

**LTC16D121**

**Title:** FMH LTQC Minutes – 22 February 2017  
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### **Issue**

To receive the minutes of the Faculty of Medicine and Health Learning, Teaching and Quality Committee meeting held on 22 February 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 22 February 2017 at 13h30 in QUEENS 2.03

**Minutes**

No.	Item
1.	<p><b>Welcome and introductions</b></p> <p>Present: Emma Sutton (Chair), Theo Antoniou-Phillips, Judy Barker, Zoe Butterfint, Barbara Jennings, Jill Jepson, Kenneth Laidlaw, Christine Raschka, John Winpenny</p> <p>With: Julia Jones, Olivia Louks, Laura Thompson, Jean Whiting</p> <p>Apologies received from: Kaso Ari, Lou Cherill, Maddie Colledge, Gruia Dimcea, Dylan Edwards, Liv Grosvenor, Veena Rodrigues</p>
2.	<p><b>Minutes of the last meeting</b></p> <p>To confirm the minutes of the meeting held on 11 January 2017</p> <p style="text-align: right;"><b>Document 16M03</b></p> <p><b>Approved: minutes of 11 January 2017</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>• Batch screening: School positions: <ul style="list-style-type: none"> <li>○ HSC: formative use only</li> <li>○ MED: piloting both formative and summative use</li> </ul> </li> <li>• BIM regulations: consultation on compensation <ul style="list-style-type: none"> <li>○ No compensation in FMH so not directly affected by the issue</li> <li>○ No objections from HSC or MED Directors of Teaching or other FMH LTQC members</li> </ul> </li> </ul>
4.	<p><b>Confirmation of Chair's Action</b></p> <ul style="list-style-type: none"> <li>• None to report</li> </ul>

No.	Item
5.	<p data-bbox="292 253 710 291"><b>Statements from The Chair</b></p> <ul style="list-style-type: none"> <li data-bbox="347 331 1276 369">• Health Online Lead – Veena Rodrigues has accepted the role.</li> <li data-bbox="347 371 890 409">• LTC working group representation: <ul style="list-style-type: none"> <li data-bbox="443 412 1236 477">○ Submission of summative assessment (lead, Helena Gillespie) <ul style="list-style-type: none"> <li data-bbox="539 479 1268 517">▪ John Winpenny and Rebekah Hill are FMH reps</li> <li data-bbox="539 519 1007 557">▪ First meeting has taken place</li> <li data-bbox="539 560 1372 624">▪ Policy to go to LTC 10 May 2017 to come into effect for 2018/19</li> <li data-bbox="539 627 1353 736">▪ Blackboard submission (needed for online marking) is not anonymous (and Bb is not likely to amend this for some time).</li> </ul> </li> <li data-bbox="443 739 1241 777">○ Peer observation of teaching (lead, Helena Gillespie) <ul style="list-style-type: none"> <li data-bbox="539 779 1310 817">▪ Zoe Butterfint and Barbara Jennings are FMH reps</li> <li data-bbox="539 819 1334 884">▪ The group has gone back to first principles to look at what peer observation is intended to achieve</li> <li data-bbox="539 887 1329 1032">▪ Decided that it should be developmental rather than summative (though at some point in the future summative process might be available for those that want it in order to (eg) apply for promotion)</li> <li data-bbox="539 1034 1348 1137">▪ The plan is to have a menu of choices of how to carry out peer review, according to what is appropriate for the situation.</li> </ul> </li> <li data-bbox="443 1140 1289 1205">○ Review of the Code of Practice on placements and work based learning (lead, Clive Matthews) <ul style="list-style-type: none"> <li data-bbox="539 1207 1201 1245">▪ Emma Sutton and Jill Jepson are members</li> <li data-bbox="539 1247 1342 1312">▪ Clive Matthews is drafting a new policy to replace the CoP</li> <li data-bbox="539 1314 1289 1379">▪ This will be followed by generic and then School / course level guidance</li> <li data-bbox="539 1382 995 1420">▪ To be implemented 2018/19.</li> </ul> </li> <li data-bbox="443 1422 1000 1460">○ Internal quality review (see item A6)</li> </ul> </li> <li data-bbox="347 1462 1284 1527">• Reminder that module organisers are expected to use Talis for reading lists.</li> <li data-bbox="347 1529 837 1568">• HEA quality monitoring: update <ul style="list-style-type: none"> <li data-bbox="443 1570 1316 1635">○ FMH data is very good (HEA accreditation plus equivalent teaching qualifications)</li> <li data-bbox="443 1637 1321 1702">○ NB, atypical staff (eg, clinicians delivering just one lecture) should not be counted</li> <li data-bbox="443 1704 1361 1747">○ ATS figures are good but attention needs now to turn to ATR.</li> </ul> </li> <li data-bbox="347 1749 1069 1787">• Enterprise / cross faculty teaching opportunities <ul style="list-style-type: none"> <li data-bbox="443 1789 1326 1827">○ Laura Bowater, AD for Enterprise will be attending FLTQC.</li> </ul> </li> </ul>

