

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2014-15

Sport and Exercise Sciences - Faculty of Biological Sciences

EXECUTIVE SUMMARY																		
Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate Programme Experience Survey					
	2013-14		2012-13		2011-12		2013-14		2012-13		2011-12		2013-14		2012-13		2011-12	
	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	91	88	79	87	92	87	81	85	80	85	81	85				87		84
Teaching	89	90	83	89	93	90	83	85	82	85	78	84				87		85
Assessment & feedback	76	71	61	71	73	69	64	62	43	59	55	61				75		69
Academic support	82	82	75	81	82	80	74	73	63	72	73	72				85		80
Organisation & management	94	85	88	84	94	83	80	75	77	73	73	74				85		80
Learning resources	95	91	94	90	93	88	81	83	82	81	80	78				86		83
Personal development	88	82	82	81	88	81	70	72	68	69	62	68				77		71
Sector position		50/146		57/147		51/150												

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)

Headline achievement in 2013-14	<p><i>Provide a single headline for the School from 13-14 – to be included on the poster produced for each School</i></p> <p>91% of all students agreed that they were satisfied with the quality of the course overall.</p>
Main actions for 2014-15	<p><i>List 3 actions – to be included on the posters to be produced for each School</i></p> <ol style="list-style-type: none"> 1. Working with students co-create assessment specific criteria and feedback/forward proformas for all assessment types. 2. Facilitate student led activities that enhance skill development and improve communication between staff and students. 3. Implement personal tutor led seminars to enhance development of academic and research skills
Summary of student involvement in the production of this Action Plan	<p>The previous action plan, NSS scores and programme survey scores were circulated to all students, and cohort representatives were asked to consult with their peers about what areas they would like to see improvement on. The ideas were then brought to the staff student forum where they were elaborated on and discussed, and a draft plan agreed upon. This plan then went out to consultation with staff and students. The students held their own meeting to discuss the final draft of the action plan, in this meeting they were asked to verify it captured the discussions, clearly identified issues that were raised and the solutions that had been proposed.</p>

AGREED ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2014-15

School: Sport and Exercise Sciences

Faculty: Biological Sciences

Aspect	Progress with 2013-2014 actions and indication of impact	Agreed Issues/Actions for 2014-2015	Responsibility/Expected completion date
Overall satisfaction	<p>Indication of a positive impact has been clear against some measures for example, external examiner's comments and an increase in NSS scores from 79% to 91%. Our UGPES scores are more varied; the level 1 PES was pleasing with a 9% increase in overall satisfaction, the scores at level 2 showed a 7% decrease. Given our high student numbers in level 3 (~165) and high staff: student ratio we are pleased with the gains made, and this perhaps reflects a reengagement by staff and increased commitment to student education (even with increased teaching obligations). While we saw increases between 12-19% with respect to questions 5-9 which asked about assessment and feedback this area still continues to be one identified for further improvement- this will be addressed elsewhere in the action plan.</p>	<p>We have reacted quickly and we are already addressing a number of these issues in the current academic year, particularly through the teaching enhancement scheme. We are reviewing tutorial provision, employability and assessment to tackle the concerns raised by students (these are addressed in other sections of the action plan). Through the programme analysis we have identified 'hot spots' where clustering of deadlines occur, and the ways in which some skills are less well developed due to assessment across the curriculum. This has already resulted in a change of assessment for our level 1 and 2 students in their tutorial and research skills modules.</p> <p>Overall, the level 2 UGPES scores were disappointing. Students highlighted that the scores were due to isolated difficulties with assessment in one module which was resolved appropriately. Furthermore, students highlighted that the personal tutor system for many was not adequate. Students would like more support and more engagement by staff. We have already introduced 2 further seminars that utilise small group teaching to enhance learners understanding of essay structure and content and critical analysis. Feedback so far is promising and we expect to retain this as a feature of the tutorial skill module but as of next academic year it will be delivered by personal tutors to their tutees.</p> <p>Students commented that induction week and their meeting with their PT was either not</p>	<p>Jan 15-15- March 2015 ALL</p> <p>ALL via programme meeting- summer 2015.</p>

