

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2015-16

Faculty of Medicine and Health – School of Dentistry

EXECUTIVE SUMMARY																		
Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate Programme Experience Survey					
	2014-15		2013-14		2012-13		2014-15		2013-14		2012-13		2014-15		2013-14		2012-13	
	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	97	90	85	88	94	87	78	87	89	85	88	85	50	85	100	85	14	87
Teaching	97	92	89	90	97	89	84	86	88	85	89	85	57	85	89	86	47	87
Assessment & feedback	76	74	57	71	64	71	41	63	50	62	51	59	40	71	87	71	36	75
Academic support	93	85	84	82	94	81	70	74	76	73	76	72	47	82	89	82	50	85
Organisation & management	72	85	60	85	69	84	35	76	51	75	51	73	43	82	89	81	19	85
Learning resources	96	92	94	91	96	90	82	84	86	83	83	81	81	87	100	85	75	86
Personal development	96	85	84	82	96	81	74	72	85	72	83	69	50	76	67	77	50	77
Sector position		21/145		50/146		57/147												

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 2014-15	<p><i>Provide a single, concise headline achievement for the School from 14-15 which can be included in further communication to students.</i></p> <p>We are so proud to achieve an overall satisfaction rating of 97% in the National Student Survey</p>
Main actions for 2015-16	<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. To provide new opportunities for PG students by developing new postgraduate programmes of study 2. To continue to improve our communications with students on assessment and feedback 3. To further improve organisation and management through actions developed with students via the Student/Staff Forum

<p>Good practice examples from 2014-15</p>	<p><i>List examples of innovative practice and developments which are of wider interest across the University</i></p> <ol style="list-style-type: none"> 1. Full year, small group and one-to-one feedback provided to Dental Surgery Year 1 students by the School's study skills team (DenStudy) 2. Introduction and development of a student led and School supported PG Student Society 3. A thriving and pro-active Student Staff/Forum which is driving change in the School and enabling staff and students to work in partnership
<p>Summary of student involvement in the production of this Action Plan</p>	<p>The draft action plan has been discussed and amended via School Committees at which there is student representation. In addition the plan has been discussed and reviewed with student reps via a special meeting chaired by the Chair of the Student Staff Forum.</p>

AGREED ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2015-16

Aspect	Progress with 2014-2015 actions and indication of impact	Agreed Issues/Actions for 2015-2016	Responsibility/Expected completion date
<p>Overall satisfaction</p>	<p>Overall satisfaction in the NSS has risen from 84% to 97%. Scores in the Undergraduate and Programme Surveys are a cause of significant concern however and focus groups with current postgraduate students have taken place to find out in more detail what the problems are and to develop appropriate actions. A decision has been made to suspend entry to the MSc Restorative and Implant top-up programmes for one year to allow existing students to complete and the programmes to be reviewed.</p> <p>Consultation and communication with students through the Student/Staff Forum is very strong and a number of actions and initiatives have been developed by the Forum.</p> <p>The majority of the actions from the 2014-15 action plan have taken place although some are still in progress. The transfer of Dental Technology to the NHS been completed although we continue to support the current University of Leeds students. Four new PGT programmes are being developed this academic year, with the intention of recruiting from September 2017. A process for students to report clinical issues</p>	<ul style="list-style-type: none"> • Continue the development of the Hygiene and Therapy programme into a degree programme through consultation with the LETB. • Development of new taught postgraduate programmes of study for 2017 entry. • To hold focus groups with current postgraduate students to collate reasons for poor PG survey scores and to generate actions for improvement. • General refurbishment of the PG cluster. • To hold focus groups with all Dental Surgery and Dental Hygiene and Therapy students to generate actions for improvement. • Development of a new plan to refurbish Level 6. 	<p>Dean/DSE/Programme Lead/September 2017</p> <p>Helen Craddock, Josie Meade & Thuy Do, Sunny Khambay/2017</p> <p>Postgraduate Lead/April 2016</p> <p>SESM/Business Manager/April 2016</p> <p>Dean/DSE/Feb 2016</p> <p>Dean/Business Manager/March 2016</p>

