

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

**Faculty of Engineering
School of Computing**

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	School
Overall satisfaction	90	90	87	88	87	87	94	87	85	85	75	85	92	85	67	85	75	87	
Teaching	85	92	83	90	85	89	92	86	86	85	72	85	92	85	85	86	92	87	
Assessment & feedback	77	74	81	71	77	71	65	63	63	62	64	59	80	71	69	71	65	75	
Academic support	84	85	88	82	87	81	84	74	82	73	72	72	85	82	96	82	100	85	
Organisation & management	85	85	83	85	71	84	86	76	76	75	69	73	82	82	81	81	82	85	
Learning resources	95	92	95	91	89	90	91	84	89	83	82	81	77	87	81	85	100	86	
Personal development	74	85	83	82	64	81	73	72	76	72	59	69	65	76	81	77	75	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	The NSS score for school improved to 90%, making us number 1 in the Russell Group for student satisfaction in Computer Science.
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<p>Main actions for 2015-16</p>	<ol style="list-style-type: none"> 1. Increase opportunities for personal development in assessments and teaching sessions, and signpost these opportunities so students more clearly relate taught programme content with professional body (BCS) and industry expectations. 2. Review coursework scheduling and the practice of workload estimation, and monitor timeliness of feedback. 3. Improve support for students on placement.
<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. Specification of a set of project types and marking schemes to allow students to demonstrate excellence in areas of their strength 2. <i>Use of workbooks for teaching programming</i>
<p>Summary of student involvement in the production of this Action Plan</p>	<p>After initial discussion at the School's student staff forum a smaller focus group of SSF members met to identify the main actions for the plan.</p>

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

School:

Faculty:

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>Your overall satisfaction scores have improved in all three surveys this year. We have found the use of smaller focus groups in addition to the student staff form a valuable tool in understanding concerns.</p>	<p>We will continue to roll out the new degree programmes, adjusting the portfolio of modules available at levels 3 and 5 to broaden the choices available to all programmes.</p>	<p>ALL</p>
<p>Teaching</p>	<p>Your feedback shows that teaching quality is improving. Module feedback was discussed with all staff in the individual annual academic needs analysis meetings and made available to all students and staff on the VLE.</p>	<p>We will continue to develop new approaches to teaching. This session some modules will be using a more “flipped classroom style” of teaching using the textbooks we have provided for you. The programming workbook developed last session will be used as the basis for a blended learning approach in the new Programming for the Web discovery module. Following last year’s successful trial, Object Oriented programming will primarily delivered through lab based activities rather than traditional lectures.</p>	<p>ALL</p>

Assessment and feedback	You still have concerns on the “lumpiness” of the assessment workload, particularly for level 3 students.	<i>We are reviewing the quantity and duration of coursework being set in each module and the scheduling of deadlines, particularly to avoid clashes for coursework that require more practical work to completed. We will monitor the time taken to return coursework to you.</i>	SES & DSE June 2016
Academic support	We have appointed a teaching fellow to provide support for mathematics and programming modules and are proving more lab sessions in the form of drop-ins sessions to support multiple modules at levels 1 and 2. Activities relating to specific modules have been introduced to the level 1 tutorials.	<i>We hope to appoint a further teaching assistant for next session to provide further support sessions. We are looking at how we could roll out shared lab sessions for other modules at levels 2, 3 and 5.</i>	DSE & Timetabling April 2016
Organisation and management	You have raised further concerns over the timeliness for visits to students on placement and the returning students event. Masters students have raised concerns on the limited choices in semester 1 of the programmes.	<i>More staff will be visiting students on placement this year. These visits will occur within semester 1 wherever possible. We will also review the organisation of poster event held for returning students and look at how to make this available to second years considering placements. We will be restructuring the modules at level 5 next session.</i>	Employability Rep, Dec 2015
Learning resources	More computers have been provided in DEC-10 for this session. Level 1 students have been supplied with textbooks to support the programming and systems courses.	<i>We will carry out some minor works in DEC-10 over the summer to provide a further increase in the number of computers available and more machines in ENIAC (or designated laptop area with monitors for docking). We will increase the number of whiteboards in Long Room for group discussions/work.</i>	HoS, DSE, IT support, Sept 2016

<p>Personal development</p>	<p>You have again raised concerns about opportunities for personal development, despite the increased emphasis on practical work in many modules.</p> <p>We are highlighting links between Level 2 in Networks, GUIs and Software Engineering throughout the modules.</p> <p>The new programmes have been designed to better link material across modules : e.g. Level 1 Project to reinforce level 1 Programming and level 3 Intelligent systems and Robotics to provide to apply the techniques learnt in Level 2 Artificial Intelligence.</p>	<p><i>We will look at how different types of assessments and teaching sessions can be used at all levels of your programmes to enable you to practice and develop your skills over the whole of your programme such as providing more opportunity for presentations. We will more clearly signpost how different units of coursework help develop the characteristics that employers and the professional body expect in graduates.</i></p>	<p><i>DSE March 2016</i></p>
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