

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

School of Earth and Environment: 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	92	90	91	88	89	87	94	87	85	85	85	85	81	88	74	85	83	87
Teaching	93	92	90	90	90	89	91	86	84	85	81	85	83	85	81	86	86	87
Assessment & feedback	66	74	63	71	60	71	64	63	49	62	51	59	60	71	41	71	59	75
Academic support	86	85	82	82	85	81	82	74	74	73	72	72	79	82	73	82	80	85
Organisation & management	86	85	86	85	83	84	78	76	76	75	69	73	78	82	67	81	79	85
Learning resources	93	92	89	91	86	90	87	84	81	83	79	81	93	87	78	85	89	86
Personal development	83	85	81	82	80	81	72	72	66	72	64	69	72	76	63	77	72	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><i>Continuing our upward trajectory on feedback</i></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> <ol style="list-style-type: none"> <i>1. We will work to improve consistency in feedback and to ensure it is returned within 15 working days</i> <i>2. We will explore alternative means of communicating module information to enable you to choose options more effectively</i> <i>3. We will further embed employability and skills development across the curriculum, including in group work</i>

<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> <ol style="list-style-type: none"> <i>1. An online Virtual World developed for teaching fieldwork planning and alternative assessments for students with impaired mobility</i> <i>2. School teaching enhancement fund projects disseminated through Teaching Away Day</i> <i>3. Enhanced focus on student support at PGT level- audit of provision by SES and STEF project to inaugurate a personal development stream of activities for Sustainability Masters & through the activities of Graduate Teaching Assistants</i>
<p>Summary of student involvement in the production of this Action Plan</p>	<p>Special SSF convened for undergraduates to identify areas of concern and then a second one to prioritise activities; Brainstorming with post-graduate representatives to identify areas of strength and areas for improvement at the SSF for PGT</p>

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

School: Earth and Environment

Faculty: Environment

Aspect	Progress with 2014-2015 actions and indication of impact	Agreed Issues/Actions for 2015-2016	Responsibility/Expected completion date
1. Overall satisfaction	<p>Scores for overall satisfaction have improved in all 3 surveys (+1 NSS +9 UPS +7 PGT)</p> <p>We have had steady sustained small increases in NSS and programme satisfaction overall scores in recent years, with a big increase for PGT after a dip the previous year. This reflects an ongoing focus on the enhancement of teaching and improvements in programme level organisation and clarity of information</p>	1.1 Continue with annual teaching away days	<i>Next one in January 2016</i>
		1.2 Appoint a Teaching Enhancement Co-ordinator	<i>Teaching Enhancement appointed co-ordinator October 2015</i>
		1.3 Run a project on “Making Group Work, Work” to share good practice on group learning activities and assessment	<i>To be completed in August 2016</i>
2. Teaching	<p>Scores for teaching have improved in all 3 surveys (+3 NSS +6 UPS +2 PGT)</p> <p>We have introduced annual teaching away days and promoted the teaching enhancement scheme to encourage innovation and reflective practice</p>	2.1 We will support staff new to teaching with a mentoring scheme and provide guidelines to mentors	<i>DSE by end December 2015</i>
		2.2 Continue to share learning technology expertise and build up applications to enable all students to participate actively in research based learning	<i>Teaching Away Day in January 2016 to showcase good practice</i>
3. Assessment and feedback	<p>Scores for assessment and feedback have improved in all 3 surveys (+3 NSS +2 UPS +19 PGT).</p> <p>Improvement is slower in this area than others; the big jump for PGT reflects getting back on track after a severe decline the previous year.</p> <p>Since 2012, there has been a correlation between perceived fairness and clarity of criteria; and similarly (at a lower level of satisfaction) between prompt return, usefulness of feedback and detail of comments. The trend for all has been upwards</p>	3.1 Activities at away day to include sharing good practice in written and oral feedback, including online	<i>A key activity at the Teaching Away Day in January 2016</i>
		3.2 Explore with students the forms of feedback that they find most useful so that staff can focus feedback	<i>TES co-ordinator to organise focus group in semester 2</i>
		3.3 We will have a specific focus on consistency of feedback in the academic tutorial modules	<i>Academic tutorial module leaders, backed up by DSE and PLS</i>
		3.4 We will monitor written feedback delivery times and communicate to students the overall success rate, and highlight to staff where improvements may be needed	<i>SES</i>

4. Academic support	Scores for academic support have improved in all 3 surveys (+4 NSS +8 UPS +6 PGT) however, some programmes have experienced dips in the NSS in this area, which we think is related to consistency in support for final year projects.	4.1 We will further improve the advice we give in enabling module choices and clear pathways through programmes and through the Alternative Module Catalogue	<i>Alternative module catalogue project run by BSc SEM programme and other actions by PLs</i>
		4.2 We will focus on ensuring greater consistency of supervisor support and feedback for final year projects	<i>Dissertation module leaders, backed up by DSE</i>
		4.3 Explore potential for enhanced maths & stats support for dissertations and review provision of maths training across programmes	<i>DSE and DHoS</i>
5. Organisation and management	Scores for organisation and management have improved in all 3 surveys (+1 NSS + 2 UPS + 11 PGT) but some programmes with modules in other faculties or with especially busy timetables have faced challenges in this area (E&B and GS) despite considerable reduction in clashes already achieved through efforts of the SES team	5.1 We will explore potential for further reducing timetable clashes by liaising closely with other schools/ faculties	<i>Closer links being developed with LUBS and more co-ordination with Geography already underway</i>
		5.2 We will work hard to keep Wednesday afternoons free of lectures	<i>DSE to communicate to Programme Leaders/ timetabling and teaching staff</i>
		5.3 We will provide more co-ordinated and streamlined info on employability opportunities and research seminars	<i>Employability officer and academic lead to map out employability opportunities across programmes</i>
6. Learning resources	Scores for learning resources have improved in all 3 surveys (+2 NSS +6 UPS +5 PGT) but have reduced for some programmes with respect to facilities (GS)	6.1 We will clarify access to computer clusters to different categories of student and improve communications	<i>DUE and DME to clarify and PLs to share information on access</i>
		6.2 We will ensure that final year students are aware of the availability of access fobs	<i>SES to send reminders to finalists</i>
7. Personal development	Scores for personal development have improved in all 3 surveys (+2 NSS +6 UPS +9PGT). The large increase for PGT reflects efforts by the GTAs for the master programmes and the SES team	7.1 We will increase awareness of the skills that students are developing in their modules and further embedding employability across the curriculum, learning from the project developed at MSc level	<i>Employability officer and PLs</i>
		7.2 We will implement the Skills Development Programme for MSc sustainability programmes	<i>Sustainability Graduate Teaching Assistants</i>
		7.3 We will explore how the Masters Skills Development Programme can be shared across the other courses at undergraduate and postgraduate level	<i>DME & DUE</i>