

**LTC17D120**

**Title:** FMH LTQC Minutes – 10 January 2018  
**Author:** Julia Jones  
**Date:** 1 March 2018  
**Circulation:** Learning and Teaching Committee  
**Agenda:** 14 March 2018  
**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 10 January 2018

**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 10 January 2018 at 13h30, Committee Room 1, Council House

Minutes

No.	Item
1.	<p><b>Welcome and introductions</b></p> <p>Present: Emma Sutton (Chair), Jill Jepson, Ken Laidlaw (13h45), Christine Raschka (14h45), Kelly Walker, John Winpenny</p> <p>With: Julia Jones (Secretary), Liv Grosvenor, Olivia Louks</p> <p>Apologies received from: Zoe Butterfint, Maddie Colledge, Gruia Dimcea, Mary Leishman, Mary Jane Platt, Lindsay Westgarth, Jean Whiting</p> <p>MJP is retiring, and the Chair expressed thanks from herself and from the committee, for MJP's substantial contribution to FLTQC over the years.</p> <p>Attendance at meetings has been low recently; the committee needs more members in order to ensure sufficient representation even when some members are unavoidably unable to attend.</p> <p><b>Action: The Chair asked members to submit any suggestions / nominations for new members of FMH LTQC</b></p>
2.	<p><b>Minutes of the last meeting</b></p> <p>To confirm the minutes of the meeting held on 27 September 2017</p> <p style="text-align: right;"><b>Document 17M01</b></p> <p><b>Confirmed: minutes of 27 September 2017</b></p>
3.	<p><b>Matters Arising and Action Log</b></p> <p>See 2017/18 Rolling Action Log in the <i>LTQC Information including Action Log and Critical Read Schedule</i> folder</p>
4.	<p><b>Confirmation of Chair's Action</b></p> <ul style="list-style-type: none"> <li>• BSc Adult Nursing Degree Apprenticeship <ul style="list-style-type: none"> <li>○ Adult Nursing DA proposal was considered and approved by LTC in November and validated by the NMC in December</li> <li>○ 4-year course with a 2-year with 50% APL variant</li> <li>○ The first cohort start in February 2018 with another cohort in September 2018</li> <li>○ NBS MBA DA will also be working with the NNUH</li> </ul> </li> </ul>

No.	Item
	<ul style="list-style-type: none"> <li>• Improving Access to Psychological Therapy (IAPT) Long Term Conditions (LTC) Continuing Professional Development (CPD) modules               <ul style="list-style-type: none"> <li>○ Chair's action taken in conjunction with MJP – these are basically CPD only versions of the existing IAPT modules</li> <li>○ KL expressed gratitude for the quick approval as it has helped to enhance our relationship with the employers</li> </ul> </li> </ul>
5.	<p><b>Statements from The Chair</b></p> <ul style="list-style-type: none"> <li>• Decision to postpone November meeting</li> <li>• TEF 3 update               <ul style="list-style-type: none"> <li>○ Subject group membership and inclusion</li> <li>○ TI project</li> <li>○ Model A/ B requirements</li> <li>○ Suspension of other QA activity (introduction of TEP's)</li> <li>○ Grade improvement activity</li> </ul> </li> <li>• New working group – Inclusivity (ES, LB, ZB FMH reps)</li> <li>• Placement Learning Policy approved @ LTC</li> <li>• QA monitoring: module outlines (2<sup>nd</sup> stage info now due); Talis provision; QAR reporting.</li> <li>• Adviser training – Compulsory for all new PA's; online refresher every 2 years for others.</li> <li>• Office for Students / QAA consultation closed- 22 December</li> <li>• PGT numbers annual review completed– no targeted FMH action required</li> <li>• HEA merger with Equality Challenge unit &amp; Leadership Foundation for HE (08/18)</li> </ul> <p style="text-align: right;"><b>Document 17D14</b></p>

