

**SCHOOL OF MEDICINE ACTION PLAN FOR 2012-13**  
**IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE FOR 2011-12**

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**In association with and on behalf of the School Taught Student Education Committee (STSEC)**

**Final version - Following FTSEC – December 7<sup>th</sup> 2012**

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

**Faculty of Medicine and Health: School of Medicine**

<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>2011-12</b>		<b>2010-11</b>		<b>2009-10</b>		<b>2011-12</b>		<b>2010-11</b>		<b>2009-10</b>		<b>2011-12</b>		<b>2010-11</b>		<b>2009-10</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>	96	87	97	86	85	82	92	85	90	83	91	84	86	84	78	82	76	78
<b>Teaching</b>	96	90	95	88	88	85	91	84	90	83	91	83	89	85	82	84	78	81
<b>Assessment &amp; feedback</b>	60	69	64	65	50	61	60	61	53	56	55	57	68	69	65	68	57	63
<b>Academic support</b>	77	80	82	77	71	74	77	72	73	68	71	68	80	80	79	79	78	76
<b>Organisation &amp; management</b>	82	83	80	82	60	79	69	74	69	83	71	73	83	80	78	77	74	73
<b>Learning resources</b>	93	88	96	87	94	85	83	78	86	77	87	76	83	83	82	82	83	81
<b>Personal development</b>	96	81	97	78	91	76	85	68	83	65	84	63	79	71	69	70	66	68
<b>Sector position</b>	4/31	51/150	3/32	46/150	19/32	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)

<p><b>Impact of 2010-11 actions</b></p>	<p><b>MBChB:</b></p> <ul style="list-style-type: none"> <li>• The 2011-12 National Student Survey (NSS) showed continued high levels of satisfaction for the MBChB, with continued consolidation of good practice in traditionally challenging areas such as assessment</li> </ul> <p><b>PGT:</b></p> <ul style="list-style-type: none"> <li>• Despite the considerable efforts that were made to highlight the importance of participating in the PGT survey, there was little impact on response rate.</li> <li>• However, the overall satisfaction with PGT has continued to increase as a consequence of detailed and structured programme review and peer support.</li> </ul>
<p><b>Achievements in 2011-12</b></p>	<p><b>MBChB:</b></p> <ul style="list-style-type: none"> <li>• The Leeds MBChB maintains a strong sector position (4/31), continuing the achievements seen in 2010-11 that saw Leeds rise significantly.</li> <li>• Fewer students are scoring 'disagree' in relation to feedback statements with a shift towards the neutral 'neither agree or disagree' point. Similarly, a clear trend is apparent with better feedback scores for years 1-3 of the UPS.</li> <li>• Our programme survey (UPS) results remain strong, showing a trend of increased satisfaction across the whole programme as students move through the new curriculum</li> </ul> <p><b>PGT:</b></p> <ul style="list-style-type: none"> <li>• A marked improvement of the PGT score for personal development, due to the success of a School-wide seminar for all PG students entitled "Preparing for the Research Project" that evaluated highly.</li> <li>• All scores have improved in 2011-12 survey, and most maintain an upward trajectory.</li> </ul>
<p><b>Main actions for 2012-13</b></p>	<p><b>MBChB:</b></p> <ul style="list-style-type: none"> <li>• Continuance of good practice in enhancing communication with both students and staff</li> <li>• Continue to evaluate the impact of innovations and new initiatives</li> <li>• Continuance of major strands of work –e.g. Feedback Review Group</li> </ul> <p><b>Intercalated:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the success of the new SoM Intercalated Suites</li> </ul> <p><b>PGT:</b></p> <ul style="list-style-type: none"> <li>• Advise programme leaders to schedule timetabled 'complete the survey' sessions for those PGT programmes taught on the Leeds campus.</li> <li>• Repeat the School wide seminar to support students' personal development.</li> <li>• For each programme, document the Personal Tutor system used and seek PGT tailored recommendations from the School Student Support Committee</li> <li>• Run sessions with all programmes/tutors to speed up feedback</li> </ul>

