

SCHOOL OF MEDICINE ACTION PLAN FOR 2014-15
IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE FOR 2013-14

Laura Stroud, Director of Student Education

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 2014-15

Faculty of Medicine and Health – School of Medicine

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	91	88	95	87	96	87	91	85	92	85	92	85	94	86	95	87	86	84
Teaching	96	90	97	89	96	90	90	85	91	85	91	84	93	71	93	87	89	85
Assessment & feedback	67	71	68	71	60	69	64	62	61	59	60	61	81	82	85	75	68	69
Academic support	82	82	85	81	77	80	82	73	78	72	77	72	90	81	91	85	80	80
Organisation & management	80	85	81	84	82	83	73	75	66	73	69	74	92	85	95	85	83	80
Learning resources	97	91	95	90	93	88	88	83	87	81	83	78	87	77	88	86	83	83
Personal development	96	82	96	81	96	81	87	72	85	69	85	68	85	85	81	77	79	71
Sector position	17/32	50/146	7/33	57/147	4/31	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)

<p>Headline achievement in 2013-14</p>	<p><i>Student engagement drives course improvement</i></p>
<p>Main actions for 2014-15</p>	<p>For MBChB:</p> <ol style="list-style-type: none"> 1. <i>To continue enhancing feedback in clinical placements</i> 2. <i>Continued development of Campus based teaching – CWLT, new Body systems and Clinical Pathology Med programmes</i> 3. <i>New technology enhanced learning developments – improving access for all years</i> <p>For PGT:</p> <ol style="list-style-type: none"> 1. <i>To review postgraduate provision to map programmes in the portfolio onto the School's Education and Research Strategies.</i> 2. <i>To improve the PGT educational experience reported by international students</i> 3. <i>To plan the co-location of staff in the Worsley Building in order to provide PGT students with a clear base and reception point.</i> <p>For Intercalated:</p> <ol style="list-style-type: none"> 1. <i>To continue to improve the timing of feedback, guidance and support to help students prepare for assessments</i> 2. <i>To continue to streamline and review the scholarship/bequest/awards processes to attain success</i>
<p>Summary of student involvement in the production of this Action Plan</p>	<p>As part of broader student engagement activities within MBChB, student representatives play a full part in education committees including MBChB education sub committee. Students are involved in the discussion of survey results in intercalated and postgraduate Programme Management Teams. All such activities inform the production of the plan. Finally, the draft Action Plan is discussed at STSEC, at which student representatives are members. Following STSEC, Medical student representatives took the Action Plan to their committee meeting and fed back additional comments.</p>

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

	School:	Faculty:	
Aspect	Progress with 2013-2014 actions and indication of impact	Agreed Issues/Actions for 2014-2015	Responsibility/Expected completion date
Overall satisfaction	<p>For MBChB:</p> <ul style="list-style-type: none"> • A programme of visits to NHS providers, CPD, placement innovation, training days and partnership at all levels of MBChB has been very successful. • A new map of active student engagement has been developed. • Educational research to inform the development of assessment has received external recognition in the form of the ASPIRE award, which has only been awarded to two Schools globally. 	<p>For MBChB:</p> <ul style="list-style-type: none"> • NSS Satisfaction dropped 4 points but with 91% satisfaction overall. This meant that the programme sector position dropped to 17/33 reflecting a tight clustering and right skew distribution of UK medical schools. A number of actions to improve student satisfaction are outlined within the relevant sections below. 	<p>For MBChB:</p> <ul style="list-style-type: none"> • Director of MBChB, in conjunction with MBChB sub committee, August 2015.
	<p>For Intercolated:</p> <ul style="list-style-type: none"> • Students report that intercalation has given them the opportunity to develop new skills and transferable skills. 	<p>For Intercolated:</p> <ul style="list-style-type: none"> • Continuance of efforts to improve student satisfaction. 	<p>For Intercolated:</p> <ul style="list-style-type: none"> • IPSC reporting to Director of Intercolated Studies and Director of Student Education (Aug 2015)
	<p>For PGT:</p> <ul style="list-style-type: none"> • Participation in the PGT PS increased from 41% (2012-13) to 48% (2013-14) 	<p>For PGT:</p> <ul style="list-style-type: none"> • Continue efforts to improve participation rate in 2014-15 	<p>For PGT:</p> <ul style="list-style-type: none"> • Director of Postgraduate Studies, reporting to Director of Student Education, August 2015
Teaching	<p>For MBChB:</p> <ul style="list-style-type: none"> • Research-informed development of the curriculum is on-going. • An ACE group has been developed and will be launched in November 2014. 	<p>For MBChB:</p> <ul style="list-style-type: none"> • Curriculum provision – new Body Systems and Clinical Pathology units, enhanced clinical placements (including Paediatrics) and expansion of Year 5 super-assistantship placements • Curriculum delivery – reopening on Clarendon Wing Lecture Theatre and re-provision of Wednesday afternoon sport/student led time. 	<p>For MBChB:</p> <ul style="list-style-type: none"> • Curriculum provision – MBChB/Placement improvement team – delivery over 2014-15 session • Curriculum delivery – MBChB/Medical Teaching Centre/Dean of Medicine. Wednesday afternoon release in place for 2014-15 session.
	<p>For Intercolated:</p> <ul style="list-style-type: none"> • Teaching quality was continually monitored through QME process. 	<p>For Intercolated:</p> <ul style="list-style-type: none"> • Continue efforts to improve the already high satisfaction scores in teaching, including variety of methods and depth of topics 	<p>For Intercolated:</p> <ul style="list-style-type: none"> • Programme Management Committees reporting to Director of Intercolated Studies and Director of Student Education, August 2015.

