

**ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2013-14**

**Faculty of Medicine and Health – School of Healthcare**

<b>EXECUTIVE SUMMARY</b>																		
<b>Aspect</b>	<b>National Student Survey</b>						<b>Undergraduate Programme Experience Survey</b>						<b>Postgraduate Programme Experience Survey</b>					
	<b>2012-13</b>		<b>2011-12</b>		<b>2010-11</b>		<b>2012-13</b>		<b>2011-12</b>		<b>2010-11</b>		<b>2012-13</b>		<b>2011-12</b>		<b>2010-11</b>	
	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>
<b>Overall satisfaction</b>	71	87	77	87	80	86	82	85	86	85	77	83	88	87	85	84	81	82
<b>Teaching</b>	80	89	87	90	88	88	84	85	86	84	80	83	88	87	86	85	83	84
<b>Assessment &amp; feedback</b>	62	71	62	69	64	65	57	59	59	61	56	56	82	75	83	69	73	68
<b>Academic support</b>	74	81	78	80	76	77	74	72	76	72	70	68	87	85	86	80	78	79
<b>Organisation &amp; management</b>	55	84	50	83	57	82	60	73	50	74	52	83	82	85	82	80	72	77
<b>Learning resources</b>	93	90	89	88	88	87	83	81	83	78	78	77	91	86	87	83	85	82
<b>Personal development</b>	84	81	91	81	88	78	78	69	77	68	73	65	82	77	78	71	70	70
<b>Sector position</b>		57/147		51/150		46/151												

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)

<b>Impact of 2011-12 actions</b>	<ul style="list-style-type: none"> <li>▪ Introduction of electronic, personalised timetables.</li> <li>▪ Improved scores for organisation and management.</li> <li>▪ Greater student participation in and awareness of the LUU. Healthcare student elected as LUU Welfare Officer.</li> </ul>
<b>Achievements in 2012-13</b>	<ul style="list-style-type: none"> <li>▪ Unified the School handbooks and standardised structure for location of learning resources on the VLE</li> <li>▪ Successfully held a “Sharing Good Practice Day”</li> <li>▪ Successfully validated the MA and BA (Hons) in Social Work, MSc in Nursing (Adult), (Child) and (Mental Health), BSc (Hons) Radiography and Certificate of Higher Education in Diagnostic Imaging Studies and amended the MSc Advanced Practice.</li> <li>▪ Successfully piloted Teaching Enhancement Scheme</li> </ul>
<b>Main actions for 2013-14</b>	<ul style="list-style-type: none"> <li>▪ Form a cross School project group of students and staff to develop clearer guidance on the expected format of formative and summative assessment feedback</li> <li>▪ Work with the careers centre to develop training sessions for staff to ensure consistency and share best practice across programmes</li> <li>▪ Develop links with alumni to strengthen their participation in the work of the School and career opportunities for graduates.</li> <li>▪ Review and promote module and programme evaluation and review processes to ensure shared understanding of their purpose by both students and</li> </ul>

	<p>staff.</p> <ul style="list-style-type: none"><li>▪ Actively encourage staff to review of teaching methods through Sharing Good practice Days and workshops.</li></ul>
<p><b>Summary of student involvement in the production of this Action Plan</b></p>	<ul style="list-style-type: none"><li>▪ The action plan has been discussed at SSF and STSEC at which student representatives were present and actively participated in its formation.</li></ul>

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**School: Healthcare**

**Faculty: Medicine and Health**

<b>Aspect</b>	<b>Progress with actions in response to 2011-12 feedback and indication of impact</b>	<b>Issues raised in 2012-13 feedback</b>	<b>Planned response in 2013-14</b>
<b>Overall satisfaction</b>	<p>Head of School and Director of Student Education met with final year students on undergraduate pre-registration programmes to gain deeper understanding of responses to UGES. The meetings now form a key element of the School's quality assurance processes and are an established annual event.</p> <p>Active promotion of the NSS, UGES and PGES and timetabling of sessions to encourage students to participate led to an increase in response rates for all 3 surveys (NSS rose by 4%; UGES by 8% and PGES by 3%).</p> <p>The work of the LUU was promoted, with LUU attending SSF and students encouraged to vote in the leadership race. A healthcare student was voted on to the LUU executive committee.</p>	<p>Although the NSS results were disappointing, the School's performance in the PGES was above the University average in all but one category and in the UGES was generally on par with or above the University average, again with one exception. It is difficult to identify particular trends as there is great variability between programmes, with some returning very positive results, whilst others are of concern. The child nursing and midwifery programmes, for example, obtained scores of 96 for overall satisfaction in the NSS, and with 2 exceptions all other programmes returned overall satisfaction scores of 70 or over.</p> <p>Student representatives confirm they appreciate that the School is trying to address issues raised and understand the reasons why these can take time to resolve. However, this is not always understood by the wider student community.</p>	<ul style="list-style-type: none"> <li>▪ Improve student and staff understanding of programme review.               <ul style="list-style-type: none"> <li>▪ Hold event for staff and student representatives to promote good practice in preparing students for participating in programme review</li> <li>▪ Review and promote evaluation and review processes clarifying link between module evaluation, programme review and NSS, UGES and PGES and ensure students aware of all mechanisms for raising areas of concern.</li> <li>▪ Create special Student Newsletter focussing on NSS, UGES and PGES.</li> <li>▪ Include the action plan and update as standing item on SSF to ensure progress is monitored and can be disseminated.</li> </ul> </li> <li>▪ Engender sense of School community and celebrate success and good practice and the value of studying a professional programme at Leeds. (Use the Student Newsletter, electronic monitors, etc.)</li> <li>▪ Expand the Student Newsletter encouraging greater student input and editorial responsibility.</li> <li>▪ Investigate reasons for poor performance on the NSS, UGES and PGES in some programmes e.g. Adult Nursing and Clinical Physiology (Cardiology) and ensure appropriate action plans at programme level are devised to address these.</li> </ul>

