

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

FACULTY OF MEDICINE AND HEALTH

SCHOOL OF DENTISTRY

EXECUTIVE SUMMARY								
Aspect	<i>Undergraduate Programme Experience Survey</i>				<i>National Student Survey</i>		<i>Postgraduate Programme Experience Survey</i>	
	2017-18				2017-18		2017-18	
	School		University		School	University	School	University
	Year 1	Year 2	Year 1	Year 2				
Overall Satisfaction	93%	89%	89%	86%	88%	89%	na	88%
The teaching on my course	92%	90%	84%	84%	91%	89%	na	85%
Learning opportunities	84%	83%	79%	80%	87%	84%	na	86%
Assessment and feedback	76%	52%	72%	65%	59%	75%	na	79%
Academic support	82%	71%	78%	77%	82%	82%	na	85%
Organisation and management	70%	69%	80%	78%	66%	82%	na	82%
Learning resources	93%	81%	86%	86%	89%	91%	na	90%
Learning community	90%	85%	76%	75%	84%	79%	na	83%
Student voice	74%	73%	67%	68%	73%	75%	na	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)

<p>Headline achievement from 2016-17</p>	<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><i>Enhancement of the learning community and collaborative education through the conjoining of year 1 of the School's two undergraduate clinical programmes.</i></p>
<p>Key strategic actions for 2017-18</p>	<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"> <i>1. Introduction of 'Listening to Every Voice – evaluating your experience' Student Evaluation Scheme to provide multi-method evaluation opportunities for students.</i> <i>2. Enhancement and broadening of the School's Post Graduate Taught provision</i> <i>3. Continued enhancement of the quality of clinical education through programme and module development</i>
<p>Evaluation of main actions from 2016-17</p>	<p><i>Brief update on the 3 main actions identified from the previous session</i></p> <ol style="list-style-type: none"> <i>1. Completion of Dental School refurbishment including: Dental Lecture Theatre, Student Changing Rooms, Multi-faith Room</i> <i>2. Rationalisation of year 1 Dental Surgery learning outcomes and assessment scheme</i> <i>3. Full approval for two new Masters Programmes: MClinDent in Advanced General Dental Practice, MSc in Translational Research in Oral Science</i>
<p>Good practice examples from 2016-17</p>	<p><i>Innovative practice and developments, of wider interest across the University</i></p> <ol style="list-style-type: none"> <i>1. Joint, collaborative teaching of year 1 Dental Surgery and Dental Hygiene and Dental Therapy programmes</i> <i>2. Development and delivery of Masterclasses (Endodontics, Direct and Indirect Aesthetic Dentistry, Clinical Photography)</i> <i>3. Use of 'Practique' in the electronic marking of assessment and admissions through the use of iPads</i> <i>4. Development and operation of the student information system, InForM</i> <i>5. Promotion of policies to enhance the inclusivity and equality of student education as part of the School's successful application for Athena Swan Silver Award</i>

Aspect	Progress with 2016-2017 actions and indication of impact	Agreed Issues/Actions for 2017-2018 (from where did the action arise, i.e. NSS, module evaluation, programme review?)	Responsibility/Expected completion date
Overall satisfaction	<p>NSS overall satisfaction has risen slightly (1%) to 88%.</p> <p>All 2016/17 actions in this section have been completed.</p> <p>The Dental School facilities refurbishment was completed in December 2017, with only the Level 6 café still to be addressed. New teaching rooms, multi-faith room, student lockers and the creation of meeting spaces/offices have been of benefit to the whole School.</p> <p>Two new Master's programmes received full approval and are actively recruiting for 2018 entry. CPD Masterclasses are already proving to fill a need in the CPD market.</p> <p>The new Dental Hygiene and Dental Therapy degree (BSc) programme has received provisional programme approval from the Professional Body and full approval from the University.</p> <p>A 'Feed Forward' campaign took place. Ongoing partnership with students is needed to enhance the communication of information between staff and students. This is being addressed through a new 'Listening to Every Voice' initiative.</p>	<p>Introduction and promotion of 'Listening to Every Voice' initiative - revised module evaluation process.</p> <p>Identification and targeted support for specific modules where student satisfaction is poor.</p> <p>Greater promotion and use of the already successful Student; Staff Forum to collaboratively review and develop key educational policies.</p> <p>Circulation of the School's strategic student education action plan to promote a culture of joint ownership in the School's success.</p> <p>Readiness of Master's programmes to start delivery in 2018/19 academic session.</p>	<p>ADSE for Student Support and ADSE for QA</p> <p>Programme Leads</p> <p>Chair of Staff; Student Forum and ADSE for QA</p> <p>DSE</p> <p>Programme Leads</p>
The Teaching on my Course	<p>We are proud that the teaching scores remain high across the school and significantly higher in the undergraduate survey, as significant priority is given to this area including the clinical</p>	<p>Monitoring and reporting on ongoing TES projects including the development of collaborative teaching styles.</p> <p>Liaison with ODPL to provide opportunities for continued</p>	<p>TES co-ordinator</p> <p>TES co-ordinator and</p>

