

Internal Periodic Review of: Oral Health Sciences Undergraduate Provision

Date of review: 28th January 2021

Date of 14 week response: 3rd August 2021

Date of year on response: 27th April 2022

The School/Subject Area is responsible for reporting on progress with all recommendations, including those remitted to other areas of the University for action. If any recommendation has been fully addressed please record the action taken and date completed. Any barriers to progress should be highlighted on this report.

Recommendation no	Recommendation	Timescale for completion	Comment on progress towards completion and/or identify barriers to completion	Completion date
1	<p>Communications It is recommended that communication mechanisms and expectations are reviewed and information clarified to both students and staff to ensure a consistent approach. Information should be clearly signposted to students, for example a flowchart detailing examples of what may constitute a message that should be posted on MS Teams and what constitutes a message that should be sent by email. Expected response times should also be reinforced to ensure clarity for both staff and student</p>		<p>We have reviewed our communication mechanisms and consulted both staff and students for further feedback.</p> <p>After receiving positive feedback regarding MS teams, it was decided that this platform will continue to be utilised for certain communications.</p> <p>As we move out of the pandemic, the students will be informed when the programme coordinators will have a physical presence in the office.</p> <p>Document 1 'Who to contact in OHS' flow chart was devised by the programme coordinators. This flow chart was discussed at meeting between the programme coordinators and the students, although this meeting was poorly attended by the students.</p> <p>Document 1 has been added to LEARN and the Programme Handbook 2021-22</p>	March 2021
2	<p>Communications The review team noted that Learn is the recognised platform to issue all work and to upload resources and this was discussed at the SSLC meeting in November 2020. Nevertheless, some of the students that met with the review team expressed confusion about the various platforms where work may be posted. The review team recommends that the Subject Area</p>		<p>The students have confirmed they are more confident with learn, and they are much clearer on the use of the google calendar, learn and MS teams.</p> <p>This feedback was highlighted at the last SSLC committee meeting (March 2021)</p>	March 2021

	reiterate to all students the SSLC minute that all work will be found on Learn and no other work will be posted in different places. In addition, it is recommended that future feedback is sought from students and staff regarding how this is working going forward, such as at the next SSLC.		We will continue to review this throughout the next academic year. Document 2: SLLC meeting minutes March 2021.	
3	Communications The review team acknowledges the commendable effort of the subject area to use a variety of activities and tools to enhance learning and teaching, however it is recommended that clearer communication is required between the subject area when setting task deadlines to help identify where there might be conflicting deadlines and to prevent pinch points and overloading students.		The course leads are currently reviewing the timetable, lectures and self-directed learning activities. The course leads are due to meet before the next academic year to avoid conflicting deadlines within the four courses.	August 2021
4	Learning and Teaching To support student Self-Directed Learning and Reflective Practice, the review team recommends embedding and integrating academic writing/study skills as part of early engagement in lectures and associated tasks. (e.g. in the first and second year compulsory courses)		In the academic year 2020-21 we introduced a summative essay for year 2 to enable feedback and reflection ahead of the summative essay and poster in year 3. The team met with Lesley Kelly Academic Developer, Taught Student Development team Institute for Academic Development on the 2 nd June 2021. We have decided to run compulsory IAD academic writing lectures in year 2 (semester 2), this will assist the students in preparation for their essay. The content of these lectures will be decided following a student consultation.	Academic year 2021-22 (delivery in semester 2)
5	Dissertation/Essay writing support It is recommended that the subject area discuss the possibility of tailored courses relating to dissertations and essay writing in a clinical setting with the IAD		The team met with Lesley Kelly Academic Developer, Taught Student Development team Institute for Academic Development on the 2 nd June 2021. We will be introducing a compulsory package of IAD lectures relating to dissertations. In 2021-22 these will be delivered at the start of the academic year. The course content will be decided following a student consultation.	September 2021

6	<p>Strategic governance structure The review team recommends that the Deanery consider succession planning and consider a deputy for Programme Director which could also provide development opportunities for other members of the subject area.</p>		<p>The Programme Director has discussed this with the Director of the Dental Institute.</p> <p>A meeting is planned for the end of August 2021, to discuss staffing and the process of appointing a deputy.</p>	On-going
	Please report on steps taken to feedback to students on the outcomes of the review	The students were given feedback on the review outcomes at the last SLLC meeting (March 2021) Further updates will be given during the student's welcome back meeting on the 21 st August 2021.		
For Year on response only	Any examples of a positive change as a result of the review			



Who to Contact in BSc OHS

Reason for Contact

Who/Were to Contact

If you are going to be absent or late



Email mvm.ohsabsent@ed.ac.uk

If you have general questions such as rotas, timetables, clinics, making an appointment with PT, iDentity, competency updates



Email Sarah and Jen at BScOHS@ed.ac.uk

If you have a specific question regarding teaching/lectures and dissertations



Email the course lead related to the teaching. **DO NOT** use private message on Teams.

