

LTC14D254

Title: *FMH LTQC Minutes – 25 February 2015*
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Date: 11 June 2015
Circulation: Learning and Teaching Committee – 24 June 2015
Agenda: LTC14A006
Version: Final
Status: Open

Issue

To receive the minutes of the Faculty of Medicine and Health Learning, Teaching and Quality Committee meeting held on 25 February 2015.

Recommendation

Recipients are invited to receive the minutes.

Resource Implications

None.

Risk Implications

None.

Equality and Diversity

N/A.

Timing of decisions

N/A.

Further Information

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Background

Please find attached the confirmed minutes of the FMH LTQC meeting held on 25 February 2015.

Discussion

N/A

Attachments

Minutes.

Minutes of the meeting of the FMH LTQC on 25 February 2015 at 1400 hours in Queen's Building 1.24

Present: Rosie Doy (Chair), Zoe Butterfint (School of Health Sciences (HSC)), Jill Jepson (HSC), Veena Rodrigues (Norwich Medical School (MED)), Christina Raschka (HSC), David Messling (Union of UEA Students (UUEAS)), John Winpenny (MED), Lynne Ward (Learning and Teaching Service (LTS)), Tom Shakespeare (MED), Julia Hubbard (HSC), Alex Ocampo (HSC Student Rep)

Apologies: Mary Jane Platt (MED), Kevin Tyler (MED), Laura Bowater (MED), Judy Barker (HSC), Sandra Gibson (MED), Katie Lightfoot (MED), Ian Harvey (MED)

With: Alex Hupton (Secretary), Claire Upton (LTS), Adam Green (PLN), Susan Madden (HSC), Kate Parkin (HSC), Patricia Harris (FMH), James Gazzard (HSC)

| No. | Item |
|------------|---|
| 1. | <p>Minutes Confirmed as a true and accurate record of the meeting held on 21 January 2014.</p> <p>Document 14M003</p> |
| 2. | <p>Matters Arising The Action Log was reviewed and updated.</p> <p>Chair confirmed that the Diploma of Higher Education (Dip HE) Paramedic Sciences intake won't be included in the UEA's Office for Fair Access (OFFA) statistics and won't incur attrition payments from Health Education East of England (HEEoE).</p> <p>Zoe Butterfint reported that concerns about HSC Student Staff Liaison Committees (SSLCs) arrangements have been resolved working with Juliette Cule and Zoe Phillips. A whole school SSLC will meet six times a year, plus whatever smaller groups that work best for the students to deal with very programme specific issues more quickly. However, work required to determine how much support the School can provide and how much commit of time from academics is possible.</p> |
| 3. | <p>Confirmation of Chair's Action N/A</p> |

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| 4. | Statements from The Chair |
| 4.1 | Diploma of Higher Education (Dip HE) Paramedic Sciences Health and Care Professions Council (HCPC) validation event scheduled for 26 and 27 March 2015. |
| 4.2 | <p>Health online The Chair recognised and thanked all the people, particularly Veena Rodrigues, for their continuing hard work to develop this prototype of learning programme. Programme approved subject to further comments from UEA Directors, particularly in relation to impact on the university as the initiative grows beyond phase 1.</p> <p>Members are recommended to view the Massive Open Online Course (MOOC) trailer. Action: Veena Rodrigues to provide link to MOOC trailer. Action: Alex Hupton to include link to MOOC trailer in the minutes and share with members of the FMH LTQC.</p> <p>Watch the trailer here: https://www.futurelearn.com/courses/clinical-supervision-with-confidence/details</p> <p>or here: https://www.youtube.com/watch?v=2GoZrPUjziA&feature=youtu.be</p> |
| 4.3 | <p>Report from Faculty's Learning and Teaching Strategy half day (20 February 2015) Started grid of insights and ideas to be shared and invite people to identify smart ways of working.</p> <p>Focus around different modes of delivery and opportunities for across school teaching, responding to technology enhanced learning and making student engagement and the student experience as positive as possible. The student voice and co-production of the strategy is essential.</p> |
| 4.4 | <p>Appointment of Tom Shakespeare as Faculty Service User Involvement Lead The Chair formally welcomed Tom to the Committee.</p> |
| 4.5 | <p>Appointment of Zoe Phillips by UUEAS New role supporting Education and Engagement of HSC students as a six month pilot. Zoe has been invited to attend the Faculty's Best Practice Day and included on the FMH LTQC's distribution list as well as invited to join the committee's next meeting (20 May 2015).</p> |
| 4.6 | Nursing and Midwifery Council (NMC) Review |

