

LTC16D082

Title: FMH PTES 2016 Action Plans
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Issue

To receive and consider the Faculty of Medicine and Health action plans resulting from the 2016 Postgraduate Taught Experience Survey

Recommendation

Members are invited to consider and comment on the plans.

Resource Implications

Not applicable.

Risk Implications

Not applicable.

Equality and Diversity

Not applicable.

Timing of decisions

Not applicable.

Further Information

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Background

Not applicable.

Discussion

Members invited to comment on the School reports and the appropriateness of the action plans.

Norwich Medical School Action plan for PTES 2016

The following areas for improvement have been highlighted

- Improvement in the promptness and usefulness of feedback.
- Improvement are support for planning a dissertation and understanding the required standards.
- Improvement directed at elements of teaching on the course and its level of academic challenge, timetabling and other elements of the organisation of the course.

Dissertation support

Previously, Norwich Medical School had a single handbook to support PGT dissertations. This is clearly not appropriate, and work has been ongoing to develop course specific dissertation guidelines. **All courses will have a specific dissertation guidelines available for their students from September 2017.**

Prof Ruth Hancock reports

We introduced the role of dissertation co-ordinator which has now become module lead now that we have split the dissertation module by course (which should help more generally). **Last year we ran a dissertation workshop around February time and we will do the same again this year.**

Dr Sue Downs reports:

Dissertation support for students on the specialist clinical master's suite of programmes (MS Oncoplastics surgery, MS colorectal surgery, MSc regional anaesthesia) has been variable, with students taking extended periods of time to complete their dissertations. The course team (Sue Downs) have worked with Sarah Wright (LTS) to overhaul the dissertation process, to provide increased student support and supervision, and to put in place mechanisms to ensure that students are able to finalise their projects and gain ethical approval prior to their final year. This new process has already been successful, and **all students on their 3rd year of the specialist Masters programmes have been contacted to establish their progress with their dissertation.** This has enabled the course team to identify students who require extensions/ intercalations to complete their projects, allowing them to manage faculty workload more efficiently.

Dr Kevin Tyler reports:

Specific concerns associated with the research dissertation were raised by a minority of students. Their comments via synoptic feedback, tutorial and the SSLC highlighted a desire for increased vetting of clinical projects and supervisors to ameliorate risk associated with subpar supervision. **The**

introduction of a revised research directory covering the breadth of high quality research opportunities in medical research at the medical school and on the Norwich Research Park from active researchers with good supervisory records and expertise (just launched) should address this by significantly reducing the variation in the quality of research supervision received.

Assessment feedback-

Dr Sue Downs reports:

The MS OPBS course has moved to free text KFQs as the main form of summative assessment. This provides a free text box for students to comment on the paper, and also for examiners to provide specific student feedback when marking the item. For those students who fail the exam, the feedback from the two independent examiners is collated and feedback via LTS. **This process was introduced for the September 2016 exams.**

For the online formative assessments, we have made efforts to ensure that the assessment items provide an explanation of the correct outcome, so that students can understand the reasoning behind each answer. Students are also encouraged to discuss these items on the interactive forums, and receive direct feedback from the moderators.

We are **trialling online submission and marking of written assessments** in order to reduce any delays in students accessing their results. We are also **looking into the possibility of remote online exam invigilation** to increase the accessibility of our courses globally.

Prof Ruth Hancock reports:

Our external examiner always complements us on the feedback we give (I appreciate that students may think differently)

Dr Kevin Tyler reports:

Although useful in highlighting areas for improvement the PTES report is too broad a brush to pinpoint exact problems for remedial action. To explore underlying cause we have implemented opportunities to feedback directly through **newly established MED PG student staff liaison committee** and the introduction of detailed synoptic feedback for the course. The **issue of how feedback is being improved should be addressed** by all module leads in this year's module update return and **specifically during this year's course review**. In the student staff liaison committee we will raise specifically issues around feedback with student representatives to obtain views on how they feel any outstanding concerns could be best addressed so that this metric might be improved in future.

Student satisfaction/ teaching-

Dr Sue Downs reports:

Historically, we have had excellent student satisfaction with the SCM courses, as evidenced by contemporaneous feedback obtained at regular intervals throughout the courses. One challenge has been to ensure student participation on the online forums, as this is a compulsory element to pass each module. **We have now introduced a new tracking system to closely monitor and address individual student online participation.**

Prof Ruth Hancock reports:

In terms of timetabling, **we have already responded to student** feedback e.g. moving the timing of the course test for the autumn term module. In general feedback we receive suggests that students already find our modules challenging (there may be an issue with e.g. the intro to research methods that has come up before). I think over the last few years we have made significant improvements to the student-led components, which undoubtedly challenges them while giving them more opportunities to work through those challenges in class. The assessments are designed to test both breadth and depth of knowledge/understanding/skills and we are continually reviewing them with this in mind.