Aspect	Progress with 2013-2014 actions and indication of impact	Agreed Issues/Actions for 2014-2015	Responsibility/Expected completion date
		covered. <ul style="list-style-type: none"> Monitor through module and programme evaluations and surveys. 	
Assessment and feedback	For PGT: <ul style="list-style-type: none"> Overall satisfaction in PGT PS 2013-14 remained high at 94%. 	For PGT: <ul style="list-style-type: none"> Investigate the poor international student experience in some PGT subjects. 	For PGT: <ul style="list-style-type: none"> Director of Postgraduate Studies August 2015, reporting to Director of Student Education and STSEC.
	For MBChB: <ul style="list-style-type: none"> Sequential Testing approaches have successfully been embedded in Year 4 with visible impacts, both externally (scholarship) and internally (smoother progression and student success). There is evidence of better student engagement and achievement in the new year 4 model. Year 4 assessments are now adherent to MBChB assessment philosophy and policy. The primary focus of the annual clinical teachers' day was on provision of good quality feedback in clinical settings. 	For MBChB: <ul style="list-style-type: none"> Assessment - provision of a centralised facility for all key policies and information within the School, with sections devoted exclusively to assessment rationale, deadlines, planning and feedback. Feedback: <ul style="list-style-type: none"> New look clinical placement dialogic feedback form (which uploads to student progress file) Roll out of successful Year 5 OSCE initiatives to deliver narrative as well as domain based/station based feedback to Year 4. Introduction of new 'feedback OSCE' for Year 2 students MyPALS@Leeds - a reconceptualization of feedback in MBChB (see learning resources). 	For MBChB: <ul style="list-style-type: none"> Assessment – Director of MBChB – in place for start of 2014-15 session, to be reviewed at end of session. Feedback – Director of MBChB – for introduction over 2014-15 session. MyPALS@Leeds – Steering group – project launched, will run across a number of years.
For Intercalated: <ul style="list-style-type: none"> Programme leaders were encouraged to provide relevant information for assessments and standard marking schemes and grids where appropriate, but students continue to request more guidance. Students are supported appropriately to complete a diverse range of assignments and comment positively on the opportunity to conduct a research project and present findings. 	For Intercalated: <ul style="list-style-type: none"> To audit the provision of assessment information. Timeliness of feedback remains an issue; Programme Leads will be asked to provide a timeline to ensure that students receive feedback in accordance with the COPA. 	For Intercalated: <ul style="list-style-type: none"> Monitored through IPSC, reporting to the Director of Intercalated Studies and DSE, July 2015. 	