If you need a quick response, for example you have an issue logging into a lecture/session



Use Teams



THE UNIVERSITY *of* EDINBURGH
Edinburgh Medical School

Edinburgh Dental Institute

BSc (Hons) Oral Health Sciences Student Staff Liaison Committee (SSLC) Meeting

Wednesday 23 March 2021

12:15-13:15

MS Teams

PRESENT:

Joanne Healy (JH) (Programme Director) – Chair
Zoe Coyle (ZC) (Lecturer)
Liz Conner (LC) (Lecturer)
Sarah Gaddess (SG) (Programme Administrator)
Jen Hurley (JH2) (Programme Administrator)

Ella Ho (EH) (Year 1)
Alex Ignacz (AI) (Year 1)
Alicia Dillon (AD) (Year 2)
Saffa Sabri (SS) (Year 2)
Moon Kazi (MK) (Year 3)
Sarah Krueger (SK) (Year 3)
Caitlin Donnelly (CD) (Year 4)
Megan Togwell (MT) (Year 4)

Apologies:

Andreana Austin
Amber Jenkins
Louise O'Dowd
Lucy Wands

1. Welcome and apologies

JH welcomed everyone to the meeting. JH welcomed JH2 to the team. JH explained that the deputy student reps and other representatives from the group had been invited to attend. This was following on from feedback from the IPR that there was more staff than students attending the meetings. The course leads are invited. AJ and LW could not attend today. JH noted that if anything arose from this meeting it would be fed back to AJ and LW. Due to CD attending clinic in the afternoon, the Year 4 feedback will be discussed first

2. Minutes from previous meeting – Update on actions

JH noted that there are no outstanding actions. Comments and feedback were dealt with at the meeting. Calendar is there as a timetable and Learn is used for all teaching materials. Feedback is that Teams channel is still useful. JH asked for any comments from the previous minutes – no comments.

3. Y1 –Y4 Student Feedback

JH explained that the meeting would now go through feedback from each year group and the staff will give feedback as well. JH thanked Year 1 and Year 2 for the mid-term feedback. JH noted that no feedback was received from Year 3 and Year 4. JH explained that the feedback is used constructively to improve and enhance the course. Without the feedback it is not possible to take that forward.

Year 4 Feedback – Caitlin Donnelly and Megan Togwell

CD had feedback from Outreach which was brought up with LW. There was confusion about how something's were done in regards to the paediatric patients. LW is going to contact Outreach and get back to the Year 4 students.

CD stated that Year 4 would prefer to have the clinical rotas on Google Calendar rather than on Teams. This way everything would be in one place.

JH responded that LW has been in touch with Outreach and will get back to Year 4 regarding this.

SG explained that there were issues at the beginning of the year with accessing and permissions for the rotas, there is also a lot of last minute change. It is a unique year and patients, rotas and students coming onto clinic is changing a lot and there are last minute changes. SG noted that it is easier to edit and upload on to Teams and all students have immediate access to them.

JH thanked SG and agreed that the rotas have been a complete task this year, liaise with nursing teams and other departments.

JH updated that the timetable for the summer months is being worked on. When exams are finished there will be a return to Outreach for two days a week, Monday and Wednesday. Outreach now have red ring hand pieces and motors.

AGP's will take place in EDI. The pods are getting fitted on 05/04/2021. There will be one to one teaching sessions with a clinical supervisor in the pod. Year 4 will also get to see Perio patients to do ultrasonics. JH noted that some Year 4's have managed to do some AGP's at EDI. JH explained that the lecturing team will be busy with exams in May. The sessions in EDI will be limited in May. Andreana will do some further training on OPT's and occlusal radiography. In June the amount of time in EDI will increase to include Paeds patients. SG and JH2 will provide a rota, you will be on rota on a weekly basis, and all clinics will be done in a week. You will be kept in your clinical pairs where possible. This will be actioned in the next few weeks.

