

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2016-17

School of Geography: Faculty of Environment

EXECUTIVE SUMMARY																		
Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate Programme Experience Survey					
	2015-16		2014-15		2013-14		2015-16		2014-15		2013-14		2015-16		2014-15		2013-14	
	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	96	90	91	90	83	88	90	87	92	87	90	85	92	86	91	85	82	85
Teaching	93	91	91	92	87	90	89	87	92	86	83	85	90	86	88	85	88	86
Assessment & feedback	74	73	68	74	58	71	67	63	60	63	58	62	83	73	76	71	77	71
Academic support	89	84	84	85	82	82	80	75	82	74	76	73	87	84	85	82	79	82
Organisation & management	92	85	88	85	80	85	75	78	85	76	76	75	90	82	91	82	86	81
Learning resources	93	91	93	92	92	91	89	84	89	84	86	83	88	87	81	87	77	85
Personal development	87	85	85	85	82	82	79	73	84	72	76	72	78	77	69	76	63	77
Sector position		20/146		21/145		50/146												

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 from 2015-16	<p><i>Provide a single, concise headline achievement for the School from 15-16 which can be included in further communication to students.</i></p> <p>96% overall satisfaction for our undergraduate programmes; rising to third in the Russell Group.</p>
Main actions for 2016-17	<p><i>List 3 actions – to be included on the posters to be produced for each School</i></p> <p>1. We will improve our feedback quality and timeliness through encouraging E-marking and E-annotation and through use of our new feedback template. 2. We will undertake an exercise to improve assessment quality through mapping learning outcomes to assessment types. 3. We will enhance our curriculum by developing two new fieldtrip modules to Argentina and Costa Rica.</p>

<p>Good practice examples from 2015-16</p>	<p><i>List examples of innovative practice and developments which are of wider interest across the University</i></p> <p>1. Introduced a tracking system to oversee staff compliance with 15 day feedback turnaround policy – produced posters with % compliance for students to see.</p> <p>2. February event for level 3 UG students – ‘A review of fieldtrips and looking forward to NSS’</p>
<p>Summary of student involvement in the production of this Action Plan</p>	<p>2015-16 session – Feedback received from (i) module evaluation forms and (ii) student-staff forum was used to inform action plan</p> <p>2016-17 session - Feedback received from NSS, UG and PG Programme Surveys and module evaluations were used to inform action plan. Student-staff forum commented on draft Action Plan (SSF, Nov 2016) and ranked tabled actions in terms of those that they deemed a priority.</p>

AGREED ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2016-17

School:

Faculty:

Aspect	Progress with 2015-2016 actions and indication of impact	Agreed Issues/Actions for 2016-2017	Responsibility/Expected completion date
<p>Overall satisfaction</p>	<ul style="list-style-type: none"> With input from the SSF we held a ‘NSS and review of fieldtrips’ for all level 3 students in January 2016. This event explained what the NSS is and how it is used and then went on to show videos of all field trips that the students had been on. It was a very successful evening and will be repeated in 2016-17. 	<ul style="list-style-type: none"> Hold another ‘NSS and review of fieldstrips’ event in Feb 2017, with a particular focus on the new NSS questions. 	<p>DSE, Feb 2017</p>
<p>Teaching</p>	<ul style="list-style-type: none"> BA Geog with Transport Studies was launched (renamed) and reviewed with new modules developed at level 3 for introduction in 2016/17 Reviewed BSc Geog-Maths curriculum which fed into new programme development Incorporated effective innovative digital resources into teaching by: <ul style="list-style-type: none"> (i) Encouraged staff to attend ‘show & tell’ workshops; 	<ul style="list-style-type: none"> Ongoing efforts to incorporate effective innovative digital resources into teaching – bespoke resources being developed by Faculty Blended Learning Enhancement Officer (Blayn Parkinson) for ‘Your Placement Year’ VLE space (blackboard collaborate etc); intention to roll out to other modules. Develop two new fieldtrip modules for L3 students; BA to Buenos Aires, BSc to Costa Rica. 	<p>Blended Learning Champion, 2016-17 session</p> <p>BA & BSc PLs, 2016-17 session</p>

