# **Student Quality Improvement and Development Funds (SQUID)**

**Applicants must address one or more of the priority list below:**

|  | **Priority** | **Summary** | **Reason for Priority** | **Phases of MBBS** |
|---|---|---|---|---|
| 1 | Feedback to students on their performance | Improve quality and quantity of feedback across all aspects of the course:<br><br>• On written work<br>• On clinical attachments<br>• On taught modules<br><br>Qualitative data from students needed to clarify where problems lie. | • UCL key educational priority<br>• Student feedback & focus groups<br>• National Student Survey<br>• Student exit data<br>• GMC | All |
| 2 | Addressing the "hidden curriculum"[1] | Monitoring and staff development strategies are needed to examine and address discrimination and bullying. | • Research undertaken at UCL by Woolf et al[2]<br>• Student feedback<br>• GMC Promoting Excellence | All |
| 3 | The student experience | Activities to evaluate and disseminate medical students' experiences at UCLMS. | • UCL key educational priority<br>• Tuition fees | All |
| 4 | Maximising the value of work-based assessments | Need to achieve greater standardisation of grading and high quality feedback for students through targeted training materials and staff development. | • Student feedback & focus groups<br>• National Student Survey<br>• Student exit data<br>• External examiners reports | All |
| 5. | Improving students' experience of 'Belonging' as part of UCLMS | Activities to help deliver a sense of community among students and/or methods to improve students' sense of affiliation to UCLMS. | • National Student Survey<br>• To help improve motivation and academic performance | All |
| 6. | Improving and innovating methods of preparation/revision for assessments | Innovative methods for improving assessment to MBBS students throughout any aspect of the curriculum. | • Feedback from student survey<br>• SEQs<br>• National student survey<br>• Feedback & Assessment working group | All |

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[1] The hidden curriculum is defined as: The norms, values and social expectations indirectly conveyed to students by the attitudes and styles of teachers, unarticulated assumptions in teaching materials and the organizational characteristics. The influence of the hidden curriculum on educational outcomes can be equal to, or greater than, the overt or intended curriculum.

[2] Katherine Woolf, Judith Cave, Trisha Greenhalgh, Jane Dacre. *Ethnic stereotypes and the underachievement of UK medical students from ethnic minorities: qualitative study.* BMJ 2008;337:a1220.
http://www.bmj.com/cgi/reprint/337/aug18_1/a1220