		necessary, or content of that meeting should be revisited. Induction week for all level should be revised, to be more 'active'. We will look to audit the content and structure of induction week working with key figures in the SES of FBS. The introduction of a session where we outline key changes made in response to their feedback will enhance the dialogue we have with our students.	
Teaching	As we continue to review our provision across all 3 levels there have been gains made in this category. Many students are happy with the quality of the teaching provided (89%, with 6% improvement), but there are some issues about delivery and content. At level 2, the UGPES results identified a 5% drop in how students viewed our teaching at level 2, with an increase at level 1 by 10%. While we have made gains they are not yet to match those seen in 2012.	<p>Students have highlighted that they would like more choice with respect to their modules at level 1 and 2, from either SES or from other Faculties via discovery themes. We will now include examples of potential discovery modules in our presentation to level 1 and 2 students as they start to think about selecting their modules for the next academic session. We will also signpost the discovery module fair at our first meeting with our personal tutees, and again in our semester 2 Leeds for life meetings.</p> <p>Furthermore, possible changes to the programme as a result of programme analysis may yield further potential for students to select a broader range of modules. We are currently reviewing our portfolio within both our programmes and looking to extend the options our student have, through either working closer with BMS or by developing our own discovery module, aimed at a broad audience across the University, as well as options that run through L1-3 purely for SES students. Currently, all that prevents us from offering these is number of staff available to teach- as we look to recruit over the next few months we may be in a better position to offer these as options next year.</p>	<p>Programme Leader to L1 and 2 students ~April 15.</p> <p>Next academic year- potential to advertise to students in April 2015 by programme leader.</p>
Assessment and feedback	Despite increases in scores from the NSS (15%) and for our UGPES (35% L1, 11% L2) the modal response for this question was in the 'mostly	A pilot use of self-assessment proforma for use with coursework is underway and we hope that this will encourage students to take responsibility	First Wave- Level 2 Jan 2015- SA Second Wave- SPSC 2218 (DS and ALL)

	<p>agree' category, with many students still requiring more feedback, of a better quality and more consistently. This was also highlighted by our external examiners.</p> <p>A review of our assessment strategy highlighted that the opportunity to write essays was limited at level 1 and 2- this has already resulted in a change of assessment to develop these skills earlier.</p> <p>There was one comment about the overreliance on group work, but in the main students now appreciated this as a form assessment, this probably reflects the new mechanism we have put in place for students to identify individual contributions to a piece of group work.</p> <p>Small changes were made on an ad hoc basis to assessment deadlines to take into account local assessment deadlines- this was as a result of continued engagement of the programme staff and the SSF, ensuring any changes were put into effect after direct communication with student representatives. The clustering of deadlines still remains a problem as highlighted in the NSS, UGPES, and at our SSF.</p>	<p>for responding to feedback and allow them to request feedback on specific areas of their work, thus enhancing individual personal development.</p> <p>Students clearly want to see more consistency with respect to the depth and breadth of feedback by staff- especially where multiple markers are responsible for assessment. Current students recognise that there are already enough opportunities to get feedback (i.e. assessment points) BUT the feedback they get can be of little use. We intend to develop assessment feedback sheets that are to be used in all assessments and are recognisable across L1-3. This will be akin to those found in the COPA- although the students find the language a little inaccessible. We will further develop the SES guidebook in collaboration with our students to outline a 'style guide' for essays, lab reports etc which can then be referred to in all module documentation and personal tutorial meetings. This and the COPA will then be placed in the 'Learning Resources' tab in the VLE.</p> <p>Ensure that both generic feedback and individual feedback are available and signposted in the module handbooks. Encourage all staff to consider alternative sources of feedback provision e.g. podcast, electronic, desktop capture- where necessary request training on these at a faculty level via our Blended Learning rep.</p> <p>As part of our review of our tutorial skill module as part of the teaching enhancement scheme we will examine if we can implement a tutor led seminar that highlights 'model answers' for a first etc, and explains how the assessment criteria in the COPA are used to grade examinations.</p> <p>We are currently reviewing our assessment</p>	<p>Feb 15 for essays and lab reports- critical for L3. Chair SSF and SSF reps with input from ALL staff.</p> <p>Jan 15 (semester 2 handbooks)</p> <p>MARCH 15</p> <p>Where possible changes to deadline will be implemented ASAP.</p> <p>DEC 14</p>
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		strategy and timing to avoid clustering of deadlines where possible.	
Academic support	We have seen gains in this category across the NSS (7%) and UGPES (13% L1, 3% level 2), however this is also identified as an area for improvement as the NSS score was 82% for this category. While students felt they had been able to contact staff, they also felt that there was not enough advice given about study choices and not sufficient support given with respect to their studies- although there were still gains in all of these aspects of this category. It appears that the actions taken last academic year have had impact but there is still some way to go.	<p>Comments from students predominantly relate to the availability of lecturers, poor visibility of staff (CH not adhered too, geography) and the general lack of interest/support from personal tutors. Students would like to see more 'themed' small group teaching instead of consultation hours, with additional input from peers and postgrad students. More sessions with their personal tutor to discuss development of academic skills was also highlighted. As part of the TES we will review the delivery of tutorial skills module and its contact to hopefully increase small group teaching. The recently produced FBS guide to support staff with L4L etc should help staff to be able to signpost our students better.</p> <p>We will endeavour to use one of the notice boards in level 4 of Miall an area to highlight the sport science society, members of the SSF, and consultation hours/offices of SES staff. We will continue to request a plasma screen TV for the Miall level 4 entrances to highlight issues relevant to SES students covering both teaching and research.</p>	<p>Jan 15</p> <p>Ongoing</p>
Organisation and management	The NSS scores have stayed buoyant in this category and again an increase of 6% to 94% overall is noted, along with increases in the UGPES too. Continued and in some cases increased engagement of our students in SES management activity has contributed to the increases in these scores.	To address the feeling of a lack of identity which was noted in some of the NSS comments. We will work with the SSF and the Sport Science society to encourage and maintain the identity of SES at Leeds. Suggestion currently is to organise 2 events a year – one per semester (Dec, and Mar or May).	Ongoing all year- DSE/Chair of SSF, Programme Leader and SSF.
Learning	Opinion in this category remains stable in the NSS and has improved in the level 1 UGPES	Engage with University led digital learning strategy- use desktop and adhoc recordings of	ALL as of Jan 15