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<p><b>Teaching</b></p>	<p>The School piloted the Teaching Enhancement Scheme (TES); staff were engaged in range of activities either on individual or group basis. These will be evaluated and information disseminated to ensure wider awareness of these initiatives. Information has also been disseminated via the Sharing Good Practice Day, Learning at Lunch sessions, PMGs and Academic Unit team meetings.</p> <p>An audit of teaching methods has been incorporated into the programme review process to enable School to identify innovative methods.</p> <p>The content of specific undergraduate research modules was reviewed as part of validation of radiography and social work programmes.</p> <p>Research active staff continue to be involved in curriculum design, delivery and assessment. The Subject Lead for Research is working with module teams to ensure research is embedded throughout the curriculum.</p>	<p>Students comment that lecturers are enthusiastic, committed and knowledgeable; that there is a good range of guest lecturers who add breadth and depth to the topic area; and that the input of service users and carers enrich the learning experience. There are numerous comments on the high standard of teaching, the strong focus on research and the development of skills to create autonomous practitioners. It is therefore disappointing that the scores for this area fell in the NSS and UGES, although they rose in the PGES. As in other aspects, results vary across programmes with some students commenting on limited staff resource, staff sickness and changing personnel.</p> <p>Student experience of teaching does vary: while there are positive comments on the variety of teaching styles in some programmes, other students have commented on the length of teaching sessions, the repetitious teaching styles, particularly of group work, and over-reliance and unimaginative use of PowerPoint. Students continue to welcome the advanced availability of module session materials on the VLE, although it is noted that occasionally these are posted late.</p> <p>Issues have been identified with specific modules.</p> <p>Students generally consider there to be a good integration of theory and practice and enjoy their clinical experience.</p>	<ul style="list-style-type: none"> <li>▪ Disseminate good practice from the School participation in the TES pilot through the annual “Sharing Good Practice Day”.</li> <li>▪ Actively promote range of teaching methods and the opportunities to use the VLE as a medium for blended learning.</li> <li>▪ Run a series of ‘How to get the most out of your lectures’ workshops for staff</li> <li>▪ Review length of taught sessions and ensure structure is clearly communicated to and understood by the student group.</li> <li>▪ Continue work to embed research throughout the curricula and raise student awareness of the benefits of studying at Leeds both from a professional perspective and the inherent qualities of a Leeds qualification.</li> <li>▪ Strengthen mechanisms for identification and notification of modules experiencing problems so that remedial action can be taken more promptly.</li> <li>▪ Ensure that students can benefit from modules in the Discovery Themes wherever possible.</li> <li>▪ Remind staff of protocol for uploading module resources in advance of taught session and of notifying students where this will not occur for educational reasons in order to facilitate effective delivery of taught session.</li> <li>▪ Review process for reporting rearranged and cancelled sessions.</li> </ul>

