

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2014-15

Faculty of Medicine and Health – School of Dentistry

EXECUTIVE SUMMARY																		
Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate Programme Experience Survey					
	2013-14		2012-13		2011-12		2013-14		2012-13		2011-12		2013-14		2012-13		2011-12	
	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	85	88	94	87	92	87	89	85	88	85	86	85	100	85	14	87	67	84
Teaching	89	90	97	89	95	90	88	85	89	85	87	84	89	86	47	87	85	85
Assessment & feedback	57	71	64	71	75	69	50	62	51	59	41	61	87	71	36	75	66	69
Academic support	84	82	94	81	93	80	76	73	76	72	75	72	89	82	50	85	81	80
Organisation & management	60	85	69	84	76	83	51	75	51	73	53	74	89	81	19	85	70	80
Learning resources	94	91	96	90	96	88	86	83	83	81	89	78	100	85	75	86	93	83
Personal development	84	82	96	81	95	81	85	72	83	69	84	68	67	77	50	77	78	71
Sector position		50/146		57/147		51/150												

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)

Headline achievement in 2013-14	A focus on timetabling has improved organisation of our programmes
Main actions for 2014-15	<p><i>List 3 actions – to be included on the posters to be produced for each School</i></p> <ol style="list-style-type: none"> 1. The development of a schedule of key assessment dates for all undergraduate programmes and years of students. 2. Publication of all marking criteria in advance of assessments. 3. Focus on feedback. Improving feedback on written exams for all students by providing more detailed information on performance.

<p>Summary of student involvement in the production of this Action Plan</p>	<p>Students have been consulted at all stages. A number of focus groups with students have been held to get more detailed feedback and suggestions. An additional focus group with student reps from DentSoc has focused on the development of actions for the action plan. Students have been involved in commenting on the draft action plan and in the approval stage at the School Taught Student Education Committee.</p>
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AGREED ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2014-15

School: Dentistry

Faculty: Medicine and Health

Aspect	Progress with 2013-2014 actions and indication of impact	Agreed Issues/Actions for 2014-2015	Responsibility/Expected completion date
<p>Overall satisfaction</p>	<p>Overall satisfaction has declined from 95% to 84% in the NSS and slightly increased in the undergraduate programme survey. The decline in NSS scores across the board is disappointing and scores for Dental Hygiene and Dental Therapy and Dental Technology programmes remain lower than for Dental Surgery (overall satisfaction 91%). A strategic decision to transfer the Dental Technology programme into the NHS has been taken. A decision has also been taken to develop the Graduate Diploma of Hygiene and Therapy into a degree programme. Focus groups have been held with students from undergraduate programmes to understand the issues and students have expressed concerns around clinical/NHS issues that are outside of the School's direct control but mechanisms will be put in place for students to report any concerns and for actions to take place to resolve. Overall student comments reflect continuing issues with organisation and management and assessment and feedback despite previous developments which have improved scores in recent years. Work to improve feedback to students continues. The appointment of a manager with QA responsibility has been successful and a new</p>	<ul style="list-style-type: none"> • Transfer the Dental Technology programme into the NHS. • Develop the Hygiene and Therapy programme into a degree programme. • Further development of the School's postgraduate provision is planned. • Focus groups have been held with students from across undergraduate programmes and a number of actions are planned. • A process for students to report clinical issues including shortages of equipment to be developed. • Rollout of the new programme and module change process. 	<p>Dean/DSE – Sept 2015</p> <p>Dean/DSE – Sept 2016</p> <p>Dean/DSE/Postgraduate Lead - ongoing</p> <p>DSE/Programme Leads – 2014/15</p> <p>DSE/SESM</p> <p>Programme/Module Leads – 2014/15</p>

	<p>process to manage module and programme changes has been introduced for this academic year.</p> <p>Response rates, particularly for NSS, continue to be strong. PG is particularly difficult as most of our taught PG students are distance learners and despite a campaign of emails and contact from programme leads the response rate is low. Overall satisfaction for the postgraduate survey is high and much improved from last year although it is acknowledged that this was from a low response rate.</p> <p>The actions which resulted from the student focus groups in Autumn 2013 have been implemented for each programme but it will take time for the impact to be evident. Within Hygiene and Therapy all actions have been implemented but further work is required around integration of lectures and timetabling</p>		
<p>Teaching</p>	<p>The standard of teaching is still highly rated and very few negative comments relate to the standard of teaching.</p> <p>The new system of gathering student evaluation for module review has been in place since January 2014 and has been well received by students and staff. Response rates have increased and therefore more reliable data is available. Because of the late introduction of the system not all module leads have had the opportunity to engage and the aim for 2014-15 is for staff to use it across all of the School's modules.</p> <p>We have several projects running for the teaching enhancement scheme which are being successfully implemented or piloted.</p>	<ul style="list-style-type: none"> To ensure all module leads use the standard student evaluation in the academic year 2014-15 	<p>Programme Leads – January – April 2015 and Quality Assurance Functional Team</p>

