

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

Sport and Exercise 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	95	90	97	90	91	88	95	87	92	87	81	85				85		85
Teaching	95	91	95	92	89	90	90	87	91	86	83	85				85		86
Assessment & feedback	73	73	88	74	76	71	67	63	69	63	64	62				71		71
Academic support	85	84	92	85	82	82	84	75	87	74	74	73				82		82
Organisation & management	92	85	96	85	94	85	88	78	90	76	80	75				82		81
Learning resources	95	91	96	92	95	91	93	84	94	84	81	83				87		85
Personal development	90	85	94	85	88	82	84	73	85	72	70	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	<i>Effective partnership co-creating an outstanding learning experience leading to a 95% student satisfaction score.</i>
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"> <i>1. Embed, review and refine assessment proformas</i> <i>2. Design, implement and review Sport and Exercise Sciences organisation on VLE to enhance communication with learners</i> <i>3. Review format and structure of level 2 teaching and assessment</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"> <i>The structure and content of assessment proformas have been developed in collaboration with students to ensure a consistent approach to providing feedback and feedforward across all modules</i> <i>Organising a programme open afternoon to talk with staff, postdoctoral and postgraduate students to discuss and inform final year project choice.</i>
<p>Summary of student involvement in the production of this Action Plan</p>	<p>The previous action plan, NSS scores and programme survey scores were circulated to all students, and cohort representatives were asked to consult with their peers about what areas they would like to see improvement on. The ideas were then brought to the staff student forum where they were elaborated on and discussed. The student representatives then held their own feedback forum for all students to attend and comment about specific areas of the programme/action plan. These were then feedback to the DSE and incorporated into the action plan. A final draft of the action plan was then disseminated and the representatives were asked to verify it captured the discussions, clearly identified issues that were raised and the solutions that had been proposed.</p>

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

School: Biomedical Sciences/Sport and Exercise Sciences

Faculty: Biological Sciences

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>Indication of a positive impact has been clear. We maintained our high overall NSS scores, 95% overall, including 100% for Sport Science and Physiology, and 97% and 95% for level 1 and 2 respectively. Overall, our scores in the NSS and UGPES are broadly similar to last academic year, and we again received very positive external examiner reports. We saw a dip in scores associated with assessment and feedback, and this continues to be one area identified for further improvement- this will be addressed elsewhere in the action plan. Where this was absent (e.g. at L2 we saw some increases particularly around assessment criteria) potentially represents modules where online marking was used or and/or modules where the new assessment criteria were piloted.</p>	<p>We have reacted quickly and we are already addressing a number of issues you raise in the current academic year. Together we are reviewing core modules at level 2, in particular assessment and the implementation of the teaching carousel, as this has a huge impact on the deadlines for assessments.</p> <p>We will again revisit our level 3 content for Sport Science and Physiology and investigate if further differentiation at this level is required to allow our students to tailor their degree to their own interests further. We will also review the assessment in some of the level 3 modules where concerns have been raised via comments from the NSS, and via your reps at the SSF.</p>	<p>All module mangers at Level 2 Feb 2017</p> <p>Level 3 module mangers, and Sport Science and Physiology PL April 2017</p>
<p>Teaching</p>	<p>As we continue to review our provision across all 3 levels there have been small gains or at least scores in line with last year. Many students are</p>	<p>Students have highlighted that they would like more choice with respect to their modules at level 3, and a better balance of sport vs rehabilitation</p>	<p>Level 3 module mangers, and Sport Science and Physiology PL Feb 2017 and ongoing into 2017-2018</p>

