

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

**Faculty of Mathematics and Physical Sciences: School of Mathematics**

<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>	89	90	86	90	83	88	84	87	86	87	84	85	100	86	87	85	73	85
<b>Teaching</b>	87	91	84	92	83	90	81	87	81	86	80	85	85	86	84	85	82	86
<b>Assessment &amp; feedback</b>	74	73	73	74	64	71	65	63	62	63	63	62	71	73	65	71	72	71
<b>Academic support</b>	84	84	82	85	76	82	74	75	73	74	69	73	83	84	84	82	97	82
<b>Organisation &amp; management</b>	91	85	90	85	84	85	80	78	78	76	74	75	93	82	84	82	83	81
<b>Learning resources</b>	94	91	92	92	91	91	83	84	84	84	81	83	89	87	86	87	96	85
<b>Personal development</b>	72	85	74	85	66	82	57	73	59	72	61	72	70	77	67	76	79	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>	Embedding of computing skills that are becoming increasingly important to employers.
<b>Main actions for 2016-17</b>	<ol style="list-style-type: none"> <li>1. Increase response rates on mid-semester module snapshot surveys.</li> <li>2. Launch Partnership Scheme to encourage interaction between international and home students.</li> <li>3. Increase availability of Mathematical books in the Library.</li> </ol>

<p><b>Good practice examples from 2015-16</b></p>	<ol style="list-style-type: none"> <li>1. Increased focus on computing skills.</li> <li>2. Workshops/resources provided by Skills@Library advertised more explicitly to students.</li> <li>3. Further project topics introduced.</li> </ol>
<p><b>Summary of student involvement in the production of this Action Plan</b></p>	<ul style="list-style-type: none"> <li>• Feedback from Survey sessions organised by School and Student Reps.</li> <li>• Discussion and suggestions from Staff-Student Forum.</li> <li>• Discussion between School and Student Representatives.</li> </ul>

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

<b>Aspect</b>	<b>Progress with 2015-2016 actions and indication of impact</b>	<b>Agreed Issues/Actions for 2016-2017</b>	<b>Responsibility/Expected completion date</b>
<b>Overall satisfaction</b>	<ul style="list-style-type: none"> <li>• Workshops/resources provided by skills@library advertised more explicitly to students.</li> </ul>	<p>Actions agreed below all devised with overall satisfaction in mind.</p>	
<b>Teaching</b>	<ul style="list-style-type: none"> <li>• Computational Mathematics module extended to Level 2.</li> <li>• Projects with computational components introduced.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce further computational components into curriculum, including within Pure Maths and final year projects.</li> </ul>	<p>Teaching Enhancement Scheme Group and Taught Student Education Committee. Planning for 2017/18</p>
<b>Assessment and feedback</b>	<ul style="list-style-type: none"> <li>• Lecturers asked to provide markers with clearer marking schemes.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage lecturers to get summary feedback from markers.</li> </ul>	<p>Director of Student Education. From semester 2 2016/17 onwards.</p>
<b>Academic support</b>	<ul style="list-style-type: none"> <li>• Additional online support for R being provided.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide more examples of good mathematical writing at level 1.</li> </ul>	<p>Level 1 lecturers. For 2017/18. Project supervisors. For 2017/18</p>
<b>Organisation and management</b>	<ul style="list-style-type: none"> <li>• Clearer system for returning level 2 module coursework via organised trays introduced.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage lecturers to include chapter summaries in lecture notes.</li> <li>• Ensure workshop solutions are posted within agreed timeframe.</li> </ul>	<p>All lecturers. From semester 2 2016/17 onwards</p>
	<ul style="list-style-type: none"> <li>• Online information with writing support updated and publicised to students.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase availability of Library books relevant to final year projects.</li> </ul>	<p>Project supervisors. For 2017/18.</p>

<b>Learning resources</b>		<ul style="list-style-type: none"> <li>• Create web resource for LaTeX, Python and R.</li> </ul>	Director of Student Education with help of members of staff. Semester 2, 2016/17.
<b>Personal development</b>	<ul style="list-style-type: none"> <li>• Presentation skills component in year 1 extended to all programmes.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase visibility of external speakers relevant to Maths students</li> <li>• More explicit advertisement of the workshops/resources provided by Careers Centre.</li> <li>• Introduce Partnership Scheme for International students.</li> </ul>	<ul style="list-style-type: none"> <li>• MathSoc. 2016/17 onwards.</li> <li>• MaPS Employability Officer via regular newsletter.</li> <li>• Student/School Reps. For 2017/18</li> </ul>