	<p>through the Clinical Action Group is working well. The new programme and module change process is fully operational and embedded into the academic year.</p> <p>The system of collecting module feedback has worked well and is being further enhanced via focused termly meetings with year groups where students can evaluate all of their modules. It is anticipated that this will further increase response rates.</p>	<ul style="list-style-type: none"> Regular informal meetings with student reps to enhance the working of the Student/Staff Forum Better communication of the outcomes of the Student/Staff Forum through the development of a "You Said We Did" campaign. New process of collecting module evaluation to be rolled out. 	<p>Chair Student/Staff Forum/ongoing through 2015/16 academic year</p> <p>Marketing Officer/ ongoing</p> <p>QA Manager/July 2016</p>
Teaching	<p>The School's quality of teaching is rated highly across all surveys and as high as 97% in the NSS survey.</p> <p>We have run several teaching enhancement schemes with mixed success. E-submission and marking has been used by a number of interested academics. Providing decile feedback to year 5 Dental Surgery students was trialled and ultimately dropped as students did not value the information. Development of the PDR for MSc projects has also been unsuccessful.</p>	<ul style="list-style-type: none"> Find ways to encourage shared care between the degree programmes. New teaching enhancement schemes have been identified: <ul style="list-style-type: none"> a) development of a student dashboard b) Electronic OSCE Scoring c) Patient Feedback enhancement d) New styles of teaching delivery (following refurbishment of the Dental Lecture Theatre) 	<p>Outreach Co-ordinator/Programme Leads/September 2016</p> <p>Dr Nigel Bubb/July 2017</p> <p>Ms Vicki Yorke/Ms Jane Wardman/Academic Year 2016/17 Clinical Leads/September 2016</p> <p>DSE/July 2017</p>
Assessment and feedback	<p>Scores for assessment and feedback are lower than we would like and particularly poor for the undergraduate survey. We struggle at times to persuade students that they are receiving regular and comprehensive feedback. We are developing a number of actions which are ongoing, particularly around clinical feedback and standard setting.</p> <p>Following discussion at the Student/Staff Forum student reps have developed a questionnaire which will be sent out to students to seek their view on scheduling clinical teaching during</p>	<ul style="list-style-type: none"> Continued streamlining of assessment within the Dental Surgery programme particularly within the Clinical Practice modules. To enhance the use of patient feedback within the undergraduate programmes and review where it may contribute to the assessment process. End of term clinical feedback sessions will be held with year 3-5 Dental Surgery students to discuss general clinical progress and patient feedback, utilising data from the SALUD system. 	<p>Dental Surgery Programme Leads/January 2016</p> <p>Clinical Leads/September 2016</p> <p>Year Leads/ongoing</p>

	<p>examination periods as well as a number of other issues relating to assessment and feedback</p> <p>There have been a number of approved changes to modules in the Dental Surgery programme as part of the previously flagged streamlining of assessment. External examiners continue to question the sustainability of the School's assessment burden.</p> <p>The assessment matrix for the Dental Surgery programme was well received by students although there is some concern regarding date slippage for results and feedback.</p> <p>At the start of Year 3 of the Dental Surgery programme a Year 4 student has given an overview of the previous year and the assessment contained within. This will be rolled out across all years.</p> <p>A pilot project to use the functionality of the SALUD system for recording student clinical activity is underway with a view to the School replacing the current logbook system with an electronic solution.</p>	<ul style="list-style-type: none"> • Better communication of feedback opportunities to students • Better communication of the assessment, standard setting and feedback processes to students. • Mapping of learning outcomes and assessment practices and feedback opportunities for the Dental Surgery programme. • Make it clearer to students where feedback opportunities occur in the Dental Surgery programme using the mapping above. • Development of actions resulting from a student examination questionnaire, led by student reps. • Further rationalisation of assessment in the Dental Surgery programme. • Rollout of introductory talk from previous year' students across all years of the Dental Surgery programme 	<p>Programme Leads/January 2016</p> <p>Programme Leads/January 2016</p> <p>Assessment Manager/ongoing</p> <p>Programme Leads/June 2016</p> <p>Student reps/DSE/January 2016</p> <p>Programme Leads/April 2016</p> <p>Programme/Year Leads/September 2017</p>
<p>Academic support</p>	<p>We score highly for academic support across the programmes. Our Student Advice Team (SAT) provides study skills advice and pastoral support to students and continues to enhance its provision. The bite-sized sessions offered by the SAT have evaluated well by students and will continue to be offered and enhanced. A newly re-organised Student Support Team is developing its support for a number of initiatives including a weekly newsletter, new attendance and personal</p>	<ul style="list-style-type: none"> • A new process for personal tutor meetings has been approved and will be rolled out. • Leeds for Life to be used for booking personal tutor sessions. • A weekly student news email is being sent out to all students. 	<p>Student Support Team/January 2016 Semester 2</p> <p>Student Support Team/January 2016 Semester 2</p> <p>Student Support Team/ongoing</p> <p>FESM/Student Support Project Manager/September 2016</p>

