

LTC17D141

Title: FMH LTQC Minutes – 21 February 2018
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Issue

To receive the minutes of the Faculty of Medicine and Health Learning, Teaching and Quality Committee meeting held on 21 February 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 21 February 2018 13h30, Committee Room 1, Council House

Minutes

No.	Item
1.	<p>Welcome and introductions</p> <p>Present: Emma Sutton (Chair), Maddie Colledge, Gruia Dimcea, Jill Jepson (14h10), Christine Raschka (14h00), Kelly Walker, John Winpenny</p> <p>With: Julia Jones (Secretary), Liv Grosvenor, Olivia Louks</p> <p>Apologies received from: Zoe Butterfint, Ken Laidlaw, Mary Leishman, Lindsay Westgarth, Jean Whiting</p>
2.	<p>Minutes of the last meeting</p> <p>To confirm the minutes of the meeting held on 10 January 2018</p> <p style="text-align: right;">Document 17M02</p> <p>Confirmed: minutes of 10 January 2018</p>
3.	<p>Matters Arising and Action Log</p> <p>See 2017/18 Rolling Action Log in the <i>LTQC Information including Action Log and Critical Read Schedule</i> folder</p> <p>The Chair has reviewed the membership and suggested the following (approved by members):</p> <ul style="list-style-type: none"> • HSC and MED Directors of Learning and Teaching • HSC to appoint a deputy DLT who will also be a member of FLTQC • Assessment leads: John Winpenny (MED), Rebecca Hill (HSC) • All professions to be represented, as well as PGT programmes: • IAPT and ClinPsyD: Ken Laidlaw • Professional lead for NMC provision • Professional lead for HCPC provision • Professional lead for MBBS • PGT: Audrey Gibbs • Practice education leads for HSC and MED • SEC representative: Christine Raschka • HSC Post-registration and PGT: Kelly Walker • Degree Apprenticeship strategic lead <p>Action: Secretary to re-contact MED re PGT Senior Advisor Report 2016/17</p>
4.	<p>Confirmation of Chair's Action</p> <ul style="list-style-type: none"> • None to report

No.	Item
5.	<p data-bbox="300 253 678 286">Statements from The Chair</p> <ul style="list-style-type: none"> <li data-bbox="347 324 1353 421">• Matt North, the Learning Spaces Technology Manager, wants to find out what people want from teaching spaces, and is holding discussion events to that end <li data-bbox="347 427 459 461">• LTC: <li data-bbox="347 468 1326 564">• CSED have developed a Blackboard site to support colleagues seeking Higher Education Academy membership; colleagues have to request access <li data-bbox="347 571 767 604">• Coursework turnaround time <li data-bbox="347 611 1374 969">• There has been some slippage <ul style="list-style-type: none"> <li data-bbox="443 633 1334 703">○ Push to encourage electronic submission and assessment (Bb) - FMH already have the highest uptake <li data-bbox="443 710 772 743">○ Issues with Crocodoc <li data-bbox="443 750 1286 819">○ Use of Bb and blended provision is being encouraged – FMH already doing this <li data-bbox="443 826 1353 896">○ CTEL’s data implies that students are not accessing FMH Bb sites – this is likely to be due to issues with the data, but there will be work to do re tidying up Bb modules and organisations <li data-bbox="443 902 1374 969">○ Standards to be developed on what is expected to be included on a Bb site

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

No.	Item
A1	<p data-bbox="300 1202 491 1236">New Courses</p> <p data-bbox="300 1243 1353 1339">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 data-bbox="347 1377 1118 1411">• Speech and Language Therapy (MSci) - <i>CP1 available</i> <li data-bbox="347 1417 1299 1487">• MSc Clinical and Applied Psychology - <i>CP1, CP2 & CP3, available – awaiting CP4</i>
A2	<p data-bbox="300 1507 772 1541">Changes to existing programmes</p> <p data-bbox="300 1579 1321 1648">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 data-bbox="347 1686 1289 1720">• MSc in Clinical Research course revisions – <i>CP1 and CP4 available</i> <p data-bbox="347 1758 1289 1827">Agreed: once Kath Mares has tidied up the modules in response to Robbie Meehan’s comments, ES will take Chair’s action</p> <ul style="list-style-type: none"> <li data-bbox="347 1865 1369 1962">• Improving Access to Psychological Therapy (IAPT) Long Term Conditions (LTC) Continuing Professional Development (CPD) modules – <i>documents available</i>

