

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2017-18

**FACULTY OF ENVIRONMENT
SCHOOL OF GEOGRAPHY**

EXECUTIVE SUMMARY								
Aspect	Undergraduate Programme Experience Survey				National Student Survey		Postgraduate Programme Experience Survey	
	2017-18				2017-18		2017-18	
	School		University		School	University	School	University
	Year 1	Year 2	Year 1	Year 2				
Overall Satisfaction	91%	93%	89%	86%	94%	89%	87%	88%
The teaching on my course	85%	88%	84%	84%	91%	89%	84%	85%
Learning opportunities	83%	83%	79%	80%	86%	84%	86%	86%
Assessment and feedback	75%	67%	72%	65%	73%	75%	79%	79%
Academic support	79%	83%	78%	77%	83%	82%	72%	85%
Organisation and management	87%	80%	80%	78%	85%	82%	73%	82%
Learning resources	89%	89%	86%	86%	93%	91%	88%	90%
Learning community	86%	85%	76%	75%	84%	79%	66%	83%
Student voice	67%	70%	67%	68%	73%	75%	59%	77%

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 2016-17	Physical Geography at Leeds has risen to first in the Russell Group
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Aspect	Progress with 2016-2017 actions and indication of impact	Agreed Issues/Actions for 2017-2018 (from where did the action arise, i.e. NSS, module evaluation, programme review?)	Responsibility/Expected completion date
Key strategic actions for 2017-18	<ol style="list-style-type: none"> 1. We will improve student voice by incorporating into end of year / start of year meetings '<i>you said; we did</i>' highlights 2. We will develop a new Digital Geographies module for our undergraduates 3. We will enhance our postgrad offering by developing a new world-class GIS ODL programme 		
Evaluation (in blue) of main actions from 2016-17	<ol style="list-style-type: none"> 1. We will improve our feedback quality and timeliness through encouraging E-marking and E-annotation and through use of our new feedback template. <i>New feedback template rolled out in 17-18. Usage of E-marking and E-annotation increased.</i> 2. We will undertake an exercise to improve assessment quality through mapping learning outcomes to assessment types. <i>Mapping undertaken and some assessments modified and rationalised to align better with learning outcomes.</i> 3. We will enhance our curriculum by developing two new fieldtrip modules to Argentina and Costa Rica. <i>Modules developed and running for the first time in 17-18.</i> 		
Good practice examples from 2016-17	<p><i>Innovative practice and developments, of wider interest across the University</i></p> <ol style="list-style-type: none"> 1. Creating Alternative Futures at Level 3 uses a pioneering Team-based learning approach (see www.teambasedlearning.org/) embedded in permaculture design principles (http://treeyopermacultureedu.wordpress.com) to produce alternative models of development to respond to the global challenge of climate change, resource depletion and financial crisis. 2. Staff in our Research Methods module on our BA programmes use <i>PollEverywhere</i> software to enable students to vote/respond to questions in real-time via their laptops, tablets or mobile phones, increasing participation and gauging live feedback on student learning. 3. Staff on our BSc programmes are encouraging the use of BYOD (bring-your-own-device) to fieldwork, encouraging active teaching and learning and encouraging students to develop a professional online identity. 		

<p>Overall satisfaction</p>	<p>With input from the SSF we held a 'NSS and review of fieldtrips' for all level 3 students in January 2017. This event explained what the NSS is, how it is used, and the new Qs. We then went on to show videos of all field trips that the students had been on. It was a very successful event and will be repeated in 2017-18.</p>	<p>Hold another 'NSS and review of fieldtrips' event in Feb 2017, with a particular focus on the areas of NSS questions that we have room for improvement; especially Student Voice [NSS]</p> <p>Develop a new GIS ODL programme in light of closure of the existing collaborative programme with Southampton [programme review]</p>	<p>DSE, Feb 2018</p> <p>DME, 17-18 session</p>
<p>The Teaching on my Course</p>	<p>Effective innovative digital resources were incorporated into teaching – bespoke resources were developed by Faculty Blended Learning Enhancement Officer (Blayn Parkinson) for 'Your Placement Year' VLE space (blackboard collaborate etc).</p> <p>Two new fieldtrip modules were developed for L3 students; BA to Buenos Aires, BSc to Costa Rica; early feedback from Dec 2017 Costa Rica trip is excellent (Buenos Aires running April 2018)</p>	<p>Undertake review of Nature Society and Environment to respond to relatively poor student feedback; changes implemented in 18-19 [UPES]</p> <p>BA Dissertation change; moving to a standard academic year for this module with May hand-in, and associated compression of L3 BA modules to finish at Easter vacation to allow students to meet the full potential of their dissertations [programme review]</p> <p>Changes to improve cross-over BA/BSc L2 Careers module plus explore creation of Career content at L1 [programme reviews]</p> <p>Consider the efficiencies of a single Level 3 Placements module that merges Work Placements and Research Placements [External Examiner]</p> <p>Review BSc quantitative skills teaching (level one maths and stats content was modified for the 2017-2018 session) [programme review]</p>	<p>BA & BSc PLs, 17-18 session</p> <p>BA PL, 17-18 session</p> <p>BA & BSc PLs, 17-18 session</p> <p>BA & BSc PLs, 17-18 session</p> <p>BSc PL, 17-18 session</p>
<p>Learning opportunities (new questions)</p>	<p>N/A</p>	<p>Development of new BA L1 Digital Geographies module in readiness for 19-20, and June 2018 Open Days [programme review]</p> <p>Consideration of restructuring BA L1 modules in the light of new Digital Geographies module [programme review]</p>	<p>BA PL, 17-18 session</p> <p>BA PL, 17-18 session</p>

