

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

Institute for Transport Studies: 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													89	86	90	85	90	85
Teaching													88	86	82	85	88	86
Assessment & feedback													75	73	52	71	67	71
Academic support													86	84	78	82	80	82
Organisation & management													84	82	78	82	85	81
Learning resources													89	87	91	87	87	85
Personal development													79	77	77	76	79	77
Sector position																		

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	<i>Provide a single, concise headline achievement for the School from 15-16 which can be included in further communication to students. ITS Masters programmes refreshed for 2016 to enhance student experience</i>
Main actions for 2016-17	<i>List 3 actions – to be included on the posters to be produced for each School</i> <ol style="list-style-type: none"> <i>1. We will monitor delivery and satisfaction levels of our revised Masters programmes</i> <i>2. We will review how we teach the principles of modelling across our Masters programmes</i> <i>3. We will finalise the revisions to our undergraduate modules</i>

<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> <ol style="list-style-type: none"> 1. <i>We maintain a strong focus on employability across all our student education</i> 2. <i>We are embedding the development of a cross-disciplinary outlook whilst reinforcing the discipline-based distinctiveness of each of our programmes</i> 3. <i>We successfully delivered a greatly-enhanced Masters induction event</i>
<p>Summary of student involvement in the production of this Action Plan</p>	<p>The Plan incorporates consideration of issues raised at the first Student-Staff Forum (SSF) meeting of the current academic year as well as feedback provided in recent meetings between student programme cohorts and programme leaders. A workshop session, well-attended by student representatives, programme leaders, the Director of Student Education and staff from the Student Education Service, was held to discuss the existing Action Plan and the outcomes of the Postgraduate Programme Experience Survey (PPES) and to gather student input into the revised plan.</p> <p>The draft has been circulated to student representatives for feedback.</p>

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

Aspect	School: Progress with 2015-2016 actions and indication of impact	Faculty: Agreed Issues/Actions for 2016-2017	Responsibility/Expected completion date
<p>Overall satisfaction</p>	<p>Overall satisfaction levels (from PPES) remained high at 89%, more or less unchanged from the two previous years.</p> <p>All the planning, documentation, approvals and timetabling were completed on time for delivery of our new and refreshed Masters programmes to commence in September 2016.</p> <p>We continued to engage proactively at School and Faculty levels and beyond in seeking out relevant Blended Learning opportunities.</p> <p>We have notified students of various overseas employment opportunities.</p> <p>To offer a more balanced set of seminar presentations, we have invited higher proportions</p>	<p>We will carefully monitor the delivery of the new and refreshed Masters programmes at all key stages of the current session, and identify any amendments that are required.</p> <p>We will continue to link the Teaching Enhancement Scheme (TES) sessions to Blended Learning, and work with the Faculty Blended Learning Champion and Enhancement Officer to offer development sessions at School and Faculty levels.</p> <p>We will continue to be proactive in seeking out and publicising employment opportunities suitable for overseas students.</p> <p>We will seek further opportunities for senior female seminar speakers and international topics.</p>	<p>DoSE, Programme Leaders supported by School SES Manager, by Summer 2017</p> <p>DoSE, TES Co-ordinator, during current academic session</p> <p>Employability Officer, during current academic session</p> <p>Student seminar series co-ordinator, current academic session</p>

	of female speakers and speakers on internationally-relevant topics.		
Teaching	<p>Masters student satisfaction levels for teaching (from PPES) rose to 88% from 82% and are back at their previous levels.</p> <p>We held a teaching away day to consider blended learning opportunities and best practice in dissertation assessment.</p> <p>Student feedback suggests that our teaching of transport modelling principles needs to take more account of widely different student background disciplines across the cohort (from module review and student meetings with programme leaders)</p>	<p>We will complete the process of updating our undergraduate modules.</p> <p>We will aim to hold teaching away days annually.</p> <p>We will develop a strategy for increasing the proportion of our teaching staff who hold formal teaching qualifications and/or professional institution membership</p> <p>We will undertake an in-depth module review of module TRAN5020M with a view to determining whether delivery in both lectures and tutorials could be more tailored to students from different study backgrounds.</p>	<p>Undergraduate co-ordinator, current academic session</p> <p>DoSE, TES Co-ordinator, supported by School SES Manager, current academic session</p> <p>DoSE, current academic session</p> <p>Programme Leaders, TRAN5020M module team, in Semester 2 2016-17.</p>
Assessment and feedback	<p>Masters student satisfaction levels for assessment and feedback (from PPES) rose significantly to 75% from 52%, reflecting much improved achievement against published feedback return dates, which we monitored closely throughout the session.</p> <p>We continued to review module assessment loads, particularly as we updated our undergraduate modules and the optional modules for our refreshed Masters programmes.</p> <p>Module teams have provided more generic feedback via a range of media as appropriate.</p>	<p>We will continue our current methods of monitoring progress in returning marked work and feedback to students, including reminders to staff of approaching deadlines.</p> <p>We will review assessment strategies in line with University initiatives to ensure that module assessments successfully address required learning outcomes at programme level.</p> <p>We will encourage staff to provide generic feedback on student performance in examinations as well as courseworks.</p>	<p>DoSE supported by School SES Manager, current academic session</p> <p>School Teaching & Student Education Committee (STSEC) members, during 2016-17 academic session</p> <p>DoSE supported by School SES Manager, current academic session</p>

