

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

**Faculty of Environment: Institute for Transport Studies**

<b>EXECUTIVE SUMMARY</b>																		
<b>Aspect</b>	<b>National Student Survey</b>						<b>Undergraduate Programme Experience Survey</b>						<b>Postgraduate Programme Experience Survey</b>					
	<b>2013-14</b>		<b>2012-13</b>		<b>2011-12</b>		<b>2013-14</b>		<b>2012-13</b>		<b>2011-12</b>		<b>2013-14</b>		<b>2012-13</b>		<b>2011-12</b>	
	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>
<b>Overall satisfaction</b>		88		87		87		85		85		85	90	85	93	87	84	84
<b>Teaching</b>		90		89		90		85		85		84	88	86	90	87	86	85
<b>Assessment &amp; feedback</b>		71		71		69		62		59		61	67	71	63	75	49	69
<b>Academic support</b>		82		81		80		73		72		72	80	82	84	85	79	80
<b>Organisation &amp; management</b>		85		84		83		75		73		74	85	81	87	85	82	80
<b>Learning resources</b>		91		90		88		83		81		78	87	85	86	86	87	83
<b>Personal development</b>		82		81		81		72		69		68	79	77	78	77	67	71
<b>Sector position</b>		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>	<i>Provide a single headline for the School from 13-14 – to be included on the poster produced for each School</i> <i>Our actions to improve the quality and timeliness of feedback have led to further improvement in student satisfaction in that area</i>
<b>Main actions for 2014-15</b>	<i>List 3 actions – to be included on the posters to be produced for each School</i>  1. We will complete the planning of the refresh of our Masters programmes for implementation in September 2016 2. We will increase the amount and quality of generic feedback on student performance, in addition to the provision of individual feedback 3. We will articulate to students much more clearly about our strategies to address key aspects of personal development

**Summary of student involvement in the production of this Action Plan**

The Plan incorporates consideration of issues raised at the first SSF meeting of the current academic year, and at meetings between students and programme leaders. The draft has been circulated to student representatives for feedback.

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

**School:** ITS

**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>	<p>Although we have slipped back a little compared to the very high overall satisfaction score achieved in 2012-13, our score for overall satisfaction remains high and for PGT is well above the university average (PPES). High levels of general satisfaction were once again expressed by students, e.g in Student:Staff Forum (SSF) meetings and in the summer meeting with our external examiners</p> <p>ITS remains market leader in Transport PGT, holding its own in volume and market share (ITS market research)</p> <p>We focused on Blended Learning in our initiatives under the Teaching Enhancement Scheme (TES). We held teaching team TES meetings to discuss best practice in this field and routes to wider adoption and implementation.</p> <p>We continued with our existing wide range of activities designed to enhance employability and wider professional exposure/experience. Student satisfaction with our efforts remains high although overseas students consider that we do less for them in terms of direct exposure to job opportunities than we are able to do for domestic students (ITS end-of-course survey (ECS))</p>	<p>We will press ahead with the refresh of our suite of Masters programmes to ensure their attractiveness in existing markets and to exploit wider market opportunities</p> <p>We will continue to refresh our undergraduate teaching portfolio to improve recruitment to BA Geog with TP and to ensure the attractiveness of our modules as options and 'discovery' modules</p> <p>We will embed our increasing knowledge and experience of Blended Learning in our refreshed Masters programmes and undergraduate modules, and further enhance the interactive nature of module delivery.</p> <p>We will enhance awareness of overseas employment opportunities. We will aim to develop links with more strategic personnel in employer organisations to develop more global reach, rather than deal with more local contacts.</p>	<p>DoSE and programme refresh teams / new and revised programmes to commence in September 2016</p> <p>DoSE and ITS undergraduate co-ordinator / revised level 2 modules in place for September 2015</p> <p>DoSE, programme refresh teams, ITS undergraduate co-ordinator, ITS TES co-ordinator / in line with refresh target dates as above</p> <p>ITS Employability Officer</p>
<b>Teaching</b>	<p>Students once again commended the enthusiasm of our teaching at both Masters and undergraduate levels (module reviews)</p>	<p>In our Masters refresh activity we will ensure that the rationale and justification for group activities can be fully articulated to future students. and consider changes to module assessment strategies in the light of this</p>	<p>DoSE, programme refresh teams / in line with refresh target dates as above</p>

