

LTC14D210

Title: *FMH LTQC Minutes – 21 January 2015*
Author: Alexandra Hupton
Date: 12 March 2015
Circulation: Learning and Teaching Committee – 13 May 2015
Agenda: LTC14A005
Version: Final
Status: Open

Issue

To receive the minutes of the Faculty of Medicine and Health Learning, Teaching and Quality Committee meeting held on 21 January 2015.

Recommendation

None.

Resource Implications

Not applicable.

Risk Implications

Not applicable.

Equality and Diversity

Not applicable.

Timing of decisions

Not applicable.

Further Information

Contact details: Alex Hupton, Learning and Teaching Coordinator, telephone 01603 597372, email: a.hupton@uea.ac.uk for enquiries about the content of the paper.

Background

Not applicable.

Discussion

Not applicable.

Minutes of the meeting of the FMH LTQC on 21 January 2015 at 1330 hours in Julian Study Centre 1.02

Present: Rosie Doy (Chair), Jill Jepson (School of Health Sciences (HSC)), Laura Bowater (Norwich Medical School (MED)), Zoe Butterfint (HSC), Ian Harvey (FMH), Julia Hubbard (HSC), Mary Jane Platt (MED), Alex Ocampo (HSC), David Messling (Union of UEA Students (UUEAS)), Connor Rand (UUEAS), Christine Raschka (HSC), Judy Barker (HSC), John Winpenny (MED), Lynne Ward (Learning and Teaching Service (LTS)), Kevin Tyler (MED)

Apologies: Sandra Gibson (MED), Bridget Mullany (HSC), Veena Rodrigues (MED), Katie Lightfoot (MED)

With: Alex Hupton (Secretary), Julia Jones (outgoing Secretary), Claire Upton (LTS)

1. **MINUTES**

Confirmed as a true and accurate record of the meeting held on 26 November 2014

Document 14M002

2. **MATTERS ARISING**

The Action Log was reviewed and updated.

- **Action: Zoe Butterfint to confirm what Adam Longcroft, Academic Director of Taught Programmes and Taught Programmes Policy Group (TPPG) requires as part of the overall approach to linking sustainability to each programme.**
- School National Student Survey (NSS) Action Plans will be discussed during agenda item A3.
- Alex Ocampo and Juliet Cule discussed additional student representative from MED possibly from the Staff Student Liaison Committee (SSLC) and a robust process for deputising as well as providing student representation on any committee work to make it as robust as possible.
- Although it doesn't necessarily apply to the Faculty of Health, Medicine Sciences, Lynne Ward reminded the committee that the University assessment week in 2015/6 was for 5 weeks and then in 2016/7 for 4 weeks.
- Critical Reading - Critical Reader Schedule on Blackboard but there is no timeframe to work to and would be helpful to be have more guidance on how to critically read/where this information is.

Action: Claire Upton to provide critical readers with a deadline to complete the request and circulate critical read rota providing a forward view and guidance for performing a critical read.

Action: Alex Hupton and Claire Upton to review Lynne Ward's critical read guidance and feedback on draft document and process.

- Postgraduate Taught Experience Survey (PTES) and Postgraduate Research Experience Survey (PRES)

Action: Zoe Butterfint to continue working with Becky Price to identify the correct cohort of students to be surveyed for PTES and PRES and coordinate the timing.

3. CONFIRMATION OF CHAIR'S ACTION

None to report

4. STATEMENTS FROM THE CHAIR

- (i) Consulting students on new course proposals - It has been agreed with the Learning and Teaching Committee (LTC) that new course proposals won't be accepted without student input from SSLC or relevant students for discussion.
 - (ii) Session to develop Faculty's Learning and Teaching Strategy – 20 February morning session to include teaching directors and expanded to some additional members of LTQC. To be fed into the corporate plan refresh at end 2015 an amended to include any corporate updates.
 - (iii) Jennie Vitkovitch (HSC) has stepped down from the committee. The Chair thanked Jennie for her service. The Chair welcomed Jill Jepson to the committee as a new member from HSC.
 - (iv) Simon Horton has stepped down from the committee and his role as Service User Involvement lead. The Chair thanked Simon for his service. The role as Service User Involvement lead has been advertised.
 - (v) The Chair thanked the outgoing Secretary and welcomed new Secretary.
 - (vi) HSC meeting 20 day timeframe for coursework returns. No data for MED available yet. All data will be reviewed at next week's Associate Dean meeting to identify good practice.
 - (vii) Our Higher Education Review (HER) by the Quality Assurance Agency for Higher Education (QAA) will take place week commencing 12 October 2015. Lynne Ward is writing the self-evaluation document (SED). All relevant information is stored in the Blackboard folder 'HER Event including the timetable and QAA booklet.
Action: Lynne Ward to clarify the process for sharing the SED.
-

