

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

Faculty of Medicine and Health – School of Healthcare

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	84	90	81	88	71	87	85	87	86	85	82	85	89	85	84	85	88	87
Teaching	87	92	85	90	80	89	86	86	88	85	84	85	90	85	90	86	88	87
Assessment & feedback	68	74	65	71	62	71	64	63	62	62	57	59	81	71	73	71	82	75
Academic support	81	85	82	82	74	81	75	74	80	73	74	72	91	82	85	82	87	85
Organisation & management	70	85	72	85	55	84	71	76	68	75	60	73	85	82	76	81	82	85
Learning resources	91	92	93	91	93	90	89	84	88	83	83	81	90	87	86	85	91	86
Personal development	90	85	93	82	84	81	81	72	83	72	78	69	91	76	73	77	82	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>Enhanced student learning through opportunities to study abroad and attend national conferences.</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 Further increase student engagement. 2 Continue student engagement in the review of assessment guidelines and feedback. 3 Foster independent learning by students.

<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. The majority of our students were given the opportunity to undertake study abroad. 2. The new clinical skills suite has been completed and students have commented positively on the upgrade. 3. There has been an increased focus on blended learning in the teaching of theory and practice.
<p>Summary of student involvement in the production of this Action Plan</p>	<p>The draft action plan, based on student feedback, has been circulated to students on the Student:Staff Forum and has been discussed at STSEC where student representatives are present.</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>Students' overall satisfaction with their programme has risen for the third year running in the NSS and remains consistently high in the UGES and PGES. A number of programmes, particularly at postgraduate level, have returned an overall satisfaction score of over 90% with several having a 100% satisfaction rating.</p> <p>It is pleasing to note that the satisfaction scores for programmes that were of concern last year have improved suggesting that the strategies employed to ensure students have a positive experience are being successful: the adult nursing programme has increased its scores in both the NSS and PGES whilst the MA in Social Work has seen student overall satisfaction rise by 11%. It is recognised that there is still work to be done to improve the student experience still further particularly in adult nursing</p>	<p>The School would like to build upon and enhance its communications with students to improve their experience by raising its awareness of issues that are of concern as they occur. It is therefore proposing to:</p> <ul style="list-style-type: none"> • Undertake a series of year 3 engagement events in January 2016 for all full time undergraduate students. ▪ Set up frequent informal meetings with the DSE and students to facilitate open communication enabling easier identification of and response to issues raised by both the student and academic community and provide an opportunity to canvas opinion. ▪ Explore and build upon the student representatives' willingness to play a greater role in the School. 	<p>DSE Jan 2016</p> <p>DSE Ongoing</p> <p>DSE/ADSEs/Programme Leaders July 2016</p>

