

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

Faculty of Engineering

School of Process, Environmental and Materials 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>2012-13</b>		<b>2011-12</b>		<b>2010-11</b>		<b>2012-13</b>		<b>2011-12</b>		<b>2010-11</b>		<b>2012-13</b>		<b>2011-12</b>		<b>2010-11</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>	84	87	88	87	79	86	67	85	61	85	60	83	83	87	85	84	75	82
<b>Teaching</b>	83	89	88	90	82	88	63	85	57	84	59	83	86	87	83	85	81	84
<b>Assessment &amp; feedback</b>	67	71	77	69	73	65	36	59	44	61	38	56	59	75	53	69	58	68
<b>Academic support</b>	86	81	89	80	84	77	71	72	67	72	62	68	85	85	75	80	77	79
<b>Organisation &amp; management</b>	87	84	91	83	84	82	67	73	68	74	66	83	84	85	84	80	77	77
<b>Learning resources</b>	91	90	96	88	83	87	80	81	76	78	76	77	80	86	85	83	83	82
<b>Personal development</b>	90	81	92	81	85	78	66	69	57	68	57	65	68	77	72	71	69	70
<b>Sector position</b>	-	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)

<b>Impact of 2011-12 actions</b>	NSS scores are all down, although compared to the previous two years the most significant decline is in Assessment & Feedback. When broken down by programme, the issue with Assessment & Feedback remains, although one programme in particular has had a significant negative impact on all categories. NSS results for Nanotechnology programmes (recently taken over and not included in the above figures) are all a significant improvement on previous years, with an overall satisfaction of 82%. UG Programme Survey results have improved overall, with increases in the majority of categories, although in the main they remain poor with Assessment & Feedback particularly low. A more detailed analysis demonstrates a significant variation between years surveyed, with Year 2+ feedback being particularly poor across all programmes. PG results are similar to last year, and remain better than UG results, although Assessment & Feedback remains an issue.
<b>Achievements in 2012-13</b>	A detailed action plan was put in place for 2012-2013 to address shortcomings which focussed on actions at school and programme level, and in building a closer partnership with all taught students. In the former case, actions concerned continued focussing of taught provision, with fewer programmes, modules and discipline areas, and larger modules and less assessment, with the recommendations of an ongoing curriculum review to reduce staff workload and improve their engagement with students rolled out at L1 and L2. Reallocation of staff to improve their impact on student education was continued. A closer partnership was promoted through a weekly scheduled tutorial programme, with academic, personal development and Faculty employability sessions. Programme meetings were continued, but with a revised format that promotes greater SSF student representative involvement, and students ran the module survey process.
<b>Main actions for 2013-14</b>	School-wide actions concern continued focussing of taught provision, and reduced student assessment, allowing students to put more time into each assignment. Ongoing curriculum review to reduce staff workload and improve staff engagement with students, with L3 and L5 changes to be approved this year (except for Aviation, where L3 changes rolled out in 2012-13). Refine weekly scheduled tutorial programme, with greater emphasis on advice on programme choices, personal development and career skills, and better tie in with Faculty employability sessions, and incorporating feedback where possible. Guidelines for feedback to be agreed with students via SSF, and Teaching Enhancement Scheme project to focus on issue with staff, with other projects focussing on tutorial content and teaching quality issues. Scheduling of assessments and feedback sessions to be provided to students, with increase of minimum requirement for module information on VLE. Ongoing investment in equipment for laboratories and project work. Explore possibility of providing greater PC access for all students.

