

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2016-17

Faculty of Engineering
School of Civil Engineering

EXECUTIVE SUMMARY																		
Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate Programme Experience Survey					
	2015-16		2014-15		2013-14		2015-16		2014-15		2013-14		2015-16		2014-15		2013-14	
	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	96	90	91	90	94	88	86	87	86	87	86	85	76	86	86	85	78	85
Teaching	93	91	93	92	91	90	84	87	81	86	82	85	79	86	81	85	76	86
Assessment & feedback	90	73	83	74	75	71	57	63	49	63	51	62	59	73	58	71	52	71
Academic support	94	84	88	85	89	82	75	75	73	74	69	73	73	84	79	82	70	82
Organisation & management	94	85	89	85	91	85	82	78	71	76	72	75	66	82	84	82	82	81
Learning resources	94	91	93	92	86	91	83	84	84	84	77	83	85	87	86	87	83	85
Personal development	97	85	92	85	94	82	80	73	76	72	72	72	71	77	73	76	75	77
Sector position		20/146		21/145		50/146												

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 from 2015-16	Improved on the already strong performance across the full range of teaching experience aspects. Feedback quality rose in the NSS to one of the highest in the University.
Main actions for 2016-17	<ol style="list-style-type: none"> 1. Maintain focus on feedback quality and timeliness. Across our undergraduate programmes undertake a mapping of feedback and associated delivery mechanisms. 2. Ensure more clarity across modules in the context of the learning outcomes within the Programme. 3. Further explore opportunities to implement best practice in peer assessment of group work to ensure students understand the process and benefit appropriately.

<p>Good practice examples from 2015-16</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. <i>Opportunities to broaden degree through field trips & courses (Survey Camp, Constructionarium, Developing countries FC, European City FT)</i> 2. <i>Industrial tutors and recent alumnus returning to contextualise and highlight industry opportunities to our students</i> 3. <i>Continued use and development of the project allocation and marking system that provides consistency of marking and feedback</i>
<p>Summary of student involvement in the production of this Action Plan</p>	<p>The students from all levels were invited to a meeting and group feedback session led by the School Rep and Civ Soc president on 16 Nov 2016. Representation at this meeting was from all years at UG. Some good and useful feedback was obtained. A follow up session with the two student reps provided specific feedback and summary comments that has led to this action plan</p>

AGREED ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2016-17

School:

Faculty:

Aspect	Progress with 2015-2016 actions and indication of impact	Agreed Issues/Actions for 2016-2017	Responsibility/Expected completion date
<p>Overall satisfaction</p>	<p>Results in the National Student Survey were very positive with an overall satisfaction of 97% (up from 96% last year). In all categories the results were very pleasing –of particular note was the 91% for “feedback” and 97% for “staff good at explaining things”. There are a wide range of positive and enthusiastic comments across all aspects of the programme.</p> <ul style="list-style-type: none"> - We have continued to work in partnership with students to enhance teaching and learning – this will be ongoing in future years. - While we have included student in the development of enhancement of teaching this will be ongoing as the cohorts change. - The new Civil Engineering and Architecture Design Studio is up and running and is very popular. - The promised local 24hr computer cluster is fully open. 	<ol style="list-style-type: none"> 1. Continue to work in partnership with students to enhance teaching and learning. 2. More work on the inclusion of student in the enhancement of learning and teaching 3. Ensure sufficient computers and appropriate software are available in the Design Studio 4. Build on and broaden successful blended learning approaches 	<p>DSE, DyDSEs, All staff, ongoing</p> <p>DSE, DyDSEs, All staff, ongoing</p> <p>DSE</p> <p>DyDSE for blended learning</p>

<p>Teaching</p>	<p>- Blended learning is common place in our teaching, we continue to encourage further development and exploitation of the best practice and technology through TES and other informal School and University routes.</p> <p>- Support and training for some specific packages remains an issue that is to be resolved. There is still a need to balance the student learning benefit for with (initial) tutorial support and (continued) specialist support which maybe online. e.g. REVIT/CAD/ANSYS/ABAQUS/Matlab</p> <p>- Integrated Design Projects at all levels have maintained their innovation and industrial link. They continue to be a core thread through our undergrad programmes and valued highly by students. Level 1 IDP has undergone significant development with all students now being asked to consider design from Architectural perspective as well as an Engineering one.</p> <p>A feedback comment “<i>enthusiastic teaching is a standard for Civil Engineering</i>”.</p>	<ol style="list-style-type: none"> 1. Continue blended learning development in close collaboration with the Faculty BLG and LITE. 2. Encouraging teaching that makes use of the new high-quality teaching space in new Design Studio & MechB 3. Identify where support can and should be given for software – in particularly complex software for project use 4. Examine what software student learning would benefit from with (initial) tutorial support and (continued) specialist support which maybe online. e.g. REVIT/CAD/ANSYS/ABAQUS/Matlab 5. Examine handout and sample exam solutions quality and consistency variability. 6. Encourage development and exploitation of the best practice blended learning approaches 7. Look at how mid-term module feedback from students can be used to enhance the in-module teaching. (e.g. longer modules or module with several lecturers) 	<p>DyDSE for blended learning</p> <p>DyDSE for blended learning</p> <p>DSE, DyDSEs</p> <p>DSE, DyDSEs, All staff</p> <p>DyDSE admissions & assessment</p> <p>DyDSE for blended learning</p> <p>DSE, DeDSEs</p>
<p>Assessment and feedback</p>	<p>- Assessment proformas continue to be useful and requested by student as they provide consistent and clear notice of coursework and the requirements. Work is still required to ensure consistency of presentation and vocabulary of these.</p> <p>- Almost all hand ins are now 4pm on Tuesday or Thursday. Hand in dates and workload are highlighted on a useful graphic – but this needs to be produced a little earlier. Students continue to be highly loaded towards the end of term.</p> <p>- Students appreciate the examples of good and not-so-good work particularly for the larger projects when available.</p>	<ol style="list-style-type: none"> 1. Ensure that, for large coursework items, clear feedback delivery with a realistic return date is provided and that the feedback provided can utilised for students’ improvement. 2. Examine the provision of exemplar coursework to help students understand assessment more clearly. 3. Investigate opportunities for further innovative feedback approaches and sharing of good practice (including opportunities for electronic delivery of feedback to students in a timely and effective format). 4. Continue to review group and peer assessment to improve consistency of approach across levels/modules. 	<p>DyDSE admissions & assessment</p> <p>DyDSE admissions & assessment</p> <p>DSE, DyDSE for blended learning</p> <p>DyDSE for blended learning</p>