SECTION A: ITEMS FOR DISCUSSION AND ACTION

A1

New Courses

- Diploma of Higher Education (Dip HE) Paramedic Sciences
 - (i) New course proposal has been critically read
 - (ii) Conjoint panel with Health Care and Professions Council (HCPC) have approved the course
 - (iii) 2 day event in March for stakeholders and BSc Students
 - (iv) Tender has been accepted for 100 students in Year 1, 100 students in Year 2, 50 students in Year 3 and 50 students in Year 4.
 - (v) Students recruited through East of England Ambulance Service NHS Trust (EEAST), not via UCAS and employed by NHS as student paramedics with first year delivered by EEAST in-house. Students must have passed the elements of Accreditation of Prior Experiential Learning (APEL) UEA will have the final veto on applicants.
 - (vi) EEAST delivery currently being mapped against BSc Paramedic course and HCPC requirements.
 - (vii) Programme spec has approved by School and critically read.
 - (viii) Teaching case going to Learning and Teaching Committee next week (28 Jan 2015).
 - (ix) Intake for 2014/15 July, November and Feb and quarterly thereafter.
 - (x) Academic requirements commensurate with a UEA Diploma requirements and Rosie Doy has checked the EEAST advertisements.
 - (xi) If a candidate doesn't map their APEL UEA will liaise with EEAST. EEAST will have 12 weeks available to work with the student to get their APEL fulfilled.
 - (xii) The memorandum of understanding (MOU) between UEA and EEAST for the BSc course will have an addendum to include the Dip HE course.
 - (xiii) The course leads to a qualification.
 - (xiv) Rosie Doy Thanked Judy Barker for all her support on the new course proposal.

Action: Rosie Doy to contact Susan Madden to confirm if the Dip HE intake will be included in the University's Office for Fair Access (OFFA) statistics (post meeting note: Dip HE intake won't be included in the OFFA statistics) and Health Education East of England (HEEoE) whether it impacts attrition payment?

The FMH LTQC approved the proposal.

- Health online
 - (i) Developed in consultation with University Directors of the central services.
 - (ii) Aimed primarily at employed health workers. Noted that the modules do not follow the normal faculty standards.
 - (iii) It was highlighted that some paper work still refers to London campus teaching, this should be removed. **Action: Lynne Ward to remove reference to UEA London teaching (page 2, Part 1, S2 f) from Full Course Proposal Form (taught programmes only) document during next periodic revision.**
 - (iv) Student feedback will be built in to the module itself and will be given as the module is completed.

- (v) Provision for the different learning needs of students will be addressed by the teaching given in at least two or three different formats, e.g. video and a written document.
- (vi) The title 'Student Advocacy Officer' is confusing and will be renamed to reflect its actual purpose of being a link/liaison between the University and the student.
- (vii) This development of online educational offer is different to usual continuing professional development (CPD) and majority of health online modules not credit or award bearing.
- (viii) FMH LTQC have been asked to treat this new course proposal as if an award bearing programme to ensure robustness and delayed from November Learning and Teaching Committee (LTC) to allow all central services to consider how different this course might be and make sure that no policies and programmes would have to be amended to accommodate it.
- (ix) Telephone Triage module for first phase isn't going to be credit bearing and will be used as a taster module.
- (x) Resource case signed off appropriately. **Action: Alex to send link to Mary Jane Platt to guidance for New Course Proposals and Course Amendments: (http://www.uea.ac.uk/learningandteaching/staff/courses_modules/proposal).**
- (xi) Injection therapy module hasn't been reviewed – however this isn't going in to the first phase.
- (xii) Some of the modules would be interesting to a wider audience, e.g. stats and epidemiology and shouldn't want to limit market strictly to post registered health care professionals. Might be suitable first step for research masters if slightly tweaked.
- (xiii) Advocacy role confusion with Student Union advocacy service.

