

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

FACULTY OF MEDICINE AND HEALTH

SCHOOL OF MEDICINE

EXECUTIVE SUMMARY								
Aspect	Undergraduate Programme Experience Survey				National Student Survey		Postgraduate Programme Experience Survey	
	2016-17				2016-17		2016-17	
	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)

***The MBChB scores are amalgamated within the overall UGPS and NSS scores for the School, therefore MBChB specific scores and evaluation are highlighted and discussed in further detail in the tables below.*

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<p>Headline achievement from 2016-17</p>	<p>The student staff partnership is rated highly across all levels of the MBChB and reflected within the new 'student voice' category, the students feeling of being highly prepared for being a doctor, comes across strongly from final year students and reflected by the School of Medicine being placed 6th overall in NSS across all UK Medical Schools, and 2nd in the Russell Group. Scores for both NSS and UPS are strong across all domains, with ongoing improvements in assessment and feedback (Leeds has one of the strongest assessment profiles on the NSS nationally)</p>
<p>Key strategic actions for 2017-18</p>	<ol style="list-style-type: none"> 1. Continuance of Focus on Feedback initiative to address quality promptness and efficacy 2. Review and enhancement of Student Support systems and practices 3. Ongoing curriculum enhancement, particularly focusing on Year 2 and RESS Year 2 and 3
<p>Evaluation of main actions from 2016-17</p>	<ol style="list-style-type: none"> 1. Focus on Feedback to address quality promptness and efficacy A major strategic initiative successfully introduced last year and continues to be embedded. NSS results show an increase in overall feedback scores in 2016-17, which reflects the success of the work that has been done so far. Further development work and initiatives continue in partnership with students and campus/clinical staff. This is accompanied by new assessment developments to generate more narrative feedback (e.g. launch of new WBA format in 2017-18). 2. Continued development and deployment of myPAL Pilot for Phase 1 of the project and been delivered to Years 3 and 5 with a series of planned upgrades and expansions beyond this. Major actions for 2017-18 will focus on visualisation and co-production work with students 3. Continuance of widening participation work stream Access to Leeds (A2L) intake rose again for the 2017 entry with 34 A2L students admitted out of 220 home students. Widening Access to Medicine (WAMS) the student led WP outreach group continues to be integral to the success of the WP programme, including Open Day ambassadors and activities, interview workshops and summer schools.
<p>Good practice examples from 2016-17</p>	<ol style="list-style-type: none"> 1. Clinical placements, including the integration of early years placements 2. Student Engagement and communication 3. Student Support, students feeling well supported academically and pastorally

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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
Overall satisfaction	<p>The action plan for 2016-17 took into account the planned national expansion in medical student numbers, focusing on the following:</p> <p>Enhancing quality and opportunity for all students and reviewing space/facilities and elements of delivery</p> <p>The 'student generalist'. Preserving Leeds' ethos for producing high quality new doctors with a broad range of career ambitions</p> <p>Ongoing commitment to WP initiatives and access based on ability and ambition</p> <p>Plurality and personalisation of MBChB student journeys</p>	<p>Overall satisfaction remains high and has seen an increase in overall satisfaction scores for MBChB (97%) and an increased position (2 in Russell Group, 6 in overall NSS)</p> <p>All areas across the board were generally rated well including the new NSS and UPS criteria introduced this year, which focussed on Learning Opportunities, Learning Community and the Student Voice.</p> <p>NSS results show an increase in overall assessment and feedback scores, with assessment continuing to be evaluated well and a marked increase in the quality and promptness of feedback compared to last year. This improvement reflects the focus on feedback initiative that was introduced last year and which continues to be embedded, with further work planned for 2017-18.</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.</p>
The Teaching on my Course	<p>Enhancement of integration of Year 2 <u>Ongoing</u>: lecture material and placement structure have been reviewed.</p> <p><u>Completed</u>: Integration of Radiology, Ultrasound and living anatomy introduced in 2016-17.</p> <p>Radiology teaching placement Year 3 MBChB <u>Completed</u>: Introduced in 2016-17, received very positive student evaluation.</p>	<p>As part of a broader MBChB curriculum enhancement project, plans to review teaching content within RESS Year 2 and 3 and I & P; to enhance teaching quality and avoid repetition across these ICUs; review lecture quality and content within Year 2 and to introduce longitudinal placements and Theme days both in Year 2 to support the transition phase from Year 2 to 3.</p> <p>Actions and Activities</p> <p>To review the provision of teaching within RESS Year 2 and 3 and I & P as part of the 'Healthy Futures' curriculum enhancement strand.</p> <p>Enhancement of integration of Year 2 will include:</p>	<p>MEC</p> <p>Actions either completed by end of academic session 2017-18 (or in the case of ongoing projects spanning many years, a Progress Update/Impact)</p>

