

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

**Faculty of Engineering  
School of Mechanical 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>2014-15</b>		<b>2013-14</b>		<b>2012-13</b>		<b>2014-15</b>		<b>2013-14</b>		<b>2012-13</b>		<b>2014-15</b>		<b>2013-14</b>		<b>2012-13</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>	97	90	96	88	97	87	89	87	85	85	86	85	93	85	77	85	100	87
<b>Teaching</b>	92	92	94	90	96	89	87	86	83	85	82	85	89	85	79	86	94	87
<b>Assessment &amp; feedback</b>	79	74	87	71	87	71	69	63	63	62	65	59	73	71	62	71	88	75
<b>Academic support</b>	88	85	89	82	91	81	78	74	73	73	71	72	94	82	82	82	91	85
<b>Organisation &amp; management</b>	93	85	93	85	96	84	81	76	81	75	81	73	92	82	71	81	93	85
<b>Learning resources</b>	88	92	94	91	87	90	80	84	79	83	75	81	89	87	84	85	87	86
<b>Personal development</b>	90	85	94	82	92	81	76	72	73	72	74	69	83	76	71	77	76	77
<b>Sector position</b>		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)

<b>Headline achievement in 2014-15</b>	<i>Provide a single, concise headline achievement for the School from 14-15 which can be included in further communication to students. A vibrant and active student staff forum delivers real change to the running of all programmes within the School of Mechanical Engineering.</i>
<b>Main actions for 2015-16</b>	<i>List 3 actions – to be included on the posters to be produced for each School</i> <ol style="list-style-type: none"> <li><i>Develop a “How to write a lab report” document for students in all years with consistent information on different labs types and reports as well as clearly defined assessment rubric.</i></li> <li><i>Develop innovative way of delivering larger lab classes (~70 students) in order to improve their delivery and free student time for teamwork and other activities.</i></li> <li><i>Set up a “Student induction theme team” to enhance the experiences of all new students.</i></li> </ol>

<p><b>Good practice examples from 2014-15</b></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"> <li>1 <i>Developed a "How to write a project report" document for students in all project modules in levels 3, 4 and M.</i></li> <li>2 <i>Deadlines and feedback link in the VLE for students to easily access the complete list of coursework submission and feedback dates for all modules as well as all relevant information about deadlines and feedback.</i></li> <li>3 <i>List of teaching staff non-negotiables which are: Exam papers/marks submitted on time; feedback given within 15 working days; modules reviews submitted on time; respond to student emails within 2 working days or inform students of available for drop in session times; meet tutorial/project student weekly and record attendance monitoring.</i></li> </ol>
<p><b>Summary of student involvement in the production of this Action Plan</b></p>	<p>The results of the NSS, UG and PGT programme surveys were summarised and together with the individual student's comments were discussed with selected number of course reps who had volunteered to help in the development of this action plan. Once written, the action plan was disseminated to all course reps for further comments.</p>

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

**School of Mechanical Engineering Faculty of Engineering**

<b>Aspect</b>	<b>Progress with 2014-2015 actions and indication of impact</b>	<b>Agreed Issues/Actions for 2015-2016</b>	<b>Responsibility/Expected completion date</b>
<p><b>Overall satisfaction</b></p>	<p>Continue to promote staff student interaction (both formal and informal) to ensure affective communication.</p> <p>Continue to use the student staff forum as a key component in our school's mechanism for further improvements.</p> <p>Social events are organised with MSc students to foster their sense of belonging.</p>	<p>Inform all students yearly of:</p> <ol style="list-style-type: none"> <li>(a) What learning resources are available;</li> <li>(b) What investments are made yearly for their learning;</li> <li>(c) Financial costs of software, hardware and lab equipment (e.g. NI Academy) they use.</li> <li>(d) SAE team funding;</li> <li>(e) State of the art research lab equipment used as part of projects.</li> </ol>	<p>Programme leaders, lab captains, DSE: 2016-2017</p>
<p><b>Teaching</b></p>	<p>MSc in Oilfield Corrosion has introduced projects with industrial involvement.</p> <p>All new students to Leeds with BTEC are required to have A-Level math.</p>	<p>MSc in Oilfield Corrosion will organise a field trip for semester 2.</p> <p>Programme leaders to inform students of what they need to do in order to prepare for lectures, tutorials, labs, etc.</p>	<p>MSc in Oilfield Corrosion programme leader: 2016.</p> <p>Module leaders, personal tutors, programme leaders: 2016</p>

