

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

## Faculty of Medicine and Health

## School of Medicine

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	94	90	94	90	91	88	94	87	94	87	91	85	94	86	95	85	94	85
Teaching	95	91	96	92	96	90	93	87	91	86	90	85	92	86	94	85	93	86
Assessment & feedback	62	73	66	74	67	71	69	63	68	63	64	62	78	73	84	71	81	71
Academic support	89	84	91	85	82	82	83	75	83	74	82	73	89	84	93	82	90	82
Organisation & management	80	85	87	85	80	85	77	78	78	76	73	75	91	82	95	82	92	81
Learning resources	96	91	97	92	97	91	89	84	88	84	88	83	89	87	90	87	87	85
Personal development	95	85	97	85	96	82	88	73	86	72	87	72	81	77	84	76	85	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)

<b>Headline achievement from 2015-16</b>	<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>From first year medical and science undergraduates, to NHS professionals undertaking postgraduate courses, our students consistently evaluate their education in the School of Medicine highly with 94% overall satisfaction</p>
<b>Main actions for 2016-17</b>	<p><b>For MBChB:</b></p> <ol style="list-style-type: none"> <li>1. Focus on Feedback to address quality promptness and efficacy</li> <li>2. Continued development and deployment of myPAL to assist with feedback</li> <li>3. Continuance of widening participation work stream</li> </ol> <p><b>For Classified UG:</b></p> <ol style="list-style-type: none"> <li>1. Completion of actions arising from programme (re)-approvals in 2015/16</li> <li>2. Development of student/staff forum for classified undergraduate students</li> </ol>

	<p>3. <i>Review of marking criteria and feedback strategies in response to Leeds Expectations for Assessment and Feedback</i></p> <p><b>For Intercalation:</b></p> <ol style="list-style-type: none"> <li>1. <i>Continue to foster sharing of good practice among Programme Leads</i></li> <li>2. <i>Continued focus on feedback strategies</i></li> </ol> <p><b>For PGT:</b></p> <ol style="list-style-type: none"> <li>1. <i>To develop a quality framework to support Module Leaders</i></li> <li>2. <i>To improve the educational experience reported by postgraduate international students</i></li> <li>3. <i>To implement the action points from the Faculty's Portfolio Review</i></li> </ol>
<p><b>Good practice examples from 2015-16</b></p>	<p><b>For MBChB:</b></p> <ol style="list-style-type: none"> <li>1. <i>Successful launch of MyPAL, co-produced with students</i></li> <li>2. <i>Programmatic Assessment – diagnosis, support, personalisation</i></li> <li>3. <i>Ultrasound / technology enhanced learning enhancement</i></li> </ol> <p><b>For Classified UG:</b></p> <ol style="list-style-type: none"> <li>1. <i>Successful re-validation of the BSc programmes in Diagnostic Radiography, Healthcare Sciences (Audiology) and Healthcare Sciences (Cardiac Physiology)</i></li> <li>2. <i>Development of processes that support the student experience of classified UG students</i></li> </ol> <p><b>For PGT:</b></p> <ol style="list-style-type: none"> <li>1. <i>Consideration of alternative student markets to ensure postgraduate programmes are sustainable</i></li> <li>2. <i>Development of programme variants which provide students with more choice</i></li> <li>3. <i>Successful launch of Physician Associates Studies programme</i></li> </ol>
<p><b>Summary of student involvement in the production of this Action Plan</b></p>	<p>Students are involved on the majority of programme related committees and partner Faculty and patient groups in a co-production model contributing to curriculum enhancement. The Action Plan (and NSS/UPS commentary) are shared with student representatives at the Medical Education Programmes Committee. Student involvement in PGT, CUPS and IPSC programme committees is welcomed and course level data is explored in these committees. The establishment of Student-Staff forums will assist the development and reflection on the action plan in this academic cycle.</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
<b>Overall satisfaction</b>	<p><b>For MBChB:</b></p> <p><b>Enhancement of ESREP-RESS:</b>  <u>Completed:</u> New enhancements deployed for Year 4 MBChB in 2016-17 session. Ongoing enhancements in earlier MBChB (e.g. Year 1 RESS)</p> <p><b>Deployment of entrustability/expectations guide into practice:</b>  <u>Completed:</u> Also now linked to new WBA/skills assessments in Year 1 MBChB that will flow through programmatically</p> <p><b>Embedding of Year 2 FOSCE (feedback OSCE)</b>  <u>Completed:</u> Positive evaluation and impact on students. Placement feedback anecdotally notes students are more 'engaged' at start of Year 3 of previous sessions</p>	<p><b>For MBChB:</b></p> <p>Overall satisfaction remains high (94%) with preserved position (5 in Russell Group, 12 in overall NSS)</p> <p>NSS results show stability of assessment scores but a marked drop on feedback (quality, promptness and efficacy). Some organisational issues evident (timetabling). UPS Year 1 scores are overall stable (96% satisfaction) with positive trends in feedback and particular 'gains' in support and development</p> <p>UPS Year 2-4 scores have improved (overall 94%) with gains in all areas (including feedback scores, personal development and support). Assessment scores are almost 'green' (&gt;85%) for the first time</p> <p>NSS and UPS comments overlap well: Strong support for the overall Leeds Atmosphere, partnership, teaching, placements and staff. The course is regarded as relevant and practical. IDEALS and student support rated highly and far fewer negative comments about RESS/ESREP</p>	<p><b>For MBChB:</b></p> <p>Overall responsibility for the Action Plan rests with the Medical Education Programmes Committee (MEC) / devolved responsibility to relevant operational and academic structures reporting into STSEC. Work on this action plan takes account of planned national expansion in medical student numbers</p> <p>Our foci:</p> <ol style="list-style-type: none"> <li>1) To continue to enhance quality and opportunity for all students (current and future) including a review of space/facilities and elements of delivery</li> <li>2) The 'student generalist'. Preserving Leeds' ethos for producing high quality new doctors with a broad range of career ambitions (including primary care, Internal Medicine, Psychiatry, Emergency Medicine)</li> <li>3) Ongoing commitment to WP initiatives and access based on ability and ambition</li> <li>4) Plurality and personalisation of MBChB student journeys</li> </ol>
	<p><b>For classified UG:</b>            NSS overall satisfaction scores &gt; 90% for all programmes with some exceptionally high scores (Radiography 94% overall satisfaction with no question category &lt; 85%). Areas for development identified in programme reviews based on 2016 UGPS and NSS trajectories.</p>	<p><b>For classified UG:</b>            Support programme teams in working closely with students to understand issues behind the scores and respond quickly to address these, e.g. through the creation of a CUPS student/staff forum</p>	<p><b>For classified UG:</b>            Director of Classified Undergraduate Studies working with LUU and programme reps, reporting to Director of Student Education, February 2017</p>