Dr Kevin Tyler reports:

Student concerns in this area, highlighted from their feedback were related to the order in which taught modules are timetabled (i.e. in semester 1 and 2, rather than in semester 3) specifically **the Research Ethics module, which has now been moved into the first semester.** In addition, other changes means that **from next year most modules will be complete by the end of the second semester.**



Response to Issues Raised Through National Student Survey (NSS), Post-graduate Taught Experience Survey (PTES), UEA Student Experience Survey (SES) and HEEoE Quality Improvement & Performance Framework (QIPF) 2015-16

ACTION PLAN for 2016-17

SCHOOL: School of Health Sciences

Compiled by: Dr Christine Raschka, Associate Director Teaching and Learning, in co-operation with Dr Zoe Butterfint, Director of Teaching & Learning Quality

While the School of Health Sciences has made some considerable progress across all themes, with improvements achieved across all but one theme (where a high score was maintained). There is however room for improvement across the themes (internal and sector benchmarked) of Assessment and Feedback, Organisation and Management, Teaching, and Dissertation.

The data on which this Action plan is based carries two major caveats:

- Analysis is sometimes carried out on extremely small sample sizes (Base size below 10 are not reported) so, some findings can only be viewed as indicative rather than conclusive or, data may be missing.
- Respondents are not pre-assigned to School and subject area based on the HEA return but instead categories are self-selecting. This leads to some inconsistencies in the data which cannot be adjusted for.

Note; low average base for HSC (2016 = 26) makes findings for the School indicative rather than conclusive.

NB:

- i) A summary report is produced for each survey, including survey results and key themes from verbatim comments, and reported separately to School Teaching Committee, School SSLC, School Executive, and Faculty LTQC. **This document must therefore be read in the context of that report.**
- ii) **In addition, an update to the School Plan for the previous academic year is provided – outlining what has been achieved, and which actions remain on-going. All these documents should be read in conjunction.**
- iii) Responses and actions are identified via **workshops with staff and students** and then collated into this action plan. The action plan is circulated to SSLC for comments, and then monitored and updated via HSC Teaching Committee.

Issue (i.e. low score areas or theme from open text comments or area of commendation)	Identified in module evaluation / SSLC?	Issue in previous surveys?	Response from School (e.g. planned action point)	Lead	Measurable Outcomes	Status	Comment from SSLC on issue and proposed response
<p>PTES: Teaching</p> <p>a) Contemporary/ currency of staff</p>			<p>Increase staff development opportunities specifically around engagement with contemporary practice and new developments</p> <ul style="list-style-type: none"> Health Challenge Unit meetings include ‘Knowledge Exchange’ discussions on a variety of topics – these will include a range of topics, including pedagogic developments and shared good practice Encourage all academic staff to make use of the available School CPD funding by attending at least one relevant conference a year and contribute to HCU knowledge exchange events by sharing key headlines from the event. Ensure that, where appropriate and feasible, specialist content is delivered through external experts (where not available internally) Review module feedback as part of the QAR1 process to ensure that teaching teams fully understand students’ concerns, particularly around mode of delivery of content. 	<p>All/ HCUs</p> <p>All</p> <p>MO</p> <p>CDs</p>	<p>A variety of knowledge exchange topics have been included in the HCU meetings in 15-16 and have generally been well received. Meetings are monthly; attendance is currently modest but the presentations / talks have been audio recorded circulated to all colleagues as reference resource.</p> <p>Monthly Continuing Academic Development events have been launched specifically to support engagement with contemporary practice and new developments. Attendance and feedback are being monitored</p> <p>We are seeking data on the volume and distribution of take up of CPD</p>		
<p>b) Relationships between UEA staff and students</p>			<p>This comment relates primarily to staff responses to student feedback when offered. Student engagement in all aspects of the School’s</p>				

			<p>business is a key focus for HSC and highly valued by the senior leadership team. As such a number of actions are proposed below -</p> <ul style="list-style-type: none"> • The School Leadership team will work closely with Course Directors to ensure student representatives and student involvement are embedded at all levels of business and all activities, and that student feedback in particular is responded to at all levels • The HSC Student Partnerships Officer will continue to work with student reps/students to implement the student Representation Code of Practice in HSC, and continue to embed the HSC Student Representation & Engagement Strategy into all programmes in the School. • The Leadership team in HSC will work with the Student Partnerships Officer & SSLC to ensure regular updates regarding actions in response to student feedback are circulated. 	<p>Lead er-ship team & SPO/ SROC / SA</p> <p>SPO/ SROC</p> <p>Lead ership team & SPO</p>	<p>All student rep roles will be filled and attendance at engagements events monitored</p> <p>The progress in achieving these aims will be monitored through a combined MED/HSC SSLC</p> <p>Closing the loop in the student feedback cycle following survey results in the form of 'you said we did' publications and through SSLC</p>		
<p><u>PTES: Assessment & Feedback</u></p> <p>a) Clarity of assessment & marking criteria</p>			<p>This comment relates to students' perception of the clarity of assessment guidelines in advance of marking and their perceptions of the fairness, usefulness and timeliness of marking criteria and feedback received.</p> <ul style="list-style-type: none"> • HSC is in 2016-17 undertaking a comprehensive review of the pre & post-registration assessment strategy (ies) with a 				

