

INSTITUTE OF MANAGEMENT AND HEALTH

STUDENT STAFF COMMITTEE FOR THE PROFESSIONAL PRACTICE FRAMEWORK
AGENDA/MINUTES OF THE MEETING HELD ON 22nd October 2025 AT 10AM ONLINE - MS TEAMS

PRESENT: Sarah Loxdale (Chair) (SL), Ann Beaumont (AB), Lowri Harris (LH), Tanya Holt (Representative) (TH), (JN), Julie Crossman (JC), Louise Emanuel (LE), Emily Hunt (Representative) (EH)

IN ATTENDANCE:

APOLOGIES: Gary Metcalfe, James Nicholl (Representative)

Agenda Item	Main Discussion Points	Action Points	Timescale						
1. Welcome and Apologies	SL welcomed everyone to the Staff Student Committee meeting for the first meeting of the academic year. A special welcome was extended to Emily and Tanya who join as Student Representatives. SL noted that she had shared the Terms of Reference and Traffic Light System via email. Apologies were noted and recorded. SL thanked all previous student representatives for all their support during the last academic year.								
2. Minutes of the last meeting and update on action points <i>(using traffic light system to ensure feedback loops are closed)</i>	Minutes of the meeting held on 18th June 2025 were accepted as a true record. <table><tr><th>Action Points from last meeting</th><th>Update – current status</th></tr><tr><td>Discussion held about developing videos for those starting on the learner journey – videos of existing students talking about their journey.</td><td>PPF - Planned recording had to be cancelled due to unfortunate circumstances. New date to be agreed.</td></tr><tr><td>Organise a focus group to look at RAL to gain feedback on new resources.</td><td>New ethics form has been introduced and as a result a revised timescale will need to be set.</td></tr></table>	Action Points from last meeting	Update – current status	Discussion held about developing videos for those starting on the learner journey – videos of existing students talking about their journey.	PPF - Planned recording had to be cancelled due to unfortunate circumstances. New date to be agreed.	Organise a focus group to look at RAL to gain feedback on new resources.	New ethics form has been introduced and as a result a revised timescale will need to be set.	SL, LH SL & LH	1st February 2026 1st February 2026
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	Organising an open session with the LRC	Session took place on the 15 th July 1pm - COMPLETED		
	Adding a set of FAQ's to the Learner Zone	FAQ's now available on the Learner Zone COMPLETED		
	Recruitment of 3 PPF student representatives	Ongoing discussions with learners. COMPLETED		
	Annual Programme Review summary to be presented at next meeting.	COMPLETED		
	SL to seek update from GM in relation to Carmarthen Business School employer forum	LE provided an update COMPLETED		
	SL to update Traffic Light document	COMPLETED		
	SL to inform JC of CA's offer of support in relation to MA in Coaching and Mentoring recruitment.	COMPLETED		
	SL to share LRC feedback from with CA	COMPLETED		
	In relation to the Learner Cafes scheduled during 2024-5, JC noted that a few learners from WAST had commented that they had not received information publicising the sessions. SL confirmed that email addresses (both students and work email addresses) had been extracted from MyTSD and all PPF learners, Coaching and Mentoring plus Porth Agored had been sent information. SL suggested that as JC works closely with WAST students, it may be helpful if reminders are sent to the cohort in the weeks leading up to the Learner Cafe.			
	Additionally, JC noted that it had been previously discussed in another forum that the Learner Cafe model be shared with colleagues across the Carmarthen Business School as it is a very effective way of connecting with our learners and providing them with an opportunity to discuss any concerns or challenges they may be facing as well as an opportunity to introduce other UWTSD services.			

