

**SCHOOL OF MEDICINE ACTION PLAN FOR 2013-14**  
**IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE FOR 2012-13**

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

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

**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>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>	95	87	96	87	97	86	92	85	92	85	90	83	95	87	86	84	78	82
<b>Teaching</b>	97	89	96	90	95	88	91	85	91	84	90	83	93	87	89	85	82	84
<b>Assessment &amp; feedback</b>	68	71	60	69	64	65	61	59	60	61	53	56	85	75	68	69	65	68
<b>Academic support</b>	85	81	77	80	82	77	78	72	77	72	73	68	91	85	80	80	79	79
<b>Organisation &amp; management</b>	81	84	82	83	80	82	66	73	69	74	69	83	95	85	83	80	78	77
<b>Learning resources</b>	95	90	93	88	96	87	87	81	83	78	86	77	88	86	83	83	82	82
<b>Personal development</b>	96	81	96	81	97	78	85	69	85	68	83	65	81	77	79	71	69	70
<b>Sector position</b>	7/33	57/147	4/31	51/150	3/32	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)

<p><b>Impact of 2011-12 actions</b></p>	<p><b>MBChB:</b></p> <ul style="list-style-type: none"> <li>• Good student response and engagement, continued top ten position in the NSS</li> <li>• Continued progress in the assessment and feedback scores</li> <li>• Continued culture of broader student engagement and partnership in the course – indicated by the additional question set (major climbs in the being listened to, valued and evaluation acted on)</li> </ul> <p><b>PGT:</b></p> <ul style="list-style-type: none"> <li>• Marked improvement in PPES response rate (from 18% to 41%) and in overall satisfaction (from 86% to 95%)</li> </ul>
<p><b>Achievements in 2012-13</b></p>	<p><b>MBChB:</b></p> <ul style="list-style-type: none"> <li>• Highly successful and commended GMC check visit to the School – reflecting progress made in assessment, learning and placements</li> <li>• New models of MPET/placement quality reviews that see students accompanying LIME staff – with good evaluation</li> <li>• Continued successful curriculum roll out – SAFER MEDIC, Special Senses (Yr 3), planning for Extended Student-led Research or Evaluation Project (Year 4 and 5)</li> </ul> <p><b>Intercalated:</b></p> <ul style="list-style-type: none"> <li>• Students report that intercalation has helped them develop a clearer idea of a future career and broaden their horizons; the opportunity to independently conduct a research project and present findings remains an attractive part of the intercalated programmes</li> </ul> <p><b>PGT:</b></p> <ul style="list-style-type: none"> <li>• Programme Leaders successfully highlighted employability in programme documentation <a href="http://medhealth.leeds.ac.uk/homepage/420/employability">http://medhealth.leeds.ac.uk/homepage/420/employability</a></li> </ul>
<p><b>Main actions for 2013-14</b></p>	<p><b>For MBChB:</b></p> <ul style="list-style-type: none"> <li>• Continuance of curriculum enhancement work</li> <li>• Consolidate successful student partnership activities and continue to build partnerships with NHS providers</li> <li>• Annual clinical teachers day to focus on feedback in clinical workplace; continue work (with colleagues from education) to improve campus-based feedback</li> </ul> <p><b>For Intercalated:</b></p> <ul style="list-style-type: none"> <li>• Improve the timing and content of feedback.</li> </ul> <p><b>For PGT:</b></p> <ul style="list-style-type: none"> <li>• Continue efforts to highlight importance of completing PG survey</li> <li>• Continue work to improve space for PG students</li> </ul>
<p><b>Summary of student involvement in the production of this Action Plan</b></p>	<p>The results of the surveys are discussed at Course Management Team meetings, and disseminated via student representatives. Our aim is to work in partnership with our students at all levels, not just through formal mechanisms. Students are extensively engaged with the MBChB programme – both through ‘traditional’ means (MSRC and student representation on all curriculum committees) and through our programme of student engagement and partnerships (evening meetings, new graduates group).</p> <p>The Action Plan is formally tabled at the MBChB Programme Committee and STSEC, at which students play a full part.</p>

