

**ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2012-13**

**School: Process, Environmental and Materials Engineering**

**Faculty: Engineering**

<b>EXECUTIVE SUMMARY</b>																		
<b>Aspect</b>	<b>National Student Survey</b>						<b>Undergraduate Programme Experience Survey</b>						<b>Postgraduate Programme Experience Survey</b>					
	<b>2011-12</b>		<b>2010-11</b>		<b>2009-10</b>		<b>2011-12</b>		<b>2010-11</b>		<b>2009-10</b>		<b>2011-12</b>		<b>2010-11</b>		<b>2009-10</b>	
	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>
<b>Overall satisfaction</b>	88	87	79	86	77	82	61	85	60	83	60	84	85	84	75	82	78	78
<b>Teaching</b>	88	90	82	88	76	85	57	84	59	83	56	83	83	85	81	84	81	81
<b>Assessment &amp; feedback</b>	77	69	73	65	56	61	44	61	38	56	36	57	53	69	58	68	58	63
<b>Academic support</b>	89	80	84	77	85	74	67	72	62	68	62	68	75	80	77	79	69	76
<b>Organisation &amp; management</b>	91	83	84	82	76	79	68	74	66	83	65	73	84	80	77	77	75	73
<b>Learning resources</b>	96	88	83	87	85	85	76	78	76	77	76	76	85	83	83	82	75	81
<b>Personal development</b>	92	81	85	78	78	76	57	68	57	65	54	63	72	71	69	70	69	68
<b>Sector position</b>	-	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)

<b>Impact of 2010-11 actions</b>	All NSS scores have improved, with a significant improvement overall. PG programme experience survey results have also improved in most areas, and significantly overall, although Assessment & Feedback and Academic Support do show a decline. UG programme survey shows a slight improvement overall and in the majority of aspects. However, a more detailed analysis demonstrates a significant variation between years surveyed, with Year 2+ feedback being particularly poor, and across programmes.
<b>Achievements in 2011-12</b>	A detailed action plan was put in place for 2011-2012 to address student education shortcomings which focussed on actions at School and Programme level, and in building a closer partnership with all taught students. In the former, efforts were undertaken to re-enforce a shared common purpose within the School, with greater focussing on chemical engineering as a discipline. Rationalising programmes and reducing teaching load, thereby freeing up staff time for increased student engagement in tutorials/examples classes, continued. Additionally, smaller programme-related tutorials/examples classes were introduced in large cross-programme modules, with a reduced assessment load on students implemented in semester 2, and full compliance with publishing marking criteria on the VLE enforced. A closer partnership was promoted through student-run mid-year programme surveys and module surveys in the 2 <sup>nd</sup> Semester. A monitored appointments system for students to meet staff was also re-enforced.
<b>Main actions for 2012-13</b>	School-wide actions concern continued focussing of taught provision, with fewer programmes, modules and discipline areas, and reduced student assessment. Continued review of curriculum, with student consultation and in line with Curriculum Enhancement Project, to reduce teaching workload, increase student engagement and allow reallocation of staff. Establish weekly scheduled tutorial programme, with academic and personal development sessions, and roll-out Faculty employability sessions. Guidelines for feedback to be agreed with students. Better scheduling of assessments and feedback sessions. Continue programme meetings with greater Student-Staff Forum member and staff involvement. Students to run module survey process. New research project laboratories and equipment to be provided.

**ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2012-13**

**School: Process, Environmental and Materials Engineering      Faculty: Engineering**

<b>Aspect</b>	<b>Progress with actions in response to 2010-11 feedback and indication of impact</b>	<b>Issues raised in 2011-12 feedback</b>	<b>Planned response in 2012-13</b>
<b>Overall satisfaction</b>	School-wide actions concerned focussing of taught provision, with fewer programmes and discipline areas. Curriculum review continued. Student focus group in response to student feedback, and league table performance, re-established but did not report.	Majority of NSS, UG and PG programme experience survey scores improved, with overall satisfaction increased in all. Further analysis shows significant variation between years surveyed, with Year 2+ feedback particularly poor, and across programmes.	School-wide actions concern continued focussing of taught provision, with fewer programmes, modules and discipline areas. Ongoing curriculum review to reduce workload and improve engagement. Re-enforce shared common purpose within School. Continue annual academic review meetings.
<b>Teaching</b>	Reallocation of staff continued, as did student programme meetings, and smaller programme-specific tutorials/examples classes introduced. Peer review team established but did not function due to poor staff engagement. Overtaken by University developments.	Significant differences between programme areas and staff still persist. Enthusiasm and helpfulness of staff remain issues, with intellectual stimulation, interest generated in lectures and quality of explanations all of importance.	Continue reallocation of staff. Establish weekly scheduled tutorial programme, with academic sessions. Continue to revise courses through curriculum review and extend in line with Curriculum Enhancement Project. Greater interaction with industry, including more industrial speakers and site visits. Greater SSF involvement in programme meetings.
<b>Assessment and feedback</b>	Reduction in teaching to increase engagement, with marking criteria/assessment schedules on VLE enforced. Monitored appointments system for students to meet staff re-enforced, student involvement in module and mid-year programme surveys introduced. Reduced student assessment.	Feedback remains major issue across all years despite improvements. Promptness of feedback, and quality, detail and usefulness of comments, remain issues. Fairness of assessment and availability of marking criteria improved, but problems remain.	Establish weekly scheduled tutorial programme, with academic and personal development sessions. Students to run module survey process. Guidelines for feedback to be agreed with students. Reduction in teaching to increase engagement. Better scheduling of assessments and feedback sessions.
<b>Academic support</b>	Increased staff engagement through teaching workload reduction, more specific programme meetings and tutorials/examples classes, re-enforcing of monitored appointments system.	Problems with staff availability, quality of advice and support, and availability of advice in regards to study choices, remain issues.	Establish weekly scheduled tutorial programme, with academic and personal development sessions. Increased staff engagement through teaching workload reduction. Continue programme meetings with greater staff involvement. More student-driven social events with staff.
<b>Organisation and management</b>	Continued rationalisation of programmes and modules with student consultation, more specific programme meetings, programme-specific tutorials/examples classes, reduced assessment load on students.	Problems in organisation and smooth running of course, and student workload, are now the main issues. Lack of consultation with students on changes to course structure could be improved, with timetabling another significant issue.	Continue rationalisation of programmes/modules with student consultation via SSF. Complete curriculum review with larger modules and less assessment. Better scheduling of assessment and feedback sessions. Greater SSF and staff involvement in programme meetings, more programme-specific tutorials classes.
<b>Learning resources</b>	Booking of local computer cluster for cafeteria access, new work area with PC access for all students under development, ongoing investment in equipment for laboratories and research projects.	Comments on lack of access to IT resources and lack of specialised equipment for research projects remain issues.	New work area with PC access for all students already opened, opening of new research project laboratories imminent, ongoing investment in equipment for laboratories and projects.
<b>Personal development</b>	Further rationalisation of programmes and modules to address issues, with appropriate feed-back sessions. Module content re-examined through curriculum review.	Lack of support, and confidence which students feel in tackling unfamiliar problems and in presenting themselves, remain as issues, with lack of development of career skills also significant.	Roll-out weekly scheduled tutorial programme with personal development sessions, and Faculty employability sessions. Curriculum review to further address issues, with timetabled development sessions.