

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2017-18

FACULTY OF MEDICINE AND HEALTH

SCHOOL OF HEALTHCARE

EXECUTIVE SUMMARY								
Aspect	<i>Undergraduate Programme Experience Survey</i>				<i>National Student Survey</i>		<i>Postgraduate Programme Experience Survey</i>	
	2016-17				2016 - 17		2016-17	
	School		University		School	University	School	University
	Year 1	Year 2	Year 1	Year 2				
Overall Satisfaction	81%	89%	89%	86%	82%	89%	80%	88%
The teaching on my course	81%	88%	84%	84%	87%	89%	86%	85%
Learning opportunities	81%	90%	79%	80%	90%	84%	90%	86%
Assessment and feedback	69%	76%	72%	65%	72%	75%	82%	79%
Academic support	77%	86%	78%	77%	82%	82%	88%	85%
Organisation and management	65%	74%	80%	78%	64%	82%	78%	82%
Learning resources	86%	86%	86%	86%	90%	91%	92%	90%
Learning community	77%	80%	76%	75%	82%	79%	72%	83%
Student voice	64%	75%	67%	68%	73%	75%	63%	77%

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 2016-17	<p><i>Provide a single, concise headline achievement for the School from 16-17 which can be included in further communication to students.</i></p> <p>Enhancement of student engagement, support and feedback.</p>
Key strategic actions for 2017-18	<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. We will enhance learning through inclusive ,inspiring and intellectually stimulating teaching 2. We will invest in practical strategies to facilitate progression and achievement 3. We will work in partnership and within a spirit of mutual understanding to build a sense of community and belonging through shared communication and clearly articulated expectations.
Evaluation of main actions from 2016-17	<p><i>Brief update on the 3 main actions identified from the previous session</i></p> <p>The main actions for 2016-2017 were not “quick wins” but part of a long term strategy to foster independent learning, help students develop professionalism, well-being and personal resilience and promote opportunities for engagement in peer assisted learning and peer review. Considerable progress has been made in all three areas with a review and embedding of feedback opportunities; clarification of academic support available and the roles of key staff in this process; and the continuing roll out of the PAL scheme, further details of which are given below. Key achievements include:</p> <ol style="list-style-type: none"> 1. Enhanced student feedback and support has been implemented in 16/17, but will require reinforcement to fully embed in 2017/18 2. Commitment from the student body to sustain professional behaviours and professional values was a key area for development in 16/17. The student body, through the SSF, was supported as a whole to promote peer to peer adherence to PSRB professional codes of conduct. 3. Peer assisted learning was successfully piloted with UG students in 2016/17. Evaluation noted positive results in terms of psychological and emotional support, particularly for students undertaking their first long clinical placements.
Good practice examples from 2016-17	<p><i>Innovative practice and developments, of wider interest across the University</i></p> <ol style="list-style-type: none"> 1. Large scale, cross university (Bradford and LBU) and cross faculty, inter-professional simulated team working 2. Peer Assisted Learning and Peer Review 3. Use of Virtual Simulation, flipped classroom and Social Media

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<p>Overall satisfaction</p>	<p><i>Overall satisfaction –82%</i></p> <p>Student satisfaction with their overall experience remains generally high.</p> <p>The School has focused on enhancing its partnership with students to improve their experience beyond that of their programme by being pro-active in engaging them in a range of initiatives and working to foster a greater sense of community.</p> <p>The School hosted for a second year a number of student engagement events to inspire students to consider career development beyond their first post, which proved popular and had a higher level of attendance.</p> <p>Student representatives have been encouraged to initiate projects that form the focus of SSF activity and are then student-led. For example, a Citizenship Fayre has been organised to promote the range of activities in which they can participate.</p> <p>The SSF has been re-structured to include Chairs from the Year 3 cohort and co-Chairs from Years 1 and 2 to assist with succession planning. Student representatives undertook 3 projects which formed the focus of student led SSF activity.</p> <p>Six UG students submitted applications for the Laidlaw Research Leader Scholarships with one being successful.</p>	<p>Action Points</p> <ul style="list-style-type: none"> • Facilitate student well-being, progression and achievement - Minimise and monitor student attrition – specifically in UG programmes <p>(i) Audit reasons for referrals to student support services e.g. counselling, OH to determine patterns/common mental health problems</p> <p>(ii) Audit reasons for and frequency of applications for mitigating circumstances</p> <p>(iii) Audit reasons for referrals to and outcomes of Special Circumstances Committee</p> <p>(iv) Audit attendance data and determine patterns of and reasons for non-attendance e.g. non-attendance at specific modules/times of year</p> <p>(v) Explore potential of Schwartz programme to develop student resilience and retention</p> <p>(vi) Evaluate effectiveness of student progression and support processes and roles e.g. Leeds for Life, Personal Tutor role, Academic Lead for Students role</p>	<p>(i) ADSE Quality & Enhancement June 2018</p> <p>(ii) As above</p> <p>(iii) As above</p> <p>(iv) DSE, Programme Leaders and IM January and July 2018</p> <p>(v) DSE & ADSE Quality and Enhancement March 2018</p> <p>(vi) ADSE Quality and Enhancement, and Dir. Practice July 2018</p>