Aspect	Progress with 2015-2016 actions and indication of impact	Agreed Issues/Actions for 2016-2017	Responsibility/Expected completion date
	<p><b>For intercalation:</b> Overall satisfaction remains high with more than 80% of students would recommend to next year's students and close to a 100% felt the programme developed their transferable skills.</p>	<p><b>For intercalation:</b></p> <ul style="list-style-type: none"> <li>• Continue to foster interest in intercalated programmes.</li> <li>• Continue to support students to make the most of the intercalated year by facilitating applications to national intercalated awards and applications for funding for School of Medicine Alumni Scholarships for students from lower socio economic backgrounds</li> </ul>	<p><b>For intercalation:</b> IPSC reporting to Director of Intercalated Studies and Director of Student Education/ August 2017</p>
	<p><b>For PGT:</b> Identify groups of non-responsive students and work with them to explore and identify reasons for non-response Achieved by Director</p>	<p><b>For PGT:</b> Develop a quality framework to support Module Leaders where student evaluation is poor</p>	<p><b>For PGT:</b> Director of Postgraduate Studies August 2017, reporting to Director of Student Education and STSEC</p>

Aspect	Progress with 2015-2016 actions and indication of impact	Agreed Issues/Actions for 2016-2017	Responsibility/Expected completion date
Teaching	<p><b>For MBChB:</b>  <b>Enhancement of Year 2 CtoC and new secondary care lead</b>  <u>Ongoing:</u> New lead in place and planned changes to Year 2 placements (particularly LTHT). Enhancements in skills teaching embedded</p> <p><b>Integration in Year 2</b>  <u>Ongoing:</u> Links with Year 2 CtoC enhancement above but delivered/completed enhancements to in-course assessment (Spot Test) and planned enhancements to Year 2 high stakes testing (more integrated, clinically relevant test items)</p> <p><b>Continued teaching engagement models</b>  <u>Delivered:</u> Successful Year 1/2 day. Annual Clinical Teachers and GP away day very successful and increasingly co-delivered with students</p> <p><b>Super-assistantship development</b>  <u>Ongoing:</u> New placements in LTHT (respiratory and Stroke delivered). Next phase for Calderdale underway</p> <p><b>Year 5 leavers course</b>  <u>Completed.</u> Positive feedback</p>	<p><b>For MBChB:</b></p> <p>Continued work is underway to look at 'Signposting' in early years of the curriculum working with near peers and junior medical staff colleagues</p> <p><b>Actions and Activities</b></p> <p>Ongoing enhancement of integration of Year 2 activity including scoping a review of existing lecture material</p> <p>Anatomy Review: As part of a wider review of Anatomy, a focus on MBChB delivery and opportunities to provide more integration with radiology, Ultrasound and living anatomy</p> <p>Radiology teaching placement Year 3 MBChB introduction during 2016-17</p> <p>Continued Expansion of Super Assistantship Year 5 'Enhanced Responsibility' placements</p> <p>Expansion of Year 4 Hospice Project and CCC placement enhancement</p>	<p><b>For MBChB:</b></p> <p>MEC reporting into STSEC</p> <p>Actions either completed by end of academic session 2016-17 (or in the case of ongoing projects spanning many years, a Progress Update/Impact)</p>
	<p><b>For classified UG:</b>  Teaching methods reviewed as part of programme re-validations with changes made, e.g. in the area of academic supervision and further changes ongoing. MBChB 'traffic light' tool for monitoring and improving the placement experience fully introduced for 2016/17 session.</p>	<p><b>For classified UG:</b>  Implement timetabled actions from programme re-validations, e.g. relating to Leeds Curriculum, Discovery and exploration of distinctiveness</p>	<p><b>For classified UG:</b>  Director of Classified Undergraduate Studies, reporting to Director of Student Education, March 2017</p>