Aspect	Progress with 2013-2014 actions and indication of impact	Agreed Issues/Actions for 2014-2015	Responsibility/Expected completion date
	<p>For PGT:</p> <ul style="list-style-type: none"> Each programme asked to submit module evaluations as part of programme review for quality assurance 2013-14. 	<p>For PGT:</p> <ul style="list-style-type: none"> Monitor compliance with guidance. 	<p>For PGT:</p> <ul style="list-style-type: none"> Director of Postgraduate Studies August 2015, reporting to Director of Student Education.
Academic support	<p>For MBChB:</p> <ul style="list-style-type: none"> There has been a significant 'growth' in UPS markers of success. 	<p>For MBChB:</p> <ul style="list-style-type: none"> Continue the development of student support initiatives. Review Mental Health support provision for MBChB student. 	<p>For MBChB:</p> <ul style="list-style-type: none"> Director of MBChB/Director of Student Support, reporting to STSEC and in Annual School Reviews – ongoing Director of MBChB – for completion over 2014-15 session
	<p>For Intercalated:</p> <ul style="list-style-type: none"> Enhanced information about content and prior knowledge requirements was provided. 64% of students reported that they had been given sufficient information and 80% were satisfied with the received information. 75% of students understood what was expected of them and over 80% of students understood the aims and objectives and support provided by the programme. Applications for intercalation remained strong 	<p>For Intercalated:</p> <ul style="list-style-type: none"> Continue to encourage the provision of enhanced information about programme content and prior knowledge requirements before students apply. Monitor success through student surveys. 	<p>For Intercalated:</p> <ul style="list-style-type: none"> Director of Intercalated Studies, August 2015.
	<p>For PGT:</p> <ul style="list-style-type: none"> The School Student Support Committee (SSSC) has a postgraduate staff representative. In 2013-14, this representative conducted a review of PGT programmes and provision of personal tutors and student support. 	<p>For PGT:</p> <ul style="list-style-type: none"> Ensure that postgraduate voice is heard at SSSC. Ask new staff postgraduate representatives to produce a short report in July 2015. 	<p>For PGT:</p> <ul style="list-style-type: none"> Dr Karen Forbes and Dr David Clarke (Staff PG Representatives), July 2015.
Organisation and management	<p>For MBChB:</p> <ul style="list-style-type: none"> The implementation of various placement actions identified in the previous action plan has been delayed due to a number of technology-related and operational issues, although a Beta/initial test facility is now in 	<p>For MBChB:</p> <p>Campus:</p> <ul style="list-style-type: none"> Student Partnership to deliver a more functional VLE layout/usage (including a centralised site for easy access to all key student information 	<p>For MBChB:</p> <ul style="list-style-type: none"> Campus: MBChB/TEL team – across 2014/15 session LIME: LIME SES team – across 2014/15 session Placements: MBChB/Placement Improvement

Aspect	Progress with 2013-2014 actions and indication of impact	Agreed Issues/Actions for 2014-2015	Responsibility/Expected completion date
	<p>place at one major placement provider.</p> <ul style="list-style-type: none"> The new personalised timetable for MBChB students has been rolled out and has received positive feedback in UPS. Re-provision of the Clarendon Wing Lecture Theatre has been secured. 	<p>LIME:</p> <ul style="list-style-type: none"> LIME counter survey to explore concerns/views about SES advice/support raised in the NSS <p>Placements:</p> <ul style="list-style-type: none"> Ongoing work with placement initiatives detailed in 2013-14 (MedEX) New student badges to help with identification of seniority and entrustability guide to help staff and students get more out of clinical placements Placement Improvement Team work to enhance student 'welcome' on placements 	<p>Team (badges to be in place for the start of 2014-15 session)</p>
	<p>For Intercalated:</p> <ul style="list-style-type: none"> Staff continue to deliver well organised programmes. Webpages have been reviewed and updated. Students report positively on the quality of the administration of programmes. 	<p>For Intercalated:</p> <ul style="list-style-type: none"> To continue with and monitor good practice 	<p>For Intercalated:</p> <ul style="list-style-type: none"> Director of Intercalated Studies, KPI: applications for intercalation, early spring 2015.
	<p>For PGT:</p> <ul style="list-style-type: none"> New student stories incorporated into Faculty Postgraduate brochure 2015. 	<p>For PGT:</p> <ul style="list-style-type: none"> Enhance student experience by co-location of LIHS and LICAMM SES staff in Worsley. 	<p>For PGT:</p> <ul style="list-style-type: none"> School Executive July 2016
<p>Learning resources</p>	<p>For MBChB:</p> <ul style="list-style-type: none"> Anatomy has been successfully transferred to SoM and there has been ongoing successful innovation in anatomy teaching. Bespoke radiology teaching resources (online and face-face) have been created in partnership with LTHT. 	<p>For MBChB:</p> <ul style="list-style-type: none"> Lecture capture: Trial of lecture capture and continued audio recording. Mobile technology: Expansion of mobile Technology (mTEL) resources for students at all stages of MBChB and launch of mTEL SIG for students and staff. MyPALS@Leeds - Personalised adaptive learning and feedback that seeks to build an individualised, student 	<p>For MBChB:</p> <ul style="list-style-type: none"> Lecture capture: via Director of Student Education & Director of Digital Learning – ongoing. Mobile technology: Director of MBChB/TEL – ongoing activity as part of broader mobile learning strategy. MyPALS@Leeds – MyPALS Steering Group – project launched, will run across a number of years.

