

## STUDENT EVALUATION QUESTIONNAIRES DEPARTMENTAL SUMMARY

### HEAD OF DEPARTMENT/CHAIR OF DEPARTMENTAL TEACHING COMMITTEE PROFORMA

*For submission to the first meetings of the Departmental Teaching Committee, Staff Student Consultative Committee and the Faculty Teaching Committee.*

<b>Academic Session:</b>	2014-15
<b>Department:</b>	UCL Medical School
<b>Head of Department/ Chair of Departmental Teaching Committee:</b>	Prof. Deborah Gill (Director) Dr Ann Griffin (Deputy Director and Lead for Quality)
<b>Date Completed:</b>	26/10/15

#### A. Confirmation that all course and programme questionnaires received by the department (or academic unit):

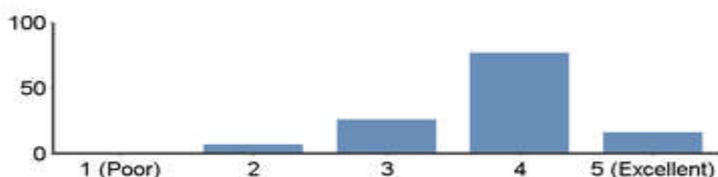
All questionnaires have been received. The Quality Unit administers all questionnaires for the MBBS programme, except Vertical Modules (from 2015 called Clinical and Professional Practice) and General Practice. The feedback for General Practice and Vertical Modules has been provided by the relevant departments and is also summarised in this document.

#### B. Any matters which indicate key strengths or areas of good practice arising from the analyses of the questionnaires and action taken or planned to disseminate this within the department or academic unit:

For the purposes of clarity, we have presented this information by year and module. The information presented here has been disseminated to all Year Leads for discussion at their respective teaching committee meetings. This document as a whole will be tabled at the next mQMEC meeting on 19<sup>th</sup> November 2015.

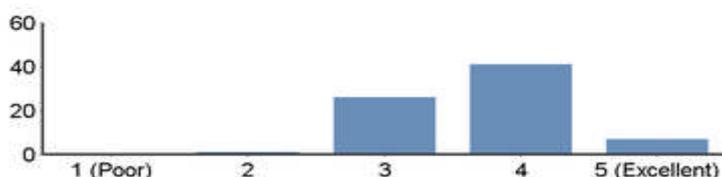
### Year 1

#### Circulation and Breathing



Overall student satisfaction is very good. Students like the variety of well taught lectures. They particularly like the emphasis of the clinical applications of the theory being taught.

#### Fluids, Nutrition and Metabolism

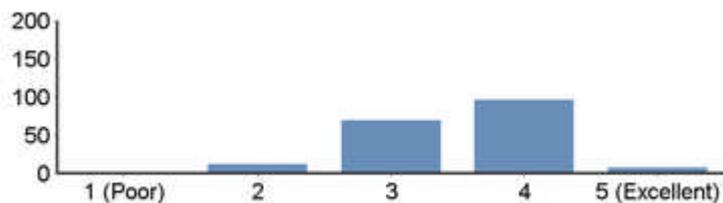


Students found this module to be interesting and well taught. The lecturers were praised for responding thoroughly to questions raised by students.

## Foundations of Health and Medical Practice

Overall satisfaction

55%

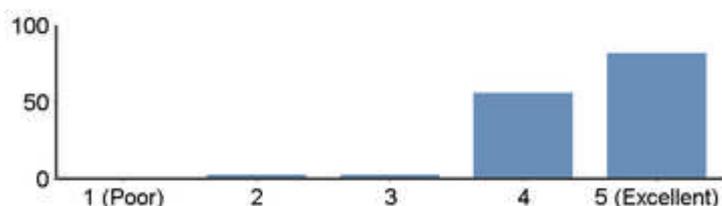


This module was found to provide a useful recap of basic biological sciences. There was praise of the lecturers and the CAL sessions that accompanied them.

## Infection and Defence

Overall satisfaction

96%



Overall satisfaction of this module was excellent at 96%. Students particularly praised the structure and organisation of the module and the quality of the written material provided.

