

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

**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>2014-15</b>		<b>2013-14</b>		<b>2012-13</b>		<b>2014-15</b>		<b>2013-14</b>		<b>2012-13</b>		<b>2014-15</b>		<b>2013-14</b>		<b>2012-13</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>	94	90	91	88	95	87	94	87	91	85	92	85	95	85	94	85	95	87
<b>Teaching</b>	96	92	96	90	97	89	91	86	90	85	91	85	94	85	93	86	93	87
<b>Assessment &amp; feedback</b>	66	74	67	71	68	71	68	63	64	62	61	59	84	71	81	71	85	75
<b>Academic support</b>	91	85	82	82	85	81	83	74	82	73	78	72	93	82	90	82	91	85
<b>Organisation &amp; management</b>	87	85	80	85	81	84	78	76	73	75	66	73	95	82	92	81	95	85
<b>Learning resources</b>	97	92	97	91	95	90	88	84	88	83	87	81	90	87	87	85	88	86
<b>Personal development</b>	97	85	96	82	96	81	86	72	87	72	85	69	84	76	85	77	81	77
<b>Sector position</b>		21/145	17/32	50/146	7/33	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)

<p><b>Headline achievement in 2014-15</b></p>	<p>An excellent student experience, evidenced by the ASPIRE student engagement award and exceptional evaluation in national and University surveys</p>
<p><b>Main actions for 2015-16</b></p>	<p><b>For MBChB:</b></p> <ol style="list-style-type: none"> <li>1. To continue delivery of the Schools programmatic assessment strategy</li> <li>2. To continue the development of teaching enhancement and engagement models</li> <li>3. To continue the development of super-assistantships and 'leavers' preparation</li> </ol> <p><b>For Classified UG:</b></p> <ol style="list-style-type: none"> <li>1. To develop processes that support successful integration of classified undergraduate students and programmes into the School.</li> <li>2. Programme re-validations as an opportunity to enhance the student experience through the sharing of best practice.</li> <li>3. To complete the approval processes for the BSc in Molecular Medicine</li> </ol> <p><b>For Intercalation:</b></p> <ol style="list-style-type: none"> <li>1. To highlight the excellent qualitative feedback on excellence of teachers</li> <li>2. To disseminate the improved scores for Assessment &amp; Feedback while continuing efforts to improve.</li> </ol> <p><b>For PGT:</b></p> <ol style="list-style-type: none"> <li>1. Disseminate the 95% score in overall satisfaction in the postgraduate survey as best in the University</li> <li>2. To maintain the marked improvement in the educational experience reported by postgraduate international students</li> <li>3. To implement the action points from the School's Postgraduate Provision Review</li> </ol>
<p><b>Good practice examples from 2014-15</b></p>	<p><b>For MBChB:</b></p> <ol style="list-style-type: none"> <li>1. Student Support conference and careers provision</li> <li>2. Peer/near peer activity (e.g. Year 5 mentor scheme)</li> <li>3. Continued progress in developing and co-producing technology enhanced learning resources</li> </ol> <p><b>For Classified UG:</b></p> <ol style="list-style-type: none"> <li>1. Successful transition of three classified undergraduate programmes into the School of Medicine, with integration of students and academic staff and recruitment of new SES staff.</li> </ol> <p><b>For intercalation:</b></p> <ol style="list-style-type: none"> <li>1. Successful launch of a new intercalated programme: Applied Health (Clinical Leadership)</li> <li>2. Successful transition of one intercalated programme into the School of Medicine, with integration of students, academic staff and SES staff</li> </ol> <p><b>For PGT:</b></p> <ol style="list-style-type: none"> <li>1. Successful launch of two new postgraduate programmes, one of which was developed and approved in 6 months</li> <li>2. Successful transition of two postgraduate programmes into the School of Medicine, with integration of students, academic staff and SES staff.</li> <li>3. Postgraduate study guides now contain standard information on student support and University resources. This was assembled and disseminated by the School Support Committee, August 2015</li> </ol>

<p><b>Summary of student involvement in the production of this Action Plan</b></p>	<p>Survey results inform action plans for each of our programme areas with the student voice captured in qualitative feedback. Student representatives are embedded in course management teams in which survey results are disseminated, discussed and views incorporated.</p>
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**AGREED ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2015-16**

