

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

**Faculty of Engineering
School of Mechanical 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	94	90	97	90	96	88	87	87	89	87	85	85	79	86	93	85	77	85
Teaching	92	91	92	92	94	90	84	87	87	86	83	85	74	86	89	85	79	86
Assessment & feedback	81	73	79	74	87	71	62	63	69	63	63	62	68	73	73	71	62	71
Academic support	86	84	88	85	89	82	76	75	78	74	73	73	71	84	94	82	82	82
Organisation & management	91	85	93	85	93	85	85	78	81	76	81	75	71	82	92	82	71	81
Learning resources	90	91	88	92	94	91	77	84	80	84	79	83	80	87	89	87	84	85
Personal development	87	85	90	85	94	82	73	73	76	72	73	72	69	77	83	76	71	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	<i>Vibrant and active student staff forum delivers real change to the running of all programmes.</i>
Main actions for 2016-17	<ol style="list-style-type: none"> 1. Set up theme team to determine "Guide on How to Write a Lab Report" and specify its assessment rubric. 2. For MSc students with Visa deadline issues, explore possibility of starting their MSc in 2nd semester. 3. Set up a "Student Induction Theme Team" to enhance the experiences of all new students.
Good practice examples from 2015-16	<ol style="list-style-type: none"> 1. A peer mentoring scheme was introduced for this academic year for all level 1 students with the help of level 2, 3 and 4 student volunteers. 2. 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. 3. Students arranged in smaller teams for Design and Manufacture modules, with team membership changing each year.

Summary of student involvement in the production of this Action Plan	<i>The results of the NSS, UG and PGT programme surveys were summarised and together with the individual student's comments were discussed with a number of course reps who had volunteered to help in the development of this action plan. Once written, the action plan was disseminated to course reps for further comments.</i>
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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
Overall satisfaction	1. Continue to promote staff student interaction (both formal and informal) to ensure affective communication. 2. Continue to use the student staff forum as a key component in our school's mechanism for further improvements.	1. Determining best venue to inform students of the following: <ul style="list-style-type: none"> (a) What learning resources are available; (b) What investments are made yearly for their learning; (c) Financial costs of software, hardware and lab equipment (e.g. NI Academy) they use. (d) SAE team funding; (e) State of the art research lab equipment used as part of projects. 	1. DSE: 2016-17

