

**ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2011-12**

**School: Electronic and Electrical Engineering Faculty: Engineering**

EXECUTIVE SUMMARY																		
Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate Programme Experience Survey					
	2010-11		2009-10		2008-09		2010-11		2009-10		2008-09		2010-11		2009-10		2008-09	
	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	*	86	83	82	67	84	81	83	76	84	76	82	79	82	81	78	56	80
Teaching	*	88	80	85	66	86	79	83	74	83	76	82	81	84	81	81	66	81
Assessment & feedback	*	65	62	61	44	61	60	56	56	57	47	54	69	68	68	63	53	62
Academic support	*	77	73	74	67	75	69	68	62	68	58	66	76	79	81	76	56	76
Organisation & management	*	82	76	79	59	79	70	83	63	73	58	70	67	77	83	73	57	75
Learning resources	*	87	87	85	85	86	79	77	80	76	82	77	81	82	85	81	91	82
Personal development	*	78	80	76	70	78	67	65	62	63	61	62	65	70	80	68	65	67

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 NSS data is available for 2010-11.

<b>Impact of 2009-10 actions</b>	The complete redesign of our core Integrated MEng/BEng programmes, with a strategic shift towards project work and hands-on learning in all levels, has been welcomed by our students who are now finding their courses more fulfilling and are enjoying the increased opportunities for learning and professional skills development.
<b>Achievements in 2010-11</b>	Our MEng “buddy” scheme was implemented across all our 1 <sup>st</sup> and 2 <sup>nd</sup> year laboratories, and has greatly improved the quality of demonstrator support available to students. The new 3 <sup>rd</sup> year project schedule was operated for the first time, with project work taking place entirely in the 2 <sup>nd</sup> semester. The 2 <sup>nd</sup> year Embedded Systems and Mobile Applications project-based modules were very popular. Students appreciated the quality of the School’s laboratory facilities and general study environment. Usage of the VLE has extended considerably, for both dissemination of learning materials and submission of coursework.
<b>Main actions for 2011-12</b>	Redevelopment of the joint programmes. A new staff member, with specialist music technology expertise, has taken over the management of the Music, Multimedia and Electronics programme and will redevelop the curriculum. The Mechatronics and Robotics curriculum will also be redeveloped. In both cases, communication with our partner Schools will be improved. Our personal tutoring system will be improved, with scheduled tutorials throughout Years 1-4, and usage of LeedsforLife for recording tutorial meetings. We will continue to develop ways of improving the feedback we provide to students, and to investigate the use of electronic devices to enhance course delivery and assessment.

**ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2010-11**

School: EEE

Faculty: Engineering

<b>Aspect</b>	<b>Progress with actions in response to 2009-10 feedback and indication of impact</b>	<b>Issues raised in 2010-11 feedback</b>	<b>Planned response in 2011-12</b>
<b>Overall satisfaction</b>	<p>The programmes have been through a 4 year radical overhaul and there have been many staff changes. Stability was thus required. There were far fewer changes in programme structure in 2010-11, and the 2011-12 programme structure is essentially unchanged.</p> <p>“ShockSoc” is being supported by the School to create a vibrant atmosphere and the number of events has increased.</p> <p>In completing the programme overhaul and establishing the Integrated Masters, we have reduced the number of 3<sup>rd</sup> year options but dramatically increased the number of fourth (final) year options. Students have the widest range of options available for many years and the MEng programmes are now clearly aligned to our research strengths.</p> <p>More Industrial lectures have been organised. Industrial input to programmes is now a top priority for the Faculty.</p>	<p>The Friday coffee mornings are popular.</p> <p>Excellent facilities.</p> <p>Good quantity of contact time and laboratory work.</p> <p>Not “forced” to take an elective module, so all content is relevant.</p> <p>More information required on links to industry</p>	<p>These will continue</p> <p>We take pride in the quality of our teaching facilities and are continually seeking opportunities to enhance the specialist equipment available for project work.</p> <p>This was the key aim of our recent programme redesign. Further refinements to new laboratory modules should make these even more successful in 2011-12</p> <p>No change</p> <p>All our programmes now have the option of spending a year in industry and we are planning to scale-up our industrial placements programme in conjunction with a Faculty-wide initiative.</p>
<b>Teaching</b>	<p>A concerted effort was made to ensure that staff only teach in, or very close to, the subject of their own research.</p> <p>We have also started to improve the peer review of lecturing so that we can identify areas for action.</p>	<p>There were still complaints about the teaching quality of a minority of lecturers, including issues with English language.</p>	<p>Through our programme review and Academic Board meetings we have emphasised to staff the importance of delivering the highest quality teaching. All staff are required to complete the ULTA2 lecturer training programme.</p> <p>As requested by students, where possible, lectures will be video-recorded and uploaded onto</p>

