

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

**FACULTY OF BIOLOGICAL SCIENCES – SPORTS SCIENCE**

<b>EXECUTIVE SUMMARY</b>								
<b>Aspect</b>	<b>Undergraduate Programme Experience Survey</b>				<b>National Student Survey</b>		<b>Postgraduate Programme Experience Survey</b>	
	<b>2017-18</b>				<b>2017-18</b>		<b>2017-18</b>	
	<b>School</b>		<b>University</b>		<b>School</b>	<b>University</b>	<b>School</b>	<b>University</b>
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 1</b>	<b>Year 2</b>				
<b>Overall Satisfaction</b>	81%	90%	89%	86%	97%	89%	na	88%
The teaching on my course	75%	87%	84%	84%	94%	89%	na	85%
Learning opportunities	67%	83%	79%	80%	93%	84%	na	86%
Assessment and feedback	70%	66%	72%	65%	88%	75%	na	79%
Academic support	73%	86%	78%	77%	93%	82%	na	85%
Organisation and management	78%	81%	80%	78%	95%	82%	na	82%
Learning resources	82%	81%	86%	86%	99%	91%	na	90%
Learning community	74%	77%	76%	75%	92%	79%	na	83%
Student voice	62%	74%	67%	68%	90%	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)

<b>Headline achievement from 2016-17</b>	<p><i>Provide a single, concise headline achievement for the School from 16-17 which can be included in further communication to students.</i></p> <p>Amongst the highest NSS satisfaction scores in the University across all areas.</p>
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<p><b>Key strategic actions for 2017-18</b></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"> <li>1. Improve level 1 content to make a stronger introduction to the core principles of exercise physiology and exercise testing</li> <li>2. Refresh module content at level 2 to remove some repetition between modules and give an improved foundation for level 3 options</li> <li>3. Show your voice really matters - promote feedback and engagement from students to us and show the impact</li> </ol>
<p><b>Evaluation of main actions from 2016-17</b></p>	<p><i>Brief update on the 3 main actions identified from the previous session</i></p> <ol style="list-style-type: none"> <li>1. The new feedback forms have been popular and improved clarity of how marks are derived from the sub-areas of the marking schemas as well as offering clearer direction on what to improve for better marks</li> <li>2. We adjusted timing of assessments where possible, particularly at level 2, to avoid ‘overload’ periods which has been very beneficial for students (and staff)</li> <li>3. We changed the timing of key employability exercises such as CV writing, to give good preparation for those wanting to go on a placement year which has been useful for those concerned</li> </ol>
<p><b>Good practice examples from 2016-17</b></p>	<p><i>Innovative practice and developments, of wider interest across the University</i></p> <ol style="list-style-type: none"> <li>1. Co-authored feedback forms – co-creation and student impact</li> <li>2. There is now a student chair of staff-student forum – the student voice matters</li> <li>3. Increasing use of advanced digital data collection, processing and support in practical classes increasing the experience of modern working practices.</li> </ol>

<b>Aspect</b>	<b>Progress with 2016-2017 actions and indication of impact</b>	<b>Agreed Issues/Actions for 2017-2018 (from where did the action arise, i.e. NSS, module evaluation, programme review?)</b>	<b>Responsibility/Expected completion date</b>
<b>Overall satisfaction</b>	<p>Overall at level 3 satisfaction remains very high. We are continuing to review the distinctiveness and provision of the sports science and physiology programme.</p> <p>At level 2 satisfaction is very good and our ongoing action has been to reduce assessment load and avoid conflicts in timing of deadlines as best as possible. This has continued but unfortunately does not appear to have resulted insignificantly improved scores in assessment and feedback at this stage.</p>	<p>Review the sport science and physiology programme to enhance its content and distinctiveness. This need has arisen due to falling applications to this programme and feedback from students that they remain unsure of its distinctive nature and the advantages vs. disadvantages of taking this programme variant as opposed to the main sport and exercise sciences programme.</p> <p>Data from the level 1 programme survey has shown a considerable drop in satisfaction scores. This despite generally positive comments and positive feedback at staff student for a. Further investigation of this is required although key aspects seem to revolve around communication and uncertainty on the part of the students with regards locating key information and contacting appropriate people for assistance. The new organisation page will be promoted to help address this although we are also using the staff-student forum and student representatives to help deliver information and seek improved feedback on what can be done to address this using contained (VLE) and more open communication (Facebook) channels.</p>	<p>SPSC Programme Team By March 2018</p> <p>Staff-Student Forum / SPSC Programme Team By April 2018</p>
<b>The Teaching on my Course And Learning Opportunities</b>	<p>We have updated module outcome descriptions as appropriate. We have not yet introduced new module choices to address the request for improved variety of content but significant changes are forthcoming for 2018-19. Scores remain excellent at level 3 however poorer scores indicate the main changes are required at level 1.</p>	<p>This remains largely satisfactory although with some disappointing scores at level 1. Feedback from module and programme feedback as well as the staff-student forum indicate dissatisfaction with modules where teaching is shared with students from other programmes. This appears to cause confusion due to perceived differing expectations and differences in assessment. New modules will be introduced at level 1 due to a general change in physiology teaching across the faculty. This will have the effect of placing the students on modules where although they are being taught alongside others the expectations and assessments will become identical – removing any confusion. Additionally one new module will introduce further practical exercise testing experience</p>	<p>SPSC Programme Team 2018-19</p>

