

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2014-15

Faculty of Engineering

School of Civil Engineering

EXECUTIVE SUMMARY																		
Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate Programme Experience Survey					
	2013-14		2012-13		2011-12		2013-14		2012-13		2011-12		2013-14		2012-13		2011-12	
	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	94	88	87	87	94	87	86	85	78	85	74	85	78	85	59	87	77	84
Teaching	91	90	86	89	90	90	82	85	81	85	73	84	76	86	71	87	80	85
Assessment & feedback	75	71	67	71	73	69	51	62	45	59	40	61	52	71	43	75	54	69
Academic support	89	82	85	81	90	80	69	73	64	72	63	72	70	82	70	85	74	80
Organisation & management	91	85	91	84	91	83	72	75	68	73	71	74	82	81	68	85	81	80
Learning resources	86	91	87	90	82	88	77	83	69	81	74	78	83	85	85	86	74	83
Personal development	94	82	81	81	89	81	72	72	63	69	65	68	75	77	62	77	63	71
Sector position	-	50/146	-	57/147	-	51/150												

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 in 2013-14	The School scored 94% for overall student satisfaction in the latest National Student Survey (NSS).
Main actions for 2014-15	<ol style="list-style-type: none"> 1. Improve access to IT facilities by keeping the computer cluster free more often and supporting the faculty plans for a 24hr cluster in engineering. 2. Ensure that all coursework tasks will clearly define learning outcomes, assessment criteria and the feedback to be received. 3. Create peer assisted student support sessions to encourage communication and support between year groups.
Summary of student involvement in the production of this Action Plan	On October 10 th all level 2, 3 and 4 UG students were invited to come and discuss issues within the school and offer suggestions as to how the school could improve. About 15 students attended the meeting, with roughly equal numbers from each year. The full NSS and UGPS results were shared with the students and their views solicited. The students were not given any specific prompting some valuable suggestions, e.g. suggestions for improved communication between different years, and better communication of assessment criteria and how feedback will be delivered. The draft Action Plan was also presented to the staff-student forum for comment.

AGREED ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2014-15

School:		Faculty:	
Aspect	Progress with 2013-2014 actions and indication of impact	Agreed Issues/Actions for 2014-2015	Responsibility/Expected completion date
Overall satisfaction	Satisfaction within the School has increased in every category; averaging a 16% improvement in the NSS and 7% in the UGPS. However, there remain some recurring issues, namely lack of timely feedback and on-going lack of IT facilities. With plans for the sixth floor now on hold, the school is working towards alternative provision and better use of existing facilities.	<ol style="list-style-type: none"> 1. We have already rearranged the first year timetable so that it is no longer necessary to use the computer cluster for drawing classes. This will leave the cluster available for 4 days per week. 2. Assessment pro-formas are to be issued with each piece of coursework. These will give details of submission dates and dates on which feedback will be returned. They will also include details of the assessment criteria. We will engage with staff and monitor to ensure this is done. 3. Improved signage will indicate the availability of alternative IT provision across the Faculty. 4. We will work with others in the Faculty to have an ISS cluster installed within the Faculty. 	<p>LB, PAS, LAF, GT September 2014</p> <p>DR to collate pro-formas from module leaders LB, PAS to chase up any missing forms. September '14 and January '15. HoS and DoSE to monitor collation of pro-formas based on updates from DR. All marks to be returned via the VLE, with monitoring of feedback deadlines SSO to take over delivery of feedback. DJB, GT September '14 LB, NGW Throughout the year</p>
Teaching	High quality and innovative teaching is reported as being the norm in the school. However, there are some issues highlighted with isolated modules and staff. There are also some complaints about the apparent lack of staff enthusiasm. Short-fat modules were re-jigged this year with teaching M, T, Th, F, leaving Wednesday for reflective study. Some modules also held revision classes just before the exam period. Some issues were raised regarding variability of project supervision. There were a number of comments regarding group coursework and a perception that some students were "freeloading".	<ol style="list-style-type: none"> 1. The modules highlighted most often will be delivered by different members of staff this year. Other issues will be discussed with staff informally and in Annual Academic Meetings. 2. Project supervision was discussed at a recent Whole School Teaching Session and supervisory guidelines agreed by all present. These will be implemented and monitored by DoSE and DUGS. 3. Staff from IDEA are to deliver a workshop on strategies and challenges in teamworking at the start of the fourth year integrated design project. 	<p>LB, NGW March '15</p> <p>Guidelines re-issued by LB in October. All project supervisors</p> <p>IDEA staff September '14</p>
Assessment and feedback	The use of assessment pro-formas has led to a steady improvement in this category over recent years, but it remains a student bugbear. These pro-formas were introduced, but they have not	<ol style="list-style-type: none"> 1. The use of assessment pro-formas are to be used for ALL coursework. These forms now include details of the assessment criteria. The staff student forum will be used to report on instances 	<p>DR to collate pro-formas from module leaders LB, PAS to chase up any missing forms. September and January DR, PAS, LB</p>

	<p>been used in every instance. The coursework timetable is still not working as well as it could. Some examples of good and bad work have been made available to students, but not as often as would have been liked.</p>	<p>where these guidelines have not been followed.</p> <ol style="list-style-type: none"> 2. No coursework submissions to be allowed on the last day of term. 3. Further examples of good and bad work to be made available online, where appropriate. 	<p>September, January All staff (in particular IDP and AR projects) October, February</p>
Academic support	<p>The module catalogue now gives information regarding which modules are pre-requisites for modules later in the course. This appears to have been considered a good idea. There is a drop in student satisfaction with this aspect in levels 2 and 3 (as seen in the UGPS). A small number of staff are seen as unapproachable.</p>	<ol style="list-style-type: none"> 1. Better communication between different years is to be promoted by a peer support network. The network will comprise regular sessions with third and fourth years offering their time to sit and discuss issues with earlier years. The school will support this by providing space and refreshments. 	<p>LB, CJA From November '14</p>
Organisation and management	<p>The School is perceived as doing very well with regards to this aspect, but there are some issues which have been raised this year concerning a lack of communication within the school and the lack of activity from CivSoc.</p>	<ol style="list-style-type: none"> 1. Noticeboards and screens are to be used to highlight issues from SSF 2. CivSoc to be given money from the Teaching Development Fund to cover the cost of site visits, etc. 	<p>CJA Following each SSF meeting LB As requested</p>
Learning resources	<p>Lengthy discussions over a sixth floor extension which was ultimately rejected are reflected in the number of comments concerning IT provision. Signage has highlighted alternative facilities across the campus, but (as one student commented) students don't want to go across campus when they have a spare hour, they want to remain within the School.</p>	<ol style="list-style-type: none"> 1. The School has refitted an additional architecture studio for the final year Architectural Engineering students. 2. The School has re-jigged the first year timetable to enable drawing classes to be held in a room other than the computer cluster. This will make the cluster available to students for an additional 8 hours per week. 3. The School is actively engaged in Faculty plans for a 24 hour cluster within the engineering Faculty. 	<p>SWG, NGW, LB September '14</p> <p>LAF, PAS, LB September '14</p>
Personal development	<p>The reintroduction of student presentations was welcome, but most praise was reserved for the Faculty Employability team. The services offered by the team have been rightly appreciated.</p>	<ol style="list-style-type: none"> 1. More industrial presentations are wanted. 2. Other feedback on employability to be fed back to the employability team. 	<p>Employability team LB</p>