

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2013-14

Faculty of Environment: Institute for Transport Studies

EXECUTIVE SUMMARY																		
Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate Programme Experience Survey					
	2012-13		2011-12		2010-11		2012-13		2011-12		2010-11		2012-13		2011-12		2010-11	
	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction													93	87	84	84	94	82
Teaching													90	87	86	85	86	84
Assessment & feedback													63	75	49	69	67	68
Academic support													84	85	79	80	90	79
Organisation & management													87	85	82	80	88	77
Learning resources													86	86	87	83	88	82
Personal development													78	77	67	71	76	70
Sector position		57/147		51/150		46/151												

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 2011-12 actions	<ul style="list-style-type: none"> • Our greater vigilance on achieving coursework marking and feedback deadlines has helped us to achieve a 14pt improvement in our 'assessment and feedback' PPES score • Development of effective working arrangements between SES staff and ITS academic staff has contributed to improved PPES scores for 'organisation and management' and 'academic support' • Our continued focus on employability through close links with major employer organisations (including an advisory board meeting dedicated to this issue) and sponsored dissertation topics has helped us achieve an 11pt increase in our PPES score for 'personal development' • Our provision of more extra- and co-curricular events e.g. Peak District trip, Metropoly, International Evenings has been well received
Achievements in 2012-13	<ul style="list-style-type: none"> • ITS remains UK market leader in Masters transport teaching and the destination of choice, for both FT UK and for International students • Students reported that we have delivered a high quality L&T and co-curricular student experience • We further developed our links with external agencies as employers and as dissertation collaborators • We have made progress towards refreshing our undergraduate provision, particularly reinforcing our links with the School of Geography in order to develop the BA Geog/Tran programme for a major relaunch in 2015

<p>Main actions for 2013-14</p>	<ul style="list-style-type: none"> • We will develop clearer guidance (e.g. in the form of handbooks) to ensure staff are fully appraised of all L&T deadlines and of our expectations for management and supervision of student dissertations • We will continue with measures to maintain improvement in the timeliness and quality of assessment and feedback on student coursework • We will place major emphasis on the development of Blended Learning in our deployment of the Teaching Enhancement Scheme • We will continue to work with the School of Geography in the redevelopment of the BA Geog/TP programme • We will work towards refreshing our Masters programme provision, in order to increase student recruitment, and to embed research-based learning and employability further into our programmes • Continued representations to the university in respect of our request for capital investment in the ITS building to improve student facilities and work space
<p>Summary of student involvement in the production of this Action Plan</p>	<ul style="list-style-type: none"> • Consideration of feedback received from student representatives on FTSEC and our SSF • Consideration of feedback from group meetings between students and Masters programme leaders • Circulation of draft Action Plan to SSF and FTSEC student representatives for comment and feedback

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School:

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Aspect	Progress with actions in response to 2011-12 feedback and indication of impact	Issues raised in 2012-13 feedback	Planned response in 2013-14
<p>Overall satisfaction</p>	<p>Major recovery in our PPES score (now 93%) which is well above University average. Overall satisfaction amongst Home/EU at 100% is rather higher than that for international students (88%)</p> <p>84% of respondents to ITS end-of-course survey (ECS) rated our overall quality as good, very good or excellent (lower than previous year) though 92% would recommend ITS to others (ECS)</p> <p>100% of undergraduates on the BA Geog/TP programme reported overall satisfaction (UGPS)</p> <p>ITS remains market leader, maintaining share and volume, we are destination of choice</p>	<p>High levels of general satisfaction were expressed in Programme Meetings (PM), in Student:Staff Forum (SSF) meetings and in the summer meeting with external examiners</p>	<p>We will seek to grow our numbers further by articulating and enhancing the all-round experience of ITS through a range of marketing channels</p> <p>We will seek to add further value to the excellence of our programmes by developing a more research based approach to student learning, by working towards more use of Blended Learning and by further enhancing the wider professional exposure/experience</p>
<p>Teaching</p>	<p>Students once again commended the enthusiasm of our teaching at Masters level (96% for</p>	<p>There is mixed response to whether we should re-balance the amount of group assessment (e.g.</p>	<p>We will seek further evidence on student attitudes to group work and group presentations and</p>

