

School of Health and Social Care

Student Staff Liaison Committee meeting

MSc/BSc Speech and Language Therapy

Tuesday 26 November 2019, 13:00-14:00 Room 2S2.5.06

Minutes

1. In attendance

Natasha Sore (NS) – Chair, BSc
Programme Lead, Subject Lead
Cerys Somers (CS) – Minutes, Student
Administrator
Annabel Hodges (AH) – Academic Staff
Beth Twine (BT) – MSc Year 2 Rep
Chloe-Marie Miller (CM) – MSc Year 1
Rep
Greg Cadge (GC) – HSC Librarian

Jade Apperley (JA) – BSc Year 1 Rep
(IPY)
Kat Younger (KY) – SU Rep
Lauren Noy (LN) – BSc Year 2 Rep (3YR)
Lisa Berto (LB) – BSc Year 2 Rep (3YR)
Sandra Martin (SM) – MSc Year 1 Rep
Shannon Cronin (SC) – BSc Year 1 Rep
(IPY)
Stephanie Wright (SW) – MSc Year 2 Rep

2. Invited but not able to attend

Alisha Vale (AV) – BSc Year 1 Rep (3YR)
Borislava Oshtepkova (BO) – LEAP
Project Worker
Julie Austin (JA) – Academic Staff
Sally Austin (SA) – Academic Staff

Karla Hirst (KH) – BSc Year 1 Rep (3YR)
Katie Moore (KM) – MSc Programme
Lead
Sarah Sherratt (SS) – Academic Staff

3. Chair's report on developments and updates from any action points from the previous meeting – 'You said, We did'

NS checked the action points from the last SVG held 12.06.19. Please see the previous minutes for a full description of these points. I have referred to these as previous points to separate them from this meeting's action points.

Previous Point 1 (pg. 1) was for GC to discuss the possibility of setting up dissertation meetings/sessions before the summer with Penny (module lead).

GC – confirmed that this has now been put in place for BSc and MSc.

Previous Point 2 (pg. 2) was around feedback forms for module half-way points. A previous rep was going to chase this with KY.

LN – advised that they did not receive any further information around this.

Action Point 1 – KY to look into this and feedback to reps

Previous Point 3 (pg. 2) was around the formatting and errors in the BSc Year 1 Exam
NS – advised that this is being reviewed, including increasing the size of the boxes.

Previous Point 4 (pg. 3) was around there being another opportunity to complete the SAMT form for HS810 once the feedback had been received late.

NS – clarified that this did not happen and asked whether the students wanted the opportunity to do this.

BT – advised that they would like the timing of SAMT forms to be reviewed.

Action Point 2 – NS to liaise with module leads to ask that SAMT forms are only sent out once feedback has been released. The exception for this will be HS859 where the feedback is not released until after the Board of Examiners meeting.

Previous Point 5 (pg. 3) was around two teaching days booked for summer. Students were asked to feedback to AH around what they would find useful.
NS – advised that this was completed and the days filled.

Previous Point 6 (pg. 4) was around the placement information for PEMS for travel and accommodation.
TS – advised that it is the practice educators who update these details.
AH – advised that students **and practice educators** get a PEMS email and we will look to prompt educators to update details of travel and accommodation.

Previous Point 7 (pg. 4) was around asking for the SAMT forms to be online.

Action Point 3 – NS to liaise with module leads to ask that SAMT forms are provided online once a module is completed. . Module Leads to liaise with CS (SLT student administrator) to get these set up.

4. Programme cohort representative reports

There was not a student co-chair available so NS chaired the meeting. KY was available to assist if needed.

Action Point 4 – KY to confirm with School once a student co-chair has been trained.

BSc Year 2

LN – advised that they wanted to check the HS234 placement deadline in FASer
LB – advised that the date does not match up to other documentation

Action Point 5 – AH to check submission dates for FASer and to liaise with students & student administrators

LN – advised that there were some questions about the work for the placement form. They emailed SS to ask for a drop-in session where students can come to with their queries and that they will forward the email to the placement team.
AH – advised that the sltplace@essex.ac.uk email address is accessed by all members of the academic placement team.

LN – asked whether it was possible for all lecturers to upload hand-outs before the day of teaching so that students can print them in advance.
AH – advised that the placement team has previously held back so that the students are not overwhelmed with information but if they think it would be useful the placement team could look into it.