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

No.	Item
A1	<p><b>New Courses</b></p> <p>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> <ul style="list-style-type: none"> <li>• Speech and Language Therapy (MSci) - <i>CP1 available</i></li> <li>• MSc Clinical and Applied Psychology - <i>CP1, CP2 &amp; CP3, available – awaiting CP4</i> <ul style="list-style-type: none"> <li>○ Steps are being taken to encourage placement providers to commit to providing placements for the course – this commitment will need to be in place before the course proposal is submitted to LTC</li> </ul> </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>

No.	Item
	<ul style="list-style-type: none"> <li>• BSc Adult Nursing Degree Apprenticeship – <i>CP1 and CP4 available</i></li> <li>• MSc in Clinical Research course revisions – <i>CP1 available</i> <ul style="list-style-type: none"> <li>○ KW to investigate the progress of the CP4</li> </ul> </li> <li>• Improving Access to Psychological Therapy (IAPT) Long Term Conditions (LTC) Continuing Professional Development (CPD) modules – <i>documents available</i></li> </ul>
<b>A3</b>	<b>REPORTS FROM MEMBERS</b> <i>(brief bullet point reports to be provided ahead of the meeting where appropriate)</i>
<b>A3.1</b>	<b>Student Engagement</b> <i>UUEAS Postgraduate Education Officer (Maddie Colledge)</i> <i>UUEAS Undergraduate Education Officer (Mary Leishman)</i> <i>Student Experience Committee (Christine Raschka)</i> <i>Student Partnerships Officers (HSC Coral Drane, MED tbc)</i> <i>Faculty Convenors (UG Gruia Dimcea, PGT tbc)</i> <i>Representation and Opportunities Coordinator (Liv Grosvenor)</i> <i>Campaigns and Policy Manager (Josh Clare)</i> <ul style="list-style-type: none"> <li>• CR reported that there were no particular issues to discuss as a result of the November Student Experience Committee meeting</li> <li>• JJ was preparing a response to the SEC Committee report on HSC placements</li> <li>• LG had met and welcomed the new Nursing cohort</li> </ul> <p style="text-align: right;"><b>Document 17D15</b></p>
<b>A3.2</b>	<b>HSC School Director (Learning, Teaching and Quality (LTQ))</b> <i>Zoe Butterfint</i>  <i>KW updated members in ZB's absence</i> <ul style="list-style-type: none"> <li>• HSC developments were covered in other sections of the agenda, therefore nothing further to add</li> </ul>
<b>A3.3</b>	<b>MED School Director (Learning, Teaching and Quality (LTQ))</b> <i>Mary Jane Platt</i> <ul style="list-style-type: none"> <li>• We are currently working on a bid for 25 extra places on the MB BS course, in response to the call that closes on 23 November.</li> <li>• We had our first UG SSLC "hot topics" in October, and the first full meeting will be coming up shortly.</li> <li>• I'm getting a bit confused by all the emails listing very large numbers of modules based on the school; there were over 150 on the Excel spreadsheet about the use of Tallis (some of which I am fairly confident have been closed, and others should be if it hasn't happened already). <ul style="list-style-type: none"> <li>○ Is it possible for someone to work out just exactly what modules are currently supposed to be "live" in med (to include title of module, module ID and module organiser) i.e. a definitive list that everyone works to (and ideally held somewhere that we can all access).</li> <li>○ If a single spreadsheet/database could include information about Tallis, module outlines, last date of QAR1, I'm sure we could all be much more efficient.</li> </ul> </li> </ul>

