

STUDENT FOCUS GROUP ONE

PROGRAMME LEARNING OUTCOMES

OVERALL UNIVERSITY EXPERIENCE WITHIN HEALTH SCIENCES DEPARTMENT

ATTENDEES

- Facilitators: Liz Wands-Murray and Jane Milsom
- Total of 6 students attended (open invitation sent to all students)
- All 3 years of BSc represented
- PGDip represented
- Facilitator general observations were that the group were generally constructive and positive regarding the learning outcomes and the possibilities both for the new curriculum and for existing students

Q1 – DO THE PLOS MAKE SENSE?

- Yes, but they are open to interpretation. Every student's approach will differ so potentially the outcome would be different.
- The current learning outcomes (LO) are a bit abstract.
- More clarification of what these are and discussion about them early in the course would be useful.
- Setting out the ethos at the start of the course would be helpful.
- It would be good to use these as point of reference at the start of the course and during the programme.
- They need to be presented simply for website.
- How will they be monitored so students achieve them?
- Some of the Learning Outcomes might be confusing and not applicable for each year possibly. For example, with LO 5 it is more relevant to say 'By the end of your degree you will be able lead, manage, inspire and support staff and teams across a range of care settings'. It should be clear that you would not be expected to do this in year 1.

Q2 - IS THE LANGUAGE APPROPRIATE?

Q3 - IS THE DIRECTION/AIM CLEAR?

- Good, reflects what you want to say. If students don't understand they know who to ask.
- Module LOs could link to overall PLOs and NMC standards.
- Probably need to be specific. For example, in Year 1 you will work towards 1, 3, 7, in Year 2 you will work towards 2, 3 and 6 etc.
- Will LOs be available on PebblePad/VLE? Difficult on placement to work out where you fit. If on PebblePad this would give mentors a better understanding of what a student is expected to achieve.
- They should be part of the initial and final meetings with mentors, this could even out quality of placement experience.
- Some visuals would be useful. Some people prefer to read, some to watch. Could we give examples of where PLOs are used and the kinds of things expected to achieve competency in them?

Q4 – IS THE ‘EXTRA GAIN’ CLEAR WHEN COMPARING BSC AND MASTERS?

- The LOs mirror the modules that are part of the Masters.
- If you are fresh out of school, I’m not sure if you would be clear on what the difference is.
- They will be useful for someone on the course to remind them where they are and the relevance of what they are doing in relation to their overall learning.
- It might be useful to break down the extra things and put them into context.
- We will need to educate the tutors to use the PLOs more robustly in ensuring understanding of the context of what they are teaching.

Q5 – WOULD IT BE HELPFUL TO BE REGULARLY REMINDED WHICH LO'S YOU ARE WORKING TOWARDS?

- Yes, very useful.
- These should be part of initial interviews with personal supervisors.
- These should be used at placement interviews.
- They should appear in assessment guidelines.
- The relevant PLO's should be made clear at the start of each module.
- Would be useful conversation tool at end of placement.
- The sign-off mentor should use these to reflect on before signing students off.
- These may promote more confidence to speak up on placement.
- 'There is an expectation that you should'.... More reminders to students who are not as conscientious as others in terms of studying.
- There should be consequences for not being as conscientious on placement.
- Staff should never assume that students understand these.
- OSCEs are good for staff to be able to see how a student would handle things in practice experience.
- Simulation in PG Dip works well – this could be used more.
- Simulation could be used to build confidence if you have a bad experience.

Q6 – HOW CAN WE MAKE THESE FEEL APPLICABLE THROUGHOUT YOUR STUDY?

- They should be used as a definite part of the conversation.
- Some clearer language on guidelines/descriptors/examples would be useful.
- Conflicting information at present, would be good to avoid this.
- More consistency on advice e.g. someone told they could use dictionary definitions, another told they couldn't.
- More on building the skill of reflection. Being able to reflect theory and practice. Link the two and links or not to a LO.

Q7 – WHAT WOULD HELP YOU TO REMAIN FOCUSSED ON THE ‘BIGGER PICTURE’

- Module introductory sessions – open with LOs and NMC outcomes. Make it clearer, more visible.
- Reminder at the end of each stage.
- Visual graph.
- Self-monitoring – how to identify gaps, know the areas you have to work on during the next stage.

Q8 – IS THERE ANYTHING MISSING FROM THE PLOS?

- BSc – Candour missing – understanding what it means.
- Reminder of legal and ethical obligations.
- Is there going to be a PG Dip version?
- Prescriber ready – how will learning outcomes fit in?
- More education around leadership and management – they are two different things.
Leading staff v managing a task.
- They are more focussed than previous ones.

Q9 – ANY OTHER TOPICS, IDEAS, ISSUES OR FEEDBACK YOU WOULD LIKE TO DISCUSS?

- What pastoral support will be available for students on new curriculum?
- Buddy system.
- Student network group.
- Peer support.
- Clearer guidance on who you can talk to e.g. where to go if personal supervisor doesn't provide support you need.
- Interaction with fields from each year.
- Guidance on support available.
- CLG lead can't be pastoral if they are also academic lead.
- Knowing who is part of the module team, as well as the lead, so you can see who you can approach if you have an issue on a module.
- Educating staff – what is involved.
- Inconsistency in CLGs.
- Cancellation of seminars – have a backup plan, e.g. peer to peer learning.