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| | <p>The Chair thanked and congratulated team involved in the NMC Review for their work particularly given just six weeks' notice (this is now the standard notice period).</p> <p>The School received very positive feedback.</p> |

Section A: Items for Discussion and Action

| No. | Item |
|-------------|--|
| A1. | <p>New Courses Proposal documents available in New Course Proposals and Course Closures folder online</p> |
| A1.1 | <p>Nursing Return to Practice (RTP)</p> <p>Critically read by FMH LTQC. Noted that there are both theory and practice assessments. Action: Rosie Doy refer to RTP team a concern about the level of differentiation of assessment between level six and level seven and ask to review the level appropriateness of the learning outcomes for both levels.</p> <p>RTP team addressing typographical and grammatical errors then will submit for FMH LTQC approval by Chairs' Action.</p> <p>To be delivered face to face delivered over ten weeks resulting in eight days contact time. Returning to practice students can be quite vulnerable because returning to NHS workforce as well as study. This is taken into account in the gradation of practice learning time required for returners with varying time out of practice.</p> |
| A1.2 | <p>Physician's Associate Programme</p> <p>Target to present documentation to Learning and Teaching Committee (LTC) in June 2015 for approval.</p> <p>The course sits within MED but required input from HSC. Action: Rosie Doy to confirm with Mary Jane when course proposal form and supporting documentation should come to FMH LTQC and timing for critical read schedule.</p> |
| A1.3 | <p>Postgraduate Diploma in Nursing Awaiting confirmation whether or not this will be a regional level tendering process.</p> |
| A1.4 | <p>Research Masters Nothing to report.</p> |

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| A1.5 | <p>MED Intercalated Opportunities In excess of 40 students intercalating this year although this will have a knock-on effect on the subsequent year when intercalating students return.</p> |
| A2. | <p>Changes to existing programmes Proposal documents available in New Course Proposals and Course Closures folder online</p> <p>None to report</p> |
| A3. | <p>Student surveys and resulting School actions</p> <p>This year's surveys – HSC returns quite low at the moment because students on placement.</p> <p>HSC has developed a single school action plan. National Student Survey (NSS) action plan has been complicated by the issues with the Staff Student Liaison Committee (SSLC) but has been to two teaching Committees and SSLC this morning. Zoe Butterfint and Zoe Phillips meeting to explore organisational management issues – what do the students really mean? Optimising the specific actions resulting from this feedback.</p> <p>Action plan resulting from NSS and other surveys developed with staff this year. Next year aim to co-design the action plan with students and staff.</p> <p>Update 2014/15 – problem in Queen's Building with technology. So will be using Twitter, Facebook and bulletins to promote the surveys - if NSS receives a 90% response per the professional programme HSC will make a contribution to the graduation ball. Postgraduate Taught Experience Survey (PTES) all respondents may enter in to a prize draw. Student Experience Survey (SES) all respondents can opt to be entered into a prize draw at university level.</p> |
| A4. | <p>UEA's response to Centre for the Advancement of Interprofessional Education (CAIPE's) Review of Interprofessional Education (IPE) - Kate Parkin</p> <p>CAIPE oversee interprofessional learning (IPL) in UK they review and make recommendations to Regulatory Bodies, Universities and Trusts. UEA's Benchmarking exercise was able to identify actions against all the recommendations made by CAIPE's review.</p> <p>Health Education England (HEE) also performing IPE consultation and Susanne Lindqvist joining up the two responses. Health and Care Professions Council (HCPC) has also undertaken a</p> |

