

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

Faculty of Engineering
School of Civil 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	94	88	87	87	86	87	86	85	78	85	86	85	78	85	59	87
Teaching	93	92	91	90	86	89	81	86	82	85	81	85	81	85	76	86	71	87
Assessment & feedback	83	74	75	71	67	71	49	63	51	62	45	59	58	71	52	71	43	75
Academic support	88	85	89	82	85	81	73	74	69	73	64	72	79	82	70	82	70	85
Organisation & management	89	85	91	85	91	84	71	76	72	75	68	73	84	82	82	81	68	85
Learning resources	93	92	86	91	87	90	84	84	77	83	69	81	86	87	83	85	85	86
Personal development	92	85	94	82	81	81	76	72	72	72	63	69	73	76	75	77	62	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	Continued strong performance across the full range of teaching experience aspects. Feedback quality rose considerably in the NSS survey to one of the highest in the University.
Main actions for 2015-16	<ol style="list-style-type: none"> Continued focus on feedback. Across our undergraduate programmes undertake a mapping of feedback and associated delivery mechanisms (to highlight exemplars and opportunities). Providing comprehensive, organised and easily accessible digital resources (alongside targeted tutorials) that support student learning of critical CAD and other core software tools. Explore opportunities to implement best practice in peer assessment of group work (and investigate opportunities to link with student mentoring).

<p>Good practice examples from 2014-15</p>	<p><i>List examples of innovative practice and developments which are of wider interest across the University</i></p> <ol style="list-style-type: none"> 1. Project marking software / procedure provides students with better specific feedback. Marking is more consistent with School's marking criteria from all markers. 2. Strong student led directing of action on improving learning and teaching 3. Module assessment proformas mandatory for all coursework – ensures clarity and consistency for students 4. Open ended project work is supported by staff with sufficient time
<p>Summary of student involvement in the production of this Action Plan</p>	<p>The students from all levels were first invited to a meeting with staff on 4 Nov 2015. Although representation from all years at UG was present the numbers were low. Some good and useful feedback was obtained. This led to a second student (UG representative and CivSoc, with assistance from the Union) run session on 7 Dec 2015. This was much better attended and provided specific feedback that has led to this action plan.</p>

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

School:

Civil Faculty: Engineering

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>Students' satisfaction with the School's provision of teaching continues to be high. We have an increase averaging in each category at 2% for the NSS and 3% in the UGPS. It is pleasing to see the impact of addressing feedback has led to an 8% increase in this NSS category and may also have led to the 7% increase in the learning resources category. Despite this feedback remains the category with the lowest score, and although not widely cited by students, some specific aspects of feedback are highlighted as requiring attention. The addressing of space for "free" work in the School's computer cluster appears to have been very successful with no negative comments in students' feedback this year.</p>	<ol style="list-style-type: none"> 1. Continue to work in partnership with students to enhance teaching and learning. 2. Further develop opportunities and mechanisms that to enhance students' perception of their influential and important role as partners in the development of teaching provision. 3. Working to develop the plans for space in the refurbished 5th floor of SCAPE. 4. Working with faculty for 2016/17 session opening of local 24hr computer cluster. 	<p>PAS, ongoing</p> <p>DR, LAF, NN, KT through IDP and All through TES, 2015-16 session</p> <p>JL, PAS, ongoing, completion Sept 2017</p> <p>PAS, Sept 2016</p>
<p>Teaching</p>	<p>Students report widely that high-quality teaching by enthusiastic staff is the norm in the school. Continued highlighting of varied range of assessments – indicating blended learning approaches being used by staff.</p>	<ol style="list-style-type: none"> 1. Continue to encourage further development and exploitation of the best practice blended learning approaches (through TES and other teaching development routes). 2. Examine what software student learning would benefit from with (initial) tutorial 	<p>DJB, All through TES, 2015-16, ongoing</p> <p>DR, DY and IDP teams</p>