Aspect	Progress with 2015-2016 actions and indication of impact	Agreed Issues/Actions for 2016-2017	Responsibility/Expected completion date
	<p><b>For intercalation:</b> Teachers and teaching support remain the best part of intercalation for students: "I thought the teaching and support on this degree was excellent" BSc Applied Health (Medical Education)</p>	<p><b>For intercalation:</b> Continue to share good practice among programme leads</p>	<p><b>For intercalation:</b> IPSC reporting to Director of Intercalated Studies and Director of Student Education/ August 2017</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 Not achieved in PGT PS 2016</p>	<p><b>For PGT:</b> For those programmes with many international students, to identify areas for improvement of teaching</p>	<p><b>For PGT:</b> Director of Postgraduate Studies August 2017, reporting to Director of Student Education and STSEC</p>

Aspect	Progress with 2015-2016 actions and indication of impact	Agreed Issues/Actions for 2016-2017	Responsibility/Expected completion date
Assessment and feedback	<p><b>For MBChB:</b></p> <p><b>Embed Year 2 Feedback OSCE</b> <u>Delivered:</u> see above</p> <p><b>Extend narrative feedback to all OSCEs</b> <u>Delivered:</u> Further review planned to harmonise with our strategic 'Focus on Feedback'</p> <p><b>Review of 'filing cabinet' feedback delivery</b> <u>Delivered:</u> Phasing out</p> <p><b>Tendering of New Assessment Management System</b> <u>Delivered:</u> New focus on item banking, tagging and effective automation/delivery to help provide better feedback (link with Focus on Feedback)</p> <p><b>Expectations/Entrustment guide</b> <u>Delivered:</u> See above</p>	<p><b>For MBChB:</b></p> <p>Whilst assessment continues to score relatively 'highly' within NSS and UPS, a number of actions and activities are detailed as our Programmatic Assessment continues to mature. A major new initiative will be launched to 'Focus on Feedback'</p> <p><b>Actions and Activities</b></p> <p>Embedding of Assessment Management System and delivery of some written and performance testing will take place</p> <p>Enhanced tagging of items to help develop automated feedback systems Exploration of the value of sequential testing models in Year 3 based on longitudinal success after Year 3 resits</p> <p>Focus on Feedback This is a major strategic initiative that will run over a number of years with a focus not just on feedback 'acquisition' but more focus on helping students and staff evaluate the feedback as part of dialogues, action plan and be able to determine success</p> <p>This will run as a co-production initiative with students and campus/clinical staff on site and in clinical placements.</p>	<p><b>For MBChB:</b></p> <p>MEC (and Assessment &amp; Standards Board, including Performance Assessment Team) reporting to STSEC</p> <p>Actions either completed by end of academic session 2016-17 (or in the case of ongoing projects spanning many years, a Progress Update/Impact)</p>
	<p><b>For classified UG:</b> Audit of feedback strategies completed and reported for discussion and dissemination of best practice to CUPS at its meeting in July 2016. This will inform our response to the 'Leeds Expectations for Assessment and Feedback' from the Assessment Strategy Group.</p>	<p><b>For classified UG:</b> Respond to the 'Leeds Expectations for Assessment and Feedback' document, e.g. by reviewing marking grids and marking criteria especially in relation to inclusive coursework marking</p>	<p><b>For classified UG:</b> Director of Classified Undergraduate Studies, reporting to STSEC on behalf of CUPS, August 2017</p>