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| | <p>review/survey- all HCPC CDs should have undertaken this. RD has done and commented that it would have been useful to have a definition of IPL. All surveys will be incorporated in the CAIPE review and future curriculum guidance.</p> <p>From review so far, CIPP has identified the following:</p> <ul style="list-style-type: none"> • Student representatives included in UEA's CAIPE group. • Develop more online resources to promote inclusivity. • IPL doesn't give marks although feedback is provided (not summative) and discussions are ongoing about the best ways to provide feedback. Students don't prioritise IPL because a mark isn't given. There will be an exploratory meeting to discuss this and the feedback from monitoring undertaken by MJP. • Modules using simulated learning are evaluated really well. • Currently IPL sits outside the curriculum so a further area for exploration is to consider how it could be more embedded? • Taking and responding to student feedback all the time. <p>Alex Ocampo enjoyed the joint working between adult nursing and MED – suggested we could do this in different years and trying to expand for all nursing students. IPL1 might be too early in year 1 for students to fully grasp its relevance.</p> <ul style="list-style-type: none"> • Will continue to pursue funding to reimburse service users for their time. Currently only travel expenses reimbursed. • Review what's working versus what we can improve for the future. |
| <p>A5.</p> | <p>Post-registration and postgraduate teaching - Jim Gazzard, Associate Dean for Enterprise Engagement and Postgraduate (PG) Taught courses</p> <p>PG Taught offer driven by Continuing Professional Development (CPD) contract from HEE. CPD contract worth £1.7M about five hundred to six hundred thousand pounds on level 7 modules, three hundred to four hundred thousand pounds on level 6 modules plus non-credit bearing study days defined by local Trusts.</p> <p>Current offer eighty level 6 and level 7 modules (36 co-taught level 6 and 7 modules). Trusts want a large offer but not always using them, often very small student numbers and each need Module Organiser.</p> |

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| | <p>UEA reviewed the number of modules with:</p> <ol style="list-style-type: none"> 1. less than 10 students in last 2 years, 2. less than 10 students in one of those years or 3. more than 10 students for each year in that period. <p>UEA has tried to provide good customer service by providing large offer but this can result in some programmes with very small student numbers.</p> <p>Some modules run across several programmes and co-taught between level 6 and level 7 but we believe that we could withdraw approximately half of the modules. Course Directors (CDs) and Module Organisers (MOs) will be contacted and asked to prove that their modules cannot be withdrawn.</p> <p>Zoe Butterfint confirmed that HSC fully support this and stressed that it's important how this is addressed with CDs and MOs and an appeal process is provided with justification for keeping modules.</p> <p>Approximately 34% being cut on CPD contract which provides an opportunity for us to take stock and look at what core offer we want to maintain and see whether it's fit for purpose. Energise CDs and MOs to come forward with new PG offers (L7). What is the market looking for?</p> <p>For example, the Physician's Associate programme is being created in response to Trust requests. However, would be good to be proactive and potentially a Worldwide MSc that could be two-thirds delivered on-line with a summer school face-to-face offer.</p> <p>The University must recognise those that invest time to create new PG offers and that teaching development must be valued and recognised within the University in the same way as research and publications.</p> <p>David Messling reminded the committee that the quality of a module was key to the evaluation of the module not just student numbers.</p> <p>FMH LTQC members will be invited to participate in evaluation task forces over the next 6 months with the expectation they'll conclude September/October 2015.</p> <p>Task force leads to be held to account by FMH LTQC on progress of updates.</p> <p>Rosie requested that the review and decisions about which modules with small numbers are being withdrawn taken place with some urgency.</p> |

