**Action plan based on the student feedback received in the 1st semester of the 2022/2023 academic year**

**Department:** Department of Pathology, Forensic and Insurance Medicine

**Faculty:** Faculty of Medicine (AOK)

In the period mentioned above 118 students attended our course, 43 of them (36,44%) giving feedback on the block system education, and 55 (46,61%) on the subject itself. This is a significant increase in the percentage of students giving feedback – compared to the previous 1st semester of the 2021/2022 academic year when 17,1% of all students gave feedback – , providing a more reliable source of information on what worked best during our course and what needs further adjustments. The change in numbers can be attributed to dedicating a certain segment of the last class at the end of each block to specifically ask students to help us improve by giving us their opinion.

Revisiting our last year’s action plan, we followed through with a multitude of planned changes. We implemented a one-hour long lunchbreak, while clipping the breaks between classes in the morning and in the afternoon period. We increased the interactivity of the subject with newly implemented external examination practices and changed the timetable to shift towards the topics regarding general considerations of the subject, and shortened the class-time dedicated to topics introducing knowledge only useful for students who will chose forensic medicine as their field of work.

This semester a lot of work went into solidifying the changes we applied and utilizing our most motivated and driven lecturers to engage with the students and provide an interesting, accessible, and engaging experience, and were very pleased to see that the feedback we received showed us we are on the right path. In the feedback given on the block system we performed above the mean of the faculty in all but one area, the best ratings received on the adequate amount of chance to examine ‘patients’, and on how effectively the taught material helped in preparing for the exam. The lowest rating, in which our subject fell slightly short compared to the mean of the faculty, was the opportunities provided to make up for missed practices, an issue that is inherent to the block system, and poses a challenge regardless of the type of subject in question. The feedback on the subject itself provided significantly high ratings amongst other subjects of the faculty, with similarly positive feedback on each question. The only exception being the official textbook’s relevance, that still exceeded the mean ratings of the faculty, but fell short compared to the other segments in question. It is important to note however that our topic list consists of topics focusing on the lectures and practices we provide, and with excessively positive feedback on what extent the practical lessons and the online materials contributed to the successful acquisition of the curriculum we only need to make sure that we promote attending classes and keep the available online materials up to date to compensate for the shortcomings of the official textbook.

Based on the results above we will revisit the matter of making up classes and consider making additional autopsy attendances as a way of making up for missed practices more accessible and better advertised amongst our students. We will continue to review the materials uploaded to Moodle and refresh them every semester if needed, as well as keeping up to date information on our Moodle site to help students navigate the 2 weeks period they will spend in our department.

In conclusion the feedback from our students show appreciation for the subject and the lecturers who delivered our practices. I would like to continue to push for high feedback ratio, and hopefully get real-time, adequate information on how to keep our subject as well liked as it is based on the student’s voices.

Budapest, 2023.03.23.

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