

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2015-16

School of Geography: Faculty of Environment

EXECUTIVE SUMMARY																		
Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate Programme Experience Survey					
	2014-15		2013-14		2012-13		2014-15		2013-14		2012-13		2014-15		2013-14		2012-13	
	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	91	90	83	88	86	87	92	87	90	85	81	85	91	85	82	85	94	87
Teaching	91	92	87	90	85	89	92	86	83	85	82	85	88	85	88	86	93	87
Assessment & feedback	68	74	58	71	65	71	60	63	58	62	49	59	76	71	77	71	82	75
Academic support	84	85	82	82	75	81	82	74	76	73	74	72	85	82	79	82	91	85
Organisation & management	88	85	80	85	86	84	85	76	76	75	64	73	91	82	86	81	90	85
Learning resources	93	92	92	91	88	90	89	84	86	83	82	81	81	87	77	85	85	86
Personal development	85	85	82	82	78	81	84	72	76	72	74	69	69	76	63	77	69	77
Sector position		21/145		50/146		57/147												

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)

Headline achievement in 2014-15	<p><i>Provide a single, concise headline achievement for the School from 14-15 which can be included in further communication to students</i></p> <p>All assessments deadlines mapped and published on the VLE for students to view.</p>
Main actions for 2015-16	<p><i>List 3 actions – to be included on the posters to be produced for each School</i></p> <p>1.We will improve our feedback quality and timeliness through encouraging E-marking and E-annotation. 2.We continue to improve the quantity and timings of assessments. 3.We will undertake an exercise to make students more aware of employability issues.</p>

<p>Good practice examples from 2014-15</p>	<p><i>List examples of innovative practice and developments which are of wider interest across the University</i></p> <p>1. Mapping of assessment deadlines 2. January event for level 3 UG students – ‘A review of fieldtrips and looking forward to NSS’</p>
<p>Summary of student involvement in the production of this Action Plan</p>	<p>2014-15 session – Feedback received from (i) module evaluation forms and (ii) student-staff forum was used to inform action plan 2015-16 session - Feedback received from NSS, UG and PG Programme Surveys and module evaluations were used to inform action plan. Student-staff forum commented on draft Action Plan (SSF, Nov 2015) and ranked tabled actions in terms of those that they deemed a priority.</p>

AGREED ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2015-16

School: Geography

Faculty: Environment

Aspect	Progress with 2014-2015 actions and indication of impact	Agreed Issues/Actions for 2015-2016	Responsibility/Expected completion date
<p>Overall satisfaction</p>	<ul style="list-style-type: none"> With input from the SSF we held a ‘NSS and review of fieldtrips’ for all level 3 students in January 2015. This event explained what the NSS is and how it is used and then went on to show videos of all field trips that the students had been on. It was a very successful evening and will be repeated in 2015-16. 	<ul style="list-style-type: none"> Hold another ‘NSS and review of fieldstrips’ event in Jan/Feb 2016 	<p>DSE, Jan 2016</p>
<p>Teaching</p>	<ul style="list-style-type: none"> BA Geog with Transport Planning has continued to be reviewed with new modules at level 2 introduced in 2015/16. Blended learning champion audited staff on use of digital resources in teaching. New Algarve field trip introduced for L2 BSc students to reduce class sizes and enhance student experience Level 1 BSc statistics teaching has been re-vamped to improve student skills and Experience (new 20 credit module). 	<ul style="list-style-type: none"> BA Geog with Transport Planning will continue to be reviewed with new modules developed at level 3 for introduction in 2016/17 Review BSc Geog-Maths curriculum Incorporate effective innovative digital resources into teaching by: <ul style="list-style-type: none"> (i) Encouraging staff to attend ‘show & tell’ workshops; (ii) Alerting staff to the new Faculty and School support for blended learning, such as the Faculty Blended Learning 	<p>BA PL, 2015-16 session</p> <p>BSc PL, 2015-16 session Blended Learning Champion, 2015-16 session</p>