Action Point 6 – NS to discuss with the SLT team about uploading hand-outs to Moodle the night before where possible.

LN – advised that for HS240 the two module leads are using Moodle announcements which are not working. They also advised that they need to do reading in advance of the next session. It would be helpful if the reading for the next session was put at the end of the slides for the current session.

Action Point 7 – NS to contact the HS240 module leads and ask them to use email rather than Moodle announcement and ask them about putting the next session’s reading at the end of current slides.

LN – advised that the lecturers often have two versions of the slides one which includes the activities and one without. Asked if both could be uploaded to Moodle.

Ah – advised that they can do this if it helps.

LN – advised that 20/22 people would rather have a 30 minute lunch rather than a 1 hour lunch. They understand that this is not possible with the timetable booking system.

NS – advised that staff have to make room booking requests on the hour and having a half hour break would interfere with the tap-in attendance monitoring. In addition, rooms are often used by other programmes for teaching during the 1-2pm SLT student lunch slot. Where possible they will try and finish afternoon sessions at 4:30pm.

LN – passed on a big thank you to the placement team for their quick responses and support during the summer block.

LB – advised that it was a great experience.

BSc Year 1

JA – advised that their cohort experienced the same difficulties with lunch breaks. There are students in the cohort who need to get back to relieve childcare which is difficult with the traffic around 5pm.

SC – advised that the RCSLT Roadshow was advertised as a two hour session. However, it seemed as though the people doing the roadshow were used to doing one hour sessions as there only seemed to be an hour of content. It has practice placement in the title so people expected it to be more oriented towards placement. It focused more on information about the RCSLT which could be included as part of the welcome talks. By this point in the year many of the students were already members and knew most of the information.

LN – advised that they believe that for their roadshow the RCSLT had thought they were 2nd year MSc rather than BSc as they came with interview preparation. Some of the students stayed for this but it was disappointing for those who had organised childcare.

LN – advised that the cohort would rather have the RCSLT roadshow session added to a day in which there are already lectures.

NS – advised that the RCSLT are keen to receive feedback about best timing for these events. We can provide more information around what to expect on the day. Please do feedback on the activities as the RCSLT are keen to tailor the experience for different cohorts.

SC – advised that there are lots of deadlines missing on FASer. They can find them in the module guides but it’s hard to get an overview of all the deadlines.

NS – advised that there is a 2019-20 assessment dates/deadlines overview document for each cohort on the General SLT Moodle page.

BT – advised that a lot are missing from their cohort too.

CS – advised that there are some delays in the admin team who have been extremely busy. The soonest deadlines happening in December have been flagged and will be available as soon as possible.

Action Point 8 – CS to liaise with administrative team to make sure December deadlines are available ASAP

MSc Year 2

BT – advised that if possible they would like the reading resources to be online as it can be a struggle to get the books. Maria and Daniel have been named as a dynamic duo. The cohort really likes how their lectures link together.

GC – asked whether there are specific module or textbooks this relates to.

BT – advised that for HS836 some of the information is online but it would be useful to have more books available.

GC – advised that they try to source the best licensing. Some only allow a certain number of people to view the material online at any given time. They can digitise chapters of books if only part is needed for the class. However, there are copyright laws which mean they can only do this for a certain percentage of the book so if a chapter has been digitalised for a different reason then they can't do it.

BT – advised that on LEAP people have been marked absent for the block placement.

BT – asked for some warnings before sensitive information. They just came out of a lecture which had some distressing videos. Perhaps it could be organised in future so that these kinds of videos can be viewed at home before the class.

BT - advised that the lectures seem to be earlier this year and that they have received essential reading for the session the night before at 5pm. This is difficult for people with families or dyslexia.

BT - asked whether the international students were warned about the placement expenses as it seemed to come as a big shock to them.

NS – advised that this information is now included in the welcome information prior to arrival.

BT – advised that there is too much Evidence Based Learning (EBL). There are long afternoon sessions which do not feel as valuable. Often there are very useful lectures in the mornings that feel rushed. They suggested having the lecture spaced throughout the day with shorter EBL breaks. Last year there were a lot of releases which kept the cohort energised. The dysphagia day was very good and the quality of guest lecturers is high.

Action Point 9 – NS to discuss timing of sessions with lecturers as part of forward planning

BT – asked that lecturers please put references in their slides.

