



The Department of Health Sciences

STUDENT-STAFF FORUM (UNDERGRADUATE PROGRAMMES)

Minutes of the meeting held at 2.30pm on Wednesday 28 September 2022

Present: Student Representatives
Claudia Collins (UG Departmental Rep, chairing)
Kheira Haffiane (MNursing Sept18)
Kirsty Shaw-Williams (BA Midwifery Practice Mid21)

Departmental Representatives
Sue Faulds (Chair, Board of Studies)
Rachel Carr (Deputy Chair, Athena Swan Working Group)
Sophie Godfrey (SASS Office Coordinator)
Mike Kitching (Deputy Chair, UG Teaching Committee)
Fiona Meddings (Midwifery Team)
Rachel Skipper (Programme Leader, BSc Nursing)

In attendance: Veronica Gillies (Secretary)

SSF/Sep22/01 Apologies for Absence
Andrew Delahunty (MNursing Sept21), Matthew Jacobs (Head of Student & Academic Services), Carole Lindsey (Midwifery Programme Leader), Mike Parker (Chair, UG Teaching Committee), Amanda Perry (Athena Swan Lead), Danielle Simpson (Student Support & Engagement Manager), Jerome Wright (MNursing Programme Leader)

SSF/Sep22/02 Notes from the Previous Meeting
The minutes from the meeting of the Undergraduate Student-Staff Forum which took place on 1 June 2022 were **approved**.

SSF/Sep22/03 Matters Arising
SSF/Jan22/08.05 Applying for Job Roles (Sept19)
The group was reminded that there had been an action for MJ to collate information on application processes for first posts for graduating students, and feed this back. It was reported that no further action was required on this as each organisation recruiting locally would provide the Department with guidance to issue to students on how to apply for job roles. It was noted that this had been subsumed into the role of the Employability Coordinator (Jane Milsom). It was agreed that it would be helpful to invite JM to attend the next meeting.

ACTION	BY WHOM
To invite Jane Milsom (Employability Coordinator) to attend next SSF meeting	Veronica Gillies

SSF/Jun22/06.01 Student Engagement Meeting (Sept18)

The group was reminded that there had been an action for MP to liaise with the SASS team and Programme Leaders to provide clear information for Student Reps on what issues should be raised at which meeting. A response had been received from DS confirming that this information would be included in the Departmental induction materials that were being created for Student Reps. Discussions had also taken place about creating more content for the Student Rep pages of the Departmental website, to provide clearer guidance on the Rep role. It was hoped that this would encourage more students to volunteer for Rep roles in future.

The Chair noted that induction materials for Reps had been in development for some time, and enquired when it was anticipated that these would be available. SG advised that they were in the final draft stage, and it was hoped that they would be published within the next couple of weeks following the meeting.

SSF/Jun22/06.04 Support in Practice (Sept18)

The group was reminded that there had been an action for MP to refer concerns about expectations of students in practice to the Practice Learning Link (PLL) team. It was reported that no specific action had been taken on this issue since the last meeting because of staff absence within the PLL team. However, it had been confirmed that the PLL team already discussed this at practice meetings with placement providers, as the Department's main practice partners provided this training in-house, and that it could be emphasised again.

KH noted that this issue had been discussed a number of times, and suggested that it would be helpful for the PLL team to attend meetings. KH observed that the PLL team discussing the matter directly with practice partners meant that the student voice was not present in discussions. It was agreed that a representative from the PLL team would be invited to future meetings.

It was acknowledged that ideally it would be possible for clear guidance to be produced for students on what they were and were not permitted to do in practice. SF explained that this was dependent on the policy within individual Trusts, and that the detail of these tended to change frequently, which made it impossible for the Department to issue an accurate list for students. It was clarified that students were permitted to perform any procedure that a registrant would perform, provided that they were appropriately supervised and supported. It was emphasised, however, that students should not do anything that they were not comfortable with or that their practice supervisor/assessor was not sure about. The Chair suggested that it would be helpful to find a way to increase awareness of this among students, as the same question was raised regularly.

KSW reported that on their recent nursing placement, Mid21 had fed back that they had struggled with the lack of direction about what they were and were not allowed to do; and some had felt pressured to perform tasks which they were uncomfortable with as a result of short-staffing in placement areas. It was agreed that students should be empowered to stick to their boundaries and to have the confidence to refuse to do something if they did not feel adequately supported. It was highlighted that this could otherwise present concerns around patient safety. FM advised that if students were feeling pressured in this way they should raise it with their Academic Assessor.

It was agreed that CC and SF would consider the matter further outside the meeting, with the aim of identifying a way forward.

ACTION	BY WHOM
To consider how to address lack of clarity about what students were permitted to do in practice	Claudia Collins & Sue Faulds
To invite representative from Practice Learning Link team to attend future SSF meetings	Veronica Gillies

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

It was noted that at the previous meeting there had been discussion about integration of maths/calculations support within the nursing programme. It was reported that this had been referred to the Programme Team. A response had been received from the module leader for Knowledge Applied to Nursing Practice 6, which highlighted that:

- Students had multiple opportunities to do medicines calculations on safeMedicate throughout the programme, in the CSU, in simulated sessions and in practice.
- There had been two formative opportunities for the numeracy assessment, which were set up in the same way as the summative assessment. Feedback from these was made available to students along with other resources on the VLE.
- Sue Russell (Maths Skills centre) had full access to the safeMedicate platform and was able to tailor support for students as needed. Students had been introduced to SR in their first year.
- The numeracy involved in safe medicines management was no harder than the numeracy at GCSE level in Maths at 4/C or above (or equivalent), which students were required to have on entry to the programme.