JH updated that there will be a two week holiday at the beginning of July, no clinics. Staff will reassess everything in July. JH noted that the GDC have requested clinical data which will get sent out in July.

JH stressed the importance of recording information on iDentity. It is important to include your observational time if working in clinical pairs. JH/LC will update the students on how to do this.

JH asked if there was any other feedback.

MT asked for clarification on which channels of communication the students should be using. JH responded that SG and JH2 had explained this.

JH clarified that any absence/lateness should be emailed the absence email box mvm.ohsabsent@ed.ac.uk. Anything to do with timetables, rotas, anything general to do with the course would go to SG/JH2 at BScOHS@ed.ac.uk. If, for example, you have access issues when logging into a session, Teams is used if you need any answer quickly, a staff member will be looking at Teams. Staff are not in the office as much at the moment so these emails were set up to help. If you email a member of the lecturing team and they are on clinic with a patient, they can't get back to you quickly this is why you should contact SG or JH2. JH noted that Teams is good for last minute/quick changes, for example if a clinic is cancelled, or a patient is coming in last minute. The whole team can see the updates via Teams. If you have an issue, for example with a lecture please email the member of staff and not private message them.

ACTION – SG/JH2 to provide a rota for the Year 4 clinics

ACTION – LW to provide Year 4 with an update on Outreach.

ACTION – JH/LC to provide instruction on how to record observational time on iDentity.

ACTION – SG/JH2 to put together a list of what channels should be used for various communications.

Staff Feedback for Year 4

LC asked that Year 4's keep a look out for any 'off the cuff' invites to AGP clinics and to reply as quickly as possible. LC confirmed to CD that LW is seeking a solution with Outreach.

ZC updated that Year 4's finishing of dissertations and is looking forward to having dissertations in.

JH explained that all exams that are written will be in person, face to face in a venue. This will be in West Port. SG has sent out a communication on this. The OSCE's will be done in Clinical Skills. Simulated cases will be run on Collaborate.

JH asked if there was any questions surrounding the exams. No questions.

Year 3 Feedback – Moon Kazi and Sarah Krueger

MK updated that feedback was positive overall. They know what to expect for the exams and moving to Year 4. There was some confusion about the Prep for Practice Exam but JH has cleared this up. SK added that they are happy with all the patients they have seen. SK noted about logging observations on iDentity. They had done this on the Paeds clinic. JH is going to look at an instruction on how to log this as an observed tab. LC asked the students to keep a note of the visits you have observed. When you can add them, this will make it easier.

ZC has been advising the Year 1's to keep a hard copy of all their reflections. All years should be encouraged to do this.

JH asked that once the instructions were communicated could the observations be logged in iDentity retrospectively. It should be done by the end of semester.

ACTION – LC/JH to investigate how to report observations on iDentity. This will be communicated via Teams.

Staff Feedback for Year 3

JH noted that clinics with the Year 3's have been going well. Everyone working well as a team. AGP's have gone well.

LC thanked Year 3 for being motivated and a nice group. LC has received positive feedback from supervisors and external lectures. LC noted that all Year groups have done brilliantly and have coped very well.

JH thanked everyone for the nominations for the Teaching Awards.

ZC is working on the dissertation guidelines, they will be available by the end of this Semester. ZC asked that the student to look over this in the summer and think about topics for their dissertations.

Year 2 Feedback – Alicia Dillon and Saffa Sabri

AD reported that the whole year are super grateful and wanted to say thank you for making the year less stressful and keeping them motivated and uplifted throughout. Clinical Practice has been amazing. They have loved being in clinic and found it very beneficial. It was noted that clinical pairs was very good. It has been reassuring working in pairs.

Year 2 are aware that due to the limited number of staff they are aware it is difficult to observe DOPS and competencies. Some of the cohort have felt that it is almost pre-discussed who sees which patient and when. Some people feel they have to justify why they should see a patient or continue seeing a patient, or are asked if they want to see a patient that day. AD asked to prevent any further issues like this if tutors or reception could delegate patients to them in clinic, perhaps via the patient sheet. This would make it fairer and representative of how it would be in real life.

AD updated that for Clinical Practice online, Year 2 have enjoyed the interactive Collaborate sessions. Enjoyed LC's simulated mock case. AA's management of paediatric trauma and ZC's case based learning were all enjoyed. Year 2 would like to do more case based learning as they found it beneficial and enjoyed it. SS agreed with everything that AD had raised.