	<p>happy with the quality of the teaching provided (94% S&ES and 97% SS&P), but there are some issues about delivery and content. At level 2, the UGPES results identified a small 5% drop in how students viewed our teaching, with an increase at level 1.</p>	<p>content. We will review our content within our discipline teams and look to have a better variety of content- this will be easier once we have new staff who can contribute to the programmes as we envisage as of 2017/2018. In the short term we will review our learning outcomes, and map our module content to programme learning outcomes which are very Sport and Exercise focused.</p>	
<p>Assessment and feedback</p>	<p>The assessment proformas were approved at SSF in April 2016, after a pilot in the research tutorial skills modules at level 1 and 2. We are yet to see their impact.</p> <p>This area saw a mixed set of results- although large drops were due to a handful of students' opinion given the relatively small number of students who completed the survey. However given last year's excellent data this is something we will investigate very thoroughly.</p> <p>Available data from the FBS SES does show that in some module the 15 day turnaround time was not met, and there had been no direct communication with students to inform them the feedback would be late- it is likely this could have prevented further gains in our score for assessment and feedback.</p> <p>There was one comment about the overreliance on group work, but in the main students now appreciated this as a form assessment.</p> <p>Small changes were made on an ad hoc basis to assessment deadlines to take into account local assessment deadlines- this was as a result of continued engagement of the programme staff and the SSF, ensuring any changes were put into effect after direct communication with student</p>	<p>All staff are being encouraged to make better use of their assessment proformas available in week 1 of each semester in the assessment tab of the VLE and draw your attention to this via our assessment folder in week 1 of the semester.</p> <p>We will support each other to meet 15 day turnaround for feedback, and commit to improving communication between staff and students if the expected return date is delayed. Where problems with meeting the turnaround time are evident we will encourage staff to contact their Head of School or DSE to discuss support. In some cases we will work with as a team to ascertain if we can assess more efficiently.</p> <p>As a team we will review assessment at level 2 as this is where most group work is apparent.</p> <p>Furthermore, as a programme team we will review our assessment strategies in line with the University's new assessment strategy to identify new methods of assessment that match real world situations in the workplace.</p>	<p>DSE and PL's to continue to review the proformas at a programme level - Jan 2017.</p> <p>HoS, DSE and PL's- Ongoing</p> <p>Core level 2 module managers Dec 2016-Feb 2017</p> <p>All programme team via Teaching Enhancement scheme. Feb –April 2017.</p>

	representatives. The clustering of deadlines still remains a problem as highlighted in the NSS, UGPES, and at our SSF, particularly for level 2.		
Academic support	<p>In the NSS we saw a stark contrast between the programme groups here. While S&ES dropped 13% a 7% increase was seen in SS&P. Closer scrutiny reveals that this is due to the perception that staff are difficult to contact and do not provide advice about studying. It is difficult to interpret this as staff are shared across the S&ES, and SS&P programmes and SS&P students also study core S&ES modules too.</p> <p>At level 1 and 2 a different picture emerges and there are either small gains or a 1-2% drop in this area. It could be the experience at project level is the underlying reason for this difference. Physiology students are often embedded in the physiology labs in Garstang, with staff often in situ, while in the other disciplines share labs with teaching and are split across 3 rooms and often space outside FBS. This often results in less lab time with staff, and frustration when collecting data when the student to staff ratio is so high.</p>	<p>As requested by the SSF- Introduce tutorials for level 2 biomechanics ran by Msc/PhD students to support mathematical component.</p> <p>We will review material developed for Leeds for Life tutorials, and consider developing guidance for staff and students in an attempt to ensure you benefit fully from the Leeds for Life philosophy.</p> <p>We will endeavour to use one of the notice boards in level 4 of Miall an area to highlight the sport science society, members of the SSF, and consultation hours/offices of S&ES staff. Staff consultation hours will be posted on each board, and the use of a new organisation for S&ES will aid direct communication with you and serve as a place to keep all documentation re guidance with choosing modules etc.</p>	<p>Level 2 module manager Feb 2017</p> <p>DSE, PL and SSF reps Followed by all staff via Teaching Enhancement Scheme April 2017</p> <p>All programme team, plus key figures in SES team. November 2017 and ongoing</p>
Organisation and management	<p>There is again a mixed set of data in this category. Overall, this category has either seen small increases (L2) or small decreases (L3). In the main the students feel that there is an issue with communication between staff and students when changes to the programme are made ad hoc- e.g. when changes to teaching are made, or lectures are rescheduled. This could possibly reflect our ongoing flux in staff numbers and availability.</p> <p>At level 3 again there is a big difference between the programmes (80% S&ES, SS&P, 96%). This is once again difficult to interpret. One reason</p>	<p>We have appointed a programme leader for the Sport Science and Physiology programme, and the programme leaders and DSE meet monthly to discuss ongoing programme related issues and then feedback to all staff via the programme meeting.</p> <p>Increases in level 2 scores are probably due to an active group of reps on the SSF which is also chaired by a student. We will continue to work in partnership with our students to discuss larger programme changes and cascade these changes to the larger cohort. Meetings are now held 2 x a</p>	<p>Completed Aug 2016, and ongoing. DSE, PL's</p> <p>DSE and Staff rep and members of SSF Ongoing</p>