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

**School:** Medicine

**Faculty:** Medicine and Health

Aspect	Progress with actions in response to 2011-12 feedback and indication of impact	Issues raised in 2012-13 feedback	Planned response in 2013-14
Overall satisfaction	<p><b>For MBChB:</b></p> <ul style="list-style-type: none"> <li>• Production of Quick Assessment Guide (QAG) – achieved. Positive response from staff and student reviewers</li> <li>• Placement innovation – on-going work with improvements seen in many areas (and increased student satisfaction). A number of models of exemplary practice (e.g. Bradford Paediatrics) used to celebrate and inform other NHS placement providers</li> <li>• Reward and recognition schemes – achieved. Long Service and Clinical Teaching Excellence Awards continue – with students present at both awards ceremonies. ‘Green card’ scheme operational with great student feedback and engagement.</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 feedback; Major rise in satisfaction in engagement and evaluation as noted in the additional question set</li> <li>• Sustained satisfaction in assessment and feedback domains in the UPS – evidence of many positive comments in free text about good assessment and ‘confidence’</li> </ul>	<p><b>For MBChB:</b></p> <ul style="list-style-type: none"> <li>• Continuation of initiatives and good partnerships with NHS providers</li> <li>• Continue to develop student partnerships</li> <li>• Sharing of research from LIME re student outcomes, and engagement with mobile Work Based Assessments (WBA)</li> </ul>
	<p><b>For Intercalated:</b></p> <ul style="list-style-type: none"> <li>• Continuance and dissemination of good educational practice</li> </ul>	<p><b>For Intercalated:</b></p> <ul style="list-style-type: none"> <li>• Students report that intercalation has helped them develop a clearer idea of a future career, and broadened their horizons</li> </ul>	<p><b>For Intercalated:</b></p> <ul style="list-style-type: none"> <li>• Monitor through QME and student surveys.</li> </ul>
	<p><b>For PGT:</b></p> <ul style="list-style-type: none"> <li>• Marked improvement in response rate (from 18% to 41%) and in overall satisfaction (from 86% to 95%)</li> </ul>	<p><b>For PGT:</b></p> <ul style="list-style-type: none"> <li>• Continue with efforts to improve response rates</li> </ul>	<p><b>For PGT:</b></p> <ul style="list-style-type: none"> <li>• Continue to highlight the importance of completing PGT PS.</li> </ul>
Teaching	<p><b>For MBChB:</b></p> <ul style="list-style-type: none"> <li>• Curricular strand reviews on-going, but early work resulted in positive impact with continued enhancement of IDEALS and RESS</li> <li>• Review of Laboratory &amp; Scientific Medicine components is underway – with clear strategy to move from traditional, lecture-based delivery to more ‘core material’ and work groups.</li> <li>• Wednesday afternoon teaching has been consolidated elsewhere in the</li> </ul>	<p><b>For MBChB:</b></p> <ul style="list-style-type: none"> <li>• Continued comments about ‘relevance’ of some early teaching in IDEALS and RESS (with an expressed wish to have more clinical time in year 1 and 2) – but multiple compliments</li> </ul>	<p><b>For MBChB:</b></p> <ul style="list-style-type: none"> <li>• Continue curriculum enhancement work</li> <li>• Development of a student ACE group (Ambassadors, Champions, Entrepreneurs) to help students see</li> </ul>

