

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

**Faculty of Environment: School of Geography**

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	83	88	86	87	88	87	90	85	81	85	86	85	82	85	94	87	93	84
Teaching	87	90	85	89	86	90	83	85	82	85	82	84	88	86	93	87	92	85
Assessment & feedback	58	71	65	71	63	69	58	62	49	59	57	61	77	71	82	75	77	69
Academic support	82	82	75	81	80	80	76	73	74	72	71	72	79	82	91	85	89	80
Organisation & management	80	85	86	84	89	83	76	75	64	73	77	74	86	81	90	85	93	80
Learning resources	92	91	88	90	91	88	86	83	82	81	75	78	77	85	85	86	80	83
Personal development	82	82	78	81	79	81	76	72	74	69	64	68	63	77	69	77	76	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)

<b>Headline achievement in 2013-14</b>	<p><i>Provide a single headline for the School from 13-14 – to be included on the poster produced for each School</i></p> <p>100% e-submission benefiting all students or Students benefiting from electronic-submission of all assignments</p>
<b>Main actions for 2014-15</b>	<p><i>List 3 actions – to be included on the posters to be produced for each School</i></p> <p>1. <b>Assessment deadlines</b> for all Geography modules have been mapped for 2014-15 and published on the VLE for students and staff to view so that students can anticipate busy work periods. 2. <b>A Group Work template</b> has been produced for all group assignments where you can record attendance at meetings and contribution to the assignment. 3. We will trial <b>electronic-only marking</b> via the VLE for all tutorial modules.</p>

<b>Summary of student involvement in the production of this Action Plan</b>	<p>2013-14 session – Feedback received from (i) module evaluation forms and (ii) student-staff forum was used to inform action plan</p> <p>2014-15 session - Student-staff forum provided:</p> <ol style="list-style-type: none"> <li>1. Positive and negative comments related to three NSS aspects; Assessment &amp; feedback; Organisation &amp; management and Personal development (Nov 2014)</li> <li>2. Commented on Action Plan (Dec 2014)</li> </ol>
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**AGREED ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2014-15**

**School:** Geography

**Faculty:** Environment

<b>Aspect</b>	<b>Progress with 2013-2014 actions and indication of impact</b>	<b>Agreed Issues/Actions for 2014-2015</b>	<b>Responsibility/Expected completion date</b>
<b>Overall satisfaction</b>	<ul style="list-style-type: none"> <li>• Academic year 2013-14 saw the conclusion of an extensive curriculum review with the introduction of new level 3 BA and BSc modules which have; (i) increased contact hours at level 3, (ii) increased variety of assessment types, (iii) introduced new field trip modules to Mumbai and Miami (for BA students) and (iv) moved to year-long modules, which increases choice.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with Student-Staff Forum to understand how we can achieve an improvement in NSS and programme survey scores, particularly in relation to ‘assessment and feedback’ and ‘personal development’.</li> </ul>	DSE, DUGS, PLs - 2014-15 session
<b>Teaching</b>	<ul style="list-style-type: none"> <li>• The BA Geography with Transport Planning curriculum was reviewed and a new level 1, 20 credit TRAN module agreed for introduction in 2014/15.</li> <li>• A Teaching Enhancement Scheme initiative based on blended learning was introduced to improve use of digital technology by staff in lectures. The scheme has provided training sessions for staff, including the use of Lecture Capture software.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to review BA Geog with Transport Planning and agree changes at level 2 for introduction in 2015/16.</li> <li>• Continue to work with Blended Learning staff to incorporate effective innovative teaching methods into the curriculum</li> <li>• Provide third fieldtrip destination for L2 BSc students to reduce class sizes and enhance student experience</li> <li>• Re-vamp Level 1 BSc statistics teaching to improve student skills and experience.</li> </ul>	<p>PL and link person in ITS - 2014-2015</p> <p>All staff - Continuous</p>

