

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2013-14

Faculty of Engineering

School of Civil Engineering

EXECUTIVE SUMMARY																		
Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate Programme Experience Survey					
	2012-13		2011-12		2010-11		2012-13		2011-12		2010-11		2012-13		2011-12		2010-11	
	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	87	87	94	87	100	86	78	85	74	85	80	83	59	87	77	84	71	82
Teaching	86	89	90	90	95	88	81	85	73	84	75	83	71	87	80	85	75	84
Assessment & feedback	67	71	73	69	83	65	45	59	40	61	41	56	43	75	54	69	52	68
Academic support	85	81	90	80	91	77	64	72	63	72	62	68	70	85	74	80	71	79
Organisation & management	91	84	91	83	93	82	68	73	71	74	67	83	68	85	81	80	72	77
Learning resources	87	90	82	88	89	87	69	81	74	78	73	77	85	86	74	83	80	82
Personal development	81	81	89	81	89	78	63	69	65	68	63	65	62	77	63	71	69	70
Sector position	-	57/147	-	51/150	-	46/151												

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)

Impact of 2011-12 actions	<ul style="list-style-type: none"> The 2011-12 Action Plan proposed improved communication as to the availability of alternative IT facilities across campus while also pushing for the construction of a sixth floor in civil engineering. The improved communication is starting to show positive results, but the measures should still be considered a stop-gap until the School achieves its aim of building a sixth floor. The 2011-12 Action Plan proposed an improvement in student feedback. This remains a problem, and while the UG Programme Survey showed an improvement in this regard at level 1, all other indicators showed a steady or decreased performance. However, the School does believe that improvements are being made. There is greatly improved feedback on all individual research projects, but this comes feedback is provided after the various programme surveys close.
Achievements in 2012-13	<ul style="list-style-type: none"> Progress in 2012-13 was mixed. While there were significant improvements in some aspects, there were disappointing results in others. There was improvement on the UG Programme Survey results for level 1, following reorganisation of the Level 1 IDP. Some of the issues regarding IT facilities are starting to be addressed. There is still some way to go, (hopefully being addressed by increasing the School's footprint), but at least the feedback is moving in the right direction. Some of the comments on the various programmes refer to the great enthusiasm shown and support offered by many of the staff in the School however, the experience remains variable.

<p>Main actions for 2013-14</p>	<ul style="list-style-type: none"> • The School will continue to push for the construction of a sixth floor and increased teaching space. If this proves impractical then increasing the School's footprint into the Houldsworth Building will be considered. • Short-fat modules are to be re-scheduled from Mon-Thu or Tue-Fri to Mon,Tue,Thu,Fri. There will also be revision workshops on each short-fat module at a time appropriate for the assessment. • Feedback sessions to be introduced post-exam period to debrief students on exam performance. • Samples of previously submitted work to be made available to students where appropriate. • Communicate availability of resources to students, highlighting how they can be accessed both on campus and remotely.
<p>Summary of student involvement in the production of this Action Plan</p>	<ul style="list-style-type: none"> • Two focus groups were held in early November, inviting all students to attend. The issue was also discussed during the first staff-student forum of the year. The discussions were fruitful and a number of the suggestions made in these meetings have been included in this Action Plan.

