

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2012-13

School: Mathematics Faculty: Mathematics and Physical Sciences

EXECUTIVE SUMMARY																		
Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate Programme Experience Survey					
	2011-12		2010-11		2009-10		2011-12		2010-11		2009-10		2011-12		2010-11		2009-10	
	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	85	87	88	86	84	82	83	85	82	83	86	84	71	84	93	82	50	78
Teaching	82	90	77	88	76	85	82	84	75	83	79	83	90	85	81	84	44	81
Assessment & feedback	66	69	62	65	62	61	64	61	53	56	57	57	69	69	73	68	27	63
Academic support	76	80	78	77	77	74	69	72	63	68	72	68	81	80	90	79	59	76
Organisation & management	85	83	86	82	85	79	74	74	77	83	80	73	67	80	86	77	53	73
Learning resources	84	88	87	87	86	85	85	78	72	77	75	76	86	83	70	82	71	81
Personal development	63	81	59	78	54	76	56	68	47	65	51	63	68	71	71	70	43	68
Sector position	41/63	51/150	37/57	46/151	47/53	75/154												

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 2010-11 actions	<ul style="list-style-type: none"> • PAL Peer Mentoring Scheme has been very positively received by students. The scheme has been expanded to year 2 through a student initiative. • Mid-semester Snapshot Module Surveys allow problems to be identified earlier. • Improvements of learning spaces within the School has positive impact on school community.
Achievements in 2011-12	<ul style="list-style-type: none"> • Implemented revised Year 1 of MMath & BSc Mathematics programme, with improved progression rates. • Successful introduction of employability skills components, raising awareness among students and staff. • Increased employer engagement through External advisory Board.
Main actions for 2012-13	<ul style="list-style-type: none"> • Integrate presentation, computing, and team working skills into interdisciplinary programmes, building on experience with single honours programmes. • Implement Year 2 of revised MMath & BSc Mathematics programme, including new Maths@Work module. • Complete final phase of SH and JH programme reviews, with particular emphasis on final year projects. • Teaching Enhancement Scheme pilot to engage all staff in student education issues • Introduction of e-learning components.

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Aspect	Progress with actions in response to 2010-11 feedback and indication of impact	Issues raised in 2011-12 feedback	Planned response in 2012-13
Overall satisfaction	<ul style="list-style-type: none"> Peer mentoring scheme at level 2 now mainly student run. 	<ul style="list-style-type: none"> Students positive about enthusiasm and support by lecturing staff. Students value large choice of modules on most programmes. 	<ul style="list-style-type: none"> University Teaching Enhancement Scheme pilot to engage all staff in student education issues Work in partnership with the TPGs to find ways for students to develop a sense of community within the School.
Teaching	<ul style="list-style-type: none"> Mid-semester snapshot surveys introduced with involvements by students reps. 	<ul style="list-style-type: none"> Positive comments on lecturers' commitment, knowledge and approachability. 	<ul style="list-style-type: none"> Complete final phase of SH and JH programme reviews, with particular emphasis on final year projects.
Assessment and feedback	<ul style="list-style-type: none"> Satisfaction rates on assessment and feedback have improved. 	<ul style="list-style-type: none"> Variation in quality, amount, and timing of feedback to coursework. 	<ul style="list-style-type: none"> Encourage staff to provide summary of common mistake in coursework and exams. Point students to office hours for receiving feedback on their work. Highlight expectations for quality, amount and timing of feedback through staff briefings and web info, requiring spot check of returned coursework. Use snapshot module surveys to catch problems with feedback early.
Academic support	<ul style="list-style-type: none"> Practice tutorials and observations introduced for postgraduate students new to teaching. 	<ul style="list-style-type: none"> Variation in support by academic tutors. Positive comments about availability of support. 	<ul style="list-style-type: none"> Point students to office hours for further academic support. Enhance induction workshop for the MSc Statistics programmes
Organisation and management	<ul style="list-style-type: none"> Introduction of online tool for making module choices at level 2. 	<ul style="list-style-type: none"> Problems with timetables for interdisciplinary programmes. 	<ul style="list-style-type: none"> Work more closely with co-teaching schools when drawing up timetable.
Learning resources	<ul style="list-style-type: none"> Support has been provided to lecturers to produce typed lecture notes. 	<ul style="list-style-type: none"> Lecture notes not available online for all modules 	<ul style="list-style-type: none"> Introduction of e-learning components for some modules. Lecturers to be reminded of School policy on requirements for module web pages.

<p>Personal development</p>	<ul style="list-style-type: none"> • Students' confidence levels have improved. 	<ul style="list-style-type: none"> • Students highlight the need for developing their employability skills 	<ul style="list-style-type: none"> • Integrate presentation, computing, and team working skills into interdisciplinary programmes, building on experience with single honours programmes. • Highlight to students the importance of tutorials and workshops being interactive. • Point students and personal tutors to career planning issues at the start of Year 2.