

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

**School: Physics and Astronomy      Faculty: Mathematics and Physical Sciences**

<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>2011-12</b>		<b>2010-11</b>		<b>2009-10</b>		<b>2011-12</b>		<b>2010-11</b>		<b>2009-10</b>		<b>2011-12</b>		<b>2010-11</b>		<b>2009-10</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	94	86	84	82	86	85	85	83	87	84	n/r	84	100	82	100	78
<b>Teaching</b>	86	90	90	88	90	85	89	84	87	83	84	83	n/r	85	78	84	100	81
<b>Assessment &amp; feedback</b>	62	69	78	65	75	61	48	61	51	56	44	57	n/r	69	27	68	70	63
<b>Academic support</b>	81	80	88	77	79	74	71	72	68	68	68	68	n/r	80	100	79	100	76
<b>Organisation &amp; management</b>	74	83	90	82	85	79	72	74	73	83	72	73	n/r	80	44	77	100	73
<b>Learning resources</b>	94	88	95	87	94	85	79	78	79	77	82	76	n/r	83	89	82	100	81
<b>Personal development</b>	83	81	84	78	80	76	65	68	61	65	54	63	n/r	71	67	70	100	68
<b>Sector position</b>		51/150		46/151		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)

<b>Impact of 2010-11 actions</b>	
<b>Achievements in 2011-12</b>	
<b>Main actions for 2012-13</b>	

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**School:**

**Faculty:**

<b>Aspect</b>	<b>Progress with actions in response to 2010-11 feedback and indication of impact</b>	<b>Issues raised in 2011-12 feedback</b>	<b>Planned response in 2012-13</b>
<b>Overall satisfaction</b>			
<b>Teaching</b>			
<b>Assessment and feedback</b>			
<b>Academic support</b>			
<b>Organisation and management</b>			
<b>Learning resources</b>			
<b>Personal development</b>			