

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

School: Food Science & Nutrition

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	84	86	83	82	94	84	77	83	87	84	87	82	76	82	75	78	71	80
Teaching	91	88	83	85	89	86	79	83	87	83	83	82	82	84	77	81	65	81
Assessment & feedback	47	65	54	61	48	61	46	56	56	57	53	54	72	68	68	63	50	62
Academic support	83	77	76	74	80	75	73	68	74	68	72	66	81	79	80	76	64	76
Organisation & management	79	82	80	79	81	79	52	83	65	73	68	70	71	77	78	73	62	75
Learning resources	93	87	97	85	87	86	82	77	80	76	82	77	84	82	80	81	69	82
Personal development	79	78	84	76	86	78	67	65	65	63	62	62	73	70	70	68	58	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)

Impact of 2009-10 actions	<ul style="list-style-type: none"> • Slight improvement in overall satisfaction and improved Teaching scores in NSS and in PG surveys. Improved Academic support. • Continued improvement with personal development and assessment and feedback for PG taught students. • NSS showed improvement concerning number and communication of cancelled and re-arranged lectures as a result of the new code of practice.
Achievements in 2010-11	<ul style="list-style-type: none"> • Introduction of pre-arranged meetings with tutees following the publication of results – successful for January examination period. • Development of VLE based coursework to replace traditional reports for some level 1 lab assessments – with instant feedback. • Agreement with Microbiology for improved provision to include a number of laboratory sessions for Food Students.
Main actions for 2011-12	<ul style="list-style-type: none"> • Development of a document detailing all coursework in each year and the staff agreed deadlines for handing in of work and return of feedback in the form of marks and comments - to be prepared for distribution to students by February 2012. Including a review of how marked work is returned to students. • Strengthen module review and peer review processes. • Timetable tutor meetings for feedback from May examinations before teaching commences at the start of the next academic year. • In depth review and student consultation to continue improved delivery of FOOD2190 and FOOD3370.

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

School: FOOD SCIENCE AND NUTRITION

Faculty: MAPS

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
Overall satisfaction	<ul style="list-style-type: none"> • Slight improvement in NSS score • Changes have been made to FOOD3370 but still problems from comments. • Staff made aware of problems with student interaction and availability, still poor interaction • Improvements in the provision for Industrial Students seem to have been successful. • Level 1: unexpected large drop in overall satisfaction, despite a number of initiatives introduced – a common first year, but different levels of satisfaction from the different programmes – however a low student number in the survey response. • Level 2: a drop in satisfaction overall, but 100% satisfaction for Food Science programme. • FOOD 2190 despite changes initiated this year still has dissatisfaction from Nutrition and Food Studies and Nutrition students. • TPG level: Introduction of a TPG study skills module. • A large number of positive comments in NSS concerning many aspects of the programmes. 	<ul style="list-style-type: none"> • Some dissatisfaction with FOOD3370 : poor organisation, varied input from supervisors, lack of clear guidance, heavy workload and poor and little feedback. Recognition that FOOD3370 will have an impact on employability. • Issues concerning the poor interaction and poor availability of a minority of staff. • Level 1: varied satisfaction between programmes, with lower satisfaction from Nutrition students. • Level 2: FS100% satisfaction, but FS&N only 75% despite common core modules. • Problem with feedback – especially in late return of assessed work and in lack of comments on work. • TPG level: improved satisfaction for International Students, but lower satisfaction for Home and EU students on MSc Food Quality and Innovation. • NSS optional questions: scores were extremely good showing recognition on employability and the value of the programmes. 	<ul style="list-style-type: none"> • <i>FOOD3370 and FOOD2190 - implement further improvements such as communication between staff and students and workloads.</i> • <i>Ensure that Staff informs students of availability for meetings/discussions.</i> • <i>HOS is to discuss with specific staff members about interactions with students.</i> • <i>The School will continue to discuss the professionalism that the new Student Staff Partnership demands of staff and to ensure that students know what is expected from them through continued discussion with students.</i> • <i>Independent meetings with level 1 and 2 students led by administrative staff to ascertain why there are different levels of satisfaction.</i> • <i>Investigate reasons for Home and EU student dissatisfaction in some MSc programmes.</i> • <i>Introduced improvements to modules in the MSc Food Quality and Innovation programme.</i> • <i>Newsletter or dedicated notice board for announcements of actions taken as a result of student feedback to the School.</i>
Teaching	<ul style="list-style-type: none"> • NSS teaching provision score shows a large increase to 91%. Successful implementation of a number of improvements. • Level 1: fall in teaching score despite a new microbiology module being introduced for Food Students and introduction of different forms of assessment. • Level 2: changes to FOOD2190 implemented, but have not fed through in scores. • Recent increase in student numbers limited the effect of some of the improvements introduced at all levels. • School was given permission to increase staffing levels which will help in future. • TPG level: overall increase in the teaching 	<ul style="list-style-type: none"> • NSS and additional questions show that final year students have appreciated the teaching provision and the value of it. • Level 1– considering little change to the provision this cohort experienced a lower satisfaction than previously - particularly with the level of intellectual stimulation • Students from the new Nutrition programme appeared most dissatisfied with the teaching provision. • Level 2: drop in the satisfaction level with teaching provision. Student comment mainly concerning FOOD2190. • TPG level: improvements in opinion on teaching provision especially from International 	<ul style="list-style-type: none"> • <i>Modules FOOD3370 and 2190 include agreed improvements this session.</i> • <i>Discussions with Microbiology with regard to dissatisfaction – agreed improvement and inclusion of some laboratory work.</i> • <i>Independent meetings with level 1 students led by administrative staff to address decreased satisfaction.</i> • <i>Identify reason behind Nutrition students' dissatisfaction with the students.</i> • <i>Better use of induction and use of PAL mentors to explain course structure.</i> • <i>'stream' students in the level 1 skills module to challenge students at different skill levels.</i> • <i>identify the reason behind MSc Home and EU</i>