Action Point 10 – NS to ask lecturers to put references in their slides where possible.

MSc Year 1

SM – asked for input from other reps around how they get feedback from their cohorts.

BT – advised that it is more difficult for the first years as they are new together. They put their ideas in a group chat and the rest of the cohort says whether they agree or disagree and adds their own feedback.

SM – advised that their evidence based practice (HS858) lectures were cancelled because of strike action.

CM – asked whether they can be told what the lecturers were meant to cover.

Action Point 11 – NS to speak to VJ about procedure for sharing lecture materials if cancelled from strike.

KY – advised that the lecturers aren't obligated to pre-warn the School or students about any strike action. The advice from the University and Student's Union is to keep going to lectures even if you do not know whether they will be cancelled. The University is trying to prevent the learning outcomes from being affected.

NS – advised that AC is the only member of the SLT team on strike.

SM – advised that the module lead SS is also on strike.

BT – asked whether the team can create a back-up plan urgently in case any feedback is late.

KY – advised that there are strike clinics everyday 10am-4pm in the old Lloyds Bank on square 3.

NS – advised that VJ has sent an email out which has who to contact if you have any concerns about the strike.

SM – advised that the cohort is feeling overwhelmed with the amount of work. They have to find out a lot of information for themselves for example, with the sociology module. They are also trying to figure out what is needed for the first placement and how much time to allocate.

AH – advised them to speak to their personal tutors.

NS – reminded the students of the wider University support available alongside the personal tutor system. If they have concerns about a module please contact the module lead or teaching tutor for support.

AH – advised that the team is always happy to encourage and support you so please make use of the personal tutor system.

BT – advised that the SLT society also have "buddies" who can provide help and support.

CM – advised that they had a meeting with the practice educator but they did not seem to know what they were supposed to be doing. They asked the student to tick themselves off.

AH – asked CM to send them an email.

SM – advised that their practice educator doesn't think they are the right person to tick off their skills as they don't know us.

AH – asked them to email them examples of where the practice educators are based. They can then work with them to help them to understand the green book better. They can also put some more directive information on Moodle.

SM – advised that they would like more clarity around CLEAR assessment.

At this point the chair moved to the Any Other Business section as there were essential points that needed to be covered as instructed by the School's Director of Education. The MSc Year 1 reps provided a written summary of other points to feedback. I have included any additional points that we did not have time to discuss below.

Introduction

What worked:

- the students were made to feel warmly welcome. They enjoyed the activities and interaction.

Improvements

- timetables was unclear and caused issues with childcare.
- Would have been nice to include a tour by a 2nd year of the main places where lectures take place and places to have lunch

- Asked whether the mandatory training could have taken place before they started as it was difficult to complete alongside so many other things when they had initially started.

Teaching & Learning

What worked:

- Phonetics teaching was very effective, although the mini tests provoke nerves they were helpful.

Improvements:

- Would like more teaching on phonetics & linguistics and less on some of the foundation topics such as professionalism which could be independently researched
- Would like more interaction in some of the lectures
- Some areas could be clearer or reinforced in class, such as the first sociology topic

Assessment

What worked:

- The reflection marking grid is really useful to help make sure the right information is included in the reflections

Improvements:

- Went through assessment too early in the programme when they did not have the full picture enough to process what was needed. It would be good to revisit this.

Placement

What Worked:

- We had the opportunity to have a placement early into the programme. This makes it easier to apply theory into practice.
- The white booklet with the tasks has been really helpful in structuring the placement time. They have gained a lot from the tasks.

Improvements:

- Found it difficult to juggle the green/white placement books. The tasks have given a steer in terms of what is needed it is difficult trying to fit knowledge into the correct boxes. Asked whether the booklets could be combined.
- Placement educator does not have the time to observe enough to comment on our effectiveness.
- Clarity needed around the email sent by the placement team around consent to audio which was sent week commencing 18th November.

Independent Learning

What Worked:

- Like having set journals to read for interprofessional practice when they were still getting their head around how to use databases

Improvements:

- Making article search through the library website easier and more effective is crucial.
- Had lectures for HS810 very early on in the year when tasks for it are not due until 2020.