Aspect	Progress with 2015-2016 actions and indication of impact	Agreed Issues/Actions for 2016-2017	Responsibility/Expected completion date
	<p><b>For intercalation:</b> Clarity of guidance for assessment is improving steadily as is timeliness of feedback.</p>	<p><b>For intercalation:</b> Continue to support programme leads to improve support and timeliness of feedback</p>	<p><b>For intercalation:</b> Monitored through IPSC, reporting to Director of Intercalated Studies and Director of Student Education/ August 2017</p>
	<p><b>For PGT:</b> Maintain consistency in annual Programme Review Achieved in 2016-17</p>	<p><b>For PGT:</b> Ensure Programme Teams engage with inclusive assessment and marking</p>	<p><b>For PGT:</b> Director of Postgraduate Studies August 2017, reporting to Director of Student Education and STSEC</p>



Aspect	Progress with 2015-2016 actions and indication of impact	Agreed Issues/Actions for 2016-2017	Responsibility/Expected completion date
<b>Academic support</b>	<p><b>For MBChB:</b></p> <p><b>Continued enhancements to careers provision</b>  <u>Delivered:</u> Launch of new iDECIDE material</p> <p><b>Student support conference</b>  <u>Delivered:</u> Continues to grow and is one of the UK's leading Medical Education Support meetings</p>	<p><b>For MBChB:</b></p> <p>Building on successful research in assessment for learning and workplace assessment in Leeds MBChB, we will be introducing a series of 'automated nudges' for certain students to help them get more out of assessment and feedback moments</p> <p>Launch of MyPAL@Leeds (Personalised Adaptive Learning). This will involve a static data pilot for Phase 1 of the project delivered to Years 3 and 5 with a series of planned upgrades and expansions beyond this</p> <p>Student support enhancements and activities include:</p> <ul style="list-style-type: none"> <li>• Continuation of our highly successful student support conference</li> <li>• Work on mental health support systems</li> <li>• Supporting disabilities</li> </ul>	<p><b>For MBChB:</b></p> <p>MEC (and Student Support Team) reporting to STSEC</p> <p>Actions either completed by end of academic session 2016-17 (or in the case of ongoing projects spanning many years, a Progress Update/Impact)</p>
	<p><b>For classified UG:</b></p> <p>Two CUPS representatives are now members of the School's Student Support Committee and have developed a template of student support information for programme handbooks</p>	<p><b>For classified UG:</b></p> <p>Considerable variation in scores across UGPS and NSS by programmes from &gt;90% to ~60%. Encourage sharing of best practice across programmes, e.g. by development of CUPS student/staff forum that further enables cross programme interaction</p>	<p><b>For classified UG:</b></p> <p>Director of Classified Undergraduate Studies working with LUU and programme reps, reporting to Director of Student Education, February 2017</p>
	<p><b>For intercalation:</b></p> <p>The scores for academic support remain high with over 90% for quality of supervision, having questions answered and students being provided with clear and helpful information.</p>	<p><b>For intercalation:</b></p> <p><i>Share good practice among programme leads.</i></p>	<p><b>For intercalation:</b></p> <p>IPSC reporting to Director of Intercalated Studies and Director of Student Education/ August 2017</p>
	<p><b>For PGT:</b></p> <p>Embed the postgraduate voice at School of Medicine Student Support Committee. Achieved in 2016-17</p>	<p><b>For PGT:</b></p> <p>Develop a Postgraduate Centre in the Worsley Building</p>	<p><b>For PGT:</b></p> <p>School Executive July 2017</p>

