

LTC16D009

Title: *Faculty CR3 Reports on 5 Yearly Course Reviews 2016/17: Matters for University level consideration*
Author: Michele Pavey
Circulation: LTC – 18 October 2017
Agenda: LTC17A001
Version: Final
Status: Open

Issue

Each Faculty produces a summary report on issues arising from 5 yearly course reviews (CR3). Within this report is the opportunity to raise issues for University wide consideration or good practice for wider dissemination. The matters for University consideration or dissemination are extracted from the report for LTC.

Recommendation

Recipients are invited to note the good practice arising from the 5 yearly review of courses in FMH and disseminate as appropriate.

Resource Implications

N/A

Risk Implications

N/A

Equality and Diversity

N/A

Timing of decisions

N/A

Further Information

Michele Pavey (M.Pavey@uea.ac.uk)

Attachments

Good practice identified from the FMH 5 yearly course reviews

Faculty Reports on 5 Yearly Course Reviews 2016/17: Matters for University Level Consideration

Faculty & Courses	Issue	Proposed Action
FMH: BSc Occupational Therapy BSc Physiotherapy BSc Speech and Language Therapy Clinical Research MSc (formerly MSc in Health Sciences) Health Research Clinical Science (MED MRes)	n/a	

Good Practice Identified for University Level Dissemination

Faculty	Good Practice Identified
FMH	<p>Occupational Therapy (OT)/Physiotherapy (PT) /Speech and Language Therapy (SLT): Areas of commendation included: Focus on student resilience; buddying and meaningful partnerships with SU embedded across the course.</p> <p>Research application and opportunities clearly embedded across SLT provision</p> <p>Insights used to inform changes and enhancements in process.</p> <p>Clinical Research (NIHR and non)/Heath Research/ Clinical Science (intercalated1 year): noted good levels of integration and dissertation support (area of focus for PGT) Support for propose streamlined future provision of one MSc with three pathways.</p> <p>Placement related: OT/PT/SLT - good use of inter-professional learning and effective tripartite practice assessment may have value in other emerging placement settings and provision.</p>

Reports from HUM, SCI and SSF will besubmitted to a future meeting of LTC