

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2012-13

Faculty of Medicine and Health: Leeds Dental Institute

EXECUTIVE SUMMARY																		
Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate Programme Experience Survey					
	2011-12		2010-11		2009-10		2011-12		2010-11		2009-10		2011-12		2010-11		2009-10	
	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	92	87	85	86	86	82	86	85	86	83	87	84	67	84	67	82	44	78
Teaching	95	90	90	88	90	85	87	84	87	83	87	83	85	85	69	84	52	81
Assessment & feedback	75	69	41	65	44	61	41	61	46	56	43	57	66	69	57	68	24	63
Academic support	93	80	81	77	82	74	75	72	78	68	74	68	81	80	61	79	48	76
Organisation & management	76	83	42	82	29	79	53	74	47	83	49	73	70	80	42	77	44	73
Learning resources	96	88	95	87	94	85	89	78	88	77	88	76	93	83	72	82	70	81
Personal development	95	81	91	78	92	76	84	68	84	65	82	63	78	71	54	70	58	68
Sector position	9/13	51/150	13/14	46/150	7/12	75/154												

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 2010-11 actions	The changes implemented in 2009/10 especially those in relation to assessment and feedback and organisation and management, have continued to have a positive impact in the 2011/12 session. This was reflected in a considerable improvement in the NSS scores for these two domains. The PG scores have also improved dramatically in the 2011/12 session, as has the overall ranking in the sector. Unfortunately a similar trend was not observed in the UGPES survey, and this will be addressed in the coming year. Following the PGT Away Day in Sept 2011, PGT programmes were reviewed and will re-launch in 2013.
Achievements in 2011-12	In the MChD/BChD programme modular assessment, including clinical progression assessment, was introduced in year 4 and interim modular assessment in year 5. Robust marking criteria have been developed, requiring changes to the structure of questions. Feedback forms have been developed and introduced for written assignments and in some clinical work students have received audio feedback as part of a pilot. In Dental Technology students acted as laboratory managers on patient days. The LDI ran three very successful and positively reviewed Open Days. A Student Education Away Day was held to discuss educational issues across the Institute. Module Lead training was held on "organisation and management" and "assessment and feedback". Regular meetings by Programme Managers (MChD/BChD) have been introduced with year groups of students. The peer observation process has started across all programmes.
Main actions for 2012-13	Introduction of full year 5 BChD modular assessments will be a focus of this session. A Dental Nurse dedicated to student education and support of our students has been introduced into the Clinical Skills Lab to support cross-infection control and seamless transition into clinical practice. There will be several module mergers to streamline the teaching and assessment of years one and two and provide for a higher quality academic experience. The Simodonts (MOOGs), which the LDI was the first dental school in the country to install, will be incorporated in the teaching schedule for first and second year students. Following the 2011-2012 introduction of a new national recruitment process, changes have been made to the PPD5 module to strengthen interview skills, CV skills and employability. The PGT portfolio review is ongoing, but two of the new programmes have gained full approval to recruit students in September 2013. The Institute is due to receive a GDC inspection visit this session for the BChD programme, for which preparation is well underway. Radiology teaching will be taught in house (no longer outsourced from Healthcare) and problem based learning will be advanced in this session within the H&T programme.

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School:

Faculty:

Aspect	Progress with actions in response to 2010-11 feedback and indication of impact	Issues raised in 2011-12 feedback	Planned response in 2012-13
Overall satisfaction	<p>Meetings between Programme Leaders and students have taken place throughout the year, and these have been appreciated by the students. The engagement with the NSS survey by our students has increased considerably.</p>	<p>Comments from students are generally positive, and levels of satisfaction in general are high. Overall the satisfaction rate is 92%, up from 85% in the previous session. There is of course still room to improve this score.</p> <p>PGT Overall satisfaction remains the same as in the previous year, although feedback in specific categories has improved significantly.</p>	<p>Continued effort will be made to ensure the overall satisfaction rate remains high, by continuing good practice developed over the last few years. The culture of the LDI has changed to a “working together making it better” rather than “you said we did” philosophy with student interaction with staff at a level not seen previously in the LDI. Planned actions as per below will we hope improve overall satisfaction.</p> <p>PGT: Streamlining of programmes will enhance the student experience.</p>
Teaching	<p>MChD/BChD, BSc, H&T Module handbooks for all modules are now available to students on the VLE. Printed copies of clinical skills handbooks are also provided.</p> <p>The clinical handbook, originally for the restorative clinics only, has been expanded to cover additional departments. This provides for improved consistency in teaching within clinical placements. e-Den which will complete early in 2013 continues to support all programmes.</p> <p>Dental Technology Students receive a printed module packs including module information, assessments and reflection sheets at the start of each academic year.</p>	<p>MChD/BChD,BSc The Induction and Personal and Professional Development modules were combined for this session to ensure greater cohesion and integration of these subjects for the students.</p> <p>Student pairing, which provides for a safer more high quality teaching experience, has now been fully implemented across the curricula. H&T have operated a student pairing scheme in the clinical skill classroom and clinical areas for many years.</p> <p>Dental Technology Part-time students have asked for the printed Module packs to be available on the VLE.</p>	<p>MChD/BChD, BSc A programme of peer observation of teaching has started this session whereby all modules will be reviewed on a three year rolling cycle. This will further enhance the quality of our teaching. The pilot teaching enhancement scheme may well change our approach in future years.</p> <p>PGT: The teaching experience for the PG students received much improved scores, although the response rates were low. Streamlining of module content in PG programmes as part of the re-structure is ongoing.</p>
Assessment and feedback	<p>Modular assessment has been bedding down in the first three years of the curriculum and has been introduced for year 4. Interim year 5 assessment has also been introduced. Very effective marking</p>	<p>MChD, BChD, BSc Assessment and feedback scores have improved considerably for the MChD/BChD, BSc programme. However the scores for some of the early years</p>	<p>BChD/MChD, BSc Focus groups with year one students have already taken place.</p>

<p>criteria have been developed.</p> <p>The Assessment and Standards Board continues to ensure consistency and good practice across all programmes.</p> <p>Mapping of all the programmes to “Preparing for Practice” the GDC learning outcomes framework is now complete.</p> <p>10 credit modules have largely been removed which has allowed for strategic realignment of assessment in the BChD/MChD programme.</p> <p>Training for Module Leaders has taken place and the responsibilities of Module Leaders have been clarified.</p> <p>Compliance with feedback deadlines has improved and the reason for any delay is communicated to the students.</p> <p>Hygiene and Therapy The programme has been modular since becoming a University programme. Some module modifications are currently being written in order to bring the Radiology teaching in house and provide a more seamless transition between years 1 and 2. With the view to these changes commencing September 2013.</p> <p>The assessment processes within the programme have been re-evaluated so that appropriate assessment tools are utilised.</p> <p>Small group revision sessions continue and standard models answers are now being used for all written assessments.</p> <p>Dental Technology The alignment of the assessments for this programme to mirror good practice within other programmes continues.</p>	<p>notably year 1 are disappointing.</p> <p>Some students had commented that the modular assessment had increased their workload considerably and this is in part explained by our assessment structure.</p> <p>Students have expressed concern about a lack of transparency with respect to marking criteria and there are ongoing concerns about the quality and timing of feedback in the student comments. This is disappointing as explicit marking criteria are now available with each assessment. It is unclear what students expectations are in this regard and further work will need to be undertaken to explore this.</p> <p>Hygiene and Therapy The timing of the NSS is not ideal for the H&T programme which is a 27 month course. Therefore the 2nd year students have to complete the questionnaire quite early on in their course which is primarily directed at final year students. Students commented on the relevance of some of the questions which are targeted more towards students within a few months of graduation.</p> <p>Dental Technology Access year students have highlighted concerns with respect to work load in the Autumn term.</p>	<p>Communication of initiatives already in place with respect to marking criteria and improving the quality of feedback will be a primary focus this year.</p> <p>Hygiene and Therapy The Programme Leader and Director of Student Education have met with the student reps to discuss their concerns/views on the timing of the NSS and sought student opinions on how to improve understanding/inclusion of H&T student in future years. The Programme Leader/Deputy and staff will continue to discuss with the current year 2 and hold focus group meetings.</p> <p>Dental Technology A focus group is to be arranged to investigate the workload of students in their access year.</p>	
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	PG An Assessment Panel has now been set up.		
Academic support	<p>The opportunity to resit year two as an external student has now been discontinued and all students must resit the year. The impact of this is that students are less likely to become de-skilled as a result of having to repeat a year. Work to provide support for external year one students is ongoing, but is problematic as they are not permitted access to university support mechanisms. The impact of failing to provide this support would be detrimental to the students' progress.</p>	<p>MChD/BChD, BSc The increased percentages in this area, especially in the NSS, indicate that previous measures in this area have had a positive impact.</p> <p>In general staff support is well-received and very much appreciated by our students. Of particular note is that the first year students enjoyed the drop-in sessions they now have access to.</p> <p>Hygiene and Therapy The levels of satisfaction were similar to previous years.</p> <p>Dental Technology Staff support is well received and very much appreciated by our students</p> <p>PGT: Satisfaction with academic support was much improved on the previous year. Ongoing regular meetings between Programme Leaders and student year groups have led to improved communication regarding the academic concerns of the students.</p>	<p>Student support services have been expanded by the appointment of an additional 0.5 WTE Dental Educator providing for expanded provision of study skills support.</p> <p>In addition, training for Leeds for Life has taken place and it is now being used by all Personal Tutors.</p>
Organisation and management	<p>The organisation and management of our portfolio has improved driven by the need to provide all our students with appropriate support services.</p> <p>A report into student education support in the LDI is now complete and the findings have been released. A number of recommendations have been made including the new roles of Student Education Service Manager and Student Reception Support Officer and we are pleased to report that we have recently recruited to both roles.</p> <p>In addition the University's review of student education support services is ongoing and rollout in LDI will be as part of the Faculty's wider implementation plan.</p> <p>NHS recruitment particularly of dental nurses and</p>	<p>Complaints regarding cancelled clinical sessions and lectures and seminars, often at short notice, are still a feature of student feedback.</p> <p>There is some confusion about the structure of the MChD/BChD, BSc programme and the difference between year 1-3 and year 4 and 5. A presentation was given to year 1 students as part of Induction to explain the structure of the MChD/BChD, BSc programme. Year 2 students will receive a similar presentation.</p> <p>Dental Technology In general satisfaction with work placements has increased.</p>	<p>A regular clinic cancellation report is now being produced, in order to reduce the number of clinic cancellations. The fact that cancellations need to be approved by the Director of Student Education will be emphasised.</p> <p>All cancellations and proposed cancellations of lectures, along with an explanation, are now being logged. This is now a standing agenda item on the student education administration weekly meeting. Where an activity has to be rearranged students are made aware of the reason.</p> <p>A student education away day is planned for Spring 2013 following on from a very successful away day for timetabling. In tandem with this, proposals for the refurbishment of the student</p>