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<b>Assessment and feedback</b>	<p>The School increased the number of modules marked on-line to 49 and this has been well received by students.</p> <p>The importance of setting realistic dates for the release of results to take account of the complexity of the module and staff workloads has been reiterated to staff as students are naturally frustrated when results are not available within the expected timeframe.</p> <p>The range of assessment methods and volume of work required was carefully considered as part of the re-approval of programmes. Work has been undertaken throughout the year to determine where the assessment load could be reduced in other programmes.</p>	<p>There was a marked discrepancy in students' experience of the assessment process. Whilst some students commented on the constructive feedback received and the excellence of academic supervision, others had experienced a lack of clarity in assignment requirements, inconsistencies in marking and late and unhelpful feedback. The volume and timing of assignments remained an issue for many students, particularly when submissions coincided with clinical practice.</p>	<ul style="list-style-type: none"> <li>▪ A total of 114 modules will be marked on-line – an increase of 65 modules.</li> <li>▪ Form a cross School project group of students and staff to develop clearer guidance on the expected format of formative and summative assessment feedback</li> <li>▪ Continue review of assessment schedules to reduce or adjust workload, where appropriate, and introduce more varied assessment methods, where needed and possible.</li> <li>▪ Hold workshop for staff to share best practice on feedback, including feedback on-line marking.</li> </ul>
<b>Academic support</b>	<p>The support arrangements for the nursing programmes continue to be implemented and preliminary indications indicate are working effectively.</p> <p>The personal tutor forms on Leeds for Life have been made specific for Healthcare and will incorporate the attrition risk prediction tool.</p>	<p>On the whole students find staff to be approachable, friendly and helpful, and particularly supportive of students experiencing problems. However, for some programmes students would welcome more contact with academic staff whilst on placement.</p>	<ul style="list-style-type: none"> <li>▪ Review the School's approach to supporting students with academic supervision and use of formative assessment as part of the work of the cross School project group.</li> <li>▪ Complete evaluation of support system for the Adult nursing programme.</li> </ul>

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<p><b>Organisation and management</b></p>	<p>The pleasing rise in scores in this area in both the NSS and UGES (5% and 10% respectively) are attributed to the investment the School has made in this area and in particular to the successful introduction of personalised electronic timetables.</p> <p>The role of the programme management team has been strengthened and programme structures and activities streamlined to provide a more coherent student experience, i.e. lectures have been timetabled to maximise full days; Wednesday afternoons freed where possible to allow students to engage with University non-curricular activities.</p> <p>A single handbook template has been created to provide a single source of information for students and the structure for the repository of learning materials standardised.</p> <p>A Code of Practice for Email Communications has also been established setting out expectations for both students and staff.</p> <p>Different arrangements have been introduced for monitoring attendance to minimise disruption in large lectures as students no longer sign a paper register.</p>	<p>The impact of many of the activities undertaken in 2012/2013 are not likely to become apparent until 2013/2014 and consequently some of the issues identified last year have recurred in this year's comments. These include late room changes; poor communication with staff; disruptive behaviour of fellow students; changes to placement and a perceived lack of communication between the School and placement areas for some programmes.</p>	<ul style="list-style-type: none"> <li>▪ Ensure clear and timely communication with students relating to any changes to their course using notifications through the VLE.</li> <li>▪ Develop a Module Leader Handbook and extend Module Leader meetings to ensure staff are familiar with processes and have opportunity to share good practice.</li> <li>▪ Audit programme and module handbooks to ensure consistency.</li> <li>▪ Alter the timing of the induction programme for pre-registration programmes to avoid Wednesday afternoons.</li> <li>▪ Discuss with students what they can expect from their placement in the induction period.</li> <li>▪ Review timetabling for pre-registration nursing programmes to avoid Wednesday afternoon teaching so students can participate in non-curricular activities.</li> <li>▪ Reiterate the Partnership to emphasise the importance of professional behaviour in class.</li> <li>▪ Work with education leads in placement providers to facilitate high standards of support for students whilst on placement.</li> <li>▪ Actively encourage students to complete placement evaluations.</li> </ul>

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<b>Learning resources</b>	<p>The School is one of the heaviest users of the library's Online Course Reading Service. The librarian has purchased electronic copies of books recommended on the reading lists, wherever available and affordable.</p> <p>Opening hours at the Health Sciences Library were extended during the summer exam period and the Edward Boyle Library piloted 24 hours opening the same period.</p>	<p>Students generally are content with the library resources and ease of access. Students have commented on the limited availability of computer pods for group work and rooms not being conducive to learning. The new chairs in the refurbished Baines Wing classrooms are heavily criticised as not being fit for purpose.</p>	<ul style="list-style-type: none"> <li>▪ Ensure students are aware of all facilities to support group work across the campus.</li> <li>▪ Communicate plans to improve clinical skills facilities.</li> <li>▪ Request Estates replace flip chairs in Baines Wing classrooms with more suitable seating.</li> </ul>
<b>Personal development</b>	<p>Students have been encouraged to engage with Leeds for Life and the Graduate Portal to record personal experiences and achievements.</p>	<p>The fall in the NSS score is confusing and in contrast to those for the UGES and PGES which both showed improvement. The results for all surveys are above the University average.</p>	<ul style="list-style-type: none"> <li>▪ Review strategies for preparing students for seeking employment and share good practice</li> <li>▪ Work with the careers centre to develop training sessions for staff to ensure consistency and share best practice across programmes</li> <li>▪ Develop links with alumni to strengthen their participation in the work of the School and career opportunities for graduates.</li> <li>▪ Encourage applications to Leeds for Life Foundation Award scheme from students undertaking individual projects which supply added value.</li> </ul>

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