

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2012-13
School: Electronic and Electrical Engineering **Faculty: Engineering**

EXECUTIVE SUMMARY																		
Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate Programme Experience Survey					
	2011-12		2010-11		2009-10		2011-12		2010-11		2009-10		2011-12		2010-11		2009-10	
	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	81	87	*	86	83	82	83	85	81	83	76	84	85	84	79	82	81	78
Teaching	86	90	*	88	80	85	84	84	79	83	74	83	88	85	81	84	81	81
Assessment & feedback	64	69	*	65	62	61	62	61	60	56	56	57	72	69	69	68	68	63
Academic support	77	80	*	77	73	74	77	72	69	68	62	68	83	80	76	79	81	76
Organisation & management	82	83	*	82	76	79	74	74	70	83	63	73	84	80	67	77	83	73
Learning resources	95	88	*	87	87	85	86	78	79	77	80	76	89	83	81	82	85	81
Personal development	86	81	*	78	80	76	68	68	67	65	62	63	70	71	65	70	80	68
Sector position	-	51/150	-	46/151	-	75/154												

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.

Impact of 2010-11 Actions	Employment of 4 th year MEng students as helpers in our 1 st and 2 nd year laboratories has greatly improved the quality of demonstrator support available to students. The 2 nd year Embedded Systems and Mobile Applications project-based modules have proved enormously popular and many students have delivered extremely high quality projects.
Achievements in 2011-12	The Music, Multimedia and Electronics programme has been redeveloped, and the new version was introduced for the 2012/13 session. Our personal tutoring system was improved, with scheduled tutorials extended into Years 2, 3 and 4. There was increased usage of VLE Gradebook for on-line assessment, marking and feedback. The new 4 th year MEng individual projects were run for the first time, and were very successful, with one student winning a national award for her project. A new graduate level teaching assistant has been recruited, who will provide substantial additional support for laboratory and project work.
Main actions for 2012-13	Improving feedback on assessments is a key priority: standard feedback templates have been developed for all principal forms of assessment, in consultation with staff and student reps. An overall calendar of coursework deadlines is being compiled, and return of marked work and feedback will be monitored. Where possible, coursework deadlines will be brought forward from the end of the semester so that students can receive feedback in time for exams. Staff workloads have been adjusted in order to improve academic support and the quality of teaching provided. Additional staff training is being investigated. Our Student Support Office is adopting a pastoral role to complement that provided by personal tutors, in order to provide students with better support. Personal tutors have been allocated to all MSc students on arrival, and scheduled MSc personal tutor meetings have been introduced. Redevelopment of the Mechatronics & Robotics programme will be completed.

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Aspect	Progress with actions in response to 2010-11 feedback and indication of impact	Issues raised in 2011-12 feedback	Planned response in 2012-13
Overall satisfaction	Industrial placements: a new School co-ordinator has been appointed who is working with the new Faculty Employability Office. There has been increased interest and take-up of industrial placements.	The main issues raised relate to Teaching, Assessment & Feedback, and Academic Support, as described below.	The appointment of a new graduate level teaching assistant has been a key development in boosting our academic support for teaching. This person will provide significant additional support for laboratory work, especially the 3 rd year electronic engineering projects. We are also making a significant effort to improve the feedback we provide to students (see below)
Teaching	Quality of lecturing by a minority of staff: 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>There were still complaints about the teaching quality of a minority of lecturers, in particularly associated with English language issues.</p> <p>Shortage of staff and hence programme content in electrical engineering.</p> <p>Some lecture modules are not well-related to applications</p>	<p>Teaching workloads have been adjusted to reduce pressure on staff with the highest loads. Our module portfolio is being rationalised this year, which will enable further reallocation of duties is planned for 2013-14. We are investigating pre-recording of lectures for upload on the VLE. We are also investigating presentation courses for lecturing staff.</p> <p>We are attempting to recruit in this area</p> <p>Review module content where appropriate</p>
Assessment and feedback	Previous actions have not had sufficient impact, so we have now made much more comprehensive changes in this area (see 2012-13 response)	Lack of feedback on assessed work, and slow return of feedback, is a key issue in some modules	Standard feedback templates have been developed for all principal forms of assessment, in consultation with staff and student reps. An overall calendar of coursework deadlines is being compiled, and return of marked work and feedback will be monitored. Where possible, coursework deadlines will be brought forward from the end of the semester so that students can receive feedback in time for exams.
Academic support	Usage of the LeedsforLife website was adopted to support personal tutoring. Experiences were mixed.	Students reported that some staff were not very approachable or responsive. In some cases, this was because of time commitments.	For staff with high teaching loads, these have been adjusted to try to avoid very high peaks in workload at particular times of year. All staff have

	<p>Personal tutor meetings have been included in the timetables of Year 2,3 and 4 students as well as Year 1. Attendance at these was patchy: students tend to forget if the meeting is not held every week.</p> <p>MME: Dr. Mark Marrington was appointed as the new programme director for MME. Kia Ng was confirmed as the academic point of contact in the School of Music.</p>		<p>been encouraged to be more willing to help students. Each member of staff will publicise a one-hour per week “office hour” when they can be visited without a prior appointment.</p> <p>We have appointed a new graduate level teaching assistant (see above)</p> <p>We have allocated personal tutors to all MSc students on arrival, and introduced scheduled personal tutor meetings for MSc students.</p> <p>Our Student Support Office is adopting a pastoral role to complement that provided by personal tutors, in order to provide students with better support.</p> <p>All MME projects now have an expert electronics co-supervisor. Project plans are being developed by students in consultation with these co-supervisors.</p>
Organisation and management	The MME programme has been redesigned, with new modules introduced and previous duplications and unpopular modules removed.	Student report lack of co-ordination/communication between EEE and Music, and EEE and Mech Eng, on the jointly delivered programmes.	Kia Ng has been identified as the point-of-contact in Music for the MME programme, and Abbas Dehghani as the Mech Eng point-of-contact for the Mechatronics and Robotics programme.
Learning resources	<p>A new graduate level teaching assistant has been appointed, who will provide significant additional support for laboratory work, especially in the 2nd floor project laboratory.</p> <p>Almost all modules make significant use of the VLE, and several module leaders use the VLE for</p>	No real issues: feedback on learning resources was generally very positive.	Maintaining up-to-date laboratories and equipment remains a top priority for the school. Over the summer, we have taken delivery of new motors for electrical engineering teaching, and robotic arms for robotics/embedded systems teaching.

	<p>marking and feedback.</p> <p>The Embedded systems laboratory was opened on Monday-Thursday evenings during term time.</p>	<p>Some comments about evening access. One student asked for the Digital Multimedia Lab to be opened in the evenings.</p>	<p>The Digital Multimedia Lab will be opened for 4 evenings per week*, in the latter half of semester 1, to enable students to work on the related Mobile Applications project. In the second semester, the Embedded Systems Laboratory will be opened for 4 evenings per week*, again in the latter half of the semester. (In response to student requests, we have also opened the Embedded Systems laboratory for 3 evenings per week* from Week 7 of Semester 1)</p> <p>*with supervision</p>
<p>Personal development</p>	<p>No specific issues raised</p>	<p>No specific issues raised</p>	<p>This year, we are encouraging students to develop CVs, with advice from Personal Tutors, using the LeedsforLife "Living CV" interface, with the specific aim of preparing for applications for industrial placements.</p>