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	<p>programme in Year 2 to ensure student opportunities for sport, extracurricular activities</p>	<p>also seen re IDEALS</p> <ul style="list-style-type: none"> <li>• Science Modules in Year 1 and 2 receive extensive praise from students</li> <li>• Excellent reviews re anatomy</li> <li>• Teaching staff across campus and clinical practice receive extensive praise</li> <li>• 'Better Medicines Teaching' noted in UPS for students in Years 3 and 4</li> </ul>	<p>opportunity, impact and relevance of RESS and IDEALS (coordinated by Directors of MBChB and Student Education)</p>
	<p><b>For Intercolated:</b></p> <ul style="list-style-type: none"> <li>• Teaching quality was continually monitored through the QME process.</li> <li>• The SoM Intercolated suites remain popular with the student body; the model of intercolated suites continues to provide sustainability across intercolated programmes within the SoM.</li> </ul>	<p><b>For Intercolated:</b></p> <ul style="list-style-type: none"> <li>• Students report the successful delivery of a variety of teaching methods on intellectually challenging topics.</li> <li>• The teaching of skills for conducting and reporting research were well received.</li> </ul>	<p><b>For Intercolated:</b></p> <ul style="list-style-type: none"> <li>• Monitor through QME and student surveys.</li> </ul>
	<p><b>For PGT:</b></p> <ul style="list-style-type: none"> <li>• Continued high evaluation of teaching in surveys</li> </ul>	<p><b>For PGT:</b></p> <p><b>No issues reported</b></p>	<p><b>For PGT:</b></p> <ul style="list-style-type: none"> <li>• Maintain high evaluation of teaching</li> </ul>
<p><b>Assessment and feedback</b></p>	<p><b>For MBChB:</b></p> <ul style="list-style-type: none"> <li>• Quick Assessment Guide, and enhanced feedback after Year 4 and 5 OSCE – achieved.</li> <li>• On-going dialogue with students to further optimise performance feedback within the limitations of current Speedwell software</li> <li>• Enhancement of iPhone applications working well – good evidence of rise of better quality and volume of feedback to students recorded. Student requests for 'less paper' (Year 4) being acted on</li> </ul>	<p><b>For MBChB:</b></p> <ul style="list-style-type: none"> <li>• Record 'low' in reported assessment issues, praise for support (practice exams etc); increased confidence, and acquisition of skill and competency</li> </ul>	<p><b>For MBChB:</b></p> <ul style="list-style-type: none"> <li>• Continue to embed Sequential Testing approaches in Year 4 following successful implementation in 2012-13</li> <li>• Adoption of Year 5 approach to Workplace Based Assessment (WBA) in Year 4 – increased student control of handheld WBA/mobile assessment</li> </ul>

Aspect	Progress with actions in response to 2011-12 feedback and indication of impact	Issues raised in 2012-13 feedback	Planned response in 2013-14
		<ul style="list-style-type: none"> <li>Feedback scores improving – ‘delivered on time’ but quality and impact variable</li> </ul>	<ul style="list-style-type: none"> <li>Planned reduction in Year 4 in-course assessments (low stakes activity)</li> <li>Annual clinical teachers’ day will focus on feedback in clinical workplace (and will be delivered by faculty with students). Work with colleagues from education to improve feedback in campus based written/project work</li> </ul>
	<p><b>For Intercalated:</b></p> <ul style="list-style-type: none"> <li>The wider range of assessments used across the SoM intercalated programmes is maintained; the rationale remains appropriate.</li> <li>Students are supported appropriately within the different assessments.</li> </ul>	<p><b>For Intercalated:</b></p> <ul style="list-style-type: none"> <li>A more detailed explanation for assessments and marking schemes was requested</li> <li>Mixed reports regarding feedback. There are reports that feedback is helpful and constructive and that there is time made available outside scheduled teaching sessions for verbal feedback</li> <li>Students comment positively on the opportunity to independently conduct a research project and present findings</li> </ul>	<p><b>For Intercalated:</b></p> <ul style="list-style-type: none"> <li>Provide relevant information for assessments and standard marking schemes and grids where appropriate.</li> <li>Monitor the use of formative assessment opportunity through QME. Continue efforts to embed timely, appropriate and constructive feedback in programmes</li> <li>Continue with efforts</li> </ul>
	<p><b>For PGT:</b></p> <ul style="list-style-type: none"> <li>Staff seminars on providing timely feedback using SDDU and FTSEC recommendations</li> </ul>	<p><b>For PGT:</b></p> <ul style="list-style-type: none"> <li>Marked improvement in assessment and feedback from 68% to 85%</li> </ul>	<p><b>For PGT:</b></p> <ul style="list-style-type: none"> <li>Gather information from student evaluations on module review forms, as part of new QME process</li> </ul>