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| | <p>Action: Jim Gazzard/Zoe Butterfint/Jill Jepson to report decisions to Chair and provide a written update for the May meeting.</p> |
| <p>A6.</p> | <p>Numeracy/Maths and Stats skill requirements for FMH Students - Susan Madden, Associate Dean for Admissions FMH and Patricia (Trish) Harris, Academic Outreach Fellow FMH</p> <p>We have to perform numeracy and literacy testing to comply with our HEE contract. Historically used as diagnostic screening (not part of the interview and offer process) and have been formally marked by NSC versus informally by RSC and owned by personal advisors.</p> <p>Trish in post to develop this process to assess whether a student's skills meet the needs of their course and early identification of students that might need additional support as well as providing that support.</p> <p>Previous tests based on GCSE skills and no longer fit for purpose therefore tests have been made more functional and include manipulating volumes and weights, understanding graphs. The introduction of the tests to students has been improved including practice paper. The test is not used for screening but a diagnostic tool to establish the level of support required by a student cohort.</p> <p>The Dean of Students (DOS) previously did their own tests which seemed a duplication. Tests held centrally by Admissions.</p> <p>Norwich Business School (NBS) have electronic tests used for screening, e.g. bottom third get support – could something similar be set online in advance of interviews? Some other institutions have an online process for nursing.</p> <p>How to identify students that would benefit from additional support from DOS. How to streamline process?</p> <p>Admission isn't influenced by the numeracy and literacy testing just used to identify extra support from DOS. Too general to be able to develop packages for individual specific learning disabilities (SPLD). Students are directed to online learning to aid transition prior to starting courses at university. Most institutions do their tests on interview day due to cost and logistical reasons.</p> <p>Sitting these tests creates a lot of anxiety for people and time consuming on interview day. Applicants don't believe they aren't considered as part of the selection process.</p> |

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| | <p data-bbox="376 271 970 306"><u>Values Based Recruitment (VBR) work</u></p> <p data-bbox="376 344 1315 488">HEE published its national VBR framework in October 2014. It identifies six different stages of recruitment we have to do. Training sessions with admissions officers in two weeks' time. To be implemented by March 2015 and not included in QIPF</p> <p data-bbox="376 526 1315 633">The sixth core requirement states 'Embed the NHS Constitution in curricula (HEIs) and induction and appraisal processes (HEIs and employers).'</p> <p data-bbox="376 672 1337 853">Tom Shakespeare added that added value can be gained from including services users in our interview process. Service users should be included more consistently across the faculty and utilised creatively, particularly how people with different special requirements are included.</p> <p data-bbox="376 891 1337 960">This must include paediatrics, young people with disability and their families and the link to educational needs to be maintained.</p> <p data-bbox="376 999 1315 1106">Map the database to identify gaps any gaps in the types of service users that we work with across the board. Tom Shakespeare will have one to ones with everyone involved in this process.</p> |
| A7. | <p data-bbox="376 1151 1222 1187">Business Intelligence Unit (BIU) Reports – Adam Green</p> <p data-bbox="376 1225 1326 1440">Currently two documents available – stage and module performance. New document the team has created from top down and bottom up – Neil Ward wanted to know performance against corporate plan so applied the good honours agenda as a benchmark level to see how a course or module, school or faculty performs against that benchmark.</p> <p data-bbox="376 1478 1299 1585">New enterprise reporting tool and server installed last week with aim of making data more readily available. So what do you want and what do you need?</p> <p data-bbox="376 1624 1307 1839">This is what we have and all staff have access to BIU Blackboard site. Stage information data by theme (data by some kind of metric, e.g. entry standards, module performance) includes headline briefing notes. The headline document is a dynamic report, how useful are the illustrations/diagrams? The team are trying to build up data by School but it is labour intensive.</p> <p data-bbox="376 1877 1315 2022">Action: FMH LTQC members review BIU Blackboard site and headline document and feedback to BIU to develop a system that works across the institution and that can help the Schools.</p> |

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| | <p>Module Performance document – number of modules, number of modules taken by students and understand what’s running. Action: FMH LTQC members to review and suggest amendments/enhancements.</p> <p>Next steps – if these data and charts look good then we can use to drill down further. Action: FMH LTQC members to review and provide feedback on what doesn’t look right and feedback to Adam.Green@uea.ac.uk to correct/amend the data sets.</p> <p>HSC would requested separate Pre-Reg and Post-Reg undergraduate reporting.</p> |
| <p>A8.</p> | <p>LTS Review of School Annual Assessment Reviews – Lynne Ward</p> <p>As part of the 2014-15 Plan of Work, 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.</p> <p>Assessment reviews have been performed by MED and HSC. Action: Mary Jane Platt and Zoe Butterfint to provide LTQC Secretary with final versions of MED and HSC Annual Assessment Reviews. Action: Alex Hupton to upload final versions of MED and HSC Annual Assessment Reviews to Blackboard site.</p> <p>The committee asked for clarification on the purpose of the review and more direction on paper answers. There was concern that this was a duplication of other work. Action: Lynne Ward to ask Alan Longcroft for information about what happens to action plans and time lines.</p> |
| <p>A9.</p> | <p>Update Higher Education Review (HER) – Lynne Ward Time line amended and deadline for completion draft sections of the Self Evaluation Document (SED) by end of this week (27 Feb 2015).</p> <p>The HER Blackboard site can be found under ‘My modules’. Anyone without access to the Blackboard site just contact Lynne to be added.</p> <p>Section about track record, institutional change. Assessments and Quality Office (AQO) cross referencing all documents and checking for gaps in evidence by end March 2015.</p> |

