

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

**Faculty of Mathematics and Physical Sciences: School of Chemistry**

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	91	88	88	87	87	87	91	85	89	85	83	85	94	85	83	87	71	84
Teaching	87	90	82	89	85	90	89	85	86	85	82	84	94	86	86	87	90	85
Assessment & feedback	67	71	68	71	77	69	68	62	69	59	64	61	68	71	51	75	69	69
Academic support	79	82	79	81	80	80	78	73	74	72	69	72	90	82	94	85	81	80
Organisation & management	82	85	85	84	76	83	77	75	77	73	74	74	85	81	86	85	67	80
Learning resources	92	91	95	90	90	88	88	83	87	81	85	78	98	85	89	86	86	83
Personal development	78	82	78	81	75	81	68	72	68	69	56	68	83	77	77	77	68	71
Sector position		50/146	36/46	57/147	37/43	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>The redesigned Level 1 synthesis lab course now focuses on developing key practical skills</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> <ol style="list-style-type: none"> <li>1. Redesign the Level 2 synthesis lab course to build key research skills</li> <li>2. Expand the range of supporting resources available through the VLE</li> <li>3. Help develop employability skills through our Industry Advisory Board and LinkedIn group</li> </ol>

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

1. A focus group was held with ~12 taught students drawn from all four years and from a wide range of different programmes (including both Chemistry and Medicinal Chemistry; both BSc and integrated Masters; and programmes with an industrial placement)
2. The action plan was then discussed at the School of Chemistry Student-Staff Forum and STSEC (that includes student representatives)

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

Aspect	Progress with 2013-2014 actions and indication of impact	Agreed Issues/Actions for 2014-2015	Responsibility/Expected completion date
<b>Overall satisfaction</b>	<p>Staff have worked with students to ensure that they see the benefits of being present in lectures. Staff have continued to ensure that lectures have, and are perceived to have, additional value to the materials that are available through the VLE. These activities have been facilitated by the School's Student-Staff Forum</p> <p>Peer Assisted Learning was introduced in 2013/14. This helped with enhancing the sense of community; helped to embed first year students in the University; and facilitated students' learning.</p>	<p>Continue to reinforce the benefits of attendance</p> <p>Use Peer Assisted Learning to provide additional support to first year students, especially to develop mathematics skills (highlighted as a problem area by students). This activity will be supported by a new student-created study guide that has been developed and funded by the Universities of Leeds and Birmingham.</p>	<p>DSE (14/15)</p> <p>DSE to review the effectiveness of Peer Assisted Learning at the end of Semester 1 2014/15 through 1<sup>st</sup> year questionnaire and PAL mentor debriefs.</p>
<b>Teaching</b>	<p>The final year of integrated masters programmes was redesigned. Students take a 60-credit taught module in which 12 advanced topics are chosen from &gt;20 options, allowing students much more freedom to specialise in the final year. Students on taught MSc programmes will also benefit from these advanced topics. The workload for each topic has been carefully considered to ensure consistency.</p> <p>The Level 1 synthetic chemistry laboratory course was redesigned to focus on developing students' practical and research skills. Learning of key practical skills is now fully supported by tutorials in video format (viewable on new laptops in the</p>	<p>Review delivery and workload of advanced topics at Level 5.</p> <p>Review of the success of the redesigned Level 1 practical course. Development of Level 2 synthetic chemistry laboratory course to develop further the research skills needed at Levels 3 and 5.</p>	<p>Mike Webb (end 14/15)</p> <p>Nimesh Mistry and Stephen Gorman (end 14/15)</p>

	<p>practical lab). Feedback from first year students on the redesigned course is strong.</p> <p>The format (timescale; feedback sessions) for open-ended investigations at Level 3 has been harmonised. The timing of the open-ended investigations has meant that it is not yet possible to assess the effectiveness of this harmonisation.</p>	<p>Review success of open-ended investigations at Level 3. Develop and refine open-ended investigations (especially for Medicinal Chemistry programmes).</p> <p>The feedback on the quality of PGR demonstrators in the teaching labs was very positive in the NSS. However, some concerns over the consistency of provision were expressed through the student focus group. The training arrangements for PGR demonstrators will be reviewed to ensure consistency of provision.</p> <p>Consider alternative pathways to build research skills.</p> <p>Enhance the coherence of all taught programmes.</p>	<p>Review by DSE and Stephen Gorman (end 14/15). Development of medicinal chemistry open-ended investigations by organic chemistry staff (end 14/15).</p> <p>DSE. Throughout 14/15</p> <p>Through Teaching Enhancement Scheme (by Jan 2015)</p> <p>Programme leaders (through Programmes sub-group of TSEC) (by Feb 2015)</p>
<b>Assessment and feedback</b>	<p>The feedback form for tutorials has been refined and is now used for all tutorials in the School. In addition to facilitating consistency of feedback to students, the form encourages students to reflect on their learning and to identify specific areas for follow-up in tutorials.</p> <p>Assessment criteria for continually assessed work provided to students in advance. Feedback on continually-assessed work provided to students in a consistent format normally within 2 weeks. Students noted (through NSS; focus group) the value of one-to-one feedback given in practical labs.</p> <p>Assessment of advanced topics (final year of integrated masters programmes; MSc</p>	<p>Review effectiveness of tutorial feedback form. Good practice to be identified through Teaching Enhancement Scheme (by Jan 2015, following engagement with Staff-Student Forum) and disseminated.</p> <p>Review compliance and refine policies on feedback (consistency, timeliness) and assessment (consistency; clarity of criteria).</p> <p>Review assessment of different advanced topics and consistency of feedback to students.</p>	<p>DSE (end 14/15)</p> <p>DSE (end 14/15)</p> <p>Mike Webb (end 14/15)</p>