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		<ul style="list-style-type: none"> • Improve the School's academic presence, quality of and means of communication to students (i) Increase face to face contact by DSE with the student body through updates, achievements and provision of mutual expectations at key lectures / inductions at least once a semester (ii) Work with SSF to determine most effective means of communication to students (iii) Improve relational quality and detail of module related communications to students via Minerva and reduce duplication of communication (iv) Provide UG final year engagement and celebration events (v) Ensure e-communication is posted where students have easy access and view (vi) Provide 'public' updates through school electronic screen media and increase numbers of screens (vii) Meet with all student groups annually (viii) Communicate and celebrate student achievements – greater engagement with Partnership awards 	<ul style="list-style-type: none"> (i) DSE Sept 2017, January & May 2018 (ii) DSE Sept 17- July 18 (iii) ADSE Quality and Enhancement Sept 2017 - July 2018 (iv) DSE Feb/March 2018 (v) IM Manager July 2018 (vi) DSE and Operations Manager February 2018 (vii) ADSE Quality and Enhancement July 2018 (viii) ADSE Quality and Enhancement and Academic Lead for Students July 2018

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<p>The Teaching on my Course</p>	<p><i>Teaching –87%</i></p> <p>Scores for this aspect remain high, with students continuing to comment on the high quality of teaching and the enthusiasm and knowledge of staff. Students in particular valuing the broader perspective provided by outside speakers and service users and carers.</p> <p>The School continues to encourage module leaders to adapt teaching strategies and revisit assessment strategies. Several blended learning strategies have been introduced into the curriculum, including structured simulation methods for managing complex aspects of patient care, use of social media, new packages to enhance student learning for medicines calculations and administration, and team based learning.</p> <p>Work has continued to enhance scholarship and research-led teaching provision. An Academic Lead for Scholarship has been appointed; Learning at Lunch sessions have re-commenced; and an innovation fund created to support new approaches to education.</p>	<ul style="list-style-type: none"> • Evaluate the scope and nature of research led teaching in the curriculum to determine programme enhancement opportunities and maintain high standards in education and learning • 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. <ul style="list-style-type: none"> (i) Appoint academic lead role for educational innovation and blended learning (ii) Assess the scope, nature and impact of blended and innovative pedagogy in the curricula (iii) Support applications to access innovation funding (iv) Review outcomes from innovation fund investment (v) Access the resources of ODL team (vi) Evaluate impact of SN@P • Enhance and showcase our scholarship to maintain and communicate our high standards in education and learning 	<p>ADSE Curriculum and Assessment June 2018</p> <ul style="list-style-type: none"> (i) DSE December 2017 (ii) DSE/ALEI May 2018 (iii) DSE Dec 17, June 2018 (iv) DSE July 2018 (v) ALEI May 2018 (vi) ADSE Curriculum and Assessment <p>DSE & AL Scholarship Jan 18</p>

