



The Department of Health Sciences

STUDENT-STAFF FORUM (UNDERGRADUATE PROGRAMMES)

Minutes of the meeting held at 2.30pm on Wednesday 8 February 2023
in A/EW/102 (DoHS Board Room) and online

Present:

Student Representatives

Claudia Collins (UG Departmental Rep, chairing)
Diana Ionita (BSc Nursing, Sept21)
Lauren Jacques (MNursing, Sept19)
Lindsey Potts (BSc Nursing, Sept20)
Faith Pybus (BA Midwifery Practice, Mid20)
Joanna Shippam (MSc Nursing, Jan22)

Departmental Representatives

Sue Faulds (Chair, Board of Studies)
Sophie Godfrey (SASS Office Coordinator)
Matthew Jacobs (Head of Student & Academic Services)
Carole Lindsey (Midwifery Programme Leader)
Mike Parker (Chair, Pre-registration Teaching Committee)
Amanda Perry (Athena Swan Lead)
Danielle Simpson (Student Support & Engagement Manager)
Emily Singleton (Director of Practice Learning)
Rachel Skipper (Programme Leader, BSc Nursing)

In attendance: Veronica Gillies (Secretary)

SSF/Feb23/01 Apologies for Absence

Helen Bedford (LME/Subject Group Lead: Midwifery), Grace Greenwood (Clinical Teaching Fellow), Helen Recchia (Deputy Programme Leader, Midwifery), Mihai-Christian Treboi (Nursing Associate, Cohort 3)

SSF/Feb23/02 Notes from the Previous Meeting

The minutes from the meeting of the Undergraduate Student-Staff Forum which took place on 28 September 2022 were **approved**.

SSF/Feb23/03 Matters Arising

SSF/Sep22/05 Athena SWAN (Involvement in working group)

See below SSF/Feb23/07.

SSF/Jan22/08.05 Applying for Job Roles (Sept19)

The group was advised that Jane Milsom (DoHS Employability Coordinator) had been invited to the meeting but was unfortunately unable to attend. It was agreed that the invite would be rolled over to the next meeting.

ES advised that a careers fair was being organised for 19 April 2023, which would be open to all cohorts on all programmes. Details would be circulated to students once it was confirmed which practice partners would be attending.

It was noted that a careers session had taken place for third-year midwifery students. FP agreed that this had been extremely helpful; and suggested that a repeat of the session would also be useful.

SF advised that the University [Careers & Placements Team](#) and the [NHS Health Careers website](#) were both excellent resources which could provide lots of information and support. It was suggested that it would be useful to collate resources in a single place, for example on the VLE, for students to access as they needed. It was agreed that this would be raised with JM for consideration.

ACTION	BY WHOM
To refer proposal for careers resource on the VLE to Jane Milsom (Employability Coordinator)	Claudia Collins

SSF/Jun22/06.04 Support in Practice (Sept18)

Emily Singleton (Director of Practice Learning) was welcomed to the meeting. The group was reminded that there had been requests for greater clarification of what students were and were not allowed to do in practice. ES highlighted that the My Placement MYEPAD document had recently been developed for students on the BSc and MNursing. This included a Frequently Asked Questions section. ES explained that the content may be vague in places as a result of variations between Trusts: however information was included on where students could find out about individual Trust's policies. Work was underway to roll out the My Placement document to other programmes, although ES noted that it may take time to implement this for midwifery because of the eMORA being very different from MYEPAD. In addition to the My Placement document, ES reminded the group that the Practice Learning Link team ran regular drop-in sessions where any queries could be raised.

CC noted that there seemed to be a lack of clarity among practice colleagues about what students were permitted to do, and enquired whether any further work was being done with practice partners on this. ES reported that the matter had been raised at Practice Education Support Partnership meetings, and that Trusts had been reviewing their policies to identify where students could be added to these. ES explained that this was decided by other professionals and teams in the Trust, not only the practice education teams, and that this was why there may be differences between placements. Students were advised to review the policies of each placement they attend and ask their practice assessor and supervisors where they were unsure.