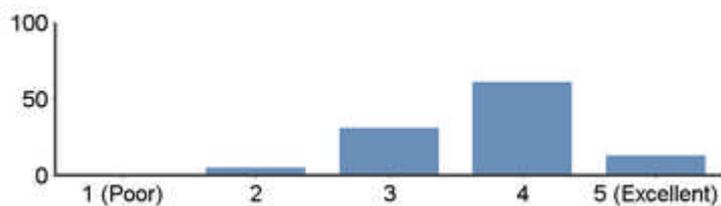
## Year 2

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## Movement and Musculoskeletal Biology

Overall satisfaction

66%

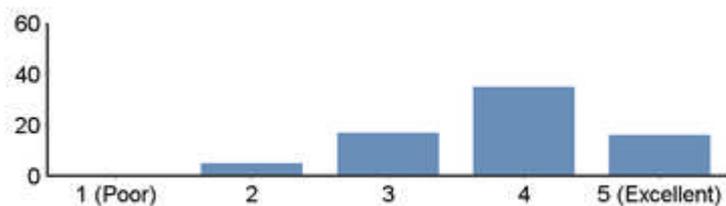


Satisfaction with this module is particularly high for the anatomy sessions which students seem to really enjoy, especially dissection.

## Neuroscience and Behaviour

Overall satisfaction

69%

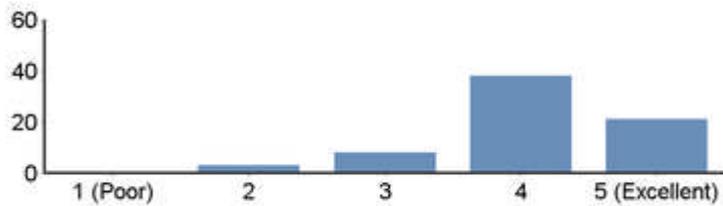


Students compliment this well-structured, interesting and organized module.

## Endocrine Systems and Reproduction

Overall satisfaction

84%

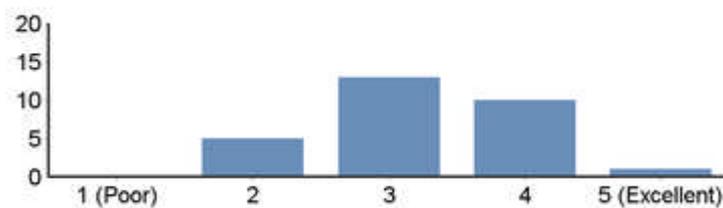


Overall satisfaction was excellent at 84%. This seems to be based on student's feedback that the module is well organized and extremely well taught.

## Genetics, Development and Cancer

Overall satisfaction

40%



The elements of this module that students particularly enjoyed were the clinical lectures delivered by experts in the field.

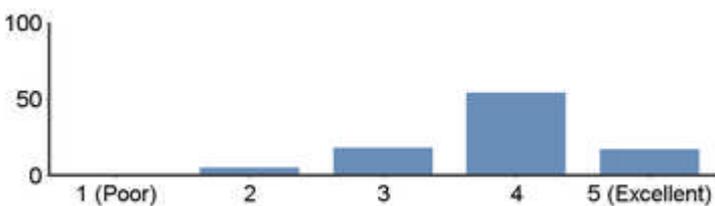
## Year 4

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### Module 4A

Overall satisfaction

76%

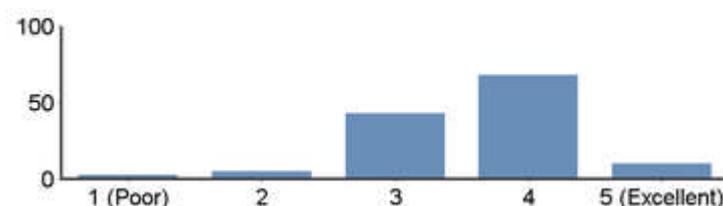


Overall satisfaction is good, across all sites. Teaching is described as being very good with limited cancellations of sessions. Student's feel there is good exposure to patients, which provides a good learning experience.