Aspect	Progress with 2015-2016 actions and indication of impact	Agreed Issues/Actions for 2016-2017	Responsibility/Expected completion date
<b>Organisation and management</b>	<p><b>For MBChB:</b></p> <p><b>Assessment Management System</b> <u>Delivered:</u> see above</p> <p><b>UME coordinator post</b> <u>Delivered:</u> New coordinator in place and substantial benefit already to MBChB, placements, student engagement</p> <p><b>'Central points of truth': Centralised management of Assessment handbook and Year guide for students</b> <u>Delivered:</u> Part of UME coordinator role</p> <p><b>LIME counter survey</b> <u>Postponed</u> – see 2016/17</p> <p><b>MedEX Pilots</b> <u>Delivered:</u> Now roll out and acquisition/central publication of all placement data planned and underway</p> <p><b>Entrustment/Expectations Guide</b> <u>Delivered:</u> See Above</p>	<p><b>For MBChB:</b></p> <p>We will launch a new student engagement strategy to build on the School's highly successful partnership between staff, students, placements and patients</p> <p>Our MedEX placement support resource will continue to roll out across placements</p> <p>The LIME counter survey has been replaced by a number of activities</p> <ul style="list-style-type: none"> <li>• A planned LIME communications / customer service day</li> <li>• A 'rate my service experience' tablet in LIME reception (akin to that used in airport security)</li> <li>• Exploration of a 'mystery shopper' format to allow us to identify where developments are needed to support students accessing help from SES and placement administrative staff</li> </ul>	<p><b>For MBChB:</b></p> <p>MEC (and Placement Improvement Team) reporting to STSEC</p> <p>Actions either completed by end of academic session 2016-17 (or in the case of ongoing projects spanning many years, a Progress Update/Impact)</p>
	<p><b>For classified UG:</b></p> <ul style="list-style-type: none"> <li>• Processes for mitigation (allied to revised University requirements) and progression monitoring developed and introduced fully for 2016/17 session.</li> <li>• Recruitment and admissions processes reviewed and aligned with the School, enhancements introduced, e.g. Multiple Mini Interviews for Healthcare Sciences programmes</li> </ul>	<p><b>For classified UG:</b></p> <ul style="list-style-type: none"> <li>• Introduce INFORM database system across programmes to enable efficient and timely management of all aspects of student records for the benefit of the student experience</li> <li>• Monitor and support cross Faculty working, e.g. in relation to the introduction of Molecular Medicine</li> </ul>	<p><b>For classified UG:</b></p> <p>Operations Manager for Classified Undergraduate Programmes and Director of Classified Undergraduate Studies, September 2017</p>

Aspect	Progress with 2015-2016 actions and indication of impact	Agreed Issues/Actions for 2016-2017	Responsibility/Expected completion date
	<p><b>For intercalation:</b> Organisation and management continue to receive high scores</p>	<p><b>For intercalation:</b> The organisation and management before the programme starts could be improved by ensure students receive enough information before the programme starts and innovation of the recruitment process before the CRM comes into play.</p>	<p><b>For intercalation:</b> IPSC reporting to Director of Intercalated Studies and Director of Student Education/ August 2017</p>
	<p><b>For PGT:</b> Enhance student experience by co-location of LIHS and LICAMM SES staff in Worsley Happens in January 2017</p>	<p><b>For PGT:</b> Work to remove barriers at Institute level to encourage cross-School approaches to student support</p>	<p><b>For PGT:</b> School Executive July 2017</p>

Aspect	Progress with 2015-2016 actions and indication of impact	Agreed Issues/Actions for 2016-2017	Responsibility/Expected completion date
<b>Learning resources</b>	<p><b>For MBChB:</b></p> <p><b>New Skills Passport For Year 1</b> <u>Delivered:</u> Launch for Year 1 MBChB</p> <p><b>Radiology Image bank</b> <u>Delivered:</u> Online radiology library</p> <p><b>Extension of Eduroam to secondary care placements</b> <u>Delivered</u></p> <p><b>Extension of BYOD to Year 1</b> <u>Delivered:</u> Successful Launch and new resource available for students (e.g. Skills Passport)</p>	<p><b>For MBChB:</b></p> <p>New educational appointments within the LIME Technology Enhanced Learning Team will allow us to review, consolidate and enhance our highly successful blended learning approach to MBChB</p> <p>Launch and ongoing development of MyPAL and assessment 'nudges' as highlighted above</p> <p>Launch and development of teaching Masterclasses for students by recently retired senior GPs and Consultants</p> <p>Ongoing Faculty development including mini-TED type talks by leading clinical teachers</p> <p>A review of existing facilities and space (as part of the MBChB Expansion Task and Finish activities)</p>	<p><b>For MBChB:</b></p> <p>MEC reporting to STSEC</p> <p>Actions either completed by end of academic session 2016-17 (or in the case of ongoing projects spanning many years, a Progress Update/Impact)</p>
	<p><b>For classified UG:</b></p> <p>Audit of lecture capture and use of VLE completed and reported for discussion and dissemination of best practice to CUPS at its meeting in July 2016</p>	<p><b>For classified UG:</b></p> <p>Engage with Faculty Technology Enhanced Learning Working Group to develop and enhance opportunities for embedding TEL in classified provision, e.g. Digital Drawing Tools, Immersive 360 Video in Clinical Education</p>	<p><b>For classified UG:</b></p> <p>Director of Classified Undergraduate Studies In liaison with chair of TEL Working Group, August 2017</p>
	<p><b>For intercalation:</b></p> <p>Lecture capture seems to have become a normal part of learning and teaching excellence.</p>	<p><b>For intercalation:</b></p> <p>Continue to support good practice of learning resources including lecture capture.</p>	<p><b>For intercalation:</b></p> <p>IPSC reporting to Director of Intercalated Studies and Director of Student Education/ August 2017</p>
	<p><b>For PGT:</b></p> <p>Enhance student experience by co-location of LIHS and LICAMM SES staff in Worsley Happens in January 2017</p>	<p><b>For PGT:</b></p> <p>Ensure learning resources are available outside normal working hours</p>	<p><b>For PGT:</b></p> <p>School Executive July 2017</p>