The FMH LTQC approved the proposal.

- MED intercalated options being revamped to be a clinical course, September 2016 start.
- Physician Associate programme target January 2016 (at the latest to achieve the window of opportunity) start.
- Research Masters reform September 2016 start.
- Nothing new planned for HSC.

Proposal documents available in New Course Proposals and Course Closures folder online

A2

Changes to existing programmes

None to report

Proposal documents available in New Course Proposals and Course Closures folder online

A3

Student surveys and School actions resulting from these

Document 14D0021

Document 14D0022

Document 14D0023

Document 14D0024

Document 14D0025

- NHS Quality Improvement Process and Framework (QIPF) survey response rate was much better (53.9%) and comments also reflect what's coming out of module surveys. How can we achieve even better results and improved student response rates?
- MED publishes its own annual survey that all students required to complete (professional requirement) and append the University's Student Experience Survey questions (SES).
- MED working with Becky Price this year to make sure the correct cohort of students included in this year's National Student Survey (NSS), often intercalated students get included in the sample. The Higher Education Funding Council for England (HEFCE) select MED students for NSS survey this year MED will see the sample in enough time to feedback to HEFCE and request students to be removed/added. Timing of NSS at the end of the MED assessment period can result in lower response rates.
- This year MED students will also have a questionnaire before General Medical Council (GMC) visit in spring this year. MED intending to piggyback the GMC survey onto their annual questionnaire although that section might not be mandatory.
- MED have an NSS action plan and feedback on issues raised. Richard Holland publishes a letter at the start of year and each semester 'You said, we did' most of the MED/student engagement is thorough the Student Staff Liaison Committee (SSLC) plus ad hoc focus groups and students are invited to other events, e.g. ahead of Health Education England (HEE) visit.
- Richard Holland's personal approach is greatly appreciated by students and could be replicated across Nursing; the best modules in nursing are delivered by the most visible and accessible tutors. MED SSLC appear to be more organised than the HSC SSLC and the merger across the schools hasn't really worked for students yet – not cross learning.
- Students really appreciate Richard Holland's personal approach meetings/lectures and explicitly expressing what has changed as a result of the student feedback. HSC students would like similar approach from their Course Directors (CDs). Students have raised that the school merger in HSC and the amalgamation of the SSLC has not gone down well. Students would prefer to have their own SSLC again. Students are frustrated that there are no shared modules across the schools with the exception of Interprofessional Learning (IPL), which isn't the best experience of the other professions.
- The student body feel that despite completing surveys not a lot appears to be done as a result, e.g. module evaluations are an example. Students may be more willing to complete surveys if they were informed what the purpose was, what the data were used for and what changed were made as a result.
- HSC NSS communication plan has been developed based on last years which is seen by the school Course Directors and then Module Organisers. The QIPF results difficult to interpret due to the student sample selection.
- HSC proposal to draw all the themes together from the many surveys received by their students and create a single HSC action plan. The proposal has been reported at teaching committee and going to SSLC next week to add comments and ask students to aid with the management of actions.
- HSC student samples for Postgraduate Taught Experience Survey (PTES) and Postgraduate Research Experience Survey (PRES) in hand.

- HSC – other schools that have merged have still kept their individual SSLCs, e.g. School of Politics, Philosophy, Language and Communications Studies (PPL) and School of Art, Media and America Studies (AMA) still keeping SSLC as well as one overarching SSLC. **Action: Zoe Butterfint to take to School Executive about how this could be organised in HSC.**
- Module evaluation has an online process. Not sure how many module leads for Masters taking up the option for online module evaluation. Course directors can view them and do an overview of the themes coming back. Feedback from Students, External Examiners and the Module leaders. LTS process at start of year LTS team leader should contact course leaders. **Action: Lynne Ward to discuss with LTS team leaders to remind Course Leaders about module review.**
- The QAA will be interested in module evaluation and how we feedback to students so a new section added to QAR1 form as a prompt.