**School: Medicine**

**Faculty: Medicine and Health**

Aspect	Progress with 2014-2015 actions and indication of impact	Agreed Issues/Actions for 2015-2016	Responsibility/Expected completion date
<p align="center"><b>Overall satisfaction</b></p>	<p><b>For MBChB:</b> Action plan delivered. A number of initiatives (enhancing feedback, TEL innovation) are ongoing strategic activities. The narrative feedback in the OSCE has been highly successful and will span Years 2-4 in the 2015-16 session. Highly successful student engagement mapping leading to the School's second ASPIRE award (student engagement).</p>	<p><b>For MBChB:</b> NSS Scores rose to 94%, returning Leeds to the top 10 rank of Schools (and 3<sup>rd</sup> overall in the Russell Group). Of particular note is the growth in Support, Organisation and Management.  A number of markers of sustained success are noted in the UPS – 97% satisfaction in Year 1 (<b>growth in teaching, support, resources and assessment</b>). Year 2 + shows growth in Assessment and feedback  Key actions include <b>enhancement of RESS/ESREP</b>, deployment of the <b>entrustability/expectations</b> guide and embedding of the <b>Year 2 feedback OSCE</b></p>	<p><b>For MBChB:</b> Undergraduate Medical Education (UME) team on behalf of the Medical Education Programmes Committee, reporting to STSEC  RESS/ESREP enhancement will span a number of academic years, with agreed changes to ESREP beginning in academic Year 4 commencing August 2016  Other actions completed by close of academic year 2015/16.</p>
	<p><b>For Intercalated:</b> Maintained excellent scores at 94% with the learning of new skills, including research skills and writing skills, particularly highlighted in qualitative response</p>	<p><b>For Intercalated:</b> Continue efforts to maintain overall student satisfaction. Foster the enthusiasm of students to learn something new in intercalation.</p>	<p><b>For Intercalated:</b> IPSC reporting to Director of Intercalated Studies and Director of Student Education/August 2016</p>
	<p><b>For classified UG:</b> N/A New to the School in 2015-16</p>	<p><b>For classified UG:</b> Monitor and improve satisfaction scores in relation to transition of programmes between Schools to identify key areas for improvement.</p>	<p><b>For classified UG:</b> Director of Classified Undergraduate Studies, reporting to Director of Student Education, August 2016</p>
	<p><b>For PGT:</b> Maintain participation rate in 2014-15</p>	<p><b>For PGT:</b></p>	<p><b>For PGT:</b></p>

Aspect	Progress with 2014-2015 actions and indication of impact	Agreed Issues/Actions for 2015-2016	Responsibility/Expected completion date
	Participation in PGT student survey fell slightly to 44% in 2014-15 from 48%. The overall satisfaction of 95% was the highest in the University	Identify groups of non-responsive students and work with them to explore and identify reasons for non-response	Director of Postgraduate Studies, reporting to Director of Student Education, August 2016
Teaching	<p><b>For MBChB:</b> Actions fully completed re curriculum provision and delivery. Very positive student response (especially in clinical pathology) and external commendation (Body Systems and super assistantships). New clinical placements in Paediatrics evaluated extremely well. The Clarendon Wing Lecture Theatre is 'back in action' and provision of Wednesday sport/social/student-led time has been delivered for Years 1 and 2.</p>	<p><b>For MBChB:</b> Planned enhancements of <b>Year 2 Campus to Clinic course</b> (and appointment of new lead) Ongoing work to <b>replicate Year 1 integration model (teaching and assessment) in Year 2 Continued teaching engagement</b> models (Year 1/2 day; Annual clinical teachers' day) Continued <b>growth of super assistant placements</b> and <b>development of a 'leavers course'</b> (Year 5)</p>	<p><b>For MBChB:</b> Undergraduate Medical Education (UME) team on behalf of the Medical Education Programmes Committee, reporting to STSEC</p> <p>Actions completed by close of academic year 2015/16</p>
	<p><b>For Intercalated:</b> Maintained excellent scores at 91% with teachers and teaching highlighted as excellent in qualitative responses.</p>	<p><b>For Intercalated:</b> To maintain high satisfaction scores related to educational delivery</p> <ul style="list-style-type: none"> <li>• Share innovative practice such as Improv teaching by Applied Health (Primary Care).</li> <li>• Monitor through module and programme evaluations and surveys.</li> </ul>	<p><b>For Intercalated:</b> Programme Management Committees reporting to the Director of Intercalated Studies and Director of Student Education/August 2016</p>
	<p><b>For classified UG:</b> N/A – new to School for 2015-2016</p>	<p><b>For classified UG:</b> To review teaching methods as part of programme re-validations to enhance the student experience. To monitor and improve the placement experience through use of MBChB 'traffic light' tool</p>	<p><b>For classified UG:</b> Director of Classified Undergraduate Studies, reporting to STSEC on behalf of CUPS, August 2016</p>
	<p><b>For PGT:</b> Investigation into the poor international student experience in some PGT subjects completed by Director of Postgraduate Studies</p>	<p><b>For PGT:</b> To maintain and build upon the marked improvement in student satisfaction (+5% to +13%) with respect to teaching and feedback for international students</p>	<p><b>For PGT:</b> Director of Postgraduate Studies August 2016, reporting to Director of Student Education and STSEC</p>

