

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

Faculty of Mathematics and Physical Sciences: School of Mathematics

| EXECUTIVE SUMMARY | | | | | | | | | | | | | | | | | | |
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| 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 | 86 | 90 | 83 | 88 | 84 | 87 | 86 | 87 | 84 | 85 | 88 | 85 | 87 | 85 | 73 | 85 | 93 | 87 |
| Teaching | 84 | 92 | 83 | 90 | 83 | 89 | 81 | 86 | 80 | 85 | 82 | 85 | 84 | 85 | 82 | 86 | 93 | 87 |
| Assessment & feedback | 73 | 74 | 64 | 71 | 71 | 71 | 62 | 63 | 63 | 62 | 59 | 59 | 65 | 71 | 72 | 71 | 75 | 75 |
| Academic support | 82 | 85 | 76 | 82 | 77 | 81 | 73 | 74 | 69 | 73 | 74 | 72 | 84 | 82 | 97 | 82 | 93 | 85 |
| Organisation & management | 90 | 85 | 84 | 85 | 86 | 84 | 78 | 76 | 74 | 75 | 76 | 73 | 84 | 82 | 83 | 81 | 89 | 85 |
| Learning resources | 92 | 92 | 91 | 91 | 88 | 90 | 84 | 84 | 81 | 83 | 82 | 81 | 86 | 87 | 96 | 85 | 83 | 86 |
| Personal development | 74 | 85 | 66 | 82 | 70 | 81 | 59 | 72 | 61 | 72 | 58 | 69 | 67 | 76 | 79 | 77 | 84 | 77 |
| Sector position | 53/73 | 21/145 | 55/69 | 50/146 | 54/64 | 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)

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| Headline achievement in 2014-15 | Modernised student areas with brighter spaces for interactive and quiet study. |
| Main actions for 2015-16 | <ol style="list-style-type: none"> 1. Provide markers with clearer marking schemes for coursework. 2. Introduce opportunities for presentations for all students at level 1. 3. Advertise resources/workshops provided by skills@library to students more explicitly. |
| Good practice examples from 2014-15 | <ol style="list-style-type: none"> 1. Increased focus on computing skills. 2. New e-learning and e-assessment tools 3. Flipped classroom components introduced in Year 1 |

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| Summary of student involvement in the production of this Action Plan | <ul style="list-style-type: none"> • Discussion and suggestions from Staff-Student Forum. • Feedback from survey sessions organised by School and Student Reps. • Online survey conducted by School and Student Reps. • Feedback and suggestions by School and Student Reps gathered on posters. |
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AGREED ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2015-16

School: Mathematics

Faculty: MaPS – Mathematics and Physical Sciences

| Aspect | Progress with 2014-2015 actions and indication of impact | Agreed Issues/Actions for 2015-2016 | Responsibility/Expected completion date |
|------------------------------------|--|--|---|
| Overall satisfaction | <ul style="list-style-type: none"> • More module choices added to some programmes. | The actions agreed below have all been designed with overall satisfaction in mind. | |
| Teaching | <ul style="list-style-type: none"> • New computing components introduced in Statistics modules in Year 1 for all students. • Python programming introduced in Year 1. | <ul style="list-style-type: none"> • Review computational maths components in the curriculum. | <ul style="list-style-type: none"> • Taught Student Education Committee, for 2016/17 |
| Assessment and feedback | <ul style="list-style-type: none"> • All Year 1 exams have compulsory components. • Some Year 3 modules have mid-term tests. | <ul style="list-style-type: none"> • Introduce a clearer system for returning coursework for level 2 modules. • Lecturers to provide markers with clearer marking schemes (particularly at level 2). | <ul style="list-style-type: none"> • Taught Student Office & Director of Student Education. By 2016. |
| Academic support | <ul style="list-style-type: none"> • Workshops with essay writing support for students on interdisciplinary programmes with LUBS offered, but low student uptake. | <ul style="list-style-type: none"> • Review support for computational elements, such as R. • Revise online information for writing support and publicise to students. | <ul style="list-style-type: none"> • Statistics Department, for 2016/17 • Taught Student Office & Director of Student Education. By 2016. |
| Organisation and management | <ul style="list-style-type: none"> • Lecture recording from previous years have been used by students for choosing modules • Transition to newly refurbished School has been smooth, with new spaces for students being well received. | <ul style="list-style-type: none"> • Introduce a clearer system for returning coursework for level 2 modules | <ul style="list-style-type: none"> • Taught Student Office & Director of Student Education. By 2016. |
| Learning resources | <ul style="list-style-type: none"> • Video capture used for almost all modules, and used for supporting students' module choices for the following year. | <ul style="list-style-type: none"> • Revise online information for writing support. • Advertise resources/workshops provided by skills@library to students more explicitly. | <ul style="list-style-type: none"> • Taught Student Office & Director of Student Education. By 2016. |
| Personal development | <ul style="list-style-type: none"> • Career info session has been organised, but very low attendance. • Final year project with group presentations implemented in 15/16 for all students | <ul style="list-style-type: none"> • Extend presentation skills component in year 1 to all programmes. | <ul style="list-style-type: none"> • Taught Student Education Committee, for 2016/17 |