	<p>Module teams are encouraged to adopt a new feedback template designed to encourage a clearer relationship between mark and feedback.</p> <p>One of our external examiners has requested revisions to double-marking procedures for assessing dissertation reports, to ensure greater independence of initial marking.</p>	<p>We will seek feedback from staff and students on the new feedback template, in terms of how successfully it conveys a consistent message between the marks awarded and the feedback provided by staff.</p> <p>We will consider our procedures for assessment of dissertation reports in a TES meeting and table any recommendations at our STSEC.</p>	<p>DoSE and Assessment Lead supported by School SES Manager, current academic session</p> <p>DoSE, Dissertation co-ordinator, Assessment Lead, in current academic year</p>
Academic support	<p>We ensured that examinations ran smoothly through more formalised checking and contingency plans, and ran a mock examination to prepare students for undertaking unseen examinations on the Leeds model. This contributed to a rise in Masters student satisfaction levels (from PPES) to 86% from 78%.</p> <p>We will continue to gather and monitor student feedback on the most appropriate timescale for the allocation of dissertation topics.</p>	<p>We will continue with the mock examination, and link it to further help in preparing students for the stresses of the examination period, e.g. by approving calculators in good time.</p> <p>We will gather feedback from staff and students on the outcomes of our new 'Dissertation Cafe' arrangements for matching students to dissertation topics and supervisors.</p>	<p>DoSE and Assessment Lead supported by School SES Manager, current academic session</p> <p>Dissertation co-ordinator, current academic session</p>
Organisation and management	<p>Much greater stability in SES staffing contributed to a significant rise in Masters student satisfaction levels (from PPES) to 84% from 78%.</p> <p>We worked with Faculty staff to monitor the functioning of the Masters admissions process throughout the session.</p> <p>Students report that they appreciate the less linear approach to the delivery of materials on the new and refreshed Masters programmes, but this could be taken further by, for example, concentrating seminar presentations by external speakers in weeks where there is less scheduled teaching.</p>	<p>We will closely monitor at school level for any impacts from the new collaborative SES working across faculties, most particularly with regard to the arrangements for postgraduate admissions.</p> <p>We will work with Admissions staff, for example to ensure that joining information and instructions are despatched in good time</p> <p>We will review how we schedule events such as external seminars to encourage active participation.</p>	<p>DoSE, Admissions Officer, throughout current academic year</p> <p>DoSE, Admissions Officer, throughout current academic year</p> <p>Student seminar organiser supported by School SES manager, current academic session</p>

<p>Learning resources</p>	<p>ITS continues to receive strong student feedback on the learning resources we provide.</p> <p>We continued to use TES events to focus on Blended Learning initiatives, taking a wider view by inviting presentations on identified good practice and examples of innovation from around the campus.</p> <p>We still have some problems around availability of specialised software on networks or on personal computers (from student feedback)</p> <p>Although module teams have been strongly encouraged to actively use the VLE Discussion Board capability, students still report that we are not using this sufficiently.</p>	<p>Building on what we have heard from other schools, we will consider how we can use Blended Learning techniques such as gaming and virtual fieldtrips in our teaching.</p> <p>We will try to use more widely available and portable software wherever practical, such as freeware and open source material.</p> <p>We will continue to exhort module teams to make more proactive use of the VLE, including the use of Discussion Boards.</p>	<p>DoSE, TES co-ordinator, current academic year.</p> <p>Relevant module leaders, ITS Computing Officer, current academic year.</p> <p>DoSE, TES co-ordinator, current academic year</p>
<p>Personal development</p>	<p>Although Masters student satisfaction levels for personal development (from PPES) rose this year, they remain below 80%. Hence we need to continue to develop our understanding of students' personal development needs, e.g. through SSF discussions. Students have told us that they want us to focus on groupworking and presentational skills (from ITS Action Planning Student-Staff meeting).</p> <p>We are now involving relevant external organisations in a wider set of activities, most notably through industry support for student dissertations and in the projects being developed for the new "Transport Integrated Project" MSc module.</p> <p>We developed and ran a much-enhanced induction programme for Masters students arriving in Leeds in September 2016, and this has been well received.</p>	<p>Teamworking and presentational skills are fundamental to the new "Transport Integrated Project" module, in which they will be developed and assessed. We will seek feedback on how well this is achieved.</p> <p>We will build a full picture of how we are using industrial and other stakeholder speakers across our entire teaching portfolio, to inform us on matters such as gender balance and in order to identify further such opportunities across our modules.</p> <p>We will aim to repeat the enhanced induction programme in future years, and also inform other schools of this initiative.</p>	<p>TIP Module Leader, during Summer 2017.</p> <p>DoSE, in current academic year</p> <p>DoSE supported by School SES manager, for start of next academic year.</p>