

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

School: Process, Environmental and Materials 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	79	86	77	82	67	84	60	83	60	84	41	82	75	82	78	78	90	80
Teaching	82	88	76	85	71	86	59	83	56	83	51	82	81	84	81	81	84	81
Assessment & feedback	73	65	56	61	39	61	38	56	36	57	28	54	58	68	58	63	44	62
Academic support	84	77	85	74	70	75	62	68	62	68	59	66	77	79	69	76	77	76
Organisation & management	84	82	76	79	80	79	66	83	65	73	50	70	77	77	75	73	77	75
Learning resources	83	87	85	85	84	86	76	77	76	76	72	77	83	82	75	81	83	82
Personal development	85	78	78	76	77	78	57	65	54	63	51	62	69	70	69	68	75	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)

Impact of 2009-10 actions	Majority of NSS, UG and PG programme experience survey scores have improved, with only slight decreases in academic support and learning resources apparent in NSS. Overall satisfaction has increased in NSS, remained same for UG surveys, and decreased slightly for PG survey. Results are still poor, however, with significant variations across programmes apparent from more detailed analysis. UG survey results are particularly disappointing. Key area that needs addressing remains Assessment & Feedback.
Achievements in 2010-11	A detailed Action Plan has been in place since 2009 to address student education shortcomings within the School. This year this has involved the continued rationalisation of programmes and modules, freeing up staff time for increased student engagement, as well as the reallocation of staff between modules. Programme meetings with students were extended and module-specific drop-in sessions established, with more information on the VLE, marking criteria/assessment schedules published, revised module surveys provided, and more intellectually stimulating course material introduced at higher levels. Local computer clusters were booked for cafeteria access, with further investment in equipment for research projects at UG and PGT levels, and engagement of more staff/equipment in projects. The School Ball has also now become an annual event.
Main actions for 2011-12	School-wide actions concern continued focussing of taught provision, with fewer programmes and discipline areas. Continued review of curriculum to reduce teaching workload, and increase student engagement, as well as allowing further reallocation of staff, timetabled tutorials/examples classes and feed-back sessions, and reduced assessment load on students. More specific programme meetings, and programme-specific tutorials/ examples classes, to be established. New work area with PC access for all students, and ongoing investment in equipment for laboratories and research projects. Greater student engagement through involvement in module and mid-year programme surveys, as well as revitalised focus group in response to programme survey/NSS feedback, and league table performance, to be re-established based on Student-Staff Forum membership. An updated, detailed Action Plan in response to feedback has been written.

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Aspect	Progress with actions in response to 2009-10 feedback and indication of impact	Issues raised in 2010-11 feedback	Planned response in 2011-12
Overall satisfaction	No School-wide actions since in addressing other issues and via changes at programme level it was felt that overall satisfaction would improve. Student Focus Group in response to surveys, feedback and league table performance unsuccessful.	Majority of NSS, UG and PG programme experience survey scores have improved. Overall satisfaction has increased in NSS, stayed same for UG surveys, and decreased slightly for PG survey. Results are still poor, however, with significant variations across programmes.	School-wide actions concern continued focussing of taught provision, with fewer programmes and discipline areas. Focus group in response to programme survey/NSS feedback, and league table performance, to be re-established based on Student-Staff Forum. Continue curriculum review.
Teaching	Reallocation of staff continued, programme meetings with students extended, module-level changes implemented, Peer Review Team less effective than was hoped.	Differences between programme areas and staff apparent. Enthusiasm and helpfulness of staff remain issues, with intellectual stimulation, relevance of course, interest generated by lecturers and quality of explanations of increased importance.	Reallocation of staff to continue, Peer Review Team (PRT) recommendations regarding remedial action where reviews fall below acceptable level, programme meetings with students to continue with smaller student groups, smaller programme-specific tutorials/examples classes.
Assessment and feedback	Three week feedback limit maintained, increased engagement through reduced teaching, more information on VLE with many marking criteria/assessment schedules published, module-specific drop-in sessions implemented, revised module surveys.	Feedback remains the major issue across all programmes despite improvements in satisfaction. Return of feedback and accessibility of staff have improved, with quality of comments, fairness of assessment and availability of marking criteria now major issues.	PRT to recommend specific improvements, reduction in teaching to increase engagement, enforce marking criteria/assessment schedules on VLE, re-enforce monitored appointments system for students to meet staff, student involvement in module and mid-year programme surveys.
Academic support	Increased staff engagement through teaching workload reduction, increase in programme meetings and timetabled drop-in sessions.	Problems with staff availability, quality of advice and support, and availability of advice in regards to study choices, remain issues.	Increased staff engagement through teaching workload reduction, recommendations for specific improvements from PRT, more specific programme meetings and tutorials/examples classes, re-enforce monitored appointments system.
Organisation and management	Continued rationalisation of programmes and modules with student consultation through programme meetings, increase in programme meetings and module-specific drop-in sessions	Lack of consultation with students on changes to course structure, and problems in organisation and smooth running of course. Student workload now a major issue.	Continued rationalisation of programmes and modules with student consultation, more specific programme meetings, programme-specific tutorials/examples classes, reduced assessment load on students.
Learning resources	Booking of local computer clusters implemented for cafeteria access, further investment in equipment for research projects at UG and PGT levels, engagement of more staff/equipment in projects.	Comments on lack of access to IT resources and lack of specialised equipment for research projects remain issues.	Booking of local computer cluster for cafeteria access, new work area with PC access for all students, ongoing investment in equipment for laboratories and research projects.
Personal development	Further rationalisation of programmes and modules to address issues implemented, with improved feedback on presentations, and introduction of appropriate problems at higher levels.	Issues with confidence which students feel in tackling unfamiliar problems, and in presentations, remain, with lack of intellectual stimulation an underlying issue.	Further rationalisation of programmes and modules to address issues, with timetabled feedback sessions. Module content to be re-examined through curriculum review.