	<p>provision scores—despite increase in numbers.</p> <ul style="list-style-type: none"> Improvement from International Students, but a decrease from Home EU students 	<p>students. However Home and EU student comment show a significant decrease in satisfaction on teaching provision.</p>	<p><i>student dissatisfaction with the School teaching.</i></p> <ul style="list-style-type: none"> Increase use of VLE to support teaching Improve module review & peer observation.
Assessment and feedback	<ul style="list-style-type: none"> Level 1: a number of laboratory assessments were replaced by on-line exercises with instant feedback, but large drop in satisfaction. NSS: dissatisfaction with feedback as a result of poor feedback on FOOD3370. Monitoring of assessed work showed the majority to be marked within declared deadlines Level 2: problems with the return of work in FOOD2190. TPG: improved satisfaction (72%) Scheduled meetings after examinations for examination feedback. 	<ul style="list-style-type: none"> Satisfaction scores and comment show that marking is fair. NSS: some general dissatisfaction, but mostly with the FOOD 3370. All levels: a number of comments that no exam feedback was given even though scheduled meetings available. Different detail in feedback from different tutors. Problem with feedback – especially in late return of assessed work and in lack of comments on some work. TPG: increases in satisfaction for feedback. 	<ul style="list-style-type: none"> Produce a document detailing all feedback provision – agreed by all staff in consultation with students. Improve present system for examination feedback - compulsory feedback meetings before the start of teaching in September. Review mechanisms for return of assessed work and monitor return and collection of assessed work through student meetings. Make clear to all students the generic marking criteria included in the School handbook and in the Code of Practice on assessment.
Academic support	<ul style="list-style-type: none"> Better response from the majority of staff with academic support by ensuring that students were directed to someone who could help. NSS: improved and high satisfaction. TPG: despite the large increase in student numbers high satisfaction maintained Level one: satisfaction maintained Level two: satisfaction maintained. 	<ul style="list-style-type: none"> NSS: improved satisfaction - however comment indicates that a minority of staff are not meeting with tutees and giving advice. All years: comment indicates a minority of staff are not meeting with tutees and giving advice. Dissatisfaction with difficulties in finding an elective on-line that the students want to take, but not fitting into the School's timetable. 	<ul style="list-style-type: none"> The School will continue to work with tutors to reduce variability experienced by tutees. Improve advice for electives. Introduce a system so that all Staff inform students of their availability. A move towards more formal appointments between tutors and tutees. Manage student e-mail communication with Staff.
Organisation and management	<ul style="list-style-type: none"> With increased student numbers, even with improved staff efforts, the School was vulnerable to organisational and management problems. Level 1 and 2: large drop in satisfaction. TPG level: slight decrease in satisfaction despite large increase in student numbers. 	<ul style="list-style-type: none"> NSS: dissatisfaction with the organisation of FOOD3370. Level 2: problems with FOOD 2190 and some extended project work. Level 1: complex timetable led to some confusion. 	<ul style="list-style-type: none"> An increase in staff numbers for 2011/12 will improve organisation and management. Help for module leaders where there are organisation and communication problems. More effective use of the VLE– e.g. FAQs, bulletin boards and discussion boards.
Learning resources	<ul style="list-style-type: none"> All years and programmes seem to show only small changes in satisfaction which is at a high level. All modules with VLE presence and high usage by our students recorded 	<ul style="list-style-type: none"> Some comments from different years concerning lack of some books in the library (often due to peers hiding books). Students feel that the School should have a computer cluster. 	<ul style="list-style-type: none"> School will make further provision of PCs and to improve laboratory equipment and audio visual provision throughout the School. Support provision for Placement students from the School. Introduce homework clubs.
Personal development	<ul style="list-style-type: none"> Leeds for Life championed by some staff. New Industrial Placement Tutor working with the Career's Centre has increased number of presentations by different companies. Many improvements for placements. Improving employability skills 	<ul style="list-style-type: none"> Levels 1 and 2: no change in score, but low. Low confidence in tackling unfamiliar problems and in communication skills. NSS: student confidence much higher. TPG level: only two programmes had lower scores concerning confidence in tackling unfamiliar problems. 	<ul style="list-style-type: none"> School to further encourage promotion and use of Leeds for Life. Discuss volunteering opportunities and developing skills. Document to outline where skills for personal development are embedded. Work to improve confidence and communication skills of students.

