

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

**Faculty of Environment: Institute for Transport Studies**

<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>2014-15</b>		<b>2013-14</b>		<b>2012-13</b>		<b>2014-15</b>		<b>2013-14</b>		<b>2012-13</b>		<b>2014-15</b>		<b>2013-14</b>		<b>2012-13</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>													90	85	90	85	93	87
<b>Teaching</b>													82	85	88	86	90	87
<b>Assessment &amp; feedback</b>													52	71	67	71	63	75
<b>Academic support</b>													78	82	80	82	84	85
<b>Organisation &amp; management</b>													78	82	85	81	87	85
<b>Learning resources</b>													91	87	87	85	86	86
<b>Personal development</b>													77	76	79	77	78	77
<b>Sector position</b>																		

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>Headline achievement in 2014-15</b>	<i>Provide a single, concise headline achievement for the School from 14-15 which can be included in further communication to students. We will deliver our new and refreshed Masters programmes from September 2016</i>
<b>Main actions for 2015-16</b>	<i>List 3 actions – to be included on the posters to be produced for each School 1. We will complete the preparation of our new and refreshed Masters courses for the September launch 2. We will strive to provide high quality timely feedback, and inform students if feedback is delayed 3. We will develop a more effective communication strategy using a range of virtual media.</i>

<p><b>Good practice examples from 2014-15</b></p>	<p>List examples of innovative practice and developments which are of wider interest across the University</p> <ol style="list-style-type: none"> <li>1. We are reinforcing the discipline-based distinctiveness of our programmes</li> <li>2. We are embedding the development of a cross-disciplinary outlook across all our programmes</li> <li>3. We maintain a strong focus on employability skills</li> </ol>
<p><b>Summary of student involvement in the production of this Action Plan</b></p>	<p>The Plan incorporates consideration of issues raised at the first Student-Staff Forum (SSF) meeting of the current academic year as well as feedback provided in recent meetings between student programme cohorts and programme leaders. A workshop session, well-attended by student representatives, programme leaders, the Director of Student Education and staff from the Student Education Service, was held to discuss the existing Action Plan and the outcomes of the Postgraduate Programme Experience Survey (PPES) and to gather student input into the revised plan.</p> <p>The draft has been circulated to student representatives for feedback.</p>

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

**School: ITS**

**Faculty: ENVIRONMENT**

<b>Aspect</b>	<b>Progress with 2014-2015 actions and indication of impact</b>	<b>Agreed Issues/Actions for 2015-2016</b>	<b>Responsibility/Expected completion date</b>
<p><b>Overall satisfaction</b></p>	<p>Overall satisfaction score in the PPES remained high, unchanged from the previous year at 90%.</p> <p>We gained approval for the new MSc in Mathematical Modelling for Transport and for major revisions to our existing MSc programmes, to ensure their attractiveness in existing markets and to exploit wider market opportunities.</p> <p>During our programme and module refreshment we have looked for opportunities to embed more Blended Learning into our delivery.</p> <p>We made efforts to widen the geographical coverage of our employability initiatives such as recruitment visits, to offer greater opportunities for overseas students.</p> <p>Students told us that delivery of student-facing seminars appeared to be male-dominated and would also benefit from a more international outlook (from the Action Plan workshop)</p>	<p>We will now undertake the detailed planning of the delivery of new and revised programmes to allow effective delivery from September 2016.</p> <p>We will seek out further relevant Blended Learning opportunities as our delivery plan for our new and revised modules is finalised.</p> <p>We will continue to seek overseas employment opportunities for our students.</p> <p>We will ensure a more even gender balance in our seminar series for the students and invite more speakers with an international perspective.</p>	<p>DoSE, School SES manager, programme leaders to ensure effective delivery in September 2016</p> <p>DoSE, Module teams, by Summer 2016</p> <p>Employability Officer, during current academic session</p> <p>Student seminar series co-ordinator, current academic session</p>

<p><b>Teaching</b></p>	<p>To ensure that the rationale and justification for group activities can be fully articulated to future students, we have formalised group work into our refreshed MSc programmes via a “Transport Integrated Project” core module, and sought to reduce group activities elsewhere on the programme.</p> <p>We continued to refresh our undergraduate teaching portfolio to improve recruitment to BA Geog with TP and to ensure the attractiveness of our modules as options and ‘discovery’ modules. Recruitment to the BA programme rose from 8 to 11. The revised TRAN2041 “Transport, Energy and Environment” module recruited well. A new final-year module in “Healthy Cities” was approved for delivery from 2016-17.</p> <p>Some progress was made with ensuring currency of module reading lists, e.g. by including prompts in our module review process.</p>	<p>We will develop a range of relevant cross-disciplinary group projects for use in the “Transport Integrated Project” core module, in conjunction with a range of external stakeholder organisations where appropriate</p> <p>We will continue to refresh our undergraduate modules, particularly at final-year level.</p> <p>Further reminders will be issued to module leaders. Module reviews will be again required to demonstrate that reading lists are current.</p>	<p>Module leader to co-ordinate, during current academic session</p> <p>DoSE, ITS Undergraduate co-ordinator, module teams, during 2015-16 academic session</p> <p>SES manager, DoSE, ongoing.</p>
<p><b>Assessment and feedback</b></p>	<p>During the module refreshment process we have looked to reduce the assessment load in our more heavily assessed Masters modules</p> <p>Our adoption of the University expectation of providing feedback within 15 working days (rather than 3 term-time weeks) has proved challenging, with a significant number of delayed coursework returns in 2014-15, although monitoring during Semester 1 of 2015-16 indicates significant improvement.</p> <p>Student feedback is clearly that there is an expectation that the feedback turnaround time should be achieved, but if it cannot be, then students should be informed promptly and</p>	<p>We will continue to review module assessment loads, particularly as we update our optional modules at postgraduate level.</p> <p>We will continue to monitor achievement against published feedback return dates</p> <p>Module teams will be instructed that if feedback is going to be delayed, students must be informed and provided with a revised estimate of feedback date</p>	<p>DoSE, module teams, as part of module review and updating procedures</p> <p>SES manager, DoSE, ongoing</p> <p>SES manager, DoSE, in current academic year</p>