JH responded that AJ will listen to this meeting and would get back directly if there is anything she would like to add.

JH stated that the DOPS and competencies might not all get finished by the end of semester, this can be allowed to spill into Year 3. Clinical Practice 1b patient assessment needs to be completed. JH noted that most people are getting through this. AGP's are being carried out.

JH updated that the staff have a clipboard on clinic which lets them know who has done what and when. The allocation of patients is done as fairly as it can be. JH noted that patient continuity is not possible during the pandemic. Whilst patient continuity would be lovely it is not possible at this time and what is required is patient contact. This is happening across all Dental schools at the moment. As the clinics are at a reduced capacity they are trying to make it as fair as possible.

JH noted that from her experience on clinic, Year 1 have had a good/even number of patients. Year 2, most have done 1b assessment, some AGP's still to be done. As there are less Year 3's they have 2 different appointment slots.

Hopefully patient continuity will be improved in the new semester.

JH was pleased to hear that the Year2's are enjoying the digital sessions. The staff have worked hard on producing a package of interactive sessions.

Staff Feedback for Year 2

LC thanked AD for the comments. LC echoed what JH stated in that they try to ensure that the right people, have the right patients, at the right time. LC was glad to hear the positive feedback on clinical pairs. Hopefully this can continue in some form in future years. ZC is glad that case based learning has been well received. Case based learning is something that is normal done once a month or every six weeks. The sessions are all different and related to teaching. ZC confirmed that case based learning does continue going forward into Year 3 and Year 4. ZC's experience on clinic has been very good, keep up the good work.

Mid-Term Feedback Forms

JH went through the mid-term feedback.

Health & Disease 2b:

Positives - generally everyone likes the recordings as notes can be made, lectures have been informative, Top Hat is popular, and GA and the clinical aspect has been enjoyed. Improvements – nothing can be improved, somebody asked about past papers and example questions. JH responded that they don't give passed papers at a University level but they do a mock exam/case before the actual exams. Self-directed learning, discussion boards and the Top Hat sessions are used as a way of testing knowledge. People feel they are more productive on line, can work at own desk and save long commute.

JH noted that Year 1 is the group that has been least impacted, as the programme has been run as normally as it would be. Year 2-4 will have had a big change in the difference with attending lectures in person and different clinics. Year 3 and 4 will know how full on Year 2 can be when you have clinics, clinical skills and lectures.

JH asked MK, MT and SK to comment on how it has been different.

MK replied that there is more time to plan your week, for those commuting from outside Edinburgh it is helpful, you can put more focus on the clinical skills when you go to clinic, instead of having to move straight on afterwards to another lecture.

MT added that it has been helpful for the Dissertations, it has given more time do carry out research.

Clinical Practice:

Not had many lectures in Clinical Practice, however the clinics are part of Clinical Practice. JH highlighted that when completing the feedback forms to remember that treatment sessions, GA's and Outreach are part of Clinical Practice. Liked the lectures.

Improvements – It would be good to have lectures uploaded prior to the live sessions. JH responded that they do try and have the lectures ready in advance but when relying on external speakers this is not always possible. LC added that some lectures had been made unavailable to students in error. LC updated that there are a few clinical skills lectures outstanding that have not been given this semester, across all years. Last year's lectures have all been completed. This year, Hearing and Visually Impaired, Moira Andrews from Donaldson's School is going to record the lecture and it will go up as pre-recorded with a task to complete. Clinical Photography (Practical), Krish has had to pass the teaching to one of the CT's. LC noted that there is a camera in the office, if you are in clinic you can ask for

the camera to be brought down and you can practice on your own or in clinical pairs if you have not got a patient. Two of the Special Care lectures are coming from NHS Lothian personnel, they are very busy, and it may be that they go over to next year. Periodontal treatment planning for Year 2 is being worked on. LC confirmed that if this is not done this semester it will not be detrimental to perio clinical case. JH reaffirmed that anything that is not covered this semester, will not be included in the exams.

JH asked that the person, who commented on the feedback about the analgesic lecture and exercise could get back to the course lead. LC noted that that feedback was meant for AJ (Prep for Practice) and not Clinical Practice.

