

School of Medicine Classified Undergraduate Programmes

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

FACULTY OF MEDICINE AND HEALTH

SCHOOL OF MEDICINE

| EXECUTIVE SUMMARY | | | | | | | | |
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| 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 | 92% | 94% | 89% | 86% | 91% | 89% | 93% | 88% |
| The teaching on my course | 90% | 91% | 84% | 84% | 92% | 89% | 90% | 85% |
| Learning opportunities | 85% | 90% | 79% | 80% | 89% | 84% | 89% | 86% |
| Assessment and feedback | 78% | 77% | 72% | 65% | 76% | 75% | 79% | 79% |
| Academic support | 81% | 83% | 78% | 77% | 82% | 82% | 88% | 85% |
| Organisation and management | 78% | 78% | 80% | 78% | 78% | 82% | 88% | 82% |
| Learning resources | 90% | 89% | 86% | 86% | 92% | 91% | 92% | 90% |
| Learning community | 89% | 88% | 76% | 75% | 90% | 79% | 85% | 83% |
| Student voice | 71% | 78% | 67% | 68% | 80% | 75% | 78% | 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)

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| <p>Headline achievement from 2016-17</p> | <p>Successful launch of the new Classified UG student/staff forum to share best practice and ensure the student voice is at the foreground of our activity</p> |
| <p>Key strategic actions for 2017-18</p> | <p>For Classified UG:</p> <ol style="list-style-type: none"> 1. <i>Internationalisation</i> – via specific initiatives such as Audiologists Without Borders and links with partner institutions 2. <i>Use of Technology Enhanced Learning</i> – featuring our projects in 360 Video, GERT suits and virtual anatomy 3. <i>Leeds Expectations for Assessment and Feedback</i> – review of marking criteria and feedback strategies in response to University expectations |
| <p>Evaluation of main actions from 2016-17</p> | <p>For Classified UG:</p> <ol style="list-style-type: none"> 4. <i>Completion of actions arising from programme (re)-approvals in 2015/16</i> – <u>Completed</u>: Approach to discovery for all programmes resolved 5. <i>Development of student/staff forum for classified undergraduate students</i> – <u>Launched</u>: Met in Feb, May & Nov 17 6. <i>Review of marking criteria and feedback strategies in response to Leeds Expectations for Assessment and Feedback</i> – <u>Ongoing</u>: In line with revised University timeline |
| <p>Good practice examples from 2016-17</p> | <p>For Classified UG:</p> <p><i>In 2016/17 we hosted and number of innovative widening participation activities</i></p> <ol style="list-style-type: none"> 1. <u>Audiology, Cardiac Physiology and Radiography Schools "Taster Days"</u> <p>Year 12 pupils from across the North of England came to learn more about what degrees they could apply their maths, science and psychology A-levels to at University. We had pupils from across West Yorkshire, Hull, Sheffield, Darlington, North Lincolnshire, Preston and Greater Manchester visit the University campus to get a taste of the three professions.</p> <ol style="list-style-type: none"> 2. <u>"Pathways to Leeds" project</u> <p>The Pathways to Leeds project was delivered in July 2017 and was designed to provide 50 students from a local six form college about to embark on their A-levels with information about the different undergraduate programmes in the School of Medicine and experience of University life to help them navigate their future personal pathways into higher education.</p> |

