

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

Faculty of Mathematics and Physical Sciences: School of Food Science and Nutrition

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	94	90	85	88	100	87	83	87	95	85	84	85			78	85	79	87
Teaching	90	92	87	90	95	89	86	86	92	85	83	85			77	86	78	87
Assessment & feedback	85	74	69	71	87	71	74	63	75	62	72	59			75	71	67	75
Academic support	87	85	84	82	93	81	77	74	86	73	76	72			80	82	79	85
Organisation & management	90	85	90	85	96	84	83	76	84	75	66	73			67	81	76	85
Learning resources	94	92	91	91	96	90	88	84	90	83	81	81			97	85	88	86
Personal development	91	85	87	82	95	81	73	72	77	72	74	69			83	77	81	77
Sector position (Food and Bev)	2/16	21/145	6/9	50/146	1/7	57/147												
Sector Position (Nutrition)	5/34		12/21		1/19													

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	<i>We have developed problem-based team projects in each year.</i>
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. Produce a code of practice for project work.</i> <i>2. Enhance returning student inductions.</i> <i>3. Provide written feedback for students whilst on placement.</i>

<p>Good practice examples from 2014-15</p>	<p>1. Team based project work is now carried out in each level of all UG programmes 2. Implementation of a new UG student employability day – returning placement student posters on the morning with all students invited to attend and a placement fair in the afternoon with employers and a further study desk/display manned by the PG and TPG administrative staff. 3. Level 2 research based literature review module with set training on library searching, critical reading and writing with a structured timeline over two semesters</p>
<p>Summary of student involvement in the production of this Action Plan</p>	<p>A focus group along with a member of SES discussed the progress on the previous plan and produced items for the present plan. The final plan was produced using the student plan as the core of the plan and the final plan was then presented to the focus group for further comment and views.</p>

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

School: Food Science and Nutrition

Faculty: MAPS

Aspect	Progress with 2014-2015 actions and indication of impact	Agreed Issues/Actions for 2015-2016	Responsibility/Expected completion date
<p>Overall satisfaction</p>	<p>Improved 2nd year in BSc Nutrition - FOOD2192 has been made an optional module. Nutrition Academics have met with all nutrition students and relevance of the common first year explained Programme meetings for students took place, but second year did not find them very useful felt the focus was too much on last year's results and what had been done in response to comments, pleased to know they had been listened too. Final years found programme meetings interesting</p>	<p><i>Final year students felt as if they were very much part of the School community – but second year students did not.</i> <i>Relevancy of some modules was still problem to some.</i> <i>MSc Food Quality and Innovation students gave low scores in all categories requiring a review and action plan for this programme</i></p>	<p>The School will help the food society, course reps, LUU School reps, student ambassadors and UGRS students facilitate events to improve the School community. SESM on going Improve induction and welcome back meetings and have finalists from the programme to discuss relevance of each module. Programme managers for September 2016 To produce an action plan to be agreed at TSEC and implemented agreed improvements as soon as possible. Programme manager for MSc FQ&I</p>
<p>Teaching</p>	<p>Despite improvements to FOOD 3370 (now FOOD 3371 as a result of changes), the module feels stats heavy, and still not a lot of guidance provided. Work still to be done with Individual project – differences in teaching and supervisor styles. Students didn't know if their project tutor was doing a good/bad job because don't know what the expectations are. – Plan for a document which detailed expectation for both staff and students.</p>	<p><i>NSS showed an unusually low score for teaching in BSc FS&N.</i> <i>Nutrition programme needs more on policy topics and labelling.</i> <i>More choice or freedom for the dissertation wanted – ensure that students got topics in their degree area.</i></p>	<p>More regular programme meetings and consultation with programme rep and LUU School rep. Programme manager for FS&N September 2016 TSEC to review module content to ensure that policy is considered at the correct depth. DSE and relevant module managers September 2016 The School aims to ensure that students are assigned to appropriate staff. Increase in staff numbers, will allow this. HOS & module manager</p>
<p>Assessment</p>	<p>Despite requiring timelines to be adhered to for coursework submissions (and as a key action</p>	<p><i>Summer exams in 2nd and final year are too heavily weighted.</i></p>	<p>The School has appointed a working group to consider all assessment and modules with a regard</p>