	<p>Continued Expansion of ‘ Super Assistantship’ Year 5 Enhanced Responsibility placements <u>Completed:</u> Placements have been embedded within the course and have been extremely well evaluated by students. They have acted as a basis for further sharing of good practice and development of other super-assistantship placements within our partner Trusts. The name has been changed the name to ‘Enhanced Responsibility’ placements to reflect the purpose of the placements better.</p> <p>Expansion of Year 4 Hospice Project and CCC placement enhancement <u>Completed:</u> the number of Hospice placements have been increased and they are very well evaluated by students. This has been accompanied by evaluation work that shows better student performance in complex communications and prescribing in the workplace and OSCEs.</p>	<ul style="list-style-type: none"> - Introduction of longitudinal placements towards the end in Year 2 (to embed in 2019-20) - Introduction of Theme Days in Year 2 - Reviewing of the lecture quality and content <p>Anatomy Review: As part of a wider review of Anatomy, a focus on MBChB delivery and opportunities including continuation of a blended and clinically relevant anatomy and imaging programme</p> <p>Ongoing developments as part of wider curriculum enhancement include development of the very successful IDEALS stream, and redevelopment of Campus to Clinic to a new CARES (Clinical Assessment, Reasoning, Ethics, Safety) strand which will introduce new material in relation to decision making and patient safety, complex communication, new placement opportunities in Years 1-2 and further develop enhanced responsibility placements in Years 3-5</p>	
<p>Learning opportunities</p>	<p>New survey criteria introduced in 2017 for NSS and UPS.</p>	<p>Learning opportunities have been rated highly, which is reflected in the student comments and high scores for the evaluation criteria within the NSS and UPS 2016-17.</p> <p>Actions and Activities</p> <p>To expand and continue to develop technology enhanced learning opportunities such as MyPAL@Leeds (Personalised Adaptive Learning).</p> <p>Ongoing curriculum enhancement of the MBChB to widen opportunities for students.</p>	<p>MEC (via refreshed TEL strategy)</p>