Aspect	Progress with 2014-2015 actions and indication of impact	Agreed Issues/Actions for 2015-2016	Responsibility/Expected completion date
Assessment and feedback	<p><b>For MBChB:</b>  <b>Assessment:</b> Central provision facility completed – now being refreshed for current academic year. Contingency has been made to preserve this importance resource in the face of Central University plans for student education service/student facing websites</p> <p><b>Feedback:</b> All actions completed – MyPAL@Leeds has now advanced to a concept model with plans for deployment of pilots</p>	<p><b>For MBChB:</b>  <b>To continue delivery on School’s programmatic assessment</b> strategy (which has an inbuilt, annual quality development strand). Specifically to:</p> <ul style="list-style-type: none"> <li>• <b>Embed the Year 2 feedback OSCE</b> following highly successful pilot</li> <li>• <b>Extend narrative feedback to all OSCEs (Year 2-5)</b></li> <li>• <b>Review efficacy of current LIME ‘filing cabinet’</b> method of delivery <b>feedback</b> to students</li> <li>• Tender for a <b>new Assessment Management System</b> (which will <b>enhance Assessment organisation</b> and significantly <b>increase automated feedback</b>)</li> <li>• Launch the <b>new Entrustability / Student Expectations</b> guide</li> <li>• Deploy the <b>refreshed ESREP model and assessment enhancements</b></li> </ul>	<p><b>For MBChB:</b>  Undergraduate Medical Education (UME) team on behalf of the Medical Education Programmes Committee &amp; reporting to STSEC</p> <p>ESREP enhancement beginning in academic Year 4 commencing August 2016</p> <p>Other actions completed by close of academic year 2015/16.</p> <p>Assessment Management System and Entrustability work are strategic initiatives and results will span a number of years</p>
	<p><b>For Intercalated:</b>  Assessment and feedback are improving slowly but steadily in the survey. Actions have been effective regarding timeliness of feedback</p>	<p><b>For Intercalated:</b>  Programme Leads to focus on the quality of feedback and clarity of assignment instructions in accordance with the COPA.</p>	<p><b>For Intercalated:</b>  Monitored through IPSC, reporting to the Director of Intercalated Studies and Director of Student Education/July 2016</p>
	<p><b>For classified UG:</b>  N/A – new to School for 2015-2016</p>	<p><b>For classified UG:</b>  Audit feedback strategies across programmes to encourage sharing of best practice</p>	<p><b>For classified UG:</b>  Director of Classified Undergraduate Studies, reporting to STSEC on behalf of CUPS, August 2016</p>
	<p><b>For PGT:</b>  Monitor compliance with guidance on inclusion of module evaluations in annual Programme Review. Achieved 2014-15</p>	<p><b>For PGT:</b>  Maintain consistency in annual Programme Review</p>	<p><b>For PGT:</b>  Director of Postgraduate Studies August 2016, reporting to Director of Student Education.</p>

Aspect	Progress with 2014-2015 actions and indication of impact	Agreed Issues/Actions for 2015-2016	Responsibility/Expected completion date
<b>Academic support</b>	<b>For MBChB:</b> Completed with sustained impact!	<b>For MBChB:</b> Positive reports for impact of personal and academic support in both UPS and NSS. Aim to continue with initiatives including <b>Student Support conference</b> , peer/near peer activity (e.g. Year 5 mentor scheme) and <b>careers provision</b>	<b>For MBChB:</b> Director of Student Support and UME team on behalf of the Medical Education Programmes Committee.
	<b>For Intercolated:</b> Scores of 83% to be maintained and improved Academic support noted as very good in qualitative comments.	<b>For Intercolated:</b> Continue work to enhance academic support, drawing on best practice and ensuring students have good information about choices to intercalate Monitor success through student surveys.	<b>For Intercolated:</b> Director of Intercolated Studies/August 2016
	<b>For classified UG:</b> N/A – new to School for 2015-2016	<b>For classified UG:</b> Establish representation at the School's Student Support Committee to raise the profile of classified undergraduate issues.	<b>For classified UG:</b> Director of Student Support August 2016, reporting to Director of Student Education and STSEC,
	<b>For PGT:</b> Short report on PGT student support completed by Dr Karen Forbes and Dr David Clarke in July 2015	<b>For PGT:</b> Embed the postgraduate voice at School of Medicine Student Support Committee.	<b>For PGT:</b> Director of Student Support August 2016, reporting to Director of Student Education and STSEC

