

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2014-15

Faculty of Engineering

School of Chemical and Process Engineering

EXECUTIVE SUMMARY																		
Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate Programme Experience Survey					
	2013-14		2012-13		2011-12		2013-14		2012-13		2011-12		2013-14		2012-13		2011-12	
	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	95	88	84	87	88	87	64	85	67	85	61	85	71	85	83	87	85	84
Teaching	93	90	83	89	88	90	56	85	63	85	57	84	76	86	86	87	83	85
Assessment & feedback	74	71	67	71	77	69	39	62	36	59	44	61	53	71	59	75	53	69
Academic support	94	82	86	81	89	80	67	73	71	72	67	72	68	82	85	85	75	80
Organisation & management	91	85	87	84	91	83	59	75	67	73	68	74	69	81	84	85	84	80
Learning resources	94	91	91	90	96	88	78	83	80	81	76	78	79	85	80	86	85	83
Personal development	96	82	90	81	92	81	63	72	66	69	57	68	64	77	68	77	72	71
Sector position	-	50/146	-	57/147	-	51/150												

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)

Headline achievement in 2013-14	National Student Survey student satisfaction increased 11% over 2013-2014, with 95% of students now satisfied overall with their course.
Main actions for 2014-15	<ol style="list-style-type: none"> 1. Develop project involving students and staff to recommend new assessment and feedback guidelines. 2. Develop project involving students and staff to recommend changes to weekly tutorial programme to better support feedback, student advice, personal development and career skills. 3. Year tutors to offer additional support to students via induction and programme meetings, and consultation sessions.
Summary of student involvement in the production of this Action Plan	The action plan was sent to all students within the School (as well as to all staff involved in teaching) for consideration and comment, and was presented and discussed at a Student-Staff Forum meeting. Responses from students were co-ordinated through course representatives who are members of the Forum. The plan will be further discussed at subsequent SSF meetings, and will be used in personal tutorials for all students in the coming months.

AGREED ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2014-15

School: Chemical and Process Engineering

Faculty: Engineering

Aspect	Progress with 2013-2014 actions and indication of impact	Agreed Issues/Actions for 2014-2015	Responsibility/Expected completion date
Overall satisfaction	School-wide actions concerned ongoing focussing of taught provision, with fewer programmes, modules and discipline areas. Curriculum review to reduce staff workload and improve engagement with students, with L3 and L5 changes completed. Shared common purpose within School re-enforced, and annual academic review meetings continued.	NSS scores improved in all categories, whilst Programme Surveys all down bar in one case. Major issue Assessment & Feedback. School-wide actions relate to continued focussing of taught provision, with previous gains to large extent negated by new Centre of Doctoral Training courses. Continue to re-enforce shared common purpose within School, and annual academic review meetings.	<ul style="list-style-type: none"> • Focussing of taught provision – STSEC • Re-enforce shared common purpose – HoS, EMB • Academic review meetings – HoS, DoSE, DoR • Ongoing
Teaching	Continued reallocation of staff, with key staff now leading larger modules. Weekly scheduled tutorial programme linked with employability sessions. Programmes revised taking account of Curriculum Enhancement Project. Minimum requirements for module information increased on VLE.	Differences between programme areas and staff persist, with staff engagement and helpfulness issues. Lack of enthusiasm in lectures and quality of explanations need improvement. Assessment arrangements and marking criteria should be clearer. Engage staff in relevant Teaching Enhancement Scheme projects and enforce minimum requirements for information on VLE.	<ul style="list-style-type: none"> • Engage staff in relevant TES projects – HoS, STSEC • Enforce minimum requirements on VLE – STSEC • By end 2014-2015 session
Assessment and feedback	Feedback incorporated in weekly scheduled tutorial programme where possible. Improved engagement of staff with students through reduced staff workload. Students provided with schedules of assessment and feedback sessions at L1 and L2. Feedback guidelines discussed with SSF and student survey undertaken by SSF members, but Teaching Enhancement Scheme project to focus on issue ongoing.	Assessment and feedback remain major issues across all years and programmes. Promptness of feedback, and quality, detail and usefulness of comments, are still problem areas. The ways in which the School responds to student feedback are also clearly not apparent to the students. Establish effective Teaching Enhancement Scheme project involving staff and students, and agree and issue new feedback guidelines. Further refine weekly scheduled tutorial programme to better support feedback where possible. Scheduling of assessments and feedback sessions to be provided to students at all levels. More effective communication on course changes via SSF and programme meetings, with SSF involvement with latter.	<ul style="list-style-type: none"> • TES project on assessment and feedback – HoS, STSEC, SSF • New feedback guidelines – STSEC, SSF • Modification tutorial programme – STSEC • Assessment/feedback schedules – STSEC, SSO • Communication on changes – STSC, SSF, Year Tutors • By end 2014-2015 session
Academic support	Weekly scheduled tutorial programme modified to include greater emphasis on advice. Increased staff engagement through teaching workload reduction. Year Tutors introduced to improve support through induction and programme meetings, and published availability for student consultation.	Staff availability and support still an issue, as are lack of general advice and availability of advice on study choices. Teaching Enhancement Scheme project with staff and students to focus on tutorials, with subsequent refinement of weekly scheduled tutorial programme to give greater emphasis on advice issues. Year Tutors to increase regularity of programme meetings and improve availability for student consultation. More student-driven social events with staff.	<ul style="list-style-type: none"> • TES project on tutorials – HoS, STSEC, SSF • Modification tutorial programme – STSEC • Programme and consultation meetings – Year Tutors • Social events – SSF • By end 2014-2015 session

