

STUDENT FOCUS GROUP FOUR

UNDERGRADUATE PROGRAMME MODULES



ATTENDEES

- Facilitators: Matthew Jacobs & Liz Wands-Murray
- Total of 7 students attended – 4 x Year 3 BSc Nursing, 1 x Year 2 BSc Nursing, 2 x Year 4 MNursing (open invitation sent to all 700 UG/MNurse students)
- Facilitators general observations were that the group were constructive, honest and solution focussed, but were open about some of the challenges and frustrations

INTRODUCTION

- The students were given an introduction to the new standards and what some of the new curriculum will look like in order to give some context to the questions being asked



Curriculum development

- Increase biosciences & integration of research
- Improve student experience
- Strengthen UoY experience - aligned with York pedagogy & UoY calendar, opportunities to intercalate (e.g. external, or links with other Depts)
- BSc & integrated MNursing (with 3 year step off point allowing registration)
- Clear assessment strategy aligned with York pedagogy
- Unique Selling Point – both BSc & MNursing must have clear USP

QUESTIONS ASKED DURING SESSION

- What is the ideal structure of modules?
- What is the ideal ratio of lectures, seminars, discussion groups etc?
- How long should these be and with what frequency?
- Does the academic support you receive feel sufficient/effective?
- Does it help you to understand how you can meet the requirements of assessments?
- In relation to consolidation of learning across modules, what would improve this?
- Are there ways to effectively break down more barriers when it comes to contact with staff?
- How do these relationships influence your learning?

- **CLG**

- Disparity in seminars/CLG groups

- Dependant on engagement

- Repetitive

- Limited numbers

- Leadership of group has big influence

- Disparity of resources available

“Weekly therapy sessions”

- **REGISTERS?!**

- Can be useful/helpful

- Beneficial for forming a supportive group

- Why do people who don't engage in CLG still pass the course?

- Can encourage independent learning

- Challenging

- Pre reading – challenging

- Those not getting bursary don't engage

- **NEEDS A SPECIFIC STRUCTURE**

Lectures

- Lecture capture has affected attendance
 - useful tool though
 - 3 hours too long
 - DEATH BY POWERPOINT!
 - Breaking it up is really useful and much more conducive to our learning
 - ACCOUNTABILITY
- Existing Students would cope well with changes to model
 - ie Problem based learning
 - more interesting/engaging
 - breaking up learning
 - PBL – different groups – teach other students
 - Mandatory roles- accountable to each other as well as staff

- NO to back to back lectures
- Reading an article and then discussing it is not particularly useful, sometimes it's not that relevant/applicable
- Sharing articles is sometimes useful - could we explore this on VLE?
- VLE structure to be adhered to more effectively by staff - reading etc sent out to the session participants beforehand [PG LTC]
- Clear expectations /direction
- LECTURES BACKED UP BY SEMINARS ARE USEFUL



ACADEMIC SUPPORT

Sometimes difficult to know what the expectations are

Learning outcomes are not explicitly shared

There can be different interpretations of what the learning outcomes are/mean

BE REALLY CLEAR FROM THE BEGINNING WHAT IS EXPECTED

SUPPORT LEADING 'UP TO' FAILURES CAN BE UNHELPFULLY/PATCHY

FORMATIVE FEEDBACK USUALLY HELPFUL BUT NOT ALWAYS

-same with annotations

-needs to be more detailed, clear

Could approach staff now, not always able to in the past

Disparity in amount of feedback from formative framework for marking/feedback?

Is there any way of measuring consistency?



Modules should be linked to practice experiences ie train me for the setting

Ensure modules have covered basics of different settings

Desired experiences sometimes missing

Lack of child/adolescence MH

No more COPD!

Variety of learning exemplars please

NO TO RANDOM MODULES

CONSOLIDATION

It can be hard to see at the time

It is really useful to be able to see this from the start as it's clearer in practice, but not as transparent in academic modules.

Let's have annual reflection on what you have achieved & where you are going

MARKING CAN BE VERY SUBJECTIVE

- There should be a balance - conditions, formulation, scientific/biological, psychosocial
- Applying PBL style would be really helpful in learning transferable skills for working in practice after graduating.
- Second year felt quite repetitive and points (Lectures) of consolidation of information already covered should be optional

PRESENTATION

- Happens at same point as CLG/Community practice experience. It should be a choice of this or essay. They are very similar & there is no clear benefit. It is anxiety inducing and they are too close together.
- Safe environment to practice these skills
- Dependant on dynamics of group
- Let's have some teaching around the skills you need to be able to present
- Do it in groups

Staff/Students

Those individuals who run CLG positively:

- Structured
- MH check-in
- Set by students with guidance
- Make you feel listened to
- Caring and approachable
- Talks on an appropriate level
- Respectful

Issues

- Perceived hierarchy, condescension
- Formal approach not better
- Not making time, not seeming like they care
- Relationships with academics very important



Staff/Student relationships

It is not helpful and wastes everyone's time when these are not positive

Please listen, including to my opinions about things

Aware of pressure on good staff who offer good level of support – students prefer these staff but this is an added pressure – ‘demand’

Wouldn't feel comfortable commenting on teaching styles

-Worried it will hurt people's feelings

Learning styles are different

We sometimes feel responsible for our own lack of learning on a module

-not able to speak up comfortably

‘Scapegoating’ resulting from group feeling unable to speak up so one person has to be the one. It would be useful learning skills to be able to speak up



- QUESTION ON MODULE EVALUATION ON TEACHING STYLE PLEASE
- MAP ON VLE OF OFFICE PLEASE
- MAKATON/COMMUNICATION SKILLS PLEASE
- NURSOC TO BE REVISITED –focus on academic side?
- COURSE IS TOO WHITE MALE
 - make every element more diverse
 - give us skills to understand challenges