with BIO and the Physician Associate course.</li> <li>• The 2<sup>nd</sup> cohort (26) of PA students started on Monday.</li> <li>• The distance learning Master of Surgery programmes also start at this time of year.</li> <li>• The Colorectal Master of Surgery programme is not attracting students so MED will cease to recruit to it, but will repackage it as a specialist Diploma.</li> </ul>
<b>A3.6</b>	<p><b>HSC Director of Practice Education (Jill Jepson)</b></p> <ul style="list-style-type: none"> <li>• No report</li> </ul>
<b>A4</b>	<b>QUALITY ASSURANCE AND ENHANCEMENT</b>
<b>A4.1</b>	<p><b>External Examiner appointments, reports and responses</b></p> <p>Available in the <i>External Examiner Reports and Responses</i> folder of the FMH LTQC Blackboard site</p> <ul style="list-style-type: none"> <li>• There has sometimes been a lag in completing the EE appointment processes (this is not just in FMH but is across the whole university).</li> <li>• The delay starts because of the difficulty in recruiting new EEs.</li> <li>• There is a need to monitor which EEs are approaching the end of their tenure, and so start looking for replacements sooner.</li> </ul> <p><b>Action: OL to add date of original appointment and year of tenure to Bb site tracker</b></p>
<b>A4.2</b>	<p><b>Critical readers – issues raised for LTQC &amp; Teaching Directors</b></p> <p>Critical read schedule available in the FMH LTQC Blackboard site <i>LTQC Information including Action Log and Critical Read Schedule</i> folder</p> <ul style="list-style-type: none"> <li>• Appointment of External Examiners – tracking the efficiency of the approval process</li> </ul>

No.	Item
	<ul style="list-style-type: none"> <li>• <b>Debbie Crickmore HSC UG</b> Provision of institution wide or online induction was suggested by this newly appointed EE Query raised re appointment process</li> </ul>
A4.3	<p><b>Annual Course Monitoring (including PSRB Annual Course Monitoring) and review and consideration of QAR3 reports</b></p> <p>Documents are available in the FMH folders of the LTS Quality Review Blackboard site, including approved QAR2 and QAR3 forms</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"> <li>• HSC post-registration 2015/16 QAR3</li> <li>• Timelines for 2015/16 QAR3 – deadline for submission to the LTC meeting of 30 January 2017 is 13 January 2017</li> <li>• FMH timelines differ from standard, eg, MBBS QAR2 to be completed in January after the MSAR (professional body annual review), and the MED UG QAR3 in February</li> <li>• Setting timelines for FMH QARs</li> </ul> <p style="text-align: right;"><b>Documents 16D19a &amp; 16D19b</b></p> <ul style="list-style-type: none"> <li>• ZB reported that the HSC pre-registration QAR3 is now completed.</li> </ul> <p><b>Action: OL to list which 2015/16 QARs are now missing and present the list to the February meeting</b></p> <p><b>Action: ZB to produce proposed timeline and titles of HSC QAR3 reports</b></p> <p><b>Action: Secretary to ask BJ / MJP to confirm the MED QAR3 timelines</b></p>
A4.4	<p><b>Periodic Course Review</b></p> <p>Review schedule and documents are available in the FMH LTQC Blackboard site <i>Periodic Course Review</i> folder</p> <ul style="list-style-type: none"> <li>• Therapies 5-yearly course review event is taking place in March, with VR on the panel.</li> </ul>
A4.5	<p><b>FMH reports of annual review of assessment and moderation</b></p> <p style="text-align: right;"><b>Documents 16D11 and 16D20</b></p>

