

LTC09D054

**CONFIRMATION OF MODULE MONITORING  
AND COURSE UPDATE (MCM3)**



**Faculty: Health**

**Academic Year report relates to 2007 / 2008**

**Name of Associate Dean for Learning, Teaching & Quality: Dr Nicola Spalding**

**Date report submitted: 30 September 2009**

I confirm that the Faculty LTQC has received confirmation that all modules and courses within the Faculty have been reviewed with the exception of the list attached.

\* Note the MSc Health Sciences is a Faculty-based programme, and is not covered by the MCM2s received. The programme has been adequately reviewed by the Course Director and LTQC (via CU1).

Signed:

A handwritten signature in black ink that reads 'N.J. Spalding'.

**Please comment on the following:**

• **Summary of issues that have emerged**

In AHP evaluation/feedback on some BSc and MSc modules (eg timing and weighting of assignments, assessment performance, module content/organisation) resulted in modules being reviewed and appropriate changes made. The NSS compliance rate was disappointing (the survey took place when ug year 3 students were on placement). For the MSc programmes, the issue of resources (computer access, library books, print allowance) was raised and is being addressed via SSLC.

In MED the main issues related to the attendance and monitoring of performance in clinical placements and attendance at seminars; the course team has plans to deal with these issues.

In NAM attention will be paid to the effect on students of the newly implemented county-wide approach to placements. The policies and procedures developed to ensure parity of student experience between pre-registration Adult Nursing and Mental Health Nursing students in NAM and the Institute of Health and Social Care Studies, States of Guernsey will be monitored. The effectiveness of enquiry-based learning as a teaching and learning strategy has not been formally evaluated since 2005; evaluation will take place in July 2009.

• **Summary of actions taken to maintain and enhance quality**

In AHP details of changes to modules, as a result of evaluation/feedback, have been conveyed to students via SSLC and student reps on Teaching Committee. A range of initiatives has been put in place to address the NSS response rate for the 2008-9 survey. The MClined programme team will seek Higher Education Academy (HEA) recognition for the PGCert in Clinical Education; achievement of which would allow successful students to be awarded fellowship of the HEA.

In MED changes have been made to the assessment programme to lighten the burden on students whilst increasing the reliability of assessments. Improvements have been made to the student assessment feedback systems, and a more structured support system for PBL tutors has been introduced.

In NAM the second Placement Conference was held in June, to facilitate sharing of good practice and encourage discussion of placement-related issues between mentors, students, Service Managers and NAM staff. A minor modification to the curricula to ensure that the Essential Skill Clusters feature prominently in the 3 year pre-registration Midwifery programme was approved by the NMC. The communication and consultation skills theme is emphasised in the curricula via use of the Calgary-Cambridge model (pre-registration) and via assessment in practice and OSCE (post-registration).

- **Areas of good practice which have been identified**

In AHP the Context of Practice module is seen as an excellent preparation for the transition from student to qualified healthcare professional and employability. For the MSc programme the PBL element was generally well received.

In MED formal standard setting takes place for all assessment along with question writing workshops to enhance the quality of the assessments.

In NAM a Fitness to Practice panel, advisory in nature, is being implemented as a requirement from the NMC and will be extended to encompass all students in the School; the panel will be operation in 2008/9. The award of a UEA Teaching Fellowship to the School's Disability Officer (working with staff from the Dean of Students' Office) will enable the development of policies and procedures that will ensure conformity with the Disability Act.

- **Whether and how areas of good practice are being disseminated**

In AHP dissemination of good practice takes place within the newly constituted Course Management Group and in specific School events (eg Assessment Workshop).

In MED this takes place via the staff development programme.

In NAM feedback to students on their evaluations and learning experiences is via a twice-yearly newsletter and Student Council. The good practice recognised by the NMC was disseminated through NMC publications.

- **Issues the Faculty LTQC wishes to bring to the attention of LTC**

None.

**The following modules/programmes were not reviewed in 2007/8, for the following reasons:**

	PGDip Cognitive Behavioural Therapy	The CU1 has not been received.
	PG Dip Cognitive Analytic Therapy	The programme did not run.
	MSc Health Economics	The programme will commence in September 2009.
	MSc Advanced Musculoskeletal Research and Practice	Programme started September 2008.
	PGDip Cognitive Behaviour Therapy for Primary Care Mental Health	Programme started October 2008.
<b>NAM</b>	PG Dip Mental Health	The programme did not run.