

**ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2010-11**

School: Earth & Environment

Faculty: Environment

<b>EXECUTIVE SUMMARY</b>																		
<b>Aspect</b>	<b>National Student Survey</b>						<b>Undergraduate Programme Experience Survey</b>						<b>Postgraduate Programme Experience Survey</b>					
	<b>2010-11</b>		<b>2009-10</b>		<b>2008-09</b>		<b>2010-11</b>		<b>2009-10</b>		<b>2008-09</b>		<b>2010-11</b>		<b>2009-10</b>		<b>2008-09</b>	
	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	90	86	83	82	91	84	86	83	85	84	88	82	80	82	70	78	74	80
Teaching	90	88	83	85	84	86	83	83	82	83	84	82	79	84	77	81	79	81
Assessment & feedback	68	65	55	61	62	61	52	56	46	57	50	54	49	68	46	63	52	62
Academic support	82	77	77	74	77	75	73	68	65	68	67	66	73	79	75	76	72	76
Organisation & management	85	82	75	79	84	79	64	83	74	73	69	70	70	77	64	73	69	75
Learning resources	89	87	87	85	90	86	75	77	77	76	76	77	81	82	81	81	84	82
Personal development	85	78	77	76	79	78	64	65	62	63	66	62	65	70	70	68	63	67

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)

<b>Impact of 2009-10 actions</b>	<ul style="list-style-type: none"> <li>• Our new building has provided you with new computer clusters, flat working space in the Kennedy library &amp; informal coffee area for working</li> <li>• Rationalisation of the programmes has meant that you have real choice of optional modules rather than timetable clashes.</li> <li>• Teaching enhancement projects have provided you with new resources e.g. Rockbase, stereonet videos &amp; Chronos software.</li> <li>• Focus groups with staff &amp; students for the Feedback Project allowed us to create key recommendations for implementing in 2010/11 (below).</li> </ul>
<b>Achievements in 2010-11</b>	<ul style="list-style-type: none"> <li>• We rolled out the recommendations from our feedback project, communicating key 'must do' messages to staff &amp; students (&amp; improving NSS)</li> <li>• We ran the Teaching Star Awards for the first time, which allowed you to reward the best teachers/tutors. We collated the best practice identified on nomination forms &amp; from the winners into a booklet for all teaching staff.</li> <li>• We held a building open evening &amp; employed student ambassadors to help engage you in becoming part of the academic community.</li> <li>• We held our first annual careers fair for undergraduates, &amp; we completed a project to review our careers modules with employers.</li> <li>• We focussed our efforts on improving modules &amp; programmes which performed less well in the NSS last year.</li> </ul>
<b>Main actions for 2011-12</b>	<ul style="list-style-type: none"> <li>• We'll launch the next phase of our feedback project ("Return, not Retain"), providing you with feedback portfolios &amp; returning all coursework with useful feedback wherever possible, rather than retaining work for the external examiners. We'll also trial use of video &amp; audio feedback.</li> <li>• We'll launch a new range of community building events, opportunities, and funding, led by a new Student Experience project officer.</li> <li>• We'll launch new employability activity (bigger careers fair; more visits by employers; embedded in modules), led by an Employability Officer.</li> <li>• We'll launch a fund for staff to propose innovative teaching projects to enhance your experience. We'll also run Teaching Star Awards again.</li> </ul>