There was discussion about posters which were displayed in practice areas. ES reported that an updated version of the PLL poster had been sent out, but that the contact details on the old posters were still correct. The My Placement document also contained all of the useful placement information posters from the VLE.

SSF/Jun22/06.05 Maths/Calculations Support (Sept19)

RS reported that she had contacted the Learning Enhancement Team regarding students being able to put a face to a name, to encourage them to make contact with the Maths Skills Centre and the Writing Centre. Tristan Moss (Academic Skills Adviser) had subsequently met with nursing students in Stages 1-3. A session with Stage 4 MNursing students was also planned to integrate with the dissertation module. The sessions had provided information about the support available, and feedback from students had been positive. RS advised that it was hoped to run the sessions annually, possibly as part of the welcome to stage events.

SSF/Sep22/06.01 Placement improvements (Mid21)

CL updated the group on recent changes which had been made to improve practice placements for midwifery:

- A Practice Learning Facilitator (PLF) was now available in each practice area. PLFs were clinical midwives employed by the Local Maternity and Neonatal System rather than by the Trust or the University, and would be able to support students in practice including with practicalities around off-duty and being visible on the ward.
- The number of Learning Environment Managers (LEM) had been significantly increased, so that a LEM was now available in each ward area e.g. antenatal, postnatal, clinic.
- Regular online forums were being scheduled by PLFs, with CL and a member of the PLL team normally also present, for students to attend whether they were in practice or theory.
- The midwifery team had started a monthly update for practice areas, to support with issues such as mandatory training, PebblePad, the eMORA and changes with the new midwifery programme.
- Academic Assessors had been attending formative reviews for all cohorts and would shortly be attending summative reviews.
- A paper copy of the competencies had been provided for second and third-year students, in response to feedback about it sometimes being difficult to access online materials. This had not been possible for first-year students because of the amount of detail in the eMORA.
- The ARC system for placement allocations would be in use shortly, allowing much more detail in allocations to ensure equity of experience for all students.

FP commented that she felt like placements had improved as a result of these actions. FP noted that all the issues raised at the welcome event at the start of term were being addressed.

SSF/Feb23/04

Standing Item: Student & Academic Support Service Update

SG reported that:

- Recruitment was underway for a Student Rep for the MSc Nursing Jan23 cohort.
- Support for new Reps was continuing. The recent Rep networking event went well and a further event was scheduled for near the end of the Spring term. It was anticipated that networking events would run twice per term.

SSF/Feb23/05

Standing Item: Undergraduate Programme Issues

SSF/Feb23/05.01 Stage 2 Survey Feedback (Sept21)

DI reported that a survey of Stage 2 nursing students had been conducted. A separate meeting would be organised to review the feedback received. SF explained that given the amount of feedback it was felt that there would be insufficient time to address it fully in the current meeting.

SSF/Feb23/05.02 MNursing Dissertation Support (Sept19)

LJ reported that there had been some confusion over whether the MNursing was classified as an undergraduate or postgraduate programme, specifically in relation to dissertation support provided by Matthew Lemon (DoHS Academic Skills Adviser).

SF explained that ML's role was specifically in relation to postgraduate taught programmes, although it had been negotiated that he would also provide support for the MSc Nursing. As the MNursing was a undergraduate integrated masters programme, it unfortunately did not fall within the remit of the role. SF recommended that the Writing Centre would be able to provide support for MNursing students with dissertation writing.

RS added that the Department was exploring the possibility of an equivalent role for

undergraduate programmes, and noted that it was helpful for Reps to keep raising the issue as it supported the case for this.

SSF/Feb23/05.03 MSc Nursing Mental Health Content (Jan22)

JS reported that feedback had been received from mental health field of practice students on the MSc Nursing programme that they would like to see more mental health-specific content. JS advised that further clarification was being sought from the cohort as to what exactly this might involve.