No.	Item
	<ul style="list-style-type: none"> <li>• I notice that the CP1's for the SPD courses that the MS team are proposing are not listed. It would be good to catch up please Emma with where we are with these (and on progress towards the MCh award)</li> <li>• While I appreciate the importance of having University wide processes, it's getting increasingly frustrating that these UEA wide processes are a) designed and implemented without any consultation with the schools, and b) seem to take a "one size fits all" approach without taking into consideration the issues associated with the courses in MED, and I presume HSC. I don't want to be continually pleading "special case", where possible, we should comply with University-wide policies, but if these policies are developed without any consultation, then the "us" and "them" divide is perpetuated.</li> <li>• I'm trying to encourage the school to advertise for a replacement teaching director, and I think there is forward momentum...</li> <li>• <i>JW added that the result of the bid for extra students would be announced in March</i></li> <li>• <i>MED had submitted a strong bid concentrating on the benefit to Widening Participation students</i></li> <li>• Specialist practice development modules <ul style="list-style-type: none"> <li>○ ES reported that the Masters of Surgery team would like to expand to delivering these courses online</li> <li>○ More work was needed, starting with Aesthetic Breast Surgery</li> </ul> </li> </ul> <p><b>Action: KW to catch up with MJP re the Regional Anaesthesia 5-yearly course review (KW is chairing the course review event in June)</b></p> <p><b>Action: Secretary to contact MED re the MED PGT senior adviser report for 2016/17, which was not submitted with the UG report in November</b></p>
<b>A3.4</b>	<p><b>HSC Director of Practice Education</b> <i>Jill Jepson</i></p> <ul style="list-style-type: none"> <li>• Nursing, Midwifery and Operating Department Practice students are to start attending placements at Addenbrooks (Therapy students already have placements there)</li> <li>• Sourcing sufficient Allied Health Professional placements is challenging at present - particularly Physiotherapy as some of our regular placements are being allocated to other HEIs who are starting Physiotherapy courses</li> <li>• MBBS placement capacity will be affected by the new MBBS course at Anglia Ruskin University</li> <li>• Resource is desperately needed to develop the Placements Management System</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>• It was noted that External Examiners must type their reports and that their reports are expected to be comprehensive and useful</li> </ul>

<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> <p>The critical reader (ES) of the response to the report from Paul Marshall (HSC MSc Adult Nursing) commented as follows:</p> <p><i>Clear evidence of a close and productive working relationship with the EE is to be noted.</i></p> <p>The critical reader (ZB) of the response to the report from Emma Frew (MED MSc Health Economics) commented as follows:</p> <p><i>The good practice identified here in terms of the information sent to the External Examiner with all scripts would be beneficial as consistent standard practice across all programmes. I am not sure that this is currently the case.</i></p>
<b>A4.3</b>	<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>• It was noted that the MBBS QAR3 would be late as its production is being aligned with the GMC timeline</li> </ul>
<b>A4.4</b>	<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>• Regional Anaesthesia MSc and PGDip April 2018</li> <li>• Clinical Education MClinEd, PG Dip and PG Cert 17 July 2018</li> </ul>

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

<b>No.</b>	<b>Item</b>
<b>A5</b>	<p><b>Lisa Taylor, FMH Associate Dean Employability – 13h30</b></p> <p>The Chair thanked Lisa for attending.</p> <ul style="list-style-type: none"> <li>• 3 key approaches with regard to Employability <ul style="list-style-type: none"> <li>○ Graduate prospects survey, which will now be conducted after 15 months rather than 6</li> <li>○ Employability within the curriculum</li> <li>○ Engagement with employers</li> </ul> </li> </ul>

