

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

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

<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>	87	90	91	88	88	87	89	87	91	85	89	85	77	85	94	85	83	87
<b>Teaching</b>	91	92	87	90	82	89	91	86	89	85	86	85	87	85	94	86	86	87
<b>Assessment &amp; feedback</b>	74	74	67	71	68	71	65	63	68	62	69	59	57	71	68	71	51	75
<b>Academic support</b>	82	85	79	82	79	81	74	74	78	73	74	72	87	82	90	82	94	85
<b>Organisation &amp; management</b>	79	85	82	85	85	84	77	76	77	75	77	73	82	82	85	81	86	85
<b>Learning resources</b>	94	92	92	91	95	90	87	84	88	83	87	81	85	87	98	85	89	86
<b>Personal development</b>	84	85	78	82	78	81	70	72	68	72	68	69	88	76	83	77	77	77
<b>Sector position</b>		21/145		50/146	36/46	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)

<b>Headline achievement in 2014-15</b>	<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>Enhancing our students' employability through building effective networks with alumni and industrial partners.</p>
<b>Main actions for 2015-16</b>	<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"> <li>1. Enhance laboratory experience through improved information and on-line pre-lab resources.</li> <li>2. Develop good practice guide and consistent marking scheme for assessment of tutorials and laboratories</li> <li>3. Improve staff-student communication &amp; develop a School specific Partnership</li> </ol>

<p><b>Good practice examples from 2014-15</b></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"> <li>1. Articulating Undergraduate Research Pathways – a research intern was employed to review the current provision of research skills in the School at Levels 3 &amp; 4, through documentary research and interviews with students and staff. Outcomes have provided recommendations for best practice in the delivery of research skills at levels 3 and 4.</li> <li>2. Year in Industry – received many favourable comments from students in the National Student Survey: “The year in industry was excellent, and in terms of personal development, I don't believe there could have been a better option available”.</li> <li>3. CHEM1200 The Extraordinary Chemistry of Everyday Life – development of a new blended learning discovery module to be launched in Semester 2 2016.</li> </ol>
<p><b>Summary of student involvement in the production of this Action Plan</b></p>	<p>Action plan produced collaboratively through informal and formal consultation with student reps including through student staff forum. All staff and students had the opportunity to comment on the action plan prior to submission of the final agreed action plan.</p>

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

<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>The actions agreed below have all been designed with overall satisfaction in mind.</p>	
<p><b>Teaching</b></p>	<p>Revisions made to Advanced Topics and ongoing redesign of levels 1 and 2 synthetic chemistry laboratory courses.</p> <p>Level 3 open ended investigations reviewed and restructured for 2015/16.</p> <p>Training for PGR demonstrators in the Terms of Reference for the School's Learning Environment Group.</p> <p>Research and Evaluation Summer Internship Report – Articulating Undergraduate Research</p>	<p>Complete the work to revise and rationalise the pre-laboratory scripts to enhance the laboratory experience for our level 1 and level 2 students.</p> <p>New plans for level 3 open ended investigations to be implemented.</p> <p>Wide consultation on articulating undergraduate</p>	<p>Teaching Enhancement Group (2015/16)</p> <p>Teaching Enhancement Group (by S1 2016)</p>

	Pathways.	research pathways to our students.	Teaching Enhancement Group (2015/16)
<b>Assessment and feedback</b>	<p>Ongoing review of tutorial feedback form.</p> <p>Pre moderation procedure introduced for all exam papers to improve consistency of outcomes.</p> <p>Further experimentation with assessment formats through new blended learning "CHEM1200 The Extraordinary Chemistry of Everyday Life" Discovery Module.</p>	<p>Develop good practice guide and consistent marking scheme for assessment of tutorials and laboratories.</p> <p>Review success of pre moderation process.</p> <p>Review innovative assessment methods being developed in CHEM1200.</p>	<p>Teaching Enhancement Group (2015/16)</p> <p>Internal Examiners (January Exam Board 2016)</p> <p>DSE (end of S2 2016)</p>
<b>Academic support</b>	<p>Development of a project in collaboration with students to identify best practice in tutorials.</p> <p>IAB offering regular support to students on employability.</p>	Ongoing work to review the marking scheme for the assessment of tutorial and laboratories (see Assessment and Feedback) to develop a good practice guide and consistent marking scheme.	Teaching Enhancement Group & Student Representatives (2015/16)
<b>Organisation and management</b>	<p>Lecture capture now available to most classes taken by JH students.</p> <p>We have not been able to resolve timetable clashes for JH students.</p>	Improve staff-student communication & develop a School specific Partnership to include expectations around progression through levels 1-5 and attendance at classes.	Student Staff Forum (2015/16)
<b>Learning resources</b>	Scheduled lecture capture (including ad hoc usage) has been increasingly adopted by the whole School and greatly appreciated by our students.	<p>Investigating better access for our students to University managed IT facilities.</p> <p>Work to ensure all learning resources are as accessible as possible in particular to students where English is not the first language.</p>	<p>Learning Enhancement Group (2015/16)</p> <p>DSE/SESM &amp; Student Representatives (2015/2016)</p>
<b>Personal development</b>	Revisions planned to CHEM1000 to clearly link skills development to academic progression.	Complete revisions to CHEM1000.	DSE (January 2016)

	IAB increasingly active in School activities and LinkedIn network is expanding.		
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