	<p>educational provision of the degrees.</p> <p>Since last year the school has identified and appointed a TES (Teaching Enhancement Scheme) coordinator; a number of lunchtime promotional sessions have been held with good engagement. Existing projects have been identified, such as shared teaching between programmes and collaborative style teaching approaches.</p>	<p>professional development in student education, including specific clinical dental education.</p> <p>MChD curriculum 'thread' leads have been appointed to take responsibility for the ongoing management of specific content (as opposed to modules). These are aligned to a proposed General Dental Council-driven thematic focus. Ongoing work will include curriculum and further assessment mapping.</p>	<p>ADSE for Clinical Education</p> <p>DSE, Thread Leads and Programme Leads</p>
<p>Learning opportunities</p>	<p>This is a new section.</p> <p>Current provision in relation to this theme includes:</p> <p><i>My course has provided me with opportunities to explore ideas or concepts in depth</i></p> <ul style="list-style-type: none"> - The Final Year Project engages all students in research topics and processes - Final year students have the opportunity to share their work with peers and supervisors at a School research presentation day <p><i>My course has provided me with opportunities to bring information and ideas together from different topics</i></p> <ul style="list-style-type: none"> - The integration of academic content and clinical practice throughout the curriculum allows students to bring these aspects together when learning <p><i>My course has provided me with opportunities to apply what I have learnt</i></p> <ul style="list-style-type: none"> - Due to the clinically applied nature of the programmes, students may very readily apply their learning to the clinical 	<p>Mapping of curriculum threads (including clinical practice thread).</p> <p>Further development of clinical practice modules as part of the Dental Surgery Programme (years 3, 4 and 5).</p>	<p>Thread Leads</p> <p>Programme Leads and ADSE for Clinical Education</p>

	environment.		
Assessment and feedback	<p>The school has faced a number of years of low scores in assessment and feedback, which we believe is partly due to the complicated nature of our clinical programmes and students' perceived lack of awareness of current feedback provision, particularly in the clinical setting. A rise in the undergraduate programme scores may indicate that some of the changes we have made are filtering through to current students.</p> <p>A 'Feedback on your Feedback' survey has been undertaken by the ADSE for Assessment in collaboration with an academic statistician to try to identify student perception of the feedback process.</p> <p>We committed last year to reviewing the Year 1 modules for Dental Surgery and making appropriate module amendments with the aim to streamline assessments. We rationalised learning outcomes and corresponding assessment (in line with GDC requirements) and these were approved in March 2017.</p> <p>The school is taking a staged approach to change within the Dental Surgery programme, so that impacts on the wider programme are minimised. Therefore, this academic year, we have focussed on the same process of rationalising learning outcomes and assessment across Year 2 Dental Surgery Programme. The full suite of Clinical Practice modules is also undergoing significant changes to ensure a streamlining effect takes place across all five modules.</p> <p>Examination results release dates have been</p>	<p>Face-to-face annual explanation of assessment processes to each year group of students.</p> <p>Provision of exam feedback drop in sessions –to be offered by module leads to provide opportunities for individual student feedback.</p> <p>Continuation of module rationalisation of learning outcomes and assessments – for the 2017/18 session Year 2 Dental Surgery will be completed and submitted for amendment.</p> <p>Building of the undergraduate assessment bank and blueprinting of individual questions to GDC learning outcomes.</p> <p>Completion of assessment scheme blueprinting to GDC learning outcomes.</p> <p>Review of clinical grading system to provide assurance against GDC expectations.</p>	<p>Programme Leads</p> <p>Programme Leads and Module Leads</p> <p>Programme Leads and Year Leads</p> <p>ADSE for Assessment/ Programme Leads</p> <p>GDC Working Group</p>