### Module 4B

Overall satisfaction

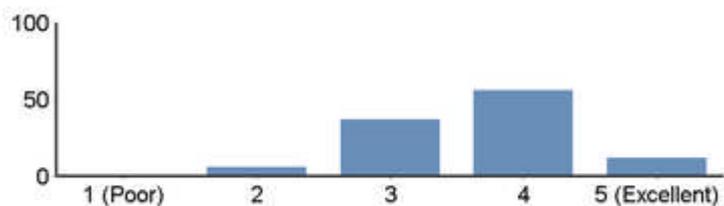
60%



Generally speaking, students show good levels of satisfaction for this module with particular praise for bedside teaching and inclusive nature of theatre opportunities.

## Module 4C

Overall satisfaction	60%
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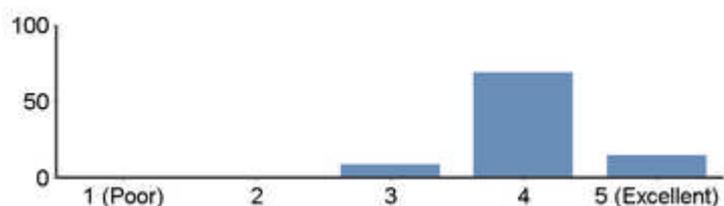
Student satisfaction with the medical specialties taught in this module is high. Students particularly show high levels of satisfaction with neurology and haematology elements.

## Year 5

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### Module 5A 'Child and Family Health'

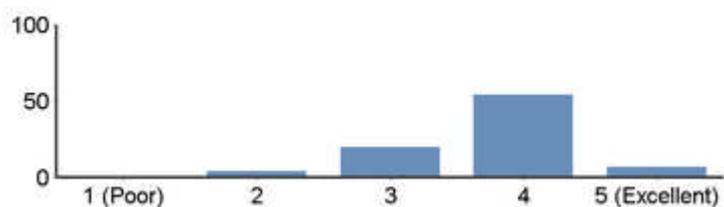
Overall satisfaction	87%
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Students praised the teaching received in paediatrics and dermatology across all sites; particularly the clinical skills teaching and approachable clinicians.

### Module 5B 'Women's Health and Men's Health'

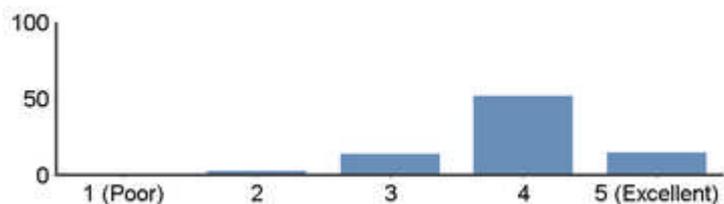
Overall satisfaction	71%
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Student satisfaction with O&G and GUM remain excellent. Students praised the plentiful opportunities to attend clinics and the organization and scheduling of the module.

### Module 5C 'Care of the Older Person/End of Life and Specialist Practice'

Overall satisfaction	79%
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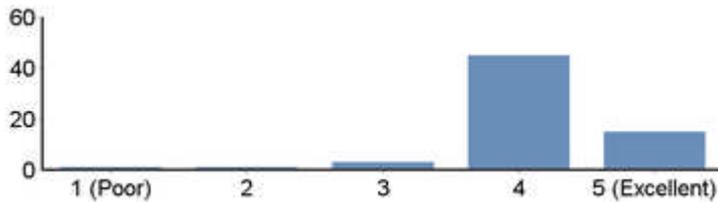
Overall student satisfaction with COOP and ophthalmology is high. Students particularly praised the organisation of the teaching. The elderly care section of the GP placement was found to be excellent.

## Year 6

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During this year of medical school, the students are placed on clinical attachments at various hospitals, both centrally and peripherally.

<b>Overall satisfaction</b>	<b>92%</b>
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Students are particularly positive about being made to feel a part of the team, with excellent small group teaching from a variety of members of the clinical team. Students value learning and preparing how to be a FY1 through hands on experience. It is encouraging that students feed back positively on the friendliness of all medical and surgical staff. Many students also highlighted the high levels of professionalism they had encountered. Students expressed high levels of gratitude to the efforts made to organise mock OSCEs. Assistantship and preparation for practice was very highly praised.

