

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

School: Geography

Faculty: Environment

EXECUTIVE SUMMARY																		
Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate Programme Experience Survey					
	2010-11		2009-10		2008-09		2010-11		2009-10		2008-09		2010-11		2009-10		2008-09	
	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	90	86	86	82	91	84	84	83	84	84	85	82	82	82	72	78	91	80
Teaching	90	88	88	85	86	86	81	83	80	83	80	82	81	84	84	81	92	81
Assessment & feedback	58	65	61	61	62	61	47	56	49	57	56	54	59	68	54	63	58	62
Academic support	82	77	73	74	82	75	71	68	69	68	72	66	75	79	71	76	73	76
Organisation & management	91	82	87	79	89	79	82	83	81	73	78	70	82	77	68	73	84	75
Learning resources	89	87	90	85	92	86	80	77	77	76	76	77	79	82	87	81	87	82
Personal development	75	78	78	76	76	78	63	65	61	63	68	62	57	70	60	68	67	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)

Impact of 2009-10 actions	<p>Our revised procedures for dissertation marking & feedback have been well received</p> <p>Changes to the curriculum were successful, & opened up the curriculum for further enhancement</p> <p>All exam papers & substantial pieces of coursework are reviewed internally & by externals, improving consistency</p> <p>Dissertation guidance has become less prescriptive, leading to a greater diversity of approaches & some very innovative work</p>
Achievements in 2010-11	<p>We introduced a brand new level 1 curriculum, with much greater emphasis on small group teaching, which you seem to be relishing</p> <p>We continue to grow our Year Abroad & Year in Industry provision, & to increase your awareness about opportunities for career & personal development</p> <p>Our 'You Said, We Did' poster campaign successfully communicated key actions in response last year's student feedback</p> <p>Reviewing our level 2 & 3 curriculum has provided a forum for discussion & debate about what & how we teach</p> <p>Our overall satisfaction scores remain above University averages, confirming that we are highly rated by you</p>
Main actions for 2011-12	<p>Overall satisfaction: we're investing substantial funds into the student experience, for example in new lab equipment & funding for fieldtrips</p> <p>Assessment & feedback: we're redesigning our feedback forms & introducing 'feedback week' in the tutorial schedule</p> <p>Academic support: we are making fuller use of Blackboard & other learning technologies, following strategic investment; we're preparing to appoint someone to provide support for numeracy</p> <p>Organisation & management: we are looking at ways to simplify timetabling & elective choices, & redesigning our curriculum to provide greater coherence & clearer pathways from one level to the next; the new level 1 modules will help you make informed module choices</p> <p>Personal development: Leeds for Life will be fully embedded in personal tutoring for undergraduates & masters students, & will help you think about careers</p>

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Aspect	Progress with actions in response to 2009-10 feedback & indication of impact	Issues raised in 2010-11 feedback	Planned response in 2011-12
Overall satisfaction	<p>Overall satisfaction scores up on 09-10 & in line with or above University averages.</p> <p>Curriculum review on-going: new L1 programmes running in 10-11, L2 & L3 under development for roll-out in 11-12 & 12-13.</p> <p>Foundational professional standards (FPS) adopted by all teaching staff across the Faculty.</p> <p>Communicating the impact of student feedback – our ‘You said, we did’ posters tell you the outcomes of last year’s action plan.</p>	<p>External examiners confirm the academic standards of programmes.</p> <p>Specific issues that you have raised in feedback are given below.</p>	<p>We are investing in the student experience – contribution to field work costs, new teaching assistants & numeracy support, employability, teaching innovation & staff-student engagement.</p> <p>Curriculum review completed – all staff engaged in process.</p> <p>Personal tutorials are now using the Leeds for Life (LfL) model & are run at all levels for all the students we ‘parent’, including masters students.</p>
Teaching	<p>Contact hours – some of you felt that you do not have enough classroom contact, especially at level 3, & not enough small-group teaching. The curriculum review is addressing this.</p> <p>Processes for allocation of demonstrating were in need of clarification & revision – Deputy Head of School produced new guidelines.</p> <p>There were specific issues with some modules, also noted by external examiners, that we have addressed at the module level</p>	<p>There remain concerns about contact hours, lack of small-group & student-led teaching.</p> <p>Issues were raised again about a small number of specific modules.</p> <p>You also raised issues about module choice (including disparities between programmes & across semesters) & about advice in making choices.</p>	<p>As we roll out the new curriculum, we will be redesigning all modules & increasing contact & small classes while also emphasising the value of independent study time & helping you to use it effectively</p> <p>We scrutinised any modules identified as problematic & sought advice from external examiners. Assistance was put in place to help staff improve.</p> <p>Curriculum review will explore all aspects of the programmes, including the balance of option modules</p> <p>Personal tutors will provide advice about option choices.</p>
Assessment & feedback	<p>We introduced ‘dual submission’ for most coursework, using Turnitin to check for academic integrity, & providing more detailed & useful feedback on scripts.</p> <p>The revised Code of Practice on Assessment (CoPA) lays out all of our rules & guidelines about assessment processes.</p> <p>We have formalised procedures for reviewing all exam papers & major coursework.</p>	<p>A recurrent concern you raised was the bunching of assessment deadlines, particularly at the end of each semester.</p> <p>You also raised the issue of feedback on your work – its timing, & sometimes its usefulness.</p>	<p>We are collating all proposed deadlines and, where serious problems are evident, adjusting some dates. We are also moving towards two-semester modules which allow greater flexibility in timing, & setting assessment forms & dates at the programme level.</p> <p>Our FPS & CoPA lay out expectations; issues with specific modules have been addressed at module level; we are redesigning the feedback form to make it more useful to you, & introducing ‘feedback week’ in tutorials to help you better understand the feedback you receive.</p>

