

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

School: Chemistry

Faculty: Mathematics and Physical Sciences

| 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 | 88 | 86 | 91 | 82 | 87 | 84 | 85 | 83 | 91 | 84 | 86 | 82 | 64 | 82 | 90 | 78 | 90 | 80 |
| Teaching | 85 | 88 | 85 | 85 | 86 | 86 | 82 | 83 | 85 | 83 | 81 | 82 | 85 | 84 | 97 | 81 | 90 | 81 |
| Assessment & feedback | 66 | 65 | 67 | 61 | 62 | 61 | 65 | 56 | 64 | 57 | 62 | 54 | 69 | 68 | 68 | 63 | 74 | 62 |
| Academic support | 80 | 77 | 77 | 74 | 75 | 75 | 70 | 68 | 75 | 68 | 70 | 66 | 88 | 79 | 90 | 76 | 87 | 76 |
| Organisation & management | 80 | 82 | 72 | 79 | 77 | 79 | 70 | 83 | 84 | 73 | 70 | 70 | 75 | 77 | 90 | 73 | 93 | 75 |
| Learning resources | 92 | 87 | 90 | 85 | 90 | 86 | 85 | 77 | 85 | 76 | 86 | 77 | 82 | 82 | 85 | 81 | 69 | 82 |
| Personal development | 77 | 78 | 73 | 76 | 67 | 78 | 66 | 65 | 67 | 63 | 65 | 62 | 75 | 70 | 78 | 68 | 90 | 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)

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| Impact of 2009-10 actions | <p>The Royal Society of Chemistry, against more strict criteria, accredited all integrated masters programmes (The two post-graduate MSc programmes are the first such courses to be accredited in the country).</p> <p>The wide scale implementation of detailed mark schemes for laboratories has improved students' learning and perception of marking transparency.</p> |
| Achievements in 2010-11 | <p>The School produced a statement about feedback, which was well received by students.</p> <p>The School has produced a common booklet of formulae and data to be used in all exams, which was well received by students.</p> <p>More students are now engaging with Leeds for Life, and the personal tutorial system is increasing in effectiveness.</p> <p>The academic tutorial system works very well and students see their different tutors on a regular basis. They feel that they receive "good value for money" and staff are always happy to help.</p> <p>The Joint Honours students have been successfully integrated into the School.</p> <p>Staff have continued to enhance learning resources with a focus on blended learning.</p> |
| Main actions for 2011-12 | <p>Address issues with the operation of the laboratory, to reduce waiting times and increase equipment availability.</p> <p>Address outstanding issues arising from the Joint Honours handover (particularly timetabling issues).</p> <p>Investigate, with students, the most appropriate way to feed back after semester one examinations.</p> <p>Investigate how workshops may be used effectively to aid understanding of the lecture content.</p> <p>Consider the impact and benefits of implementing an "assessment week" for semester one.</p> |

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School:

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| Aspect | Progress with actions in response to 2009-10 feedback and indication of impact | Issues raised in 2010-11 feedback | Planned response in 2011-12 |
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| Overall satisfaction | <p>The school continues to review all cross-disciplinary activity.</p> <p>Pastoral support was augmented with a renewed focus on the personal tutorial system.</p> <p>The School has re-launched the Student Staff Forum to raise its profile and to introduce procedures to ensure that the School provides feedback on the issues raised at the Forum</p> | <p>Students had concerns regarding the laboratory sessions. There were equipment shortages, slow turnaround for NMR spectra and insufficient demonstrators at times for marking.</p> <p>Students find the workload and timetable of a Chemistry degree extremely demanding (although acknowledge that this represents "excellent value for money").</p> | <p>Address issues with the operation of the laboratories, to improve turnaround of NMR spectra, availability of equipment and staff issues.</p> <p>Consider the impact and benefits of introducing an "assessment week" for Semester one (the equivalent of a reading week, but laboratories and workshops will still run to allow students chance to catch up with themselves).</p> |
| Teaching | <p>Industrial (flagship) programmes been amended to meet to the requirements of RSC accreditation.</p> <p>Final year students specialising in Organic chemistry have been given additional module choices.</p> | <p>Students would like to gain a deeper understanding of the laboratory practicals. They feel that they focus on getting them finished rather than understanding the theory behind the work.</p> <p>Students without A-level Maths struggle with Physical Labs until they have completed the L1 Maths module.</p> | <p>Review the questions for the practicals.</p> <p>Consider organising the rotations so that those without A-level Maths only meet Physical Labs after semester one.</p> |
| Assessment and feedback | <p>The School has produced and circulated a policy statement on feedback, which was well received by students. This was produced in collaboration with the LUU School Reps (UG and PT). This statement also includes explanations of why providing model answers does not lead to effective learning.</p> <p>The School has continued to provide detailed mark schemes for the laboratories and tutorials.</p> | <p>Students felt that they didn't have the opportunity to go over previous exam papers (in reality, all lecturers offer to go over examinations with those who request it)</p> <p>Students did not understand what was meant by the question "marking criteria are known in advance".</p> | <p>Investigate, with students, the most appropriate way of feeding back after semester one examinations.</p> <p>Make sure all students are aware that they can discuss their exam scripts with staff.</p> <p>Ensure that students understand what is meant by the term "marking criteria."</p> |

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| <p>Academic support</p> | <p>Try to find the balance between helping students to solve unseen problems and tutoring to the exam.</p> <p>The mechanisms for providing advice on study choices will be reviewed (to include personal tutorials and the documentation provided to students on study choices).</p> | <p>Students praised the effectiveness of the academic tutorial support system, emphasising the need to continue to offer it.</p> | <p>Maintain the current academic tutorial system as a priority.</p> <p>Ensure that personal tutors offer advice on study choices/module options in later years.</p> |
| <p>Organisation and management</p> | <p>Reorganised staffing and reviewing operations has led to the successful integration of Joint Honours students within the school.</p> <p>Changes have been made to the operation of the Industrial and Year Abroad placements.</p> | <p>There are some timetabling issues with the joint honours programmes. This is not a new problem, but one the school is keen to address.</p> <p>Focus groups with the Industrial and International programme students highlighted some operational issues.</p> <p>A direct link from the Portal to the UG module catalogue would be helpful.</p> | <p>Address issues relating to the handover of the Joint Honours programmes, particularly w.r.t. timetabling.</p> <p>Tighten procedures and continue to closely monitor the Industrial and International placements.</p> |
| <p>Learning resources</p> | <p>The University still needs to address the access issues with the main lecture theatres in Chemistry because it is still not in compliance with DDA .</p> <p>The school is very active in developing blended learning, which students are very satisfied with.</p> | <p>The VLE is greatly appreciated by students.</p> | <p>Continue to use the VLE actively in the support of teaching activities.</p> |
| <p>Personal development</p> | <p>Employers will visited and spoke to 3rd and 4th year students. Future employment prospects and the need to make the most of the degree has been raised during first year induction.</p> <p>Skills development is integral to the core curriculum.</p> <p>Successfully introduced the Enhanced Peer Mentoring Scheme</p> | <p>Students would like to see a greater emphasis on Leeds for Life. This is a great resource, but is not made prominent enough on the Portal. First year students have an introductory lecture on the topic, but would like to see this reinforced throughout the year.</p> <p>The peer mentoring scheme works well and third and fourth year students commented on how the scheme has improved significantly by combining it with the poster activity.</p> | <p>The School will work with Chemsoc on organising a series of careers events.</p> <p>Clearly articulate to students what skills are being developed and where. Consider working with students on a skills audit.</p> <p>Clearly communicate to students the importance of posters as a means of communicating with the science community.</p> |