		expanding their early experience of applied exercise science and hopefully offering reassurance that they are pursuing a programme better aligned to their expectations.	
<b>Assessment and feedback</b>	We have developed new marking and feedback pro-formas in collaboration with the student representatives and in consultation with the students. Although comments received in the module feedback and staff-student forum are positive with regards to this overall satisfaction with assessment remains low at level 2 in particular. This despite additional efforts to reduce and spread assessment load at this level.	The new marking and feedback proformas are now in use at all levels for 2017-18. It is hoped that these co-created proformas will help improve satisfaction with feedback where a frequent programme survey comment was that they did not see how the feedback would help them improve. This is now explicitly addressed in each form.	Module Managers Oct – June 2017-18
<b>Academic support</b>	Additional workshops and drop-in sessions to support the maths and biomechanics work at levels 1 and 2 have helped ensure scores for this aspect remain good at level 2 although there are some disappointing scores at level 1.	We have continued to review our use of the 'Leeds-for-life' tutorials and now time tutorial module assessments such that feedback and work form them can be brought to these for comment at level 1 and level 2. This again will hopefully address the programme survey comment that they remain unsure how to improve despite the current written feedback but also promote constructive academic dialogue with tutors.	SPSC Programme Team Oct – June 2017-18
<b>Organisation and management</b>	A Sport and Exercise Science organisation has been added to the VLE for the location of common resources and support information. As yet though this does not seem to have been used very much and additional signposting to this is perhaps required.	The new organisation is being promoted to the students and the student representatives used to help promote this along with the need for students to consult reliable sources such as the VLE and this as opposed to individual student managed-Facebook pages, as has become common practice (according to numerous ad-hoc feedback comments and the staff student forum).	Student Representatives SPSC Programme Team Undergraduate Office Staff Oct. 2018
<b>Learning resources</b>	Additional online support materials have been added for several modules, particularly at levels 1 and 2. Overall this category is already viewed with satisfaction although scores have actually fallen from last year.	Additional resources continue to be added to the VLE and resources associated with textbooks have been used to support some modules this year with level 1 student provided with a basic anatomy and physiology text together with online access. This again should help address the expressed differential felt between student son these programmes and other BMS programmes where this previously happened but also improve engagement with materials.	Module Managers Jan 2018

<p style="text-align: center;"><b>Learning Community</b></p>	<p>N/A – Not included last year</p>	<p>This was the lowest scoring aspect of the NSS which from the staff-student forum appears in part to be due to a lack of understanding regarding what this related to. The students do not necessarily feel aligned to the programme over other aspects such as University sports teams etc. Equally they already feel there is considerable group work and so don't want more of this to encourage interaction. Dedicated space is a suggested idea for helping establish better interactions for learning although many already do use areas such as the Laidlaw library for discussion of work and effective collaboration. Improved briefing and discussion of the potential value of discussion of the subject between the students (although also the fine line for plagiarism/collusion in some cases) is required. This will be raised through the staff-student forum and the tutorial modules at levels 1 and 2.</p>	<p>Student Representatives Programme Leaders Nov. 2018</p>
<p style="text-align: center;"><b>Student voice</b></p>	<p>N/A – Not included last year</p>	<p>This scored particularly badly at level 1 where the feedback was that they were uncertain who their student representative was or how feedback was collected or acted on. For each module it is intended to include a slide at the outset showing how developments have been made based on feedback (currently this is done in the online handbooks and to some extent in the briefing at the beginning of the year – but most hadn't seen or couldn't remember this). It is also intended to increase the visibility of the student representatives by getting them to announce themselves along with feedback from the staff-student forum at various teaching sessions as timing permits.</p>	<p>Student Representatives Programme Leaders Nov. 2018</p>