	<p>Staff were instructed to break up lectures with a variety of other activities.</p> <p>Staff have been encouraged to make greater use of text books (including e-books) and to avoid packing too much material into lectures.</p>		<p>the VLE. This facility is already available in the Rhodes Lecture Theatre.</p>
<b>Assessment and feedback</b>	<p>We have coordinated deadlines.</p> <p>The revised CoPA was issued to all students in hard copy. Feedback was improved through a Faculty wide initiative to move away from the “1<sup>st</sup> 2:1 2:2 3<sup>rd</sup>” marking mentality towards rigorous marking schemes. Marking schemes were made available to students for virtually all substantial coursework.</p>	<p>Marking schemes changed during the year.</p>	<p>No module codes provided, but this was most likely due to new staff taking over modules. Significant changes to module assessment require formal approval by the School Taught Student Education Committee.</p>
<b>Academic support</b>	<p>Teaching Fellows are now allocated to each teaching lab to support practical work.</p> <p>The MEng buddy scheme trial was a huge success – greatly increasing the demonstrator expertise available in labs. 4<sup>th</sup> year MEng students now demonstrate in almost all 1<sup>st</sup> and 2<sup>nd</sup> year laboratory modules.</p>	<p>Most/all lecturers are very helpful... Some lecturers are not helpful...</p> <p>Generally good support from personal tutors.</p> <p>MME: Lack of academic support. No personal tutor in Music.</p>	<p>Through our programme review and Academic Board meetings we have emphasised to staff the importance of providing high quality student support.</p> <p>Usage of the LeedsforLife website is being adopted to support personal tutoring. Personal tutor meetings are now included in the timetables of Year 2,3 and 4 students as well as Year 1.</p> <p>MME: An academic point of contact will be identified in the School of Music. See also below</p>
<b>Organisation and management</b>	<p>The timetable was dramatically improved this year through a concerted effort.</p> <p>Mechatronics has a new programme manager.</p> <p>MME has finally stabilised having been through several years of changes and the withdrawal of the BA.</p>	<p>Timetabling is non-uniform, with some very full days and other much quieter ones. Wednesday lectures clash with sporting commitments.</p>	<p>For programmes such as ours, which involve a large number of contact hours, including laboratory sessions of up to 3 hours in specialist facilities, some compromises are inevitable. It is not possible to keep Wednesday afternoons completely free of teaching. However, each year we seek the optimum timetable solution available. Now the programme restructuring is complete, this session we can prepare a full timetable constraint specification well in advance.</p>

		<p>MME: poor organisation &amp; communication between the 2 Schools. Some duplication of content in 1<sup>st</sup> year (Mathematics of Music and Science of Music modules). Modules do not fit together well.</p> <p>Elec. &amp; Comp. Eng: Computing modules very unrelated to the programme. Lack of communication between the 2 Schools.</p>	<p>MME: A new teaching fellow with specific expertise in music technology and creative music has just been appointed. He is the new MME programme manager and has undertaken a redevelopment of the MME programme.</p> <p>This programme has been discontinued.</p>
<b>Learning resources</b>	<p>Many students recognise that the School now has excellent resources and that staff are at the forefront of their fields.</p> <p>The VLE is now used to upload learning materials, and for electronic coursework submission, for most modules in the School.</p> <p>In some modules, other e-tools such as blogs and wikis have been adopted to support learning and assessment. Usage of e-books has, to date, been limited.</p>	<p>Library not open 24 hours. Electronics labs not open after 5pm.</p> <p>Mechatronics &amp; Robotics: over-full computer clusters in Mech Eng, and inadequate provision of specialist Mech Eng software (Solidworks)</p> <p>Some students would like every module to have learning materials on the VLE.</p> <p>Technician cuts mean that labs are not stocked as well.</p>	<p>The Embedded systems laboratory is open on Monday-Thursday evenings during term time. It is not practical to open the electronics lab outside office hours.</p> <p>A review of the Mechatronics and Robotics programme has been initiated.</p> <p>We are working towards this, although there are some modules (e.g. 1730 which was mentioned by students) for which on-line support is better provided elsewhere, and duplication is not necessary.</p> <p>We are seeking to increase teaching support as soon as finances permit.</p>
<b>Personal development</b>	<p>Students recognised that large amounts of project work (both individually and in groups) have greatly enhanced their personal development.</p>	<p>Criticism of the Careers Centre module.</p>	<p>Careers advice is now delivered within a new ELEC module on Professional Studies.</p>