<p>Organisation and management</p>	<p>Ongoing rationalisation of programmes and modules with student consultation via SSF. Larger modules and less assessment at L3 and L5 implemented. Improved module management through requirement to address student comments in reviews of all modules. Students provided with schedules of assessment and feedback sessions at L1 and L2. Year Tutors introduced to run induction and programme meetings, with published availability for student consultation.</p>	<p>Problems in organisation and smooth running of courses remain, with staff accessibility also an issue. Consultation with students on changes to courses and how feedback has been acted upon need improvement. Provide students with schedules of assessment and feedback at all levels. Continue to increase SSF involvement in course development and programme meetings. Year Tutors to increase regularity of programme meetings and improve availability for student consultation. Monitor staff compliance with published assessment and feedback schedules.</p>	<ul style="list-style-type: none"> • Assessment/feedback schedules – STSEC, SSO • Increase SSF involvement – STSEC, SSF • Programme and consultation meetings – Year Tutors • By end semester 1, 2014-2015 session
<p>Learning resources</p>	<p>Ongoing investment in equipment for laboratories and project work, with increased project consumable budgets. Fewer issues associated with lack of access to IT resources since new work area with PC access opened.</p>	<p>Lack of specialised equipment and facilities for projects remains an issue, with unavailability of IT resources a problem at certain times. Investment in equipment and facilities required, with better PC access for students also of benefit.</p>	<ul style="list-style-type: none"> • Investment in equipment and facilities – HoS • Better PC access – HoS • Ongoing
<p>Personal development</p>	<p>Weekly scheduled tutorial programme modified, with greater emphasis on personal development and career skills, and better tie in with Faculty employability sessions. Relevant activities in now vacant “exam period” in January introduced at L1 and L2.</p>	<p>Support to students, student confidence in tackling new problems and in presenting themselves improved, although further improvement desirable. Better support for personal development and development of career skills also required. Further refinement of tutorial programme required, with improvement in relevance of employability sessions. Roll-out relevant activities in January “exam period” at all levels.</p>	<ul style="list-style-type: none"> • Modification tutorial programme – STSEC • Relevance of employability sessions – STSEC • “Exam period” activities – STSEC • By end semester 1, 2014-2015 session