No.	Item
A3	REPORTS FROM MEMBERS <i>(brief bullet point reports to be provided ahead of the meeting where appropriate)</i>
A3.1	<p>Student Engagement <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></p> <ul style="list-style-type: none"> • Gruia and Liv raised concerns about the impending UCU strike action <ul style="list-style-type: none"> ○ Students won't know what's happening ○ Students on placement will have no support from UEA lecturers ○ What will be the process for recording nursing hours? ○ The Chair was confident that no student's ability to progress on their programme and complete its requirements would be compromised ○ Money from the pay saved will be used to ensure learning and employability outcomes are met <p>Action: Chair to meet with the Dean of Faculty and the Heads of School to ascertain whether a comment could be released on behalf of FMH to reassure students that the strike action would not compromise their progress</p>
A3.2	HSC School Director (Learning, Teaching and Quality (LTQ)) <i>Zoe Butterfint</i>
A3.3	<p>MED School Director (Learning, Teaching and Quality (LTQ)) <i>Appointment to be announced</i></p> <ul style="list-style-type: none"> • Susanne Lindqvist has been appointed as the new MED DLT and will take up her post on 5 March <p>Action: Secretary to invite Susanne Lindqvist to FMH LTQC</p>
A3.4	<p>HSC Director of Practice Education <i>Jill Jepson</i></p> <ul style="list-style-type: none"> • Great Ormond Street have confirmed they will take Year 2 and 3 OT students on placement (from UEA and Brunel only) – this is thanks to our students who have undertaken elective placements at Great Ormond Street and have and been wonderful ambassadors for UEA
A4	QUALITY ASSURANCE AND ENHANCEMENT
A4.1	<p>External Examiner appointments, reports and responses</p> <p>Available in the <i>External Examiner Reports and Responses</i> folder of the FMH LTQC Blackboard site</p>

No.	Item
A4.2	<p>Critical readers – issues raised for LTQC & Teaching Directors</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>Bernadette Henderson (FMH UG) critical read feedback – It would be useful if, as a matter of course, EEs were enrolled on BB sites relevant to their remit and provided as a matter of course with the course handbook, the assessment handbook (guidelines for each item) and practice handbook. These should all be available in up to date formats each year regardless of changes to PSRB standards as correctly pointed out by the CD.</p>
A4.3	<p>Annual Course Monitoring (including PSRB Annual Course Monitoring) and review and consideration of QAR3 reports</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"> • Internal quality assurance procedures have been reviewed and substantial changes are coming up, including the discontinuation of QAR1s
A4.4	<p>Periodic Course Review</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"> • Regional Anaesthesia MSc and PGDip April 2018 • Clinical Education MClined, PG Dip and PG Cert 17 July 2018

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

No.	Item
A5	<p>Clive Matthews, Academic Director of Taught Programmes: approach to concession requests – 13h30</p> <p>The Chair thanked Clive for attending.</p> <ul style="list-style-type: none"> • A concession request is a request for a concession against university regulations, and Clive takes a strong line with regard to the regulations • Most of the extenuating circumstances and accompanying concession requests sent to Clive are requests for a late change of course or module (which doesn't apply in FMH) • Clive does not uphold late change of module requests unless there are strong ECs • It is surprising that receiving module organisers will be prepared to accept a new student in week 8 or 9

No.	Item
	<ul style="list-style-type: none"> • Sometimes students only submit their ECs submissions when they discover they have failed an assessment or module • Clive then has to decide whether the late ECs should be considered, using 3 criteria: <ul style="list-style-type: none"> ○ Is there a good reason for the late submission? ○ Are they really ECs? ○ Is it reasonable to assume that the circumstances adversely affected the student's performance (ie is there evidence)? • If the answer is yes to all 3 criteria the request is passed on to the School • Clive may propose that once students have received their results, ECs will not be accepted and they would need to go straight to appeal • JW explained the MED fit to sit procedure to members
A6	<p data-bbox="300 701 1190 734">John Winpenny / Laura Thompson: OSCE quarantining – 13h50</p> <p data-bbox="1145 770 1391 804" style="text-align: right;">Document 17D16</p> <ul style="list-style-type: none"> • Concerns have emerged re collusion between MBBS taking OSCEs (live clinical exams) • Student perception is that students in the pm have an advantage • Although the data doesn't show it, there have been known cases of collusion • First rotation OSCE 2017/18 was in December 2017 and threw up some issues • Quarantining of end of year OSCEs has been in place for a couple of years • MED wishes to introduce quarantining for all MBBS OSCEs • This has operational and resource implications for AQO and the LTS MED team • The assessment is not being changed but only the policing of the assessment, so this should not create CMA issues • Quarantining is good from a quality point of view • GMC regulations mean it would be remiss not to do anything • GD reported that he had OSCEs in his programme and believes students will agree it's the right thing to do • Paramedics have always been quarantined but nurses are never quarantined • Quarantining is more difficult for MED and nursing due to the high numbers • Most MBBS OSCEs are held in the Bob Champion • A few are at the James Paget University Hospital, as the accommodation, capacity and clinicians are there • Re resourcing, both AQO and the LTS MED team are already working beyond capacity, and with align project underway no more resource will be available • The cost of employing extra invigilators also needs to be taken into consideration • The Chair requested that the proposal be fully costed out, in order that negotiations about resourcing can commence • The committee was in support of the proposal from a quality point of view <p data-bbox="300 1951 1385 2018">Action: Chair / Secretary to ask Jean Whiting for costings for quarantining all MBBS OSCEs</p>