	<p>tutoring processes and better reporting and tracking of student attendance.</p> <p>In addition a project focused on enhancing student support in the School is being run under the direct oversight of the Faculty Education Service Manager.</p> <p>Unfortunately despite extensive efforts it has not been possible to secure agreement to use the PDR or Leeds for Life platforms for MSc Project supervision (this was a previous TES initiative).</p>	<ul style="list-style-type: none"> • Actions and recommendations resulting from the Student Support enhancement project to be developed and implemented. 	
<p>Organisation and management</p>	<p>Scores for organisation and management have increased for the NSS survey but are still poor across the UG and PG surveys. Much of the negative response relates to timetabling issues which continues to be a labour intensive, complex process for the School. A number of recommendations from the timetabling project have been made and additional clinical teaching staff have been recruited. Better tracking of lectures through outlook is being implemented in 15/16 to ensure cancellations are kept to a minimum. The timetabling team have attended Enterprise training to enable them to use the additional functionalist and reporting in the system.</p> <p>The Clinical Action Group is meeting regularly and dealing with issues related to the Dental Hospital</p> <p>A new academic leadership structure for Student Education has been agreed by the Senior Management Team and will be rolled out shortly.</p> <p>The School is also pursuing the development of a student dashboard. Discussions are at an early stage but this may involve the development of the Inform database used by Medicine</p>	<ul style="list-style-type: none"> • Review and amend information on the programme and module catalogue to ensure that the information is accurate and complete. • Reminders via Outlook being sent to academic staff for teaching sessions. Follow up of those who do not respond or decline is taking place. • A new process for reporting issues with the VLE to be implemented. Student reps to report any issues to Year Leads for action (student initiated) • New clinical teaching staff in the Restorative Department have been appointed and a review of staffing levels across the restorative department is taking place to ensure appropriate staffing levels to cover clinical teaching • Continue the attendance monitoring pilot and evaluate student feedback and the data received with University colleagues • Rollout of the new academic leadership structure • Development of a student dashboard/incorporation of Inform database 	<p>QA/Programme Lead/April 2016</p> <p>Programme Support Team/January 2016</p> <p>Student Reps/Year Leads/January 2016</p> <p>Business Manager/Departmental Head/January 2016</p> <p>FESM/SESM/January 2016</p> <p>Dean/DSE/February 2016</p> <p>Faculty IT Manager/FESM/SESM/School IT Team/September 2016</p>

<p>Learning resources</p>	<p>Scores for learning resources are high across all the surveys and reflect the high level of provision across the School and University. There have been delays to the approval for the proposed refurbishment of level 6 but this project is still being developed with the input of staff and students. The 3D Scanning and Milling equipment has been integrated effectively into the teaching on the Dental Surgery programme effectively. The SALUD Electronic Patient Record System was implemented in January 2015 in the Dental Hospital.</p>	<ul style="list-style-type: none"> • Development of an amended capital funding bid for the redevelopment of level 6 • Development and rollout of the SALUD clinical recording system following the pilot • The University led refurbishment of the Dental Lecture theatre is due to take place in the summer of 2016 • Updating of the School's Clinical skills labs: <ul style="list-style-type: none"> a) initial updating of network and equipment b) general refurbishment 	<p>Dean/Business Manager/March 2016</p> <p>NHS Project Lead/School Lead/December 2016</p> <p>Estates/Dean/Business Manager/August 2016</p> <p>Business Manager/February 2016 Business Manager/September 2016</p>
<p>Personal development</p>	<p>The School is rated highly for its approach to personal development across all surveys. The Student Ambassador Scheme continues to run well and a robust recruitment and selection process is now in place. The School submitted an application for the scheme to be recognised as part of the Leeds for Life HEAR. Unfortunately this was not successful but we have been encouraged to re-apply. The Open Wide Dentistry society now receives funding and support from the School and continues to expand its activities. The Postgraduate Society has been set up and led by students and supported by the School and is developing its activities.</p>	<ul style="list-style-type: none"> • Re-apply to link our student ambassador scheme to the Leeds for Life University HEAR. • Improve further the use of Leeds for Life systems through the proposed changes to the personal tutoring process 	<p>Admissions Senior Officer/April 2016</p> <p>Student Support Team/School Leeds for Life Academic Lead/June 2016</p>