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		<ul style="list-style-type: none"> • Continue to model life-long learning through developing academic staff professional knowledge and practice <ul style="list-style-type: none"> (i) Encourage applications for University and National Teaching Fellowships (ii) Promote engagement with the Teaching Enhancement Scheme (iii) Continue with Learning at Lunch events • Review the external expertise engaged within the School to determine appropriateness to student learning and module outcomes 	<ul style="list-style-type: none"> (i) DSE, AL Scholarship July 2018 (ii) AL Scholarship July 2018 (iii) AL Scholarship July 2018 <p>DSE June 2018</p>
<p>Learning Opportunities</p>	<p>Learning Opportunities - 90%</p> <p>Students continue to benefit from a range of learning opportunities and this is clearly appreciated from the high scores for this aspect across the 3 surveys.</p> <p>Students are exposed to a range of practice settings and comments indicate that they particularly enjoy and value this component of their studies, the opportunities this provides to relate theory to practice, and the support they receive from clinical staff.</p> <p>Work is on-going with the School of Medicine to facilitate further inter-professional learning. These sessions, which involve Year 3 student midwives, student nurses and medical students, evaluate positively.</p> <p>The School continues to promote opportunities for students to undertake a short overseas</p>	<ul style="list-style-type: none"> • Support learning through opportunities to enhance student leadership, broaden the student experience and promote understanding of a variety of professional career pathways <ul style="list-style-type: none"> (i) Provide timely offer of Laidlaw Scholarships to 1st and 2nd year UG students (ii) Work with DRI to engage research community in project submission for Laidlaw Scholarships (iii) Introduce a career pathway session for UG and PG students in year 1 (iv) Evaluate simulated inter-professional learning projects 	<ul style="list-style-type: none"> (i) DSE March 2018 (ii) DSE DRI March 2018 (iii) DSE, DRI (iv) DSE, ADSE Curriculum and Assessment, AL Clinical Skills Sept 2018

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	<p>experience in their third year within the nursing and midwifery undergraduate programmes, and there are also opportunities for students to participate in research projects.</p>	<ul style="list-style-type: none"> (v) Review international placement opportunities for UG nursing and midwifery to ensure quality of student experience (vi) Encourage students to engage with the HEE placement survey (vii) Work with SSF Chairs to develop series of student led projects which are of key interest to the student body e.g. campus wide blood and organ donation project (viii) Encourage volunteerism and citizenship – develop policy for exceptional leave to accommodate discerned engagement with LUU and external activities for students 	<ul style="list-style-type: none"> (v) Dir Practice July 2018 (vi) Dir Practice Sept 2018 (vii) DSE June 2018 (viii) DSE, STSEC July 2018
<p>Assessment and feedback</p>	<p><i>Assessment and feedback –72%</i></p> <p>Scores for this aspect continues to show an overall year on year increase within the NSS and remains the one of the key foci of the School to ensure students fully understand and are able to benefit from feedback in all its forms, not just relating to assessment, in order to develop as independent and confident learners and professionals.</p> <p>Supporting students through feedback has been raised with staff in different forums. Information for students is included on Minerva and through referencing in Module and Programme handbooks. Staff have been sent the student and staff guides to feedback. Raising awareness will continue using a number of different routes to maximise staff engagement.</p>	<ul style="list-style-type: none"> • Continue to implement and reinforce the School's 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". • Complete mapping of assessment to learning outcomes for midwifery and social work programmes. • Identify opportunities to reduce assessment where possible. 	<p>ADSE Curriculum and Assessment July 2018</p> <p>ADSE Curriculum and Assessment July 2018</p> <p>DSE, ADSE Curriculum and Assessment July 2018</p>

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	<p>However, the School is aware that there remains a discrepancy between students' perception of the quality of feedback and that of the external examiners, who continually praise the School for the detailed, helpful and developmental feedback it provides.</p> <p>Extensive work has been carried out to map the module outcomes against assessment form, Leeds for Life, Leeds Curriculum and NMC outcomes per year of the nursing programmes. This work will now be undertaken for the midwifery and social work programmes.</p> <p>This activity has confirmed that across the programme, Leeds for Life and Leeds Curriculum outcomes are being met and the NMC outcomes per year are being assessed through different modules. Identified possible overlaps of assessment will now be investigated in more detail to determine whether certain outcomes are being over-assessed or tested from a different perspective.</p> <p>It has proved logistically difficult to operationalise plans for Year 2 or 3 students to "mentor" Year 1 students during their 6 days of orientation placement in Semester 1 on the nursing programmes or for Year 2 students to teach/assess skills to Year 1 students and/or Year 3 students teaching/assessing skills to Year 1 and/or Year 2 students. This will be explored further in the new curricula.</p>	<ul style="list-style-type: none"> • Audit feedback provided on assignments to identify best practice and promote consistency. <ul style="list-style-type: none"> (i) module team to adopt agreed format for feedback and ensure students are aware of this approach • Review marking criteria and assignment guidelines to ensure these are transparent and clearly understood. <ul style="list-style-type: none"> (i) agree process and principles for involving students in development and reviewing of assignment guidelines. (ii) clear guidelines for assessment to be included in module handbook with clear explanation of the marking rubric. (iii) consistent information relating to the assignment to be provided by all members of the module team. • Review process for management of OARS and PADS to ensure parity and fairness: <ul style="list-style-type: none"> (i) ensure these are treated and managed as an assessed piece of work; (ii) develop a comprehensive guide and checklist for each stage; (iii) create on-line guide for students with examples of what is required and what to do; (iv) develop a similar resource for mentors; 	<p>ADSE Curriculum and Assessment July 2018</p> <ul style="list-style-type: none"> (i) DSE, ADSE Curriculum and Assessment July 2018 (ii) ADSE C& A Module leaders – May 2018 (iii) ADSE C& A Module leaders- May 2018 <p>DSE. ADSE C&A Sept 2018</p> <ul style="list-style-type: none"> (i) DSE. ADSE C&A Sept 2018 (ii) Dir Practice/DSE December 2017 (iii) Dir Practice Dec 2017 (iv) Dir Practice Dec 2017

