

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

Faculty of Environment: School of Earth and Environment

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	89	87	89	87	85	85	85	85	87	85	74	85	83	87	90	84
Teaching	90	90	90	89	89	90	84	85	81	85	85	84	81	86	86	87	87	85
Assessment & feedback	63	71	60	71	68	69	49	62	51	59	55	61	41	71	59	75	60	69
Academic support	82	82	85	81	84	80	74	73	72	72	72	72	73	82	80	85	86	80
Organisation & management	86	85	83	84	81	83	76	75	69	73	68	74	67	81	79	85	82	80
Learning resources	89	91	86	90	89	88	81	83	79	81	75	78	78	85	89	86	90	83
Personal development	81	82	80	81	81	81	66	72	64	69	64	68	63	77	72	77	69	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	<i>We have enhanced the student experience and shared good teaching practice & innovation</i>
Main actions for 2014-15	<ol style="list-style-type: none"> 1. <i>We will improve communications on assessment: when to expect assessment, the marking criteria and the kinds of questions you will be asked</i> 2. <i>We will clarify pathways through programmes and highlight career opportunities</i> 3. <i>We increase attention to the needs of PGT students</i>
Summary of student involvement in the production of this Action Plan	The NSS and programme results were discussed at the October SSFs (UG and PGT). A draft Action Plan was circulated to colleagues and School Student Representatives for comments. Students discussed the list of actions at December SSF/ cake and consultation and indicated priority actions. These were synthesised to provide the top 3 areas of action.

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

School: Earth and Environment

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Aspect	Progress with 2013-2014 actions and indication of impact	Agreed Issues/Actions for 2014-2015	Responsibility Expected completion date
1. Overall satisfaction	<p>We are pleased that overall satisfaction remains high, but we recognise that for some programmes (notably postgraduate) there have been some declines.</p> <p>Overall satisfaction in the NSS was 91% which was a 2% increase on previous years. The UG programme survey has stayed the same (85) and but there has been a reduction of 9 for taught postgraduates (TPG)</p>	<p>1.1 We will focus our attention on programmes that have falling satisfaction rates, with support and advice for the relevant programme teams to deal with specific challenges, some of which are historic.</p>	
		<p>1.2 We recognise that given the decreasing satisfaction (across all categories for TPG and meaningfully large drops for particularly programmes) more attention needs to be paid to the experience of Postgraduate Students</p>	<p>DME to work with TPG PLs to identify pinch points in the programmes and modules. It is thought that there are some specific areas that can be targeted, 'easy wins'</p>
2. Teaching	<p>Most staff, most of the time, are performing well as teachers and we are exploring how to consolidate excellent practice</p> <p><i>Your rating for our teaching in the NSS was 90% (same as last year) & in the programme surveys was 84% (+3) for UG & 86 (-5) for TPG.</i></p>	<p>2.1 We will hold a Teaching away day to disseminate innovation and establish cycle of reflection and enhancement</p>	<p>Away Day to be led by DSE in December 2014 and other events ongoing throughout the year</p>
		<p>2.2 We will identify staff that require support and put in measures to facilitate better practice</p>	<p>DSE to identify through the Biennial Academic meetings and in response to module feedback and through monitoring participation in the Teaching Enhancement Scheme</p>
3. Assessment and	<p>It has proved challenging to substantially improve assessment and feedback scores, though there are</p>	<p>3.1 Create assessment maps and use to plan module changes; significant reduction in assessment in some programmes anticipated</p>	<p>Led by Programme Leaders; key changes to be agreed in Feb 2014</p>