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| | <p>HER prep group external critical reading take place w/c 23 March. Full SED collated and edited, finalised and PDF by end April.</p> <p>Agreed by committees in mid-May and submitted to the Quality Assurance Agency for Higher Education (QAA) in mid-June.</p> <p>Vivienne Eason identified that we should be allocated four auditors but we have been issued with five auditors.</p> <p>Teaching Directors asked to raise awareness with staff using whatever means available to get troops up to speed. Teaching committee used in HSC to raise awareness in the School. Concern that School staff don't have much input to this review process. Any examples of good practice could be provided to Lynne Ward. Action: Veena Rodrigues to ask Mary Jane Platt to do similar within MED.</p> |
| A10. | <p>UEA's Quality Assurance and Enhancement (QAE) Guide – Lynne Ward</p> <p>The document has been developed with Jon Sharp and Caroline Sauverin and brings together multiple policies and links in one document.</p> <p>The guide includes a brief description of the Committees that have a QAE role and description of the roles and responsibility of academics.</p> <p>Aimed at staff and students and aims to improve compliance. More user friendly to have the contents as a webpage with links rather than a document that must be downloaded, especially for people working off-site.</p> |
| A11. | <p>Support for External Examiner Reports – Lynne Ward</p> <p>LTS administration provide support to academics for External Examiners reports. New process doesn't change the current process or how academic scrutiny is performed but aims to streamline and speed up the processes.</p> <ul style="list-style-type: none"> • The new process is electronic – we don't want reports circulated in hard copy. • The report and response forms have been combined and the new form is already in use. • External Examiner Reports put directly on to FMH LTQC Blackboard site once received (anyone involved in the process needs to be enrolled on the blackboard site). • Email templates created. • Reminders for External Examiners. |

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| | <ul style="list-style-type: none"> • Alert Exam Board Chairs if reports not received and assess whether or not to use the examiner in future. • Deadlines have been built in to the process to deliver feedback in the subsequent year, e.g. complete 2013/14 in the 2014/15 academic year. • A clear process for Associate Deans to share good practice at LTC helping to raising institutional levels. • All finalised reports will be published on the UEA website, starting with 2013/14 reports in this location: https://www.uea.ac.uk/learningandteaching/courses-and-modules/specs/home. Publicised amongst students via email. <p>Critical readers receive the External Examiner's Report and provide comments which are collated and changes made but there's nowhere to record what actions haven't been taken and the rationale of why not on the critical reader form.</p> <p>LTS staff will be briefed later in May 2015. New process to be fully implemented next academic year (2015/16) for 2014/15 External Examiner's Report.</p> <p>Action: Alex Hupton to add item to meeting agenda for May FMH LTQC to discuss this process and the benefits of critical reading versus not.</p> <p>Students participate in the External Examiner's Report process via the LTQC format. Action: FMH LTQC members to review the Critical Read Schedule 2013-14 (Schedule for 2013/14 External Examiner's Reports) on the FMH LTQC Blackboard site and feedback any comments to a.hupton@uea.ac.uk and Claire.Upton@uea.ac.uk.</p> |
| A12. | <p>Assistance for Reassessment</p> <p>Both Module Organisers (MOs) and Advisers to be carbon copied (cc'd) on a student's referral to reassessment email. Objective to prompt MOs to offer assistance to students referred to reassessment and re-emphasising the advisers' role in supporting reassessment.</p> <p>Action: Alex Hupton to arrange for the addition of MOs and Advisers to be cc'd on referral to reassessment emails via SITS.</p> |
| A13. | <p>Mid Module Evaluation</p> <p>Nothing to report.</p> |
| A14. | <p>Best practice day Wednesday 25 March 2015</p> |