A4

QAA Curriculum Guidance – Sustainability education

Document 14D0027

- Steffi Barna is the leader for cross university work and her handbook has been shared with HEE and the Higher Education Academy (HEA).
- HSC to launch Employability Development Portfolio (led by Lisa Taylor) to enhance professional portfolios and enabling students to demonstrate how they meet the skills and characteristics desired by employers. MED perform this type of assessment during their student selection process.
- MED participating in the second wave of the UEA's Skills Award.

Action: Mary Jane Platt to provide a report from Steffi Barna how sustainability handbook is being implemented by MED.

Action: Zoe Butterfint/Jill Jepson report how sustainability is being implemented in HSC programmes.

Action: Zoe Butterfint will report on the launch of the Employability Development Portfolio to committee meeting of 20 May 2015.

A5

Student Experience Report (SER)

Document 14D0026

- Biggest impact to this faculty relate to timetabling and organisational suggestions.
- Views on the report were positive from all committee members, useful document especially liked the clear and concise way the information was laid out. Easy to read.
- HSC Timetabling issues possibly exacerbated due to 45 week year and some courses starting very early in September and outside the rest of the University's systems. Organisational issues include timetabling and some including placements need to dig a bit deeper to really identify the issues.
- Students are pleased with the shorter turnaround for assessment feedback.
- Mary Jane Platt acknowledged the work done by John Winpenny and his team on student feedback.
- Connor Rand thanked the FMH for the work done to improve turnaround times and quicker returns of assessments.

A6

Peer Observation of Teaching (POT)

Document 14D0026

- As Career Progression Development coordinator, Laura Bowater has organised an event on 25 February 2015.
- Mary Jane Platt has requested teaching staff that have had a peer observation to contact her and where possible provide evidence. So far limited response (10/212). Optimistic that response will grow. Need to add communication skills staff to that as well. Targeting 100% over a two year period and have a plan to achieve that. Plus probationers annually and MA in Higher Education Practice (MA HEP).
- Important to remember that a POT is not just the lesson but requires a meeting before and after which can take up to half a day if observing a problem based learning (PBL) session for example and this isn't currently recognised by the time allocated to observers. Allocating that additional time could encourage more people to comply.
- POTs could be done via electronic means rather in person but limited usage. Observers must be able to see the effect the teacher is having on the room and how they react to changes in the room. Must not be able to cherry pick parts of the film.

A7

Best practice day Wednesday 25 March 2015

- Still to take place 1pm onwards various committee members invited.
- Best practice day 25 March 2015 – Alex Ocampo was thanked for suggesting several items for the day.
Action: Veena Rodrigues and Tony Jermy to reach out to students and organise an item about Social Media.
Action: Lisa Taylor to lead item about employability of students.
Action: Alex Ocampo to invite student representatives from across all schools.
Action: David Messling Mention item on student representation to Juliette Cule.

A8

Reports from members

- Student Experience Committee
 - SER presented to committee and feedback on last year's report actions and next meeting early February at which UEA responds.
- Academic Officer, UUEAS
 - Mid module evaluation looking to go through the Taught Programmes Policy Group (TPPG) and Learning and Teaching Committee (LTC). Students favour informal approach to mid module evaluation.
- Student representatives
 - Issues nursing organisation and management can learn from MED students don't really understand the makeup of HSC and would prefer to see more cross profession learning. While the University's intention for transition to appear seamless and for students to see no change to their programme this has unsettled students.
- School Directors (Learning, Teaching and Quality (LTQ))
 - HSC
 - 4 February Nursing and Midwifery Council (NMC) meeting with Zoe Butterfint, focussing on Adult Nursing and Midwifery. Full review to take place from 17 to 19 February 2015 of endorsed programmes.
 - Mock event to validate Return to Practice module on 15 May.
 - Extension validation of nursing.
 - MED

