

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2011-12

School: Geography

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	88	87	90	86	86	82	86	85	84	83	84	84	93	84	82	82	72	78
Teaching	86	90	90	88	88	85	82	84	81	83	80	83	92	85	81	84	84	81
Assessment & feedback	63	69	58	65	61	61	57	61	47	56	49	57	77	69	59	68	54	63
Academic support	80	80	82	77	73	74	71	72	71	68	69	68	89	80	75	79	71	76
Organisation & management	89	83	91	82	87	79	77	74	82	83	81	73	93	80	82	77	68	73
Learning resources	91	88	89	87	90	85	75	78	80	77	77	76	80	83	79	82	87	81
Personal development	79	81	75	78	78	76	64	68	63	65	61	63	76	71	57	70	60	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"> Significant gains at all levels in Assessment and Feedback scores – especially for detail of comments. This reflects factors including (i) changes in the feedback form (ii) introduction of new level 1 curriculum, and (iii) advice from the student-staff forum. NSS Personal Development scores up 4%. This reflects improvements in the personal tutorial system, which will be further reinforced from 2012-13 by an increased emphasis on support with employability and vocational skills. Improved support for PGs generated strong advances in most categories
Achievements in 2011-12	<ul style="list-style-type: none"> NSS and UG Programme Experience scores remain generally in line with University averages, while PG scores are at new highs in most categories. New BA/BSc Level 1 curriculums increased contact hours and small group teaching in a variety of formats. Equivalent changes have been planned for Level 2 also incorporating more skills training, and a compulsory careers and employability module. We increased Year in Industry provision and Level 3 work placement options, as key opportunities for career & personal development.
Main actions for 2012-13	<ul style="list-style-type: none"> Overall satisfaction: We will introduce our new Level 2 BA and BSc curriculums and plan the new Level 3 curriculums. We are investing in the student experience via funding for new fieldtrips at all levels. Teaching: We will ensure that our teaching is research led, exciting and engaging. We will form an Industrial Advisory Board that will meet annually to advise us about how best to help you develop the skills employers are looking for.

- **Assessment & Feedback:** We will make our marking criteria clear to you when setting assessments. We will ensure that you receive feedback within 3 working weeks of submission. We will experiment with different ways to provide you with feedback that is prompt and useful.
- **Academic Support:** We will continue to employ numeracy and literacy fellows, plus additional teaching assistants/demonstrators for classes and seminars.
- **Organisation & Management:** We will make more consistent use of the VLE as a central place for information and communication.
- **Learning resources:** We are planning new optional fieldtrips at Level 3 and continue to investigate the potential of new learning technologies to support your learning, particularly in practicals and in the field.
- **Personal development:** Improvements in our tutorial system should mean that everybody receives a better and more consistent experience. The new compulsory careers module at Level 2 should help you to improve your employability skills.

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

School: Geography

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 appointed two teaching assistants, a Literacy Fellow and a Numeracy Fellow to support your learning. Your feedback on the advice provided by fellows is excellent; we aim to maintain this. • A new Level 2 compulsory careers module will run for the first time in 2012-13. • We have placed over 50 students with work placements at Level 3 this year and the number of students taking a Year in Industry continues to grow. 	<ul style="list-style-type: none"> • Overall, you gave us highly positive feedback on your experience, although overall satisfaction fell slightly from last year but is in line with the University average. The major things that you highlighted as good were: <ol style="list-style-type: none"> 1) Enthusiastic and helpful lecturers 2) Great field trips 3) Well organised School • Specific issues that you have raised for improvement were: <ol style="list-style-type: none"> 1) You felt that feedback was often not fast enough and lacked detail. 2) You felt that there was not enough contact hours, particularly at level 3. 	<ul style="list-style-type: none"> • We plan to concentrate on 'Assessment & Feedback' and 'Personal Development' as outlined below as key means of increasing your overall satisfaction with our courses. • We will work with students to identify ways in which we can improve Assessment and Feedback
Teaching	<ul style="list-style-type: none"> • The new curriculum at levels 1 and 2 has introduced modules that run across both semesters, increased contact hours and the amount of small group teaching via seminars, workshops, field trips and practical sessions. 	<ul style="list-style-type: none"> • In general you acknowledged that most staff were enthusiastic and motivating; but we know that we need to do more to make this a universal experience. • You raised concerns about the range of optional modules at Level 3, noting that choice was not equally attractive in both semesters. • You indicated that you would like more contact time, particularly at Level 3. 	<ul style="list-style-type: none"> • The new curriculum is based on modules that run across both semesters at all levels, thus reducing any disparity in module choice between semesters. • The new curriculum also provides increased contact time and a greater variety of opportunities for interactive, small-group teaching.