	<p>agreed and are being implemented. Standard setting has been completed and is operational.</p> <p>Explanation to students of assessment processes: criterion marking schemes, standard setting and feedback still needs to take place.</p> <p>The question bank has been built, is operational, and needs to be improved upon each year.</p> <p>Assessment mapping of university learning outcomes has been completed; the professional body assessment mapping has also been completed during the last inspection but work does need to be done on bringing the two together.</p> <p>The full use of 'Pratique' is now in operation for appropriate assessments. It has also been used in the admissions process of personal statement scoring and will be used during the MMI process in February 2018.</p>		
<p>Academic support</p>	<p>Scores in this area have improved within the undergraduate survey but dropped slightly in the NSS. Although the school has met all of its outstanding actions it is most disappointing that the scores do not reflect the extensive service that they are offered by the in-house by the DenStudy team. More effective communication with students must be established so that they are fully aware of the specialist service they can access.</p> <p>The DenStudy team has relocated so they are in one office with dedicated support.</p>	<p>Enhanced promotion of the DenStudy team's in house service.</p> <p>Planned DenStudy initiatives:</p> <ul style="list-style-type: none"> - 'How to be a successful student' support for all students (as part of Athena Swan action plan) - 'PASS' student led initiative facilitated by DenStudy to provide peer support exam preparation. - Targeting of 'near-miss' students who perform just above the pass level to offer study support. - International tutor to provide targeted support for international students in year 1. <p>Targeted support for year 1 students in both Dental Surgery and Dental Hygiene and Dental Therapy</p>	<p>ADSE for Student Support</p> <p>ADSE for Student Support</p> <p>Specific module leads</p>

		<p>specifically in relation to the learning of chemistry content in year 1 modules.</p> <p>Enhanced guidance for personal tutors through the collaborative development of FAQs (in partnership with students) which provide a resource of helpful and consistent information in relation to student support.</p>	ADSE for Student Support
Organisation and management	<p>It is disappointing that we repeatedly score poorly in this area as we have made a number of improvements and this area is recognised as a priority for action.</p> <p>The School has met all of its actions from last session such as introducing a student information system, InForM, which is now in full operational use.</p> <p>The electronic clinical patient record system 'SALUD' was introduced by the NHS, staff were trained and the system became operational in the 2016/17 session. It has been extremely difficult to report on and manipulate student (as opposed to patient-facing) data about clinical experience. Paper documentation is still in use at clinical outreach centres, due to SALUD not being used by different Trusts. The School recognises this area as an urgent priority in relation to General Dental Council 'training provider' requirements.</p>	<p>Focus groups run with all Dental Surgery and Dental Hygiene and Dental Therapy year groups with the aim of better understanding the issues surrounding the poor NSS scores for Organisation and Management.</p> <p>Provision of access to InForM to all staff members</p> <p>Introduction of timetabling policy – including the assurance of a three day notice period for the addition of lectures into the timetable. This is to prevent last-minute timetable additions.</p> <p>Continuation of School timetabling project.</p> <p>Introduction of lecture notes policy – to assure that lecture notes are available through the VLE at least 3 days in advance of lecture dates.</p> <p>Review of VLE organisation by module to ensure a consistently good approach across the provision.</p>	<p>ADSE for QA</p> <p>School Student Education Service Manager</p> <p>ADSE for QA and School Student Education Service Manager</p> <p>School Student Education Service Manager</p> <p>Programme Leads</p>
Learning resources	<p>The Dental Lecture Theatre refurbishment has been completed.</p> <p>Training opportunities for staff in the use of the collaborative teaching facilities have been provided and staff members are adapting to the</p>	<p>Promotion of good practice in collaborative teaching approaches.</p> <p>Refurbishment of the clinical skills classroom to update clinical education simulation resources.</p>	<p>TES co-ordinator</p> <p>Clinical Skills Academic Lead</p>