### SSC – Student Selected Component

<b>Overall satisfaction</b>	<b>86%</b>
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There are many different SSCs, so we looked at the feedback as a whole.

The vast majority of students rate their SSC as excellent and found getting individual feedback from their supervisors very constructive.

### Vertical Modules (from 2015 called Clinical and Professional Practice)

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<b>Overall satisfaction</b>	<b>50%</b>
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This element of the medical school curriculum encompasses many separate modules. The students particularly praised the ethics and law, clinical skills and use of medicines elements. Modules that include hands on tutorials or small group discussions rate very highly in student feedback. Amongst the tutors for the vertical modules, 9 received Top Teacher awards.

### General Practice

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Students are placed in General Practice (GP) at various intervals during their clinical training. We have therefore presented the satisfaction scores by individual GP placement.

GP Placement	Overall satisfaction
GP Women's Health	72%
GP Mental Health	72%
GP Child Health	94%
GP Coop	88%
Core GP	87%
GP Dermatology	86%
GP MiC	86%

Generally speaking, student satisfaction with their placements in GP is very high. They feel it is an environment where they can easily ask questions and see high standards of professional behaviour. They also express that tutors demonstrate high levels of respect for students. The majority of students also find GP, and the time pressures involved, to be an environment that lends itself well to practising history taking and examination skills; which they find particularly useful. Students are therefore able to perform many CBDs and Mini-CEXs in this setting, which they find to be good practice for OSCE exams. Small group teaching is also highly praised. The students have named many specific individuals in their positive feedback and really appreciate the efforts made on their placements.

### **C. Any matters of concern arising from the analyses of the questionnaires and any action taken or planned:**

For the purposes of clarity, we have presented this information by year and module.

Where actions below have not been clarified, please note that we have disseminated this feedback to module management groups, who have been asked to address these points, report to their respective teaching committee and inform us of any discussions or actions.

#### **Year 1**

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##### **Circulation and Breathing**

In terms of room for improvement, students said they would like to have an increased number of small group tutorials, to allow for more interactive learning.

**Actions:** Overall small group tutorials increased from 5 to 8 this year.

##### **Fluids, nutrition and metabolism**

Students particularly like the CAL resources and requested more online material to supplement learning.

##### **Foundations of health and medical practice**

The breadth of material covered in this module meant that some students felt the module to be disjointed and wondered if there was a more systematic way of delivering the material.

**Actions:** To tackle the 'disjointed' nature of the module, more linking themes on key diseases have been introduced. This has helped to some degree but the nature of the module is to provide a framework to the rest of the MBBS programme and has to introduce a range of topics that do not fit elsewhere within the curriculum but are core fundamental knowledge. We have introduced more signposts to changes in topics and highlighted their context within lecture introductions throughout the module.

##### **Infection and defence**

There were no overarching themes for improvement within this well received module.

#### **Year 2**

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##### **Movement and Musculoskeletal biology**

Students found the volume of information required to cover in anatomy meant the pace of lectures and sessions was fast. The content for this module is dense, both for anatomy and other topics and it is a challenge to change things bar a complete year 2 timetable revision.

**Actions:** For this academic year (2015-16) some of the repetitive content has been replaced with the following two adjustments:

- 1) We have merged 2 short anatomy lab sessions occurring on the same day into 1 block session with the effect that student groups only come into the lab once on that particular day. The effect of this should be less stressful turn-overs in the lab and more time to do the dissections, which should result in less stress getting everything done.
- 2) For anatomy, students have a whole Moodle site dedicated to help them facilitate and organise their learning efforts (MBBS anatomy learning resource) with quizzes for every learning event and access to further reading, imaging and video material. Based on research on how students use the site to build their confidence in their learning and their learning organisation (done over summer 2015) the site underwent a few changes such as better sign posting and better organisation of contents which should help students save time interacting with the material and therefore make it easier for them to do their learning, hopefully resulting in them coping better with the module contents.

### **Neuroscience and behaviour**

Students particularly like online quizzes to test their knowledge and questioned whether more could be available for this module.