- Received just one response to a request for feedback on inappropriate teaching spaces – tutor was placed in a lecture room for a PBL wrap up session which didn't have the required facilities.
 - Last council meeting, Selecting for Excellence looks at improving access to MED school for applicants in particular highlighting those from different social economic backgrounds. Producing a report of recommendations for schools to follow. Has the aim of encouraging those that wouldn't have necessarily applied to apply supporting them by stating the work experience, skills that would be required of them.
 - Possibility of adding the POT to the Pure profiles (Pure is UEA's research database).
 - GMC have requested to visit in the first 2 weeks of October which clashes with QAA HER.
 - Need to review module evaluation for IPL and action. **Action: Mary Jane Platt to author a paper for the next committee meeting.**
- Placements
 - In the process of drafting reasonable adjustments and religion and culture policies having looked at St George's policies.
 - Guernsey Princess Elizabeth hospital placements are still part suspended. Phasing students back in: 1st years 5th January, 2nd years in June and 3rd years in November.
 - Audit taking place annual monitoring report (AMR) by the NMC.
 - Development of Placement working document.
 - Involved in a LTS process workshops taking place over 2 half days which will focus on student feedback.
 - In discussions with outreach Trusts and the local housing associations about gaining access to more student accommodation.
 - Students should be aware that they can make use of the MED buses to and from hospitals but be warned that this is rather random and spaces vary journey to journey and don't run on a Wednesday.
- Service User Involvement
 - No report.
- Social media strategy task group
 - No report.
- MED assessments
 - A link to ROGO (an eAssessment Management System) test site has been sent to Assessment Leads.

Action: Assessment leads to test ROGO (<https://testrogo.uea.ac.uk/>) and provide feedback at next FMH LTQC.

SECTION B: ITEMS FOR REPORT

B1 Learning and Teaching Committee of Senate provisional update

Draft minutes available online

B2 Taught Programmes Policy Group provisional update

No update to report

B3 Faculty Appeals and Complaints Committee

Summary report online

B4 Periodic Course Review

Documents available online

B5 QAA Curriculum Guidance – Sustainability Education

Documents available online

Section C: Course Closures

Certificate of Higher Education in Substance Misuse

Closure documents available in New Course Proposals and Course Closures folder online

Section D: External Examiner Reports and School Responses

Reports and responses available online

Section D: External Examiners Reports

19 September 2014 – Assessments Office will remind those UG External Examiners who have not submitted reports by this deadline.

24 October 2014 - Assessments Office will send a second reminder to UG External Examiners.

28 November 2014 - Assessments Office will send a third and final reminder to UG External Examiners.

16 January 2015 - Assessments Office will remind those PGT External Examiners who have not submitted reports by this deadline.

13 February 2015 - Assessments Office will send a second reminder to PGT External Examiners.

20 March 2015 - Assessments Office will send a third and final reminder to PGT External Examiners.

D.1 External Examiners' Reports 2012/13 Completed

Documents for these items are available to view on the FMH LTQC Blackboard site in the External Examiners' folder.

None since the last meeting

External Examiners' Reports 2012/13 Outstanding

- FMH – Mathers (PGT) Final School Responses chased
- FMH – McLaughlin (PGT) Response referred to TL for update
- FMH – Mohanna (PGT) School responses chased
- NSC – Murray (PGT) Critical reader response chased
- NSC – Rushforth (PGT) Critical reader response chased
- RSC – Cos (PGT) Awaiting EE report
- RSC – Mohanna (PGT) School response chased

D.2 External Examiners' Reports 2013/14 Completed

Documents for these items are available to view on the FMH LTQC Blackboard site in the External Examiners' folder.

External Examiners' Reports 2013/14 Outstanding

Section E: Date Of Next Meeting and Future Items

Date of Next Meeting: Wednesday 25 February 2015 14h00 in Queen's Building 1.24

Future items:

25 February 2015 14.00 – Queens Building 1.24

Jim Gazzard: Plans for post-registration and postgraduate teaching and the issue of small modules

Lynne Ward:

1. LTS will be reviewing the School Annual Assessment Reviews in order to consider what changes are necessary to improve and enhance the process for 2014-15 and gain the optimum value from the exercise; therefore the Committee has been asked to reflect and report on the following:
 - 2014-15 Actions Plans resulting from the review
 - Usefulness
 - Future Format
 - Observations and recommendations for improvements
2. QAE Guide
3. External Examiners Administrative support

Susan Madden: Numeracy Support for FMH Students

Kate Parkin: UEA's response to Centre For The Advancement Of Interprofessional Education (CAIPE's) Review of Interprofessional Education (IPE)

Garrick Fincham and Business Intelligence Unit (BIU) – report on module and stage
Adam Green performance

Wednesday 25 March 2015 - Faculty of Medicine and Health good practice day

20 May 2015 13.30 - Thomas Paine Study Centre 0.1

17 June 2015 13.30 – Queens Building 2.22