	<p>We identified that student attitudes to group work and group presentations are somewhat mixed, and the rationale for such group work is not always fully understood (ECS)</p> <p>We gained approval for revised modules across our first-year undergraduate teaching, with distinctive modules to address BA Geog/TP students and the 'Discovery Theme' market separately, allowing use of appropriate assessment methods according to the requirements of the Leeds Curriculum in each case.</p> <p>Staff were reminded of the need to provide updated reading lists in advance of each semester but external examiners continue to highlight the datedness of some core reading materials, particularly at undergraduate level</p>	<p>Group work will become more formalised in Integrated Project modules for all Masters students as part of the Masters refresh. This will allow group work and presentations on other modules to be rationalised as we map out assessment strategies at programme level</p> <p>Our Level 2 undergraduate offering will be considered during the current session and will be modified where necessary for delivery in the 2015-16 session</p> <p>Further reminders will be issued to module leaders. Module reviews will be required to demonstrate that reading lists are current</p>	<p>DoSE, programme refresh teams / in line with refresh target dates as above</p> <p>DoSE, ITS undergraduate co-ordinator, relevant module leaders / revised level 2 modules in place for September 2015</p> <p>Module leaders / immediate and ongoing requirement as part of module review</p>
<p><b>Assessment and feedback</b></p>	<p>Our External examiners once again praised the impressive quality of student work, especially the better dissertations</p> <p>We implemented new assessment criteria, marking schemes and arrangements for feedback for all assessed elements of Masters dissertations, with strongly positive feedback from our external examiners</p> <p>We gathered information on proposed assessment hand-in dates well in advance, though some issues of deadline bunching remain, particularly in semester 2 of the Masters programmes (ECS)</p> <p>We publicised scheduled assessment hand-in dates as part of the Options Fair, so that students could take them into account when making their options choices</p>	<p>We will reduce the assessment load in our more heavily assessed Masters modules</p>	<p>DoSE / September 2015</p>

	<p>We encouraged module teaching teams to schedule their marking and moderation more effectively within the 3-week return deadline and continued to monitor performance against this metric. This helped to achieve some further improvement in our PPES score (PPES)</p> <p>Students tell us that they want feedback on their work which can more clearly and explicitly guide them as to how marks for subsequent work can be improved (ECS, PPES). We have undertaken some monitoring of the quality of feedback provided, which has highlighted some issues of consistency between written comments and the class of mark awarded</p>	<p>We have moved to the University expectation of providing feedback within 15 working days rather than 3 term-time weeks</p> <p>We will strongly encourage the provision of timely generic feedback, both face-to-face and via a range of electronic media</p> <p>As we map out future assessment strategies against learning outcomes as part of the Masters refresh process, we will look for opportunities for formative assessments earlier in the academic session</p> <p>Through our TES activities, staff will be reminded of the need to identify how weaknesses in student work can be addressed, and of the need to ensure that their commentary on assessed work reflects the marks awarded, including at sub-total level</p>	<p>DoSE / in the CoPA 2014/15</p> <p>DoSE, ITS TES co-ordinator</p> <p>DoSE and programme refresh teams / in line with refresh target dates as above</p> <p>DoSE, ITS TES co-ordinator</p>
<p><b>Academic support</b></p>	<p>Masters student satisfaction with levels of academic support dipped in 2013-14. Though this is in line with a dip across the campus (PPES), in ITS this may in part reflect the consequences of staff absence through illness which affected some dissertation supervision at a key time and pressurised some other members of staff</p> <p>Use of an online procedure for allocating dissertation topics was deemed successful and will be repeated. Timescales for allocation of topics to students were not changed. Student feedback continues to raise issues relating to this timing (SSF)</p> <p>A Dissertation Supervisor Handbook was distributed to all staff involved in the supervision process. Fewer concerns about the availability of</p>	<p>We will aim to achieve more resilience by moving towards a team teaching approach on our modules</p> <p>Timescales for allocation of dissertation topics to students will be kept under review</p> <p>Dissertation supervisors will again be reminded of the need to inform their students of planned summer absence arrangements and ensure</p>	<p>DoSE, programme refresh teams, ITS undergraduate co-ordinator / in line with refresh target dates as above</p> <p>DoSE, ITS Masters dissertation co-ordinator / for decision at Programmes Committee ahead of 2015-2016 session</p> <p>ITS Masters dissertation co-ordinator / June 2015</p>

