

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2015-16

**Faculty of Engineering
School of Chemical and Process Engineering**

EXECUTIVE SUMMARY																		
Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate Programme Experience Survey					
	2014-15		2013-14		2012-13		2014-15		2013-14		2012-13		2014-15		2013-14		2012-13	
	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	91	90	95	88	84	87	72	87	64	85	67	85	69	85	71	85	83	87
Teaching	90	92	93	90	83	89	65	86	56	85	63	85	68	85	76	86	86	87
Assessment & feedback	74	74	74	71	67	71	43	63	39	62	36	59	47	71	53	71	59	75
Academic support	91	85	94	82	86	81	68	74	67	73	71	72	61	82	68	82	85	85
Organisation & management	91	85	91	85	87	84	67	76	59	75	67	73	67	82	69	81	84	85
Learning resources	92	92	94	91	91	90	84	84	78	83	80	81	82	87	79	85	80	86
Personal development	95	85	96	82	90	81	67	72	63	72	66	69	63	76	64	77	68	77
Sector position		21/145	-	50/146	-	57/147												

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 2014-15	<p><i>Provide a single, concise headline achievement for the School from 14-15 which can be included in further communication to students.</i></p> <p>2nd in the UK for student experience - The Times and Sunday Times University League Table 2016</p> <p>Results from the NSS show Aerospace is ranked 1st out of 10 in the Russell Group, which an excellent achievement. Unfortunately, we are ranked 5th out of 11 in the Russell Group of Universities for Chemical and Process Engineering, down from 3rd in 2014. Although this is still a good position, we will need to improve.</p> <p>Assessment and feedback continues to be the single most important factor that affects the overall satisfaction rating that the school achieves in NSS, PGT and UG surveys. In most cases other factors score over 90% and so, through continuous improvement in the medium to long term, we will aim to improve these ratings. However, in the short term, our focus will be to improve the way which we conduct our assessment and feedback for all students.</p>
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<p>Main actions for 2015-16</p>	<p><i>List 3 actions – to be included on the posters to be produced for each School</i></p> <ol style="list-style-type: none"> 1. A series of focus group meetings, co-ordinated by the Student Reps and LUU will be arranged to engage as wide a range of opinion as possible on specific topics. The first meeting will focus on assessment and feedback. 2. Project selection for MEng and MSc students, piloted for 2016-17 MEng projects. 3. Use of Electronic Gradebook (EGB) for marking and work load planning.
<p>Summary of student involvement in the production of this Action Plan</p>	<p>All students will be asked to participate in development of this plan through the Student-Staff Forum and planned focus group meetings.</p>

AGREED ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2015-16

Aspect	Progress with 2014-2015 actions and indication of impact	Agreed Issues/Actions for 2015-2016	Responsibility/Expected completion date
<p>Overall satisfaction</p>	<p>NSS scores improved in all categories, whilst Programme Surveys all down bar in one case. Major issue Assessment & Feedback. Schoolwide 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. Progress: Major curriculum changes are now complete and structure of the programmes are accredited.</p>	<p>A review of vertical integration through Level 1 to 4 will be conducted, with the aim to show a clear development of learning themes.</p>	<p>Proposals for any programme changes will be agreed through STSEC and the 2016-17 Action Plan will contains details of proposed changes.</p>
<p>Teaching</p>	<p>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. Progress: The initial stages of this review have been completed; but this will be an ongoing</p>	<p>A review of key modules and their links will be conducted (as part of vertical integration review). The Teaching Enhancement Scheme will be used to identify proposals for innovation in the delivery of modules. Proposals will be shared with Students for consultation.</p>	<p>List of proposals for implementation in 2016-17 Action Plan. The first teaching improvement proposal to be piloted will be project selection for MEng and MSc students. Feedback from the PGT 2015 survey indicates that students feel unprepared for their</p>

	process.		project/dissertation/practical work. One factor that leads to this is a delay in the first semester while students are matched with supervisors and projects, which in some cases may not leave the students with a project that best fits their capabilities. Civil Engineering has been using a system whereby project proposals are posted by staff and students are able to review these and post a preference. In addition, assessment at key stages of the project is managed through this system and allows timely, consistent assessment and feedback. This system will be piloted for 2016-17 MEng projects.
Assessment and feedback	<p>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.</p> <p>Progress: Feedback through tutorial programme implemented and workload assessment is now part of yearly planning.</p>	A focus group will be scheduled to consult with Students on the issues that are affecting this area.	<p>Focus Groups</p> <p>Assessment and feedback is one of a number of factors that the School would like Students to give us ideas on how to improve. Whilst the Student-Staff Forum and Student Reps are the main route for exchange of ideas, in order to engage as wide a range of opinion as possible on specific topics a series of focus group meetings, co-ordinated by the Student Reps and LUU will be arranged. The agenda and schedule for the meetings will be set by the DSE, Student Representative and LUU Representative. Initial, the first meeting will focus on assessment and feedback, with the intention to hold it in time for changes to be approved for next year's programme. Other meetings will follow.</p> <p>A focus group to be scheduled for early Semester 2, with feedback to March STSEC for approval of any proposed programme changes.</p>
Academic support	<p>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.</p> <p>Progress: The tutorial programme has been</p>	The function and content of personal tutorials is the subject of a Teaching Enhancement Scheme group and proposals for changes are expected in Semester 2.	<p>Teaching Enhancement Scheme proposals to March STSEC for approval of any proposed programme changes.</p> <p>In the short term, Module Leaders will be asked to arrange regular drop-in sessions for students to attend. Drop-in sessions will be linked to lecture topics and spaced throughout the teaching year.</p>

	developed further and will continue to do so.		In addition, Students will be encouraged to use the Discussion Board feature on VLE and Module Leaders will be asked to create one for each module.
Organisation and management	<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>Progress: All the changes proposed above have been implemented.</p>	The next stage of development in this area will be to look at vertical integration of key modules with continuous development of learning themes. Results from the Teaching Enhancement Scheme Groups will be reviewed and a Programme Development Plan produced that will aim to create new programmes over the course of the next 2-3 years.	<p>Create a Development Plan for each Programme, to be presented and agreed at STSEC.</p> <p>Use of Electronic Gradebook (EGB) for marking and work load planning.</p> <p>Good assessment and feedback will rely on number of underlying systems. In order to get the correct balance between timely and rigorous assessment to maintain standards, with formative assessment to allow learning from feedback, we need to look across the whole programme on the type and number of assessments we do. A move to a new system called Electronic Gradebook will assist the school in this transition. Whilst students will not see any of the EGB functions, teachers and tutors will be able to get data on performance throughout the year that can be shared with students in personal tutorial discussions on their progress.</p>
Learning resources	<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>Progress: Laboratories and project budgets have had increased investment this year.</p>	The refurbishment of the building over the next 2 years will cover all expected actions for this area. A new 24 hours computer cluster is expected before the start of the 2016-2017 academic year and this will greatly increase the IT provision for all students.	Share planned, building improvements and schedule with students and keep them informed of progress through regular bulletins.
Personal development	<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>Progress: These changes have been implemented.</p>	Further and continuing review of Tutorial content to ensure that it keeps pace with the needs of Students.	A regular, annual review of tutorials will be instigated.