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		(v) establish a Panel for consideration of PADS and OARS to ensure transparent process; (vi) Consider extending process to Midwifery CADS	(v) ADSE C&A March, July 2018 (vi) DSE/STSEC March 2018
Academic support	<p><i>Academic support –82%</i></p> <p>Scores indicate a pleasing level of student satisfaction with the academic support they receive throughout both undergraduate and postgraduate programmes, which is reflected in student comments, with frequent observations that staff are helpful, supportive and easy to approach.</p> <p>The School has undertaken work to clarify individual roles and responsibilities within the student support network and the relationships between personal tutor, link lecturer and practice learning facilitator (practice educator) are clearly set out in the new Support for Student Learning in Practice guidelines/ handbook.</p> <p>There is increased use of Leeds for Life with all Personal Tutors across the programmes and all cohorts are encouraged to use this platform. Further discussions are on-going with the Leeds for Life team to facilitate information sessions/ workshops for the further development of this medium.</p> <p>Students are directed to and are aware of the breadth of support available from skills@library, which has developed enhanced learning and support packages for healthcare students. Work</p>	<ul style="list-style-type: none"> Establish a personal tutor group network using Yammer to enable personal tutors to share experiences and expertise thus further enhancing the support available to students. Evaluate the success of the PALS scheme within the nursing programme. Begin development of on-line resources to assist in preparation of students for practice. Promote and reinforce the School's 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". Promote further use and development of Leeds for Life. Implement E-Pad in June 2018 Reinforce the availability and usefulness of skills@library to students and the resources available on the practice placement website 	<p>ADSE Q & E, DSE, Dir Practice July 2018</p> <p>ADSE C & A July 2018</p> <p>Dir Practice July 2018</p> <p>ADSE C & A February, June 2018</p> <p>DSE, ADSE C & A July 2018</p> <p>Dir Practice June 2018</p> <p>ADSE C & A, Programme Leaders, Module Leaders, Personal Tutors Feb 2018, July 2018</p>

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	<p>is also on-going to support students in using and accessing the SN@P numeracy programme that has now been introduced.</p> <p>The PALS scheme has been successfully rolled out to students on the nursing programme. The Midwifery programme already has a well-established peer support scheme in place.</p> <p>A range of strategies have been developed to improve further student preparation for placement. The Practice Placement website has been updated and contains all the information students would need prior to and during their placements.</p> <p>The Staff/Student Forum and feedback from students is supportive of the development of an on-line practice based resource. This initiative will form part of developments to create a set of resources to prepare students for practice with principles to be further embedded within new curriculum.</p> <p>Work has continued on the EPad project and it has been agreed this will have a phased introduction beginning with first year nursing students starting in September 2018.</p>		
<p>Organisation and management</p>	<p><i>Organisation and management 64%</i></p> <p>The Director of Student Education, Director of Practice and programme teams have worked with students to help them 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. Unfortunately,</p>	<ul style="list-style-type: none"> Continue work to help students understand how the curriculum is organised and how each aspect interrelates. Revisit communication strategies to ensure that messages are transparent and students can clearly understand any implications. For example, staff should indicate that they are ill 	<p>Module leaders Programme Leaders ADSE Curriculum and Assessment - June 2018</p> <p>DSE July 2018</p>