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

No.	Item
A1	<p><b>New Courses</b>            Proposal documents and critical read comments available in the FMH LTQC Blackboard site <i>New Course Proposals and Amendments, and Course Closures</i> folder</p> <p>2-year 150-credit Postgraduate Diploma version of Physician Associate course</p> <ul style="list-style-type: none"> <li>• The CP1 document was circulated for information.</li> <li>• The proposal allows those students to elect not to undertake the dissertation but to exit with a Postgraduate Diploma</li> <li>• The PG Dip will allow them to practise as Physician Associates (NB most PA courses at other institutions are PG Dip)</li> <li>• The proposal will be treated as low risk.</li> <li>• In due course FLTQC will receive a CP4 document for critical reading.</li> <li>• The Chair expressed her intention to support this going forward.</li> <li>• In future it may be appropriate to allow students with the PG Dip to APL in and top up the Diploma to a Masters degree.</li> <li>• Members were supportive of the proposal.</li> </ul>
A2	<p><b>Changes to existing programmes</b></p> <p>Proposal documents available in the FMH LTQC Blackboard site <i>New Course Proposals and Amendments, and Course Closures</i> folder</p> <ul style="list-style-type: none"> <li>• None to consider</li> </ul>
A3	<p><b>REPORTS FROM MEMBERS</b>  <i>(brief bullet point reports to be provided ahead of the meeting where appropriate)</i></p>
A3.1	<p><b>Academic – Student Liaison</b>  <i>Student Experience Committee (Judy Barker)</i>  <i>Student Partnerships Officer (Sarah Drake - HSC)</i></p> <p>Feedback from the SEC meeting of 8 February 2017 (Judy Barker)</p> <p style="text-align: right;"><b>Document 16D31</b></p> <ul style="list-style-type: none"> <li>• Helena Gillespie is scoping out a project on lecture capture.</li> <li>• Summary of findings from focus groups for new student starters 2015/16:               <ul style="list-style-type: none"> <li>○ Difficult to recruit students so caveat re small numbers</li> <li>○ Getting access to banking had been a problem</li> <li>○ Access to IT</li> </ul> </li> </ul>

No.	Item
	<ul style="list-style-type: none"> <li>○ Lack of clarity on what were and were not official UEA induction events</li> <li>○ Students like meet and greet style events</li> <li>○ Cost of sporting activities was raised.</li> <li>● Student Experience Report: <ul style="list-style-type: none"> <li>○ Resulting action plan with timelines and KPIs</li> <li>○ Timetabling – campus is being zoned</li> <li>○ Student printing costs <ul style="list-style-type: none"> <li>▪ Information Services have reported that the increased information on Blackboard has led to more student printing</li> <li>▪ Plans in place to run more sessions on digital literacy.</li> </ul> </li> </ul> </li> <li>● Impact of growth of student numbers on the student experience: <ul style="list-style-type: none"> <li>○ Accommodation, social learning spaces, student welfare, etc.</li> </ul> </li> <li>● UEA is implementing the recommendations of the Universities UK report on sexual violence, harassment, assault and hate crime.</li> <li>● Student services plan of work and initiatives: <ul style="list-style-type: none"> <li>○ Mental health and well-being</li> <li>○ Improving the student experience for international students.</li> </ul> </li> <li>● Due to other commitments Judy Barker is standing down from the Student Experience Committee and also from her FMH LTQC role. The Chair thanked her for all her hard work on behalf of the Faculty. Particular thanks were extended for all the critical reading Judy had undertaken.</li> </ul> <p><b>Action: Secretary to ask academic members to volunteer to replace JB on the SEC and to report back to FLTQC</b></p>
A3.2	<p><b>Education Officers, UUEAS</b>  <i>Postgraduate Education Officer (Maddie Colledge)</i>  <i>Undergraduate Education Officer (Theo Antoniou-Phillips)</i></p> <p>Update from Theo Antoniou-Phillips:</p> <ul style="list-style-type: none"> <li>● Placement library book issues are being worked on.</li> <li>● Both SSLCs have raised lack of WIFI at placement accommodation <ul style="list-style-type: none"> <li>○ Trusts don't own the accommodation – owned by private companies</li> <li>○ UEA and Trusts liaise with the companies but the issue is difficult to solve</li> <li>○ Ipswich Hospital and the Queen Elizabeth Hospital, Kings Lynne are the problematic locations</li> <li>○ QE has worked with the accommodation provider and the situation has improved</li> <li>○ NB, there is WIFI access in the host placement libraries 24 hours per day.</li> </ul> </li> <li>● Issue of students having to pay in advance for accommodation (they are reimbursed later)</li> </ul>