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<b>Aspect</b>	<b>Progress with actions in response to 2009-10 feedback &amp; indication of impact</b>	<b>Issues raised in 2010-11 feedback</b>	<b>Planned response in 2011-12</b>
<b>Overall satisfaction</b>	<ul style="list-style-type: none"> <li>• We launched a highly visible feedback campaign to increase the speed &amp; quality of feedback on your work.</li> <li>• We reviewed all programmes to ensure you have appropriate module choices.</li> <li>• We highlighted to prospective &amp; new students how each course is distinctive &amp; how it enhances employability.</li> <li>• We further embedded Leeds for Life in our personal tutorial system.</li> <li>• You nominated staff for Teaching Star Awards, &amp; we collated &amp; disseminated good practice from all nominees. Five members of staff received awards.</li> <li>• We changed induction meetings to highlight how University study differs from school.</li> </ul> <p><i>Your overall satisfaction rating in the NSS was 90% (up 7), &amp; in the programme surveys was 86% (+1) for undergraduates (UG) &amp; 80% (+10) for taught postgraduates (TPG).</i></p>	<p>Overall, you gave us highly positive feedback on your experience. Your three highlights were:</p> <ol style="list-style-type: none"> <li>1) Enthusiastic, friendly &amp; helpful lecturers.</li> <li>2) Interesting, high quality teaching.</li> <li>3) Excellent field trips.</li> </ol> <p>Your top three areas for improvement were:</p> <ol style="list-style-type: none"> <li>1) You felt that feedback was often not fast enough</li> <li>2) You felt that sometimes comments given in feedback were not very useful, particularly in helping you to improve your next piece of work.</li> <li>3) You would like more guidance in your module choice, particularly in terms of potential future careers.</li> </ol>	<p>Thank you for all the positive feedback, especially the NSS where we've improved in every category, including +7 overall satisfaction (90%).</p> <p>Our main plans for this year are:</p> <ul style="list-style-type: none"> <li>• Next phase of our feedback project, reminding staff &amp; students of their responsibilities &amp; introducing feedback portfolios, with a commitment to return all work with feedback wherever possible ("Return, not Retain").</li> <li>• New investment in building the academic community, including: a dedicated project officer; a series of school events; support for student societies &amp; professional chapters.</li> <li>• New investment in employability, including a dedicated employability officer, to ensure that we enhance your job prospects when you leave. We'll hold a careers fair, &amp; plan various activities, initiatives &amp; visits by employers or alumni throughout the year.</li> <li>• We're investing in use of the VLE and other technology to encourage staff to use innovative approaches to teaching.</li> </ul>
<b>Teaching</b>	<ul style="list-style-type: none"> <li>• We introduced the Teaching Stars Awards to reward staff for really good teaching, &amp; to identify &amp; disseminate good practice.</li> <li>• We reviewed the fieldwork provision to ensure that it remains high quality</li> <li>• We introduced a new policy on group work (in our new Code of Practice on Assessment).</li> </ul> <p><i>Your rating for our teaching in the NSS was 90% (+2), &amp; in the programme surveys was 83% (+1) for UG &amp; 79% (+2) for TPG.</i></p>	<ul style="list-style-type: none"> <li>• You would like more even workloads between modules of the same credit rating.</li> <li>• Environmental Science students would like more varied fieldtrips, &amp; more trips at level 3.</li> <li>• You would like us to be firm on students talking in lectures.</li> <li>• You need us to be clearer on the different learning outcomes, workloads &amp; assessments for modules with some co-teaching between level 3 &amp; level 5.</li> </ul>	<p>→ We reviewed workloads &amp; assessment loads for all modules last year, making changes where necessary &amp; will repeat this annually.</p> <p>→ We've added the level 3 ecology field trip to Slapton, &amp; will review all fieldwork provision.</p> <p>→ We'll remind staff &amp; students of our Code of Conduct. We'll introduce one for fieldtrips too.</p> <p>→ We'll review the final year of undergraduate integrated masters programmes to ensure appropriate differentiation of these modules.</p>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• We implemented a new, high visible feedback</li> </ul>	<ul style="list-style-type: none"> <li>• You said that although improvements have</li> </ul>	<p>→ We've reminded staff of the 3 week turnaround</p>