No.	Item
	<p><b>Action: Secretary / Chair to ask MJP or BJ for feedback on the batch screening process</b></p> <ul style="list-style-type: none"> <li>• ZB commented that the HSC report focussed on projects on assessment and feedback that had already begun.</li> <li>• HSC would prefer to use batch screening as a formative pre-submission resource to help students and not as a post-submission tool.</li> </ul>
A4.6	<p><b>Coursework turnaround</b></p> <p style="text-align: right;"><b>Documents 16D21a &amp; 16D21b</b></p> <p>Pretty good in FMH – some things look as though they are late but it's because it's an item with a 30-day turnaround Also MED has very little coursework so one late item gives very bad-looking results</p> <p>These issues will be fixed in the tracker spreadsheets</p>

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

No.	Item
A5	<p><b>BIM regulations: consultation on compensation</b></p> <p style="text-align: right;"><b>Document 16D22</b></p> <ul style="list-style-type: none"> <li>• As there is no compensation in FMH the Faculty is not directly affected by the issue, but has still been invited to comment.</li> <li>• Members present agreed that they had no objections in principle.</li> </ul> <p><b>Action: Secretary to ask for any further comments (from MED)</b></p>
A6	<p><b>Student Surveys</b></p> <p>Updates and activity</p> <ul style="list-style-type: none"> <li>• Discussion of Postgraduate Taught Experience Survey (PTES) detailed briefing note, HSC report and MED action plan</li> </ul> <p style="text-align: right;"><b>Documents 16D23, 16D23a and 16D23b</b></p> <ul style="list-style-type: none"> <li>• Health Education England Survey outcomes</li> </ul> <p style="text-align: right;"><b>Documents 16D24 and 16D25</b></p>

No.	Item
	<ul style="list-style-type: none"> <li>• Plans for 2017 student surveys</li> </ul> <p style="text-align: center;"><b>Documents 16D27a, 16D27b and 16D27c</b></p> <ul style="list-style-type: none"> <li>• ZB commented that HSC was track to address the themes raised in the PTES report.</li> <li>• It was difficult to link responses to programmes and the numbers were so small</li> <li>• The Chair reported that Course Directors were to review the outcomes of the HEE survey.</li> <li>• HEE will meet with service users and employers (this will replace the employer survey)</li> <li>• We don't have yet have information on the placement questions as they have gone to the CLEL teams first.</li> <li>• If people would like more data the Chair would be happy to share.</li> <li>• HSC will once again offer students incentives to complete the NSS.</li> </ul>
<b>A7</b>	<p><b>Teaching Excellence Framework</b></p> <p>Documents available in the <i>Teaching Excellence Framework</i> folder of the FMH LTQC Blackboard site</p> <p>Updates and activity</p> <ul style="list-style-type: none"> <li>• Discussion point raised by Veena Rodrigues: for PhD/ MD students registered on the research methods modules, assessment remains optional. Some of these students submit assessments and opt not to resubmit if they receive a fail mark. An external examiner has suggested has that this might impact on the TEF measure of learning gain, therefore an alternative process may need to be considered, for example, students sit in on the module but do not undertake assessments. A faculty wide policy would be helpful.</li> </ul> <p><b>Action: roll VR's discussion point on to the February meeting</b></p> <ul style="list-style-type: none"> <li>• TEF preparation meetings: Schools need to see School-level NSS data in advance of these meetings.</li> </ul>
<b>A8</b>	<p><b>Any other business (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Study plus week – the Academic Director of Taught Programmes (Clive Matthews) wants to know (at course level) about: <ol style="list-style-type: none"> <li>1. Number and types of revision sessions provided</li> <li>2. Take up by students</li> </ol> </li> </ul>

No.	Item
	<p>3. Any other comments</p> <ul style="list-style-type: none"> <li>• (This only applies to UG students)</li> <li>• Study Plus week is the week before the exam series for the other Faculties – though in fact there seem to be 2 weeks, ie weeks beginning the 8 May (Sem 2 Wk 13) and 15 of May (Sem 2 Wk14)</li> <li>• NB, FMH does not have the same academic year as the other Faculties and Schools</li> </ul> <p><b>Action: Secretary to circulate the request for information re these specific weeks to TDs</b> <i>Secretary's note – TDs confirmed that all FMH UG students will either still be on their modules or on practice placement</i></p>