	<p>Home/EU, 95% for International)</p> <p>You told us that our Masters programmes are intellectually stimulating (92% for Home/EU, 88% for International) (PPES)</p> <p>Second-year students on BA Geog/TP reported enthusiastic teaching and high levels of intellectual stimulation, though scores from the first-year students were rather lower</p>	<p>group presentations) on the Masters modules (ECS)</p> <p>Our external examiner (EE) believes that some of our undergraduate teaching and some of our examination methods appears a little dated (EE)</p> <p>Our EE also notes that some reading lists are very dated and the Library representative reports patchy updating of reading lists (STSEC)</p>	<p>consider changes to module assessment strategies in the light of this</p> <p>A major refresh of our undergraduate teaching is under way, focused on the needs of BA Geog/TP. Assessment methods will be mapped against learning outcomes at programme level according to the requirements of the Leeds Curriculum</p> <p>Staff will be reminded of the need to provide updated reading lists in advance of each semester</p>
Assessment and feedback	<p>Masters External examiners once again praised the impressive quality of student work, especially the better dissertations</p> <p>Despite a 14pt improvement in satisfaction over assessment and feedback (PPES), the headline score is still only 63</p> <p>Many students still tell us that feedback was not sufficiently prompt (PPES), the satisfaction score for International students (53) being rather lower than that for Home/EU (63) (PPES)</p> <p>Students are also still concerned that they do not get enough detail in feedback, though in contrast to promptness, International students (81) are much happier than Home/EU (57) (PPES)</p> <p>Only a small majority of our Masters students report that feedback helps clarify things they have not understood (PPES)</p> <p>Second-year BA Geog/TP students report similar issues with feedback, though the first-year students have less concern (UGPS)</p>	<p>The ITS ECS this year identified very few issues relating to assessment and feedback</p> <p>Whilst our external examiners again commented that our processes were fair and transparent, and that our moderation and double marking systems were now more transparent, PPES scores still suggest some perceived inconsistency on marking standards between staff.</p> <p>Students (SSF) and EE have commented that in the assessment of posters and orals as part of the dissertation process, the balance between presentational issues and academic content needs to be clarified</p>	<p>We will seek to gather information on proposed assessment hand-in dates well in advance, so that bunching can be avoided if possible</p> <p>We will publicise proposed assessment hand-in dates as part of the Options Fair, so that students can take them into account in their options choices</p> <p>We will encourage module teaching teams to schedule their marking and moderation more effectively so that our 3-week return deadline can be achieved more consistently</p> <p>We will continue to monitor performance against agreed coursework return dates and will begin to monitor the nature of feedback provided with a view to identifying and disseminating best practice</p> <p>Assessment criteria, marking schemes and arrangements for feedback will be reviewed for all assessed elements of Masters dissertations</p>
Academic support	<p>92% satisfaction with our guidance and support for Masters students (ECS)</p> <p>Masters students report high ability to contact staff</p>	<p>Students felt that staff had generally been friendly and welcoming (SSF) and External Examiners commented on our willingness to help.</p>	<p>We continue to encourage student:staff interaction in both formal and non-formal settings</p>