<p>Assessment and feedback</p>	<p>Embedding of Assessment Management System and delivery of some written and performance testing will take place <u>Ongoing:</u> Launched in Year 3 2016-17 and piloted within the main and resit OSCE performance examination. Further development work is being carried out within the practise system to improve the data generation. It will continue to be delivered within Year 3 in 2017-18.</p> <p>Enhanced tagging of items to help develop automated feedback systems <u>Ongoing:</u> Blue printing and tagging of examination questions has been carried out and is still ongoing, to help provide standardised feedback for the written and performance OSCE examinations.</p> <p>Exploration of the value of sequential testing models in Year 3 based on longitudinal success after Year 3 resits <u>Completed:</u> Sequential testing was explored and has been introduced in Year 3 for 2017-18, using the same sequential testing model as embedded in Year 4 & 5.</p> <p>Focus on Feedback <u>Ongoing:</u> A major strategic initiative successfully introduced last year and continuing to be embedded to run over a number of years in partnership with students, campus and clinical staff. The following initiatives have been implemented and delivered in 2016-17:</p> <ul style="list-style-type: none"> - Learning to learn sessions - E learning tools within IDEALS 	<p>NSS and UPS scores have shown an overall improvement from last year for assessment and feedback evaluation, with assessment continuing to be evaluated well. Feedback scores within NSS have shown a marked increase from last year, which highlights some initial successes after of the launch and implementation of the focus on feedback initiatives. These will continue to be embedded in 2017-18.</p> <p>The Directors Scorecard, introduced in 2015-16, continues to enhance the quality reporting tools and includes reporting on summative examination and in-course assessment feedback and timeliness. Further enhancements have been the inclusion of content of feedback within the QME reports and Directors Scorecard for 2016-17 to report on content of feedback given to all students as well as content of feedback to fail students in summative assessments and in-course assessments.</p> <p>Actions and Activities</p> <p>Ongoing embedding of Focus on Feedback initiative and activities include:</p> <ul style="list-style-type: none"> - Year leads to review feedback enhancements within each year group - Focus on helping students and staff evaluate the feedback as part of dialogues, action plan and be able to determine success - To continue to run as a co-production initiative with students and campus/clinical staff on site and in clinical placements. - Run a World Café event in Year 5 to review the FOF initiative. - Recruit feedback ambassadors from the current Year 5 	<p>MEC (and Assessment & Standards Board, including Performance Assessment Team) Actions either completed by end pf academic session 2017-18 (or in the case of ongoing projects spanning many years, a Progress Update/Impact)</p>
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	<ul style="list-style-type: none"> - Feedback Ambassadors recruited - Feedback enhancements within each year group highlighted by Year leads – to review - OSCE feedback templates have been aligned to ensure consistency across all year groups. - LIME CPD feedback sessions 	<p>Communication of changes - ensure early communication of changes, such as to Year 3 regarding implementation of sequential testing model in 2017-18.</p> <p>Introduction of new WBA format and Clinical Skills Passport mobile apps in 2017-18 which focus on enhanced narrative generation and are aligned to the Student Expectation/Entrustment guides to help student development and progression</p>	
<p>Academic support</p>	<p>We introduced a series of ‘automated nudges’ for certain students to help them get more out of assessment and feedback moments.</p> <p>MyPAL@Leeds (Personalised Adaptive Learning) <u>Delivered and ongoing:</u> Launched as a pilot for Phase 1 of the project delivered to Years 3 and 5, it is now embedded in all year groups with a series of planned upgrades and expansions in 2017-18.</p> <p>Student support conference <u>Delivered:</u> Continues to grow and is one of the UK’s leading Medical Education Support meetings.</p> <p>Work on mental health support systems <u>Ongoing:</u> The student support team continue to work closely with the University central services to support students through a wide range of internal and external support services and resources including:</p> <ul style="list-style-type: none"> - The Big White Wall www.bigwhitewall.com is a new online 	<p>Academic and pastoral support has been evaluated well overall, Work continues within the student support team and new student support management structure to enhance systems and practices.</p> <p>Actions and Activities</p> <p>MyPAL@Leeds (Personalised Adaptive Learning)</p> <ul style="list-style-type: none"> - We are working in partnership with students, staff and clinicians to co-design new developments and improvements. <p>To continue to enhance student support systems and activities:</p> <ul style="list-style-type: none"> - Enhance support for International students - Work on mental health support systems - Work on disability support systems. 	<p><i>MEC (and Student Support Team) Actions either completed by end of academic session 2017-18 (or in the case of ongoing projects spanning many years, a Progress Update/Impact)</i></p>

	<p>mental health and wellbeing service offering self-help programmes, creative outlets and a community that cares.</p> <ul style="list-style-type: none"> - Introduction of Wellbeing sessions, the Student Support team are working with the Leeds Medical Practice to organise additional evening sessions, to ensure medical students can to attend. <p>Supporting disabilities <u>Ongoing:</u> The student support team continue to work closely with the University central disability services to support students. Disability support has been rated well by students.</p>		
<p>Organisation and management</p>	<p>Student Engagement strategy <u>Delivered:</u> Launched new Student engagement strategy and activities to build on the School's highly successful partnership between staff, students, placements and patients. High scores and positive feedback in the NSS and UPS evaluation reflect the valued partnership by students.</p> <p>MedEX <u>Delivered:</u> Launched as a placement support resource, this continues to be promoted and rolled out across placements.</p> <p>Customer services activities:</p> <p>A planned LIME communications / customer service day <u>Delivered:</u> Well received and evaluated by students.</p> <p>A 'rate my service experience' tablet in</p>	<p>Work continues through student engagement activities to continue to build the School's highly successful partnership between staff, students, placements and patients. Further enhancements include the introduction of new Year link meetings and student newsletters in 2017, and improved student handbook templates.</p> <p>We are working in partnership with students to improve communications and signpost resources to students.</p> <p>Further work through student engagement to improve communications to all students are done through continued publishing of 'You said, We listened, We did' reports.</p> <p>Actions and Activities</p> <p>New customer service activities to be implemented including reception</p>	<p><i>MEC (and Placement Improvement Team) Actions either completed by end of academic session 2017-18 (or in the case of ongoing projects spanning many years, a Progress Update/Impact)</i></p>