		review] Consideration of development of domestic/ cheaper fieldtrips at L3 [programme reviews]	BA & BSc PLs, 17-18 session
Assessment and feedback	<p>Ten Key Points from the School of Geography's Code of Practice for Assessment (CoPA) were made available to all students and staff at start of year. Student reps indicated usefulness</p> <p>Held 2 'Innovations in Teaching' events in new lecture theatre to showcase blended learning techniques, plus held an iPad turnitin marking training session. Staff indicated usefulness</p> <p>Improved feedback quality and timeliness through encouraging E-making and E-annotation New feedback template rolled out in 17-18. Usage of E-marking and E-annotation increased.</p> <p>Undertook an exercise to improve assessment quality through mapping learning outcomes to assessment types (UG). Mapping undertaken and some assessments modified and rationalised to align better with learning outcomes.</p> <p>Undertook an exercise to potentially reduce overall number of assignments (TPG). Some modules have reduced assessment packages in 17-18</p> <p>Assignment deadlines at all 3 levels were shared with co-teaching Schools within and outside our Faculty. Positive student feedback from this initiative via SSF</p>	<p>Revise marking scheme to prevent markers being steered away from giving a 2:1 grade to some work that is more worthy of a (higher end) 2:2 grade [External Examiner, NSS]</p> <p>Stretching of 1st class grades by having 3 wider bands in the 1st class range: Excellent (70-79), Outstanding (80-89), and Exceptional (90-100; publishable-quality work) [External Examiner]</p> <p>Ensure no bunching with core module assignments Workshops with examples of past work to attribute marking scheme [NSS, UPES]</p> <p>Discuss with Minerva support team how to set up Turnitin to allow us to mark anonymously in team taught modules [UPES, NSS]</p> <p>On large team-taught modules, consider individual members of teaching teams marking specific assessment components to ensure more consistency of grading [programme reviews]</p> <p>Use tutorials at Levels 1 and 2 to clarify our marking criteria and explain the logic of our academic judgements [UPES, NSS]</p> <p>Assignment deadlines at all 3 levels to be shared between Schools of Earth and Environment and Geography to avoid workload issues and assessment bunching for co-taught students [programme reviews]</p>	<p>Assessment Lead, 17-18 session</p> <p>Assessment Lead, 17-18 session</p> <p>DUGS, 17-18 session</p> <p>DUGS, Blended Learning Lead</p> <p>Assessment Lead, 17-18 session</p> <p>Assessment Lead, 17-18 session</p> <p>DUGS, 17-18 session</p>

<p>Academic support</p>	<p>All staff were encouraged to respond promptly to student emails (within 3 working days). Fewer complaints about poor response rates coming to SSF.</p>	<p>Consistent offering of Leeds for Life and personal tutoring [NSS]</p> <p>New start of year module event for all PGT programmes in 17-18 in which module leaders introduce themselves and their module, plus providing more guidance on study choices in literature and via discussion with staff [PPES]</p>	<p>DSE, SES, 17-18 session</p> <p>DME ,17-18 session</p>
<p>Organisation and management</p>	<p>Worked with Earth and Environment to ensure coherence of BSc Geography-Geology degree programme. Student response is positive</p> <p>Explored possibility of creating a Q-Steps Programme with a Qualitative Skills pathway for our BA programmes. This is being taken forward</p>	<p>Ensure any module changes (timetabling etc) are communicated in a reasonable time frame [NSS]</p> <p>Evaluate new programme structure for BSc Geography-Geology [programme review]</p> <p>Ensure external speaker sessions on PGT Personal and Professional Development module are adequately communicated with students/staff [PPES]</p> <p>Continuing development of a Q-Steps Programme with a Qualitative Skills pathway for our BA programmes [programme reviews]</p> <p>Take over parenting of BA Geog-Sociology from 17-18. Maintain oversight of this cohort [programme reviews]</p>	<p>DUGS, 17-18 session</p> <p>BSc PL, 17-18 session</p> <p>DME, 17-18 session</p> <p>BSc PL, 17-18 session</p> <p>JH tutor, 17-18 session</p>
<p>Learning resources</p>	<p>We encouraged staff to opt-in to lecture capture. Our capture rate improved.</p>	<p>Encourage staff to opt-in to lecture capture (start of year meeting, teaching meeting throughout year) [NSS]</p>	<p>DSE, 17-18 session</p>
<p>Learning Community (new questions)</p>	<p>N/A</p>	<p>Review of group work components to ensure balance between individual and group work; particularly in Level 1 modules [UPES, External Examiner]</p>	<p>BA & BSc PLs, 17-18 session</p>
<p>Student voice (new questions)</p>	<p>N/A</p>	<p>Consider dedicated slots at the end of all modules to more effectively capture student feedback [programme</p>	<p>DSE, 17-18 session</p>

		<p>reviews]</p> <p>Ensure SSF is being used effectively to communicate SE enhancements to the whole student community [programme reviews]</p> <p>Incorporate end of year / start of year meetings 'you said; we did' highlights plus communicate how module feedback has been acted on from the previous year (at start of new session) [programme reviews]</p> <p>Discuss student voice PPES results with LUU to consider how to better engage TPG students. Communicate how past programme reviews have been instrumental in revising TPG programmes [PPES]</p>	<p>DSE, Student super-rep, 17-18 session</p> <p>DSE, Student super-rep, 17-18 session + all Module Leaders 18-19 session</p> <p>DME, 17-18 session</p>
<p><i>additional headings can be added as appropriate, i.e inclusive learning and teaching practice, personal development, Leeds Curriculum</i></p>			