

**ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2013-14**

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

<b>EXECUTIVE SUMMARY</b>																		
<b>Aspect</b>	<b>National Student Survey</b>						<b>Undergraduate Programme Experience Survey</b>						<b>Postgraduate Programme Experience Survey</b>					
	<b>2012-13</b>		<b>2011-12</b>		<b>2010-11</b>		<b>2012-13</b>		<b>2011-12</b>		<b>2010-11</b>		<b>2012-13</b>		<b>2011-12</b>		<b>2010-11</b>	
	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>
<b>Overall satisfaction</b>	84	87	85	87	88	86	88	85	83	85	82	83	93	87	71	84	93	82
<b>Teaching</b>	83	89	82	90	77	88	82	85	82	84	75	83	93	87	90	85	81	84
<b>Assessment &amp; feedback</b>	71	71	66	69	62	65	59	59	64	61	53	56	75	75	69	69	73	68
<b>Academic support</b>	77	81	76	80	78	77	74	72	69	72	63	68	93	85	81	80	90	79
<b>Organisation &amp; management</b>	86	84	85	83	86	82	76	73	74	74	77	83	89	85	67	80	86	77
<b>Learning resources</b>	88	90	84	88	87	87	82	81	85	78	72	77	83	86	86	83	70	82
<b>Personal development</b>	70	81	63	81	59	78	58	69	56	68	47	65	84	77	68	71	71	70
<b>Sector position</b>	54/64	57/147	41/63	51/150	37/57	46/151												

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>Impact of 2011-12 actions</b>	<ul style="list-style-type: none"> <li>• Employability skills elements have been integrated into modules at all levels, raising awareness among students and staff.</li> <li>• Higher student satisfaction rates in assessment &amp; feedback.</li> <li>• Peer Mentoring Scheme is now firmly established, running in partnership with students.</li> </ul>
<b>Achievements in 2012-13</b>	<ul style="list-style-type: none"> <li>• Increase in NSS satisfaction rates in all areas except overall satisfaction, with substantial repeated increases in targeted areas of assessment &amp; feedback and personal development.</li> <li>• Successful implementation of Year 2 of the MMath &amp; Bsc Mathematics programme review, including rationalisation of level 2 modules, making module choices more transparent and pathways open to students on all programmes.</li> <li>• Substantial increase in Postgraduate student satisfaction rates in all areas.</li> </ul>

<b>Main actions for 2013-14</b>	<ul style="list-style-type: none"> <li>• Continue work on revision of final year projects, with eye on skills development; promoting students' independent learning, while preserving wide range of module choices.</li> <li>• Engagement of all staff in improvements to teaching quality through the Teaching Enhancement Scheme.</li> <li>• Explore and trial alternative ways of assessment.</li> </ul>
<b>Summary of student involvement in the production of this Action Plan</b>	<ul style="list-style-type: none"> <li>• Discussions in organised coffee hours with Course Reps and School Reps.</li> <li>• Students surveyed on specific issues online and informally on whiteboards in the School.</li> <li>• Discussions in Staff-Student Forum.</li> <li>• Input through School Rep.</li> </ul>

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	<b>School:</b>	<b>Faculty:</b>	
<b>Aspect</b>	<b>Progress with actions in response to 2011-12 feedback and indication of impact</b>	<b>Issues raised in 2012-13 feedback</b>	<b>Planned response in 2013-14</b>
<b>Overall satisfaction</b>	<ul style="list-style-type: none"> <li>• Teaching Enhancement Scheme pilot engaged all staff with learning &amp; teaching issues and developments.</li> <li>• Revised Induction events for TPG students have created stronger sense of community for the MSc student cohort.</li> </ul>	<ul style="list-style-type: none"> <li>• Students very satisfied with module choices. Some would like more guidance on module choices.</li> <li>• Some lecturers and tutors not being as approachable.</li> </ul>	<ul style="list-style-type: none"> <li>• Preserve wide range of module choices while revising final year project offering.</li> <li>• Build on experience with Teaching Enhancement Scheme pilot to raise staff awareness of student perspective.</li> </ul>
<b>Teaching</b>	<ul style="list-style-type: none"> <li>• Plans for revision of final year projects underway, including discussions with other schools, and student input.</li> <li>• Snapshot surveys allow for problems to be identified and addressed earlier.</li> </ul>	<ul style="list-style-type: none"> <li>• Satisfaction with teaching quality has increased, but still issues with variability of teaching standards.</li> <li>• International students struggling to understand some lecturers and read their hand writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching Enhancement Scheme Group to analyse student survey results and comments on teaching quality.</li> <li>• Explore ways to engage "disengaged" students, specifically at level 3.</li> </ul>
<b>Assessment and feedback</b>	<ul style="list-style-type: none"> <li>• Improvements in timing, amount and quality of feedback.</li> <li>• Little improvement in students collecting of feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in student satisfaction with feedback.</li> <li>• Some final year students question appropriateness of 100% exam assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and trial alternative ways of examining, specifically at level 3 and 5M.</li> <li>• More timely return of feedback on final year projects.</li> </ul>
<b>Academic support</b>	<ul style="list-style-type: none"> <li>• Induction workshops for MSc Statistics students has been revamped, offering a substantial e-learning component</li> </ul>	<ul style="list-style-type: none"> <li>• Positive comments on helpfulness and support of lecturers and tutors.</li> <li>• High satisfaction with tutorial and workshop</li> </ul>	<ul style="list-style-type: none"> <li>• Look into extending Peer Mentoring Scheme to Year 3.</li> </ul>

		support at level 1 and 2.	
<b>Organisation and management</b>	<ul style="list-style-type: none"> <li>• Timetabling problems for Joint Honours programmes now being identified and addressed (whenever possible) before start of session.</li> </ul>	<ul style="list-style-type: none"> <li>• Positive comments on helpfulness of support staff</li> <li>• Some students would like more advice on module choices.</li> </ul>	
<b>Learning resources</b>	<ul style="list-style-type: none"> <li>• e-learning components now running at level 0, 1, 2 in taught modules, and for induction at level 5M.</li> <li>• Lecture notes/summaries now available online more consistently.</li> </ul>	<ul style="list-style-type: none"> <li>• Lectures notes mostly positively received.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the use of video capture technology for maths modules.</li> </ul>
<b>Personal development</b>	<ul style="list-style-type: none"> <li>• Computing skills components to be offered in main modules within interdisciplinary programmes. Other skills components still to be addressed.</li> <li>• More information available to personal tutors on career planning.</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of communication skills (writing &amp; presenting) development before final year project.</li> </ul>	<ul style="list-style-type: none"> <li>• Advertise modules with communication skills components more explicitly</li> <li>• Involve students in planning for final year projects.</li> </ul>