Aspect	Progress with actions in response to 2011-12 feedback and indication of impact	Issues raised in 2012-13 feedback	Planned response in 2013-14
<b>Academic support</b>	<p><b>For MBChB:</b></p> <ul style="list-style-type: none"> <li>• New Student Support systems now rolled out across all 5 years. Continued positive evaluation of this via informal and formal mechanisms</li> <li>• New International Officer in post – supporting and enhancing the elective and specialist support for international students on MBChB</li> </ul>	<p><b>For MBChB:</b></p> <ul style="list-style-type: none"> <li>• Positive commentary</li> </ul>	<p><b>For MBChB:</b></p> <ul style="list-style-type: none"> <li>• Continuation of student support mechanisms</li> <li>• Work in specialist areas – e.g. disability – to further enhance learning and assessment</li> </ul>
	<p><i>No action was reported here.</i></p>	<p><b>For Intercolated:</b></p> <ul style="list-style-type: none"> <li>• Reports were made that the level of prior learning/or assumed knowledge was higher than students expected on some programmes.</li> </ul>	<p><b>For Intercolated:</b></p> <ul style="list-style-type: none"> <li>• Provide enhanced information about programme content and prior knowledge requirements before application</li> </ul>
	<p><i>PGT programmes</i></p> <ul style="list-style-type: none"> <li>• Programme Leaders gave employability a greater emphasis in programme documentation. <a href="http://medhealth.leeds.ac.uk/homepage/420/employability">http://medhealth.leeds.ac.uk/homepage/420/employability</a></li> <li>• The action point was ‘Market and promote MSc/MRes/MPH to intercalating medical students’ This happened and one medical student chose to intercalate an MSc and one an MRes in 2013-14</li> <li>• The action point was ‘Maintain recruitment of home and international students by use of alumni networks’ and this has been achieved, as indicated by the students registering in 2013-14</li> </ul>	<p><b>For PGT:</b></p> <ul style="list-style-type: none"> <li>• Marked improvement in academic support from 80% to 91%.</li> </ul>	<p><b>For PGT:</b></p> <ul style="list-style-type: none"> <li>• Continue with efforts</li> </ul>
<b>Organisation and management</b>	<p><b>For MBChB:</b></p> <ul style="list-style-type: none"> <li>• Student travel and accommodation issues reviewed – successful implementation of policies for accommodation with innovative priority systems in some placement providers (e.g. Mid Yorks).</li> <li>• Additional travel assistance for some NHS sites (e.g, the ‘Pinderfields Express’ – but continued, low level issues for some individuals reported in NSS/UPS</li> </ul>	<p><b>For MBChB:</b></p> <ul style="list-style-type: none"> <li>• Clinical placement organisation overshadows a very positive learning and teaching experience</li> <li>• Organisation and Management was the only area where both NSS and UPS showed a modest downturn – which for the first time included negative comments about campus – linked with new University</li> </ul>	<p><b>For MBChB:</b></p> <ul style="list-style-type: none"> <li>• 2013-14 will see the roll out of a number of major initiatives <ol style="list-style-type: none"> <li>1. A more standard placement handbook template</li> <li>2. A standard placement timetable (to allow us to inspect activity and maturity appropriate to student level, as well as</li> </ol> </li> </ul>

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		Timetabling, loss of Clarendon Wing Lecture Theatre and scheduling of assessments (because of last minute changes imposed centrally because of space issues)	<p>for student info)</p> <p>3. A 'trip advisor' type site for placements to be held centrally, for students to view in advance alongside quality data</p> <ul style="list-style-type: none"> <li>• Campus based activity will continue to focus on roll out of the new personalised timetable to MBChB students (and evaluating success)</li> <li>• Central space issues will continue to be highlighted to the Dean of Medicine</li> </ul>
	<p><b>For Intercolated:</b></p> <ul style="list-style-type: none"> <li>• Staff continuing to deliver well organised programmes.</li> </ul>	<p><b>For Intercolated:</b></p> <ul style="list-style-type: none"> <li>• Programmes are well organised and have good support networks.</li> <li>• Some queries about individual programme structure/content within suites.</li> </ul>	<p><b>For Intercolated:</b></p> <ul style="list-style-type: none"> <li>• Review and update web pages.</li> <li>• Monitor through QME</li> </ul>
	<p><b>For PGT:</b></p> <ul style="list-style-type: none"> <li>• Marketing material is realistic and contains students' stories. This has been achieved on the new webpages  <a href="http://medhealth.leeds.ac.uk/info/124/case_studies">http://medhealth.leeds.ac.uk/info/124/case_studies</a>  <a href="http://medhealth.leeds.ac.uk/info/261/taught_programmes/1236/postgraduate_study_at_leeds_school_of_medicine">http://medhealth.leeds.ac.uk/info/261/taught_programmes/1236/postgraduate_study_at_leeds_school_of_medicine</a></li> </ul>	<p><b>For PGT:</b></p> <ul style="list-style-type: none"> <li>• Marked improvement in scores for organisation and management from 83% to 95%</li> </ul>	<p><b>For PGT:</b></p> <ul style="list-style-type: none"> <li>• Continue to highlight student stories in marketing material; build on success</li> </ul>
Learning resources	<p><b>For MBChB:</b></p> <ul style="list-style-type: none"> <li>• Surplus mobile content (i.e. commissioned but not taken up by senior students) has been made available to junior students – with full uptake.</li> <li>• The Year 5 revision bank continues with very good engagement and evaluation by students</li> </ul>	<p><b>For MBChB:</b></p> <ul style="list-style-type: none"> <li>• Very few issues were raised – some year 1 comments about access to anatomy media</li> <li>• A range of positive evaluations about the MBChB's mobile</li> </ul>	<p><b>For MBChB:</b></p> <ul style="list-style-type: none"> <li>• Anatomy has recently moved from FBS to sit within the School of Medicine – and a number of discussions are underway</li> </ul>



