

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2013-14

Faculty of Biological Sciences – School of Biomedical Sciences

EXECUTIVE SUMMARY																		
Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate Programme Experience Survey					
	2012-13		2011-12		2010-11		2012-13		2011-12		2010-11		2012-13		2011-12		2010-11	
	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	96	87	94	87	n/a	86	92	85	94	85	n/a	83		87		84		82
Teaching	97	89	93	90	n/a	88	91	85	92	84	n/a	83		87		85		84
Assessment & feedback	78	71	66	69	n/a	65	60	59	60	61	n/a	56		75		69		68
Academic support	92	81	82	80	n/a	77	73	72	77	72	n/a	68		85		80		79
Organisation & management	93	84	87	83	n/a	82	82	73	82	74	n/a	83		85		80		77
Learning resources	95	90	92	88	n/a	87	84	81	82	78	n/a	77		86		83		82
Personal development	88	81	85	81	n/a	78	73	69	74	68	n/a	65		77		71		70
Sector position		57/147		51/150		46/151												

Scores in each category are expressed as a percentage of the number of respondents who mostly or definitely agreed with a range of statements (score 4 or 5)
n/a where comparison with previous years is not possible

Impact of 2011-12 actions	The impact of actions in 2011-12 was to raise student experience across the board as evidenced by the NSS. Improvements were seen in every single category with a 12% increase in Assessment and feedback.
Achievements in 2012-13	We continued to provide an excellent student experience and Biomedical Sciences was ranked 3 rd across the University in 2012-13 for NSS score.
Main actions for 2013-4	<ol style="list-style-type: none"> 1) Cement explicit agreement and actions for the provision of feedback by staff and the engagement with feedback from students. 2) Facilitate student led activities which are fun, educational and can help with their skills development.
Summary of student involvement in the production of this Action Plan	The previous action plan and the results of the NSS and programme surveys were circulated to student representatives and they were asked to consult with the BMS student population to consider what areas they would like to see to changes in to enhance their experience. These ideas were discussed at the staff:student forum and an action plan drafted in response to that. The plan then went to staff and students (the representatives held a specific student only meeting to discuss it) for further comment, to verify it captured the issues and solutions identified in discussion and to get agreement of all parties regarding

the specific details.

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School:

Faculty:

Aspect	Progress with actions in response to 2011-12 feedback and indication of impact	Issues raised in 2012-13 feedback	Planned response in 2013-14
Overall satisfaction	Our actions continue to improve overall satisfaction for Human Physiology (93%) and Medical Sciences (96%) while Neuroscience and Pharmacology remain at 100%.	None	Points detailed below should all contribute to an improved student experience.
Teaching	<i>Overall, teaching was rated very highly in NSS (97%) with staff explanations and intellectual stimulation at 99%.</i>	None	
Assessment and feedback	<p>High levels of feedback continue to be delivered almost entirely within the agreed 3 week timeline.</p> <p>There are some excellent examples of exemplary feedback that is above and beyond expectation such as individual podcasts delivered in a level 2 tutorial by some tutors.</p>	<p>From a student perspective, feedback from staff is not consistent with some staff providing very high levels of feedback including individual podcasts while others provide only general comments.</p> <p>From a staff perspective many students do not engage with the feedback currently provided as evidenced by work left uncollected and lack of attendance at specific feedback sessions.</p> <p>Students highlight that there is variability in the marks awarded by academics for a single piece of work.</p>	<p><i>Provide a staff/student agreed minimum level of feedback that each student can expect from each piece of work.</i></p> <p><i>Provide a verifiable mechanism for students to demonstrate they are engaging with feedback. Examples would include reflective sections in lab reports/essays about previous feedback and changes based upon it (this is already part of level 1 lab reports), reflections on essay feedback from exam sessions submitted through LfL.</i></p> <p><i>Identify any inappropriate use of the marking criteria by staff and take corrective action, by for example discussion with module manager, or identify necessary training such as completion of the appropriate SDDU course.</i></p>
Academic support	<i>Academic support showed a 10% increase in 2012-13. The general friendliness and approachability of the BMS staff should be commended.</i>	None	<i>Encourage use of LfL by both staff and students</i> <i>New support resources for students entering level 2</i>

<p>Organisation and management</p>	<p>To address the feeling of a lack of identity and we initiated several programme focussed events which included social evenings with programme specific cohort at all levels, Christmas meal, an outreach event given by a programme with members from each level in every team, programme focussed quizzes.</p>	<p>None – feedback regarding our initiatives was extremely positive and we plan to roll out more of these.</p>	<p><i>Roll out our programme focussed events to other programmes and continue to facilitate events encompassing social, academic and outreach activities. Encourage student organisation for their personal development (see below) and develop specific programme areas in the VLE to provide a “programme focussed home” (see below). PASS – We are rolling out the PASS scheme which will contribute to the academic development of our students, contribute PASS leaders’ personal development, improve links between years within a degree programme and foster programme group identity.</i></p>
<p>Learning resources</p>	<p><i>Almost all BMS lectures are now podcast routinely. There is extensive use of the VLE to provide materials to support student learning across the BMS programmes. This includes examples of marked essay and links to relevant videos and online teaching aids.</i></p>	<p>There is a focus across the university to consider student experiences and learning outcomes at a programme level yet the VLE is organised on a modular basis.</p> <p>Students would like exemplars of lab reports and essays to better understand the quality required for a good piece of work.</p>	<p><i>Provide specific areas in the VLE dedicated to individual programmes where material not core to the teaching but of interest and useful to the cohort.</i></p> <p><i>Provide more exemplars of lab reports and marked essays.</i></p>
<p>Personal development</p>	<p>With the appointment of an employability officer in the Faculty, personal development of students is increasing. The 2013/14 academic year sees the largest number of BMS students (38) undertaking a year in industry or abroad.</p>	<p>Overall our teaching provision and the student academic experience within BMS is highly commended by the student cohort. For this section we focus on the added value that produces BMS graduates that are confident, articulate and professional with a range of transferable skills. Specifically, the major focus identified by students is that they would like more opportunities to enhance the skills section of their CV and increase their employability.</p>	<p><i>Provide opportunities for more programme focussed outreach activities (eg the Human Physiology outreach and quiz event in 2013 and participation in Discovery zone activities) to provide opportunities for the students to develop their organisational, teamwork and leadership skills.</i></p> <p><i>Promote and involve students in applying for funding (eg grants to develop outreach activities, summer vacation studentships etc) to develop skills such as planning, costing, resource allocation, communication, justification.</i></p> <p><i>Provide opportunities for students to undertake research placements in laboratories from level 1.</i></p> <p><i>Interview technique practice will be introduced in all programmes.</i></p>