<p>Academic support</p>	<p>The Faculty's FPS document outlines expectations about support (office hours & contacting staff). The UoL Partnership offers a valuable summary statement of how we work together to support your learning. Personal tutorials using the LfL model provide a framework for academic support. Working with students we developed a code of conduct for fieldtrips.</p>	<p>Unevenness in tutorials was a concern – some of you still felt under-supported in this context. You also felt that you wanted more careers advice & the chance to develop more vocational/transferrable skills. Masters students felt particularly under-supported in terms of academic & personal development, & under-represented in the life of the School.</p>	<p>Academic & personal tutorials are now standardised to ensure consistent delivery. We have provided all personal tutors with a resource pack. Skills & employability are key issues in the curriculum review, & we are actively engaged with Faculty & University initiatives in these areas. We continue to work hard to recruit course reps, including at masters & doctoral levels, & to include reps in key forums at School & Faculty level.</p>
<p>Organisation & management</p>	<p>We installed a dedicated noticeboard for Student:Staff Forum, & recruited more course reps. We clarified our processes around mitigating circumstances, & made sure this information was easy to find & easy to follow. Following consultation, we introduced online module evaluation – with disappointing results!</p>	<p>Deadline bunching – see above. We continue to explore the most effective way to gather student evaluation at module level. There are concerns about information flow – where to find things out, lack of information (but in some cases overload).</p>	<p>We are redesigning the School website to make it easier to find the information you need. We are trying to make more consistent & full use of the VLE as a central place for information & communication.</p>
<p>Learning resources</p>	<p>VLE – the switch to Blackboard (and subsequent upgrade) gave us the chance to better exploit the potential of the VLE. Students have adapted well. We worked to harmonize our distance learning masters courses with their face-to-face equivalents. Plans to relocate the School became firmer.</p>	<p>You found our use of the VLE still a bit uneven – & sometimes found conflicting information in different places.</p>	<p>We are using targeted funding to develop & document a range of student-focused activities aimed at improving your capacity for & appreciation of independent study (eg a 'virtual fieldtrip' and remote data collection for real-time analysis in labs). We are investing in new learning technologies to support your learning in class & field. We continue to plan for relocation.</p>
<p>Personal development</p>	<p>We're making fuller use of LfL & encouraging you to do likewise We have appointed a Director of External Relations to co-ordinate placements, employability, alumni relations, etc. We are focusing particular attention on personal development needs of masters students, working to identify initiatives to implement in 2012-13.</p>	<p>You would like more support with employability & vocational skills.</p>	<p>We are focussing on employability as a core principal in the curriculum review (eg through funding more employer visits and making use of alumni contacts to provide placements). We are encouraging fuller use of Skills@Library resources. We are publicising events & flagging LfL's 'opportunities' as well as offering opportunities in the School (eg open day assistants).</p>