

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

Sport and Exercise Sciences - Faculty of Biological Sciences

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	97	90	91	88	79	87	92	87	81	85	80	85				85		87
Teaching	95	92	89	90	83	89	91	86	83	85	82	85				86		87
Assessment & feedback	88	74	76	71	61	71	69	63	64	62	43	59				71		75
Academic support	92	85	82	82	75	81	87	74	74	73	63	72				82		85
Organisation & management	96	85	94	85	88	84	90	76	80	75	77	73				81		85
Learning resources	96	92	95	91	94	90	94	84	81	83	82	81				85		86
Personal development	94	85	88	82	82	81	85	72	70	72	68	69				77		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	<i>A dynamic, staff and student partnership delivering real change to learning and teaching resulting in 97% overall student satisfaction</i>
Main actions for 2015-16	<p>List 3 actions – to be included on the posters to be produced for each School</p> <ol style="list-style-type: none"> 1. Continue to refine and implement assessment proformas which have been co-created with students. 2. Review employability strand of tutorial and research skills modules at Level 1 and 2. 3. Audit and review blended learning strategy and seek to implement a common structure to VLE folders for all modules in collaboration with students.

<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"> 1. <i>Continued implementation of 2 x 1 hour academic support hours, including pilot of online academic support hour</i> 2. <i>Co- creation of assessment pro-formas with our SSF, for different modes of assessment, across all levels of study</i> 3. <i>Programme level mapping of assessment, and deadlines, available to students via the VLE.</i>
<p>Summary of student involvement in the production of this Action Plan</p>	<p>Our results from the NSS, UGPES (and subsequent impact on the Times/Sunday Times league table) were communicated during induction week, and then via an e-mail to all students. These results were then summarised at our first staff student forum and initial reactions and ideas from reps gained. Areas for improvement were identified, and incorporated to the Action Plan which was then circulated and discussed at our second staff student forum meeting. In semester 2, week 1 a welcome back meeting will be organised and reps will present ideas to the student cohort before implementation.</p>

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

School:

Faculty:

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>Indication of a positive impact has been clear against some measures for example, external examiner's comments and an increase in NSS scores from 91% to 97% this year, with a 22% increase since 2013. While there is an overall increase in 12% for assessment and feedback, this area continues to be identified as requiring further improvement- this will be addressed elsewhere in the action plan.</p> <p>Our UGPES scores are more varied and assessment and feedback continues to be a problematic area. However we saw a 7% increase in level 1, and a 23% increase in level 2 with respect to overall satisfaction. Differences between the programmes have started to emerge, particularly at level 1 and these will need to be explored further.</p>	<p>We have reacted quickly and we are already addressing a number of these issues in the current academic year, particularly through the teaching enhancement scheme. We are reviewing employability, working on new assessment pro-formas, piloting e-marking and reviewing our research project module (these are addressed in other sections of the action plan).</p>	<p>ALL</p> <p>Research projects- Feb 2016 Employability- Apr 2016 Assessment pro-formas ongoing, pilot phase part 2 in Semester 2.</p>
<p>Teaching</p>	<p>Given the absence of 4 members of staff in Semester 1, we are extremely pleased that for questions 1- 4 of the NSS, we score in the mid to high 90's. This exemplifies the programme team's commitment to delivering excellent teaching for all. We see an increase in over 20%</p>	<p>Feedback from the SSF has indicated that the content of the physiology strand of their programme needs to be reviewed as their perceptions are that it is too broad, and seems unfocused. We will also ensure that in induction week, the PL explains the learning journey</p>	<p>DSE, PL and Physiology teaching team. Ongoing</p>

