

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

FACULTY OF MATHEMATICS AND PHYSICAL SCIENCES:

SCHOOL OF PHYSICS AND ASTRONOMY

| EXECUTIVE SUMMARY | | | | | | | | |
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| 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 | 95% | 90% | 89% | 86% | 89% | 89% | na | 88% |
| The teaching on my course | 90% | 85% | 84% | 84% | 90% | 89% | na | 85% |
| Learning opportunities | 85% | 77% | 79% | 80% | 86% | 84% | na | 86% |
| Assessment and feedback | 73% | 57% | 72% | 65% | 74% | 75% | na | 79% |
| Academic support | 80% | 78% | 78% | 77% | 87% | 82% | na | 85% |
| Organisation and management | 81% | 77% | 80% | 78% | 86% | 82% | na | 82% |
| Learning resources | 87% | 86% | 86% | 86% | 90% | 91% | na | 90% |
| Learning community | 80% | 73% | 76% | 75% | 76% | 79% | na | 83% |
| Student voice | 73% | 62% | 67% | 68% | 77% | 75% | na | 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)

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| Headline achievement from 2016-17 | <i>In response to direct student feedback we have changed the way we teach computing. At both level 1 and level 2, short videos are now used so students can see these programming skills developed in real time, and view the material at their own pace.</i> |
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| <p>Key strategic actions for 2017-18</p> | <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"> 1. <i>Staff to observe each other’s teaching material and delivery to identify and share good practice.</i> 2. <i>Make all lab assignments compulsory to submit, to ensure students do not miss out on valuable skills.</i> 3. <i>Our Physics Education research group is undertaking surveys to evaluate how 1st year students settle into higher education, to facilitate a smooth transition and create the best learning environment.</i> |
| <p>Evaluation of main actions from 2016-17</p> | <p><i>Brief update on the 3 main actions identified from the previous session</i></p> <ol style="list-style-type: none"> 1. <i>Computer skills now taught by video vignettes, supported by demonstrated classes in response to direct student feedback.</i> 2. <i>Staff-Student Forum minutes now posted on Minerva organisation for all students to read and engage.</i> 3. <i>Annmarie Rye and Su Maynard have greatly enhanced the employability of our students, by improving information, communication and support at all levels.</i> |
| <p>Good practice examples from 2016-17</p> | <p><i>Innovative practice and developments, of wider interest across the University</i></p> <ol style="list-style-type: none"> 1. <i>Introduced feedback to students on exam performance. For each module a file posted on MINERVA shows which questions were generally done well, and gives numerical answers and hints. This is to feedback to students who have taken the exam, as well as provide help to those revising next year.</i> 2. <i>Use of videos to teach computing (rather than lectures) so students can view material at own pace, and see the skills developed in real time, as the instruction is delivered.</i> |

| 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 |
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| Overall satisfaction | | | |
| The Teaching on my Course | The creation of video 'vignettes' for the teaching of computing has addressed adverse feedback from students in an engaging way. | | |
| Learning opportunities | MAPS Placement and Careers officers (Annmarie and Su) have widened the opportunities and support we can offer our students to great effect. | IOP accreditation asks us to ensure all our students have a group activity in their degree, so we will explore this to develop or extend existing provision. | |
| Assessment and feedback | The continuous assessment part of our projects modules were standardised to bring consistency across all staff. | A feeling that a few 'weak links' create poor assessment and feedback scores. We will do holistic survey of processes across modules to build in consistency. | |
| Academic support | | The School's annual Opportunities Day provides a host of information to students but we will check that follow-up mechanisms and appropriate. | |
| Organisation and management | | To introduce cohort meetings with each year group at the start of semester 2, to provide information and help students re-focus as appropriate. NSS and DLHE briefing also to be given to finalists. | |
| Learning resources | | | |
| Learning Community | | Year 3 and 4 students to offer weekly drop-in sessions to support 2 nd years with core Physics and Maths, akin to 1 st year PAL. | |
| Student voice | WE have now set up a mechanics for posting SSF minutes on MINERVA organisation to help close the loop on student feedback. | All staff to post an announcement on MINERVA following the end of module surveys, to thank the students for their feedback and explain how they will respond. Will encourage student reps to do lecture shout-outs before and after SSF, to help more students to be active in giving their views and to report back in timely manner on what action is being taken. | |

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| <p>Other strategic activities planned: <i>these are issues we will work on as a school over the coming year to enhance our practice.</i></p> | | <p>WORKSHOPS: to consider range of practice and share ideas of what works well to engage students and maximise learning. PROJECTS: to review all assessments, to streamline and bring even more consistency.</p> | |
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