No.	Item
	<ul style="list-style-type: none"> <li>• Module organisers are mapping Employability onto modules</li> <li>• HSC portfolio <ul style="list-style-type: none"> <li>○ Currently on disc and being tested</li> <li>○ If successful, a web based version will be developed</li> </ul> </li> <li>• Fast track grade 5 posts – the successful candidates to be upgraded to band 6 within 15 months</li>   <li>• Graduate outcomes <ul style="list-style-type: none"> <li>○ We need to keep in touch with our former students</li> <li>○ Use social media more</li> <li>○ Liaise with the alumni office</li> <li>○ Keeping in touch will also enable us to gather useful case studies</li> </ul> </li>   <li>• Laura Bowater reported that the government want to encourage training and recruitment of GPs and psychiatrists</li> <li>• We need to make these areas more attractive to students</li> <li>• This relies on good placement experiences in the relevant areas, with clinicians who are encouraging and optimistic about these professions</li>   <li>• Implementation of degree apprenticeships</li> <li>• Engagement with employers – we need to find out what they want from our students</li> </ul>
<b>A6</b>	<p data-bbox="300 1048 1090 1081"><b>Laura Bowater, FMH Associate Dean Innovation – 14h00</b></p> <p data-bbox="300 1115 810 1149">The Chair thanked Laura for attending.</p> <ul style="list-style-type: none"> <li>• The FMH and SCI Entrepreneurship modules had been less successful than hoped (particularly the FMH version) and neither was running this year</li> <li>• UEA Health Partners is a new initiative – UEA liaising with key stakeholders such as hospitals and Trusts for mutual benefit <ul style="list-style-type: none"> <li>○ We need to find projects / research areas that will work for everybody</li> <li>○ Trusts have stated that their key area is the recruitment pipeline, and partners with recruitment issues are the keenest on the initiative</li> <li>○ Similar initiatives have worked well in other areas but it require motivated and strong leaders</li> </ul> </li> <li>• UEA impact award (for impact and innovation) <ul style="list-style-type: none"> <li>○ Attracted many entries and some amazing projects</li> <li>○ One category was student awards (current and alumni)</li> <li>○ Paramedics ALS training was a brilliant initiative</li> </ul> </li> <li>• The overlap between innovation and teaching overlap comes down to CPD <ul style="list-style-type: none"> <li>○ Senior colleagues in the University want to grow CPD</li> <li>○ Money has been put into a new CPD fund (all faculties) to grow ideas, with up to £5k per project available</li> <li>○ In the past this sort have money has gone to academics to grow and market a product idea, but it may be better used making relationships with Trusts (winning and dining) and scoping projects</li> <li>○ Internship money for projects for Masters students?</li> </ul> </li> </ul>

No.	Item
A7	<p><b>2016/17 Senior Adviser Reports</b></p> <ul style="list-style-type: none"> <li>• HSC</li> <li>• MED UG</li> </ul> <p style="text-align: right;"><b>Documents 17D06 &amp; 17D11</b></p>
A8	<p><b>Student Surveys</b> Updates and activity</p> <ul style="list-style-type: none"> <li>• Health Education England survey results are being circulated</li> <li>• NSS – School responses and action plans including review of MO A&amp;F actions</li> <li>• PTES – briefing notes</li> </ul> <p style="text-align: right;"><b>Documents 17D07, 17D08, 17D12 &amp; 17D13</b></p>
A9	<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> <ul style="list-style-type: none"> <li>• TEF 3 - Subject level pilot</li> </ul> <p><a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/629976/Teaching_Excellence_Framework_Subject-level_pilot_specification.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/629976/Teaching_Excellence_Framework_Subject-level_pilot_specification.pdf</a></p> <p style="text-align: right;"><b>Document 17D09</b></p> <ul style="list-style-type: none"> <li>• TEF teaching intensity project pilot is underway and nursing is included</li> <li>• National survey for students from Department of Education - UEA's feeling is that this was of little value and was very costly</li> <li>• Subject level data model A submission <ul style="list-style-type: none"> <li>○ Looks at areas that vary from the institutional profile (silver for the purposes of this), ie which are gold or bronze</li> <li>○ Health subjects (medicine, pharmacy, psychology UG)) all gold</li> <li>○ 'Subjects allied to medicine' a whisker away – hopefully this can be improved</li> <li>○ Report – maximum of 5 pages</li> </ul> </li> <li>• Subject level data model B submission <ul style="list-style-type: none"> <li>○ Subjects are grouped, eg medicine and health, which incorporates MED, AHP, PHA, PSY, Nursing (including midwifery etc)</li> <li>○ As we're in the pilot we're writing a submission for this whole group as well (maximum of 9 pages)</li> </ul> </li> <li>• ES and other colleagues involved are having to suspend all other Quality Assurance work until the end of February</li> <li>• Neil Ward would like everyone to adopt the same comprehensive action planning framework, using a universal template</li> <li>• 'Teaching Excellence Plans' need to be drafted by the end of February</li> <li>• Grade inflation – the awarding of marks for practice on Nursing courses has now been stopped</li> </ul>