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| 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 |
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| Overall satisfaction | <p>For classified UG: 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><u>Completed:</u> CUPS student/staff forum successfully launched in Feb 2017, 2nd meeting in May and transitioned to new student rep chairs in Nov 2017. Number of issues tackled, e.g. provision of further student uniforms</p> | <p>For classified UG: All CUPS programmes have reflected carefully on overall satisfaction. As part of a strategy of regular student/staff dialogue at all levels we plan to implement face to face sessions for the discussion and completion of NSS with year 3 cohorts (programme review, reflecting on lower than anticipated NSS scores for Healthcare Sciences and Radiography)</p> | Programme Leaders in consultation with Director of Studies (Feb 2018) |
| The Teaching on my Course | <p>For classified UG: Implement timetabled actions from programme re-validations, e.g. relating to Leeds Curriculum, Discovery and exploration of distinctiveness</p> <p><u>Completed:</u> approach to discovery resolved for all programmes (Healthcare Sciences – mapped within programme, Radiography incorporating Discovery Modules from 2018/19 cohort)</p> | <p>For classified UG: All CUPS programmes actively review teaching with module review informing programme review and hence action plans. Of specific note for 2017/18:</p> <p>a. ARCS1102 Biological Basis of Healthcare will be disaggregated from its current 30 credit format (student feedback in module review, Healthcare Sciences)</p> <p>b. ARCS1110/2 Introduction to the Role of the Healthcare Professional. Provision of student group feedback reviewed to enhance engagement and identify students that are struggling (student feedback in module review, Healthcare Sciences, Radiography)</p> <p>c. ARCS2146 Research Methods and Evaluation. Review of teaching methods and content to aid student engagement (student feedback in module review, Healthcare Sciences, Radiography)</p> | Module Leaders reporting to programme Leaders. Taken forward, where necessary, for QA approval by Director of Studies (Mar 2018) |
| Learning opportunities | <p>For classified UG: N/A – new heading for 2017/18</p> | <p>For classified UG: Learning opportunities for CUPS students span both academic and practice / placement elements. All programmes regularly review and seek to enhance placement opportunities. In particular, for 2017/18:</p> <p>a. Increase in placement capacity and flexibility will be explored, building on successes of new private sector</p> | Programme Leaders in consultation with Director of Studies (Jul 2018) |

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| | | placements (programme review, Healthcare Sciences - Audiology) b. Practice Educators/Clinical tutors will be supported in their new role (replacing lecturer practitioners) in particular regarding learning outcome and assessment of professional practice modules (programme review, Radiography) | |
| Assessment and feedback | <p>For classified UG: 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><u>Ongoing:</u> programmes drafted provisional response to document in May. Advancing according to revised University timelines.</p> | <p>For classified UG: 1. The 2016/17 action regarding Leeds Expectations for Assessment and Feedback remains ongoing</p> <p>2. CUPS programmes have reflected carefully on NSS & UGPS scores and comments regarding assessment and feedback. For 2017/18 priorities include: a. Individualised exam feedback project to be rolled out across programme (programme review, Radiography) b. Review deadlines of coursework due in January assessment period and any conflict between academic and placement activities (programme review, Radiography) c. Review of use of formative assessment and communication of module LOs to students (programme review, Healthcare Sciences – Audiology)</p> | <p>Director of Studies in consultation with Director of Student Education (Jul 2018)</p> <p>Programme Leaders in consultation with Director of Studies (May 2018)</p> |
| Academic support | <p>For classified UG: Considerable variation in scores across UGPS and NSS by programmes from >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><u>Ongoing:</u> CUPS student/staff forum successfully launched in Feb 2017, 2nd meeting in May and transitioned to new student rep chairs in Nov 2017.</p> | <p>For classified UG: 1. The 2016/17 action regarding sharing of best practice across programmes via student/staff forum remains ongoing</p> <p>2. Academic support is regularly reviewed at programme level specific to the identified needs of their cohorts. Specific activities in 2017/18 include: a. Review of support for final year projects to allow empirical research via earlier project allocation and block ethical approval (programme review, Healthcare Sciences - Audiology)</p> | <p>Director of Studies (Jul 2018)</p> <p>Programme Leaders in consultation with Director of Studies (Dec 2017)</p> |