<p>Assessment and feedback</p>	<p>The scores for assessment and feedback have declined considerably, which is disappointing considering as previous initiatives to improve feedback have continued. Communication will take place with students on the nature and availability of feedback including the constant clinical feedback that they receive. Individual written and general audio feedback was introduced across Year 3 and Year 4 Dental Surgery OSCE examinations for the first time. Feedback from staff and students was generally positive and will be continued in future years.</p> <p>A number of different feedback methods for written examinations were trialled including audio feedback for written assessments for failed students on the VLE and small group feedback.</p> <p>For the Dental Surgery programme specific dates for assessment and release of results were piloted for some assessments in the programme and were well received although scores in NSS and programme survey have not improved as anticipated. For 2014/15 an enhanced assessment matrix for each year of the programme has been introduced.</p> <p>A successful away day was held in April 2014 which focused on the quality and streamlining of assessment. Work to implement changes will be taking place over the next two years.</p> <p>The Assessment and Standards Board has continued to meet and assure standards of assessment across the School. The merger of PP3 and the Communication Skills module in Dental Surgery has taken place.</p>	<ul style="list-style-type: none"> • A new feedback scheme is being introduced for specific modules in the Dental Surgery as part of the Teaching Enhancement Scheme and based on student evaluation. The feedback gives students information via email about their marks in relation to their peers. If successful this will be rolled out across other programmes. • Development and publication of an assessment matrix for all years of the Dental Surgery programme. • Better communication of feedback opportunities to students • Streamlining of assessment across the programmes to be developed for approval at School and Faculty level 	<p>Programme Leads and the Assessment/QA Functional team to support – one year 5 module and all year 4 modular exams</p> <p>Programme Leads – implemented</p> <p>DSE/Programme Leads/Module Leads - ongoing</p> <p>Programme Leads/Module Leads – September 2015</p>
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<p>Academic support</p>	<p>Scores for academic support have also declined in the NSS despite a number of new initiatives. A carers policy was introduced during the academic session for students with caring responsibilities. A number of students have accessed additional support via this process.</p> <p>A new process for oral surgery placements has been introduced to allow students with responsibilities to be placed nearer to home which has been well received.</p> <p>The Student Advice Team has continued to develop a comprehensive programme of support to the School's international students and our widening access Science foundation year students including activities for students on the International Foundation Year to enhance their integration once they commence studies into the Dental School. Attrition rates for Kuwaiti students have continued to improve over the full cycle of the Dental Surgery programme.</p> <p>One of the outcomes of our TES project on MSc Assessments was to investigate the use of the PDR for MSc research project supervision meetings. Unfortunately, limited resources mean that the PDR cannot be changed at this time, so we are in discussion with the L4L team as to whether it is possible to use that platform instead.</p>	<ul style="list-style-type: none"> • Leeds for Life to be used for booking personal tutor sessions • New Functional Student Support Team to link with and Support the School's Student Advice Team • New "bite sized" academic support sessions have been introduced by the Student Advice Team for 2014/15 • Continue efforts to enable use of L4L platform for recording of MSc student supervision meetings 	<p>Student Support Team (Academic year 2014–2015)</p> <p>Student Support Manager/Student Advice Team Manager (Academic year 2014-15)</p> <p>Student Advice Team – already implemented and ongoing</p> <p>PG Lead/Deputy - ongoing</p>
<p>Organisation and management</p>	<p>The School's Student Education Service has been re-organised into functional teams from September 2014, including the creation of a new dedicated Student Support Team. The new team structure will help to ensure process across assessment and admissions are consistent across all programmes.</p> <p>A new academic management structure for student education is being developed for implementation during the year.</p>	<ul style="list-style-type: none"> • A survey of academic staff and students will take place asking for their views on the Student Education Service and how the service can be enhanced. • A new academic management structure for student education to be implemented. • A student newsletter to be sent out 4 times during the academic year 	<p>SESM/Student Education Managers – January-March 2015</p> <p>Dean/BM – by September 2015/16</p> <p>Student Support Team</p>