	(ii) Alerted staff to the new Faculty and School support for blended learning, such as the Faculty Blended Learning Enhancement Officer (Blayn Parkinson), the School Blended Learning Champion (Nick Malleson) and new online resources (e.g. http://digifoe.wordpress.com/).		
Assessment and feedback	<ul style="list-style-type: none"> • Circulated Ten Key Points from the School of Geography's Code of Practice for Assessment (CoPA) to all students and staff at start of year. • Held sessions on 'Introduction to Online and Electronic Marking of Assessments' for staff; effect of widening usage of E-marking. • Improved feedback speed - SES staff monitored and ensured that all feedback returned to students on day 15 after submission. Near 100% 15 day compliance reported. • Improved quality of feedback - shared marking practice to generate greater consensus around how we grade assignments. • Consistent use of marking to the criteria. • Over Assessment - reduced the overall number of assignments in modules at all levels, especially Level 3. • Encouraged staff to use full mark range in student assessments, particularly in dissertation and other coursework marking. 	<ul style="list-style-type: none"> • Circulate Ten Key Points from the School of Geography's Code of Practice for Assessment (CoPA) to all students and staff at start of year. • Hold 2 'Innovations in Teaching' events in new lecture theatre to showcase blended learning techniques, plus hold an iPad turnitin marking training session. • Improve feedback quality and timeliness through encouraging E-marking and E-annotation (turnitin marking training sessions above). • Roll out universal use of our new feedback template and encourage consistent use of marking to the criteria. • Undertake an exercise to improve assessment quality through mapping learning outcomes to assessment types (UG). • Undertake an exercise to potentially reduce overall number of assignments (TPG). • Encourage staff to use full mark range in student assessments, particularly in 	<p>DSE, 2016-17 session</p> <p>Blended Learning Officer, 2016-17 session</p> <p>DUGS, 2016-17 session</p> <p>DUGS, 2016-17 session</p> <p>BA & BSc PLs, 2016-17 session</p> <p>DTPG, 2016-17 session</p> <p>DUGS, 2016-17 session</p>

	<ul style="list-style-type: none"> • Considered the use of a once per semester feed-back consolidation exercise, where students are encouraged to complete a feed-back/forward template to identify themes emerging across modules and to discuss with tutors. Brought into tutorial modules. • Assignment deadlines at all 3 levels shared with Schools of Earth and Environment, Maths, and Institute of transport Studies to avoid workload issues and assessment bunching for all SH and JH students that we parent. 	<p>dissertation and other coursework marking.</p> <ul style="list-style-type: none"> • Assignment deadlines at all 3 levels to be shared with co-teaching Schools within and outside our Faculty. 	SES team, 2016-17 session
Academic support	<ul style="list-style-type: none"> • All staff were encouraged to respond promptly to student emails. Ongoing. 	<ul style="list-style-type: none"> • All staff to be encouraged to respond promptly to student emails (within 3 working days) (start of year meeting, teaching meetings throughout year). 	DSE, 2016-17 session
Organisation and management	<ul style="list-style-type: none"> • Worked with LUBS to ensure smooth transition of parenting of GEOG-MAN and ECON-GEOG from LUBS to Geography. This proceeded smoothly. • Reviewed and re-worked the induction programme (transition) for TPG students by working with current students. This now operates in an improved way. 	<ul style="list-style-type: none"> • Take over parenting of BA Geog-Management and BA Economics-Management from LUBS. Explore whether an in-house peer mentoring system can be implemented for JH students. • Work with Earth and Environment to ensure coherence of BSc Geography-Geology degree programme • Explore possibility of creating a Q-Steps Programme with a Qualitative Skills pathway for our BA programmes. 	<p>JH coordinator, 2016-17 session</p> <p>BSc PL, 2016-17 session</p> <p>Myles Gould, 2016-17 session</p>

<p>Learning resources</p>	<ul style="list-style-type: none"> We encouraged staff to opt-in to lecture capture. Our capture rate improved. 	<ul style="list-style-type: none"> Encourage staff to opt-in to lecture capture (start of year meeting, teaching meeting throughout year). 	<p>DSE, 2016-17 session</p>
<p>Personal development</p>	<ul style="list-style-type: none"> Sought input from our Industrial Advisory Board on students' skills development and ensure students can recognize and articulate their skill levels – IAB was held summer 2016. Made students more aware of the transferable skills they are developing in each module – ongoing. TPG personal tutoring carried out through Leeds for Life. Take-up improved. 	<ul style="list-style-type: none"> Enable TPG students to better articulate their personal and professional skills through continuing to review the Professional Development module (Geog5230M). Continue developing effective frameworks to facilitate positive and proactive personal and professional development journeys for our students; e.g. through providing co-curricular opportunities, networks and encouraging 'graduate readiness'. Continue to encourage students to participate in Year in Industry, Study Abroad, Work Placement and Geographers into Teaching modules. Continue to encourage TPG personal tutoring through Leeds for Life. 	<p>DTPG, 2016-17 session</p> <p>Tessa Grant, 2016-17 session</p> <p>DSE, 2016-17 session</p> <p>DTPG, 2016-17 session</p>