There was discussion about students using the Maths Skills Centre and the Writing Centre for support. It was confirmed that these were introduced at induction and that information was available on the VLE. However, it was suggested that it would be helpful if relevant contacts were reintroduced to students later in the programme, to put a face to a name and make it less intimidating for students to get in touch. It was also suggested that Stage Leads could reinforce the availability of these support services. The importance of seeking support early to allow time to build up skills was also highlighted. RS undertook to raise the issue at the next Stage Leads meeting.

ACTION	BY WHOM
To raise signposting to Maths Skills Centre/Writing Centre at Stage Leads meeting	Rachel Skipper

SSF/Sep22/04

Standing Item: Student & Academic Support Service Update

SG reported that:

- It was currently Welcome Week for new students. It was anticipated that the majority of questions being raised by students would be answered in welcome talks: any outstanding issues would be referred to Programme Leaders.
- UG and PG Departmental Reps were in post and had attended welcome talks.
- Nominations were open until 14 October for Course Reps for 2022/3. Details would be circulated to students shortly. It was hoped that Reps would be in post by the end of October.
- Inductions materials for new Reps were nearly ready. Drop-in sessions would also be organised to speak about the role, as well as monthly Rep networking meetings and one-to-ones with SG.
- A feedback form had been circulated to outgoing Reps. The response had been limited but the team would consider the feedback that had been received.

SSF/Sep22/05

Athena SWAN

RC reported that the Department had recently submitted its application for silver award, and was expecting to hear the outcome by mid-October. RC explained that previously the Athena Swan Working Group had had representatives for different themes, but that it was looking at creating small working groups for key action goals. It was highlighted that some of these would be very relevant to students, such as career progression and gender equality on programmes, and that student involvement would be welcomed. It had been proposed that each working group would include 2-3 people and would meet regularly to

ensure actions were progressing. RC requested suggestions about how best to publicise this opportunity to students.

It was acknowledged that email may not be the most effective way to contact students, especially given the time of year. It was suggested that information could be included in the next Departmental newsletter or on the website; and that NurSoc and MidSoc may also be able to help with dissemination. RC undertook to work with the Chair of the Athena Swan Working Group to draft some wording for inclusion in the newsletter or circulation via email.

ACTION	BY WHOM
To draft wording regarding opportunities for involvement in Athena Swan action working group	Rachel Carr / Amanda Perry

SSF/Sep22/06

Standing Item: Undergraduate Programme Issues

SSF/Sep22/06.01 Placement improvements (Mid21)

KSW reported that Mid21 had fed back some ideas for improving practice placements. As PebblePad was not universally popular, it had been suggested that students could have regular meetings with their personal supervisor for a 'mini-assessment', similar to a mid-point interview. The supervisor could then provide paper-based feedback for inclusion in the student's Practice Assessment Document/EOAR.

FM acknowledged that some students and colleagues in practice may be averse to using electronic documentation but noted that, given that there was a general movement towards electronic systems, returning to a paper-based option would not be future-proofing students to engage with those systems. FM also highlighted that a paper-based version of the PAD for the BMid/MMid programme would be over 300 pages, making it impractical to carry around; and that it was better for students to obtain feedback in relation to specific competencies than general feedback.

KSW acknowledged the benefits of the electronic system, but reported that it was difficult for students when the people they were working with in practice were reluctant to engage with it. FM advised that students who were having trouble with this should notify their Academic Assessor so that it could be raised with the PLL team and Learning Environment Managers in practice, since practice partners had a responsibility to provide feedback to students to allow them to achieve the programme requirements.

The Chair proposed that this matter could be discussed further with the midwifery team outside of the meeting.

ACTION	BY WHOM
To discuss students' suggestions for improving practice placements / difficulties obtaining feedback with midwifery team	Kirsty Shaw-Williams & Fiona Meddings

SSF/Sep22/06.02 Practice Assessor arrangements (Mid21)

KSW requested clarification of whether students would have a different Practice Assessor for their 'home' and 'away' Trusts. FM reported that this issue had been the result of a misunderstanding and had been resolved. It was confirmed that midwifery students would have one Practice Assessor in their 'home' Trust and one in their 'away' Trust.

SSF/Sep22/07

Standing Item: Board of Studies – Reporting Arrangements

No issues were identified as requiring escalation to Board of Studies.

SSF/Sep22/08

Standing Item: Chairperson Arrangements – next Student-Staff Forum

It was agreed that CC would chair the next meeting.

SSF/Sep22/09 Any Other Urgent Business

The Chair thanked all Reps who were completing their terms in post for their work and contributions to meetings.

SSF/Sep22/10 Date and Time of Next Meeting

TBC once Spring Term timetable released.

SUMMARY OF ACTION POINTS

AGENDA ITEM AND TITLE	ACTION	BY WHOM
SSF/Jan22/08.05 Applying for Job Roles (Sept19)	To invite Jane Milsom (Employability Coordinator) to attend next SSF meeting	Veronica Gillies
SSF/Jun22/06.04 Support in Practice (Sept18)	To consider how to address lack of clarity about what students were permitted to do in practice	Claudia Collins & Sue Faulds
SSF/Jun22/06.04 Support in Practice (Sept18)	To invite representative from Practice Learning Link team to attend future SSF meetings	Veronica Gillies
SSF/Jun22/06.05 Maths/ Calculations Support (Sept19)	To raise signposting to Maths Skills Centre/Writing Centre at Stage Leads meeting	Rachel Skipper
SSF/Sep22/05 Athena SWAN	To draft wording regarding opportunities for involvement in Athena Swan action working group	Rachel Carr / Amanda Perry
SSF/Sep22/06.01 Placement improvements (Mid21)	To discuss students' suggestions for improving practice placements / difficulties obtaining feedback with midwifery team	Kirsty Shaw-Williams & Fiona Meddings