<p><b>&amp; feedback</b></p>	<p>campaign to deliver: useful &amp; timely feedback; clear aims/objectives for assessments; clear &amp; concise marking criteria; annotations on work &amp;/or tailored feedback sheets.</p> <ul style="list-style-type: none"> <li>We set feedback expectations for you: anticipate &amp; actively seek feedback; engage with feedback; ask for help if feedback unclear; use feedback to improve your work.</li> <li>We reduced the overall assessment load &amp; excessive deadline bunching.</li> <li>We identified good practice in feedback &amp; disseminated to other staff.</li> <li>We expanded the use of electronic submission &amp; marking/feedback</li> <li>We held a workshop on electronic submission to disseminate good practice to staff.</li> </ul> <p><i>Your rating for our assessment &amp; feedback in the NSS was 68% (+13), &amp; in the programme surveys was 52% (+6) for UG &amp; 49% (+3) for TPG.</i></p>	<p>been made, feedback is still sometimes not fast enough.</p> <ul style="list-style-type: none"> <li>You said that although improvements have been made, comments given in feedback could be more useful for improving your next piece of work.</li> <li>You would like more consistent &amp; clear assessment guidelines</li> <li>You said there were too many small assessments in some programmes, and uneven workloads in others.</li> <li>You think there is still too much deadline bunching.</li> <li>You said there was too much group work, &amp; you are less keen on this form of assessment because you feel it can disadvantage strong performers &amp; reward weaker students.</li> </ul>	<p>time &amp; reiterated that they must tell you if there will be unavoidable delays. We'll make sure this is stressed at MSc level.</p> <p>→ We've launched a pilot project to provide you with feedback portfolios, &amp; pledged to return all work with feedback where possible. We've reminded staff that feedback should include how you can improve your next assignment.</p> <p>→ We've issued guidelines to staff, added a check in our moderation process, &amp; will review assessment in each programme.</p> <p>→ We will review the assessment loads of all modules &amp; programmes &amp; will reduce the number where appropriate.</p> <p>→ We've identified every SOEE deadline to check for &amp; resolve excessive bunching.</p> <p>→ We will remind staff of when &amp; why to use group work, &amp; students of the value of it (e.g. in preparing them for future employment.) We will review where it is currently used.</p>
<p><b>Academic support</b></p>	<ul style="list-style-type: none"> <li>We used student ambassadors &amp; events in the new building to help make you feel part of the academic community in the School.</li> <li>We revised dissertation guidelines to ensure more consistent support.</li> <li>We increased advice on module choices (in programme meetings, personal tutorials, School webpage &amp; Countdown website).</li> <li>We launched the new Step up to Masters website to support new MSc students.</li> <li>We improved staff availability for students using designated office hours where possible.</li> </ul> <p><i>Your rating for our academic support in the NSS was 82% (+5), &amp; in the programme surveys was 73% (+8) for UG &amp; 73% (-2) for TPG.</i></p>	<ul style="list-style-type: none"> <li>You would like more guidance on module choice, particularly in terms of how it relates to potential future careers.</li> <li>You want to feel part of the school community.</li> </ul>	<p>→ We will modify end of year meetings to provide more guidance on module choice &amp; how it relates to future careers. We will also provide online guidance documents via the VLE &amp; school webpages. We will ask students to be involved in both of these processes.</p> <p>→ We will have a new Student Experience project officer whose role will be to work with students &amp; staff to build a vibrant community within the School. We're planning a series of community building events throughout the year.</p>
<p><b>Organisation</b></p>	<ul style="list-style-type: none"> <li>We introduced a more rigorous system of</li> </ul>	<ul style="list-style-type: none"> <li>You would prefer to receive the module</li> </ul>	<p>→ We'll introduce an online module feedback</p>

