

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

FACULTY OF BIOLOGICAL SCIENCE – SCHOOL OF BIOLOGY

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	88%	80%	89%	86%	94%	89%	88%	88%
The teaching on my course	83%	81%	84%	84%	89%	89%	86%	85%
Learning opportunities	75%	71%	79%	80%	81%	84%	80%	86%
Assessment and feedback	69%	51%	72%	65%	70%	75%	59%	79%
Academic support	67%	63%	78%	77%	79%	82%	82%	85%
Organisation and management	69%	81%	80%	78%	84%	82%	81%	82%
Learning resources	84%	86%	86%	86%	92%	91%	89%	90%
Learning community	70%	76%	76%	75%	77%	79%	78%	83%
Student voice	55%	57%	67%	68%	67%	75%	54%	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	Our commitment to learning, teaching and the student experience has led to increased satisfaction
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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. Highlight the opportunities for student input into their programmes and actions resulting from this input 2. Further support the transition to university study through increased resources for first year students 3. Enhance student employability through greater use of University support and opportunities
<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. Enhance the transparency of assessment and feedback with greater visibility of marking criteria at the module level: this is completed, with links to marking criteria in every module learning resources folder. Academics were encouraged to refer to this when setting assignments and when providing feedback. 2. Improve the communication of School/Faculty events with students, including greater use of social media: the development of a school centred web resource, together with a central point of access provided by Minerva, helped increase accessibility of key information for students, also providing news feeds and general information. 3. Review the curriculum with a view to enhancing our programme content and teaching efficiency: this is ongoing. Assessments have been mapped to learning outcomes for all modules. Currently assessment loads for each programme are being determined to ensure that programme-level learning objectives are not over-assessed. In addition, programme elements in need of refreshing have been identified as priority areas for 2017-18
<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. Faculty-wide review of statistics resources to improve quality and efficiency of teaching 2. Development of consistent formats for examination papers 3. Appointment of a School lead for international students

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
Overall satisfaction	NSS satisfaction scores are high, with 99% of students saying that they would recommend studying at the University to a friend. We will continue with the "You Said, We Did" campaign and use of the newly developed programme questionnaire will generate additional feedback with which to enhance the student experience	Results from programme surveys, staff:student fora and student feedback were circulated to module managers for action. NSS scores this year showed a marked improvement with 94% overall satisfaction, above the University average. We will continue our efforts in providing a challenging and rewarding student experience.	DSE, SES, All staff Ongoing
The Teaching on my Course	Lecture capture was continued after its successful introduction (Note that some staff report lecture attendance has declined). Automatic upload of lecture capture to Minerva was welcomed by some staff. Interactive discussion was incorporated where appropriate, such as discussion-based sessions/interactive lectures for the smaller modules. Student feedback for the flipped classroom approach used for level 2 statistics was poor.	Continue lecture capture. This is highlighted in UCAS visit days and is seen as a welcome development by prospective students and their parents Incorporate greater use of interactive lectures where appropriate and review teaching delivery in the light of student feedback. New staff have gained HEA fellowships and their quality of teaching is highlighted in student feedback on the programmes. Review teaching delivery to identify where use of digital resources can improve the student experience and efficiency.	University ongoing Academic staff Ongoing New staff ongoing DSE May 2018
Learning opportunities	A review of learning outcomes was completed in 2016/17 for all modules.	Continued review/ refinement of module information and content to ensure a balanced mix of learning styles (traditional and digital), assessments and learning outcomes at the programme level.	Module managers ongoing
Assessment and feedback	Greater transparency and visibility in the use of marking criteria when setting and assessing coursework assignments. Continue and extend the good practice of including increased reference to marking criteria in individual student feedback. Encourage student reflection and use of feedback given in earlier modules when	Marking criteria available in all learning resources folders and encourage staff to make reference to these when setting assignments and providing feedback	DSE/ module managers ongoing

	completing similar coursework assignments in subsequent modules.		
Academic support	<p>Leeds for Life personal tutor system is used by staff for managing tutorials. Student uptake remains variable which may in part reflect the needs of individual students.</p> <p>The PASS student support initiative will be made available for all new students in the School of Biology.</p>	<p>Continue with the Leeds for Life personal tutor system. Encourage students to make full use of the academic support on offer, including personal tutors, module managers, programme leaders and the student education staff.</p> <p>Develop more resources for PASS leaders to help maintain attendance through the semester and in response to level 1 student feedback.</p>	<p>All staff Start of each semester</p> <p>DSE September 2018</p>
Organisation and management	<p>The introduction of School web pages for UG students, together with Minerva, helps increase accessibility of information to students and reducing the email traffic to the SES team and supervisors.</p> <p>Continue with the successful VLE/ electronic resources induction tools developed and implemented by the SES in fresher's week.</p> <p>Induction timetabling was problematic at the start of term due to unavoidable staff absences. In response, more robust systems with greater redundancy are required.</p>	<p>Publicise school webpages more widely, consider inclusion in module handbooks</p> <p>Studying in a digital age not adopted this year but identify replacement material to be taken forward</p> <p>More robust systems for academic timetabling and checks put in place</p>	<p>SES staff/ module managers September 2018</p> <p>DSE September 2018</p> <p>SES leaders/ DSE August/ September 2018</p>
Learning resources	<p>Continued with lecture capture. Develop teaching approaches involving increased interactivity in lectures where appropriate.</p> <p>Encouraged staff to provide more online (VLE) model answers for essay and/or numerical exam questions.</p>	Identify modules where student feedback requests greater support/ improved resources and help facilitate development of these	DSE/ module managers August/ September 2018
Learning Community	Improved support provided to students returning from placements	Continue to support faculty efforts to develop the learning community.	All staff ongoing

	<p>Continuing development of support for International students, led by Dani Strauss, including staff training for cultural awareness. Availability University professional counselling remains an issue and is frequently over-subscribed.</p> <p>Refurbished and new facilities (Edward Boyle, lecture theatres, Laidlaw library) help provide an excellent learning environment.</p>		
Student voice	<p>The student rep system works well and the staff:student forum provides an effective means of communication with programme leads. Programme survey completion rates are low although NSS completion is better. The faculty programme survey and University surveys coincide in semester 2 with overlap in questions asked, reducing completion rates in both surveys.</p>	<p>Lower NSS scores were attained in students' opinions as to whether they had input into their programmes. As a result, module managers will highlight changes made to modules in response to student feedback in introductory lectures, as outlined in module handbooks.</p> <p>Continue to promote programme surveys. Some form of incentive could be considered</p>	<p>Module managers Start of each semester</p> <p>DSE and SES team</p>
Personal development	<p>Continue with careers/ CV development in the tutorial system.</p> <p>Widening access to placements to offer the opportunities to all students on the programmes in the School of Biology.</p> <p>Encourage students to use Leeds For Life in order to find opportunities available to them and/or use Leeds Network to speak to past students about careers etc.</p>	<p>Encourage level 2 and 3 students to use the careers centre given low employment statistics and low numbers of appointments with the careers centre.</p> <p>Encourage greater use of Leeds for Life opportunities</p>	<p>Personal tutors Start of semester 2</p>