<p>Academic support</p>	<p>- Student continue to highlight their appreciation of academic support. They point to the general open-door policy of most staff as particularly welcome.</p> <p>- The Industrial tutor scheme has continued. This has been enhanced with a partnership with the ICE that should have positive developments for Employability and possibly industrial placements opportunities.</p> <p>- Peer group mentoring has been re-launched with a PASS scheme. This is ongoing and rather early to comment on it's success.</p>	<ol style="list-style-type: none"> 1. Continued active promotion of the employability services through variety of mechanisms within the School. 2. Peer assisted student support sessions (PASS) scheme and <i>Bridging the Gap</i> introduced in this session will be reviewed and reflected upon to ensure it is implemented appropriately for students' learning support. 	<p>DyDSE admissions & assessment, Employability</p> <p>DyDSE admissions & assessment, SES</p>
<p>Organisation and management</p>	<p>- Screens have been continued to be utilised. A physical general notice board has still not been provided. This should be reviewed.</p> <p>- CivSoc has taken a more active role in student learning activities with site visits and inter-university activities to a great success.</p>	<ol style="list-style-type: none"> 1. Ensure that all module leaders complete & submit module reviews promptly and engage fully in the process of module and programme reviews. 2. Arrange a session to disseminate good practice in module reviews – particularly to engage the relatively large number of new staff in this process 3. Actively monitor any consistently poor performing modules by inviting module leader for modules with a low feedback score (e.g. below 60%) to STSEC to set out actions to improve student satisfaction. 4. Ensure coordination of all student reps in the School is taking place so that the wide student voice is heard by academics. 5. Staff will be instructed on the process for timetable changes so that these are reflected promptly in students' personal timetable (and other notifications if necessary.) 	<p>DSE, DeDSEs, STSEC</p> <p>DSE, DeDSEs</p> <p>DSE, DeDSEs, STSEC</p> <p>DSE, DeDSEs, SES</p> <p>DSE, DeDSEs</p>

<p>Learning resources</p>	<p>- We have a new <i>Civil Engineering and Architecture Design Studio</i> located in SCAPE. This space has unified the two previous studios enabling interaction between all levels and across programmes.</p> <p>- The new Design Studio has relieved some pressure on space although the planned increase in computer provision has not occurred so the pressure at heavy submission times (end of term) is still an issue.</p> <p>- The local 24 hour cluster has been provided. Some essential software does not yet run well on this cluster. Late access (between 6pm and 10pm) is a continued highly requested issue.</p> <p>- The VLE and Lecture capture are appreciated by students. They continue to be widely utilised by all staff. Only two staff do not participate in Lecture capture.</p>	<ol style="list-style-type: none"> 1. Encouraging teaching that makes use of the new high-quality and flexible teaching space in new <i>Civil Engineering & Architecture Design Studio & Mech LTB</i> 2. Ensure timetabling is appropriate for level 4 students and avoid clashes so that all/most module choices are available. 3. Ensuring civil software is working as needed in new 24hr computer cluster. 	<p>DSE, DyDSE for blended learning, SES</p> <p>DyDSE admissions & assessment, SES</p> <p>DSE, DyDSE for blended learning</p>
<p>Personal development</p>	<p>- Industrial links have been maintained with the Industrial Tutors scheme and the new ICE Partnership has enhanced this.</p> <p>- IDP projects continue to grow in their collaboration with industrial partners (in particular IDP4 with WSP which is highly successful and competitive!).</p> <p>- Employability has continued to work closely with students. There were a slightly fewer than hoped industrial placements. Comments were received that they would like more emphasis on “Job interview and CV practise” rather than industrial placement.</p> <p>- We produced a comprehensive interactive maths resource for students entering without A-Level maths, this was warmly received and has had the desired effect of supporting their transition into University – though further support is necessary.</p>	<ol style="list-style-type: none"> 1. Provide more direction to students on the role and the importance of the professional institution in the field of Civil Engineering and other professions. 2. Build on the successful partnership with the ICE to enhance employability delivery. 3. Ensure most students become member of the ICE and IStructE from start of their Programme. 4. Provide a resource (e.g. info-graphic) to more clearly demonstrate programme progression and career paths following university. i.e. link Employability case studies to programmes. 	<p>DSE, Prof Garrity, ICE Partnership, Employability</p> <p>DSE, ICE Partnership</p> <p>DSE, Prof Garrity, ICE Partnership</p> <p>DSE, DyDSE for blended learning</p>

Key: DSE = Dr Andy Sleight, DyDSE for Blended learning = Dr Duncan Borman, DyDSE admissions and assessment = Mr David Richardson