

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2012-13

School: Earth and Environment

Faculty of Environment

| EXECUTIVE SUMMARY | | | | | | | | | | | | | | | | | | |
|---------------------------|-------------------------|--------|---------|--------|---------|--------|---|-----|---------|-----|---------|-----|--|-----|---------|-----|---------|-----|
| Aspect | National Student Survey | | | | | | Undergraduate Programme Experience Survey | | | | | | Postgraduate Programme Experience Survey | | | | | |
| | 2011-12 | | 2010-11 | | 2009-10 | | 2011-12 | | 2010-11 | | 2009-10 | | 2011-12 | | 2010-11 | | 2009-10 | |
| | School | Uni | School | Uni | School | Uni | School | Uni | School | Uni | School | Uni | School | Uni | School | Uni | School | Uni |
| Overall satisfaction | 89 | 87 | 90 | 86 | 83 | 82 | 87 | 85 | 86 | 83 | 85 | 84 | 90 | 84 | 80 | 82 | 70 | 78 |
| Teaching | 89 | 90 | 90 | 88 | 83 | 85 | 85 | 84 | 83 | 83 | 82 | 83 | 87 | 85 | 79 | 84 | 77 | 81 |
| Assessment & feedback | 68 | 69 | 68 | 65 | 55 | 61 | 55 | 61 | 52 | 56 | 46 | 57 | 60 | 69 | 49 | 68 | 46 | 63 |
| Academic support | 84 | 80 | 82 | 77 | 77 | 74 | 72 | 72 | 73 | 68 | 65 | 68 | 86 | 80 | 73 | 79 | 75 | 76 |
| Organisation & management | 81 | 83 | 85 | 82 | 75 | 79 | 68 | 74 | 64 | 83 | 74 | 73 | 82 | 80 | 70 | 77 | 64 | 73 |
| Learning resources | 89 | 88 | 89 | 87 | 87 | 85 | 75 | 78 | 75 | 77 | 77 | 76 | 90 | 83 | 81 | 82 | 81 | 81 |
| Personal development | 81 | 81 | 85 | 78 | 77 | 76 | 64 | 68 | 64 | 65 | 62 | 63 | 69 | 71 | 65 | 70 | 70 | 68 |
| Sector position | | 51/150 | | 46/151 | | 75/154 | | | | | | | | | | | | |

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)

| | |
|----------------------------------|--|
| Impact of 2010-11 actions | <ul style="list-style-type: none"> Feedback campaign showing improvements in return times; progress still to be made on usefulness of some feedback. Student experience ambassadors building bridges across the academic community, organising new events to enhance student experience Development of plans to make employability central to all programmes through dedicated modules, placement opportunities and extra-curricular events Teaching Stars & staff innovating with learning technology are sharing their experience of good practice |
| Achievements in 2011-12 | <ul style="list-style-type: none"> Successful implementation of Return Not Retain pilot; positive comments from students and external examiners on its impact on their learning. Financial support for student societies & professional chapters (Student Experience Fund) to enhance opportunities for students as part of investment in Student Experience. Greater focus on employability in programmes and through cross-school events -e.g. careers fair, employer presentations, the development of SEE Career News (bi-annual newsletter) -and the increased use of social media to advertise events and job vacancies. Dissemination events to highlight innovative approaches to teaching using technology e.g. VLE, clickers and video feedback. |
| Main actions for 2012-13 | <ul style="list-style-type: none"> We will hold a Teaching Enhancement away day for staff to develop new ways to improve and share good practice across the School. We will develop interactive e-newsletters and use of Casebook to showcase innovation in L&T (inc School Teaching Enhancement Fund projects, fora on Turnitin and Gradebook). Continuing investment in Student Experience with new activities to enhance student engagement and academic community across the School. |

