

## PROGRAMME LEVEL COMMITTEES

### TEMPLATES AND GUIDANCE

#### STUDENT-STAFF CONSULTATIVE COMMITTEE

##### Basics

Record the date of the meeting and who was present. Normally only programme leaders will be present from the staff side. There should be more students than staff.

Students should have the opportunity to chair the meeting and lead the agenda. The minutes should be agreed with student reps to confirm everybody is clear about the actions agreed for follow up.

If a query relates to a specific module it may be that the best course of action is for the students to raise this directly with the module leader. However, if the module leader doesn't resolve the issue to the students' satisfaction, they should then feel free to come back to the Programme Leader and ask them to intervene.

##### Content of the meeting

Minutes of the previous meeting should be confirmed and a report made on actions agreed previously. This allows students to see that their input has been listened to and acted upon.

Students should feel free to bring up any issue they like. This could relate to:

- Facilities
- Timetable
- Teaching style and delivery methods
- Modules that are too easy / too difficult
- Anxiety about assessment / lack of clarity about assessment guidelines or expectations
- Over-assessment / assessment deadlines coming together
- Relevance of particular content

The above list is not exhaustive. It is important that students are able to provide feedback on curriculum design and learning, teaching and assessment methods as this helps to improve the programme for the future.

The programme leader may use the meeting as an opportunity to update reps on proposed changes to the programme or to consult them on possible developments (such as changes to assessment formats).

It is not the primary purpose of the meeting to give students advice on how to approach their studies.

##### Minutes format

Two suggested formats are set out below.

### 1. Table format

The template below has the advantage of being very clear about the actions to be taken in response to student issues. This makes it easier to track what has been done and students can see the effect their feedback has. Where greater detail is needed regarding a particular issue, this can be provided.

Positive comments	Action required	By whom	By when
Extremely satisfied with facilities.			
Some difficulties accessing QMU library resources were promptly addressed.			
Points for improvement	Action required	By whom	By when
Library should have available more books found on reading lists.	To check all programme reading lists against available books and update accordingly.	PL and librarians	Beginning of next academic year.
Complaints that feedback from assignments/exams is still due.	All feedback to become available during the current week, as per the regulations.	Teaching team	ASAP
Some incongruence in the guidelines on Harvard between module leader & ALC staff)	Module leader to liaise with ALC staff, investigate the extent of the problem and agree as necessary.	Module leader and ALC staff	ASAP
Library – not enough place for all students.	This will be resolved soon with our new library.		Beginning of new academic year.
In one specific placement more directed supervision is needed.	Clinical Coordinator to investigate and resolve.	Clinical Coordinator	ASAP
Large cohort, too much noise when in small classrooms.	Unable to change now. This will be resolved soon with the two additional floors in building A.		Beginning of new academic year.

### 2. Committee format

These minutes are written out in full. This allows for more detail about the discussion, which can be helpful when the nature of the issue is a little more complicated and the action in response isn't straightforward.

### **WELCOME AND APOLOGIES**

The Programme Leader welcomed all members to the first Student-Staff Consultative Committee of the academic year 2015-2016. Apologies were received on the part of [student name], Level 4, for not being able to participate in the meeting.

### **MINUTES FROM PREVIOUS MEETING**

Minutes of the previous Student Staff Consultative Committee meeting were circulated and approved by all members who noted that there were not any issues arising from last year's meeting.

### **MATTERS DISCUSSED**

The Programme Leader (PL) outlined the purpose of the meeting and invited students to lead the discussion.

#### **Level IV students**

- **Clinical placement, Honours Project**

The Level 4 rep reported that the clinical placement is the most interesting and the most constructive part of the programme. The rep reported that working among other professionals is very instructive, but can be quite intimidating occasionally; thus students need to work on their knowledge, skills and confidence. She also added that in comparison to other students following similar programmes at other institutions, students on this course feel well-equipped and have received positive feedback from their clinical educators.

Level 4 students reported that when looking back, 'Therapeutic Dietetics' was the most demanding module, and that the honours project was 'unknown territory' to them. Students mentioned however that they managed to tackle any difficulties through hard work and the guidance and support provided to them by tutors and the PL herself.

#### **Level III students**

- **Level 3 requirements, IPE module, Library/ study resources**

Student representatives replied enthusiastically as at this stage they were having the opportunity to learn new material which was more connected with the clinical side of Dietetics. They also reported that they found the module 'clinical science' very interesting and very much related to therapeutic dietetics. The IPE is also a very interesting module, as it brings together health professionals. The reps said that they managed to co-operate well with students from the other programmes that Task 1 of the module was completed successfully and the PL confirmed that learning about successful interprofessional collaboration was indeed the aim of the module. Student reps pointed out however, that the number of articles to study was large, which they found quite frustrating and the PL urged students to work on their time management skills and spend more self study time, as reading articles is crucial to their academic success and development.

Students proceeded with the matter of the change of language of instruction which was now English for Level 3 students, and reported that they felt comfortable with studying articles and lectures/notes uploaded in English on Moodle. The degree to which tutors use English in their lectures was discussed and the PL enquired whether terminology was taught in English, to which students replied affirmatively.

The matter of the variety of articles and copies of books offered at AMC Library was discussed, and the Programme Leader provided students with suggestions on how to take advantage of the QMU E-Library and suggested alternative ways to access study resources. She reminded students that even articles uploaded by tutors on Moodle were sufficient to address the requirements of the IPE module, and she reassured students that there were very small differences between the editions of a particular text book, which was discussed.

