



Quality Assurance and Enhancement Committee

14 May 2019

Minutes

Present: Prof Deborah Bowman; Dr Fran Gibson; Dr Aileen O'Brien; Dr Saranne Weller; Godfrina McKoy; Prof Roberto Di Napoli; Pippa Tostevin; Dr Vanessa Ho; Prof Jane Lindsay; Dr Carwyn Hooper; Derek Baldwinson; Annabel Strachan; Prof Jane Saffell; Verity Allison; Dr Janette Myers; Dr John Hammond; Dr Marcus Jackson

In attendance: Glen Delahaye (clerk)

1. Apologies for absence

Reported

1.1 Apologies for absence were received from: Jenny Laws; Dr Rachel Allen; Dr Ahmed Younis

2. Minutes

To receive and consider: the minutes of the meeting held on 10th April 2019.

Paper QAEC/18-19/7/A

Noted

2.1 Dr Rachel Allen was thanked for having chaired the previous QAEC meeting.

Agreed

2.2 The minutes were agreed as an accurate record of the meeting, subject to the following:

2.3 The Resourcing Review Committee (RRC) was incorrectly abbreviated to RSC (paragraph 5.1) and should be amended to RRC.

3. Action points and matters arising not covered elsewhere

To receive and note: the action points arising from the minutes not covered elsewhere.

Paper QAEC/18-19/7/B

Reported

3.1 **13th March 2019 minute ref 6.5:** *That DFB would follow the MMI process up with the Director of Human Resources and report back to QAEC.*

3.2 The honorary contracts process and policy had been revised. If staff faced any difficulties with the process, they were advised to contact Jenny Winters who would seek a resolution.

3.3 **13th March 2019 minute ref 8.6:** *Degree Classification: It was agreed that the next stages of this review should take an evidence-based approach and should consider applying Iain Beith's approach to other courses. It was agreed that DB would convene a group including Julie Leeming, Vanessa Ho, John Hammond and a representative from the exams team, nominated by Jenny Laws.*

3.4 The terms of reference for the degree classification task and finish group (DCG) were appended to Paper B. DCG would have three meetings and would compare the assessment

documentation in use in 2011 with the equivalent documents in use in 2017. It would report back to QAEC in October 2019.

- 3.5 **13th March 2019 minute ref 11.4:** *It was difficult to see where to position the Feedback Policy institutionally within a Learning and Teaching Strategy. Professors Bowman and Saffell had initiated a discussion via email, but a conclusion had not yet been reached.*
- 3.6 Development of the Learning and Teaching Strategy had now commenced. Stakeholder consultation would be key. The Education Strategy Manager had been meeting with stakeholders to consult on different sections of the strategy.

4. Annual monitoring: to approve summary report to Senate (schedule of business)

To receive and consider: the summary report to Senate on annual monitoring

Paper QAEC/18-19/7/C

Reported

- 4.1 Derek Baldwinson was thanked for compiling the report, which drew on separate reports provided by FQC, TPCC and UMBEC. Those reports were in turn based on individual annual programme monitoring reports for 2017-18.
- 4.2 FQC, TPCC or UMBEC had developed improvement/action plans based on cross-cutting themes identified at the programme level. QAEC was responsible for developing plans to address over-arching institutional issues. The QAEC action plan was appended to the summary report and members were invited to comment on actions (items).

Agreed

- 4.3 **Item 2:** *MSc Healthcare Practice - administrative staff turnover in FHSCE has led to a negative impact on the student experience. This is expected to be improved following the appointment of a new senior manager.*
- 4.4 The staff turnover should continue to be monitored and would be referred to a higher level if it did not improve.
- 4.5 **Item 7:** *Supervision and consistency of supervisor support – as mentioned in TPCC's enhancement plans for the current year, we would welcome an initiative to develop guidelines and standards for supervision across undergraduate and postgraduate degrees.*
- 4.6 An initiative would be launched by QAEC to develop guidelines and standards for supervision across undergraduate and postgraduate programmes.
- 4.7 **Item 15:** *Biomedical Science highlighted that student attendance and participation continues to decline. The team collected extensive attendance data and compared this to final exam and module-level performance. They noted a marked correlation between attendance and attainment. These data were shared with students and seemed to make a small impact at the start of the 18-19 academic year, but has since declined.*
- 4.8 The issue of attendance would also be addressed through the development of the Learning and Teaching Strategy.
- 4.9 There was, in the view of some, a need to ensure sessions were designed to be interactive to encourage students to attend in person. Other members noted that even interactive sessions did not always have strong attendance. Further understanding of the reasons for attendance and engagement was needed to inform decision-making and actions regarding student engagement.
- 4.10 QPD would take the action forward by convening a meeting with monitoring committee chairs. Students should be involved in the process, as well as staff who were not heavily involved in decision making and might therefore be able to allocate more time to the project. **Action: QPD**

- 4.11 **Item 14:** Access to data: programme teams were very pleased with the new approach to data provision via workbooks, but identified two additional areas where APMR prompted reporting though course directors do not have access to the data: 1) academic staff PORT activity and 2) information on student appeals/complaints.
- 4.12 The requirement for reporting on PORT through the APMRs would be removed, as there were no centrally-held records of PORT activity that course directors could access. An institution-wide review of PORT could be more effective than considering it through APMRs, particularly as staff had been teaching across multiple programmes.
- 4.13 It would be appropriate for the TEF subgroup responsible for Valuing Teaching to consider how PORT evidence might be captured. It might also consider staff engagement in academic development opportunities, such as EduFocus.
- 4.14 Derek Baldwinson would discuss with the Head of Student Conduct and Compliance Governance about obtaining programme-level data on complaints and appeals, so that it could be supplied to course directors at the same point as other data required for APMRs. **Action: DB**

