



Student Quality Improvement and Development Funds (SQUID) Guidance for Students

Introduction

Improving the quality of education for UCL medical students and ensuring high standards within teaching and learning processes is a core objective of the Quality Assurance Unit (QAU).

The Student Quality Improvement and Development fund (SQUID), aims to improve and develop the quality of medical education for UCL students.

SQUID Aims:

1. Address educational priorities, as identified by student surveys and feedback, external monitoring or other quality review procedures.
2. Encourage students to gain valuable experience in research and/or ownership of their own project that is intended to improve their peers' (and/or their own) educational experience.
3. Encourage students to innovate and enhance their learning experience while at UCL medical school.

Who can apply?

Any student currently enrolled on the MBBS programme. The project application must address one or more of the 'priorities', as identified from previous feedback, listed below.

Applicants should nominate or contact an academic, within the medical school, to **act as a supervisor** and facilitate the project. Applicants must obtain ethical approval/clearance prior to their application and the supervisor is expected to advise/guide them on this (if applicable).

An application form is available to download online and should be returned to the QAU office, by email. Within the application, students must outline a budget proposal with a breakdown of costs. They should also suggest a timeline of expected completion.

How much is available?

The funds are available from legacy donations. The maximum amount an applicant may apply for is **£500** and is subject to availability. There are available funds for a maximum of four projects within each academic year. Once the funds have been exhausted the applicants are no longer able to apply until the next academic year (when the funds will reopen again).

Commissioning and selection

Each project proposal will be assessed if suitable for the SQUID fund, based on the priority list, by the deputy director of UCL medical school and sub-dean for quality, Dr Griffin.

Successful applicants will be required to complete a 'BACs form' so funds can be transferred directly into their bank account.

Supervisors

The QAU will be happy to advise students on potential academic supervisors for them to contact. The student is to approach the supervisor, to ensure they are happy to supervise, facilitate the project proposal and/or help with gaining ethical approval. There is a guidance document for supervisors to read, available on the QA website.

Timetable

Applications will be considered on a rolling process each academic year, until the allocated funds are exhausted, with a maximum of four projects a year.

Report

It is expected that the successful applicant will produce a **written report** outlining their findings, **within 12 months** of obtaining the fund. Within this, they should include evidence of how the total fund was spent.

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	<p>Improve quality and quantity of feedback across all aspects of the course</p> <ul style="list-style-type: none"> On written work On clinical attachments Taught modules <p>Qualitative data from students needed to clarify where problems lie</p>	<ul style="list-style-type: none"> UCL key educational priority Student feedback National student survey Student exit data GMC 	All
2	Addressing the "hidden curriculum" ¹	<p>Monitoring and staff development strategies are needed to examine and address discrimination and bullying</p>	<ul style="list-style-type: none"> Research undertaken at UCL by Woolf et al² Student feedback GMC Promoting Excellence 	All
3	The student experience	<p>Activities to evaluate and disseminate medical</p>	<ul style="list-style-type: none"> UCL key educational priority 	All

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

		students experiences at UCLMS	<ul style="list-style-type: none"> Tuition fees 	
4	Maximising 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	<ul style="list-style-type: none"> Student feedback & focus groups National student survey Student exit data External examiner report 	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.	<ul style="list-style-type: none"> National student survey 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.	<ul style="list-style-type: none"> Feedback from student survey SEQs National student survey 	All