No.	Item
	<p>Action: When OSCE quarantining costings are available, Chair and John W to facilitate FMH / LTS negotiations on resourcing</p> <p>Action: KW to take the issue of OSCE quarantining to HSC</p>
A7	<p>Kenda Crozier, FMH Associate Dean Postgraduate Research - 14h00</p> <p>Provision of programmes</p> <ul style="list-style-type: none"> • The faculty provides the following Post Graduate Research programmes: <ul style="list-style-type: none"> ○ <u>PhD</u> Full time Home EU and International and part time Home/EU (currently 106 students) ○ <u>MSc by Research</u> Full time and Part time (currently 2 students) ○ <u>Clin PsyD</u> Full time funded by HEE and international students funded from other sources currently (88 student trainees) ○ MD - Local Trusts (8.5 candidates) ○ From Sept 2018 DProf Health and Social Care - aims to recruit 10 part time students in 2018. Campaign in local trusts, Open evenings have been held. Applications close in May. <p>Key focus for next 3 years</p> <ol style="list-style-type: none"> 1. Growth. There is capacity in both schools to double PGR numbers. <p>Facilitators – new influx of research active academics who are keen to engage with PGR to grow their research areas and groups.</p> <p>Increased interest in PGR across the university and better focus on PGR training.</p> <p>Part funding is available to support Home EU students. Usually 50% fees and stipend if an external provider can be found to support the other half and to provide support for consumables costs.</p> <p>New NIHR funding on pre doctoral clinical pathway is available for up to 4 candidates to buy time out from NHS posts to work up a PhD application over one year.</p> <p>Barriers – External Funding is not easy to find. NIHR success in doctoral studentships has seen HSC bring in 4 students in the last 10 years. NIHR MSC programme has not been used effectively as a pipeline.</p> <ul style="list-style-type: none"> - No Doctoral Training Partnership in the faculty. <p>Science has NERC ENV East DTP and has more success in BBSRC DTP than FMH,</p> <p>Hum has CHASE DTP funded by AHRC</p> <p>SSF has SENSS DTP funded by ESRC</p> <p>The natural funder for FMH is MRC but the faculty has insufficient MRC research programmes in place to enable us to apply.</p> 2. Training of supervisors – new module for MA Hep for new supervisors Better training preparation for PhD examiners. 3. Doctoral Training College. Plans for a doctoral college at UEA were circulated for consultation and a paper will come to PGR executive in April.

No.	Item
	<p>4. International recruitment is a focus moving forward. Links to Japan and Saudi Arabia look promising.</p> <p>5. PGR employment as ATs. University policy being revised. Each school has a process for advertising and allocating PGRs to AT opportunities. All should have induction, initial training, support, and feedback on performance. CSED courses for teaching are open to PGRS.</p>
A8	<p>Bridget Penhale, Chair of the University Research Ethics Committee: revised Research Ethics Policy - 14h30</p> <p style="text-align: right;">Document 17D20</p> <ul style="list-style-type: none"> • The University's research ethics policy to be reviewed next academic year, but pending that, the current policy has recently been streamlined • Everybody, including students, should be aware of the implications of the policy • If students have queries, they should start by talking to their personal adviser • Mike Wilkinson is the FMH Research Ethics Committee chair • Some Schools have their own committees • The list of UEA committees and their chairs is on the intranet <p>Action: members to cascade information about the University's Research Ethics Policy and its importance for students throughout HSC and MED (SSLCs etc)</p>
A9	<p>Procedure for the Withdrawal / Closure of Courses</p> <p style="text-align: right;">Document 17D17</p> <p>Action: members to cascade information re the procedure for course closure throughout HSC and MED</p>
A10	<p>Ensuring assessment marking is fair</p> <p style="text-align: right;">Document 17D18</p> <ul style="list-style-type: none"> • NSS responses and work on TEF issues have revealed that students don't necessarily know what happens to their work when it's submitted • Clive Matthews has produced an information leaflet for students; it's a first step and will be followed up by other means, eg online information <p>Action: members are invited to send comments to Clive, and if they think the document is useful to circulate it to students</p>
A11	<p>Progress on the delivery of majority online courses</p> <p style="text-align: right;">Document 17D19</p> <ul style="list-style-type: none"> • Alicia McConnell and Helena Gillespie are leading on this issue • UEA wants to continue to develop blended and fully online provision • FMH has been very engaged, but it takes a lot of academic time • FMH needs more CTEL support in order to meet the targets it has set itself

