

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2016-17

Faculty of Medicine and Health

School of Healthcare

EXECUTIVE SUMMARY																		
Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate Programme Experience Survey					
	2015-16		2014-15		2013-14		2015-16		2014-15		2013-14		2015-16		2014-15		2013-14	
	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	83	90	84	90	81	88	90	87	85	87	86	85	78	86	89	85	84	85
Teaching	88	91	87	92	85	90	90	87	86	86	88	85	85	86	90	85	90	86
Assessment & feedback	70	73	68	74	65	71	71	63	64	63	62	62	76	73	81	71	73	71
Academic support	85	84	81	85	82	82	81	75	75	74	80	73	80	84	91	82	85	82
Organisation & management	72	85	70	85	72	85	74	78	71	76	68	75	76	82	85	82	76	81
Learning resources	93	91	91	92	93	91	90	84	89	84	88	83	86	87	90	87	86	85
Personal development	90	85	90	85	93	82	86	73	81	72	83	72	68	77	91	76	73	77
Sector position		20/146		21/145		50/146												

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 from 2015-16	<p><i>Provide a single, concise headline achievement for the School from 15-16 which can be included in further communication to students.</i></p> <p>Enhanced student engagement to lead, learn and discover through opportunities to undertake, develop and implement a range of learning initiatives.</p>
Main actions for 2016-17	<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. Foster independent learning using multiple forms of feedback and support to get the most out of your learning journey. 2. Help you develop your professionalism, well-being and your personal resilience. 3. Enhance engagement in peer assisted learning and peer review.

<p>Good practice examples from 2015-16</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. Student engagement events to celebrate achievement and inspire students to consider career development beyond their first post. 2. Creation of “A student guide to learning gain – using feedback to get the most out of your learning” and “A staff guide as to how the School of Healthcare supports students” 3. Introduction of SPARC to improve practice placement allocation. 4. Student-led campus wide and School-based initiatives such as: Stop the Pressure Campaign, International Nurses Day, Midwifery Forums, Societies and Student-led Conferences. 5. Peer Assessment and Learning initiative to encourage student engagement in assessment and feedback. 6. There has been increased use of creative forms of blended learning, simulated practice and the use of social media in the teaching of theory and practice which has been extremely well evaluated by students.
<p>Summary of student involvement in the production of this Action Plan</p>	<p>The action plan has been distributed across all student members of the Student Staff Forum and STSEC and opportunity provided at both Forums for students to feedback and feed in.</p>

AGREED ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2016-17

School:

Faculty:

Aspect	Progress with 2015-2016 actions and indication of impact	Agreed Issues/Actions for 2016-2017	Responsibility/Expected completion date
<p>Overall satisfaction</p>	<p>It is pleasing to note that for the vast majority of programmes students’ overall satisfaction with their programme has continued to rise, with several programmes achieving a 100% satisfaction rating. There is an increase in scores across all categories at School-level in both the NSS and UGES.</p> <p>It is gratifying to note that students recognise the on-going work of the School to improve their experience.</p> <p>The School has focused on improving partnerships and communications with students to raise awareness of the broad range of opportunities available within their programmes and to emphasise the importance the School places on their contribution and feedback. This is</p>	<p>The School would like to build upon and further enhance its relationship and partnership with students to improve their experience by being proactive in engaging them in a range of initiatives. We are therefore proposing to:</p> <ul style="list-style-type: none"> • Continue to undertake a series of year 3 celebration events in February 2017 for all full time undergraduate students. ▪ Change the focus of the SSF to facilitate student leadership and a sense of belonging in the School, whilst also ensuring open communication to enable easier identification of and response to issues raised by both the student and academic community and to provide an opportunity to canvas opinion and jointly determine ways forward. 	<p>DSE, February 2017</p> <p>DSE with SSF Co-Chairs and Forum Membership Ongoing</p>