	at level 2 for this category, but a small decrease at level 1, which are larger when programmes are considered individually.	through this strand of the programme to ensure students can see how it fits in to their programme, and the options it affords them. We will also endeavour to appoint a programme leader who is a physiologist for physiology and sport sciences.	
Assessment and feedback	<p>While we have seen large increases in scores related to this section in the NSS (11-15%), we see obvious room for improvement. There is also a programme split here as the Physiology and Sport Science NSS scores are some 5-10% lower than Sport and Exercise Sciences. This will have to be reviewed as the reason for this is currently unclear. At level 1 we have seen a 9% decrease in this score, we suggest this is a blip due to the extra demand placed on staff due to absences last academic year. At level 2 we have seen modest increases, so again the picture is not clear, but given our scores in 2013-2014 this is where we focused our energy as a team.</p> <p>We have maintained vigilance of quality of feedback and turnaround time for feedback, ensuring that timely reminders go out to staff for return of coursework, and highlight to students when we cannot meet the 15 day turnaround time.</p> <p>Small changes were made on an ad hoc basis to assessment deadlines to take into account local assessment deadlines- this was as a result of continued engagement of the programme staff and the SSF, ensuring any changes were put into effect after direct communication with student representatives.</p> <p>As part of the TES we conducted focus groups with our students to understand issues related quality of feedback, and attempted to rectify them throughout the academic year. We have also co-created assessment proforma's.</p>	<p>The clustering of deadlines still remains a problem, particularly at level 2- this remains problematic due to our carousel system, which also prevents feedback being returned within 15 days. The level 2 programme structure will be reviewed this academic year due to other changes being implemented in our programme. However, currently it seems unclear how we can address this issue without more staff, space and equipment.</p> <p>Encourage all staff to consider alternative sources of feedback provision e.g. podcast, electronic, desktop capture- where necessary request training on these at a faculty level via our Blended Learning rep.</p> <p>We have implemented an assessment folder for each module which comprises (1) the COPA (2) SpEx guidebook (3) Programme Deadline Matrix (4) Programme Assessment (5) COPA annexes specific to module (6) FBS graduate skills matrix.</p> <p>We have co-created principles by which we seek to design our assessment pro-formas. These are currently be piloted via a number of L1-3 modules, and iterations have been scrutinised by our current SSF. We have had further guidance by students, and now await staff feedback, before using these throughout the programme.</p> <p>Encourage teaching teams on co-taught modules to monitor quality and quantity of feedback.</p> <p>Pilot e-marking in core module, and seek to</p>	<p>Programme team, Dec15-Feb16.</p> <p>All, Ongoing</p> <p>Implemented Sep/Oct15</p> <p>All staff and SSF Ongoing, and further implemented Feb 2016.</p> <p>ALL- ongoing</p> <p>ALL- Feb 2016 onwards.</p>

		support role out where possible across other modules.	
Academic support	<p>We have seen increases in this section from 10% in the NSS to 29% in level 2 sport and exercise sciences.</p> <p>We draw attention to the FBS student and Staff guide to personal tutorials, and outline the importance of personal tutorials to all via our SSF, and our SpEX guidebook.</p> <p>We now use our notice boards in level 4 of Miall to highlight the sport science society, members of the SSF, and consultation hours/offices of SES staff and offer 2 designed hours a week, with one member of staff piloting an online consultation hours.</p>	<p>Revisit the PASS scheme and enquire as to its implementation in SpEX as of 2016-17. This scheme was successful and valued by our students when rolled out in our maths module, and there is a call for something similar to be in place at level 2 for modules where calculations form a key part of the curriculum. As an alternative, consider, rolling out a consultation hour led by PhD students, demonstrators to cover weekly worksheets etc.</p> <p>Ensure we highlight to all students that they still have access to past years modules and learning resources. Ensure all intercalating medics have access to previous year's learning resources from level 1 and 2, except in the modules they are currently enrolled upon.</p> <p>Introduce a level 2 project afternoon to help level 2 students be more active in deciding their project choice for level 3 and 5. The afternoon will be supported by all staff, MRes, and PhD students and will eventually involve the poster the MSCI students will produce as part of their 80 credit project module. This will ensure students are more aware of the nature of the project, the fit with the academic staff's research portfolio and the skill set developed and how this might be aligned to potential career options.</p>	<p>FBS Programme team</p> <p>Feb 2016 onwards</p> <p>Jan/Feb 2016- DSE</p> <p>Intercalating medics- completed.</p> <p>DSE, with module manager of SPSC 3061 and SPSC 3398.</p>
Organisation and management	<p>The NSS scores have stayed buoyant in this category and again an increase of 6% to 94% overall is noted, along with increases in the UGPES too. Continued and in some cases increased engagement of our students in SES management activity has contributed to the increases in these scores.</p>	<p>We will work with the SSF and the Sport Science society to encourage and maintain the identity of SpEx at Leeds. There was an induction week social event organised for our Level 1 students, and 1 further social is currently being planned. We also now have a representative on our SSF from the Sport Science Society and we hope to review how the society engages with its cohort.</p>	<p>Ongoing all year- Chair of SSF, Programme Leader and SSF.</p>

