

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2010-11

School: Healthcare

Faculty: Medicine and Health

EXECUTIVE SUMMARY																		
Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate Programme Experience Survey					
	2010-11		2009-10		2008-09		2010-11		2009-10		2008-09		2010-11		2009-10		2008-09	
	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	80	86	79	82	81	84	77	83	84	84	85	82	81	82	60	78	78	80
Teaching	88	88	84	85	85	86	80	83	88	83	87	82	83	84	71	81	80	81
Assessment & feedback	64	65	66	61	66	61	56	56	60	57	63	54	73	68	63	63	67	62
Academic support	76	77	77	74	79	75	70	68	73	68	72	66	78	79	61	76	76	76
Organisation & management	57	82	54	79	53	79	52	83	55	73	51	70	72	77	52	73	70	75
Learning resources	88	87	86	85	86	86	78	77	81	76	79	77	85	82	82	81	80	82
Personal development	88	78	90	76	91	78	73	65	78	63	74	62	70	70	57	68	67	67

Scores in each category are expressed as a percentage of the number of respondents who mostly or definitely agreed with a range of statements (score 4 or 5)

Impact of 2009-10 actions	<ul style="list-style-type: none"> Enhanced communications with students and improved student participation in School committees Improved response rates in the UGES and PGES There are a number of longer term projects directed towards improving organisation and management, e.g. online marking, timetable information and new systems for student support. But the impact of these will not become apparent until the 2011/2012 session
Achievements in 2010-11	<ul style="list-style-type: none"> Successfully validated MSc Diagnostic Imaging and BSc (Hons) Nursing (Adult) & (Child) programmes Kath Guyers was awarded the Individual Case category in the University Student Choice Awards as the “personal tutor who had done all they could to help with a particular issue”. First pilot of online marking project completed Student newsletters distributed
Main actions for 2011-12	<ul style="list-style-type: none"> Further improvement in our methods of communication with students. We intend building on the work begun in 2010/11 to ensure shared understanding of issues and new methods of communication to students of changes that have been made as a result of the survey responses, and reasons why changes have not been made if we are unable to do so. Focus on assessment: root and branch review of assessment processes; quality assurance processes; improving speed of feedback to students; review assessment tariff; staff training as part of peer review of teaching, on-line marking project Student support: pilot and evaluate new student support process; audit all programmes outwith the pilot against key principles for student support.

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Overall satisfaction	<p>Improved response rates in UGES and PGES but disappointing fall in NSS, albeit only 3% below University rate.</p> <p>School focused on improving communication with students: VLE main group communication tool; student newsletter and posters keep students informed of developments; range of mechanisms used to enable student representatives to feedback to peers and keep School abreast of student views. SSF remains prominent and student participation in School committees is encouraged and rewarded.</p>	<p>Student comments across all 3 surveys indicate a high level of satisfaction with their programme particularly placement learning and preparation for future employment.</p> <p>Overall satisfaction scores have increased in the NSS and PGES, the latter by 21% compared to last year. However, the UGES results have raised concern, particularly those from the second years.</p> <p>Difficult to identify broader concerns in many categories, as statements often contradictory, with both positive and critical comments on same issue.</p>	<ul style="list-style-type: none"> ▪ Head of School and Director of Student Education will meet with each third year group to gain a deeper understanding of their responses to the UGES. ▪ Embed “The Partnership”, including raising visibility via links on School webpage, VLE module entries and student newsletter; and timetabling sessions into programmes. ▪ Share good practice via learning and teaching meetings.
Teaching	<p>School actively promotes a research-led curriculum: research-active staff involved in curriculum design and approval, module leadership, teaching and student assessment; student newsletter and posters highlight research activities; and funding made available to support teaching staff to work with researchers.</p> <p>Communication forums established to enhance student understanding of the curriculum. Work continuing to enable students to make an informed choice when selecting optional modules.</p>	<p>The results across all 3 surveys were high for this category, with comments referring to inspired, dedicated and enthusiastic teachers, who were knowledgeable, approachable and helpful. Guest speakers were considered excellent and an asset to the course. There was a high level of satisfaction with placement learning, which was described as interesting and varied with welcoming staff and experienced and supportive mentors, resulting in a stimulating and rewarding experience.</p>	<ul style="list-style-type: none"> ▪ Continue to promote a research-led curriculum, disseminate research activity information to students via posters and newsletters; promote impact of School research on “real world” on School website. Conference-style event for staff in January to share best practice. Audit provision. ▪ Review research modules. ▪ Improve information on optional modules and selection process based on good practice in radiography.
Assessment and feedback	<p>School worked with the SSF and PMGs to gain better understanding of students’ expectation of feedback and is confident that many of these requirements will be met through on-line marking. Problems with Server speeds, outwith School’s control, delayed the implementation of on-line marking until May 2012.</p> <p>Group established to review draft examination papers to ensure clarity in the wording of questions and instructions.</p>	<p>Students acknowledge and generally appreciate the extensive academic supervision arrangements in place. Whilst School remains on par with or above University rates for this category, it is still evident there is room for improvement.</p> <p>Students comment that feedback not always available within agreed timeframe, and generalised rather than specific. Perception of inconsistency in marking, although this is not supported by external examiners’ reports. Assessment load considered</p>	<ul style="list-style-type: none"> ▪ Audit feedback response times and ensure adherence to School standard. ▪ Peer review of teaching to focus on assessment and feedback via SDDU-led workshops. ▪ Implement final phase of on-line marking pilot. ▪ Undertake detailed review of assessment tariff with aim of reducing assessment load and encouraging use of more varied and creative methods; implement recommendations. ▪ Review all aspects of assessment process.