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3. Chair's Update <i>Including: significant University news; Academic Discipline/Cluster or Programme events or information; Academic Discipline/Cluster Quality matters – updates on reviews, validations et</i>	SL provided an update on the following: 1- Curriculum Review – LE provided an update. LE explained that the whole university is going through a curriculum review to look at modernising the curriculum to take it forward over the next 5 years. We will be starting the process next month where all of our courses will be reviewed. We will link the curriculum review to the Employer Engagement Forum. TH noted that she liked the idea of cross-pollination with employers to work out what is needed. 2- Employer Engagement - Carmarthen Business School employer forum – LE noted that this would be considered through the Curriculum Review. 3- Recruitment - October intake for MA in Professional Practice includes representatives from a local Health Board, Councils, 3rd Sector and Higher Education. Interestingly, the revised website has influenced our recruitment. Search Engine Optimisation has been improved for our pages on the website, which has helped significantly. 4- Recruitment - Information webinars / in person sessions have been delivered since the last meeting and a good amount of interest has been shown in PPF pathways, some applications have been received for the April 2026 intake. 5- Recruitment - The Graduate Certificate in the Consolidation of Social Work Practice has recently recruited 113 learners to the programme, and all new Training Coordinators and markers have been trained. 6- Recruitment – JC noted that WAST held a meeting recently where there were 4 Senior Paramedics present, and there is also interest from London Ambulance Service as well as from the Fire Service, therefore these will start in January/February 2026. 7- Training - The Carmarthen Business School team have attended training on Neurodivergence. 8- Cross-Institute Collaboration - The PPF team are supporting the Athrofa on the MA in Education this academic year again following a successful couple of years where teachers have been able to claim credits for their experiential learning. There are 18 learners who are being supported on this cohort. 9- Cross-Institute Collaboration – The PPF team have been instrumental in setting up discussions with the Social Care partners, IMH and the Athrofa to start developing a Social Work degree in line with the Continuous Professional Education Learning framework with Social Care Wales.	LE/GM /GMUpdate at next SSC meeting.	Next SSC mtg

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	10- Cross-Institute Collaboration – The PPF team are continuing to work with the Athrofa to develop a programme that includes experiential learning for learner support assistants. This is currently with the Welsh Government for review. 11- Welsh Language – The PPF team are represented on the IMH Welsh Language Sub-committee and contribute to targets. 12- Award - The PPF team have been successful in being recognised in UALL's (Universities Association for Lifelong Learning) annual awards. The Award 'Quiet Achiever' focussed on the team's exemplar practice in relation to the Recognition and Accreditation of Prior Learning. 13- Collaboration – JC noted that she has been working closely with the WAST team and across the University on the Insights Psychometric testing.		
4. Review of Feedback Traffic Lights <i>Opportunity to review and update traffic lights and discuss progress.</i>	SL gave an overview of the Traffic Light system. All points from the Traffic Light system were discussed above in point 2. Actions from today's meeting will be highlighted on the new Traffic Lights schedule.	SL to update and circulate to all.	Prior to next SSC meeting – 25 th February 2026
5. Progress on Surveys Action Plan	SL explained that where appropriate PPF learners are encouraged to contribute to surveys. SL also shared that the wider team in the Applied Leadership and Management outreach programme had been recently successful in achieving a 100% response for the NSS survey.		
6. Annual Programme Reviews	SL stated that the new system (Power BI) that is being used to gather data is very useful to monitor various aspects of all programmes throughout the year. Discussion relating to programme reviews will be part of the proposed Curriculum Review.		

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7. Review of Module Feedback	Current feedback collected prior to the SSC meeting and tabled at the meeting - 1. Research module - "That it is related to my work. I am able to make a valuable contribution to my organisation based on my findings. Excellent tutor support, good quality and thorough feedback on drafts. Tutors are supportive and encouraging always offering guidance. Great to touch base with peers regularly". 2. Voice - "I have just finished Module 6 and am feeling a huge sense of achievement, even before I receive my results as it was a real challenge in so many ways. I have enjoyed working with a lovely team of tutors and staff, who have been so supportive. As the course developed, the addition of tutorials about qual and quant research tools was really helpful. It would have been useful for our cohort to have had this knowledge earlier in the course so that we already knew how to use it for research modules 3 and 6. Things were learnt on a "needs must" basis which was stressful at times". 3. Voice - "Freedom to dive deeper into aspects of my work that fascinate me, and super support from the Voice Study Centre tutors. It is a real privilege to have online access to the UWTSD library resources and to academic research papers" 4. Voice - "I've loved the targeted course content (voice) along with the flexibility and accessibility the course provides. It has been intellectually stimulating and practically useful. The Voice Study Centre staff have been outstanding and the supervisors I've been fortunate to work with have been very knowledgeable and generous with their time and care. The staff I've had contact with at UWTSD have always been kind and helpful and I've absolutely loved my time studying with UWTSD. It's been fairly smooth to be honest. I think the integration between UWTSD and Voice Study Centre at the start of the course was well handled. It may have been helpful to understand the role of each institution at the outset as, for an Australian, this was a very different structure to our tertiary institutions. One thing that may be useful is to have access to a broader selection of journals. The library were fabulous but some journals that I would have expected to have access to for singing for mental health related topics were inaccessible. I had a work around for this but not everyone would. The IT was a mostly very straight forward ie. downloading SPSS and Nvivo. It has been an absolute joy to be honest. I have studied at 3 other universities and this has been the best experience by far. I love to learn and the MA course content and extra short courses we were able to undertake were fabulous. Having the flexibility to work around commitments was very helpful. The commitment of	SL to share feedback with Laura James. JC to share all relevant feedback with VSC. SL to share all relevant feedback with Porth Agored partnership.	28.11.25 28.11.25 28.11.25