	In induction week, we now highlight key changes that have been made to modules, programmes, structure or process as a direct result of the feedback from our students.	<p>Audit the FBS communication strategy to students, and agree a structure of which information gets posted on the VLE, which is e-mailed etc, and implement across all modules.</p> <p>We will look to audit the content and structure of induction week working with key figures in the SpEx of FBS. Suggestions include a more active induction week, the removal of some content where possible and a clear delineation between what the DSE, PL and PT's present at each of their sessions. Where possible also have the School rep/programme rep's highlight key changes made in light of student feedback.</p>	DSE, PL and FESM. Jan 2016.
Learning resources	Opinion in this category remains stable in the NSS (96%) and has improved in the level 1 UGPES (+6%), and level 2 (+21 and 25%). This is probably as a direct result of new equipment that has been purchased e.g. EMG and the opening of the new Garstang labs. There was a drop in this category of 12% in the UGPES level 2 surveys- we will be talking to our current level 3 students to ascertain where the issues lie.	<p>Engage with University led digital learning strategy- use desktop and adhoc recordings of lectures and alternative sources of teaching/feedback via VLE etc.</p> <p>We will audit the use of blended learning across our programme and identify opportunities of pre and post lecture/lab session learning using existing online tools, and/or where possible the creation of purpose built learning resources.</p> <p>Push to equip labs with equipment as is gold standard and afford development of a key skill in the sport sciences.</p>	<p>All Staff Ongoing</p> <p>FBS blended learning officer and all module managers.</p> <p>DSE, ongoing</p>
Personal development	We have reviewed level 1 and 2 tutorial modules and have made changes to structure and content over last year, and for this academic year. Specifically, we have implemented workshops at level 1 centred on critical analysis of journal papers, and at levels 1 and 2 updated and reviewed the curriculum, with further potential for reviewing and practising of skills. The students recognise the positive impact their course has on personal development, with all question in this category at level 3 being in the 90's. At level 1	<p>Consider as part of module review implementing CV and mock interviewing as compulsory and/or with alternative form of assessment to assess the articulation of skill set associated with work placements and/or programme.</p> <p>We will continue to work with the Faculty Employability Officer to ensure appropriate membership on the Industrial Advisory Panel, use our own contacts to develop a network of contacts</p>	<p>DSE, School Rep, all staff Apr 2016.</p> <p>Ongoing- all staff</p>

	<p>and 2 the scores are lower, but are increasing.</p> <p>On our level 4 Miall notice boards and in our assessment folder we highlight which skill students will develop (from the graduate skills matrix) during their modules).</p> <p>Despite the positive score for the personal development section of the NSS and UGPES our DHLE scores are disappointing. We have fully implemented the mock interviews and CV writing across our skills module but not all students complete this as it is not compulsory.</p>	<p>to help build sustainable relationships that could lead to personal development opportunities.</p> <p>Review the volunteer/work based element of level 1 and 2 skills modules. Embed opportunities for research placements and public engagement alongside coach education in the curriculum.</p> <p>Clearly identify opportunities outside SpEX to enrol on modules that can enhance employability, e.g. LEED, CESR, BIOL with 'student testimonies' to be shown during module selection meeting.</p> <p>Continue to advertise the free BASES membership to all level 3 students.</p>	<p>DSE, module manger of 1211, 2281, in collaboration with FBS employability officer and SPA.</p> <p>Dec-Feb 2016</p> <p>DSE, PL. Apr 2016</p> <p>DSE, PL - ongoing</p>
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