HS858 Module

What Worked:

- Like that the module is online and that they can fit it into their own time which helps with organisation

Improvements:

- Discussed previously in minutes – around cancelled lectures.
- Would like a module outline for HS858 lectures so they are more prepared for them. E.g. who is teaching them, what will be covered anything that they need to bring or have done prior to attending.

5. Library matters

GC – advised that the refurbishment of the Paternoster lift in the Library will take place with an anticipated re-opening for academic year 2020/21. We expect work to start during the Christmas vacation and will be including regular updates on our website. Also, refurbishment of Floor 2, South Wing is nearing completion. The official opening is planned for January 2020. More information and updates can be found at <https://library.essex.ac.uk/floor2refurb>

Finally, after a soft launch in June, we now offer an online chat service through our website during core hours (Monday – Friday 10am-5pm).

NS – advised that GC has provided some amazing library search support. Asked whether there are slides for the in-depth search evidence session delivered to the MSc year 2 students.

BT – advised that the cohort has fed back positively about library support.

GC – advised that there are some slides for the BSc module HS240 which he sent to NA and EA.

NS – advised that she will speak to EA & NA about uploading the library slides on HS240. The same library support sessions are provided for the BSc/MSc SLT students but in different modules and at different times.

6. SAMT

Not covered due to time limitations.

7. Programme documentation for discussion (see individual programme Moodle page)

- a) *Annual Review of Courses (ARC)*
- b) *External Examiner reports*
- c) *Student satisfaction survey outcomes*
- d) *Student feedback of modules and teaching – staff action points*
- e) *Anonymised module lead reports*

Not covered due to time limitations.

8. HEE Quality Framework Updates (where relevant/if any)

Not covered due to time limitations.

9. New and Revised Programme Developments (if any)

NS – advised that the first applicant day will be on 27.11.19. A group of students across the BSc/MSc SLT programmes developed a new interview question, which involves giving the applicant a scenario to problem solve with a focus on team working. NS Passed her thanks to those who were involved.

10. Employability

Not covered due to time limitations.

11. Equality, diversity and inclusivity

Not covered due to time limitations.

12. Health and Safety

Not covered due to time limitations.

13. Any Other Business

Additional Items from Director of Education

NS – made the group aware that the School has introduced two new policies for 2019-20. The first, Marking & Moderation Process, was created to improve procedural consistency across modules, courses and campuses. Secondly, the Reasonable Adjustment in Practical Tests Guidance has been created alongside the Department Disability Liaison Officer (DDLO) and Student Support. This outlines the reasonable adjustments that can be made for certain types of assignments. This is particularly important for the Speech and Language Therapy phonetics and linguistics skills exams.

NS – also advised that the School is working closely with the Students' Union to ensure that Student Voice underpins all School developments. The Dean of School and Director of Education have scheduled meetings with the Faculty Convenor to swiftly resolve issues and problems.

KY – confirmed that these meetings will happen once a term.

NS – advised that the organisation of timetables within the School is now centralised to avoid problems encountered in 2018-19.

SM – advised that there were some problems at the beginning of term with timetables but they have now been resolved.

AH – confirmed that there was an early problem.

SM – advised that the problem seemed to mostly occur when they were being split into smaller groups for phonetics and linguistics.

NS – confirmed that this has now been resolved.

Other AoB Items

NS – asked whether the reps would find it useful to have halfway feedback meetings between the scheduled student voice groups to help manage issues arising.

BT – advised that this would definitely be useful for early fixes.

Action Point 12 – NS to look into drop-in sessions and liaise with reps
--

BT – advised that the clinical placement is causing some problems. They travel quite far for three hours when they are not needed for that long. The partner is too tired for three hours especially if they are elderly. Try to help out in other areas but staff don't expect it.

AH – advised that they will check the exact limitations. May be able to count some of the travel time and preparation time. Advised that it is appropriate for them to go into different areas.

BT – asked whether they can let staff know.

Action Point 13 – AH to look into limitations and contact staff
--

There was some discussion around the financial cost and travel for the block placements. AH asked that the reps email her with any specific concerns so that she can look into them.

SM – asked whether it is possible to have a 10 minute drop in session where students can come to discuss any placement related questions.

NS – advised that the 10 minutes could be added to an existing session

Action Point 14 – AH to look into placement drop in

14. Date of Next Meeting

Next SVG meeting is scheduled for 25.02.2020 13:00-14:00 in room 2S2.5.04. The invite has already gone out.