		<p>Enhancement Officer (Blayn Parkinson), the School Blended Learning Champion (Nick Malleison) and new online resources (e.g. http://digifoe.wordpress.com/).</p>	
<p>Assessment and feedback</p>	<ul style="list-style-type: none"> • We published assessment deadlines for all BA and BSc Geography modules and placed on the VLE to enable students to better anticipate busy work periods. • We trialled electronic-only marking in all tutorial modules 	<ul style="list-style-type: none"> • Circulate Ten Key Points from the School of Geography’s Code of Practice for Assessment (CoPA) to all students and staff at start of year • Hold sessions on ‘Introduction to Online and Electronic Marking of Assessments’ for staff • Improving feedback speed - SES staff to monitor and ensure that all feedback returned to students on day 15 after submission • Improving quality of feedback - sharing marking practice to generate greater consensus around how we grade assignments • Consistent use of marking to the criteria. • Over Assessment - explore reducing the overall number of assignments in modules at all levels, especially Level 3 • Encourage staff to use full mark range in student assessments, particularly in dissertation and other coursework marking. • Consider the use of a once per semester feed-back consolidation exercise, where students are encouraged to complete a feed-back/forward template to identify 	<p>DSE, 2015-16 session</p> <p>Blended Learning Champion, 2015-16 session</p> <p>SES team</p> <p>DUGS, 2015-16 session</p> <p>DUGS, 2015-16 session</p> <p>PLs, DUGS, 2015-16 session</p> <p>PLs, DUGS, , 2015-16 session</p> <p>DUGS, 2015-16 session</p>

		<p>themes emerging across modules and to discuss with tutors.</p> <ul style="list-style-type: none"> • Assignment deadlines at all 3 levels to be shared with Schools of Earth and Environment, Maths, and Institute of transport Studies to avoid workload issues and assessment bunching for all SH and JH students that we parent. 	SES team, 2015-16 session
Academic support	<ul style="list-style-type: none"> • All staff were encouraged to respond promptly to student emails, offer appointments and publish office hours. 	<ul style="list-style-type: none"> • All staff to be encouraged to respond promptly to student emails (within 2 working days) 	DSE, 2015-16 session
Organisation and management	<ul style="list-style-type: none"> • Successfully took over parenting of BSc Geog-Maths 	<ul style="list-style-type: none"> • Work with Earth and Environment Programme Manager to ensure coherence of BSc geography-geology degree programme • Work with LUBS to ensure smooth transition of parenting of GEOG-MAN and ECON-GEOG from LUBS to Geography • Review / re-work the induction programme (transition) for TPG students by working with current students 	<p>BSc PL, 2015-16 session</p> <p>JH coordinator, 2015-16 session</p> <p>TPG director, 2015-16 session</p>
Learning resources	<ul style="list-style-type: none"> • We encouraged staff to opt-in to lecture capture 		DSE, 2015-16 session
Personal development	<ul style="list-style-type: none"> • Created a new Professional Development module at level 5 for MSc GIS and RB from 2015/16 • Tutors contacted students that are 	<ul style="list-style-type: none"> • Review existing employability initiatives and continue to encourage students to participate in Year in Industry, Work Placement or Geographers into Teaching modules to enhance their competitiveness in the workplace. 	DSE, 2015-16 session

	<p>on a Year in Industry and Year Abroad when Leeds for Life meetings scheduled to check on progress.</p> <ul style="list-style-type: none"> • Introduced new 'Horizons' year abroad to all degree programmes. • Modified Careers module at level 2 in response to student and staff feedback for delivery in 2015/16. 	<ul style="list-style-type: none"> • Seek input from our Industrial Advisory Board on students' skills development and ensure students can recognize and articulate their skill levels • Make students more aware of the transferable skills they are developing in each module • TPG personal tutoring to be carried out through Leeds for Life 	<p>DUGS, 2015-16 session</p> <p>All staff, 2015-16 session</p> <p>All staff, 2015-16 session</p>
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