	<p>supervision at key times over the summer were raised although this issue is not fully resolved (ECS)</p> <p>We have continued to encourage student:staff interaction in a wide range of both formal and non-formal settings, including social gatherings</p>	adequate arrangements for supervision are in place	
<b>Organisation and management</b>	<p>The ITS School Education Service (SES) Office has continued to work effectively and Masters student satisfaction with organisation and management remains high (PPES)</p> <p>Our EEs once again praised SES support for our programmes at both Masters and undergraduate levels</p> <p>Reorganisation of arrangements for managing Masters student admissions have resulted in major improvements in processing times and a high level of satisfaction from newly-recruited students (SSF)</p> <p>Discussions with relevant staff in SoEE have taken place in an attempt to provide a more holistic experience for students on the MSc SUST(TRAN) programme, but issues remain over the ability of ITS students to gain maximum benefit from the sustainability modules on this programme (SSF)</p>	<p>Impact of revised faculty admin support arrangements for our Masters admissions will be closely monitored</p> <p>ITS will co-ordinate closely with relevant SoEE staff during the refresh of ITS programmes in the Transport/Sustainability area</p>	<p>ITS SES Manager, ITS Masters Admissions Officer</p> <p>DoSE, relevant programme refresh teams / in line with refresh target dates as above</p>
<b>Learning resources</b>	<p>Student satisfaction with learning resources remains high, partly due to improved use of VLE resources, though this varies significantly across the range of TRAN modules (Faculty VLE co-ordinator)</p> <p>Work has continued on development of the capital investment programme for the ITS building to</p>	In our TES activities, further attention will be paid to dissemination of best practice in the use of the VLE	DoSE, ITS TES co-ordinator

	<p>improve student facilities and work space, commensurate with our world-class vision</p> <p>All teaching staff have been strongly encouraged to engage with the newly-introduced lecture capture facilities on campus and to undertake training so that it can be used effectively</p> <p>In line with previous feedback received, it remains ITS policy to provide paper copies of lecture handouts, and it is also now ITS policy to make notes available electronically on the VLE ahead of the start of each lecture</p> <p>ITS adopted Blended Learning as a main focus of the TES for this session, and provided a series of information events and workshops for teaching staff</p>	<p>ITS engagement with lecture capture, student use of captured materials and student evaluation of lecture capture will all be monitored in the current academic session</p> <p>Experience gained in the use of a range of blended learning techniques will inform decisions on teaching strategy as we continue to refresh our Masters programmes and undergraduate modules</p>	<p>DoSE, ITS TES co-ordinator, Faculty VLE co-ordinator / by end of 2014-15 session</p> <p>DoSE, ITS TES co-ordinator, programme refresh teams / in line with refresh target dates as above</p>
<p><b>Personal development</b></p>	<p>Continued strong efforts on developing employability skills have led to a further small increase in the PPES score for 'personal development', reinforcing the major gain in this score in the previous session (PPES)</p> <p>Nevertheless, the PPES score is still relatively low and we believe that students may not fully appreciate the range of elements relevant to the 'personal development' criterion when they are asked to provide feedback (PPES, ECS)</p> <p>We once again organised a programme of employer recruitment visits and interviews and provided sessions on aspects such as CV writing</p> <p>We continue to promote Masters dissertation topics in partnership with external organisations, and check each session that such topics are still relevant to those external stakeholders if they have been rolled over from previous sessions.</p>	<p>We will collate a list of our initiatives and activities in the 'personal development' area and communicate this effectively to students ahead of the annual evaluation survey period</p> <p>We will develop more pervasive opportunities for involvement of external organisations in the delivery of our programmes as part of the refresh of our Masters programmes</p>	<p>DoSE, ITS SES Manager, ITS Employability Officer / for May 2015</p> <p>DoSE, relevant programme refresh teams / in line with refresh target dates as above</p>