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	<p>LIME reception <u>Postponed</u>: Implemented initially, but then postponed due to reception and office refurbishment.</p> <p>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 <u>Postponed</u>: Due to reception and office refurbishment.</p>	<p>To revisit 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</p> <p>Work with ICU committees to ensure updated placement timetables</p>	
<p>Learning resources</p>	<p>New educational appointments within the LIME technology Enhanced Learning Team have included honorary research visiting professors, academic research staff, and a new App developer to allow us to review, consolidate and enhance our highly successful blended learning approach to MBChB.</p> <p>MyPAL and assessment ‘nudges’ <u>Launched and ongoing</u>: With planned ongoing development (see above).</p> <p>Masterclasses for students by recently retired senior GPs and Consultants <u>Launched</u>: Embedded and delivered, they have been positively received and evaluated well by students.</p> <p>Ongoing Faculty development including mini-TED type talks by leading clinical teachers <u>Launched</u>: Leeds MEDtalks produced and promoted to placement teams.</p> <p>A review of existing facilities and space</p>	<p>We continue to build on the blended learning approach to MBChB through LIME Technology Enhanced Learning Team.</p> <p>Actions and Activities</p> <p>MyPAL and assessment ‘nudges’ – ongoing development through co-design with students.</p> <p>To continue to review existing facilities and space as part of the planned MBChB Expansion.</p> <p>Hackathon working groups to be set up through the TEL team to review the following:</p> <ul style="list-style-type: none"> - Effective ways of communication with students - Enhance student data reporting systems - Develop a timeline of key dates across the year - Review VLE Guidelines already created to enhance the ease/consistency of information from a student perspective. - Production of student handbooks on the VLE using Word Press. - Explore development of a single point of contact for students reporting absences (Contact One) 	<p><i>MEC Actions either completed by end of academic session 2017-18 (or in the case of ongoing projects spanning many years, a Progress Update/Impact)</i></p>

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	<u>Completed and ongoing:</u> as part of the MBChB Expansion Task and Finish activities and expansion bid.		
Learning Community	New survey criteria introduced in 2017 for NSS and UPS.	Students have rated the learning community highly within the NSS and UPS. Students at Leeds feeling that there is very much a sense of community between students and staff, both on campus and on clinical placements. There is transparency and excellent communication between the School and the student body with new initiatives such as the regular student newsletters and Year link meetings.	MEC Actions either completed by end pf academic session 2017-18 (or in the case of ongoing projects spanning many years, a Progress Update/Impact)
Student voice	New survey criteria introduced in 2017 for NSS and UPS.	Work continues through student engagement activities to build the student-staff partnership. Student's value that there are many opportunities for them to be involved in curriculum development and peer teaching, which is reflected through the very positive feedback received on the new student voice criteria. Actions and Activities Continue to involve students as partners in curriculum developments. Explore how we can work more closely with the Student Union.	MEC Actions either completed by end pf academic session 2017-18 (or in the case of ongoing projects spanning many years, a Progress Update/Impact)
Personal development	Work within Student Support on Learning Coaching <u>Delivered:</u> New academic leads for Student Support have introduced and delivered in-house coaching. Development of a MBChB Enterprise programme variant (complementing research tracks and EXSEL) <u>Completed:</u> MBChB with Enterprise variant was successfully set up. One Student will graduate	We continue to focus on a 'personalised' model of MBChB to enhance and customise every student's MBChB journey. Activities in the 2017-18 session will include: <ul style="list-style-type: none"> - Delivery of 'personalised' placements in Year 4 MBChB for students in good academic standing to explore a wider range of learning opportunities relating to career interests - Ongoing development of our enhanced responsibility placements in Year 5 	MEC (and Student Support Team) Actions either completed by end pf academic session 2017-18 (or in the case of ongoing projects spanning many years, a Progress Update/Impact)

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	<p>with the variant degree in 2018 on successful completion of the final year of MBChB.</p> <p>Further encouragement for self-design both within ESREP and RESS/IDEALS components <u>Delivered:</u> There has been an increase in self-design projects.</p> <p>Continued work on a flexible study policy to support students <u>Delivered:</u> A policy has been written and formally presented through MEC.</p> <p>Work with colleagues locally to broaden opportunities within West Yorkshire Academic Foundation Programmes <u>Delivered:</u> Promoted to students, through the I-Decide online careers tool and the Year 5 “Foundation/Careers” day and careers sessions within each year group.</p>	<ul style="list-style-type: none"> - Development of our Medicine Plus ‘Enterprise’ Programme variant to support students develop enterprise and entrepreneurial skills 	
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