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

**School:** Medicine

**Faculty:** Medicine and Health

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><b>For MBCHB:</b></p> <p>Sustained position in sector with high levels of overall satisfaction at 96%. Sources included in the analysis:</p> <ul style="list-style-type: none"> <li>NSS/UPE findings triangulated with other sources of evidence (e.g. QME, external examiner feedback), and from other sources (the recent GMC 'check' visit)</li> <li>Reports from NHS liaison visits/placement support (including curriculum development)</li> <li>Student comments and MSRC and LUU representative engagement with the course</li> <li>Material collected as part of mandatory regulatory review (e.g. the new GMC Medical Schools Annual Return)</li> </ul>	<p><b>For MBCHB:</b></p> <ul style="list-style-type: none"> <li>Teaching, learning resources and personal development remain very strong, with improvements in assessment and overall organisation &amp; management</li> <li>Rise in satisfaction in assessment and feedback domains in the UPS.</li> </ul>	<p><b>For MBCHB:</b></p> <ul style="list-style-type: none"> <li>Continue work to engage staff and monitor impact including work streams o               <ul style="list-style-type: none"> <li>Feedback Review</li> <li>Quick Assessment Guide,</li> <li>Placement Innovation</li> </ul> </li> <li>School Education Service Manager to lead on the development of administrative staff teams</li> <li>With NHS staff/providers: partnership approach to quality, and appointment of new placement innovation leads</li> <li>Sharing of student evaluation of placements as part of QA process</li> <li>Clinical Teaching Excellence awards and expanding programme of CPD for staff.</li> <li>The launch of a new 'green card' so that students can highlight outstanding clinical teachers</li> <li>Delivery of a new 'feedback' site for OSCE</li> <li>New long service teaching awards to celebrate on-going commitment by senior NHS clinical staff</li> </ul>
	<p><b>For Intercalated:</b></p> <ul style="list-style-type: none"> <li>Guidelines are in place for the application process to ensure that students are intercalating on the right course at the right time for their medical education.</li> </ul>	<p><b>For Intercalated:</b></p> <ul style="list-style-type: none"> <li>Students reported staff to be enthusiastic and welcoming and supportive to students embarking on new subjects.</li> </ul>	<p><b>For Intercalated:</b></p> <ul style="list-style-type: none"> <li>Continuance and dissemination of good practice.</li> </ul>

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
	<p><b>For PGT:</b></p> <ul style="list-style-type: none"> <li>• Various attempts were made to improve the PGT survey response rate:               <ul style="list-style-type: none"> <li>○ Programme leaders were contacted and enthused</li> <li>○ Programme Survey team were engaged</li> <li>○ Paper and online copies were made available</li> <li>○ Students provided with incentive of printer credits on response</li> <li>○ LRU representative involved</li> </ul> </li> </ul>	<p><b>For PGT:</b></p> <ul style="list-style-type: none"> <li>• Despite strenuous efforts, the survey response rate remained low, making it difficult to draw any meaningful conclusions.</li> </ul>	<p><b>For PGT:</b></p> <ul style="list-style-type: none"> <li>• Continuance of efforts (described in column 1) with Programme Leads to raise the response rate on their programmes</li> </ul>
<b>Teaching</b>	<p><b>For MBCHB:</b></p> <ul style="list-style-type: none"> <li>• The roll out of the new curriculum has led to fewer comments about pharmacology, particularly from earlier years students</li> </ul>	<p><b>For MBCHB</b></p> <ul style="list-style-type: none"> <li>• Issues raised with the new vertical strands within c2010 (RESS, IDEALS).</li> <li>• Some year 1 comments relate to the variability in lecture content and delivery whilst others in year 2 relate to format and 'size' of lectures (Laboratory and Scientific Medicine)</li> </ul>	<p><b>For MBCHB:</b></p> <ul style="list-style-type: none"> <li>• Active review and re-evaluation of curriculum strands (IDEALS and RESS)</li> <li>• Collaborative work with St George's, University of London to create a pan-programme Medicines and prescribing site, with assessment for learning materials</li> <li>• Generation of a best practice guide for staff delivering lecture based presentations</li> <li>• Review of the Laboratory and Scientific Methods course components</li> </ul>
	<p><b>For Intercalated:</b></p> <ul style="list-style-type: none"> <li>• The intercalated programmes within the School are now aligned within suites that allow students to be taught common elements together, whilst still retaining the individuality of courses.</li> </ul>	<p><b>For Intercalated:</b></p> <ul style="list-style-type: none"> <li>• Lecturers were reported to be passionate about their teaching and approachable.</li> </ul>	<p><b>For Intercalated:</b></p> <ul style="list-style-type: none"> <li>• Continue to monitor teaching quality through the QME process.</li> <li>• Review the success of the suites (staff, school and student perspectives) after the next application round in Feb 2013.</li> </ul>