December 2012

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2012-13

School: Earth and Environment

Faculty: Environment

| Aspect | Progress with actions in response to 2010-11 feedback and indication of impact | Issues raised in 2011-12 feedback | Planned response in 2012-13 |
|-----------------------------|---|--|--|
| Overall satisfaction | <ul style="list-style-type: none"> • We launched the “Return, not Retain” project, providing you with a feedback portfolios & returning all coursework • We launched a new range of community building events, opportunities, and funding, led by a new Student Experience project officer. • We had a greater focus on employability in programmes and through cross-school events- e.g. careers fair, employer presentations, the development of SEE Career News (bi-annual newsletter) -and the increased use of social media to advertise events and job vacancies. • We launched a fund for staff to propose innovative teaching projects to enhance your experience. <p><i>Overall satisfaction in the NSS was 89% which was down one from last year (when we'd had a big jump of 7 points). In the programme surveys for undergraduates (UG) this was 87 (up 1) and for taught postgraduates (TPG) 90 (+9)</i></p> | <p>Overall, you gave us highly positive feedback on your experience. As with last year three highlights were:</p> <ol style="list-style-type: none"> 1) Enthusiastic, friendly & helpful lecturers. 2) Interesting, high quality teaching. 3) Excellent field trips. <p>Your top three areas for improvement were:</p> <ol style="list-style-type: none"> 1) You felt that sometimes comments given in feedback were not very useful, particularly in helping you to improve your next piece of work. 2) You felt that feedback was often not fast enough. 3) In some cases you thought the organisation and management of modules could be improved (especially clearer communications and limiting the number of changes made to the timetable). | <p>Thank you for all the positive feedback; we have sustained recent improvements in satisfaction, but are aware of where we can do better.</p> <p>We will continue to promote innovations in teaching through Interactive e-newsletters and use of Casebook to showcase innovation in L&T (including School Teaching Enhancement Fund projects; fora on Turnitin and Gradebook).</p> <p>We will hold an Away Day for programme leaders and key teaching staff focused on enhancing the experience of students and how we implement the Teaching Enhancement Scheme.</p> <p>We will work with you to identify ways in which feedback can be made more useful</p> |
| Teaching | <ul style="list-style-type: none"> • We have reminded staff and students about our codes of conduct • Good practice from the members of staff given Teaching Star Awards for 2010-11 was disseminated to more widely and we repeated the Awards in 2011-12 • We funded teaching innovation projects by groups of staff to develop new resources and learning experiences <p><i>Your rating for our teaching in the NSS was 89% (-1)</i></p> | <ul style="list-style-type: none"> • You said that you really enjoyed field work and valued its contribution to your learning but in some cases our field trips could have been better organised and delivered. • You highlighted that most staff communicated well and made lectures stimulating but that some staff were less effective. | <p>We will work with staff to ensure that the purpose of field trips is sufficiently explained, they are properly integrated into programmes and our plans are communicated earlier.</p> <p>We will work in teaching teams and in pairs to share good practice and enhance our teaching as part of the Teaching Enhancement Scheme.</p> <p>We will trial video- recording of some lectures and assess the ways in which this enhances your learning.</p> |

| | | | |
|------------------------------------|---|---|---|
| | <p>& in the programme surveys was 85% (+2) for UG & 87 (+8) for TPG.</p> | | |
| Assessment and feedback | <ul style="list-style-type: none"> We introduced the Return not Retain student portfolio system Messages from the Feedback campaign continued to be disseminated to staff The use of electronic submission and feedback systems has continued to expand We have encourage staff to provide you with quick interim feedback including the use of video We trialled and then disseminated to staff the use of video & audio feedback. <p>Your rating for our assessment & feedback in the NSS was 68% (same as last year) & in the programme surveys was 57% (+5) for UG & 60% (+11) for TPG.</p> | <ul style="list-style-type: none"> You really liked the introduction of portfolios in the Return not Retain project, saying that they helped you learn from feedback across modules (including for post-graduates). You still find it difficult to learn from feedback to improve subsequent pieces of work. You said that in general staff return your work within the (term time) 3 week limit, but there are some significant exceptions. You identified specific problems with assessment in some environmental science and geophysics modules (late returns, unclear criteria). You were concerned about the volume of assessment and deadline bunching. You were concerned about the consistency of marking between schools. | <p>We are fine tuning the Return not Retain project, with improved communications to staff and students.</p> <p>We will investigate ways of using portfolios to help you understand feedback.</p> <p>We will continue to remind staff of the 3 week return (in term time) during staff inductions and learning and teaching briefings. We will further disseminate the new code of academic practice. We are working with staff to enhance practice.</p> <p>We will work with the Programme Ambassadors to review the amount and type of assessment across all programmes to ensure that we are testing the right things and not too often.</p> <p>We are discussing comparability of assessments with the Business School as a key teaching partner and will discuss differing expectations in different disciplines with you.</p> |
| Academic support | <ul style="list-style-type: none"> We modified end of year meetings to provide you with more guidance on module choice & how it relates to future careers. We have developed and communicated clearer pathways in Sustainability/Environmental Management and Environment and Business programmes We employed a Student Experience Officer and student experience ambassadors who are working with staff and students to build a vibrant community within the school (e.g. We organised SEE behind the Scenes) <p>Your rating for our academic support in the NSS was 84% (+2), & in the programme surveys was 72% (-1) for UG & 86% (+12) for TPG</p> | <ul style="list-style-type: none"> You indicated that academic support has improved for taught post-graduates You said that you received good advice when you needed it, especially for Environment and Business, Geophysics and Environmental Sustainability Most of you appreciated the support you received for your dissertation from supervisors, but some of you identified inconsistent support. You identified some issues where programmes have had changes in leadership due to staff turnover | <p>For each programme we are mapping out how modules and other activities relate to employability.</p> <p>We will ensure that staff involved in dissertation and project modules are aware of expectations for supervision.</p> <p>We will endeavour to ensure continuity in programme leadership and ensure good handovers where programme leadership changes.</p> |
| Organisation and management | <ul style="list-style-type: none"> We have clarified pathways through programmes (especially BA Environment and Business; BSc Sustainability and Environmental Management, BSc Environmental Science. | <ul style="list-style-type: none"> You highlighted some organisational problems with second year environmental social science research modules, which need to be tailored more to the needs of BA students | <p>Measures are in place to ensure that you receive prompt and correct information and to ensure appropriate content for the level 2 research methods module.</p> |