### **Endocrine systems and reproduction**

Students were pleased with the amount of online learning resources but sometimes struggled with availability of computer space. The students like the online learning resources available that supports each lecture theme. The concerns around computer space are aimed at the Cruciform Hub which is booked for their CAL sessions on the course but not for SPL's.

**Actions:** Additional space has been booked in Birkbeck Cluster space but the students did not want to make the 5-10 minute walk to use the additional resources available. There are additional facilities and students are aware of the other local cluster rooms on campus but increasingly many of our students bring their own laptop and access the online resources via Eduroam anywhere on campus.

### **Genetics, development and cancer**

Whilst overall satisfaction with this module suggested improvement was required, the student response rate to the SEQ was very low for this module. The only overall theme that this can be attributed to was lack of organisation. 2015/16 saw the merger of Genetics, Development and Cancer Biology to form a large module (GDC, a super module). It was impossible to give GDC a continuous block because of timetabling constraints and as a result it remains somewhat fragmented. This may have contributed to the students' perception that it was disorganised.

**Actions:** We cannot address this issue without moving some anatomy sessions and VM sessions. We do need to do some more work on the GDC Moodle pages and this was flagged up in the 2015 MMG. The students may be uncomfortable with the Genetics and Development component which is obviously very scientific; this is not the case for Cancer Biology which is a balance of cancer science and clinical aspects. G and D is more challenging. We aim to create more Moodle quizzes supporting the expert GD teaching with some clinical concepts.

## **Year 4**

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### **Module 4A**

We continue to have more negative feedback relating to liaison psychiatry. While student satisfaction has improved in 2014-15 compared to the previous year, students feel that the module is still lecture heavy with limited patient interaction.

**Actions:** Some comments that came out of the Mod A MMG regarding Liaison Psychiatry included action as follows:

- Focusing back on mental health in the community
- Less lectures, shorter in length, small group work

One day a week the students will go back to their home hospital and spend time in the acute departments, look at:

- Depression
- Anxiety
- Drugs & Alcohol
- Self-Harm
- Psycho-pharmacology

#### **Module 4B**

2014-15 saw the introduction of feedback for formal teaching of digestive health. Student satisfaction with this module suggests there is room for improvement.

**Actions:** The specific low scores for digestive at The Whittington have been addressed by the following:

- New surgical lead Mr Hasan Muhktar
- Clearer booklet detailing the teaching sessions and staff timetables in surgery and gastro
- Allocation of students in groups of 4 to firms of 3 consultants
- Allocation of students to clinics/theatre/endoscopy so that they get an even distribution of activities
- Specific lectures in gastroenterology by Dr Lerman

#### **Module 4C**

2014-15 has shown the need for improvement in the renal and endocrinology teaching. Students highlighted issues with timetabling and patient contact across all sites.

### **Year 5**

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#### **Module 5A**

There were no key negative themes identified in this module.

#### **Module 5B**

The main key area of negative feedback for this module remains to be breast teaching.

**Actions:** The breast teaching feedback led to specific targeted evaluation of that teaching which is ongoing and a meeting with one site lead for breast teaching, the site sub dean, lead for surgical teaching and medical director of his trust. A clear plan has been suggested and we are closely monitoring targeted feedback from students. The lead for surgical teaching is conducting a wider review to identify how to enhance the student experience across surgical specialties.

#### **Module 5C**

The students highlighted some concerns regarding their ENT week timetabling.

**Actions:** The students only do one week of ENT and the ENT team allocate a specialist registrar to tailor the timetable to availability of clinicians on that week. We have discussed how different this model is compared to other attachments with designated administrators but the ENT team prefer their model. In other settings, the main drivers for students wanting timetables ahead of arrival are to know about any out of hours work or off site work. Overall, students seem very positive about the ENT week, they are not expected to work out of hours or away from the main site - so on balance, sticking with the existing approach seemed acceptable.

## Year 6

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*During this year of medical school, the students are placed on clinical attachments throughout the year at various hospitals, both centrally and peripherally.*

Students really value the sense of apprenticeship in their final year of medical school and commented on the need for more of a focus on this. The teaching quality is obviously variable depending on the individuals within the medical team. It is very hard to make this consistent across all hospitals. Some of the students have questioned how Long Term Conditions fits into final year as a whole and expressed some negative feedback regarding this. Some students struggle with the geographical location of their district general hospital placements.