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Aspect	Progress with actions in response to 2011-12 feedback and indication of impact	Issues raised in 2012-13 feedback	Planned response in 2013-14
<p>Overall satisfaction</p>	<ul style="list-style-type: none"> • Permanent staff have now replaced temporary lecturers. • Alternative IT facilities across campus were signposted. 	<ul style="list-style-type: none"> • Some of the new staff were still having to present other people's material. • Students don't know where to find resources, so perceive a lack of IT facilities. • Some PCs across campus are not powerful enough to run some of the software. 	<ul style="list-style-type: none"> • The new staff are now presenting their own material. • Revit plus other relevant software has been installed on 75 PCs in Houldsworth. • Promotion of Desktop anywhere, Revit and Autodesk. • Better communication of software availability outside of the two School clusters.
<p>Teaching</p>	<ul style="list-style-type: none"> • Permanent staff have now replaced temporary lecturers. 	<ul style="list-style-type: none"> • Variability in student experience. Some staff very enthusiastic and helpful, others not so. • Lecture capture is valued highly • Short-fat modules are seen as extremely intensive, with little time for reflection. There is also a lack of staff-student interaction on 1 week short fat modules once the teaching week is over. 	<ul style="list-style-type: none"> • Issues to be discussed in annual staff review meetings. • Lecture capture to be promoted to staff with good exemplars highlighted. • Short fat modules for MSc and fourth year MEng students have been rescheduled from Mon-Thu to Mon,Tue,Thu,Fri to allow "breathing space" • These modules will introduce a revision workshop at a time appropriate to the assessment, i.e. pre-coursework or pre-exam.

<p>Assessment and feedback</p>	<ul style="list-style-type: none"> • Feedback is now more often explicitly labelled as such. • Feedback proformas are more widely used. • Coursework timetable appears to be better used. Feedback now appears to be released “on time”. 	<ul style="list-style-type: none"> • There remains a disconnect between expectations and delivery. Marks are not seen as feedback. • Feedback is received too late to be useful. • Students struggle to understand what is expected of them. 	<ul style="list-style-type: none"> • Coursework timetable to be looked at to ensure that feedback is returned in a timely manner. • Students have said that they sometimes struggle to know the standard that is expected of them. Therefore, we will post good and bad examples of coursework on the VLE where appropriate. We will also release the explicit assessment criteria for all individual research projects.
<p>Academic support</p>	<ul style="list-style-type: none"> • Formalisation of supervision guidelines plus assessment of “aims and objectives” as part of final year individual research project has led to better engagement plus improved performance. 	<ul style="list-style-type: none"> • Variability in student experience. Some staff very enthusiastic and helpful, others not so. • Some staff are still not seen as “available”. 	<ul style="list-style-type: none"> • Variability in student experience to be raised and discussed in annual staff review meetings. • Improved information and better communication regarding the implication of module choices on subsequent module choice.
<p>Organisation and management</p>	<ul style="list-style-type: none"> • Text messaging has proved useful, but some students were surprised to receive texts. • Incidences of staff not replying to emails has decreased dramatically, but still remain on occasions. 	<ul style="list-style-type: none"> • Students sometimes didn’t like too many study gaps in a timetable. • Students didn’t like 9.00 starts when this is the only timetabled session. 	<ul style="list-style-type: none"> • Timetable has been tweaked slightly to give fewer gaps and fewer 9.00 starts.
<p>Learning resources</p>	<ul style="list-style-type: none"> • Availability of MSc study room to final year MEng students is popular, but still considered insufficient. • Highlighting availability of alternative IT facilities has led to an improvement in feedback, but satisfaction remains low. 	<ul style="list-style-type: none"> • There is still a lack of suitable IT facilities. • There remains a lack of suitable study space. 	<ul style="list-style-type: none"> • The School has planning permission for construction of the sixth floor, but it remains on hold due to capital expenditure elsewhere across the campus. This will be resolved by the end of 2013 and the School will move forward with either construction of the sixth floor or refitting teaching space elsewhere within the existing faculty footprint. • Revit has been installed on 75 PCs in Houldsworth. Desktop anywhere plus student versions of Revit and Autodesk to be promoted.
<p>Personal development</p>	<ul style="list-style-type: none"> • There has been an increased focus on employability across the faculty. This has generally been warmly welcomed, but there were some glitches last year due to workloads and the sudden passing away of one member of staff. 	<ul style="list-style-type: none"> • Some tutors were still seen as being unapproachable or disinterested. • There was a lack of opportunity for giving presentations. 	<ul style="list-style-type: none"> • Where issues are raised during the year these can be addressed, for example in annual staff reviews. • Presentations have been reintroduced into the L5 individual research project. • Leeds for Life is being promoted within the School, with the School’s views on LfL being fed back to the university.