Finally, Level 3 students said they need further support with regards to the module 'Therapeutic Dietetics'. They added they found the tutorial offered to them on 'parenteral nutrition' very helpful, and they wish more tutorials were offered on 'enteral nutrition' and 'equivalents'. It was asked whether these classes could be arranged on the days students have lectures, and the PL replied that students will be informed in due time as those arrangements depend on tutors' / classrooms availability.

### **Level II students**

- **PAT meetings, ALC, Formative Assessment,**

Level 2 students stated that they were happy with their semester so far, and that they did not have to report any problems, or make any complaints. They found the module 'Pharmacology' quite challenging and said that there was a lot of workload ahead of them, but they felt that they were able to cope with the academic expectations of the semester.

The Programme Leader enquired whether they had met with their PATs yet, and student representatives replied that most students from their Level had their meetings already, and they received good support and advice on academic matters. Formative assessments' results were also discussed and students admitted that in cases they did poorly, not enough effort on their part was made.

### **Level I students**

- **Academic writing, ALC, Overall experience**

Level I students reported a high level of satisfaction from the programme so far, and mentioned the high standards of lecturing and facilities, as well as IT support.

The PL insisted a lot on the importance of academic writing skills, and mentioned that students need to absolutely take advantage of the Academic Learning centre services available to them. Discussion followed regarding the difficult transition from the Greek educational system to the UK higher education system and in

particularly with regards to essay writing, on which everybody agreed that development of new skills and techniques, was needed.

The matter of assignment guidelines provided by tutors in view of students' submissions was discussed. The reps mentioned that with regards to one or two modules they felt clarifications were unclear and were not entirely sure about the assignment's specifications. The PL responded that guidelines on assignments' requirements had to be clear and advised students to refer to the module handbook uploaded on Moodle, or to address their tutors either in person, during their office hours or via e-mail, requiring further clarifications.

Finally the PL enquired students about their PAT meetings experience, and the reps replied that students were happy they had an academic tutor they could address their worries and difficulties to, and that they wished to take full advantage of that opportunity.

ANY OTHER MATTERS/ DATE OF NEXT MEETING

## **PROGRAMME COMMITTEE**

Programme Committees can cover one programme or several related programmes. Their purpose is to provide a structured forum for discussing issues relating to the quality of individual programmes, including changes to the overall programme, individual modules and action plans. Student and staff involvement allows for shared consideration of key decisions affecting the programme(s), and identification and sharing of good practice (things that are working well which can be shared more widely).

Programme Committees meet once each semester around 2 weeks after the SSCC. This is to allow issues that cannot be dealt with at SSCC level to be raised at Programme Committee level. Minutes of SSCC meetings are considered by the Programme Committee.

The Programme Committee is chaired by the Programme Leader. Membership is made up of module co-ordinators and other staff with teaching responsibility, as well as student representatives. Minutes from the Programme Committee are submitted to the Joint Board of Studies and items may be recommended for discussion there.

Class Reps have the opportunity to comment on all proposed changes which may affect students in the class. Business relating to individual students will be 'reserved' until the end of the meeting. At this point Class Reps will be asked to leave the meeting to preserve confidentiality of these issues.

Annual Monitoring is a key activity undertaken by the Programme Committee. Each Programme Leader, in consultation with the full team, students and other stakeholders, is required to write an Annual Programme Monitoring Report (AMR) to comment on the success of the programme and identify actions and examples of good practice. The Programme Committee reflects on this and agrees the final version which is shared with senior staff and other university committees.

It is important that all members of the committee agree the AMR is an accurate reflection of what has happened over the last year and that they have input into the action plan.

Similarly, the Programme Committee should discuss the external examiner report and agree on actions to take in response.

A template agenda for Programme Committees is below.

## **A G E N D A**

- 1 Welcome and apologies
- 2 Determination of any other business
- 3 Minutes of previous meeting
- 4 Action status sheet and matters arising from the previous meeting not elsewhere on the agenda  

(This is used to record progress in relation to actions agreed at previous meetings. It should clearly indicate the action required, responsibility and deadline for completion. If an action has not been completed, the reasons for this should also be recorded)
- 5 Programme operation  

(This provides an opportunity for members to discuss the operation of the Programme in general and any issues not identified separately below)
- 6 Proposed changes to the Programme  

(Where changes are agreed by Convener's Action between meetings this should be homologated and recorded in the minutes)

  - 6.1 Changes to module descriptors  
(Once agreed, these need to be approved by the Joint Board of Studies and School Academic Board before implementation)
  - 6.2 Other changes  
(For example: changes to programme specific regulations, attendance requirements, staffing)
- 7 SSCC minutes  
(The Programme Committee should consider any issues referred from the SSCC and also identify the mechanism by which actions are to be reported back to students)
- 8 Other student issues  
(Student representatives should be invited to raise any issues not covered in the SSCC minutes)
- 9 Information about policies and procedures  
(Programme Leaders often receive updates from their managers or QMU about changes to policies and procedures. These are shared mainly for information, but sometimes action is required, or feedback requested)

- 10 Date of next meeting  
(As a minimum the Programme Committee should meet twice a year)

**Other possible items**

- Validation and review preparations (for teams going through validation and review)
- Annual Monitoring (the draft Annual Monitoring Report should be considered at the first meeting of each academic session before submission to QEU)
- External Examining arrangements (appointments, extensions to tenure and reallocation of duties need to be approved by the Programme Committee before referral to the School Academic Board)
- External Examiner reports and responses (External Examiner reports should be considered at the first meeting of each academic session together with the Team's response prior to submission to QEU)
- Student evaluation (the outcome of module evaluation should be considered through the annual monitoring process)
- Professional body issues
- Library issues
- Requests for additional specialist resources