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	the supervisors was exceptional and appreciated beyond words. I also wish to acknowledge Tracy at VSC who genuinely cared for all of us and walked us through every process. If I could give her a raise I would! Whilst there were challenging and anxiety inducing moments, it truly was one of the best experiences of my life. Thank you all so much.” 5. Voice - “The contractor has arranged some support after I needed time out. So, I help getting back into the programme and organising a difficult module which is niche, interdisciplinary and complex. The support for neurodivergent may have been helpful, but the app form was the opposite of what was needed. I was overwhelmed and need help, but the form was overwhelming...” 6. Voice - “The research I am undertaking is positively informing my professional practice. I am embarking on my final dissertation so am very much in control of my own learning, there is little that can be done to improve my personal learning experience at this stage. There might be more done by UWTSD to monitor tutor workloads. It is my experience that the assigned tutor was also tasked with intensive delivering for other cohorts and that this may have coincided with a dip in the quality of the lectures”. 7. MA Coaching and Mentoring - “This is an excellent course and looking forward to continuing my studies” 8. BA PPF - “The freedom to choose a topic of my interest and remote learning” 9. Porth Agored - “With only three allocated study days over the course of a year, it's been extremely difficult to keep up with the demands of the module. Having spoken with peers, there's a shared sense of anxiety and concern about the possibility of not passing the qualification. Many are questioning what that would mean for their future in the profession. I find the current qualification quite generic and not tailored to the specific demands of my social work role. I believe it would be more beneficial for future students to have the opportunity to personally choose and complete a Level 6 qualification that aligns with their area of practice. This would not only be more relevant to their day-to-day responsibilities but would also contribute meaningfully to their continuing professional development (CPD).” 10. Porth Agored – “Really valued the workshops but would appreciate if they were recorded”. 11. PPF – a new student noted that she had attended a finance meeting, but no-one from the finance team turned up unfortunately.		

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	Feedback from student reps: TH provided the following update regarding the Voice Pedagogy Programme (which is currently on teach-out): • The current structure makes it difficult for students to feel part of the wider University community. • There appears to be a high turnover of staff at the Voice Study Centre (VSC), which has made it challenging to build relationships and access consistent support. • Some staff are reportedly overworked and responsible for too many modules, impacting the quality of support and feedback. • Feedback for Module 5 was described as rushed. • TH stated that key elements originally promised in the programme brochure, such as a teaching-led research approach have not been fulfilled. • The independent working model does not suit all learners, contributing to a high dropout rate. • More community-building activities, collaborative opportunities, creative practice, and options such as recording student presentations would be beneficial. • TH felt that more monitoring and support would have improved the learning experience. • It was noted that students are strictly instructed to address concerns through the VSC rather than directly with the University, making it difficult to raise issues with those who designed the programme. PPF - EH reported that support on the MA in Professional Practice has been excellent overall. However, it was noted that the cohort's WhatsApp group, previously used actively to share experiences and support, has recently become quiet. Before this, students commonly expressed feeling overwhelmed by having to navigate multiple platforms (emails and Moodle) to locate information. LH reminded everyone that the drop-in sessions have been very useful to help learners navigate their studies and address issues.		
8. Learning & Teaching Matters	Agenda 8 and 9 were discussed as one agenda item		

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	1. Continuing to plan a programme of press releases for 2025-6 – Lowri Thomas (UWTSD Communications Team) was commended on her support and encouragement. 2. Alumni – Last year the PPF had a very successful coverage in the Alumni Magazine, which was very helpful for recruitment. Intention to revisit engagement with Alumni members and promote opportunities for individuals to ‘upgrade’ qualification to a MA with the PPF. 3. The RPEL Board has continued to approach the PPF team for specialist support in relation to PL3b applications (claim for experiential learning) which has been very well received by colleagues across UWTSD. 4. APR item discussed as agenda item 6 5. The Accreditation team are currently preparing further two courses with Medvarsity (Medical Training organisation based in India).		
9. Enhancing learning	See item 8 above.		
10. Any other business	None		
11. Date of next meeting	Next meeting 25 th of February 2026 at 2pm - Please note a change in date 18 th of June 2026 at 2pm		

Once confirmed, please send a copy of these minutes to studentvoice@uwtsd.ac.uk.

Descriptions list:

APR – Annual Programme Review

WBL – Work-based Learning

SSC – Staff Student Committee

PPF – Professional Practice Framework

LA – Local Authorities