	<p>programmes) has been designed to be appropriate for each topic (for each student, topics are either examined or assessed continually in appropriate formats). Students have noted that the redesigned Level 5 provision will reduce the assessment burden on students.</p> <p>Following a disappointing drop in the scores for assessment and feedback (PG programme survey 2013), the coordinator of the School's PGT provision reviewed the mechanisms used for assessment and feedback. No obvious changes to the mechanisms used were identified. It was felt that that the statistical significance of the scores may be questionable given the low numbers of students involved. Students were strongly encouraged to complete the survey in 2014.</p>	<p>The completion of the PG programme survey was significantly higher in 2014 (84% vs 75% in 2013), and the scores on assessment and feedback returned to the level recorded in 2011 and 2012 (68%, similar to that for the University as a whole). Feedback and assessment will continue to be reviewed, and further harmonised with UG programmes at Level 5. PGT student satisfaction (94%), teaching scores (94%) and learning resources scores (98%) are amongst the highest in the University in 2014.</p> <p>Breadth and effectiveness of assessment formats to be considered through Teaching Enhancement Scheme (by Jan 2015, following engagement with Staff-Student Forum) and good practice disseminated.</p>	<p>Bruce Turnbull (coordinator, PGT provision) (end 14/15)</p> <p>DSE (end 14/15)</p>
<p><b>Academic support</b></p>	<p>Students feel generally well supported through the extensive academic tutorials (NSS comments; feedback from focus group). Some students felt that some staff do not foster a sufficiently supportive learning environment in a tutorial setting.</p> <p>Students feel that most personal tutors give good advice regarding study choices and future careers (with some having been given LUU awards for personal tutoring). There is however a significant inconsistency in provision. Some staff feel unable to provide adequate support to students in preparing job applications</p>	<p>All teaching staff encouraged to reflect on the learning environment fostered in tutorials to ensure that students feel able to participate proactively and to take responsibility for their learning.</p> <p>Seek support for personal tutors from the School's Industry Advisory Board on preparing job applications (e.g. through a teaching lunch).</p>	<p>DSE. Immediate</p> <p>Paul Seakins (IAB lead). By end 14/15</p>
	Improvements have been made to the running of	Students have again raised concerns regarding	Mike Webb (JH tutor). End 14/15

<b>Organisation and management</b>	the JH programmes, although some timetabling issues cannot be resolved, due to the nature of the programmes.	clashes in JH programmes. Lecture capture goes some way to addressing the problem, but not all faculties have adopted this capability! Liaise with partner Schools to resolve timetable clashes, and to encourage adoption of lecture capture capabilities.  Some students (especially JH) noted that consecutive classes are scheduled at venues that are far apart (e.g. Liberty and Roger Stevens). Reinforce that classes should finish by :55 and don't start until :05, to allow students to travel between venues. Work with central timetabling team to resolve key issues with venues and clashes.	DSE. Immediate.
<b>Learning resources</b>	Staff continue to make good use of the VLE. Students value the extent of learning resources available to them in the VLE and through the practical courses (focus group).	The School is already making extensive use of lecture capture and initial feedback from students is very positive. Good practice on exploitation of lecture capture capabilities, as well as <i>ad hoc</i> and desktop capture capabilities, will be identified through Teaching Enhancement Scheme (by Jan 2015) and disseminated.	DSE. By Jan 2015
<b>Personal development</b>	There has been a greater emphasis on personal development and skills development throughout the programme, starting in Level 1. Many students did not see the value of all of the skills development activities in Level 1 (especially c.v. preparation). Skills development at Level 1 has been further refined and streamlined for 2014/15. Optional business skills-focussed modules in years 2 and 3 provide additional opportunities for students to develop transferable skills. Continually assessed advanced topics (Level 5) provide new opportunities to develop transferrable skills.  A networking event for students with the School's Industry Advisory Board was organised in mid-2014, but attendance by students was poor.	Continue to link Level 1 skills development to placement opportunities (rather than graduate jobs). Ensure value of skills for placement opportunities is clearly communicated to students.  Continue to provide networking opportunities for students with Industry Advisory Board. Expand support from board to cover c.v./job application	Paul Seakins (Level 1 skills coordinator). Throughout 14/15.  Paul Seakins (Chair, Staff-Student Forum). During 2015.

	<p>The School has featured a range of sectors on its LinkedIn page in which skills of chemistry students are particularly valued (e.g. food, law, teaching, nuclear industry)</p>	<p>preparation. Ensure value of networking opportunities communicated to all students.</p> <p>Refine delivery of skills development in BSc programmes through Programmes sub-group of TSEC (personal skills scored significantly lower in the 2014 NSS for these programmes). Integrate more resources from Careers Centre in Years 3 and 4</p> <p>Continue to feature sectors through LinkedIn page. Promote page to students.</p>	<p>DSE (by Feb 2015).</p> <p>Stuart Warriner (14/15)</p>
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