| | | | |
|------------------------------------|---|---|---|
| | <ul style="list-style-type: none"> We have introduced an online module evaluation system <p><i>Your rating for our organisation & management in the NSS was 81% (-4), & in the programme survey was 68% (+4) for UG & 82% (+12) for TPG</i></p> | <ul style="list-style-type: none"> You highlighted some timetabling issues in BSc Geophysics You found on some programmes you were getting conflicting information about assessments and field trips. You highlighted some concerns with the smooth running of Environmental Management-related courses | <p>We will endeavour to limit short-notice changes to the timetable and will try to keep Wednesday afternoons clear for UG programmes where possible</p> <p>We have developed a formal agreement with Geography on information sharing and co-ordinating field work for the Geography Geology Joint Honours</p> <p>There will be regular meetings with Education Service Staff across the faculty which will facilitate communication and information sharing</p> <p>We will streamline L&T information in VLE organisations for staff and students</p> |
| <p>Learning resources</p> | <ul style="list-style-type: none"> We have trialled the use of clickers (e-voting), mp3 players & video recorders in teaching and feedback and have disseminated good practice to staff We now communicate computer cluster availability through a website We have upgraded computers in the masters suite, EVL and added some in the Kennedy library <p><i>Your rating for our learning resources in the NSS was 89% (same as previous year), & in the programme surveys was 75% (same) for UG & 90% (+9) for TPG</i></p> | <ul style="list-style-type: none"> You wanted longer access hours to computing facilities, especially finalists You identified some issues with access to specialised equipment and personal development in level 1 and 2. | <p>We will enable UG finalists to access computing facilities for longer hours</p> <p>We will ensure that induction provides you with an introduction to the VLE and other core learning technologies</p> |
| <p>Personal development</p> | <ul style="list-style-type: none"> We have employed an Employability Officer in the school who is enhancing our links with the careers service and is working with staff to embed employability into programmes We have revamped induction & pre-induction communications (including through Countdown to University Study & Step up to Masters) We funded some projects and activities organised by Student Societies and Chapters <p><i>Your rating for personal development in the NSS was 81% (-4), & in the programme surveys was 65% (+1) for UG & 69% (+4) for TPG.</i></p> | <ul style="list-style-type: none"> Your feedback highlighted that there is considerable variability across programmes in how we facilitate your Personal Development You would like more career advice and information about opportunities Your comments in surveys highlight the popularity of fieldwork and recognition by students of its importance to their learning. In the level one programme survey you said that you quickly felt part of the school community The Student Experience Survey indicated that 86.5% of you rated you student experience in SEE either good or excellent; over half of you were aware of staff research | <p>We will promote more consistent practice in personal tutoring</p> <p>We will provide a new Leeds for Life briefing for staff & remind them of the aims, its enhanced content & processes of personal tutoring.</p> <p>We will ensure that all programmes benefit from employability activities, especially those with fewer embedded employability skills and bespoke sessions.</p> <p>We will continue to develop activities with the Student Experience Officer and Student Experience Ambassadors and follow up suggestions from the Staff- Student Forum</p> |