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
	<p><b>For PGT:</b></p> <ul style="list-style-type: none"> <li>• Develop a shared web resource to track the QME process</li> <li>• QME reports and reviews shared with all programme leaders</li> <li>• Dissemination of good practice teaching in QME helped to maintain and improve PGT teaching score in PGES</li> </ul>	<p><b>For PGT:</b></p> <ul style="list-style-type: none"> <li>• Students evaluate the teaching highly</li> </ul>	<p><b>For PGT:</b></p> <ul style="list-style-type: none"> <li>• Maintain the high evaluation of teaching in student surveys</li> <li>• Continue QME practice with dissemination of good practice teaching to maintain and improve PGT teaching score in PGES</li> </ul>
<p><b>Assessment and feedback</b></p>	<p><b>For MBCHB:</b></p> <ul style="list-style-type: none"> <li>• Development of our written question bank has been delayed because of problems with Speedwell functionality</li> <li>• We continue to deliver our approach of 'authentic' assessment – with resultant strong positive feedback about criteria and marking arrangements.</li> <li>• Assessment (and the School's support for students around assessment) was praised by the recent GMC visit (which included a number of meetings with students to explore their perceptions of assessment on MBChB)</li> </ul>	<p><b>For MBCHB:</b></p> <ul style="list-style-type: none"> <li>• Continued rise in the perception of 'fairness' of our assessment, as well as noted improvements in feedback</li> </ul>	<p><b>For MBCHB:</b></p> <ul style="list-style-type: none"> <li>• Publication of an updated programmatic 'quick assessment guide' following refreshment of our assessment strategy</li> <li>• Continued work from the Feedback review Group, including work with students as part of an 'iterative conversation'</li> <li>• Enhancement of feedback to all students after high stakes tests</li> <li>• Work to further develop i-phone functionality (e.g. voice recognition software) to help capture more placement level, direct clinical feedback for students</li> </ul>
	<p><b>For Intercalated:</b></p> <ul style="list-style-type: none"> <li>• No specific action identified</li> </ul>	<p><b>For Intercalated:</b></p> <ul style="list-style-type: none"> <li>• Students are commenting on being exposed to a wider range of assessment styles than those that they have previously encountered on the MBChB.</li> </ul>	<p><b>For Intercalated:</b></p> <ul style="list-style-type: none"> <li>• Ensure assessment methodology and rationale clearly explained to students, and students appropriately supported</li> <li>• Continue to monitor assessment and feedback through the QME process.</li> </ul>

