

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

Faculty of Mathematics and Physical Sciences: School of Physics and Astronomy

| 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 | 92 | 90 | 88 | 90 | 85 | 88 | 91 | 87 | 92 | 87 | 91 | 85 | | 86 | | 85 | | 85 |
| Teaching | 93 | 91 | 92 | 92 | 88 | 90 | 89 | 87 | 90 | 86 | 90 | 85 | | 86 | | 85 | | 86 |
| Assessment & feedback | 72 | 73 | 67 | 74 | 61 | 71 | 60 | 63 | 51 | 63 | 51 | 62 | | 73 | | 71 | | 71 |
| Academic support | 85 | 84 | 84 | 85 | 83 | 82 | 80 | 75 | 78 | 74 | 76 | 73 | | 84 | | 82 | | 82 |
| Organisation & management | 85 | 85 | 84 | 85 | 76 | 85 | 82 | 78 | 72 | 76 | 72 | 75 | | 82 | | 82 | | 81 |
| Learning resources | 97 | 91 | 94 | 92 | 95 | 91 | 84 | 84 | 86 | 84 | 84 | 83 | | 87 | | 87 | | 85 |
| Personal development | 86 | 85 | 79 | 85 | 72 | 82 | 68 | 73 | 73 | 72 | 67 | 72 | | 77 | | 76 | | 77 |
| Sector position | 21/44 | 20/146 | 32/44 | 21/145 | 35/39 | 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)

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| Headline achievement from 2015-16 | <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><i>Improved assessment processes across School after focus on exams setting and checking</i></p> |
| 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. Promote consistency of supervision, marking and feedback for Project modules</i> <i>2. Improve teaching of computing skills</i> <i>3. Ensure feedback is given to students regarding actions on their comments</i> |

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| <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. <i>Introduced 5 credit, level 2 'Communicating Physics' module for Theoretical Physics students to develop laboratory-related skills.</i> 2. <i>Created a new Research Group in Physics Education to undertake research and development in learning, teaching and assessing of Physics.</i> 3. <i>Introduced non-assessed Plagiarism exercise in Year 1.</i> |
| <p>Summary of student involvement in the production of this Action Plan</p> | <p>Following on from a SSF meeting the student reps were given this year's NSS data and comments. There were no academic staff present, to allow more freedom in discussion, but school administrators were present to take notes and guide discussion if necessary. This was written up and circulated to the SSF, considered at the STSEC and then shared with all staff and students for final comment.</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>New staff appointed allowing opportunity to develop more optional higher level modules in next few years.</p> <p>Exams Focus Group made step-change in setting and checking examination papers.</p> | <p>Work with students, to deliver workshops and curriculum support, and give best personal support to students with mental health issues.</p> <p>Student Staff Forum minutes posted on VLE Organisation to 'close the feedback loop'.</p> | <p>SSF / Office staff / DSE Semester 2</p> <p>With immediate effect</p> |
| <p>Teaching</p> | <p>Teaching and support of computing skills improved, but further development needed at year 1.</p> | <p>Delivery of 1st year Computing module to support students' learning more efficiently and effectively via further development of workshops.</p> <p>Continuous Assessment part of project modules looked at in more detail to standardise across staff.</p> | <p>Module staff for Computing and Projects</p> <p>Semester 2</p> |
| <p>Assessment and feedback</p> | <p>Development of leaflet setting out key points of marking students' work used in training of PG markers, continuing into 2016-17.</p> | <p>Further work to be undertaken on training PG markers individually.</p> <p>Procedures clarified to ensure all staff deliver feedback to agreed time and university norms.</p> | <p>Immediately</p> <p>For semester 2</p> |

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| | | Consideration of possibility of a generic feedback for all major assignments. | During semester 2 DSE / STSEC |
| Academic support | New module 'Communicating Physics' created for Theoretical Physics students, to deliver skills in research, writing, presentation and employability. | Where appropriate, model answers will be stapled to coursework after marking or on VLE on same day as work returned. | 1 st /2 nd year core module team and DSE For semester 2 |
| Organisation and management | Briefing on NSS was given to students ahead of survey. | Module review form to be issued at end of each semester for 2 semester modules, i.e. Project modules. Information about all student course reps (not just the main reps) placed on VLE / Portal. | Project module leaders At end of semester 1 Office staff Before semester 2 |
| Learning resources | Lecture capture well used and now seen as 'business as usual'. | Staff to explore use of MCQ (clicker style) questions in lectures, to introduce more blended learning. | STSEC / 1 st and 2 nd year module teams Ongoing |
| Personal development | Opportunities Day appreciated by students. Faculty Employability Office has improved student engagement with CV development. | Drop-in sessions offered by Faculty Employability Officer will be amplified as appropriate. Introduction of LinkedIn to 1 st year students also being considered. | DSE / STSEC / Employability Officer For next session |