	<p>Mark scheme and assessment proformas have been welcomed.</p> <p>Short fat modules have been timetabled differently and this has been welcomed. Provision of revision classes prior to exams was effective. Supervisory guidelines were produced and disseminated. Further work to ensure closer monitoring of regular supervision attendance is needed.</p> <p>Group work and assessment has been addressed. More work necessary to help for students to understand the assessment of this work.</p> <p>Survey Camp and Constructionarium highlighted as very effective teaching.</p>	<p>support and (continued) specialist support which maybe online. e.g. REVIT/CAD/ANSYS/ABAQUS/Matlab (Provide organised and easily accessible digital resources alongside targeted tutorials).</p> <p>3. Continue to invest resource in innovative (and regularly industry linked) Integrated Design Projects at all levels. These are a core thread through our undergrad programmes and valued highly by students.</p>	<p>2015-16 session for 2016-17 session</p> <p>LAF, DR, BC. 2016-17 session</p>
Assessment and feedback	<p>Assessment proformas have been successful in providing consistent and clear notice of coursework and the requirements. Some work is still required to ensure 100% consistency and clarity.</p> <p>For any week submission of physical coursework is restricted to 4pm on Thursday. Hand in dates and workload are highlighted on a useful graphic. This has helped the drive to a better spread of coursework load. More work in this direction required.</p> <p>Some examples of good and not-so-good student work have been provided to demonstrate level of work and attainment. Students appreciate this when available. We will look to providing more where appropriate.</p>	<ol style="list-style-type: none"> 1. Examine the provision of exemplar coursework to help students understand assessment more clearly. 2. Have a TES on group work and assessment that may also examine student's perception of assessment and in particular peer assessment. 3. Investigate opportunities for further innovative feedback approaches. Including opportunities for electronic delivery of feedback to students in a timely and effective format 	<p>LB, All TES. Session 2015-16 for 2016-17</p> <p>All, TES, IDP teams Session 2015-16</p> <p>DJB, PAS, and TES group Session 2015-16, ongoing</p>
Academic support	<p>Academic support is highlighted by students as good. The general open-door policy of most staff is welcomed and "approachability" is highlighted. Some individual lecturers are cited as being excellent examples.</p> <p>Industrial tutor scheme was praised. This is being continued in conjunction with the ICE.</p>	<ol style="list-style-type: none"> 1. Handout quality and consistency variability could be examined to determine where these are used effectively and determine a best practise guideline. 2. Establish an updated peer mentoring approach 3. Update and review our School online/VLE taught student information and materials to ensure that these are as navigable and 	<p>TES working group , All Session 2015-16</p> <p>PAS, DJB, CA and SES team. Session 2015-16 DJB and CA and SES team, Student BL Champion 2015-16</p>

	Peer group mentoring to develop communication between years did not progress as hoped. The desire for this is still mentioned by students.	clear as possible (student led, looking at best practice)	
Organisation and management	Screens have been utilised a lot in the past year. These are cited as useful. A physical general notice board was planned in the previous year's action plan but was not implemented. CivSoc has been encouraged to take a more active role in student learning activities. They have done this with enthusiasm and success.	<ol style="list-style-type: none"> 1. Provide a notice board in a prominent place to disseminate notices of industrial talks and other interaction. Ensure that this is "curated" to ensure best, most useful and up-to-date information is available. 2. Ensure timetabling is appropriate for level 4 students. Avoid clashes so that all module choices are available 3. Ensure coursework timetables are provided in a timely manner (before teaching begins). 4. Monitor all coursework notification and submission to ensure consistency 5. Explore if a notification system can be added within VLE to make students aware when new content/documents added. 	<p>JL, SG, SES Team Session 2015-16</p> <p>PAS, GT, SES team For session 2016-17</p> <p>PAS, CA, SES team For session 2016-17</p> <p>CA , SES team Session 2015-16, ongoing</p> <p>DJB, PAS, VLE team</p>
Learning resources	<p>Architecture studio development has been successful.</p> <p>Re-jigging of the timetable to move drawing classes from the computer room has been a success in reducing pressure on that important space. However on occasions of high hand-in loads some (4th years) have still had problems obtaining a computer.</p> <p>Working with the faculty has resulted in the 24 hour local engineering cluster making good progress – with current plan to be implemented in time for the 2016-17 session.</p> <p>The VLE and Library were highlighted as being good. Staff make good use of the VLE to provide learning resources. The interactive classes with tools like kahoot were highlighted as useful by students.</p>	<ol style="list-style-type: none"> 1. More effective flagging of location and availability of teaching software. 2. More indication of computer cluster availability – in particular the new 3rd floor faculty cluster 3. Examine the provision of space for 4th year students 4. Continued support for provision of the faculty 24hr cluster 5. Continued plans for the new 5th floor of SCAPE (for 2016-17 session) and re use of flat teaching space provided by return of architecture studios. 6. Invest in lab spaces such that they are also visually engaging and informative for student lab work (and open-days) 	<p>DJB, DY, SES team Session 2015-16, ongoing</p> <p>SES team Session 2015-16, ongoing</p> <p>PAS Session 2016-17</p> <p>PAS, All , Faculty</p> <p>JL, PAS Session 2016-17 for 2017-18</p> <p>PAS, HoS</p>
			All, ongoing

<p>Personal development</p>	<p>Industrial links have been strengthened with the industrial tutors scheme and fourth year IDP industrial involvement. Several industrial speakers have given key-note lectures.</p> <p>Employability has been working well integrating into our projects. Level 3 and 4 make good use of this faculty service. There has been a notable increase in students taking up a year in industry. The School has a range on student interns working on research and teaching related projects. These are seen to have been successful with a number speaking at UoL Student Education Conference about their activities.</p> <p>Students applying to undergraduate programmes (without A-level Mathematics) are now provided with a comprehensive interactive maths resource (before they arrive) to support their transition into University.</p>	<ol style="list-style-type: none"> 1. Continue to make use of the faculty employability team's good work. Ensure School's activities integrate with this. 2. Work with Employability and Careers to ensure consistent message and support specifically for Civil Engineering students is appropriate. 3. Active promotion of the employability services through variety of mechanisms within the School. 4. Research seminars from staff to UG students. 	<p>IDP teams, ongoing</p> <p>PAS, all staff, employability Interns</p> <p>Directors IPHEE & IRI, PAS</p>
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