Aspect	Progress with actions in response to 2011-12 feedback and indication of impact	Issues raised in 2012-13 feedback	Planned response in 2013-14
	<ul style="list-style-type: none"> <li>The online image bank has yet to be developed – largely as a reflection of a number of staffing changes and vacancies within LIME</li> </ul>	<p>learning and assessment strand (currently the focus of scholarship activity)</p>	<p>about developing new media material for teaching (and associated storage) with colleagues in surgery and radiology at LTHT, led by Professor Phil Quirke</p> <ul style="list-style-type: none"> <li>Continue to work on development initiatives such as the image bank</li> </ul>
	<p><b>For Intercalated:</b></p> <ul style="list-style-type: none"> <li>Staff aimed to continue the delivery of learning resources that are both stimulating and interesting.</li> </ul>	<p><b>For Intercalated:</b></p> <ul style="list-style-type: none"> <li>Students requested that more learning resources were used in some areas eg audio/video</li> </ul>	<p><b>For Intercalated:</b></p> <ul style="list-style-type: none"> <li>School-level working group established re: audio visual learning resources</li> </ul>
	<p><b>For PGT:</b></p> <ul style="list-style-type: none"> <li>The action point was 'Prepare a business case for TPG learning and social space on level 9 Worsley Building'. Some additional rooms are now available.</li> </ul>	<p><b>For PGT:</b></p> <ul style="list-style-type: none"> <li>There is an increase in score from 83% to 88%.</li> </ul>	<p><b>For PGT:</b></p> <ul style="list-style-type: none"> <li>Space issues to be addressed by the Dean of Medicine and School Exec.</li> </ul>

<b>Personal development</b>	<p><b>For MBChB:</b></p> <ul style="list-style-type: none"> <li>• All actions have been achieved – with positive evaluations particularly in relation to student participation in MPET meetings</li> <li>• A significant number of junior medical staff are actively engaged with the programme – teaching, clinical skills and management committees.</li> </ul>	<p><b>For MBChB:</b></p> <ul style="list-style-type: none"> <li>• No particular issues have been noted, with high levels of satisfaction reported</li> </ul>	<p><b>For MBChB:</b></p> <ul style="list-style-type: none"> <li>• Re-profiling of academic prizes to reward initiative &amp; entrepreneurial activity</li> <li>• Enhanced career support materials</li> <li>• Active work by senior staff in the School to support growth of student societies</li> </ul>
	<p><b>For Intercalated:</b></p> <ul style="list-style-type: none"> <li>• The SoM programmes continue to provide an opportunity to explore other medical science subjects and the opportunity to learn transferable skills.</li> <li>• The use of the Leeds for Life personal tutoring system is encouraged within the Intercalated programmes.</li> <li>• There is now a representative for intercalation on the SoM Student support committee</li> </ul>	<p><b>For Intercalated:</b></p> <ul style="list-style-type: none"> <li>• Students report that intercalation has helped them develop a clearer idea of a future career and broaden their experience.</li> </ul>	<p><b>For Intercalated:</b></p> <ul style="list-style-type: none"> <li>• Monitor success through QME and student surveys</li> </ul>
	<p><b>For PGT:</b></p> <ul style="list-style-type: none"> <li>• Documenting provision of Personal Tutor in each programme and liaison with School Student Support Committee on improving personal development is on-going but is not yet complete.</li> </ul>	<p><b>For PGT:</b></p> <ul style="list-style-type: none"> <li>• Slight increase in score from 79% to 81%. More action is required.</li> </ul>	<p><b>For PGT:</b></p> <ul style="list-style-type: none"> <li>• Conduct an audit on personal tutor systems and report to Student Support Committee</li> </ul>