	<p>administrative support staff has still not been restored to full capacity, and this continues to impact on student clinics.</p> <p>Module Reviews and External Examiner reports for all programmes are now made available electronically to all students.</p> <p>Dental Technology A revised programme of work placements has been implemented. This provides for increased support for mentors and for quality assurance of the placement process.</p> <p>PGT The PGT portfolio has been streamlined and is set to be relaunched in 2013.</p> <p>It was not possible to recruit to the Senior Clinical Teaching Fellow post for the FGDP top-up programme and student recruitment has been revised accordingly.</p> <p>The instigation of PGT Away Days has improved communication and understanding of PG provision. This is evidenced by a large increase in student satisfaction in this area for the 2011/12 session.</p>		<p>education office in terms of the physical environment will be developed. A student facing and centred environment is the goal.</p>
Learning resources	<p>In the past months 32 MOOGs (3D virtual simulators) were purchased for use especially in the early years of all programmes.</p> <p>These will enable students to gain additional clinical skills experience as well as targeted training as required.</p>	<p>Satisfaction with learning resources increased even further this year.</p> <p>Students regularly comment on the excellence of our learning resources, and feedback from potential applicants at Open Days suggests that the LDI is one of the better equipped UK dental schools.</p>	<p>Further integration of the MOOGs is planned for this year.</p> <p>A study skills centre is planned in some of the space released by the move of Oral Biology to the Brenner building at St James's.</p>
Personal development	<p>The personal tutoring system is aligned with Leeds for Life in all programmes, and personal tutors see their tutees at scheduled dates.</p>	<p>The scores for the personal development have increased once again, and student feedback in this area is very positive.</p>	<p>Further integration of personal skills into the curriculum, through for instance the integration of the Induction and PPD1 module.</p>