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	<p><b>For PGT:</b></p> <ul style="list-style-type: none"> <li>No specific action identified</li> </ul>	<p><b>For PGT:</b></p> <ul style="list-style-type: none"> <li>Slow feedback on submitted work (both home and international students)</li> </ul>	<p><b>For PGT:</b></p> <ul style="list-style-type: none"> <li>Continue to monitor compliance with CoPA</li> <li>DPS to arrange PGT staff seminar on providing timely feedback using SDDU and FTSEC recommendations</li> </ul>
Academic support	<p><b>For MBCHB:</b></p> <ul style="list-style-type: none"> <li>Student Support Development Activities continue to be successfully implemented</li> <li>The updated website <a href="http://www.leeds.ac.uk/medicine/support">www.leeds.ac.uk/medicine/support</a> is fully operational.</li> <li>Appointment of a new careers advisor to work on enhancing curricular and extra curricular opportunities.</li> </ul>	<p><b>For MBCHB:</b></p> <ul style="list-style-type: none"> <li>Internal evaluation of the student support system has been extremely positive, in turn this seems to have had positive impact on UPS and NSS with negative comments about personal tutoring/academic support relegated in the main to the NSS</li> </ul>	<p><b>For MBCHB:</b></p> <ul style="list-style-type: none"> <li>Roll out of support/personal tutoring to Year 5 MBChB</li> <li>Work to create a specialist 'International Officer' to support electives and the needs of international students at all stages of the course</li> </ul>
	<p><b>For PGT:</b></p> <ul style="list-style-type: none"> <li>A School-wide seminar for all PG students on preparing for the research project was held in February 2012 and included speakers from the International Office, providing students with the opportunity to network and receive specialist advice.</li> <li>A School Student Support Committee for PGT was established and a PG student representative was appointed to this committee.</li> </ul>	<p><b>For PGT:</b></p> <ul style="list-style-type: none"> <li>The School-wide seminar on preparing for the research project was well received.</li> </ul>	<p><b>For PGT:</b></p> <ul style="list-style-type: none"> <li>Repeat the School-wide seminar on preparing for the research project.</li> <li>Market and promote MA/MSc/MRes/MPH to intercalating medical students</li> </ul>
Organisation and management	<p><b>For MBCHB:</b></p> <ul style="list-style-type: none"> <li>Successful (and challenging) implementation of a personalised e-curriculum for all first year students,</li> </ul>	<p><b>For MBCHB:</b></p> <ul style="list-style-type: none"> <li>Comments focus on clinical placement organisation (although teaching itself was often highly commended).</li> </ul>	<p><b>For MBCHB:</b></p> <ul style="list-style-type: none"> <li>Review of student travel and accommodation policies with a representative student group</li> </ul>

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
	<ul style="list-style-type: none"> <li>• Appointment of three experienced, senior NHS clinicians on secondments as Placement Innovation Leads</li> <li>• More 'real-time' monitoring alongside Trusts that allowed adjustments to a number of placements, and good, early feedback for innovative placements such as the 'Super Assistantships' in Year 5.</li> <li>• A further round of the 'You said, We listened, We did' has been generated by the placements team for dissemination to students</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical placements will form the key focus of activities in the next session's action plan</li> </ul>	<ul style="list-style-type: none"> <li>• Work led by the Placement Innovation Leads in three major areas <ul style="list-style-type: none"> <li>○ Agreement on expected standards for placements at each year of the course to help guide students and staff</li> <li>○ Review of all clinical placement timetables</li> <li>○ Generation of a new template for good placement guides and placement material for students to improve familiarity as they move through the MBChB</li> </ul> </li> <li>• Special focus on placement organisation and management in LTHT</li> </ul>
	<p><b>For Intercalated:</b></p> <p>No specific action identified</p>	<p><b>For Intercalated:</b></p> <ul style="list-style-type: none"> <li>• Students reported that courses and staff are well organised and approachable</li> </ul>	<p><b>For Intercalated:</b></p> <ul style="list-style-type: none"> <li>• Continue good practice in organisation and staff accessibility for students</li> </ul>
	<p><b>For PGT:</b></p> <ul style="list-style-type: none"> <li>• The organisation and management of PGT was reviewed by the School, but no changes were felt to be necessary.</li> </ul>	<p><b>For PGT:</b></p> <ul style="list-style-type: none"> <li>• Manage student expectations</li> <li>• Offer good value for money</li> </ul>	<p><b>For PGT:</b></p> <ul style="list-style-type: none"> <li>• Ensure marketing material is realistic and contains students' stories</li> <li>• Maintain recruitment of home and international students by use of alumni networks</li> </ul>
<p><b>Learning resources</b></p>	<p><b>For MBChB:</b></p> <ul style="list-style-type: none"> <li>• Actions in respect of resources from the last action plan were fully delivered (launch of the e-curriculum, relaunch of the progress file and generation of an online assessment/revision bank for year 5 students).</li> </ul>	<p><b>For MBChB:</b></p> <ul style="list-style-type: none"> <li>• No specific comments identified</li> </ul>	<p><b>For MBChB:</b></p> <ul style="list-style-type: none"> <li>• Continuing to roll out provision of mTEL materials for students in years 1-3</li> <li>• Work with the library to look at alternatives to enhance provision of anatomy/histology media</li> <li>• Continue the year 5 revision bank provision</li> </ul>