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<b>Organisation and management</b>	<p><b>For MBChB:</b></p> <ul style="list-style-type: none"> <li>VLE reorganisation deferred in place of reorganisation of student facing pages (medicine.leeds.ac.uk) to ensure a 'single point of truth' for all key information.</li> <li>LIME counter survey will take place in 2015/16 year (as a result of launch of new PA programme and move of classified undergraduate programmes to the School Medicine). Anecdotal feedback suggests significant improvements in new reception model</li> <li>MedEX Beta version completed.</li> <li>Student badges 'in action' and entrustability guide completed with anticipated launch in 2015/16 session</li> <li>Placement Improvement Team (PIT) formed. Number of innovation activities underway.</li> </ul>	<p><b>For MBChB:</b></p> <p><b>LIME/Campus actions</b></p> <ul style="list-style-type: none"> <li>To tender for <b>new Assessment Management System</b> (see above)</li> <li>To appoint an UME coordinator to continue to <b>enhance timetabling coordination and delivery</b>. Student <b>Handbook project to streamline core material for students</b>, and ensure cohesion with 'single point of truth'</li> <li>To undertake the LIME <b>counter survey</b></li> </ul> <p><b>Placements</b></p> <ul style="list-style-type: none"> <li>Launch of <b>entrustability / expectation guide</b> (see Assessment)</li> <li><b>Deployment of MedEX to pilot sites</b> (Mid Yorks and Harrogate) and continue rolling project to eventually cover all placement sites</li> </ul>	<p><b>For MBChB:</b></p> <p>Undergraduate Medical Education (UME) team on behalf of the Medical Education Programmes Committee.</p> <p>Actions completed by close of academic year 2015/16.</p>
	<p><b>For Intercalated:</b></p> <p>Scores steadily improving. Qualitative comments place 'organisation' in top 3 of best elements of the programmes.</p>	<p><b>For Intercalated:</b></p> <p>Continue with strong organisation and management of programmes. Monitor and disseminate good practice.</p>	<p><b>For Intercalated:</b></p> <p>Director of Intercalated Studies report to DSE and STSEC in QME, 2016</p>
	<p><b>For classified UG:</b></p> <p>N/A – new to School for 2015-2016</p>	<p><b>For classified UG:</b></p> <ul style="list-style-type: none"> <li>Continue to develop School processes (e.g. mitigation, student progress) to support classified undergraduate students and programmes.</li> <li>Review placement organisation in relation to student feedback.</li> <li>Review recruitment and admissions processes to assess opportunity for enhancements.</li> </ul>	<p><b>For classified UG:</b></p> <p>Director of Classified Undergraduate Studies and Chair of Classified Undergraduate Exam Board, reporting from to STSEC and Director of Student Education, August 2016</p>
	<p><b>For PGT:</b></p>	<p><b>For PGT:</b></p> <p>Enhance student experience by co-location of LIHS and LICAMM SES staff in Worsley.</p>	<p><b>For PGT:</b></p> <p>School Executive July 2016</p>

Aspect	Progress with 2014-2015 actions and indication of impact	Agreed Issues/Actions for 2015-2016	Responsibility/Expected completion date
	Enhance student experience by co-location of LIHS and LICAMM SES staff in Worsley. This is ongoing		



