

Quality Assurance & Enhancement Committee

Tuesday 20th April 2021 2.00pm-4pm



Minutes

Present: Prof Rachel Allen (Chair); Derek Baldwinson; Dr Mark Bodman-Smith; Dr Baba Sheba; Dr Carwyn Hooper; Dr Fran Gibson; Prof Iain Beith; Prof Jane Saffell; Jenny Laws; Prof Jane Lindsay; Philippa Tostevin; Dr Rosie MacLachlan; Sally Mitchell; Sarah Jones; Dr Saranne Weller; Dr Vanessa Ho; Dr Marcus Jackson (from 3pm)

In attendance: Glen Delahaye (clerk); Soosan Atkins; Amal Awadh; Dr Jane Cronin-Davis

1. Apologies for absence:

Reported

1.1 Apologies for absence were received from: Syed Islam; Dr Aileen O'Brien

2. Minutes

To receive and consider: the minutes of the meeting held on 25th March 2021.

Paper QAEC/20-21/7/A

Agreed

2.1 The minutes were agreed as an accurate record of the meeting, subject to Jenny Laws being added to the attendance list.

3. Action points and matters arising not covered elsewhere

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

Paper QAEC/20-21/7/B

Reported

22 Feb 2021 ref 3.1: Dr Rosie MacLachlan would lead on the IQA Academic Integrity. RA would meet with her separately to discuss.

3.1 RA and RM had met to discuss the IQA and RM would report to QAEC in October 2021.

25 Mar 2021 ref 9.6: Physiotherapy Modifications - It was not clear to QAEC if the facility for international students completing placements outside of the UK was new or if a previous iteration had already existed. Further clarity was required on how this would work and whether there was a limit on how many placements students could complete outside of the UK. The placement checklist and agreement template would be made available for QPD to review.

3.2 DB had followed up with Kathy Curtis. There was a pre-existing process for students to undertake international placements, including an audit check to ensure the suitability of placements and a standard agreement template.

4. Programme Proposal Form

To receive and consider: Programme Proposal Form for Occupational Therapy MSc and Doctorate

Paper QAEC/20-21/7/C

Reported

4.1 Part 1 of the Programme Proposal Form had been agreed by ESSC in February 2020. Covid-19 had delayed Part 2 of the Form, which was now being presented to QAEC.

4.2 RCOT (Royal College of Occupational Therapists) had reported that there was a greater rate of application for MSc Occupational Therapy courses than for BSc courses in the UK and that the international market was also very strong.

4.3 The Occupational Therapy Doctorate (OTD) would be the first in the UK. For the OTD, students would complete a full master's and then complete an additional year and four months of studies to gain the doctorate.

- 4.4 The doctorate would consist of 360 credits at level 8 and 180 at level 7, which was consistent with the QAA's academic credit framework. There would be 3600 hours at level 8, although some of them would be completed in the 2nd year of the master's. It would be a fully taught postgraduate course and not a research course.
- 4.5 Students would be able to join the programme with a first degree in any subject.
- 4.6 The course team was confident that they had sufficient placement capacity to support the masters and doctorate. For the BSc, they currently received more offers of placements than they needed.

Agreed

- 4.7 The proposal was approved, subject to the following:
 - a. Consider expanding the assessment types to align better with authentic practice.
 - b. Provide QAEC with an outline of the modules, including learning outcomes and hours and ensure that these align with UKVI requirements.
 - c. Prof Iain Beith, Dr Jane Cronin-Davis, Dr Mark-Bodman Smith, Emma Embleton, Derilyn Frusher and Dr Carwyn Hooper should meet to consider how the OTD would fit within and be supported by the Graduate School.
 - d. Consider providing students the option to enrol on a PgDip.
 - e. QAEC noted that the course team was consulting with stakeholders, including BSc students, practice partners and service users, and suggested emphasising the stakeholder involvement within the documentation.

5. **Learning and Teaching Strategy**

To receive and consider: an update on the Learning and Teaching Strategy

Paper QAEC/20-21/7/D

Reported

- 5.1 The paper provided preliminary content for the Learning and Teaching Strategy and indicated the direction of travel.
- 5.2 An Inclusive Curriculum & Community Framework was being developed in response to the Institutional Race Review. It would resemble the Online Teaching Framework and would conceptually encompass two elements important for 'Student Success': Curriculum and Community.
- 5.3 The section on introducing horizon-broadening features into St George's programmes was welcomed by QAEC.
- 5.4 The Strategy proposed basic enabling frameworks to shape practice. This would include guiding parameters for modules and programmes to align assessment with respect to volume (matched to academic credit), which was welcomed by QAEC. The development of these frameworks would be collaborative and iterative.