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

No.	Item																																																							
<b>B1</b>	<p><b>Learning and Teaching Committee of Senate</b> Minutes are available on LTC website <a href="https://portal.uea.ac.uk/committee-office/uea-committees-and-boards/learning-and-teaching-committee">https://portal.uea.ac.uk/committee-office/uea-committees-and-boards/learning-and-teaching-committee</a></p>																																																							
<b>B2</b>	<p><b>Taught Policy Working Group updates</b></p> <p>Documents will be made available in the FMH LTQC Blackboard site <i>Taught Policy Working Groups folder</i></p> <ul style="list-style-type: none"> <li>• Review of Placement and Work-based learning Code of Practice</li> </ul>																																																							
<b>B3</b>	<p><b>Faculty Appeals and Complaints Committee</b></p> <p>Update November 2016</p> <table border="1"> <thead> <tr> <th>Stage 1 Appeals / Complaints</th> <th></th> <th>2015/6</th> <th>2016/7</th> <th>2016/7</th> </tr> <tr> <td></td> <td></td> <td>Sep-16</td> <td>Oct-16</td> <td>Nov-16</td> </tr> </thead> <tbody> <tr> <td>MED UG</td> <td>U</td> <td>2</td> <td>1</td> <td></td> </tr> <tr> <td></td> <td>R</td> <td>2</td> <td>7</td> <td>1</td> </tr> <tr> <td>MED PGT</td> <td>U</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>R</td> <td></td> <td></td> <td></td> </tr> <tr> <td>HSC UG</td> <td>U</td> <td>1</td> <td>4</td> <td>1</td> </tr> <tr> <td></td> <td>R</td> <td>3</td> <td>6</td> <td>1</td> </tr> <tr> <td>HSC PGT</td> <td>U</td> <td></td> <td></td> <td>1</td> </tr> <tr> <td></td> <td>R</td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>TOTAL</b></td> <td></td> <td><b>8</b></td> <td><b>18</b></td> <td><b>4</b></td> </tr> </tbody> </table>	Stage 1 Appeals / Complaints		2015/6	2016/7	2016/7			Sep-16	Oct-16	Nov-16	MED UG	U	2	1			R	2	7	1	MED PGT	U					R				HSC UG	U	1	4	1		R	3	6	1	HSC PGT	U			1		R				<b>TOTAL</b>		<b>8</b>	<b>18</b>	<b>4</b>
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No.	Item
	Note: in 2014/5 there were a total of 72 Appeals/Complaints, in 2015/6 there were a total of 90
<b>B4</b>	<p><b>Course Closures</b> Documents are available in the FMH LTQC Blackboard site <i>New Course Proposals and Course Closures</i> folder</p> <ul style="list-style-type: none"> <li>• None to report</li> </ul>
<b>B5</b>	<p><b>Health Online Update</b></p> <ul style="list-style-type: none"> <li>• No courses currently running</li> </ul>

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

No.	Item
<b>B6</b>	<p><b>Support for students between assessment and reassessment</b></p> <p style="text-align: right;"><b>Document 16D26</b></p>

### Section C: Date of Next Meeting and Future Items

No.	Item
<b>C1</b>	<p><b>2016-17</b> 22 February 2017 19 April 2017 7 June 2017 12 July 2017</p>
<b>C2</b>	<p><b>February 2017</b></p> <ul style="list-style-type: none"> <li>• Julia Hubbard, Chair of FMH FACP (13h30)</li> <li>• Student engagement review – feedback from HSC whole School SSLC of 1 February, and from MED</li> <li>• Lisa Taylor, FMH Associate Dean Employability (leave by 15h00)</li> </ul> <p><b>June 2017</b></p> <ul style="list-style-type: none"> <li>• Lisa Taylor, FMH Associate Dean Employability (between 14h00-15h00)</li> </ul>