<b>Summary of student involvement in the production of this Action Plan</b>	<p>The action plan was presented and discussed at a Student-Staff Forum meeting, and was subsequently sent to all students within the School (as well as to all staff involved in teaching) for consideration and comment. Responses from students were co-ordinated through course representatives who are members of the Forum, although some comments were sent directly to the School SSO. The responses and plan amendments were discussed at a subsequent SSF meeting. The action plan will also be used as the basis of a personal tutorial for all students in the coming months.</p>
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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
<b>Overall satisfaction</b>	<p>School-wide actions concerned continued focussing of taught provision, with fewer programmes, modules and discipline areas, allowing staff resources to be increased in our core programmes. Ongoing curriculum review reduced staff workload and improved their engagement with students, particularly at L1 and L2. Shared common purpose within School re-enforced.</p>	<p>NSS scores down in all categories with major issue Assessment &amp; Feedback, although Nano-technology results a significant improvement on previous years. UG Programme Survey results improved overall, although remain poor, with Assessment &amp; Feedback particularly low, and with Year 2+ feedback poor. PG results similar to last year, but Assessment &amp; Feedback remains an issue.</p>	<p>School-wide actions relate to continued focussing of taught provision, with fewer programmes, modules and discipline areas. Ongoing curriculum review to reduce staff workload and improve their engagement with students, with L3 and L5 changes to be approved this year. Continue to re-enforce shared common purpose within School, and annual academic review meetings.</p>
<b>Teaching</b>	<p>Continued reallocation of staff. Weekly scheduled tutorial programme introduced across all years. Revision of programmes through curriculum review continued. Better interaction with industry, including more site visits. Greater SSF involvement in programme meetings.</p>	<p>Significant differences between programme areas, years and staff persist, with staff engagement and helpfulness still issues. Lack of enthusiasm, interest generated in lectures and quality of explanations all need improvement. Marking criteria should be clearer.</p>	<p>Continue reallocation of staff, with key staff as leaders of larger modules. Refine weekly scheduled tutorial programme and improve tie in with employability sessions. Finalise programme revisions taking account of Curriculum Enhancement Project. Engage staff in relevant Teaching Enhancement Scheme projects. Increase minimum requirements for module information on VLE.</p>
<b>Assessment and feedback</b>	<p>Weekly scheduled tutorial programme established, with students running module survey process. Guidelines for feedback under discussion with SSF representatives, to be agreed with all students. Reduction in teaching to increase engagement. Better scheduling of assessments and feedback sessions delayed.</p>	<p>Assessment and feedback remains major issue across all years and programmes. Promptness of feedback, and quality, detail and usefulness of comments, still problem areas. Fairness of assessment and availability of marking criteria also significant issues.</p>	<p>Refine weekly scheduled tutorial programme and incorporate feedback where possible. Guidelines for feedback to be agreed with students via SSF, and Teaching Enhancement Scheme project to focus on issue with staff. Scheduling of assessments and feedback sessions to be provided to students, with new feedback guidelines issued. Improved engagement of staff with students through reduced staff workload.</p>
<b>Academic support</b>	<p>Weekly scheduled tutorial programme established, with increased staff engagement through teaching workload reduction. Programme meetings continued with greater involvement of SSF student representatives. More student-driven social events with staff ongoing.</p>	<p>Staff availability and support less of an issue this year, although lack of general advice and availability of advice in regards to study choices remain issues.</p>	<p>Refine weekly scheduled tutorial programme, with greater emphasis on advice issues. Teaching Enhancement Scheme project to focus on tutorials. Increased staff engagement through teaching workload reduction. Continue programme meetings, with more student-driven social events with staff.</p>

<p><b>Organisation and management</b></p>	<p>Rationalisation of programmes/modules continued with student consultation via SSF and programme meetings. Curriculum review resulted in larger modules and less assessment at L1 and L2. Better scheduling of assessment and feedback sessions delayed, although greater SSF student representative involvement in programme meetings and more programme-specific tutorials achieved.</p>	<p>Problems in organisation and smooth running of courses persist. Consultation with students on changes to course structure could be improved, with timetabling another significant issue.</p>	<p>Ongoing rationalisation of programmes and modules with student consultation via SSF. Complete curriculum review with larger modules and less assessment at L3 and L5. Improved module management through requirement to address student comments in module reviews. Provide students with schedules of assessment and feedback sessions. Continue SSF involvement in programme meetings, and introduce programme-specific tutorials classes.</p>
<p><b>Learning resources</b></p>	<p>New work area with PC access for all students and new research project laboratories opened. Ongoing investment in equipment for laboratories and projects, with increased project consumable budgets.</p>	<p>Lack of access to IT resources and lack of specialised equipment and facilities for projects remain issues.</p>	<p>Ongoing investment in equipment for laboratories and project work. Explore possibility of providing greater PC access for all students.</p>
<p><b>Personal development</b></p>	<p>Weekly scheduled tutorial programme with personal development sessions rolled-out, together with Faculty employability sessions. Curriculum review further addressed issue, with more development activities in modules.</p>	<p>Support to students, confidence which students feel in tackling unfamiliar problems and in presenting themselves in the main are improved, as is help available in support of personal development and development of career skills. Still room for improvement.</p>	<p>Refine weekly scheduled tutorial programme, with greater emphasis on personal development and career skills, and better tie in with Faculty employability sessions. Completion of curriculum review to further address issues. Introduce relevant activities in now vacant "exam period" in January, also using this period for assessment, thus reducing pressure on students towards the end of semester 2.</p>