	<p>provided with a revised feedback date (from Action Plan workshop)</p> <p>More of our modules started to provide generic feedback, both face-to-face and via a range of electronic media, and feedback from students has been very positive.</p> <p>In response to earlier student feedback, we incorporated an early formative assessment into a core Masters module and we have identified opportunities for assessments earlier in core modules in our refreshed programmes, notably in the new “Shaping Future Transport Systems” module.</p> <p>Student feedback and the PPES are telling us that the key requirement for feedback is that it should clearly advise students as to how future work can get better marks. Some of our feedback is not doing this, and/or is not detailed enough, and in some cases feedback via written comments is not well aligned to the mark awarded.</p> <p>An external examiner has asked us to consider whether we make enough use of formal unseen examinations, especially in semester 2 of the MSc programmes.</p>	<p>Module teams will again be encouraged to provide generic feedback via a range of media as appropriate</p> <p>We will again use our TES meetings to develop best practice in ensuring that feedback meets these criteria. We will initiate mentoring of staff new to teaching, which will include development of skills in providing feedback.</p> <p>Relevance and justification of assessment strategies has been considered when modules have been developed or refreshed for our revised MSc offering, and also at undergraduate level. One new module incorporates an unseen examination and others have retained them. This process will continue for any future module revisions.</p>	<p>DoSE, TES co-ordinator, in current academic year</p> <p>DoSE, TES co-ordinator, teaching mentor, in current academic year</p> <p>DoSE, Examinations Officer, module teams, ongoing.</p>
<p><b>Academic support</b></p>	<p>Partly to address the need for resilience in delivery, refreshed modules for the new and revised MSc programmes will typically have larger teaching teams.</p> <p>In the light of previous feedback, we are now initiating the process of dissertation topic selection a little earlier in the first semester.</p>	<p>We will continue to gather and monitor student feedback on the most appropriate timescale for the allocation of dissertation topics.</p>	<p>Dissertation co-ordinator, current academic year</p>

	Despite instructions to staff, we still get feedback that dissertation supervisor availability over the summer can be a problem for students, though fewer instances were reported last session.	Dissertation supervisors will again be instructed to ensure that students are aware of any extended periods of absence and that suitable supervision arrangements are in place.	Dissertation co-ordinator, current academic year
<b>Organisation and management</b>	<p>Student satisfaction (PPES) in this area fell from 85 to 78, due in large part to errors in the setting of January examination papers which impacted directly on the student experience</p> <p>The School STSEC committee expressed concern about the withdrawal of school-specific admissions support for PGT entry and initiated monitoring to identify any problems at an early stage</p>	<p>More formalised checking will be undertaken and contingency plans will be in place on examination days.</p> <p>Whilst the admissions process appears to be functioning well at present, we will continue to monitor closely.</p>	<p>DoSE, Examinations Officer, School SES manager, module leaders, in current academic session</p> <p>DoSE, Admissions Officer, School SES manager, throughout current academic session</p>
<b>Learning resources</b>	<p>Our TES activities focused on opportunities for Blended Learning and for better practice in the use of the VLE</p> <p>Continued growth in the use of electronic rather than paper-based resources and fewer issues with software availability in clusters contributed to a rise in student satisfaction in this area from 87 to 91 (PPES), but student feedback is still for wider availability of more specialist software needed on certain modules (from Action Plan workshop)</p> <p>We continued to make very widespread use of lecture capture. This was extensively used by students and feedback evaluation is very positive (from Action Plan workshop).</p> <p>Students have asked us to make wider use of</p>	<p>This focus will continue for the current academic year, and we aim to take a less insular view by inviting presentations on identified good practice from around the wider campus.</p> <p>We will explore how our more specialised software can be made more widely available on networks</p> <p>Module teams will be strongly encouraged to</p>	<p>DoSE, TES co-ordinator, current academic year.</p> <p>Relevant module leaders, ITS Computing Officer, current academic year.</p> <p>DoSE, TES co-ordinator, current academic year</p>

	virtual resources, including much more widespread use of VLE Discussion Boards as well as more use of social media for dissemination of information as well as a student-focused electronic events calendar.	actively use the VLE Discussion Board capability.  We will seek an appropriate platform for the development of an events calendar.	DoSE, School SES manager, current academic year.
<b>Personal development</b>	<p>We have made efforts to collate a list of our initiatives and activities in the 'personal development' area and to understand precisely what students perceive this area to entail, (e.g. in SSF and in the Action Plan workshop) but a full understanding remains elusive.</p> <p>We have continued to exploit opportunities for involvement of external organisations in our programmes, with some successes such as the generation of more dissertation topics from external stakeholder organisations.</p> <p>We have engaged with university initiatives to develop 'Leedsfor Life' for taught postgraduate students.</p>	<p>We will continue to develop our understanding of students' personal development needs, e.g. by SSF discussions.</p> <p>We will involve external organisations in a wider set of activities, most notably in the projects developed for the new "Transport Integrated Project" MSc module.</p> <p>We will look to adopt relevant aspects of 'Leedsfor Life' for our taught postgraduate students.</p>	<p>DoSE, School SES manager, current academic year.</p> <p>DoSE, TIP module leader, dissertation co-ordinator, in current academic year</p> <p>DoSE, School SES manager, employability officer, in current academic year.</p>