

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

School of Biomedical Sciences - 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	97	90	96	90	98	88	94	87	92	87	96	85				85		85
Teaching	94	91	94	92	95	90	92	87	92	86	91	85				85		86
Assessment & feedback	72	73	73	74	77	71	57	63	61	63	67	62				71		71
Academic support	89	84	88	85	84	82	75	75	72	74	78	73				82		82
Organisation & management	90	85	92	85	92	85	84	78	81	76	85	75				82		81
Learning resources	96	91	97	92	95	91	90	84	87	84	92	83				87		85
Personal development	90	85	94	85	87	82	80	73	81	72	83	72				76		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	A refreshed Partnership is leading us to a better shared vision of learning and teaching.
Main actions for 2016-17	<ol style="list-style-type: none"> 1. Review and enhance the usability of feedback. 2. Continue to improve practicals, with better preparatory material. 3. Maintain standards of practical work despite temporary rearrangements pending improved facilities being built

<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. Wide use of blended learning, and increased use of computer-managed practical classes 2. Developing use of flipped classroom approaches using the lecture capture system. 3. Development and use of programme-level rather than module-level surveys.
<p>Summary of student involvement in the production of this Action Plan</p>	<p>Student feedback on last year's initiatives considered in developing first draft. Consultation with student reps and Student staff forum in development of the action plan.</p>

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

Aspect	Progress with 2015-2016 actions and indication of impact	Agreed Issues/Actions for 2016-2017	Responsibility/Expected completion date
Overall satisfaction	Satisfaction remains high, with Human Physiology, Pharmacology and Neuroscience all scoring 100%	No specific actions, though actions noted below should contribute to overall satisfaction.	See below
Teaching	Lecture capture now timetabled, with automatic release after 3 days. ADI equipment and supporting software now in place, and being rolled out progressively.	Continue to roll out ADI equipment and Kuracloud in practicals, and to support other learning. Look at using lecture capture resources to support flipped learning opportunities	Anne King, Practical Skills module managers, relevant technical staff. Ongoing. ULBERG members, and other interested staff. Some trials run, others this year.
Assessment and feedback	e-marking pilot carried out in level 1 semester 2 skills module. It was clearly slower for staff. Mixed student feedback [more from reps who were first years last year, please] Using PASS schemes to consider feedback [Need student input on whether this happened and whether it was useful]	University-level project on assessment and feedback in progress. One guiding principle is "less but better". Will need student consultation on how that will work.	DSE, programme leaders, with student consultation. In time for programme review (semester 2).
Academic support	Having a specific office hour proved impractical for some staff because of variable timetables. Some staff do offer a specific hour (available through office or module outlines). Others can be contacted by email to arrange a meeting to suit the two parties.	A clearer way of notifying students when/how they can get hold of staff needs to be developed. Attendance of students at personal tutorials remains limited.	DSE in conjunction with School Student rep and programme administrator; by end of Semester 1. School and programme reps to emphasise to students the importance of personal tutorials in career planning and academic support. Timescale: by semester 2 personal tutorials.

	Personal tutorials now booked through the VLE, facilitating their arrangement. Attendance noted.		
Organisation and management	Ongoing mitigating circumstances now considered holistically at classification.	New programme leader for Human Physiology now in place. New chair of the mitigating circumstances committee now in place. New attendance monitoring system being used. SES office are currently monitoring key sessions using paper registers, to give us experience with how well the online system works. Get school student rep to chair SSF meetings	Complete Complete Programme administrator; End of 2016/17 (some data by end of semester 1, to allow planning for semester 2). Complete
Learning resources	Some ADI-based practicals now in use. Scheduled lecture capture now working.	Further ADI-based practicals to be introduced. Use of the Kuracloud resources to support other learning. Faculty-wide review of blended learning to identify areas of relative weakness	Anne King; ongoing Anne King; partially complete, ongoing. DSE/module managers; by the end of the year (earlier where practical to implement this year).
Personal development	Outcomes data continues to improve.	Continue to encourage both students and staff to use personal tutorials to discuss personal development and careers planning.	Ongoing.