No.	Item
	<ul style="list-style-type: none"> <li>○ A system was set whereby UEA paid upfront on the students' behalf some students didn't pay UEA back after receiving their accommodation bursary, so the scheme was discontinued.</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> <p>Update from Liv Grosvenor</p> <ul style="list-style-type: none"> <li>• Liv is starting to look at student opportunity; some FMH students find it difficult to engage with the opportunities on offer due to the nature of their courses.</li> </ul> <p style="text-align: right;"><b>Document 16D33</b></p>
<b>A3.4</b>	<p><b>HSC School Director (Learning, Teaching and Quality (LTQ)) (Zoe Butterfint)</b></p> <ul style="list-style-type: none"> <li>• Outcomes of the TEF review and actions resulting from these: <ul style="list-style-type: none"> <li>○ Assessment expectations – induction sessions to inform students</li> <li>○ Many positive outcomes</li> </ul> </li> <li>• Degree apprenticeship lead to be appointed</li> <li>• 2 x ATS posts to mental health team appointed</li> <li>• Academic support officer 0.5 FTE (new role) to be appointed</li> <li>• ODP secondment interviews – role holder/s to support BSc developments</li> <li>• Integrated Masters programme being written</li> <li>• 5-yearly review of UG Therapies programmes March 2017.</li> </ul>
<b>A3.5</b>	<p><b>MED School Director (Learning, Teaching and Quality (LTQ)) (Barbara Jennings)</b></p> <ul style="list-style-type: none"> <li>• New MED course proposals <ul style="list-style-type: none"> <li>○ Kenneth updated members on the PSY-MED proposal (initiated by PSY)</li> <li>○ Though PWP degree apprenticeship is on the horizon and may supersede it</li> <li>○ Second, separate proposal for a 1-year Masters open to any student nationally</li> <li>○ Students currently have to work after their Bachelors degree and wait for a ClinPsyD place</li> <li>○ The new Masters will help to bridge the gap (similar thing already available in Scotland)</li> <li>○ Students will be able to apply for APL to make the ClinPsyD quicker</li> </ul> </li> </ul>

No.	Item
	<ul style="list-style-type: none"> <li>○ CPFT (Trust employing our ClinPsyD students) is supportive</li> <li>○ Intake of 30 in the first year, moving up to 40.</li> <li>● Peer Observation working group - see item 5</li> <li>● Barbara is a member of the self-certification working group <ul style="list-style-type: none"> <li>○ Self-certification will now be for 72 hours with 2 allowed per year (working group will issue a report).</li> </ul> </li> <li>● Teaching space challenges <ul style="list-style-type: none"> <li>○ Complaints about shabbiness and unsuitability of rooms</li> <li>○ Concrete itemisation and evidence are needed.</li> </ul> </li> <li>● MED TEF meeting has taken place and the report is pending; a team has been identified to monitor TEF metrics etc</li> <li>● The new MED Employability lead will be Dickie Young.</li> </ul>
<b>A3.6</b>	<p data-bbox="304 745 1038 779"><b>HSC Director of Practice Education (Jill Jepson)</b></p> <ul style="list-style-type: none"> <li>● Annual placements report to LTC</li> </ul> <p data-bbox="951 893 1385 927" style="text-align: right;"><b>Documents 16D29 a, b and c</b></p> <ul style="list-style-type: none"> <li>● Noted that ClinPsyD should have been included in the MED annual placements report.</li> <li>● The scale of the operation is huge, and the logistics and coordination are complex.</li> <li>● Placement capacity is an ongoing issue.</li> <li>● Managing degree apprenticeships alongside our existing programmes will throw up new challenges.</li> <li>● The lack of progress on the Placements Management System is very concerning; it is essential for effective and appropriate management and reporting of placements.</li> <li>● The PMS is also needed for HSC Educational audit.</li> </ul>
<b>A4</b>	<b>QUALITY ASSURANCE AND ENHANCEMENT</b>
<b>A4.1</b>	<p data-bbox="304 1496 1169 1529"><b>External Examiner appointments, reports and responses</b></p> <p data-bbox="304 1570 1326 1637">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>● All 2015/16 UG EE reports, critical reads and responses completed</li> </ul>
<b>A4.2</b>	<p data-bbox="304 1758 1259 1792"><b>Critical readers – issues raised for LTQC &amp; Teaching Directors</b></p> <p data-bbox="304 1832 1337 1899">Critical read schedule available in the FMH LTQC Blackboard site <i>LTQC Information including Action Log and Critical Read Schedule</i> folder</p>