<p>Assessment and feedback</p>	<ul style="list-style-type: none"> • Our Code of Practise on Assessment (CoPA) outlines all our rules and processes. We ensure that you receive an updated copy annually via email; you can also access it on the VLE. • The introduction of the new curriculum has allowed us to plan submission deadlines to ensure that they are sensibly disturbed across the two semesters. We will extend this to Level 3 next year. • We have introduced a clearer feedback form which provides more space for specific guidance from markers. • We will introduce new 'feedback tutorials' at the start of semester 2, to provide you with an opportunity to discuss how best to respond to our feedback. 	<ul style="list-style-type: none"> • You commented on the bunching of assessment deadlines, particularly at the end of each semester. • You noted that feedback on your work can still take too long and our comments did not always help you understand how to improve your work. 	<ul style="list-style-type: none"> • We expect that many of your concerns will be addressed as the new curriculum extends to Levels 2 and 3. But we are actively discussing other improvements with the student-staff forum and student focus groups. • We plan to provide a greater variety of forms of feedback which we hope will be more accessible, including video feedback, feedback on the work of the class as a whole and greater discussion of feedback in tutorials. • We will reinforce the positive impact of our new feedback forms by developing a range of forms tailored to provide appropriate feedback for different types of assignment. • We will improve our management of assessment so that feedback is returned within 3 working weeks; and we will increase feedback on exams. • We will make marking criteria clearer when we set assignments.
<p>Academic support</p>	<ul style="list-style-type: none"> • Moves to standardise the format and content of academic tutorials so that everybody has a better experience seem to have worked as you did not express any concerns about tutorials this year. • The new curriculum is also increasing the time you spend in seminars and smaller groups where it is easier to ask us about lecture content and assessed work. 	<ul style="list-style-type: none"> • Some of you still felt that we could do more to support you in your dissertation research. 	<ul style="list-style-type: none"> • Changes to research skills teaching at Level 2 are designed to ensure that everybody feels more confident in tackling their dissertation. • We have changed the specification of some of the preliminary work that you do during the early weeks of Level 3 so that there is greater emphasis on providing you with formative feedback.
<p>Organisation and management</p>	<ul style="list-style-type: none"> • The design of the new School web site is intended to ensure easier navigation so that you can find the information you need. • We continue to work on improving the way we use the VLE to provide you with information. • The student-staff forum meets six times a year providing a vital opportunity for us to work together to improve the experience of 	<ul style="list-style-type: none"> • You highlighted poor communication between the Schools of Geography and Earth & Environment about the BSc Geography-Geology degree. • You asked us to ensure that assessment deadlines were less bunched. 	<ul style="list-style-type: none"> • We will draw up a formal Memorandum of Understanding to improve management of the Geog-Geol programme. The agreement will clarify channels of communication between the two Schools and outline how they will manage their shared responsibilities for successful programme delivery.

	studying at Leeds by sharing concerns and exploring innovations.		
Learning resources	<ul style="list-style-type: none"> We have invested in new learning technologies to support your learning & teaching in class & the field. 	<ul style="list-style-type: none"> Although you noted pressure on resources at peak times when assessments are due, you were generally very positive about library, computing and other resources. Improved distribution of assessment deadlines should relieve short-term pressure on resources. 	<ul style="list-style-type: none"> Investments in learning technologies will have a particularly positive impact on field trips such as the new Level 1 BSc trip to Malham Tarn. In June 2014 we will be moving to refurbished premises with new laboratory facilities and seminar rooms.
Personal development	<ul style="list-style-type: none"> We have made Leeds for Life (LfL) resources an integral part of tutorials as well as signposting you to Skills@Library resources. We publish School opportunities for volunteering on LfL web site. The redesigned Level 2 Careers Module will become compulsory for all SH students (and optional for JH students) from 2012/13. We have increased the number of Year in Industry placements and Level 3 work placements by making use of our alumni and research contacts. 	<ul style="list-style-type: none"> You felt that you had not developed your personal and employability skills to their full potential while at University. 	<ul style="list-style-type: none"> We will continue to work with our industrial contacts to provide work placement opportunities at Level 3 and increase the number of placements for a Year in Industry. We will review the impact of improvements made in the careers module, which is also designed to be a springboard for tutorial discussions about careers planning and access to Careers Service resources. We will also continue to stress to you the ways in which all your academic work is designed to help you to develop transferable skills. There are more opportunities to practice making oral presentations and team working in the new curriculum.