

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

Faculty of Engineering

School of Electronic and Electrical 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	92	87	81	87	*	86	86	85	83	85	81	83	89	87	85	84	79	82
Teaching	86	89	86	90	*	88	83	85	84	84	79	83	81	87	88	85	81	84
Assessment & feedback	73	71	64	69	*	65	67	59	62	61	60	56	78	75	72	69	69	68
Academic support	82	81	77	80	*	77	73	72	77	72	69	68	81	85	83	80	76	79
Organisation & management	78	84	82	83	*	82	77	73	74	74	70	83	72	85	84	80	67	77
Learning resources	88	90	95	88	*	87	79	81	86	78	79	77	93	86	89	83	81	82
Personal development	79	81	86	81	*	78	70	69	68	68	67	65	72	77	70	71	65	70
Sector position	10/63	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)

*Note: Due to changes in our integrated MEng, BEng programmes, the number of students graduating from the School in 2010-11 was below the threshold for inclusion in the NSS, hence no data is available for 2010-11.

Impact of 2011-12 actions	<p>Introduction of feedback templates for all types of coursework resulted in a big improvement in feedback provision – as measured by survey scores.</p> <p>Appointment of teaching assistant resulted in substantial improvement in 3rd year project support.</p> <p>Major effort on improving co-ordination of joint programmes (Mechatronics & Robotics and MME) resulted in significant increases in student satisfaction. MME projects were also much better supported.</p>
Achievements in 2012-13	<p>Major increase in NSS overall satisfaction score: now 4th in Russell group!</p> <p>Substantial improvement in pastoral support through Student Support Office activity.</p>
Main actions for 2013-14	<p>Compile comprehensive schedule of coursework deadlines & use to manage distribution of deadlines (completed).</p> <p>Aim for 100% usage of coursework feedback templates and 2 week turnaround of marked work.</p> <p>Develop structured Level 2 tutorial programme in response to Student:Staff Forum comments.</p> <p>Recruit new teaching assistant.</p> <p>Re-develop Electronics & Computer Engineering programme. Redevelop 1st year of all programmes. Redevelop software engineering/embedded systems curriculum via participation in ARM educational programme.</p> <p>Mechatronics & Robotics: co-ordinate 3rd year projects including opportunity EEE, Mech Eng or joint projects. Establish joint management committee.</p>

	Implement IET accreditation requirements on progression & award, and monitor closely. Improved support for Year in Industry students via Employability Office plus visits by the School's Placement Co-ordinator. Improved careers advice through re-designed Employability programme.
Summary of student involvement in the production of this Action Plan	Plan discussed at the Student:Staff Forum as well as at the School Taught Student Education Committee which has student representation.

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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
Overall satisfaction	The main actions involved Assessment & Feedback, Academic Support and co-ordination of our joint programmes, as described below.		
Teaching	<p>The Rhodes lecture theatre has video recording facilities, and this is very popular with students.</p> <p>In 2012-13 we advertised for a new Professor in power electronics (smart grid systems) but no applicants met the required standard.</p>	<p>More programming tuition (program design, other languages (e.g. Java)</p> <p>Teaching “fields and technologies” not related to the degree: more “practical” topics required</p> <p>Shortage of staff & resources, gaps in the curriculum, and complaints about teaching quality in electrical engineering.</p>	<p>This is being investigated as part of the re-development of the Electronic & Computer Engineering programme.</p> <p>See above</p> <p>We have appointed a visiting professor from the power generation/distribution industry, who will advise on curriculum development in this area. Teaching quality issues will be addressed through the new Teaching Enhancement Scheme and through support/training by SDDU.</p>
Assessment and feedback	Standard feedback templates were developed for all principal forms of assessment, in consultation with staff and student reps. This has resulted in a significant improvement in the quality & quantity of feedback.	<p>“Unfair” marking for some assessments. Marking & return of feedback is slow/missing in some modules.</p> <p>“Would be nice to know the weighting of coursework elements...”</p>	<p>All staff are to use the School’s feedback templates – this should eliminate any perceived unfairness - and are to adhere to the 2-week turnaround time for marking.</p> <p>The on-line module catalogue entries have been updated and double checked: these are the definitive statements on assessment weightings for each module.</p>

		“Most of the assignments and reports are at the same time”	We have compiled a comprehensive chart of coursework deadlines for all Levels and programmes, and will use this to manage the distribution of deadlines to avoid excessive “congestion”.
Academic support	<p>A new graduate level teaching assistant was appointed, which significantly improved the day-to-day support provided to 3rd year projects, including MME group projects.</p> <p>Personal tutors were allocated to all MSc students on arrival, and scheduled personal tutor meetings for MSc students were introduced.</p> <p>Our Student Support Office developed a pastoral role to complement that provided by personal tutors, including weekly “drop-in” sessions where any student could meet confidentially with one of the SSO pastoral team. This substantially improved the support that we were able to provide to students with difficulties.</p> <p>All MME projects were allocated an expert electronics co-supervisor. Project plans were developed by students in consultation with these co-supervisors. This significantly increased the extent of technical advice available for these projects.</p>	“All learning resources should be uploaded onto the VLE”	All learning resources will be uploaded onto the VLE (or other on-line platform)
Organisation and management	Dr. Kia Ng was identified as the point-of-contact in Music for the MME programme, and Dr. Abbas Dehghani as the Mech Eng point-of-contact for the Mechatronics and Robotics programme. Staff from both Schools also met regularly with Mechatronics & Robotics students throughout the year. This significantly improved the extent of inter-school communication on both joint programmes.	Co-ordination between schools for joint programmes still not totally solved.	A joint Mech/Elec staff committee has been set up (at the request of the IMechE) to achieve better co-ordination between the two schools on administrative issues and on academic design & delivery. The membership includes the Directors of Student Education, Student Education Service Managers and Mechatronics programme manager/co-ordinators in both schools, as well as the leaders of all major project-based modules. The committee will also include student

			<p>representation. Prof. Robertson has been appointed as programme manager for Mechatronics & Robotics.</p> <p>A similar committee will be established for the new EEE/LUBS MSc in Engineering, Management and Business Technology.</p>
Learning resources	<p>The Digital Multimedia Lab was opened for 4 evenings per week*, in the latter half of semester 1, to enable students to work on the related Mobile Applications project. The Embedded Systems Laboratory was opened for 3-4 evenings per week* in the latter half of both semesters.</p> <p>*with supervision</p>	<p>There were some complaints about access to our computer laboratories, because, in order to maintain high teaching standards, the laboratories are not available on a self-service basis when scheduled classes are in progress.</p>	<p>We have made arrangements for all specialist software to be available either campus-wide, or at least on ISS computer clusters elsewhere in the Engineering Faculty. The location of alternative Engineering computer facilities will be published whenever our own laboratories are in use.</p>
Personal development	<p>Students were encouraged to use the LeedsforLife “Living CV” interface, with the specific aim of preparing for applications for industrial placements, but they did not like this tool.</p>	<p>No opportunities to develop presentation skills (Mechatronics & Robotics)</p> <p>No direction as to what to do after the course</p> <p>“More encouragement on (industrial) placements”</p>	<p>Presentation skills (and other study skills - e.g. report writing) introduced in new bi-weekly 2nd year tutorials (attended by students of all programmes).</p> <p>The faculty-run “employability” programme has been redesigned, with school-specific sessions informed by consultation with individual schools.</p> <p>There is a huge push to encourage students to secure industrial placements: this is the main focus of Level 1 & 2 employability sessions, & one of the main purposes of the new Faculty Employability Centre.</p>