No.	Item
	<p><b>Griffin, MED UG</b></p> <p>This is a very positive external examiner's report providing examples of the good practice identified in this year of the programme. Particular mention is made of the on-going improvements made year on year to the assessment process and criteria.</p> <p>No concerns are raised at all.</p> <p>It is worth noting that a number of the sections have not been completed by the external examiner. This may be that the sections in question are not relevant to this year of the MBBS programme, but it would be worth checking this to ensure the report is complete.</p>
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>• FMH QAR3 timelines</li> </ul> <p style="text-align: right;"><b>Documents 16D30 a and b</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>

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

No.	Item
A5	<p><b>Faculty Appeals and Complaints Committee update - Julia Hubbard, Chair of FMH FACP - 13h30</b></p> <p>Deferred until the April meeting.</p>
A6	<p><b>Competition and Markets Authority update - Laura Thompson, Head of LTS (Quality) (needs to leave by c 14h00)</b></p> <p style="text-align: right;"><b>Document 16D32</b></p> <ul style="list-style-type: none"> <li>• In 2015 CMA informed UEA of the need to be compliant with consumer law.</li> </ul>



No.	Item
	<ul style="list-style-type: none"> <li>• Both written and verbal information must be accurate and updated regularly.</li> <li>• The CMA carried out an investigation with respect to a UEA American Studies programme.</li> <li>• Concerns were raised by the CMA that UEA may not be fully compliant with consumer protection law when introducing two new compulsory modules (30 credits each) into year 2 of BA American Literature with Creative Writing Course.</li> <li>• The concerns related to: <ul style="list-style-type: none"> <li>○ Considering this change as minor</li> <li>○ Not updating the course information on the external website in a timely manner</li> <li>○ Not proactively informing students and applicants to the change in a timely way.</li> </ul> </li> <li>• Breaching CMA conditions could lead to an unlimited fine and significant reputational damage.</li> <li>• Some of our course approvals process timelines don't meet CMA specifications; we need to align course update timelines to prospectus timelines, ie 20 months ahead of a course starting</li> <li>• Meanwhile, the LTS Hubs have been flagging any relevant course changes to Laura.</li> <li>• Where relevant changes have been approved, both versions of the course will be run in parallel to avoid disadvantaging any student</li> <li>• Going forward, the University's quality review group is looking at CMA, TEF etc.</li> <li>• As part of this the group will consider timelines and is looking at flagging changes 2 years ahead.</li> <li>• Laura has written a briefing note to HoSs which can be cascaded.</li> <li>• This is not such a problem for FMH as curricula are so prescribed</li> <li>• If in doubt about anything, check with Laura.</li> <li>• If PSRB force changes it's defensible for us to make them quickly, as students won't be employable if not, but we must communicate them to students.</li> <li>• Accreditation changes and updates (case in Actuarial Sciences).</li> <li>• The accreditation cycle timelines do not align with CMA requirements and this is being addressed.</li> <li>• At present we sell courses in advance of the accreditation (which can expire over the summer).</li> <li>• Some academics see this as crushing academic freedom, but in any case it is best practice to give students accurate and timely information.</li> </ul>