Aspect	Progress with 2015-2016 actions and indication of impact	Agreed Issues/Actions for 2016-2017	Responsibility/Expected completion date
	<p>part of the School's strategy to promote a strong sense of School community and to create a vibrant and supportive learning environment.</p>	<ul style="list-style-type: none"> ▪ Explore and build upon the student representatives' willingness to play a greater role in the School. • Continue work to develop and promote School community, student involvement and student-led learning and political activism. • Continue work to enhance role and engagement of student representatives. 	<p>DSE/ADSEs/Programme Leaders July 2017</p> <p>DSE with student programme and School representatives, SSF Co-Chairs and Forum Membership Ongoing</p>
<p>Teaching</p>	<p>Scores remain high in this category with students commenting across all 3 surveys on the high quality of teaching, the expertise and enthusiasm of staff (with many lecturers being described as inspirational) and the valuable contribution made by external speakers. Students continue to enjoy and value their placement experiences.</p> <p>The undergraduate nursing curricula have been reviewed and adjustments made to the structure to improve the timing of theory and practice delivery and provide longer placements with a hub and spoke model to maximise opportunities for a varied placement experience. This came into effect from September 2016.</p> <p>The School continues to work closely with placement providers to ensure emerging issues that may impact on the student experience are addressed swiftly.</p>	<ul style="list-style-type: none"> • Continue work to review style of delivery with the intention of increasing 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. • Enhance our scholarship and research-led teaching provision to maintain our high standards in education and learning. • Continue to model life-long learning through developing professional knowledge and practice. • Evaluate effectiveness of new hub and spoke model. • Encourage students to engage with the HEE placement survey. 	<p>DSE/ADSE Curriculum and Development July 2017</p> <p>DSE with Academic Lead for Scholarship On going</p> <p>DSE, ADSE Curriculum and Assessment and Director of Practice July 2017</p> <p>DSE, SSF and Director of Practice March 2017</p> <p>Director of Practice July 2017</p>

Aspect	Progress with 2015-2016 actions and indication of impact	Agreed Issues/Actions for 2016-2017	Responsibility/Expected completion date
	<p>Module leaders are reviewing teaching approaches with a view to expanding, where appropriate, existing on-line resources to provide a more varied learning style and facilitate independent learning.</p>	<ul style="list-style-type: none"> • Work with Practice Learning Facilitators and our service partners to encourage students to engage in reflective learning forums. • Assess effectiveness of new approaches to teaching and learning through module and programme reviews and student feedback. • Fully implement electronic module evaluation. 	<p>Director of Practice July 2017</p> <p>ADSE Curriculum and Assessment, SSF, Student Programme representatives. July 2017</p> <p>DSE with IM Service February 2017 and July 2017</p>
<p>Assessment and feedback</p>	<p>The School has improve its scores in this area in the NSS and in the UGES, with the vast majority of programmes (undergraduate and postgraduate) showing a continued upward trend, some exceptionally so.</p> <p>The School is part way through a change in its approach to assessment support following student feedback and is moving to a model which is designed to foster independent and confident learners. Two documents – one for students and one for staff – have been developed to support this.</p> <p>Students have commented very positively on the quality of feedback received, which reflects the observations of external examiners.</p>	<ul style="list-style-type: none"> • Fully implement the new approach to student support as set out in “A student guide to learning gain – using feedback and academic support to get the most out of your learning”. • Review marking criteria and assignment guidelines to ensure these are transparent and clearly understood. • Review formative assessments within modules to be pedagogically purposeful and relevant to learning outcomes. • Encourage more use of peer assisted learning, review and feedback. • Fully implement electronic PAD and CAD. 	<p>DSE/ADSE Curriculum and Assessment July 2017</p> <p>ADSE Curriculum and Assessment July 2017</p> <p>ADSE Curriculum and Assessment July 2017</p> <p>DSE/ADSE Curriculum and Assessment July 2017</p> <p>Director of Practice - on going</p>