Agreed

- 5.5 The Strategy proposed a shift from face-to-face programmes to a blended learning model, as well as a shift toward learning through interaction (and away from predominantly live lecture-based approaches). Online learning had been evolving rapidly since 2020 and it was not yet clear how it may look in 2022. It would be important to ensure that the experience remained equitable for all students.
- 5.6 Expected credit values for modules would be added to a separate part of the Strategy. There was currently no consistency in credit values for modules at St George's.
- 5.7 The Strategy did not currently include inter-professionalism, but this would be added.

6. Cross-cutting themes from annual monitoring cycle

To receive and consider: cross-cutting themes identified within the FQC, UMBEC and TPCC Overview Reports

Paper QAEC/20-21/7/E

Reported

- 6.1 There were a number of common points between the UMBEC, FQC and TPCC Overview Reports, which were considered by QAEC in its meeting on the 25th March 2021. The paper provided an overview of these points.
- 6.2 Registry was developing a website to support External Examiners and reminded members to come forward with any problems relating to External Examiners.
- 6.3 A case had been made in the Estates planning round to refurbish the Physiotherapy teaching rooms, but it was not known how far it had progressed.
- 6.4 There was a need to consider the limited resources of the PgCert HBE. JS and SM could commence this work.
- 6.5 Staff workload should be viewed as an institutional risk.
- 6.6 The process of appointing institutional roles needed to be reviewed to ensure that these roles were being funded. Currently the teaching hours of staff taking on such roles were being lost and covered by other members of the department. A central "backfill" fund could be considered to cover institutional roles.

Agreed

- 6.7 A paper would be submitted to Executive Board, on behalf of QAEC and ESSC, with recommendations to address key areas of concern raised through annual monitoring. This might include suggesting an investigation into the student-staff ratio; highlighting the concerns of staff workload and recommending that it was imperative to refurbish the Physiotherapy teaching rooms.
- 6.8 **Action: RA and QPD would map the cross-cutting themes to the committees or individuals best placed to address them and identify which items should be reported to Executive Board.**

7. Partnership Activity Report

To receive and consider: in line with the schedule of business, a review of Collaborative Provision

Paper QAEC/20-21/7/F

Reported

- 7.1 The report provided updates on key developments in St George's relatively small number of substantial educational partnerships that appeared on the partnerships register maintained by QPD.
- 7.2 The register recorded all collaborative arrangements and was maintained for internal purposes and used to track partnership and collaborative activity across the institution. It was reviewed on an annual basis by QAEC.

8. Professional, Statutory and Regulatory Body engagement

To receive and consider: in line with the schedule of business, an update on the status of PSRB approvals

Paper QAEC/20-21/7/G

Reported

- 8.1 QAEC noted that the schedule was incomplete in places pending consultation with programme teams.
- 8.2 Since the report was written, it had been confirmed that HCPC had signed off the annual return for BSc and MSc Physiotherapy.
- 8.3 St George's was in good standing with all its PSRBs.

8.4 GMC would regulate Physician Associate Studies commencing in the latter half of 2022.

Agreed

8.5 The schedule would be updated to state that for Biomedical Science BSc (Hons) and Biomedical Science MSci (Integrated Masters) the course team had taken the decision not to pursue IBMS approval. These programmes would be seeking accreditation from the Royal Society of Biology.

9. Modifications

To receive and consider: New Module: Medical Microbiology - MIC602, approved by UMBEC and submitted to QAEC to approve for early implementation.

Paper QAEC/20-21/7/H

Reported

9.1 The module had been approved by UMBEC and required approval from QAEC in order to launch in 2021/22.

9.2 Following a reorganisation of Global Health modules and the creation of an additional Global Health Humanities Pathway, the Global Health Diseases module was removed from the Immunity & Infection Pathway, and placed into the Global Health Pathway. The new Medical Microbiology module had been designed to take its place.

Agreed

9.3 The module was approved by QAEC.

10. Any other Business

Reported

10.1 Members were reminded to provide comments and thoughts on the list of staff and existing Committees and Groups to be involved in the completion of the UUK mental health self-assessment tool. It would be included on the agenda in May 2021. The document continued to be accessible through [Microsoft Teams](#).

10.2 Two new Associate Deans had been appointed:
AD Culture and Development – Dr Ban Haider
AD Equality and Diversity Enhancement – Dr Angela Donin

11. Dates of Meetings in 2020-21

19 May 2021
22 June 2021

All meetings will start at 2pm and will take place online until further notice.

GD/April 2021