

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

School of Biology - Faculty of Biological Sciences

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	90	90	88	90	87	88	86	87	83	87	83	85	91	86	66	85	91	85
Teaching	87	91	92	92	87	90	85	87	83	86	85	85	85	86	74	85	88	86
Assessment & feedback	66	73	70	74	64	71	48	63	47	63	49	62	63	73	49	71	66	71
Academic support	80	84	83	85	79	82	63	75	67	74	65	73	94	84	74	82	89	82
Organisation & management	86	85	86	85	84	85	73	78	75	76	66	75	83	82	64	82	77	81
Learning resources	95	91	95	92	93	91	85	84	82	84	85	83	90	87	85	87	87	85
Personal development	86	85	89	85	85	82	66	73	65	72	70	72	77	77	67	76	79	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	Our partnership with students and industry has led to enhanced employability and increased student satisfaction
Main actions for 2016-17	<p><i>List 3 actions – to be included on the posters to be produced for each School</i></p> <ol style="list-style-type: none"> 1. Enhance the transparency of assessment and feedback with greater visibility of marking criteria at the module level 2. Improve the communication of School/Faculty events with students, including greater use of social media 3. Review the curriculum with a view to enhancing our programme content and teaching efficiency

<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. Working with alumni to enhance student employability through mentoring and advice 2. Assessment of the extent to which blended learning is incorporated into modules across the faculty 3. Journal clubs for undergraduate students, led by masters level students
<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 2016) and subsequent feedback on drafts.</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>	<p>DSE, School and Programme reps promoted the NSS through the “You Said, We Did” campaign, which highlights impact of student opinions and how they are valued (frequent concern in NSS free text comments). Student engagement was improved through involvement by recruitment and regularly consultation with Programme Reps, and regular meetings with School Rep and DSE. Programme-level questionnaires developed. An increase in student satisfaction (to 90%) was reported in the NSS and a significant increase in satisfaction reported in the Postgraduate Programme Experience Survey (to 91%).</p>	<p>NSS satisfaction scores are high, with 99% of students saying that they would recommend studying at the University to a friend. We will continue with the “You Said, We Did” campaign and use of the newly developed programme questionnaire will generate additional feedback with which to enhance the student experience.</p>	<p>DSE, School Rep, Programme Reps, FSEM Ongoing</p>
<p>Teaching</p>	<p>Lecture capture was continued after its successful introduction, and students were advised how to make the most of it and further reading encouraged. (Note that some staff report lecture attendance has declined). Interactive discussion was incorporated where appropriate, such as discussion-based sessions/interactive lectures for the smaller modules.</p>	<p>Continue lecture capture. Incorporate greater use of interactive lectures where appropriate. Audit learning and teaching activities through the Student Academic Experience Review. Develop our 40 credit research projects in level 3 to include enhanced versions of the current 20 credit literature project. Continue journals clubs and develop group-based final year projects.</p>	<p>DSE, School Rep, Programme Reps, FSEM, academics. Ongoing 2017/18 for updated FYP</p>

	Journal clubs for returning placement and MBIol students proved successful. These were organised and led by MBIol students.		
Assessment and feedback	Assessment types and exam formats were audited across modules of equal credit rating. Wider use of marking criteria was introduced, in particular for projects and level 3. Further encouragement with NSS responses to decrease use of “no opinion” category had some success but there is still room for improvement, with NSS scores lower than would be expected for our ranking in the sector.	Greater transparency and visibility in the use of marking criteria when setting and assessing coursework assignments. Continue and extend the good practice of including increased reference to marking criteria in individual student feedback. Encourage reflection and use of feedback given in earlier modules when completing similar coursework assignments in subsequent modules.	DSE, academics, SES. 2017 onwards
Academic support	Improved organisation and support for placement students during placement helped some of them on their return and transition back into level 3 study. However, uptake of this support was less than expected and continuation of this initiative will be reviewed this year. For new students the introductory ‘Secrets of Successful study’ had additional content added to promote association of students with their programmes.	Continue with the Leeds for Life personal tutor system. Encourage students to make full use of the academic support on offer, including personal tutors, module managers, programme leaders and the student education staff. The PASS student support initiative will be made available for all new students in the School of Biology.	DSE, academics, SES. Ongoing
Organisation and management	Efficient communication of changes or events that affected course content, timetabling or feedback was prioritised and helped minimise any negative effects on the student experience. Lecture capture will help to address issues associated with timetable clashes, especially with DT and other options outside SoB. Changes to modules (including room changes) and timeliness of feedback was communicated to students to ensure they feel aware of successful organisation and management of modules. These approaches were reflected by continued high NSS in this aspect.	Continue with efficient communication systems put in place last year, with an effort on response times and minimising impact on students. Introduce new avenues for communication of School and Faculty events based on social media as currently in use by school reps. Continue with the successful VLE/ electronic resources induction tools developed and implemented by the SES in fresher’s week.	DSE, School Rep, Programme Reps, FSEM, academics. Ongoing
Learning resources	Lecture capture is now widely adopted. Improved information as provided about modules, past papers etc. to assist in students’ deliberations over module choice. Work with Library services	Continue with lecture capture. Develop teaching approaches involving increased interactivity in lectures where appropriate. Encourage staff to provide more online (VLE) model answers for essay and/or numerical exam questions.	Academics, module managers Ongoing

	continued to improve availability of materials for students.		
Personal development	Ideas from the students to increase engagement and interaction with the School were explored, including the development of a School-based internet resource for students and staff to interact with, providing details of research, staff and student achievements, industrial placement blogs, blogs for fieldtrips, employability and links to the alumni network. This initiative continues to be developed. Engagement of students with employability (Employability newsletter, FBS careers fairs, mock interviews) proved successful	Continue with careers/ CV development in the tutorial system. Widening access to placements to offer the opportunities to all students on the programmes in the School of Biology. Encourage students to use Leeds For Life in order to find opportunities available to them and/or use Leeds Network to speak to past students about careers etc.	DSE, FSEM, academics, School Rep, Programme Reps Ongoing