<p>resources</p>	<p>(+10%). This is probably as a direct result of new equipment that has been purchased. There was a drop in this category of 12% in the UGPES level 2 surveys- we will be talking to our current level 3 students to ascertain where the issues lie.</p>	<p>lectures, and alternative sources of teaching/feedback via VLE etc.</p> <p>We are already in the process of purchasing new equipment. Together with our technicians we will conduct an audit of all available equipment, and that which needs replacing to ensure a more informed means of purchasing teaching equipment.</p> <p>One comment on the NSS referred to the lack of specialised computer equipment- we have 4 computers for specialised software use that are used for all undergraduates, postgraduates and postdocs. While this could be accounted for by the high number of undergraduates in our cohort we will investigate how we can better facilitate access to software on remote bases, and will purchase a further computer from our teaching equipment fund.</p> <p>We will inform students of the option to request material from the library and inform all staff of the option to digitise paper/book chapters, and the required use of the VLE reading list tool so the library can ensure sufficient copies of books are available.</p>	<p>All Staff (inc technical)- Audit for semester 2 modules completed by Feb 15</p> <p>Feb 2015</p> <p>Ongoing- highlight in Week 11 of Sem 1, week1 of sem 2. By all module managers.</p>
<p>Personal development</p>	<p>The appointment of a Faculty Employability Officer is now starting to have impact with an increase of 6% noted in this category in the NSS, and an increase of 9% at level 1. At level 2 there was a slight drop by 1% at this level- this was surprising given that more support i.e. mock interviews etc were introduced last year at this level- views from the SSF will be sought to identify issues underlying this response.</p>	<p>Tutorials at both L1 and L2 include increased emphasis on academic skills that can and will be branded as personal development.</p> <p>We will utilise the experience and enthusiasm of our student 'ambassadors' returning from industry and abroad to enthuse other students via presentation sessions. We will also invite a Leeds for Life ambassador to attend a programme meeting and present during our tutorial skills module.</p> <p>We will continue to work with the Faculty Employability Officer to ensure appropriate</p>	<p>All tutors Module manager of 1211, 2218</p>

		membership on the Industrial Advisory Panel, use our own contacts to develop a network of contacts to help build sustainable relationships that could lead to personal development opportunities. We will continue to offer mock interviews at level 2-consideration should be given to training for SES staff and the involvement of the careers centre.	DSE, all staff
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