			<p>view to establishing clear expectations for staff & students. The assessment strategy will include setting clear principles for -</p> <ul style="list-style-type: none"> ○ formative & summative assessment (to include difference between formative assessments and formative activities) ○ on-line submission and marking ○ assessment scheduling (across pre- and post-registration) ○ assessment guideline construction ○ marking & moderating, including UEA requirements summary <ul style="list-style-type: none"> ● MOs to ensure that the School strategy in relation to the writing / presentation of assessment guidelines are adopted in their modules, and inform students in a pre-submission meeting of specific assessment guidelines and expectations. 	<p>DTLQ & Ass't lead/ CD</p> <p>MOs & CDs</p>	<p>The majority of formative and summative assessments will comply with the HSC assessment strategy with a view to all complying following PGT review currently underway.</p> <p>All modules will offer a pre-submission meeting which outlines the specific assessment guidelines and expectations. This will be monitored annually by CDs</p>	
<p>b) Consistency of markers; specifically, a perception that not all markers mark to the same level</p> <p>And</p> <p>Disparity among markers re. depth and quality of feedback</p>			<p>Following a reduction in feedback in PTES 2015, this comment has again figured a number of times in PTES 2016. It is likely that some of the comments, particularly around depth and quality of feedback are related to the introduction of e-marking. HSC has moved all its assessments (where physically possible) to e-submission and e-marking. Generally, feedback has been positive; however, it is clear that different templates and approaches to electronic feedback have been adopted by colleagues.</p> <p>The following action points are school wide activities and reflect the ongoing work that is part</p>			

			<p>of the HSC 2016-7 T&L action plan for assessment and feedback.</p> <ul style="list-style-type: none"> • The Assessment Lead will annually review marking & moderation – sharing good practice re: assessment guidelines, and provide exemplars to teaching teams • As part of the new HSC Assessment Strategy the role and remit of the moderator will be explicitly restated to ensure all are clear of the role and processes involved • CDs will ensure that assessment and feedback practices in their courses follows School principles and processes • AssLead together with MOs will organise marking team meetings (for large cohorts)/ marking training days (as appropriate) for each of their assignments to ensure a level of shared understanding of expected outcome levels of achievement. • HSC is piloting a standardised e-marking rubric for coursework assignments in 16-17. This aims to ensure there is parity in levels and format of feedback provided. If successfully evaluated, this will become standardised across coursework submissions in the School. 	<p>Ass't Coor din ator</p> <p>DTLQ & Ass't Co</p> <p>CDs</p> <p>AsstL ead/ MOs</p> <p>Ass't Lead</p>	<p>Annual review of marking and moderation</p> <p>Publication of a revised role descriptor for moderators which will emphasise the importance of providing constructive feedback</p> <p>There will be annual marking training day organised by AssLead to ensure that processes and practices are adhered to. In addition, MOs will organise marking training events (as appropriate) for each of their assignments to ensure a shared understanding</p> <p>All module assessments submitted electronically will use a rubric appropriate to the assessment purpose but will follow HSC standards</p> <p>The school will formulate a policy which will outline the information to be included in an edited version of the moderators report and will establish a route of information transfer to SSLC</p>	
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			<ul style="list-style-type: none"> Edited versions of the moderators reports will be reported to HSC SSLC to demonstrate comparability of marker standards and highlight the processes 	MO/ CD/S PO/ SROC		
c) Clarity of agreed turnaround times for summative assessments		<p>Principles of assessment scheduling and assessment timetabling will be a component of HSC's review of the assessment and feedback strategy, and will include turnaround times on all student assessment schedules. PTES (&NSS) feedback suggests that HSC summative assessments are routinely returned outside the agreed turnaround times. A key element of the HSC assessment actions will be to ensure this perception is addressed. An in-depth analysis of the turnaround data from LTS for HSC from Sept15-Jun16 revealed only 5 assessment items (out of more than 200 to that point) had been returned outside the agreed turnaround time – in all cases these were for entirely justifiable reasons, including staff illness and external adjudicator input to decisions.</p> <ul style="list-style-type: none"> There are also some MSc pre-registration OT/PT specific action points which will be in line with the broader review of the school project around principles of assessment scheduling All assessment TT, marking schedules and return dates will be published on BB and expectations managed in induction sessions 	CD	<p>Action points relating to last year's PTES (& NSS) feedback have been generally achieved, though specific actions still exist which will continue to be addressed in 16-17</p> <p>The course directors will have reviewed the year 1 assignment sequence and monitor changes made to assessments</p> <p>Assessment TT, marking schedules and return dates will be published on course BB sites</p>		