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| | <p>Apologies received from Judy Barker, Julia Hubbard and Zoe Butterfint.</p> <p>Anyone within FMH can attend from staff and students.</p> <p>Action: FMH LTQC members reminded to contact a.hupton@uea.ac.uk to book a place. Lunch will only be ordered for the number of people confirmed.</p> <p>Action: FMH LTQC members asked to continue to raise awareness of this event with colleagues and students.</p> |
| A15. | Reports from members |
| A15.1. | <p>Student Experience Committee</p> <p>No report.</p> |
| A15.2 | <p>Academic Officer, UUEAS</p> <p>Course costs – DBS checks, vaccinations.</p> |
| A15.3 | <p>Student representatives</p> <p>No report.</p> |
| A15.4 | <p>HSC School Director (Learning, Teaching and Quality (LTQ))</p> <p>NMC review included five reviewers with four going out to practice. Adult nursing and two midwifery programmes were joint evaluated for the teaching and practice sides of the programmes against NMC standards.</p> <p>Zoe Butterfint, HSC School Director and the Rosie Doy, Chair FMH LTQC thanked everyone involved, particularly those that met the reviewers for all their hard work and also thanked Julia Hubbard for her continued support. This was the best outcome we could have hoped for.</p> |
| A15.5 | <p>MED School Director (Learning, Teaching and Quality (LTQ))</p> <p>No report.</p> |
| A15.6 | <p>Placements</p> <p>No report.</p> |
| A15.7 | Service User Involvement |

| No. | Item |
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| | No report. |
| A15.8 | <p>Social media strategy task group</p> <p>Appealing to other members for some good practice and security. Veena and Tony have offered to mentor people.</p> <p>To go hand in hand with online materials and use social media to reinforce messages.</p> <p>Will use Best Practice Day to reinvigorate this initiative.</p> <p>Capital bid has been submitted to convert two potential rooms in Edith Cavell Building (ECB) into recording booths for remote delivery of course material. Biggest challenge identifying rooms in ECB.</p> |
| A15.9 | <p>Report from MH Practice Education Lead</p> <p>A paper to develop practice education unit has been approved and a position advertised for a unit director.</p> <p>Collaborative Learning In Practice has been recognised with a Willis Award.</p> <p>The Chair thanked Julia Hubbard for serving the committee for the last three years and confirmed that this would be the last meeting now her term of office was at an end.</p> |

Section B: Items for Report

| No. | Item |
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| B1 | <p>Learning and Teaching Committee of Senate provisional update Draft minutes available online</p> |
| B2 | <p>Taught Programmes Policy Group provisional update No update to report</p> |
| B3 | <p>Faculty Appeals and Complaints Committee Summary report online</p> |
| B4 | <p>Periodic Course Review Documents available online</p> |
| B5 | |

Section C: Course Closures

| No. | Item |
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| C1 | Course Closures Closure documents available in New Course Proposals and Course Closures folder online |
| C1.1 | Certificate of Higher Education in Substance Misuse |

Section D: External Examiners' Reports

External Examiners' Reports and School Responses Reports and Responses Available Online

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.

| No. | Item |
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| D1 | 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 |
| D1.1 | 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 |
| D2 | 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. |
| D2.1 | External Examiners' Reports 2013/14 Outstanding |

Section E: Date of Next Meeting and Future Items

| No. | Item |
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| E1 | Wednesday 25 March 2015 - Faculty of Medicine and Health best practice day - Queen's Building 0.08 |

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| E2 | 20 May 2015 13.30 - Thomas Paine Study Centre 0.1 Support for External Examiner Reports 1. Discuss this process and the benefits of critical reading versus not. |
| E3 | 17 June 2015 13.30 – Queens Building 2.22 |