No.	Item
A7	<p data-bbox="300 253 1399 331"><b>FMH Employability update – Lisa Taylor, FMH Associate Dean Employability (needs to leave by 15h00)</b></p> <ul data-bbox="347 365 1399 1160" style="list-style-type: none"> <li>• FMH Employability statistics are very good in comparison with the rest of the University, but are not in the top 6 nationally for comparable programmes.</li> <li>• The Destinations of Leavers from Higher Education (DLHE) survey will change, with students being surveyed at 15 months after graduation rather than 6 months.</li> <li>• Employability should be introduced as soon as students arrive, and FMH is exploring how Employability can be embedded even more into the curriculum.</li> <li>• TEF will further raise the profile of Employability.</li> <li>• Career Central can offer wide advice and support.</li> <li>• We want to help FMH students get the job they want, and not just any job.</li> <li>• Or, in the case of MBBS students, the F1 post they want.</li> <li>• NB very few FMH students go on to further study.</li> <li>• We need to open our eyes to opportunities for non-standard graduate jobs for our students (eg an OT student changing path and taking a different graduate job).</li> <li>• Placements are key.</li> <li>• For ClinPsyD local employability is vital; we are held to account for this by our commissioners.</li> </ul>
A8	<p data-bbox="300 1193 1399 1238"><b>Generic Blackboard sites for External Examiners</b></p> <p data-bbox="300 1272 1399 1305">Comments from HSC Chairs of Examiners:</p> <ul data-bbox="347 1339 1399 2038" style="list-style-type: none"> <li>• For the per-reg OT/PT/SLT exam boards the Externals are given access to all year modules so that they can see what pre-submission advice was given to the students, support provided to students such as response to queries, FAQ documents etc along with assessment descriptors etc. School level access should be maintained as EE find this very useful to understand the processes followed.</li> <li>• A generic UEA site would help if this can house the relevant UEA regs, forms and information to EE. I think care should be taken to keep the navigation simple and prevent information overload or else the user gets lost, leading to dissatisfaction which may sometimes gets reflected in the reports.</li> <li>• For pre-reg programmes I Chair the EEs have access to the cohort year level Blackboard sites- so Sept 16 nursing year 2 for example, they have for two reasons- they like, and have requested to see the teaching content, guidance etc the students receive and they have access to all the grade centre to review the electronic submissions. This is the same of access I have as EE at UWS.</li> <li>• A UEA level Blackboard site for EE is useful too for UEA regs, EE codes, forms etc and maybe an on line induction?</li> </ul>

No.	Item
A9	<p><b>Student engagement review</b></p> <ul style="list-style-type: none"> <li>• Feedback from HSC whole School SSLC of 1 February, and from MED</li> <li>• This project has evolved and an item will be added to a further agenda in due course.</li> </ul>
A10	<p><b>Student Surveys</b></p> <p>Updates and activity</p> <ul style="list-style-type: none"> <li>• HSC NSS response rate so far is 40% (students are currently out on placement)</li> <li>• Looking for 80% completion rate</li> <li>• MED responses to date are satisfactory, with a higher response rate than other Schools within UEA</li> </ul>
A11	<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 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> <li>• Feedback from School level TEF preparedness days.</li> <li>• UEA TEF Institutional submission is complete.</li> </ul> <p><b>Action – HSC and MED TEF reports agenda item for April 2017</b></p>
A12	<p><b>Any other business (5 minutes)</b></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 the LTC webpages:</p> <p><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>Course Closures</b></p> <p>Documents are available in the FMH LTQC Blackboard site <i>New Course Proposals and Amendments, and Course Closures folder</i></p> <ul style="list-style-type: none"> <li>• Old version of Physiotherapy (pre-registration MSc degree) (Two years)</li> </ul>
<b>B4</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>B5</b>	

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

No.	Item
<b>C1</b>	<p><b>2016-17</b> 19 April 2017 7 June 2017 12 July 2017</p>

No.	Item
C2	<p data-bbox="295 253 454 291"><b>April 2017</b></p> <ul data-bbox="295 331 1082 369" style="list-style-type: none"><li data-bbox="295 331 1082 369">• Attendance monitoring – School compliance reports</li></ul> <p data-bbox="295 405 454 443"><b>June 2017</b></p> <ul data-bbox="295 481 1374 519" style="list-style-type: none"><li data-bbox="295 481 1374 519">• Lisa Taylor, FMH Associate Dean Employability (between 14h00-15h00)</li></ul>