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			<ul style="list-style-type: none"> <li>Development of an online image bank to support self assessment and teaching</li> </ul>
	<p><b>For Intercalated:</b></p> <ul style="list-style-type: none"> <li>No specific action identified</li> </ul>	<p><b>For Intercalated:</b></p> <ul style="list-style-type: none"> <li>Students reported course materials are interesting and stimulating.</li> </ul>	<p><b>For Intercalated:</b></p> <ul style="list-style-type: none"> <li>No action required</li> </ul>
	<p><b>For PGT:</b></p> <ul style="list-style-type: none"> <li>Increased use of Worsley Building 8.34, which is now available for TPG use,</li> <li>Identification of Business School/Law teaching space for CT Building</li> </ul>	<p><b>For PGT:</b></p> <ul style="list-style-type: none"> <li>Lack of social space for TPG student interaction</li> </ul>	<p><b>For PGT:</b></p> <ul style="list-style-type: none"> <li>Prepare a business case for TPG learning and social space on level 9 Worsley Building</li> </ul>
<p><b>Personal development</b></p>	<p><b>For MBCHB:</b></p> <ul style="list-style-type: none"> <li>The Personal tutor system covered year 1-4 of the course (with anticipated roll forward to year 5 in 2013).</li> <li>Employability and careers support continue to roll out through the course, via IDEALS and student support.</li> </ul>	<p><b>For MBCHB:</b></p> <ul style="list-style-type: none"> <li>Internal evaluation of the new system has been extremely positive,</li> <li>A key reflection of the cultural/attitudinal change in this field is the number of graduates coming back in to offer time to help students (e.g. the growth of the West Yorkshire Mentoring Scheme)</li> </ul>	<p><b>For MBCHB:</b></p> <ul style="list-style-type: none"> <li>Students to join SoM staff on SIFT/placement quality visits (commended by the GMC)</li> <li>Continue the successful pilot of our 'expert F1/graduate panel' to enhance interpretation and actions from NSS/UPS</li> <li>Continued support by SoM and LIME staff for student societies that focus on clinical and academic careers (e.g. LEADERS)</li> <li>Continued support by the MBChB team for the West Yorkshire Mentoring Scheme (F1 doctors mentoring final year students)</li> <li>Development of the 'languages' programme (a new optional programme for language development, and thus potential to enhance employability internationally – "Students without Borders")</li> </ul>

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	<p><b><i>For Intercalated:</i></b></p> <ul style="list-style-type: none"> <li>• No specific action identified</li> </ul>	<p><b><i>For Intercalated:</i></b></p> <ul style="list-style-type: none"> <li>• Students appreciated being given the opportunity to explore other medical science subjects through Intercalation and the opportunity to learn transferable research skills.</li> </ul>	<p><b><i>For Intercalated:</i></b></p> <ul style="list-style-type: none"> <li>• Continue to promote the Leeds for Life Tutoring system within the Intercalated programmes</li> <li>• Nominate representative on the SoM Student support Committee for Intercalation.</li> </ul>
	<p><b><i>For PGT:</i></b></p> <ul style="list-style-type: none"> <li>• No specific action identified</li> </ul>	<p><b><i>For PGT</i></b></p> <ul style="list-style-type: none"> <li>• No specific comments identified</li> </ul>	<p><b><i>For PGT:</i></b></p> <ul style="list-style-type: none"> <li>• Document provision of Personal Tutor in each programme and liaise with School Student Support Committee on improving personal development.</li> </ul>