

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

School of Biology - 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	88	90	87	88	92	87	83	87	83	85	82	85	66	85	91	85	79	87
Teaching	92	92	87	90	91	89	83	86	85	85	82	85	74	85	88	86	84	87
Assessment & feedback	70	74	64	71	62	71	47	63	49	62	49	59	49	71	66	71	48	75
Academic support	83	85	79	82	81	81	67	74	65	73	67	72	74	82	89	82	82	85
Organisation & management	86	85	84	85	87	84	75	76	66	75	72	73	64	82	77	81	64	85
Learning resources	95	92	93	91	93	90	82	84	85	83	80	81	85	87	87	85	90	86
Personal development	89	85	85	82	79	81	65	72	70	72	67	69	67	76	79	77	66	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>Provide a single, concise headline achievement for the School from 14-15 which can be included in further communication to students.</p> <p>Substantial improvement in student support, employability and finding further study.</p>
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. Audit of assessment and improving feedback, including standard forms of feedback. 2. Improving student engagement with School activities and opportunities. 3. Improving student support, especially returning students, by using wider use of internet resources.

<p>Good practice examples from 2014-15</p>	<p>List examples of innovative practice and developments which are of wider interest across the University</p> <ol style="list-style-type: none"> 1. Successful biology-specific careers events. 2. Successful skills-based modules and skills development. 3. Increased student engagement and input from programme reps.
<p>Summary of student involvement in the production of this Action Plan</p>	<p>Discussions between School Rep and DSE. School Rep consulted all Programme Reps, who gathered feedback from the wider student body. Open discussion of draft version with DSE, PLs and Programme Reps at Student:Staff forum (Nov 2015) and subsequent feedback on drafts. Final discussions with School Rep regarding final version of the plan.</p>

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

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>Frequent meetings between DSE and Programme reps improved action times and student satisfaction over feedback (although not represented in the NSS). Student involvement and engagement has improved, with student reps being particularly active, especially at levels 2 and 3. Changes to module questionnaires quite successful, allowing students to more easily provide feedback, but needs to be improved.</p>	<p>DSE, School and Programme reps to continue to encourage students to complete the NSS. Promote “You Said, We Did” campaign, which highlights impact of student opinions and how they are valued (frequent concern in NSS free text comments). Continue to improve student engagement and involvement by recruiting and regularly consulting with Programme Reps, continue to have regular meetings with School Rep and DSE. Programme-level questionnaires being developed using of Bristol On-line surveys</p>	<p>DSE, School Rep, Programme Reps, FSEM. Ongoing, continuing from last year.</p>
<p>Teaching</p>	<p>Ad hoc lecture capture very successful and is valued by students (NSS 95% satisfaction with teaching resources). LC has helped to resolve some issues with timetable clashes, especially Discovery Theme modules and options outside the School/Faculty.</p>	<p>Continue lecture capture, but need to inform students how to make the most of it (access of recordings frequently too late) and to remind them about further reading. (Note that some staff report lecture attendance has declined). Incorporate more interactive discussion where appropriate, such as discussion-based sessions/interactive lectures for the smaller modules. Trial the introduction of “journal clubs” for returning placement and MBiol students (potentially run by Postdocs/PhD students or</p>	<p>DSE and School Rep to organise “journal clubs”. Programme teams to consider introducing interactive discussions where possible (i.e. class sizes permit). Begin this semester with aim to have a framework and trial run by start of session 2016/17.</p>

		students with recognised contribution to HEAR).	
Assessment and feedback	Student responses using the 'neutral' category have decreased, although still room for improvement (lowest NSS scores have highest % in 'neutral' category). Nevertheless there is continued year on year improvement overall. Still concerns about number of assessments and variable feedback between modules.	Continue to audit assessment types, assessment calendar and exam format across modules of equal credit rating. Where appropriate, make wider use of marking criteria, which may lead to common/standard feedback for different assessments. Highlight to students that the marks reflect their performance and not that relative to others. Further encourage NSS responses to decrease use of "no opinion" category.	DSE, PLs and all teaching staff as appropriate. Programme level discussion at Jan. 2016 Away Day in the first instance. Likely to be on-going as new staff make greater contribution to teaching.
Academic support	Re-design of Leeds for Life system has increased student engagement somewhat, but could be improved. Many staff praised for the timeliness of their responses to student enquiries (reflected to some extent in NSS). Further development of support for the industrial placement students is needed.	Improve organisation and support for placement students during placement and on their return in order to support the transition of these students. May include dedicated web site and a student rep system for placement students.	DSE, Placement/Employability team, technology advisers, School and student rep(s). Aim to have web page in place for 2016/17 session.
Organisation and management	On-going academic and admin staff appointments are providing a more stable support structure that benefits students. Overall, the communication of disruptions was appreciated by students for the 2014-15 session.	Continue to communicate changes to timetabling, feedback etc. at the earliest opportunity. Continued evaluation of timetable clashes, but lecture capture will help to address this, especially with DT and other options outside SoB. Organisation regarding changes to modules (including room changes) and timeliness of feedback will be communicated to students to ensure they feel aware of successful organisation and management of modules.	Admin team, MMs, DSE, timetabling team. On-going.
Learning resources	Improvement in ad hoc lecture capture uptake. Further work with the library team is needed to improve the availabilities of journals/texts and some online access.	Continued adoption of lecture capture. Where necessary, improve information about modules, past papers etc. as students consider module choice. Continue to work with Library services to improve availability of materials for students.	Admin team, MMs, library rep, library team as appropriate. Aim to have improved provision of on-line materials in place by 2016/17 session.
Personal development	Emphasis of skills development and incorporation of skills-based modules has been successful and is valued by students.	Explore some ideas from the students to increase engagement and interaction with the School, such as the development of a School-based internet	DSE, School rep, placement/employability/marketing teams as appropriate. On-going development, aim to have

	<p>Student engagement with employability has improved, but still room for more. Greater availability of employability events/information for zoology/ecology based jobs.</p>	<p>resource for students and staff, providing details of research, staff and student achievements, industrial placement blogs, blogs for fieldtrips, employability and links to the alumni network. Further engagement of students with employability (Employability newsletter, FBS careers fairs, mock interviews).</p>	<p>some aims in place by 2016/17 session.</p>
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