No.	Item
A12	<p>Student Surveys Updates and activity</p> <ul style="list-style-type: none"> • NSS initial survey response <ul style="list-style-type: none"> ○ HSC 38% across the whole School (after week 2) ○ Not so good for UKES and PTES ○ CR will add a thermometer site to screens • Matters arising from the last PTES survey <ul style="list-style-type: none"> ○ Not great reading ○ Gains in HSC but MED response was disappointing ○ PTES will be incorporated into TEF in years to come ○ See Item A13
A13	<p>Teaching Excellence Framework</p> <ul style="list-style-type: none"> • Update on TEF 3 <p>Documents available in the <i>Teaching Excellence Framework</i> folder of the FMH LTQC Blackboard site</p> <ul style="list-style-type: none"> • Teaching Excellence Plans incorporate PTES, and will be considered at the April meeting • Documents tabled: <ul style="list-style-type: none"> ○ TEF 3 subject level pilot School of Medicine submission ○ TEF 3 Medical and Health Sciences Model B submission
A14	<p>Updates from working group & committee representatives</p> <ul style="list-style-type: none"> • Neil Coull: the Extenuating Circumstances Working Group met on 19 December with a further meeting scheduled for late-February. The main points from the December meeting were as follows: <ul style="list-style-type: none"> ○ EC Policy <ul style="list-style-type: none"> ▪ The group felt that the existing policy is difficult to understand and the definition of ECs is unclear. It was proposed that the definition be reworded so it is clear and captures the sense that an EC: <ul style="list-style-type: none"> • is something out of the student's control • had a significant impact on the assessment • was relevant to the time period of the assessment. ▪ This is based on ECs from other HEIs ▪ Additionally, guidance notes are being produced to accompany the main EC policy ○ EC Policy - PGR <ul style="list-style-type: none"> ▪ It was noted that the PGR policy is different and a rep is to be invited onto the group to represent PGR ○ ECs relating to Religious Observance <ul style="list-style-type: none"> ▪ Group to liaise with the exams office for guidance and ensure consistency with existing regulations ○ EC chairs

No.	Item
	<ul style="list-style-type: none"> ▪ To meet with one another to ensure any inconsistencies are addressed • JW and MC are members of the internal moderation working group • CR and Gill Price are the FMH reps on the plagiarism and collusion working group <ul style="list-style-type: none"> ○ The use of Turnitin is being discussed; the Royal Marsden has a blanket Turnitin policy (affects HSC)
A15	<p>Any other business (5 minutes)</p> <ul style="list-style-type: none"> • Liv and Christina LG and CR asked whether HSC PGR students were still attending the MED SSLC • MC commented that should be attending their graduate forum <p>Action: CR to contact Catherine Butcher and Kenda Crozier for confirmation of the situation</p>

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

No.	Item
B1	<p>Learning and Teaching Committee of Senate Minutes are available on the LTC webpages:</p> <p>https://portal.uea.ac.uk/committee-office/uea-committees-and-boards/learning-and-teaching-committee</p>
B2	<p>Current Taught Policy Working Groups</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"> • Review of Internal Quality Assurance - ongoing • Review of summative assessment procedures -ongoing • Review of peer observation of teaching – ongoing • Extenuating Circumstances Working Group - ongoing
B3	<p>Course Closures</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"> • HSC Postgraduate Diploma and Postgraduate Certificate in Clinical Education • Cognitive Behavioural Therapy (<i>awaiting course closure form</i>)

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

No.	Item

Section C: Date of Next Meeting and Future Items

No.	Item
C1	2017-18 18 April 2018, 13h30, Committee Room 1, Council House 30 May 2018, 13h30, Committee Room 1, Council House
C2	18 April 2018 <ul style="list-style-type: none">• Teaching Excellence Plans 30 May 2018 <ul style="list-style-type: none">• Katrina Emerson, FMH Associate Dean Admissions• Student Representation action plan (with Student Partnership Officers in attendance)