Aspect	Progress with 2015-2016 actions and indication of impact	Agreed Issues/Actions for 2016-2017	Responsibility/Expected completion date
<b>Personal development</b>	<p><b>For MBChB:</b></p> <p><b>School-Student Partnership on careers support</b>  <u>Ongoing:</u> Enhanced iDECIDE provision in place as part of wider development</p> <p><b>Study Abroad Group</b>  <u>Continues</u></p> <p><b>Expansion of Local (West Yorkshire) Academic F1 programmes</b>  <u>Ongoing</u></p> <p><b>Increased Self-Design in ESREP</b>  <u>Ongoing:</u> Now &gt;50% of current Year 4 students undertake self design projects (from &lt;5% at onset of delivery of ESREP)</p>	<p><b>For MBChB:</b></p> <p>We continue to focus on a 'personalised' model of MBChB to enhance and customise every student's MBChB journey. Activities in the 2016-17 session will include:</p> <ul style="list-style-type: none"> <li>• Work within Student Support on Learning Coaching</li> <li>• Development of a MBChB Enterprise programme variant (complementing research tracks and EXSEL)</li> <li>• Further encouragement for self-design both within ESREP and RESS/IDEALS components</li> <li>• Continued work on a flexible study policy to support students</li> <li>• Work with colleagues locally to broaden opportunities within West Yorkshire Academic Foundation Programmes</li> </ul>	<p><b>For MBChB:</b></p> <p>MEC (and Student Support Team) reporting to STSEC</p> <p>Actions either completed by end of academic session 2016-17 (or in the case of ongoing projects spanning many years, a Progress Update/Impact)</p>
	<p><b>For classified UG:</b></p> <p>Audit of personal tutoring and use of Leeds for Life completed and reported for discussion and dissemination of best practice to CUPS at its meeting in July 2016. Enhancements proposed, e.g. around sharing of personal tutoring responsibilities across programmes</p>	<p><b>For classified UG:</b></p> <p>Explore opportunities for embedding further development opportunities for classified students into programmes, e.g. through international opportunities and career guidance</p>	<p><b>For classified UG:</b></p> <p>Director of Classified Undergraduate Studies  In liaison with Programme Leaders, August 2017</p>
	<p><b>For intercalation:</b></p> <p>The SoM programme continue to provide a unique opportunity for students to explore a subject in more depth and develop their skills including research skills: "I have developed skills in research that I think will serve me well in my final years at medical school and beyond" BSc Clinical Sciences (Molecular Medicine)</p>	<p><b>For intercalation:</b></p> <p>To continue to foster and advertise the strengths of intercalated programmes to enhance student careers in relation to transferable skills.</p>	<p><b>For intercalation:</b></p> <p>IPSC reporting to Director of Intercalated Studies and Director of Student Education/ August 2017</p>
	<p><b>For PGT:</b></p> <p>Maintain and aim to improve high score in PGT PS for personal development. Not achieved, was 81% in PGT PS 2016</p>	<p><b>For PGT:</b></p> <p>Explore what postgraduate students understand by personal development</p>	<p><b>For PGT:</b></p> <p>Director of Postgraduate Studies August 2017, reporting to Director of Student Education and STSEC</p>