

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

Faculty of Biological Sciences - Sports Science

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	79	87	92	87	n/a	86	80	85	81	85	n/a	83		87		84		82
Teaching	83	89	93	90	n/a	88	82	85	78	84	n/a	83		87		85		84
Assessment & feedback	61	71	73	69	n/a	65	43	59	55	61	n/a	56		75		69		68
Academic support	75	81	82	80	n/a	77	63	72	73	72	n/a	68		85		80		79
Organisation & management	88	84	94	83	n/a	82	77	73	73	74	n/a	83		85		80		77
Learning resources	94	90	93	88	n/a	87	82	81	80	78	n/a	77		86		83		82
Personal development	82	81	88	81	n/a	78	68	69	62	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

Impact of 2011-12 actions	Assessment and feedback were targeted as they provided the programme area with the lowest student experience score. Three aspects were addressed; prompt return of written work, detail of written comments and usefulness of the written feedback. To address these aspects, it was advertised that work would be returned within 3 weeks, if a problem arose with achieving this aim, this was immediately communicated to students, with the revised return date stated. All written work received annotated feedback, with an emphasis on the improvements necessary for future submissions. Module managers were encouraged to embed formal methods of provided generic feedback, this included, presentation of feedback during lectures, documentation and/or podcasts on the VLE.
Achievements in 2012-13	The move into high specification sport science specific laboratories has enhanced our potential to provide opportunity for our students to develop up-to-date practical skills required for research careers and within the industry. This has enhanced our research led teaching.

Main actions for 2013-14	<p>As indicated feedback was focused on during the academic session 2012-13. We have adjusted the method by which feedback is returned to the students and provided opportunity for students to comment of the input of their peers during group work. The profile of employability related skills was raised during this session, with the introduction of specific skills based workshops embedded into the level 1 programme of study for all students. A SES specific handbook was given to all students, it provided a 'one-stop' hard copy of general information related to the programme, including; contact details of all staff, submission instructions, advice on referencing; how 'your' degree works, amongst other commonly asked for information.</p>
Summary of student involvement in the production of this Action Plan	<p>The previous action plan and the results of the NSS and programme surveys were circulated to the student representatives. The action plan has been discussed in a separate meeting with the DSE and as part of the staff student forum and their views are reflected in the action plan. This version of the action plan has now been sent to the staff student forum.</p>

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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	<p>The NSS results show that overall satisfaction has decreased for both programmes to 79%</p> <p>Programme survey results, are more positive than the NSS results at 80%.</p> <p>Overall satisfaction has decreased but more positive results from the programme survey indicates that satisfaction is improving.</p>	<p>These were several significant comments raised by students in the last NSS</p> <p>Teaching on a Wednesday pm Lack of staff engagement Lack of practice with individual CW as most is group-based Variability of marking between staff CW deadline clashes</p> <p>These were the most frequent</p>	<p>We will:</p> <ul style="list-style-type: none"> • Continue to ensure that work is returned promptly. • Continue to improve the quality of our feedback, both coursework and examination. • Continue to ensure that Wednesday afternoon is left free whenever possible. • Develop a mechanism to encourage the use of feedback via the tutorial system (with the focus on providing advice on group work) • Continue to embed employability related initiatives within our programme. • Encourage greater communication with the student representatives. • Ensure all staff are fully engaged with the programme.
	<p>The NSS results showed a decrease (-13%) to</p>	<p>Although there was a decline in this area no</p>	<p>We will:</p>

<p>Teaching</p>	<p>79%.</p> <p>Level 2 programme survey indicated a +4% increase to 82%</p> <p>We are reviewing all aspects of our teaching especially in relation to assessment, this is having an impact as evidenced by the programme survey.</p>	<p>particular issues were raised.</p>	<ul style="list-style-type: none"> • Review the teaching of each sub discipline specific provision across the 3 levels. • Ensure that teaching is research led • Maximise new sport science teaching facilities and equipment.
<p>Assessment and feedback</p>	<p>The NSS results showed a 12% decline within this criterion (61%). There is clearly work to be done in this area.</p> <p>The scores have also decreased for level 1 and 2. A common issue raised by students is the assessment of group work</p> <p>Assessment and feedback continues to be a concern for students we are engaging more with the student body via the staff student forum to improve this area.</p>	<p>Students clearly want to see greater consistency in the feedback given and they want feedback as quickly as possible.</p> <p>Staff would like to see students engage more with the feedback process especially feedback on exams.</p>	<p>We will:</p> <ul style="list-style-type: none"> • Follow mechanisms in place for returning work and providing feedback, with an emphasis on feed-forward and examination feedback • Review our assessment strategy at programme level, ensuring progression and balance in assessment modes. • Develop a single method of peer assessment for all group work. • Provide cover sheets so that feedback left in public places e.g. pigeon holes is anonymous.
<p>Academic support</p>	<p>The NSS result shows a drop of 7% to 75%</p> <p>The programme survey has also dropped by 10% to 63%.</p> <p>Staff are focusing on prompt email responses and quality feedback and feed forward.</p>	<p>Comments from students relate predominately to staff availability and access.</p>	<p>We will:</p> <ul style="list-style-type: none"> • Clearly advertise consultation hours for all staff. • Encouraging students to engage with LFL. • Use the partnership to clearly identify what students can expect from staff and visa versa (signposting the partnership agreement).
<p>Organisation and management</p>	<p>The NSS result shows an decrease in this area of 6%</p> <p>In the level 2 programme survey which reported a 4% increase.</p> <p>The new labs are now fully functioning and this should prevent the timetable issues occurring that we had last year.</p>	<p>The move to the new lab did create some problems as the floors had to be replaced.</p>	<p>We will:</p> <ul style="list-style-type: none"> • Continue to ensure that communication of changes are promptly advertised. • Review the timing of deadline submissions. • Ensure the staff student forum is engaged with any organisation changes • Streamlined communication strategy for students
	<p>The NSS result shows an increase of 1% to 94%.</p>	<p>No specific issues were raised but we intend to</p>	<p>We will:</p>

<p>Learning resources</p>	<p>The programme survey indicated increases at both level 1 and level 2. We continue to work with the library on resource allocation and have also invested in new equipment which is impacting the student experience.</p>	<p>introduce various initiatives to enhance learning resources</p>	<ul style="list-style-type: none"> • Ensuring adequate material is available within the library. • Advertise the opportunity to request additional material direct from the library. • Continue to hold book fairs in induction week. • Highlight key material in module handbooks. <p><i>Increase use of Blended learning approaches Podcasting?</i></p>
<p>Personal development</p>	<p>The NSS result shows a drop of 8% to 82%</p> <p>The programme review showed an improvement of 6% to 68%.</p> <p>Engagement with the careers service and the Faculty employability officer will impact students personal development in a positive manner.</p>	<p>Students would like more targeted careers support for SES.</p>	<p>We will:</p> <ul style="list-style-type: none"> • Engage with the Faculty employability officer • Introduce mock interviews at level 3 • Continuing to develop employability skills based workshops at levels 1 and 2. • Continuing to foster a positive relationship with the careers centre. • Invite sport science specific industry representative to our careers fair. • Highlight to other industry the strengths of SES graduates, via the Faculty's Industrial advisory board and the career's centre. • Availability of level 2 personal and professional development module • Ambassador scheme (HEAR accredited) • Continue to encourage students to utilise LfL and engage in reflections on skills gained • Monthly employability newsletters