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	<p>programmes remain affected by external factors over which the School has little control such as changes to the appropriateness of placements or introduction of on-line attendance monitoring, which lead students to perceive that there are organisational issues.</p> <p>Attempts have been made to spread the assessments more appropriately in the current nursing curriculum. This will be a focal point of the new curriculum. The Social Work team is in the process of developing a new curriculum as part of the newly established teaching partnership and will review assessment load as part of this activity. The midwifery team is reviewing its curriculum.</p> <p>Approval has been given to reinstate an IT working group to co-ordinate and standardise the use of Minerva so that there is a standard format for the presentation of folders and location of information so that students can locate documents easily.</p> <p>The process for booking of taught sessions has been revised and refined to ensure information provided is sufficiently granular to enable more effective electronic student timetabling.</p> <p>SPARC is fully operational. Success has been confirmed by student feedback via reflective forums, Placement Provider feedback via Practice Placement Quality Group, Practice Committee meetings and at Contract Review. Work is continuing to further enhance the system.</p>	<p>rather than indisposed as the former lacks clarity and it is therefore not immediately apparent to students why there may be a delay in returning work and/or results.</p> <p>(i) Work with programme leaders and module leaders to ensure student communication is clear and appropriately targeted on the correct platform</p> <ul style="list-style-type: none"> • Develop and implement a standardised structure to the use of Minerva to enable students to find relevant module and organisational information easily. • Work in a spirit of Partnership with external contributors to student education, ensuring processes to support their contributions are timely and robust. 	<p>(i) ADSE Curriculum and Assessment July 2018</p> <p>ADSE Curriculum and Assessment July 2018</p> <p>DSE, FESM, SES Manager Jan 2018 and July 2018</p>

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Learning resources	<p><i>Learning resources –90%</i></p> <p>The refurbishment of the Baines Wing is now complete with reconfiguration of rooms and additional facilities available for booking. An impressive clinical skills and PhD suite has now been completed and is fully operational.</p>	<ul style="list-style-type: none"> • Evaluate the use of clinical skills suite at SJUH to explore access for additional uni-professional and multi-professional skills practice. • Review library journal subscriptions to ensure seminal, contemporary and high quality provision • Ensure staff update library resources for students via module handbooks and Minerva 	<p>Dir Practice July 2018</p> <p>ADSE Curriculum and Assessment July 2018</p> <p>ADSE Curriculum and Assessment July 2018</p>
Learning community		<ul style="list-style-type: none"> • Work with the SSF to determine how students determine “community” and wish to promote this. <ul style="list-style-type: none"> (i) Evaluate the re-structure of SSF co-Chairs from the Year 3 cohort and co-Chairs from Years 1 and 2 to assist with succession planning • Develop further links with LUU. • Support SSF to organise the Citizenship Fayre to promote the range of activities in which students can participate. 	<p>DSE - June 2018</p> <p>ADSE – Quality and Enhancement June 2018</p> <p>ADSE – Quality and Enhancement Oct 2017</p> <p>ADSE Curriculum and Assessment July 2018</p>

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<p>Student Voice</p>	<p>73%</p> <p>The ADSE for Quality Assurance continues to meet with students groups to gain a better understanding of the outcomes of the NSS and University surveys.</p> <p>Students are informed of changes to programmes and modules based on feedback from earlier cohorts via handbooks and in class.</p> <p>Course representatives continue to provide a report to Programme Management Groups on the views of their fellow students and issues are discussed at the meeting.</p> <p>The School has re-launched the “you said, we did” posters to promote the work it has undertaken in response to student feedback.</p>	<ul style="list-style-type: none"> • Work with our partner organisations to ensure students are aware of opportunities to communicate and discuss practice experiences and have their voice heard through the Practice Forum, Practice survey and raising concerns policy • Refine process for conduct of on-line module evaluations to encourage a high response rate. • Revert to paper evaluation for the Postgraduate Programme Survey and negotiate an early release date to improve engagement with this process. • Work with the student body to help students: <ul style="list-style-type: none"> (i) understand the value of fully engaging with all aspects of providing feedback on their learning experience; (ii) interpret survey questions in the context of their programme eg noted that several did not meet the gold standard threshold, particularly for “intellectually stimulating”. This is different from teaching/lecturer being entertaining. Need to manage expectations and interpretation of this question. 	<p>Dir. Practice June 2018</p> <p>DSE, ADSE C & A August 2018</p> <p>DSE June 2018</p> <p>(i) DSE, ADSE C & A, programme Leaders, Module Leaders Jan 2018, March 2018, May 2018, July 2018</p> <p>(ii) DSE April 2018</p> <p>DSE, Programme Leaders September 2018</p>

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		<ul style="list-style-type: none"> • Encourage students to participate as School representatives. • Continue the 'You Said- We did' initiative 	DSE April 2018
Student engagement		<ul style="list-style-type: none"> • Continue to undertake a series of celebration events for final year UG students • Citizenship Fayre has been organised to promote the range of activities students can engage in. 	DSE March/April 2018 ADSE Quality and Enhancement Sept 2017