<p>and feedback</p>	<p>students had noted that things were better this year) there are still issues with Nutrition deadlines – 2201 – 10th Dec & 2215 – 11th Dec</p> <p>Students feel that a meeting with their PT at beginning of year (2nd/final years) and after Jan exams looking at marks and where things went wrong/how they can be strengthened is useful – the problem is that some PT have not done this.</p>	<p><i>Most coursework had clear marking criteria – but not all and the same was true for receiving detailed comments on work</i></p> <p><i>Plan to have a new style welcome back programme for returning students where meetings with PT for examination feedback is a central feature.</i></p> <p><i>Some dissatisfaction with lack of information and poor communication in FOOD2192.</i></p> <p><i>UG Nutrition students felt that the marking criteria for their coursework was not always clear nor timely and that there was too much generic feedback.</i></p>	<p>to rationalise coursework and examinations. The working group is will report at Easter 2016.</p> <p>All Module Mangers and lecturing staff will be told to provide clear marking criteria – or discuss expectations with students. Also all staff will be reminded for the need to have detailed feedback on student coursework. DSE for September 2016</p> <p>This is to be discussed at TSEC and implemented for the next academic session. DSE, HOS TSEC for September 2016</p> <p>The module leader will ensure that the information is made more clear, and will make sure that it is posted early . DSE and module manager ASAP</p> <p>DSE will meet with module leaders to ensure that marking criteria are clear and that individual feedback is given – and given promptly. DSE and module managers for September 2016</p>
<p>Academic support</p>	<p>Some new members of staff have been appointed and at least one more will be employed by January – and the expectation is that at least another 7 will be recruited over this academic session.</p> <p>It was not possible to ensure that there were set times in both student and staff timetables for academic support because of a large number of changes in the timetable at the start of the session.</p> <p>Despite attempts to ensure that no programme had long runs of non-stop lectures, last minute changes from timetabling have resulted in some non-desirable runs of non-stop lectures.</p> <p>Introduction of more exam examples classes has been made.</p>	<p><i>1st year not particularly aware of merits of VLE – IT induction where it is covered is too big, too difficult to concentrate as many people have forgotten log in details and done on the last day of induction week</i></p> <p><i>Students enjoyed the new student employability day/fair but would have liked to see some PhD students at the further study desk.</i></p> <p><i>Timetable has non desirable non-stop runs of teaching activities.</i></p> <p><i>Discrepancies between support and advice obtained from tutors.</i></p> <p><i>Examples classes or provision of mark schemes needed for FOOD1040 and FOOD1027</i></p>	<p>The School will reconsider how to introduce the students to the VLE – an induction week only introduction is obviously not effective. Possibility of including a session on the VLE on FOOD1145. DSE and module managers for September 2016.</p> <p>EEO will be asked to recruit present PhD students for future events. DSE and EEO ASAP</p> <p>The School will make every effort to liaise with timetabling. SESM and School SES staff</p> <p>The School will produce a School Code of practice to inform both staff and students of expectations. DSE and SESM for September 2016</p> <p>Module managers will provide sufficient examples to students. DSE and module managers ASAP</p>
	<p>Feedback suggests that actions to ensure that staff</p>	<p><i>UG and TPG Survey and NSS results need to be</i></p>	<p>When the new School website is prepared there will</p>

<p>Organisation and management</p>	<p>follow the correct procedures for cancellation and/or re-arrangement of lectures have been successful on the whole.</p> <p>The work that the School EEO has carried out to improve nutrition placements and employment at the end of the programme was recognised by students in the focus group.</p>	<p><i>displayed on the School website with module review results and the final School Action Plan.</i></p> <p><i>1st year students would like earlier information on placements and also CV help.</i></p> <p><i>1st year students should be encouraged more to attend the School employability day/fair</i></p> <p><i>2nd and first year students request that 4th years volunteer to share their email address talk about their placement experience.</i></p>	<p>be a site area for current students where these documents can be displayed for easy access for all students. SESM and DSE.</p> <p>Roles in food and nutrition lectures and CV writing in FOOD1145. Encourage first years to utilise the careers centre for help with CVs EEO, DSE and FOOD1145 lecturing team ASAP</p> <p>The first year timetable will ensure that they can attend the School employability day/fair. EEO, DSE all PT and lecturing staff - September 2016</p> <p>The School will use the VLE to allow FAQ and student contact to facilitate this. SESM, DSE, digital resources TES group.</p>
<p>Learning resources</p>	<p>Although some practice MCQs have been posted on the VLE not enough.</p> <p>Significant upgrades to the Food Processing area have been made, and facilities to allow team projects to make use of the facilities on more days have been implemented</p> <p>Some progress has been made through as TES project on student handbooks</p> <p>The recording of lectures has been used extensively by students. Plans for 'catch up' recordings have not progressed</p>	<p><i>More example MCQs is essential.</i></p> <p><i>More needs to be done with the system for booking resources for team project groups</i></p> <p><i>FOOD1145 handbooks would benefit from having a blank notes page for each laboratory practical.</i></p> <p><i>Students feel useful 'catch up' recordings would be for food physics and physical chemistry.</i></p> <p><i>A request for careers style numerical or verbal online tests can be covered in FOOD1145</i></p>	<p>More examples will be provided. DSE and all lecturing staff using MCQs ASAP</p> <p>Improve organisation and display the booking system. Head of FTL and DSE ASAP</p> <p>This will be implemented. Lab team in FA – has been agreed for next handbooks.</p> <p>The School is to have a TES group which will consider catch up recordings. TES group Sep.</p> <p>Signpost access of on-line tests from the careers centre. TSEC for September 2016</p>
<p>Personal development</p>	<p>Continued emphasis on use of Leeds for Life – particularly for volunteering opportunities</p> <p>One TPG student was recruited as an International student rep.</p> <p>Again attempts to free up timetable slots to ensure availability of PT, SESM, EEO and DSE has been problematic due to late timetable changes</p>	<p><i>1st year not particularly aware of merits of VLE. If students do not use LfL in the first year they are unlikely to use it in later years.</i></p> <p><i>Final year students were surprised that there was not yet an UG international student rep.</i></p> <p><i>Students would like PT to use calendar view to allow appointments</i></p> <p><i>Information about PhD topics available and deadlines for application is not obvious.</i></p>	<p>Introduce the VLE and LfL in separate sessions to the general IT induction. Introduce exercises that requires students to use LfL. DSE and LfL champion for September 2016.</p> <p>Ensure that there is an UG as well as TPG rep for International students. SESM for September 2016</p> <p>Request all staff and students to use calendar view. SES staff ASAP</p> <p>Devote a notice board to further education opportunities. SES PG Officer ASAP</p>