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Learning resources	<p><b>For MBChB:</b></p> <ul style="list-style-type: none"> <li>Ongoing strategic development including delivery of co-production with students in MTEL SIG</li> <li>Lecture Capture trial completed (headline = positive 'when working')</li> <li>MyPAL@Leeds: has now advanced to a concept model with plans for deployment of pilots</li> </ul>	<p><b>For MBChB:</b></p> <p>Range of initiatives for the 2015/16 session:</p> <ul style="list-style-type: none"> <li>Launch of <b>new PILLS ebook</b></li> <li>Development of <b>clinical skills passport</b> (anticipated launch for 2017)</li> <li><b>Radiology image bank</b> for all years (and teaching placement activity with <b>specialist radiology placement for all Year 3 students</b> planned for 2016/17)</li> <li><b>Extension of eduroam</b> to all clinical placement sites</li> <li>Launch of <b>mobile Bring Your Own Device Scheme</b> (Year 4 in first instance)</li> </ul>	<p><b>For MBChB:</b></p> <p>TEL Team/Undergraduate Medical Education (UME) team on behalf of the Medical Education Programmes Committee and reporting to STSEC</p> <p>Actions completed by close of academic year 2015/16 unless stated.</p>
	<p><b>For Intercalated:</b></p> <p>Lecture capture emerging as good practice</p>	<p><b>For Intercalated:</b></p> <p>Discuss and encourage good practice of lecture capture – disseminate results of survey to drive good practice</p>	<p><b>For Intercalated:</b></p> <p>Director of Intercalated Studies reporting to IPSC</p>
	<p><b>For classified UG:</b></p> <p>N/A – new to School for 2015-2016</p>	<p><b>For classified UG:</b></p> <p>Audit use of VLE and lecture capture to assess variation across programmes and encourage sharing of innovations</p>	<p><b>For classified UG:</b></p> <p>Director of Classified Undergraduate Studies, reporting to Director of Student Education, August 2016</p>
	<p><b>For PGT:</b></p> <p>Enhance student experience by co-location of LIHS and LICAMM SES staff in Worsley. This is ongoing.</p>	<p><b>For PGT:</b></p> <p>Enhance student experience by co-location of LIHS and LICAMM SES staff in Worsley</p>	<p><b>For PGT:</b></p> <p>School Executive July 2016</p>

Aspect	Progress with 2014-2015 actions and indication of impact	Agreed Issues/Actions for 2015-2016	Responsibility/Expected completion date
<b>Personal development</b>	<p><b>For MBChB:</b></p> <ul style="list-style-type: none"> <li>• Cooperation with Deanery on careers development has faltered (as Deanery have withdrawn resources/sponsorship)</li> <li>• Positive growth of iDECIDE resources.</li> <li>• Outstanding outputs from student groups (e.g. LEADERS) and growth of new student societies (e.g. DermSoc, radiology and oncology)</li> </ul>	<p><b>For MBChB:</b> Key initiatives:</p> <ul style="list-style-type: none"> <li>• <b>School-student partnership on enhancing careers support</b> (including electives)</li> <li>• <b>Study Abroad group</b> will continue work to secure new agreements with overseas partners (initially for elective study placements)</li> <li>• Work at School level in cooperation with Deanery to <b>expand local Academic Foundation Programmes</b></li> <li>• Development of <b>RESS/ESREP to increase self-design projects</b></li> </ul>	<p><b>For MBChB:</b> TEL Team/Undergraduate Medical Education (UME) team on behalf of the Medical Education Programmes Committee and reporting to STSEC</p> <p>Actions completed by close of academic year 2015/16 unless stated.</p>
	<p><b>For Intercalated:</b> The SoM programmes continue to provide a rich opportunity for students to explore other medical science subjects and the opportunity to learn transferable skills</p> <p>Students report that learning about new topics, and learning new skills has helped them broaden their experience and potential career opportunities</p>	<p><b>For Intercalated:</b> To continue to foster and advertise the strengths of intercalated programmes to enhance student careers in relation to research skills.</p>	<p><b>For Intercalated:</b> Director of Intercalated Studies, reporting to STSEC and Director of Student Education in Annual School Reviews/ January 2016</p>
	<p><b>For classified UG:</b> N/A – new to School for 2015-2016</p>	<p><b>For classified UG:</b></p> <ul style="list-style-type: none"> <li>• Evaluate engagement with Leeds for Life across programmes to identify opportunities to improve the student experience.</li> <li>• Audit personal tutoring systems across programmes to encourage sharing of best practice.</li> </ul>	<p><b>For classified UG:</b> Director of Classified Undergraduate Studies, reporting to STSEC on behalf of CUPS, August 2016</p>
	<p><b>For PGT:</b> Maintain high score in PGT PS for personal development (85% in 2013-14). In 2014-15 this was 84%, so achieved.</p>	<p><b>For PGT:</b> Maintain and aim to improve high score in PGT PS for personal development</p>	<p><b>For PGT:</b> Director of Postgraduate Studies (August 2016)</p>