	<p>A student newsletter has been developed to enhance communication with our students, with the first edition being sent out to students in September 2014. It is intended that the newsletter will be sent out 4 times a year.</p> <p>The committee structure was amended and the new Undergraduate Programmes Management Committee met 4 times during the year. Student attendance and engagement in the Committee was excellent.</p> <p>A full review by a senior project manager of the School's timetabling process and staff capacity to fulfil the timetable is being carried out. An interim report has been submitted and some immediate actions such as the employment of additional clinical teaching staff have been carried out.</p> <p>The operation of the Staff Student Forum is being reviewed under a new chair. Plans have been made for the SSF chair to attend meetings between students and Programme Leads to develop the link for issues raised with programme leads being directed to the Staff student Forum when appropriate and actions being communicated through the Forum to students.</p> <p>Dentistry is due to pilot a University attendance monitoring system which may help to improve attendance recording and monitoring processed.</p>	<ul style="list-style-type: none"> Implementation of the actions from the School's timetabling project, specifically: <ol style="list-style-type: none"> (1) <i>policy on covering clinics for staff on leave</i> (2) <i>policy on cancelling clinics</i> (3) <i>Recruitment of additional clinical teaching staff</i> Staff Student Forum – New Chair to review how the Committee runs and develop links with Programme Leads In response to feedback from student focus groups a new process for students to report clinical issues is being developed. Dentistry to pilot an attendance monitoring system on behalf of the University. 	<p>Dean/Business Manager (BM)</p> <p>Dean/BM – February 2015 Dean/SESM – February 2015 Dean/HR – March 2015</p> <p>SSF Chair / Programme Leads - January 2015</p> <p>SESM – Ongoing</p> <p>Central IS/SESM – ready for 2015/16 academic term</p>
<p>Learning resources</p>	<p>Scores for learning resources are still extremely high and reflects the investment that has taken place over many years at School and University. Positive comments from Open Day visitors reflect the strength of the learning resources available. The refurbishment of level 6 and the location of support services and the proposed improvement to student facilities is still being planned and</p>	<ul style="list-style-type: none"> The recent purchase of 3D Scanning and Milling equipment of Hard and software needs integration into the Dental Surgery programme. 	<p>Andrew Keeling – January – September 2015</p>

	<p>developed in conjunction with students and staff. A bid for capital funding for this project has been submitted.</p> <p>The School is involved in the implementation of SALUD Electronic Patient Record system in the Dental Hospital and the impact of this will be assessed over time.</p> <p>The Library ran a successful pilot called PDA (Patron Driven Acquisition) whereby a proportion of the Library's materials budget was allocated to purchasing e-books selected by their customers. Further funding has been earmarked for further activity, in a slightly different form. The Library is also reviewing the usage of materials purchased during last year's trial and comparing this with e-books purchased via our traditional models, to ensure that we are getting the best value for money from the items purchased.</p>		
<p>Personal development</p>	<p>Dentistry employs 50 student ambassadors who now play a key role in the running of School Open Days and other events such as MMIs. This provides opportunities to enhance their CV and their skills.</p> <p>The School has also recently provided some matched funding to the OpenWide Dentistry society which is involved in organising widening participation events.</p> <p>Volunteering opportunities arise throughout the year. Dental Hygiene and Dental Therapy / Dental Surgery students actively participate in outreach activities in local schools and in activities where school pupils attend initiatives such as 'becoming a dentist' on campus.</p> <p>The School has instigated a PG Students Society</p>	<ul style="list-style-type: none"> • Professionalise the ambassador scheme to link with Leeds for Life. This would take the form of a robust selection procedure and a formal recognition of the students' contributions to the School. • Distribution of funds is through the Widening Access Officer of the School • To continue these opportunities for our students. • To continue to encourage the students to further develop the Society and its activities. 	<p>Carrie Van Der Zee (Senior Student Education officer) for Admissions and Quality Assurance Launch in April 2015 for use in 2015-16.</p> <p>WP Officer / Chair of Open Wide – ongoing</p> <p>Widening Access Officer and PPD Lead, Paul Affleck – ongoing</p> <p>PG Lead and PGRT - ongoing</p>

	<p>for all PG students, both taught and research, with the purpose of enhancing communication and interaction across all PG programmes of study. This is run by the students themselves who are responsible for the budget and the arrangement of events (such as seminars and workshops).</p>		
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