<p style="text-align: center;">Teaching</p>	<ol style="list-style-type: none"> 1. The Skills@Library service for mathematics is being promoted to students. 2. Where appropriate and feasible, module leaders to explore the possibility to show physical displays in place of computer generated ones. 3. There was one module where teaching took place on Mondays 9AM and Tuesday's 4PM. This was rectified so that students don't have in any one module these most unpopular lecture schedules. 	<ol style="list-style-type: none"> 1. Look at the possibility of setting up a "Specialist Software Peer Mentor Scheme", where students from levels 3 and 4 with expertise in software such as Abaqus, InDesign, Photoshop Illustrator, etc. can provide some support from students in the junior year. 2. Set up an "Interactive/Collaborative Learning Method Theme Team" to determine ways that module delivery can be improved and to take advantage of the new collaborative restructured lecture theatres in the University such as our own LTB. 3. Explore the possibility of employing PGR students who have completed 1st year of PhD studies, to provide extra support with academic/personal tutorials. 4. Develop an online forum, possibly using the VLE, for students to post questions for drop-in sessions with module leaders/tutors. The online forum would be closed the day before the session, and the top 3-5 questions will be answered/ discussed during the session. The material discussed can then form part of FAQ section for the module, also to include links to other forums, online resources, etc. 	<ol style="list-style-type: none"> 1. DSE, Student Staff Forum, current Level 2 and 3 students progressing to levels 3 and 4: 2016-17 2. DSE: 2016-17 3. DSE, Programme leaders: 2016-17 4. DSE, Programme leaders, module leaders, IT staff: 2016-17
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<p>Assessment and feedback</p>	<ol style="list-style-type: none"> 1. There was no opportunity in 2015-16 to develop a guide on "How to write a lab report" 2. Maintain vigilance of our feedback and marks return deadlines. All modules use the VLE for return of marks so compliance can be demonstrated. 	<ol style="list-style-type: none"> 1. Set up at student led "How to Write a Lab Report Theme Team", to determine the information that needs to be included in the "Guidelines on How to Write a Lab Report" to be developed over the summer. <i>Items to discuss: Feedback, assessment rubric, different types of labs and reports, presentation, etc.</i> 2. Funding will be made available for a student to work over the summer to develop the guide on "Guidelines on How to Write a Lab Report" to be rolled out for 2017-18. It will also include consistent guidelines of the different types of lab reports expected, how to write them. It will include an assessment rubric to assist students in understanding the marks awarded and help staff to be consistent with the assessment and feedback. 3. Explain to all students why it is important that "<i>presentation and structure of a report/ lab/ essay</i>" is assessed in modules, as part of communication skills which need to be learned. Ask module leaders to inform students and explain why it is. Introducing this to the <i>Guidelines on How to Write a Lab Report</i>, will help. 4. A process is required to try and make certain that feedback will be returned on time. If feedback cannot be returned on time, then teaching staff need to be transparent and inform students that the feedback will be late, why it will be late and by when it can be expected. This needs to happen before the deadline to return the feedback and not afterwards. Students understand that staff have other commitments, so by providing this explanation, students will be able to understand why this sometimes happens. 	<ol style="list-style-type: none"> 1. DSE: 2016-17 2. DSE and student working over summer to complete this for the start of 2017-18 academic year. 3. DSE, Programme Leaders, Module leaders: 2016-17. 4. DSE, Programme Leaders, Module leaders: 2016-17.
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<p>Academic support</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"> (a) They should respond to any email from students within 2 working days, or; (b) They should inform students of when they are available for drop in sessions to reply to any queries they have, or; (c) They should clearly and continually inform student of how they should be contacted. 	<p>DSE: 2016-17</p>
<p>Organisation and management</p>	<ul style="list-style-type: none"> 1. During induction week, explained 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. 2. For levels 1 and 2 Design and Manufacture modules, students are now arranged in smaller team sizes. The team membership is different for each academic year. 	<ul style="list-style-type: none"> 1. Set up an active dialogue with course reps and module leader for MECH2640 Economics and Management to improve the module. It was suggested that practising engineers with experience on business and management to give talks/seminars to make module content relevant to them. Also extend the content to cover relevance to PDES students. 2. For MSc students that experienced Visa deadline issues and are unable to arrive by the start of semester 1, explore the possibility of being able to start their MSc in 2nd semester and finish the following academic year at the end of semester 1. 3. Explore the possibility of changing modules delivered as short courses to instead deliver them over an entire semester. 	<ul style="list-style-type: none"> 1. DSE and MECH2640 Economics and Management module leader: 2016-17 2. DSE: 2016-17 3. DSE, Programme Leaders, Module Leaders: 2016-17
<p>Learning resources</p>	<ul style="list-style-type: none"> 1. A new 24/7 PC cluster with over 120 PCs was set up on the ground floor of the Chemical Engineering building at the start of the 2016-2017 academic year. 2. There is a new “teaching only” technician to support teaching related activities, teaching labs and equipment. 3. The capacity of the design and make lab (G68) was extended to 30 students. G54a and B was made teaching only lab space and now can support up to 45 students in any 	<ul style="list-style-type: none"> 1. Set up a “Student Induction Theme Team” 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.: <ul style="list-style-type: none"> a. What digital and other learning resources are available and how to access them; b. How to use the VLE; c. How to submit coursework; d. How to transition to University life” (for UG students); 	<ul style="list-style-type: none"> 1. DSE – 2016-17

	<p>single session and has considerably extended out teaching lab space capacity.</p> <ol style="list-style-type: none"> 4. External storage was secured to allow for any lab equipment that is used irregularly to be secured off-site. 5. Students were informed using the VLE of 24/7 PC clusters with programme specific software. 6. Most PDES software will be available in 24/7 PC cluster software image. 	<ol style="list-style-type: none"> e. What to expect at Leeds as an MSc student; f. How to find the library (and which one!!); g. How to contact your supervisor, etc... <ol style="list-style-type: none"> 2. The School is leading a University wide effort to have the "MATLAB Enable Campus" software licence that would allow all students to have full 24/7 access to MATLAB. 	<ol style="list-style-type: none"> 2. Dr A. Jackson, Pro-Dean for Student Education, DSE – 2016-17
<p>Personal development</p>	<ol style="list-style-type: none"> 1. A peer mentoring scheme was introduced for this academic year for all level 1 students with the help of level 2, 3 and 4 student volunteers. 2. The PDES programme has included a discovery module in one of its years. 	<ol style="list-style-type: none"> 1. The Mechanical Engineering Society has been more proactive this year. Its representative Ms Olivia Thompson has been a great ambassador for this and is highly praised by her peers. Her approach to how she has led the School Society is a great example of how this should be carried forward. 2. Set up a "<i>Leeds for Life Theme Team</i>" with equal membership from staff and students (course reps) to try and make these meetings relevant to all students. Incorporate personal development themes by deciding a few weeks in advance of the meeting which issues the students want addressed in the meeting. <i>So for example public speaking: Students could be asked to prepare a brief 2min presentation, then the tutorial group to evaluate with input from academic.</i> 	<ol style="list-style-type: none"> 1. Mechanical Engineering Society 2. DSE – 2016-17