SSF/Feb23/05.04 SafeMedicate Formative Assessment Timing (Sept20)

CC reported that there had been a good example of collaborative working between Reps and the Department with regard to formative assessments for the Knowledge Applied to Nursing Practice 6 numeracy assessment in SafeMedicate. It was explained that the regular formative assessments had been scheduled for Thursdays and Fridays. However, Reps received feedback that students were having difficulty finding time to complete the Friday assessments because they clashed with a full day of teaching; this was even more pronounced for students with caring responsibilities or who needed to commute. The cohort was therefore asked whether the days could be changed to Wednesdays and Thursdays. Agreement was received and the module leader changed the timings with immediate effect.

SSF/Feb23/06

Mapping Proficiencies to Spoke Placement Opportunities

The group was informed that CC was working with Grace Greenwood (Clinical Teaching Fellow) to create a resource for nursing students to help them to identify places in practice where they could achieve required proficiencies. CC explained that allocated placements did not always cover all proficiencies, and the new resource was intended to help students to identify appropriate spoke experiences.

ES highlighted that students would need to be mindful that even where an area may offer a particular proficiency, it could not be guaranteed that students would be able to experience this on the day of their spoke experience. ES also cautioned that students should not view proficiencies as a tick-box exercise, as this usually did not result in the best learning experience for the student or care experience for the patient. CC clarified that students were often not aware of where to go to experience proficiencies, and the aim of the resource was to help with this.

It was agreed that the resource would be shared with the PLL team prior to being released to students, as there may be points which needed to be shared with practice partners.

SSF/Feb23/07

Athena SWAN

AP reported that the Department had recently been successful in its application for Athena Swan Silver Award. AP explained that the silver award focussed on demonstrating impact. The submission had therefore included data collected over five years and how this was addressed via an action plan. Data collection would then continue, to identify whether the action plan had been successful.

AP noted that the Athena Swan Working Group within the Department was being reorganised, and that a launch event was scheduled for 28 March 2023. All colleagues and students would be welcome to attend to hear more about the new structure and the action plan. Feedback was requested from Reps regarding both how to promote this event, and also on the action plan itself. AP explained that it was hoped that the action plan would include input from students, for example via a survey which aimed to improve understanding of student experience across a range of issues including staff contact, bullying, harassment and stress. It was acknowledged that some content may be sensitive: however AP emphasised that student input was essential to allow the Department to understand where more work may need to be done on these issues. It was anticipated that the survey would be relatively short, and would be repeated annually to

allow comparison of data. AP proposed that she would share parts of the action plan at the next meeting, to provide context and show how the survey linked in. It was noted that the action plan would be iterative and was expected to develop over time.

Student Reps suggested that the most effective means of contact was likely to be email or the VLE. It was agreed that Reps would then be able to promote the event and survey to their cohorts. The Chair noted that at the previous meeting there had been discussion about involving NurSoc and MidSoc for this purpose: AP agreed that this was a good idea.

SSF/Feb23/08 **Standing Item: Board of Studies – Reporting Arrangements**
No issues were identified as requiring escalation to Board of Studies.

SSF/Feb23/09 **Standing Item: Chairperson Arrangements – next Student-Staff Forum**
It was agreed that CC would chair the next meeting.

SSF/Feb23/10 **Any Other Urgent Business**
SSF/Feb23/10.01 Focus Group Participation
MP asked Reps to encourage students to take part in a Health Education England focus group which he was facilitating, looking at first destination employment posts. An email had been circulated via the VLE with the details. Final year nursing students who had accepted or been offered a post were eligible to attend.
MP also reported that another focus group was being run as part of work being done by the Pre-registration Teaching Committee looking at student attendance and engagement. Details would be circulated shortly via email. Students on all pre-registration programmes were encouraged to attend.

SSF/Feb23/11 **Date and Time of Next Meeting**
Tbc once Summer Term timetable is released.

SUMMARY OF ACTION POINTS

AGENDA ITEM AND TITLE	ACTION	BY WHOM
SSF/Jan22/08.05 Applying for Job Roles (Sept19)	To refer proposal for careers resource on the VLE to Jane Milsom (Employability Coordinator)	Claudia Collins