5. Initial Programme Proposal Form

To receive and approve: the Programme Proposal Form for MA Healthcare and Biomedical Education

Paper QAEC/18-19/7/D

Reported

- 5.1 The proposal contained details about the Diploma and Masters in Healthcare and Biomedical Education. A PgCert in Healthcare and Biomedical Education had already been running and had not been included in the proposal. The PgCert would become the entry point into the Diploma.
- 5.2 The programme had been designed for members of staff with an interest in researching their own academic practice. It had received approval at ESSC in December 2018 and the business case had been approved in March 2019.
- 5.3 Administrative support for the programme would come from CIDE, with training for administrators from Dafina Shabani. At a later point, if there was a desire to expand the programme and to recruit students externally, then a case would be made for additional administrative support.
- Agreed
- 5.4 The MA Healthcare and Biomedical programme was approved. The next stage for the programme would be a QAEC scrutiny in August 2019, followed by a validation event.

6. Assessment and Feedback

To receive and consider: *Thematic Strategy: Feedback* and to provide initial feedback on the draft, in particular in response to the attached questions.

Paper QAEC/18-19/7/E

Reported

- 6.1 The Thematic Strategy had been developed to address agreed actions arising from the Internal Quality Audit (IQA) of Feedback. Instead of an update to the previous Feedback Policy, it was a composite document, comprising of a strategy, framework, policy and guidance. Overall, it aimed to encourage a change in culture within the institution.
- 6.2 Many providers where students were particularly satisfied with their assessment feedback were offering a two-week turnaround time. This was not currently considered to be feasible at St George's, but timescales should be kept under review.

- 6.3 The idea of using forms to provide feedback was well supported by QAEC members, as it helped to ensure consistency.

Agreed

- 6.4 That a change in culture was welcomed, but that the current draft of the Thematic Strategy required further development to provide the specific guidance needed to apply it to practice.

- 6.5 The Thematic Strategy should be piloted before it is rolled out across the institution.

- 6.6 QAEC members were invited to provide further feedback directly to Prof Roberto Di Napoli and Glen Delahaye.

To receive and note: a draft flyer for staff on the technological tools available for the enhancement of feedback and assessment practices

Paper QAEC/18-19/7/F

Noted

- 6.7 Luke Woodham and Bryony Williams were thanked for designing the flyer.

To receive and note: an update on the progress of the Assessment and Feedback Enhancement Project

Paper QAEC/18-19/7/G

Noted

- 6.8 QAEC recognised the significant amount of work that continued to go into the Project and thanked Prof Di Napoli for his ongoing efforts.

7. One year follow-up 2017-18 Validations and Reviews (schedule of business)

To receive and note: a follow-up report on Postgraduate Certificate in Healthcare and Biomedical Education

Paper QAEC/18-19/7/H

To receive and note: a follow-up report on MRes Translational Medicine

Paper QAEC/18-19/7/I

Reported

- 7.1 As part of its schedule of business, course directors were invited to submit a short report following up on programmes reviewed or validated during the 17-18 academic year.
- 7.2 The reports provided updated responses to the conditions and actions that had been agreed at the review/validation event, as well as highlighting any difficulties that had arisen in the first year of the programme.
- 7.3 The reports would be helpful for QPD in assessing the effectiveness of its validation and review processes.

8. Periodic Review schedule 2019-20 (schedule of business)

To receive and approve: the periodic review schedule for the academic year 2019-20

Paper QAEC/18-19/7/J

Reported

- 8.1 Training would be provided to any members wishing to join panels for any upcoming periodic review or validation events. Members were invited to inform the QAEC secretariat if they wished to be trained and/or participate in future events.

Agreed

8.2 The periodic review schedule for the academic year 2019-20 was approved.

9. Revisions to Quality Manual (schedule of business)

To receive and consider: an update on revisions to the Quality Manual

Paper QAEC/18-19/7/K

Reported

- 9.1 The proposed changes for the 2019-20 iteration of the quality manual were set out in Paper K. The changes would not be major.
- 9.2 Some sections of the manual would require updating, including the section on student engagement that would be updated with the support of Dr Marcus Jackson.
- 9.3 Additionally, the section on programme and module handbooks reflected a pre-digital area and would need to be updated to take Canvas and modern learning resources into account.

10. Internal Quality Audit – plans for 2019-20 (schedule of business)

To receive and consider: a paper on whether a third IQA should be launched, while both the Assessment and Feedback IQAs have not yet concluded.

Paper QAEC/18-19/7/L

Agreed

- 10.1 That a third IQA would not be launched at this time.

11. Committee effectiveness review (schedule of business)

To consider: the effectiveness of the Quality Assurance & Enhancement Committee

Agreed

- 11.1 That members would be emailed individually to confirm that they understood their role at QAEC and that they had the necessary information to perform it. **Action: QPD**

12. Any other Business

Reported

- 12.1 There were no other items of business.

13. Dates of Meetings in 2018-19

08 October 2019	15 January 2020	21 April 2020
13 November 2019	12 February 2020	20 May 2020
10 December 2019	10 March 2020	23 June 2020

- 13.1 All meetings will start at 2pm (unless otherwise stated) and will take place in H2.5.

GD/June 2019