feedback	<p>some improvements in clarity of assessment criteria for some programmes. But student perceptions of the usefulness of feedback are declining.</p> <p><i>Your rating for our assessment & feedback in the NSS was 63% (a recovery of 3% on last year) & in the programme surveys was 49% (-2) for UG & 41% (-16) for TPG.</i></p>	3.2	Review guidance on assessment criteria and ensure more consistent application	Led by exams officer , end academic year 2014-15
		3.3	Review how past exam papers are supplied to students and make recommendations on good practice in revision classes	DSE and SESM
		3.4	Online submission and promotion of online marking to enhance comments on work and speed of return	Led by Blended Learning Team and SES over academic year 2014-15
		3.5	Explore the potential for standard school assessment rubrics for electronic feedback, especially for key modules	DSE and exams officer
		3.6	Ensure that staff communicate to students the criteria that they are using to mark and use these in their feedback	Led by DSE with support from others
		3.7	Reminders to staff on format of feedback that is helpful to students. Feedback needs to be timely, students have commented that they prefer brief feedback in good time than expansive comments too late to help them improve their work	Led by DSE
4. Academic support	<p>This is an area where we need to ensure more consistent practice and to ensure that support is there for those who need it. We introduced academic skills sessions in the MSc sustainability programmes.</p> <p><i>Your rating for our academic support in the NSS was 82 (-3), & in the programme surveys was 74% (+2) for UG & 73% (-7) for TPG</i></p>	4.1	Introduction of academic tutorials for the level 1 students in social science and changes to level 1 GS and GP tutorials to provide more individual feedback on key academic skills development	Relevant module leaders
		4.2	Consider how more formative feedback can be provided, especially in year one modules	DSE (in dialogue with PLs as part of assessment mapping)
		4.3	Streamlined induction and transition activities to support the specific needs of the different student communities in the School.(specifically first year, final year, international and transfer students)	Student experience officer Student Support Manager, PLs and personal tutors
		4.4	Improved communications to staff on dissertation supervision practice to ensure fairness in support to students	Dissertation /final year project module leaders (with support of PLs)
5. Organisation and	A large majority of undergraduate students feel that their courses are generally well organised, but	5.1	Efforts to reduce deadline bunching and communicate deadlines well in advance	Overseen by PLs in collaboration with Student Education Service Office

management	<p>for some PGT courses student satisfaction has declined, which may relate to expectations and also experiences outside the school</p> <p><i>Your rating for our organisation and management in the NSS was 86 (+3), & in the programme surveys was 76% (up 7) for UG & (-12) for TPG</i></p>	5.2	Development of information sheets on pathways through programmes to facilitate and clarify module choice	Undergraduate PLs with support of ambassadors
		5.3	Programme leaders in relevant programmes will ensure that they communicate concerns with outside schools delivering part of the course	Relevant PLs (e.g. in liaison with Physics, LUBS. Law etc)
		5.4	More interaction between the PLs and course reps to ensure that expectations are clear and key messages have been received (and understood)	PLs
		5.5	We have appointed five Graduate Teaching Assistants to support postgraduate programme leaders in managing the programmes and supporting students	TPG programme leaders and DME - actioned
6. Learning resources	<p>We rolled out out-of-hours access to computing for level 3 students and explored the timetabling of these resources. High PGT student numbers meant that it was difficult to access some software vital for some programmes</p> <p><i>Your rating for our learning resources in the NSS was 89 (+3), & in the programme surveys was 81% (up 2) for UG & 78 (-11) for TPG</i></p>	6.1	Ensure that school computing facilities are accessible as possible, and that they are used for the correct purpose (e.g. use of group work areas elsewhere)	DME and DUE with the facilities team
		6.2	Ensure that the timetable for the Specialist PGT computing lab is visible to students so that students needing access for coursework can plan their time.	Relevant programme leaders
		6.3	Review uptake and implementation of Lecture Capture to identify and share good practice	Blended Learning Team and DSE
7. Personal development	<p>This is an area for which responsibility is spread across the school and whilst there are lots of opportunities to build up skills and confidence (e.g. in communication, tackling unfamiliar problems) both</p>	7.1	Identify with students which aspects of personal development need more attention. Inform students that there is embedded personal development across programmes, although not explicitly described as personal development, time management etc....	Discussion with course reps at forthcoming SSFs
		7.2	Dissemination of training available on personal tutoring including Leeds for Life milestones, and organising a personal tutor training session for personal tutors.	Led by Faculty Student Support Manager

	<p>inside and outside the curriculum staff and students do not always recognise or flag up these opportunities.</p> <p><i>Your rating for personal development in the NSS was 81% (+1) & in the programme surveys was 66% (+2) for UG & 63(-9) for TPG</i></p>	7.3	We are working with alumni to highlight career opportunities and the pathways to develop skills for the future	<i>Led by the Alumni officer in collaboration with PLs and leaders of relevant modules</i>
		7.4	Celebrate success of students inside and outside the curriculum, highlighting the personal development opportunities e.g. by making more of final year project, showcase events	<i>Student Experience Officer and DSE in collaboration with PLs</i>