<p><b>&amp; management</b></p>	<p>module feedback collection &amp; review.</p> <ul style="list-style-type: none"> <li>We completed programme improvements (particularly Geological Science level 1; options in BA programmes; MSc portfolio).</li> <li>We looked in detail at the timetabling issues raised, &amp; solved the clashes.</li> <li>We further integrated our admin processes for UG &amp; TPG to improve the consistency of support you received.</li> </ul> <p><i>Your rating for our organisation &amp; management in the NSS was 85% (+10), &amp; in the programme survey was 64% (-10) for UG &amp; 70% (+6) for TPG</i></p>	<p>feedback forms outside of lectures because they are distracting and this also preserves anonymity</p> <ul style="list-style-type: none"> <li>You would like us to improve our communication with other departments to avoid some of the timetable &amp; deadline clashes.</li> <li>You think that the BA programmes could be better organised &amp; the differences between them could be clearer.</li> </ul>	<p>system on the VLE. We need you to ensure that you return feedback for each module when prompted. We'll offer a chance to win an iPad each semester as an incentive!</p> <ul style="list-style-type: none"> <li>→ We're setting up meetings or working groups with other departments to improve communication &amp; solve any issues arising.</li> <li>→ We've revamped the BA Env. &amp; Business programme for 2011. For 2012, we'll merge the other two BA programmes into a new BSc Sustainability &amp; Env. Management degree.</li> <li>→ We'll talk to Staff:Student Forum to understand poor programme survey scores.</li> </ul>
<p><b>Learning resources</b></p>	<ul style="list-style-type: none"> <li>We made sure we highlighted areas in the new building for you to study: new clusters; new working space in Kennedy Library; visualisation laboratory; 3D-vis suite.</li> <li>We liaised with the Library to improve availability of books in modules where you highlighted this as an issue.</li> <li>We purchased new electronic equipment to enhance teaching (voting clickers, video cameras, mp3 players) &amp; we're creating guidelines to encourage staff to use them.</li> </ul> <p><i>Your rating for our learning resources in the NSS was 89% (+2), &amp; in the programme surveys was 75% (-2) for UG &amp; 81% (+0) for TPG.</i></p>	<ul style="list-style-type: none"> <li>You said that more books in the library would be useful for some modules.</li> <li>You have found it difficult to access some online journals.</li> <li>You would like to see staff using innovative technology to support teaching more often.</li> <li>You would like to be able to access the school computer clusters out of hours.</li> <li>You would like the school computer clusters to run all the software that you need for your course.</li> </ul>	<ul style="list-style-type: none"> <li>→ We'll raise specific issues with the library. We've reminded staff to ask the library to order more books if needed.</li> <li>→ We will provide a reminder to all students about how to access these via the library website.</li> <li>→ Key staff will champion the use of clickers (e-voting), mp3 players &amp; video recorders in teaching and feedback.</li> <li>→ We'll investigate whether this would be possible but we need to take into account issues of security &amp; health &amp; safety.</li> <li>→ We'll upgrade the computers in the EVL, &amp; will review the programme for upgrading other IT software &amp; hardware to support teaching.</li> </ul>
<p><b>Personal development</b></p>	<ul style="list-style-type: none"> <li>We've enhanced our UG careers modules &amp; wider employability skills development in the curriculum, based on feedback from current students, alumni &amp; employers.</li> <li>We launched an annual School Careers Fair.</li> <li>We further embedded Leeds for Life in our personal tutorial systems to enhance support.</li> <li>We established &amp; supported new student chapters of professional societies.</li> </ul> <p><i>Your rating for personal development in the NSS was 85% (+8), &amp; in the programme surveys was 64% (+2) for UG &amp; 65% (-5) for TPG.</i></p>	<ul style="list-style-type: none"> <li>You said that personal tutoring was too variable.</li> <li>Some of you have had to swap personal tutors due to a member of staff leaving, &amp; you've found organisation &amp; communication of this less efficient than you would expect.</li> <li>You have indicated that we could improve our personal development activities at PGT level</li> </ul>	<ul style="list-style-type: none"> <li>→ We'll run a new Leeds for Life briefing for staff &amp; remind them of the aims, content &amp; processes of personal tutoring. Similarly, we'll improve Leeds for Life training for students.</li> <li>→ We will change our administrative process to ensure that we identify changes earlier &amp; communicate them to students &amp; staff much more quickly.</li> <li>→ We are improving bespoke careers advice including employability skills &amp; CV sessions for PGT</li> </ul>