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<p>Academic support</p>	<p>Students continue to comment very favourably on the academic and personal support available, noting that staff are approachable, responsive and helpful and will frequently go the “extra mile” to help students grow both personally and professionally.</p> <p>The School has actively promoted the services offered by Skills@Library as part of its strategy to encourage students to become independent learners and has worked with the library to ensure the support available is appropriate to the needs of Healthcare students. The success of this approach is reflected in the extremely positive comments from both undergraduate and postgraduate students.</p> <p>A range of initiatives have been introduced for the beginning of the 2016/2017 session to ensure students feel appropriately supported whilst on practice.</p>	<p>The School’s programmes are intense because of their professional nature with students spending a considerable proportion of their time in practice. The School will work with students to ensure they are adequately equipped to cope with the demands of the course and their chosen profession.</p> <p>The School will focus on how it:</p> <ul style="list-style-type: none"> • prepares students for the cultural shift from previous experience to the expectations of university and professional practice and the need to take responsibility for their own learning; • develops student resilience around learning; • prepares students to perform well in practice <p>As part of this process, the School will:</p> <ul style="list-style-type: none"> • extend the induction programme • roll out the Peer Assisted Learning scheme across nursing programmes pending STSEC approval. • review and if required revise guidelines and framework for Personal Tutor role to ensure consistent interpretation and clarify the relationship with role of clinical liaison lecturer. 	<p>DSE/ADSEs/ Academic Lead for Students /Programme Leaders/Module Leaders – ongoing</p> <p>DSE/Academic Lead for Students/Programme Leaders Sept 2017</p> <p>July 2017</p> <p>September 2017</p>

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		<ul style="list-style-type: none"> • work with students to determine the potential for development of an on-line practice based learning community/use of social media to provide additional support whilst on placement. • continue work to promote greater student engagement with Leeds for Life. • continue to work with Skills@Library to ensure adequate provision of academic skills support 	<p>Director of Practice July 2017</p> <p>July 2017</p> <p>Ongoing</p>
<p>Organisation and management</p>	<p>Scores in this category continue to improve in both undergraduate surveys and it is particularly pleasing to note the marked improvement in the nursing programmes.</p> <p>A number of practical steps have been taken focusing primarily on improved communication and access to VLE resources. The School has also worked with the SSF to devise and implement a Code of Behaviour.</p> <p>A new placement database – SPARC – will ensure more effective allocation of placements and provide enhanced communications to students.</p>	<p>It has become apparent that students are not always aware how different aspects of their programme interrelate and how their learning is developed throughout their course.</p> <ul style="list-style-type: none"> • Programme teams will therefore work with students to ensure that they have a clear understanding of the structure of their programme, know how best to make use of the timetable to maximise learning opportunities and understand the stepping stones to becoming a fully independent learner and practitioner. 	<p>DSE/ADSE/Programme and module teams</p> <p>July 2017</p>

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Learning resources	<p>The School has continued to score well in this area.</p> <p>Plans have been finalised and work is due to start shortly on the second phase of the clinical skills suite, which will provide an enhanced, state-of-the-art, and realistic clinical facility. The revised nursing curricula provide greater opportunities for use of this resource.</p> <p>Work is nearing completion on the new office space for student education support staff, providing students with a one-stop, easily accessible facility for queries.</p>	<ul style="list-style-type: none"> • Enhance/develop on-line learning resources. • Review use of clinical skills suite to ensure students obtain maximum benefit from this facility. 	<p>DSE/ADSE/Programme and module teams July 2017</p> <p>Director of Practice/Academic Lead for Clinical Skills July 2017</p>
Personal development	<p>There is a pleasing improvement in scores in both undergraduate surveys indicating that work to develop self-reliance and promote an awareness of self-growth has been successful.</p> <p>The disappointing fall in the score for this area in the postgraduate survey is at odds with student comments that their course has enhanced their knowledge and skills, suggesting that these students make a distinction between personal and professional development.</p>	<ul style="list-style-type: none"> • Continue work 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 PAL/ Discovery Themes and Modules/ Study Abroad/Language Courses. • Work with postgraduate students to understand the distinction between personal and professional development in the context of this category. 	<p>DSE/Academic Lead for Students/Programme Leaders/Student representatives/SSF Review July 2017</p> <p>DSE Review September 2017</p>