	<p>The Skills@Library service for mathematics is being promoted to students.</p> <p>Where appropriate and feasible, module leaders to explore the possibility to show physical displays in place of computer generated ones.</p>	<p>For level 1 and 2 modules, where the teaching takes place on Mondays and Tuesdays (L1) and Thursdays and Fridays (L2), try to prevent a module from having a 9 AM lecture on one day and a 4 PM lecture on the other day.</p>	<p>SSO timetable team: 2016.</p>
<p><b>Assessment and feedback</b></p>	<p>The Project teaching enhancement theme team was set up and continues to improve all project modules. For this year, blind double marking has been introduced, with both supervisor and examiner marking the report blindly. Also, the project examiner will be the interim report assessor for MECH3800. This group has developed a handout to all levels 3, 4 and 5 students on "How to write a project report" so that students are given consistent guidelines on the production of their project report.</p> <p>Maintain vigilance of our feedback and marks return deadlines in response to comments referring to a small number of failures to deliver on time. All modules use the VLE for return of marks so compliance can be demonstrated.</p>	<p>Concerns were raised about the consistency of marking of lab reports. Meetings will be organised with module leaders who have laboratories in their modules to develop a "<b>How to write a lab report</b>" document to be rolled out to all students in levels 1, 2 and 3. It will include consistent guidelines of the different types of lab reports expected how to write them and will include an assessment rubric to assist students in understanding the marks awarded.</p>	<p>Module leaders and DSE: 2016</p>
		<p>Discuss with module leaders ways to implement consistent marking of coursework or lab reports where several markers are used. Once agreed, discuss at STSEC and Academic Board on ways to implement this.</p>	<p>DSE: 2016</p>
		<p>Request all module leaders to communicate with students the marking criteria used for assessing their coursework and what type and level of feedback will be provided for their coursework. Thus managing the expectation of students about assessment and feedback.</p>	<p>DSE to discuss with module leaders, for implementation in 2016</p>
		<p>Continue to remind teaching staff that feedback needs to be returned to students within 15 working days of its submission date.</p>	<p>DSE: 2016</p>
<p><b>Academic support</b></p>	<p>There is an expectation of all teaching staff to respond to student emails within 2 working days or alternatively provide possible drop-in sessions times for students to discuss their academic issues. If this is not done, students are to contact DSE to address the issue.</p>	<p>Continue to remind teaching staff that:</p> <ul style="list-style-type: none"> <li>(a) They should respond to any email from students within 2 working days, or;</li> <li>(b) They should inform students of when they are available for drop in sessions to reply to any queries they have, or;</li> <li>(c) They should clearly and continually inform student of how they should be contacted.</li> </ul>	<p>DSE: 2016</p>

<b>Organisation and management</b>	The UG and MSc Medical Engineering programme of study was re-structured to address employability and student issues.	A new visiting Royal Academy of Engineering professor will help to innovate the module MECH3225 Biomedical engineering design	Medical Engineering programme leader: 2016.
	All induction information and all updates will now be put in the Mechanical Engineering web site so that all incoming students UG/PGT can see all updates.	During induction week, explain the “ <i>what and why</i> ” of the course structure for each programme of study. The aim is to explain to students of why we do what we do.	Programme leaders, DSE: 2016.
<b>Learning resources</b>	A new 24/7 PC cluster with over 100 PCs will be set up on the ground floor of the Holdsworth building and should be operational for the start of the 2016-2017 academic year.	The design and make lab (G68) has limited student capacity. A theme team consisting of lab captains and head technicians has been set up to look at the issue of lab space. The aim will be to:	DSE, Lab Captains, Head Technicians: 2016.
	Revisit how to get best usage from our teaching assets such as labs, the model making equipment, computers etc.	(a) Have flexible lab space with lab capacity of ~70 students;	
	Continue to refresh CDIO/hands on activities if required.	(b) Use modular/ desktop labs; (c) Find storage space for labs not in use; (d) Look at expanding the size of G68 or develop a scheme to use it effectively for manufacturing of components with assembly done in other lab spaces; (e) Look at the feasibility of employing a “teaching only” technician to support teaching related activities and equipment.	
		Inform students of 24/7 PC clusters with programme specific software.	DSE: 2016
		Include all PDES software in 24/7 PC cluster software image.	DSE: 2016

		<p>Set up a “<b><i>Student Induction Theme Team</i></b>” to enhance the experiences of all new students by developing an information pack about digital and other available learning resources together with a <i>How To ... guide</i>, e.g.:</p> <ul style="list-style-type: none"> <li>(a) What digital and other learning resources are available and how to access them;</li> <li>(b) How to use the VLE;</li> <li>(c) How to submit coursework;</li> <li>(d) How to transition to University life” (for UG students);</li> <li>(e) What to expect at Leeds as an MSc student;</li> <li>(f) How to find the library (and which one!!);</li> <li>(g) How to contact your supervisor, etc...</li> </ul>	<p>Student staff forum, programme leaders, DSE: 2016-2017.</p>
<p><b>Personal development</b></p>	<p>Programme managers, course reps and Mech Eng or PDES Societies to help organise trips to relevant companies.</p> <p>In order to develop the presentation skill of MSc students, the Project theme team have modified the deliverables for the MSc project from a poster presentation to a PowerPoint presentation, for which some support will be provided from project supervisors on how to deliver presentations.</p> <p>Students are taught how to write technical reports and will be given a presentation on how to give presentations</p>	<p>A peer mentoring scheme will be introduced from 2<sup>nd</sup> semester this academic year for all level 1 students with the help of level 3 and 4 student volunteers.</p>	<p>DSE: 2016</p>