ACTION – AJ to respond to lecture feedback

AJ has responded to the students. They had mentioned that the SDL on regional anatomy beforehand was time consuming. AJ feels that this was required however and reassured the group that LA is a difficult topic and big. Also, that a solid foundation in regional anatomy is required for this topic.

Personal and Professional Development 2:

Positives-It has helped to understand the value in research papers, the case based learning and Journal Club was enjoyed.

JH stated that some feedback highlighted that it was a more challenging part of the course as it was all new. JH noted that there had been some discussion with Steve Turner about creating a glossary of terms and this is still being looked in to. JH hoped that the students had been getting on well with Marisza's lectures and Journal Clubs.

Students were not sure what was being asked in the exam. ZC has given out the Critical Appraisal papers. Other feedback noted is that digital teaching is ok, but the use of big words makes it harder to concentrate.

ZC thanked the students as it was good to see that people are enjoying the course and are understanding it a bit more this year.

ZC noted that Marisza's lectures were not always going up a week before, this is due to Marisza adding in questions and answers into the middle of the lectures. Going forward if there had been more time the lectures would be going up beforehand. ZC noted that all the lectures should be up. ZC has done a voiceover and instruction on how to get recordings from Collaborate. ZC responded to the feedback on example questions that there had been a session with Year 2 and it was discussed what was expected in the Statistics exam. ZC clarified that they do not do mock exams for Statistics and that there are no huge equations. AD confirmed that the video that ZC had created was good. Marisza had carried out a revision session and that was appreciated.

Preparation for Practice 2:

Positives-Lectures were not boring, lectures enjoyable, lectures on homelessness and how to manage violence and aggression were enjoyed, people prefer recorded lectures as they can go at their own pace, prefer hybrid teaching as it is good to be at own desk.

Improvements – a quiz at the end.

Year 1 Feedback – Ella Ho and Alex Ignacz

EH updated that overall it is very positive, everyone is grateful and they have settled in well. They have enjoyed doing clinical pairs. EH noted that in the feedback in the pre allocation of patients, that some of the students are doing the same treatments over and over again. EH

asked if the clipboard be updated with who has done what procedures. Some students had felt they had done a lot of one procedure and not very much of anything else.

EH asked how the timetable was set up, as it is felt that this semester there was not that many lectures and then all at once they appeared. EH noted that it makes it harder to do independent study. EH asked if the lectures could be more spread out over the semester?

EH asked if the Journal Club that they had that morning was included in the exam?

EH stated that they would contact AJ for confirmation on the Preparation for Practice exam as other than it being an OSCE they are not sure what will be covered in terms of lectures and the Learn Pro stuff.

JH responded that in terms of the patient treatment it is difficult at the moment as a lot of the patients have not been seen in EDI for over a year and are being assessed again. The treatments you do on first year are a combination of oral hygiene, pocket charts, plaque scores, scaling and building up to RSD's. JH stated that it will all even out in the end, at the moment it is whoever needs a patient gets a patient. JH hoped that when they move into Year 2 it will be more streamlined.

JH noted that the lectures are in a sequence of order, one follows the other. Normally you would be in clinic and then after lunch you would go to a lecture, at the moment this cannot happen due to the pandemic. Time has to be given for the students to return home or the library and get logged in, don't want to have a lecture at 2 when the clinic has only finished at 1 and somebody has 2 hours to get home. It has been a challenge for the lectures to not clash with clinics. The lectures should end Friday 2nd April.

In regards to the exams, JH stated that all the information is in the handbook, page 66. Health and Disease 1b written exam which is the same format as the 1a exam where you get 6 questions. Clinical Practice 1b assessment is being undertaken on the clinics at the moment. Personal and Professional Development will be a written exam, this will be 3 questions. Preparation for Practice will be an OSCE. Everyone has done an OSCE last semester. All the learning outcomes from all the lectures are in folders in Learn.

AI asked about online assessment next to LearnPro, does it mean that these modules will not be in the OSCE's. JH clarified that the PfP LearnPro are modules that have already been completed as part of PfP and are done.

LC updated that in regards to the clipboard in clinic that there is a space for the supervisor to put on the procedures that have been carried out. At the moment the main objective is to allocate the patients and begin working on them.

