

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

School of Earth and Environment: Faculty of Environment

| EXECUTIVE SUMMARY | | | | | | | | | | | | | | | | | | |
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| 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 | 90 | 92 | 90 | 91 | 88 | 94 | 87 | 94 | 87 | 85 | 85 | 76 | 86 | 81 | 85 | 74 | 85 |
| Teaching | 89 | 91 | 93 | 92 | 90 | 90 | 92 | 87 | 91 | 86 | 84 | 85 | 83 | 86 | 83 | 85 | 81 | 86 |
| Assessment & feedback | 60 | 73 | 66 | 74 | 63 | 71 | 63 | 63 | 64 | 63 | 49 | 62 | 50 | 73 | 60 | 71 | 41 | 71 |
| Academic support | 84 | 84 | 86 | 85 | 82 | 82 | 79 | 75 | 82 | 74 | 74 | 73 | 79 | 84 | 79 | 82 | 73 | 82 |
| Organisation & management | 80 | 85 | 86 | 85 | 86 | 85 | 85 | 78 | 78 | 76 | 76 | 75 | 73 | 82 | 78 | 82 | 67 | 81 |
| Learning resources | 86 | 91 | 93 | 92 | 89 | 91 | 80 | 84 | 87 | 84 | 81 | 83 | 88 | 87 | 93 | 87 | 78 | 85 |
| Personal development | 85 | 85 | 83 | 85 | 81 | 82 | 78 | 73 | 72 | 72 | 66 | 72 | 70 | 77 | 72 | 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)

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| 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.</i> Investment in personal development of students at all levels |
| Main actions for 2016-17 | <i>List 3 actions – to be included on the posters to be produced for each School</i> 1. We will innovate with new forms of feedback that enhance student learning 2. We will improve access to specialist labs, equipment and software 3. We will explore new ways of communicating assessment criteria and expectations |

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| <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. Successful implementation of a personal development stream, with sessions on skills, careers and employability, for the MSc sustainability suite</p> <p>2. Successful research project on best practice in group work and group assessments (“making group work work” – see guide on VLE for a report and guidelines on best practice)</p> <p>3. Creation of Knowledge Exchange in Teaching and Learning post, to develop and disseminate best practice among teaching staff through activities including away days and lunchtime seminars</p> |
| <p>Summary of student involvement in the production of this Action Plan</p> | <p>Students have commented on the draft in student staff forum. They proposed prioritising revisions to the code of practice on assessment, and on programme leaders communicating workload expectations to students.</p> |

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

School: Earth and Environment Faculty: Environment

| Aspect | Progress with 2015-2016 actions and indication of impact | Agreed Issues/Actions for 2016-2017 | Responsibility/Expected completion date |
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| <p>Overall satisfaction</p> | <p>Overall satisfaction remains high (NSS) at 89, down 3, and 78 (PGT), down 4. This is a recent slight downward movement against a long term trend of improving results. NSS scores may be skewed by individual programmes having particular temporary issues which are being addressed.</p> | <p>Continue with school teaching away days, to spread best practice and innovation in teaching and learning amongst staff</p> | <p>For January 2017. DSE/KETL officer.</p> |
| | | <p>Provide guidance and information to year in industry students on the support and facilities available during their placement year.</p> | <p>Ongoing: Director of Undergraduate Education to coordinate</p> |
| | | <p>Refine and expand support for postgraduate student personal development, through personal and professional development stream</p> | <p>Ongoing: Director of Masters Education to coordinate</p> |
| <p>Teaching</p> | <p>At undergraduate level, teaching scores highly, despite a recent drop. There is room for improvement on staff enthusiasm and making things interesting. At postgraduate level, it scores highly and has been increasing.</p> <p>The school has instigated school teaching away days, and created the post of Knowledge Exchange in Teaching and Learning to disseminate best practice. It has also implemented award-winning digital resources</p> | <p>Continue with school teaching away days to spread best practice and share innovation</p> | <p>DSE to organise for January 2017</p> |
| | | <p>Encourage staff to develop their teaching practice, including through accreditation</p> | <p>DSE/HoS</p> |
| | | <p>Disseminate best practice and the latest innovation on teaching and assessment to all staff, particularly the those with higher workloads, through away days, seminars and other means</p> | <p>DSE, with KETL</p> |

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| Assessment and feedback | A recent dip, but in the same general area as previous years. Clear room for higher scores. | Guide students on how to respond and learn from feedback and assessment through presentations and other means | DSE, Student engagement and Personal Development manager , during induction and throughout the year |
| | There are some comments regarding consistency of feedback | Encourage students to engage more with reflective learning on assignments and feedback. This will encourage greater use of peer marking on formative assignments, and to develop materials to help staff promote reflective learning amongst students | DSE, student engagement officer |
| | The lowest scores relate to timeliness of feedback | Revise Code of Practice for Assessment and marksheets on key modules, especially dissertations. This should give greater clarity to markers and students regarding the expectations for high marks, how students can achieve them, and encourage a greater use of the full scale by markers | DSE, SESM, SAL with relevant module leaders |
| | | Research exercise to identify innovative practice in feedback across the school, and explore further innovations based on best practice in the literature. Assessment maps to plan reduction in assessment burden | DSE to develop in spring 2017 |
| | | Encourage staff to give quick generic feedback in addition to later, personalised feedback, to improve speed of feedback and fit with turnaround times | DSE , October 2016 and throughout the year |
| Academic support | This area scores relatively well, although one individual programme lowers the mean. The programme leaders are addressing the issues on this programme. | The school will continue with events and support to guide module choice, but this will be timetabled differently to allow more students to attend | Student engagement and Personal Development Manager April 2017 |
| Organisation and management | Students are concerned about deadline bunching | Programme leaders to set expectations about time management, and to ensure that assessments are set sufficiently in advance, particularly in module handbooks | PLs and Module leaders at the start of each semester |
| Learning resources | Students would like to see more access to specialist labs and software | A prioritisation audit will identify those modules that have to use the specialist computing labs, and move other modules to other, generic, labs | DUE to lead, to be completed by February 2017 |
| Personal development | Scores are consistent with past years. Lowest scores are regarding tackling unfamiliar problems | Departmental funding will prioritise projects to encourage student resilience in tackling unfamiliar problems. The school will learn from broader | DSE , December 2016 |

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| | | university-level innovations in this area as they emerge. | |
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