

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

School: Mathematics

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	84	82	77	84	82	83	86	84	82	82	93	82	50	78	100	80
Teaching	77	88	76	85	75	86	75	83	79	83	69	82	81	84	44	81	100	81
Assessment & feedback	62	65	62	61	55	61	53	56	57	57	53	54	73	68	27	63	80	62
Academic support	78	77	77	74	73	75	63	68	72	68	67	66	90	79	59	76	83	76
Organisation & management	86	82	85	79	86	79	77	83	80	73	74	70	86	77	53	73	100	75
Learning resources	87	87	86	85	90	86	72	77	75	76	70	77	70	82	71	81	83	82
Personal development	59	78	54	76	54	78	47	65	51	63	40	62	71	70	43	68	63	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"> Higher emphasis on quality enhancement and dissemination of good practice through the introduction of the Quality Enhancement Officer role Clearer module-based academic support system at level 2 and 3 through workshops and team teaching at level 1 and 2.
Achievements in 2010-11	<ul style="list-style-type: none"> Increase in student satisfaction rates on NSS in all areas, except assessment & feedback. Substantial increase in student satisfaction rates for TPGs in all areas. Successful introduction of Peer Mentoring scheme with very positive student feedback. Introduction of revised Year 1 Mathematics programme. Integration of JH students into all parenting processes.
Main actions for 2011-12	<ul style="list-style-type: none"> Continue with Programme Review plans for years 2 and 3. Translate Employer Engagement project outputs into learning activities for students, to enhance students' employability skills and raise awareness of where and how mathematics is used. Introduce quality enhancement measures for postgraduates students involved in teaching and marking duties.

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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"> Revised Year 1 programmes introduced for MMath, BSc Mathematics programme, and all Joint Honours programmes parented by Maths. Responses indicate improved student community spirit. 	<ul style="list-style-type: none"> Assessment & feedback and Personal development remain areas of concern with room for improvements. 	<ul style="list-style-type: none"> Introduction of Peer Mentoring scheme for level 2 students initiated by year 3 students.
Teaching		<ul style="list-style-type: none"> Student comments mention "Lots of contact hours", "Fantastic choice of modules", "challenging in a good way", "enthusiastic" and "passionate lecturers". 	<ul style="list-style-type: none"> Introduction of mid-semester snapshot module surveys. Employer engagement project to improve awareness of students of relevance of the maths they learn.
Assessment and feedback	<ul style="list-style-type: none"> Improved communication with students through student reps, use of VLE organisation. 	<ul style="list-style-type: none"> Students not satisfied with quality and usefulness of feedback received. Only ticks and crosses in some cases. 	<ul style="list-style-type: none"> Extend training of PG markers to put more emphasis on providing feedback. Lecturers to set clear expectations on feedback to be provided, and do spot checks. Student reps to be involved in responding to student feedback on snapshot module surveys.
Academic support	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Student comments indicate that most lecturers and tutors are very helpful, but quality and quantity of academic support varies between modules, and between tutors. 	<ul style="list-style-type: none"> Quality enhancement measures to include clear guidelines of lecturer to set expectations for teaching team.
Organisation and management	<ul style="list-style-type: none"> Discussions with students about how to present module choices and pathways have taken place. 	<ul style="list-style-type: none"> Need to improve advice given about module choices for UGs and TPGs. Student comment: "Staff always extremely efficient and professional" 	<ul style="list-style-type: none"> Clearer information and advice about module choices to be provided online and in Programme meetings.
Learning resources	<ul style="list-style-type: none"> All module areas have an active VLE page. PCs around the school are used heavily. 	<ul style="list-style-type: none"> Student comment include: "Fantastic online material to assist learning for most modules." Amount of online information provided varies between modules. 	<ul style="list-style-type: none"> Enforce existing policy on minimum requirements for module web pages. Offer support for lecturers to produce electronic lecture notes.

<p>Personal development</p>	<ul style="list-style-type: none"> • <i>Teamwork, oral presentation, writing, and computing skills have been introduced into the core Maths modules at level 1.</i> 	<ul style="list-style-type: none"> • <i>Programme Survey results show low student confidence in their communication skills and in presenting themselves.</i> 	<ul style="list-style-type: none"> • <i>Organise sequence of career events specifically addressing students' comments (help with preparing for careers fair, examples of maths careers).</i> • <i>Programme Review to incorporate personal skills development into modules at all levels.</i> • <i>Work closely with the Careers Centre to prepare students for job application process.</i> • <i>Employers and stakeholders to engage with students through learning activities and presentations.</i> • <i>Increase use of Leeds for Life for students to keep record of skills development.</i>
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