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		heavy, particularly when this coincides with placements and students are frustrated that examination results are not available on-line.	<ul style="list-style-type: none"> ▪ Revise marking criteria. ▪ Promote shared understanding of formative and summative feedback. ▪ Marks to be released on-line from September 2011.
Academic support	<p>New personal tutor system developed linking more closely academic and placement support - to be piloted in 2011/12. If successful, system will be tailored for each programme and implemented across the School. School's personal tutoring systems fully aligned with Leeds for Life.</p> <p>School participating in research project with De Montfort University to evaluate an attrition risk detection tool.</p>	Whilst students on the smaller programmes were generally satisfied with the level of academic support, students from larger cohorts commented on inconsistent support, difficulty in contacting staff, lack of contact from University staff whilst in practice and slow response times to email communication.	<ul style="list-style-type: none"> ▪ Pilot new student support system with first years on BSc (Hons) Nursing (Adult) programme. ▪ Audit all programmes against key principles for student support. ▪ Determine findings from De Montfort project and roll out across the School. ▪ Agree standards for email response times.
Organisation and management	School implementing via its communication strategy a number of measures which should improve course organisation, but these are longer term projects, the effectiveness of which won't become apparent until the 2011/2012 session. For example, the Portal cannot generate personal timetables for programmes with complex structures i.e. where students are on placement. The School has therefore devised systems which should enable students to have improved timetable information, albeit not individual timetables.	This continues to be our weakest area. The effectiveness of many of the actions the School undertook to address issues raised in 2009/2010 surveys will not become apparent until 2011/2012, and therefore similar issues recur in this year's surveys as in last year's. Predominant amongst students' frustrations were lack of timetables, long gaps between sessions, late notification of room changes, failure to manage disruptive students and management of attendance registers.	<ul style="list-style-type: none"> ▪ Monitor and evaluate effectiveness of "timetable project" recommendations. ▪ Explore feasibility of moving from module to programme/discipline based booking process for key lectures ▪ Introduce clicker system for monitoring student attendance and possibly for module evaluation. ▪ Re-visit use of "texting" as a means of student communication. ▪ Re-iterate expected standards of classroom behaviour and address non-compliance. ▪ Continue with programme manager meetings to share understanding of key process and introduce on-line handbook for managers.
Learning resources	Library's Academic Skills Strategy, implemented in September 2011; enables librarian's input to be re-focused without detriment to student experience, allowing provision of dedicated, specialised support to pg and ug students engaged on final year projects and advice to staff on appropriate skills developments for students. Students have access to relevant on-line resources via specific links on the VLE.	<p>Results for this area are again high and just above the University rate for all 3 surveys.</p> <p>Library resources are generally considered good to excellent, but some comment on limited availability of books and journals in some areas and opening times; library staff noted to be helpful. Most students consider VLE useful and welcome opportunity to revisit lecture notes and engage in interactive sessions. Occasionally lecture notes</p>	<ul style="list-style-type: none"> ▪ Remind staff of standard for placing learning materials on VLE. ▪ Monitor availability of learning resources.

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		noted not to be available prior to sessions.	
Personal development	The benefits of Leeds for Life both whilst on the course and as a useful tool for their continued CPD has been promoted.	Scores remain favourable and above the University rate for all 3 surveys, with most students considering the course prepares them well for future career or advancement.	<ul style="list-style-type: none"> ▪ Continue to promote Leeds for Life as a development tool both whilst on course and post graduation. Promote Graduate Portal.