<p><b>Assessment and feedback</b></p>	<ul style="list-style-type: none"> <li>• We moved from a dual submission system for assignments (hard copy &amp; e-submission) to e-submission only. This has been seen as a positive move by students as it saves them time and money.</li> <li>• We have produced specific assessment criteria for different assessment types, e.g. essay, presentation, blog, that are available on the VLE for all staff and students to view. In addition we introduced an assessment template which includes details of the assessment criteria that will be used to mark work. This resulted in a large increase (&gt;20%) in our scores in the UG programme surveys for the question ‘marking criteria were clear in advance of submission’.</li> <li>• We continue to raise awareness of the Schools CoPA to students and staff at meetings and making it available on the VLE.</li> <li>• Introduced standard assignment rubric to enhance information given to students about assessment requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Publish assessment deadlines for all BA and BSc Geography modules on the VLE to enable students to better anticipate busy work periods.</li> <li>• Assignment deadlines for all 3 levels to be shared between Schools of Earth and Environment and Geography to avoid workload issues and assessment bunching for Geography-Geology students</li> <li>• Electronic-only marking will be trialled in tutorial modules to alleviate ‘mixed economy’ of feedback identified by external examiner with a view to providing all feedback to students through this format in the future.</li> <li>• Increase sharing of good practice in the use of digital learning tools to enhance assessment and feedback. For example, Mark Smith and Tim Baker have been using digital learning tools to enhance assessment and feedback in L2 and L3 modules (see p7 of Student Education Bulletin, Oct 2014).</li> </ul>	<p>DUGS &amp; PLs – October 2014</p> <p>PL – November 2014</p> <p>Module Leaders and all staff – 2014-2015</p> <p>All staff - Continuous</p>
<p><b>Academic support</b></p>	<ul style="list-style-type: none"> <li>• We have continued to employ numeracy and literacy fellows in response to positive feedback from students.</li> <li>• We have continued to encourage all staff to respond promptly to emails.</li> </ul>	<ul style="list-style-type: none"> <li>• All staff to be encouraged to respond promptly to student emails, offer appointments and publish office hours.</li> </ul>	<p>DUGS &amp; PLs – 2014-15</p>
<p><b>Organisation and management</b></p>	<ul style="list-style-type: none"> <li>• We continue to make use of the VLE as a central place for information and communications. In summer 2013 the ‘Geography’ organisation folder was updated making marking criteria, Codes of practice</li> </ul>	<ul style="list-style-type: none"> <li>• We will take over the parenting of BSc Geog-Maths from 2015-16 and have agreed to parent BA and BSc Geog - Management (details to be determined). We need to ensure that this results in as little</li> </ul>	<p>DSE, SESM, PLs &amp; JH Coordinator – 2014-15</p>

	<p>and other important programme information available to students and staff.</p> <ul style="list-style-type: none"> <li>We have developed an on-line mitigating circumstances/deadline extension request form that will make keeping in contact with students about their circumstances easier.</li> </ul>	<p>disruption for students as possible.</p>	
<b>Learning resources</b>	<ul style="list-style-type: none"> <li>We have continued to encourage staff to make good use of the VLE for learning resources.</li> <li>New standardised module handbook and assessment templates have been developed for all modules to ensure students receive clear and consistent information relating to module objectives, assessment and organisation.</li> </ul>	<ul style="list-style-type: none"> <li>Enhance student learning resources by encouraging staff to opt-in to lecture capture.</li> </ul>	DSE, DUGS, DTPGS, PLs - Continuous
<b>Personal development</b>	<ul style="list-style-type: none"> <li>We ensure all staff and students use Leeds for life for their personal tutorials. Use of Leeds for Life is &gt;80% at levels 1 &amp; 2, one of the highest in the University.</li> <li>We modified the compulsory level 2 Careers module in response to feedback from students, staff and careers staff, changing it from a module that ran across 2 semesters to a 1 semester module.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure tutors contact students that are on a Year in Industry and Year Abroad when Leeds for Life meetings scheduled to check on progress.</li> <li>Introduce new 'Horizons' year abroad to all degree programmes.</li> <li>Review how personal development and employability skills can be enhanced through modules, particularly those at level 2.</li> </ul>	<p>DUGS – Nov 2014</p> <p>DSE, DUGS, SSF and PL – 2014-15</p>