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| | | b. Review of study skills workshops and update to materials in liaison with Skills@library (programme review, Radiography) | |
| Organisation and management | <p>For classified UG:</p> <ul style="list-style-type: none"> 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 <p><u>Completed:</u> Launched for CUPS programmes in Sept 17</p> <ul style="list-style-type: none"> Monitor and support cross Faculty working, e.g. in relation to the introduction of Molecular Medicine <p><u>Ongoing:</u> Further collaborative provision, especially with the Faculty of Biological Sciences in discussion in conjunction with Director of Intercalated Studies</p> | <p>For classified UG:</p> <ol style="list-style-type: none"> The 2016/17 action regarding cross faculty collaboration remains ongoing CUPS programmes currently share SES support, the model for which has undergone a refresh in 2016/17 to enhance student support. Key actions for 2017/18 in relation to this entail: <ol style="list-style-type: none"> Review room booking and timetabling to ensure both facilitate a high quality student experience (programme review, Healthcare Sciences - Audiology) Ensure the smooth running of the assessment and QA processes including liaison with External Examiners (External Examiner reports & programme reviews, Healthcare Sciences) | <p>Director of Classified UG Studies in liaison with Director of Intercalated Studies and Director of Student Education (Jul 2018)</p> <p>Classified UG Operation Manager in liaison with Director of Studies (May 2018)</p> |
| Learning resources | <p>For classified UG:</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><u>Ongoing:</u> CUPS represented on Faculty TEL group, specific projects, e.g. in relation to 360 Video, GERT suits, virtual anatomy table in progress</p> | <p>For classified UG:</p> <ol style="list-style-type: none"> The 2016/17 action regarding use of TEL remains ongoing, including the specific projects that seek to enhance the student experience as mentioned opposite. <p>CUPS programmes and Discovery Modules continue to review and enhance their learning resources, monitored via the annual QA process. Specific areas for development in 2017/18 include:</p> <ol style="list-style-type: none"> Creation of resources in support of inclusion of Discovery Modules in the Radiography programme from 2018/19 (programme review, Radiography) | <p>Module Leaders reporting to Programme Leaders in liaison with Director of Studies (Jul 2018)</p> <p>Programme and Discovery Module Leaders reporting to Director of Studies (May 2018)</p> |

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| | | b. Creation of re-usable learning objects for MEDS1002 Introduction to Human Disease to be shared with the MOOC ODFL1801 Causes of Human Disease | |
| Learning Community | <p>For classified UG: Explore opportunities for embedding further development opportunities for classified students into programmes, e.g. through international opportunities and career guidance</p> <p><u>Ongoing:</u> all programmes have internationalisation strategies (Healthcare Sciences – links with Singapore, Ghent, Audiology without Borders, International Foundation Year, Radiography – links with e.g. Malta)</p> | <p>For classified UG: The 2016/17 action regarding internationalisation remains ongoing and is to be developed further in 2017/18 for example: a. Successful launch of the Intensive Programme on Audiology (IPAB) to be hosted in Leeds in March 2018 and facilitation of student exchange with the IPAB hosted in Ghent (programme review, Healthcare Sciences - Audiology) b. Development of international recruitment opportunities with Singapore Polytechnic (programme review, Healthcare Science - Cardiac Physiology)</p> | Programme Leaders in conjunction with Director of Studies (Jul 2018) |
| Student voice | <p>For classified UG: N/A – new heading for 2017/18</p> | <p>For classified UG: The student voice is in the foreground for all CUPS programmes and the actions identified here, e.g. via course reps, programme management committees, induction and student/staff liaison, including the CUPS student/staff forum. Specific actions to enhance the student voice in 2017/18 include: a. Support initiatives to improve communication between student representatives and the cohort they represent (programme review, Radiography) 2. Develop face to face and online methods of obtaining student feedback, specifically use of online questionnaires prior to NSS for year 3 cohort and independently-led discussion with year 2 cohort in response to UGPS responses (programme review, Radiography)</p> | Director of Studies working with Student Representatives and Programme Leaders (May 2018) |