Aspect	Progress with 2013-2014 actions and indication of impact	Agreed Issues/Actions for 2014-2015	Responsibility/Expected completion date
		centred view of all feedback and learning activity to facilitate reflection, face-face discussion and future planning/progress for all students.	
	<p>For Intercalated:</p> <ul style="list-style-type: none"> Staff continue to deliver learning resources that are both stimulating and interesting. Lecture capture is in place for 2014-15 across the University. 	<p>For Intercalated:</p> <ul style="list-style-type: none"> Monitor the uptake and disseminate successes with respect to lecture capture 	<p>For Intercalated:</p> <ul style="list-style-type: none"> Intercalated Programme Sub Committee (IPSC) reporting to the Director of Intercalated Studies and Director of Student Education.
	<p>For PGT:</p> <ul style="list-style-type: none"> Plans for space on Worsley level 9 allow some relocation and co-location of SES 	<p>For PGT:</p> <ul style="list-style-type: none"> Enhance student experience by co-location of LIHS and LICAMM SES staff in Worsley 	<p>For PGT:</p> <ul style="list-style-type: none"> School Executive July 2016
Personal development	<p>For MBChB:</p> <ul style="list-style-type: none"> Academic prizes and scholarships (including the new EXSEL@Leeds scheme) have been re-profiled, and further careers support has been provided for junior MBChB students 	<p>For MBChB:</p> <ul style="list-style-type: none"> Development of additional careers resources to support Year 3 and 4 students in cooperation with local Deanery Enhanced elective support/decision aids Continued growth of student excellence groups (e.g. ACE, mTEL SIG) 	<p>For MBChB:</p> <ul style="list-style-type: none"> Careers resources: Director of MBChB/Student Support – across 2014-15 session Elective support: Director of MBChB/Electives team – for term 1 2014-15 session Student excellence groups: Director of Student of Education and Director of MBChB (ongoing) First meeting scheduled, Dec 11th 2014.
	<p>For Intercalated:</p> <ul style="list-style-type: none"> The SoM programmes continue to provide a rich opportunity to explore other medical science subjects and the opportunity to learn transferable skills. Students report that intercalation has helped them develop a clearer idea of a future career and broaden their experience. 	<p>For Intercalated:</p> <ul style="list-style-type: none"> Monitor student satisfaction through surveys and IPSC, reporting to STSEC. 	<p>For Intercalated:</p> <ul style="list-style-type: none"> Director of Intercalated Studies, reporting to STSEC and DSE in Annual School Reviews (Feb 2015) and in response to student surveys (October 2015)
	<p>For PGT:</p> <ul style="list-style-type: none"> An audit of person tutor systems was conducted in 2013-14. The PGT provision is compatible with the University model of personal tutoring. 	<p>For PGT:</p> <ul style="list-style-type: none"> Maintain high score in PGT PS for personal development (85% in 2013-14) 	<p>For PGT:</p> <ul style="list-style-type: none"> Director of Postgraduate Studies (August 2015)