<p>d) Clarity of mode of submission for formative and summative assessments</p>			<ul style="list-style-type: none"> All course teams will review all assessment submission points in line with HSC assessment submission principles and consider, where appropriate, e-submissions for all assignments 	<p>CD/H ub</p>	<p>All assessments points will be published in the Assessment TT published on students' BB course sites</p>	
<p><u>PTES: Academic Support</u></p>		<p>Generally high scoring theme that did not appear in students' verbatim feedback</p>				
<p><u>PTES: Organisation & Management</u></p> <p>a) Timetabling – confusing information on TT and TT not updated on e-Vision when changes were made</p>			<p>The comments in the verbatim feedback related to confusing information on students' timetables and process of updating of timetables on evision. The experience for students may vary depending on different programmes and pathways</p> <ul style="list-style-type: none"> HSC wide T&L action point relates to the timely setting of Timetables for all programmes following the process put in place in the academic year 2015/6 CD and their course teams will follow HSC processes when populating timetables and notify the Hub of any subsequent changes for updating on evision 	<p>AssD / CD/ MO</p> <p>MO/ CD/H UB</p>	<p>Ongoing work from 2015/6 on improving timetabling processes in HSC</p> <p>All TT information will be submitted in the timeframe established through TC</p> <p>Any changes to the TT will be made through the Hub and will therefore appear on eVision</p>	
<p><u>PTES: Learning Resources and Services</u></p> <p>a) Virtual Learning Environments (VLE)</p>			<p>This comment relates to students' varied perception and experience of VLE application and use across modules. The application and use of VLEs will be a component of University, faculty and school review of online provision of teaching and learning.</p>			

<p>– staff knowledge and management</p>			<ul style="list-style-type: none"> • Encourage all academic staff to make use of the CPD opportunities available in-house or, through on-line/face-to-face opportunities in CTEL to keep digital literacy updated • All MOs will be reminded to focus on their VLE content and presentation regularly • There will be a periodic review and audit of content of VLE course sites • 	<p>CD/A II</p> <p>CD</p> <p>CTEL /CD</p>		
<p>b) VLE – organisation and accessibility of information</p>			<ul style="list-style-type: none"> • All VLE activity will be audited and hot and cold spots identified. • Based on audit data, good practice of VLE structure and processes will be identified and shared with course teams • Each programme will have a year site, and where appropriate, will follow a common organisation of content which should be simple to follow • All MOs will be reminded to focus on their VLE content and presentation regularly • There will be a periodic review and audit of content of VLE course sites 	<p>CTEL / AssD</p> <p>AssD / CD/ SROC / CTEL</p> <p>CD/ MO</p> <p>CD</p> <p>CTEL /CD</p>	<p>Annual audit of VLE activity</p> <p>Annual CAD event sharing VLE good practice.</p> <p>Following programme reviews and subsequent changes into programme pathways, VLE organisation will be established</p>	

<p>c) Timeliness of introduction to library resources and IT</p>			<p>All induction sessions are coordinated via the HUB and integrated with induction TT</p> <ul style="list-style-type: none"> • Seek student feedback on the induction process and content • Communicate induction TT available to students at the beginning of summer (or as early as possible) • Ensure that all key student support services are included in the induction period either virtually or face-to-face 	<p>CD/S PO/S ROC</p> <p>AssD / CD/ HUB</p> <p>AssD / CD</p>	<p>Course teams will gather student feedback through focus groups and/or module evaluation to review induction TT and content</p> <p>Induction TT will be published at least 3 months prior to commencement on the course</p>		
<p><u>PTES: Practice Education</u></p>			<p>HSC is in 2016-17 undertaking a comprehensive review of practice placement education. Placement organisation, processes and grading are part of the school action plan.</p> <p>The comments below relate primarily to the MSc Pre-reg OT/PT</p> <ul style="list-style-type: none"> • PT placement co-ordinator in conjunction with SROC has held focus groups with student reps in order to evaluate issues in more detail/and a placement survey has been sent to all students and placement educators • Ensure that the rationale for placement allocation is explained more clearly and, ensure that the entire placement team communicates and delivers a consistent message to all students 	<p>AC/S PO/S ROC/ CD</p> <p>CDs/ all</p>	<p>Data from focus groups and surveys will be evaluated by SROC and determine next steps</p> <p>Student perception of placement allocation is improved and fewer concerns raised through SSLCs and/or surveys</p>		