LC asked for examples of the lectures appearing. LC explained that at the start of the semester every lecture that is in the handbook is added onto Google calendar so there should not be any extra's, unless it is from rep's like Colgate and Tepe. These are extra and are to enhance the learning. EH responded that the questions was asked incorrectly. The questions was that at the start of semester there were some gaps, so the student was wondering if some lectures could go in at the start. They feel that at the end of semester it has been packed with lectures, so they have struggled with revision. LC explained that external lecturers have to be contacted, the lectures have to go in a certain order. LC try's to leave a couple of weeks at the end of semester with fewer lectures, however it is dependent on the external lecturers and when they can provide their lecture, this can have a knock on effect of the timings of the other lectures and can push them further into the semester. LC clarified that when looking at the time table it is filled as evenly as possible, however there are lots of outside influences which can impact this.

JH noted that for the first few weeks in semester there were PT meetings, Basic Life Support training and TRAK training so no lectures could be scheduled.

In response to questions regarding the Preparation for Practice OSCE exam AJ sent the following information out to the Year 1 students:

- The PfP exam will be in the form of OSCEs
- There will be four OSCE stations, each worth 20 marks
- You will be allocated 8 minutes for each station
- This examination does not include Learn Pro modules or TURAS modules
- The exam is based on all of the LOs from Year 1 (September to end of semester 2)
- The year 1 PfP lecture schedule with all the LOs can be found via Learn under 'course information'

Mid-Term Feedback Forms

JH went through the mid-term feedback.

Health and Disease 1b:

Useful to have the lectures recorded. Top Hat is popular.

Clinical Practice 1b:

Clinical Photography was covered by LC in the Year 2 feedback. Students have enjoyed the clinics and treating patients,

Personal and Professional Development 1:

Course is well spread out. The students would like some more self-directed learning activity. Looking forward to starting Journal Clubs properly.

Preparation for Practice 1:

Well spread out across the year, enjoyed the lectures, asked about how the exam works, the course ran smoothly on line, students appreciated going into EDI to cover theory and practice in pain control.

JH responded on the point about self-directed learning tasks. It came up in the IPR review that we do not want to over load the students with these tasks. It needs to be planned out carefully. Using discussion boards more and break out room within lectures. It is the first year of using the hybrid teaching model and there are lessons to be learnt from all aspects of it. This will be looked at over the summer and will be looked at going forward.

Staff Feedback for Year 1

LC noted that there is lots of exciting stuff that they as lecturers want to do with the students. Moving forward there will be more interactive and case based learning sessions. LC acknowledged and thanked the students for the feedback.

ZC thanked Year 1 for all their comments and feedback. ZC confirmed that for Introduction to Critical Appraisal there is not an exam question as such. It is an introductory session to get the students ready for Journal Club. Semester 1 of Year 2 you will be asked to look at a paper for Journal Club and critically appraise it.

ZC noted that as the Year 1 personal tutor, all the students are doing really well, students are good at keeping in touch. ZC is impressed with the support within the group and the professionalism on the clinics.

SG added that it would be nice to meet all the students in Year 1.

JH echoed this and is looking forward to meeting all the students.

AOB

JH provided an over view of semester 2. There has been success in providing clinical time to all and the hybrid learning has gone as planned. JH noted that there was some material that still had to be prepared for the work that was done pre lockdown in March 2020. Clinical component of programme has been tricky, in particular social distancing.

A lot of careful planning went in to bringing the students and patients back into EDI and Outreach. AGP room has been utilised. JH stated that Year 1-3 would be finishing soon, Easter holidays followed by exams and then summer holidays. Year 4 is being extended through the summer. A plan is being put in place for this.

JH noted that the Board of Studies (BoS) document has been sent to all students. This is more relevant for Years 1-3. Some assessments will be changed after feedback from staff, students and GDC. Personal and Professional Development exam in Year 2 and Prep for Practice exam in Year 4. JH explained that next year, PPD Year 2 exam will be changed to a SLICC reflective learning assessment, Student Led Individually Created Courses. PfP Year 4 will change to a SLICC reflective learning assessment which uses an e-portfolio which can be completed throughout the year. JH updated that these changes were approved by the Board of Studies.

JH asked if anyone had any questions on the BoS document. MK asked for more detail on the e-portfolio. JH acknowledged that it is vague at the moment as the marking grid and task are currently being worked on. Not sure on what the reflective task will be. More information will be available by the time Year 4 starts.

JH thanked everyone for coming along and for their input and feedback. JH congratulated everyone for embracing all the challenges of the past year.

Meeting concluded at 13:45pm

Next Meeting - To be confirmed.