	<p>when needed (96% for Home/EU, though only 84% for International) (PPES)</p> <p>Continued high level of student support for project/dissertation or practical work, through both individual supervision and themed training sessions (86% satisfaction for Home/EU, 88% for International) (PPES)</p>	<p>Some students continue to feel that dissertations are allocated too early (SSF, PM)</p> <p>Some students reported unavailability of dissertation supervisors at key times over the summer, and/or ineffectiveness of back-up arrangements</p>	<p>Experience with use of a new online procedure for allocating dissertation topics will be reviewed to see if the start of the procedure can be pushed back marginally</p> <p>A Dissertation Supervisor Handbook will be issued to all relevant staff. Requirements for staff to ensure access to appropriate supervision will be formalised to ensure that summer supervision arrangements are in place and notified to students.</p>
Organisation and management	<p>100% of Masters students reported that ITS customer care was satisfactory or better (ECS)</p> <p>The ITS School Education Service (SES) office is now fully staffed and working effectively</p> <p>EEs highly commended SES support for our programmes</p> <p>96% of Home/EU students reported satisfaction with provision of programme-related information though this falls to 72% for International students (PPES)</p>	<p>Students generally feel that they received good information prior to arrival and that the admissions procedures went smoothly (SSF)</p> <p>Students were mostly very happy with the programme of events, including co-curricular events, organised for Week 0</p> <p>MSc SUST/TRAN students identified some less successful aspects of the Week 0 arrangements which support wider evidence of lack of coherence between the SOEE and TRAN elements of their programme (SSF, ECS, Programme meetings)</p>	<p>A review of the operation of the MSc SUST/TRAN programme will be undertaken through liaison with relevant staff in SOEE, to identify ways to improve the coherence of the programme and to provide a more holistic student experience</p>
Learning resources	<p>Students have reported improved levels of satisfaction in terms of access to IT resources generally, as well as to specific equipment and/or facilities if required (ECS, SSF, PPES)</p> <p>Previous issues of poor access to some specialised software have been resolved</p> <p>All Masters students reported that they found the VLE to be useful (ECS)</p>	<p>Students have reported a significant reduction in satisfaction over library resources and services (down 17pts for Home/EU, 4pts for International) (PPES)</p> <p>Students consider that the ITS building offers a poor environment both for teaching and for group working (SSF)</p> <p>Students like MP3 recordings of lectures (SSF) and want more lectures to be recorded</p>	<p>As noted under 'Teaching', staff will be reminded of the need to provide updated reading lists in advance of each semester.</p> <p>We will continue to promote our proposal for capital investment in the ITS building to improve student facilities and work space, commensurate with our world-class vision</p> <p>All staff are now issued with MP3 recorders to improve coverage. Teaching space with automated recording will be booked as this comes on stream</p>

		<p>Students reported that they prefer to be able to follow the class materials on a hand-out, but some module teachers did not provide hand-outs of teaching materials at the start of the class (ECS)</p> <p>Some students want more varied use of the VLE (ECS)</p>	<p>Staff will be asked to ensure that hand-outs are provided</p> <p>ITS will develop its use of Blended Learning as the main focus of the TES for this session, including information events and workshops for teaching staff as well as participation in the dissemination of best practice at faculty level</p>
<p>Personal development</p>	<p>Students consider that we work hard on developing employability and this helped us achieve an 11pt increase in our score for 'personal development' (PPES)</p> <p>We once again organised a programme of employer recruitment visits and interviews and provided sessions on job-hunting and CV writing</p>	<p>Some students have said that more use should be made of industry-standard software rather than more bespoke systems (ECS), a view echoed by our Industry Advisory Board</p> <p>Some students undertaking dissertation topics provided by outside organisations reported that they received less help and support than they had expected from those organisations (Diss supervisors, prog leaders)</p> <p>Some students have identified that a more global outlook to our learning and teaching would enhance employability (SSF)</p>	<p>No immediate action, though specific software choices will be reviewed as modules evolve to support proposed programme changes</p> <p>Checks will be made will be made prior to advertising topics to students to ensure stakeholder engagement, particularly where topics have been rolled over from previous sessions.</p> <p>ITS Away Day has focused on identification of opportunities to embed more case studies from around the world as a way to enhance student development through a more global outlook coupled with a research based approach</p>