**Actions:** The long term conditions module was newly introduced and there were, undoubtedly some 'teething problems'. These led to a series of adaptations and the feedback during the latter part of the year was somewhat improved. In this year, thus far, there seems to have been better feedback. The module's place in the final year is to address specific aspects of the GMC and Final Year objectives, in particular those relating to caring for patients with poly-pharmacy and multiple, complex comorbidity within a multi-disciplinary team. The year lead has attempted to make this more explicit this year.

With respect to the geography, placements are distributed in a fair way and there is little that can be done to alter the geography of the hospital distribution served.

### **SSC – Student Selected Component**

There are many different SSCs so we have looked at the feedback as a whole.

As there are so many different SSCs it is not possible to specify any overall negative themes. The limited negative feedback received was very specific to individual projects.

## *Vertical Modules (from 2015 called Clinical and Professional Practice)*

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Within this element of the curriculum the negative feedback tends to centre around modules that have a heavier dependence on lecture based teaching.

**Actions:** In response to this, two new small group work sessions have been added in year 2. It is also hoped that the new A&E policy will help to improve engagement and feedback. The areas raised by students in their feedback have been addressed in the first of 2 annual tutor training sessions for the 2015-2016 academic year. In the more 'lecture-based' modules, there are plans to introduce clinically relevant scenarios/studies at the start of the sessions as large group work sessions. There is also a new study guide for CPP to help students navigate the complex nature of these modules. Students are present at committee meetings and their feedback is welcomed. It is hoped these changes will help to improve student satisfaction.

## *General Practice*

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Students really value seeing this community side of the healthcare system. A recurring theme in the areas of improvement is that students want more time in this setting. They would prefer to have full day instead of half day attachments. Students also state they would prefer to have a lower ratio of students to GP. The students particularly like the patient contact and would like more integration of real patients into their tutorials. There are also occasional concerns about GP clashing with central site teaching. As space is sometimes lacking, students are unable to see patients on their own; they would like to have more opportunity to take observed histories if there is no spare room available.

**Actions:** Many of the issues specified relate to administration. For the academic year 2015-16, there has been a re-organisation of the Women's Health GP placement. It is now one whole day inside the home placement and one whole day workshop. The Child Health GP placement is now 2 whole days within the 4 week GP placement and Mental Health is only 2 half days. It is hoped that these changes will make clashes far less likely and travel better for the students.

**D. Practical matters arising from the analyses of the questionnaires (including response rates) and any action taken or planned:**

Student response rates to Student Evaluation Questionnaires (SEQs) continue to be low. Please see the response rates by module/year for 2014-2015:

<b>Year</b>	<b>Module</b>	<b>Response rate</b>
<b>Year 1</b>	Circulation and breathing	40%
	Fluids, Nutrition and Metabolism	24%
	Foundations of Health & Medical Practice	58%
	Infection and Defence	50%
<b>Year 2</b>	Movement & Musculoskeletal Biology	32%
	Neuroscience and Behaviour	24%
	Endocrine Systems and Reproduction	21%
	Genetics, Development and Cancer	9%
<b>Year 4</b>	Module 4A	25%
	Module 4B	33%
	Module 4C	29%
<b>Year 5</b>	Module 5A	29%
	Module 5B	30%
	Module 5C	28%
<b>Year 6</b>	SSC	26%
	Mid Attachment	31%
	End of Attachment	20%

These poor response rates have been discussed at MBBS teaching committee meetings, Quality department meetings and Staff Student Consultative Committee meetings. Based on these discussions, 2015-2016 has seen the introduction of timetabled SEQ completion time. It is hoped this change might positively impact on response rates.

Development of shorter SEQs that embed identifying data is also hoped to achieve higher response rates. All changes and suggestions have involved student discussion with our student representatives to maximise effectiveness.

The quality department has also stressed the importance of SEQ completion on the 'You said, We listened' page on Moodle.

**E. Any other matters of note arising from the analyses of the questionnaires:**

Launch of the new 'Name and Proclaim' page on the quality website is hoped to also encourage positive feedback, where students can praise those who go the extra mile when it comes to teaching.

