

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

**Faculty of Maths and Physical Sciences: School of Chemistry**

<b>EXECUTIVE SUMMARY</b>																		
<b>Aspect</b>	<b>National Student Survey</b>						<b>Undergraduate Programme Experience Survey</b>						<b>Postgraduate Programme Experience Survey</b>					
	<b>2015-16</b>		<b>2014-15</b>		<b>2013-14</b>		<b>2015-16</b>		<b>2014-15</b>		<b>2013-14</b>		<b>2015-16</b>		<b>2014-15</b>		<b>2013-14</b>	
	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>
<b>Overall satisfaction</b>	92	90	87	90	91	88	86	87	89	87	91	85	83	86	77	85	94	85
<b>Teaching</b>	89	91	91	92	87	90	86	87	91	86	89	85	80	86	87	85	94	86
<b>Assessment &amp; feedback</b>	68	73	74	74	67	71	64	63	65	63	68	62	72	73	57	71	68	71
<b>Academic support</b>	81	84	82	85	79	82	74	75	74	74	78	73	90	84	87	82	90	82
<b>Organisation &amp; management</b>	82	85	79	85	82	85	81	78	77	76	77	75	72	82	82	82	85	81
<b>Learning resources</b>	88	91	94	92	92	91	87	84	87	84	88	83	93	87	85	87	98	85
<b>Personal development</b>	85	85	84	85	78	82	67	73	70	72	68	72	76	77	88	76	83	77
<b>Sector position</b>		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)

<b>Headline achievement from 2015-16</b>	<p><i>Provide a single, concise headline achievement for the School from 15-16 which can be included in further communication to students.</i></p> <p>Development of a School Level Partnership articulating expectations around communication, learning environment and personal development</p>
<b>Main actions for 2016-17</b>	<p><i>List 3 actions – to be included on the posters to be produced for each School</i></p> <p>1. Review laboratory curriculum at Levels 1 and 2                  2. Review experience of students prior to, during and returning from placements                  3. Implementation of a School Level Partnership</p>

<b>Good practice examples from 2015-16</b>	<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"> <li>1. CHEM1200 – Building on success of blended learning module CHEM1200 to produce new FutureLearn for credit module</li> <li>2. Partnership approach to recording, prioritising and monitoring student feedback and subsequent actions through a single dynamic action log</li> <li>3. Introduction of Final Year Project for BSc students</li> </ol>
<b>Summary of student involvement in the production of this Action Plan</b>	Produced collaboratively through consultation with student reps, including Student Staff Forum. All staff and students had the opportunity to comment prior to submission.

### 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
<b>Overall satisfaction</b>		Enhanced induction arrangements for all students including review of PAL mentor involvement  Review of lab curriculum at levels 1 & 2	
<b>Teaching</b>	Revision and rationalisation of pre-laboratory scripts completed.  Plans for Level 3 open ended investigations developed and implemented.  School level consultation on articulating undergraduate pathways completed and ready for implementation for Level 1 students from 2016/17.	Focus on delivery of JH and Natural Sciences final year projects.  Review move of weekly tutorial deadline day and ensure linkage of tutorial and lecture materials and corresponding deadlines.	Teaching Enhancement Group & Taught Programmes Board (2016/17)  Taught Programmes Board (By Semester 2 2017)
<b>Assessment and feedback</b>	Significant progress made in relation to developing good practice guide and consistent marking scheme for tutorials and laboratories. Carried forward to 2016/17.  Successful review of pre-moderation of examination papers to ensure question parity and appropriate spread of marks.	Continue ongoing work to develop good practice guide and consistent marking scheme for tutorials and laboratories.  Explore effective methods for providing feedback on examinations.	Teaching Enhancement Group & Taught Programmes Board (2016/17)  Chair of Progression & Awards Board (2016/17)

	Review completed into innovative assessment methods incorporated into CHEM1200 blended learning discovery module.		
<b>Academic support</b>	Development of good practice guide for tutorials and laboratories completed through employment of an intern.	Develop resources to support academic writing	Teaching Enhancement Group & School's Writer in Residence (2016/17)
<b>Organisation and management</b>	Significant work undertaken to improve student and staff communications and School Level Partnership agreement developed.  Assessment mapping not completed.	Review Year 2 scheduling of deadlines in Year 2 to ensure fairness. Review coursework arrangements for placement student and assessment deadlines.  Assessment mapping will be considered.	Taught Programmes Board (2016/17)  Taught Student Education Committee by SAER (March 2017)
<b>Learning resources</b>	Extended opening hours for the Cohen Cluster well received.  Project initiated to ensure accessibility of learning resources for non-native English speaking and overseas Masters students.	Ensure distributed software meets students' needs	Learning Environment Group (2016/17)
<b>Personal development</b>	Revisions to clearly link skills development to academic progression undertaken for CHEM1000.  Increasing IAB involvement in School activities, including LinkedIn and BSc Finalists' Employability Event.	Launch of Personal Development Pathways through School Level Partnership	Director of Student Education & Pathway Leads (Semester 2 2017)