	<p>use of these.</p> <p>The refurbishment of the clinical skills classroom facilities has been agreed and plans are due to be approved shortly.</p> <p>Access to the Haptic Simulation Suite for students in year 1 has been provided and students are expected to have completed various progression assessments as part of their year 1 activities.</p>	<p>Review of VLE resources to ensure student accessibility</p> <p>Enhanced student training in the use of the SALUD electronic patient records and clinical assessment system to address student concerns in relation to the efficient use of this system.</p>	<p>Programme Leads</p> <p>ADSE for Clinical Education</p>
Learning Community	<p>This is a new section.</p> <p><i>-I feel part of a community of staff and students.</i></p> <p><i>-I have had the right opportunities to work with other students as part of my course.</i></p> <p>Scores on both of these NSS questions are below 90% indicating that work is needed to enhance the sense of community in educational provision.</p> <p>The conjoining of the year 1 Dental Surgery and Dental Hygiene and Therapy programmes has helped students to recognise the value of joint learning. This inherently brings with it a sense of being part of a learning community.</p>	<p>Promotion of the Student; Staff Forum activities to demonstrate the engagement of students in the development of their educational experience.</p> <p>Introduction of the 'PASS' student led initiative to support students in their preparation for exams.</p> <p>Engagement of the DentSoc and Post-Graduate student committees to provide student opportunities for community events.</p>	<p>Chair of Student; Staff Forum</p> <p>ADSE for Student Support</p> <p>Programme Leads</p>
Student voice	<p>This is a new section.</p> <p>The scores for this section are disappointing, as the student body is engaged in many aspects of the School such as key committee attendance</p>	<p>Development and initiation of a new student evaluation process: 'Listening to Every Voice – Evaluating Your Experience'.</p> <p>Promoting the purpose of the Student:Staff Forum through</p>	<p>ADSE for Student Support and ADSE for QA</p> <p>Chair of Student; Staff</p>

	<p>including the Student; Staff Forum. Students are encouraged to share their concerns formally and informally through tutors, personal tutors, formal evaluation process and focus groups.</p> <p>A new multi-method process for gathering student evaluation data has been developed and initiated in this 2017/18 academic session. This seeks to capture the whole evaluation journey to include reporting back to the students regarding the comments made both online and in face to face sessions.</p>	<p>active engagement with student representatives and demonstration of how comments are acted upon.</p> <p>Ensuring key committee meetings are at times when students can attend (or send a representative).</p> <p>School Student Representatives have committed to promote University wide initiatives in relation to improving the student experience to highlight the link with the both the University and the Student's Union.</p>	<p>Forum</p> <p>School Student Education Service Manager</p>
<p><u>School Addition:</u></p> <p>Professional body registrable programme requirements</p>	<p>A routine inspection by the General Dental Council of the Graduate Diploma of Dental Hygiene and Dental Therapy in November 2017 revealed an urgent need to review provision in relation to key clinical aspects of Education Provider quality assurance processes.</p> <p>It is anticipated (to be confirmed on receipt of the General Dental Council's formal inspection report) that the Dental Hygiene and Dental Therapy Graduate Diploma programme will be inspected again in the next academic year and work to address identified deficiencies must take place in advance of this.</p>	<p>Establishment of a working group of key staff members, including the Dean of Dentistry, to review and enhance quality assurance processes in line with General Dental Council requirements.</p> <p>Examples of identified need:</p> <ul style="list-style-type: none"> - Review of clinical grading approach - Clarity of the clinical 'sign-up' process for progression of students to final examination - Review of the expected levels of clinical experience for Dental Surgery and Dental Hygiene and Dental Therapy at the point of sign-up - The use of clinical simulation experience and its recording - The investigation of potential new electronic clinical assessment recording systems to enhance the record keeping and presentational capability of student clinical experience data in line with GDC expectations. 	<p>GDC Working Group</p>