<p style="text-align: center;">Teaching</p>	<p>The School continues to score very highly in this area, with students commenting across all 3 surveys on the high quality of teaching, the enthusiasm and knowledge of staff, and the excellent contribution made by external speakers. Students continue to enjoy and value their placement experiences.</p> <p>In response to students' comments that there was an imbalance in teaching across the first year of the MSc Nursing (Adult) programme, the School reviewed the timetable for this programme and increased the number of taught sessions and opportunities for enhanced student contact days in Semester 2b. This has been successful and has not been identified as an issue in the last session.</p> <p>The undergraduate nursing teams have reviewed module content to provide a more cohesive and streamlined delivery to address students' comments that there was some repetition between modules and have made clear where topics are being revisited for developmental purposes.</p> <p>Investigation of the 3 cross-School modules mentioned negatively by a number of students confirmed that this was due to the nature of the modules (all are large multi-disciplinary modules addressing complex topics) and the timing of the modules in the curricula (students recognised that they do not always appreciate the relevance of the module at the time it is evaluated). Staff have worked in partnership with students to address their concerns and have put in place a range of actions to improve student engagement and appreciation of the modules.</p>	<p>The School's programmes are intense because of their professional nature with students spending a considerable proportion of their time in practice. Some students have commented on the amount of time spent in class and have suggested that certain aspects of the curriculum could be delivered differently. The modules making up programmes will be reviewed to see where amendments can be made</p> <p>The School is reviewing its style of delivery with the intention of increasing its blended learning approach. This will enable students to have greater flexibility in management of their studies and foster independent learning whilst still providing access to an excellent teaching resource. Blended learning technical support has been engaged from the Department of Digital Learning to increase blended learning</p> <p>Encourage peer teaching observation as part of 360° feedback aimed at staff personal development.</p>	<p>ADSE Curriculum and Assessment July 2016</p> <p>ADSE Curriculum and Assessment/ ADSE Practice Review July 2016</p> <p>ADSE Curriculum and Development Review May 2016</p>
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<p>Assessment and Feedback</p>	<p>The School has again improved its scores in this area in both the NSS and PGES, with the latter being particularly pleasing, but there continues to be variation between programmes.</p> <p>Students and staff were canvassed on the new academic supervision system introduced during the 2014/2015 session. Whilst students were generally positive about the system, it was evident that some adjustments were required and the School therefore modified its academic supervision policy.</p> <p>Work is continuing to review assessment guidelines and marking criteria to ensure these are clear and student orientated.</p> <p>Staff have been reminded of the importance of giving feedback within the expected timescales and the majority of staff do. Where this was not met, this was mainly due to unforeseen circumstances.</p>	<p>It is evident from students' comments that the School's approach to academic supervision does not always assist them to develop as independent and confident learners from an early stage in their programme. It is important that students understand what is expected of them in an assignment and where to go for help. The School will therefore work with the student body to develop its approach to academic supervision further.</p> <p>The School will continue to involve students in the development and review of assessment guidelines to ensure that these are focused and clear.</p> <p>As part of the introduction to the new academic year, programme teams will hold sessions to help students improve their grade.</p> <p>Markers will identify specific areas for improvement for all assessed work no matter what grade it has received.</p> <p>Module teams will meet at least once a year to ensure consistency of understanding of module assessments leading to consistency of communication with students.</p>	<p>ADSE Curriculum and Assessment Ongoing but review July 2016</p> <p>ADSE Curriculum and Assessment/Programme Leaders July 2016</p> <p>Programme Leaders September 2016</p> <p>ADSE Curriculum and Assessment/All academic Staff January 2016</p> <p>Module Leaders Review July 2016</p>
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<p style="text-align: center;">Academic Support</p>	<p>Students confirm that staff are approachable, accessible and provide a high level of support. Postgraduate students in particular rate the level of academic support highly, but disappointingly there has been a slight drop for the NSS and UGES. This may in part be due to the introduction of the new academic supervision policy, which limits access to assessment support.</p> <p>The School has agreed principles for supporting students whilst on practice, nevertheless students on some programmes would still prefer more contact with academic staff.</p>	<p>The student representatives are keen to build on the Peer Assisted Learning scheme used in some programmes and to roll out this approach across the School. The School is working with the student body to facilitate this.</p> <p>Students will be encouraged to make use of the support offered by Skills@Library. The School will work with the library to ensure that the sessions meet the needs of the students.</p> <p>The personal tutorial system will be reviewed to ensure students have every opportunity to meet and relate to their personal tutor.</p> <p>A range of strategies are to be introduced to ensure that students feel appropriately supported whilst on placement. These include:</p> <ul style="list-style-type: none"> ▪ the provision of more placement specific learning using a blended learning model; ▪ enhancement of information on placements in the programme handbook so that students are aware of the support available to them whilst on placement and how to access it; ▪ drawing on the opportunities afforded by the introduction of Peer Assisted Learning. 	<p>ADSE Recruitment and Enhancement/Student Reps July 2016</p> <p>ADSE Curriculum and Assessment July 2016</p> <p>ADSE Curriculum and Assessment/Personal Tutors July 2016</p> <p>ADSE Curriculum and Assessment/Assistant Director of Practice/Academic Staff July 2016</p>
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<p>Organisation and Management</p>	<p>The School continues to work hard to improve organisation and management of provision and it is pleasing that scores in this area continue to show improvement in the UGES and PGES, although there has been a slight fall in the NSS. Some programmes continue to perform well in this area, particularly at postgraduate. It is pleasing to note an improvement in the scores for adult nursing across all 3 surveys suggesting the strategies employed over the last year have been successful; however, there is still room for further improvement.</p> <p>Although, students comment negatively on certain aspects of their programme, it is encouraging that several remark that staff constantly go out of their way or are quick to respond to ensure problems are dealt with.</p> <p>The School has refreshed its process for reporting postponed/rescheduled sessions to enable it to monitor this and ascertain the reasons for cancelled sessions. Indications are that these are primarily due to unforeseen circumstances.</p>	<p>Students across programmes would welcome adjustments to the timetable to spread assignments across the year and ideally to avoid University based assessments occurring whilst on placement. These comments will be taken into account when planning new curricula.</p> <p>The poor behaviour of their fellow students in class continues to rankle with students. The Student:Staff Forum is currently devising a Code of Behaviour.</p> <p>The School and programme representatives are keen that better use is made of them as a resource to enhance the student experience and the School is working with them to facilitate this. Students need to be aware of the role of course and School student representatives.</p>	<p>ADSE Curriculum and Assessment Review February 2017</p> <p>Academic Lead for Students/Student Reps March 2016</p> <p>DSE/student reps Review July 2016</p>
<p>Learning Resources</p>	<p>The School has continued to score well in this area across all 3 surveys. Students comment particularly favourably on the new clinical skills facilities.</p>	<p>Enhance/develop on-line learning resources.</p> <p>Further develop the clinical skills suite</p> <p>Reorganise SES so that there is a common reception area for students</p>	<p>ADSE Curriculum and Assessment Review July 2016 September 2017 Director of Practice July 2017</p> <p>School Education Service Manager July 2016</p>
<p>Personal Development</p>	<p>Although there has been a slight fall in the scores for personal development for the NSS and UGES, there has been a 16% increase for the PGES. This confirms that last year's fall was due to a misinterpretation of the question.</p>	<p>Continue to build students' confidence to function as independent learners through developing self-reliance and providing opportunities to broaden experiences by participation in schemes such as peer assisted learning.</p>	<p>ADSE Curriculum and Assessment/ ADSE Recruitment and Enhancement/ Programme Leaders/Student Reps Review July 2016</p>

		Work with students to help them to understand what is meant by Personal Development through Programme Management Committees	Programme Leaders Review March 2016
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