**F. Confirmation, if possible, of the dates of the meetings of (i) Departmental Teaching Committee (or equivalent) and (ii) Staff Student Consultative Committee and (iii) Faculty Teaching Committee for which this summary was or will be submitted:**

- i) MBBS Teaching Committee  
28<sup>th</sup> October 2015, 3<sup>rd</sup> February 2016, 18<sup>th</sup> May 2016
- ii) SSCC – Years 1-2  
9<sup>th</sup> December 2015, 16<sup>th</sup> March 2016, 8<sup>th</sup> June 2016  
SSCC Years 4-6  
2<sup>nd</sup> December 2015, TBC, TBC
- iii) FMS Teaching Committee  
TBC, TBC, TBC

## Appendix 1

### League of satisfaction

This data is generated from a question included within all SEQs, regarding each student's overall satisfaction with the module/placement.

Site	Placement	Overall satisfaction	Year
Watford	Paediatrics	100%	5
PHNL	Psychiatry	100%	5
PHSL	Psychiatry	100%	5
Barnet	Medicine	100%	6
Watford	Medicine	100%	6
Luton and Dunstable	Emergency Medicine	100%	6
Watford	Emergency Medicine	100%	6
UCL	Infection and Defence	96%	1
Royal Free	Module A	93%	4
UCLH	Module A	92%	5
Whittington	Module A	92%	5
Lister	Paediatrics	92%	5
Luton and Dunstable	O&G	90%	5
Whittington	Module C	88%	5
All home sites	IOM	87%	4
All home sites	Module A	87%	5
Lister	Medicine	87%	6
n/a	SSCs	85%	6
UCL	Endocrine Systems and Reproduction	84%	2
Basildon	Paediatrics	84%	5
Barnet	Paediatrics	83%	5
BEHMHT	Psychiatry	83%	5
Barnet	Emergency Medicine	83%	6
Basildon	Emergency Medicine	83%	6
North Middlesex	Emergency Medicine	83%	6
UCLH	Module B	80%	4
Luton and Dunstable	Paediatrics	80%	5
All home sites	Module C	79%	5
n/a	SSCs (VM)	78%	1
Royal Free	Module A	78%	5
UCLH	Module C	78%	5
North Middlesex	Medicine	78%	6
North Middlesex	Paediatrics	77%	5
Queens	Paediatrics	77%	5
Basildon	Medicine	77%	6
All home sites	Module A	76%	4
UCLH	Module A	76%	4
Whittington	Module C	75%	4
Whittington	Module B	75%	5
UCL	Circulation and Breathing	74%	1
Royal Free	Module C	74%	5

All home sites	Module B	71%	5
Luton and Dunstable	Medicine	71%	6
UCLH	Module B	70%	5
UCL	Neuroscience & Behaviour	69%	2
Lister	O&G	68%	5
UCL	Movement & Musculoskeletal Biology	66%	2
Royal Free	Module B	65%	5
UCL	Fluids, Nutrition and Metabolism	64%	1
Whittington	Module A	62%	4
Barnet	Surgery	61%	6
All home sites	Module B	60%	4
All home sites	Module C	60%	4
Queens	O&G	56%	5
UCL	Foundations of Health and Medical Practice	55%	1
Basildon	O&G	55%	5
Royal Free	Module B	54%	4
UCLH	Module C	53%	4
North Middlesex	O&G	52%	5
Barnet	O&G	50%	5
Lister	Surgery	50%	6
Lister	Emergency Medicine	50%	6
Whittington	Module B	49%	4
Royal Free	Module C	48%	4
UCL	Genetics, Development and Cancer	40%	2
Watford	Surgery	40%	6
Basildon	Surgery	37%	6
North Middlesex	Surgery	33%	6
Luton and Dunstable	Surgery	29%	6
Lister	Long Term Conditions	28%	6
Barnet	Long Term Conditions	25%	6
North Middlesex	Long Term Conditions	25%	6
Basildon	Long Term Conditions	23%	6
CIFT	Psychiatry	21%	5
Watford	Long Term Conditions	19%	6
Luton and Dunstable	Long Term Conditions	14%	6
Watford	O&G	0%	5