	could be that SS&P students have more compulsory modules, and do not take as many modules outside of SPSC. Once suggestion for the programme difference could purely be due to communication about modules where we are not the parent school.	semester, and different approaches to engaging you as a wider student body are being tried. We will design and build a Sport and Exercise Science focussed organisation in the VLE and encourage all staff to contribute. We will also ask you as students to suggest resources via your representatives. Where possible we will deposit more information about discovery modules to encourage broadening.	All staff (inc FBS professional support) via Teaching Enhancement Scheme Nov 2017 and ongoing
Learning resources	Opinion in this category remains relatively stable across all 3 years. The S&ES guidebook was redeveloped, and each year continues to be enhanced. There was an obvious absence of a key piece of equipment, and this had both a direct and indirect effect on equipment and availability of equipment which is an ongoing issue due to shared teaching and research labs.	We will review our tutorial and assessment module at level 1. We have committed to developing essay and lab report guidance to be delivered via the VLE, as recommended by the FBS blended learning report We now have a new motion analysis system in situ. We have worked to tailor labs so they can be delivered in central space for teaching so that project students have better access to research labs. We will review SPSC 1031, 1216, 2031, 2215 and how blended learning is used in these modules. As a staff we will articulate how we align with the FBS blended learning strategy. Our first project will be to develop 'homework' for level 1 modules using MCQ's and short answer questions. At level 2, resources will be more bespoke to each discipline, and at level 3 we will begin to design technique driven online resources.	Led by PL's and module manager, with support from all staff via Teaching Enhancement Scheme. Feb 2017 S&ES Technical Staff- Completed. Module managers of SPSC 1031, 1216, 2031, 2215. April 2017 S&ES Technical staff (BMcD, LM,JL) with key staff (SA, NM, DS, ML, CF) Ongoing
Personal development	Over 80% of level 3 students took advantage of the BASES membership which gives them an insight into our primary professional body, and is very sport orientated. We have seen an increase in our rankings in the destinations comparisons for 2015 graduates. Our programmes were ranked 1st out of 5 Russell	We will continue to offer BASES membership to all our final year BSc and Msci students. This year we have organised GSK to discuss nutritional training and career pathways (currently absent from S&ES curriculum).	SSF and PL's to promote via various channels December 2016 Tim Goodall and DSE organised for October 2016. Module manager of SPSC 2218

	<p>Group institutions for Graduate Employment - 83.1% (up from 57.1% in 2014). Our programmes were also ranked 2nd for Graduate Prospects. This suggests our initiatives are having a real impact.</p> <p>A mixed response across all 3 years has been noted with respect to this category, with no real improvements or notable decrements in satisfaction. A high score (90% at L3, and 84% via UGPES) is still evident.</p>	<p>We will move our CV and interview assessment to the beginning of semester 2 so you have an opportunity for feedback before placement interviews.</p> <p>We currently have 12 internships in applied sport science support for 2016-2017 working with the Sport and Physical Activity Service; these could lead to UKSCA accreditation for students involved. This year we will work with SPA to provide more applied internship opportunities. We also have ~4 students (1 paid) out on new workplace placement sites, and are committed to working with Dr Pickles to grow this for our students, and argue for further financial support for those in unpaid placements.</p>	<p>Jan 2017</p> <p>DSE and SPA representative, with Dr Al Pickles. Ongoing</p>
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