No.	Item
A10	<p><b>Updates from working group &amp; committee representatives</b></p> <p>Review of policies pertaining to:</p> <ul style="list-style-type: none"> <li>• Plagiarism &amp; Collusion- Gill Price &amp; Christine Raschka</li> <li>• Extenuating circumstances policy- Dominique Hubble &amp; Neill Coull</li> <li>• Internal moderation and double marking -John Winpenny &amp; Becky Hill</li> <li>• Policy on Placement Learning now approved</li> </ul> <p>New projects 17/18</p> <ul style="list-style-type: none"> <li>• Lecture Capture working group has been established – VR is representing FMH</li> <li>• The Online Working Group’ and the Information Systems Directorate Education Board have been amalgamated into the new Technology Enhanced Learning Committee (TEL) – VR has been nominated to represent FMH</li> <li>• Inclusivity policy working group (led by Helena Gillespie and Becky Price) – ES, Laura Bowater &amp; ZB are the FMH reps</li> </ul>
A11	<p><b>Any other business (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• KL shared positive news re the Improving Access to Psychological Therapies (IAPT) courses <ul style="list-style-type: none"> <li>○ 2 course leads have been appointed</li> <li>○ The Service leads report that the students are much happier with the provision and also they feel the University is more responsive</li> <li>○ Hopefully the course teams will now engage more fully with module and course monitoring and review, and Quality Assurance processes in general</li> <li>○ ES stressed that if any colleagues would like to attend an FLTQC meeting to see one in action, they would be most welcome</li> <li>○ Future commissioning numbers for IAPT? <ul style="list-style-type: none"> <li>▪ The tender was for 35 high intensity students and 25 Psychological Well-being Practitioners, but we took double</li> </ul> </li> </ul> </li> </ul>

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

No.	Item
B1	<p><b>Learning and Teaching Committee of Senate</b></p> <p>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>
B2	<p><b>Current Taught Policy Working Groups</b></p> <p>Documents (where available) will be placed in the FMH LTQC Blackboard site <i>Taught Policy Working Groups folder</i></p> <ul style="list-style-type: none"> <li>• Review of Internal Quality Assurance - ongoing</li> </ul>

No.	Item
	<ul style="list-style-type: none"> <li>• Review of summative assessment procedures -ongoing</li> <li>• Review of peer observation of teaching – ongoing</li> </ul>
<b>B3</b>	<p><b>Course Closures</b> Documents are 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>• Cognitive Behavioural Therapy (<i>awaiting course closure form</i>)</li> <li>• MED PGT unused routes</li> </ul>

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

No.	Item
<b>B4</b>	<p><b>MED 2016/17 Peer Observation of Teaching Report</b></p> <p style="text-align: right;"><b>Document 17D10</b></p>

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

No.	Item
<b>C1</b>	<p><b>2017-18</b> 21 February 2018 13h30, Committee Room 1, Council House 18 April 2018, 13h30, Committee Room 1, Council House 30 May 2018, 13h30, Committee Room 1, Council House</p>
<b>C2</b>	<p><b>21 February 2018</b></p> <ul style="list-style-type: none"> <li>• Clive Matthews, Academic Director of Taught Programmes (13h30, re concession requests)</li> <li>• Kenda Crozier, FMH Associate Dean Postgraduate Research (14h00)</li> <li>• Bridget Penhale, Chair of the University Research Ethics Committee (14h30, re the revised Research Ethics Policy)</li> </ul> <p><b>30 May 2018</b></p> <ul style="list-style-type: none"> <li>• Katrina Emerson, FMH Associate Dean Admissions</li> <li>• Student Representation action plan (with Student Partnership Officers in attendance)</li> </ul>