

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2017-18

**FACULTY OF ENGINEERING
SCHOOL OF COMPUTING**

EXECUTIVE SUMMARY								
Aspect	Undergraduate Programme Experience Survey				National Student Survey		Postgraduate Programme Experience Survey	
	2017-18				2017-18		2017-18	
	School		University		School	University	School	University
	Year 1	Year 2	Year 1	Year 2				
Overall Satisfaction	91%	68%	89%	86%	82%	89%	89%	88%
The teaching on my course	88%	64%	84%	84%	84%	89%	87%	85%
Learning opportunities	81%	68%	79%	80%	78%	84%	83%	86%
Assessment and feedback	61%	45%	72%	65%	66%	75%	74%	79%
Academic support	85%	71%	78%	77%	77%	82%	85%	85%
Organisation and management	77%	59%	80%	78%	75%	82%	87%	82%
Learning resources	81%	86%	86%	86%	93%	91%	89%	90%
Learning community	78%	68%	76%	75%	80%	79%	71%	83%
Student voice	66%	58%	67%	68%	84%	75%	69%	77%

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 2016-17	<i>We have launched two new industry-focused degree courses, MEng Computer Science with High Performance Graphics and Games Engineering and BSc Computer Science (Digital and Technology Solutions), which will provide increased opportunities for all our students in industrial engagement and employability.</i>
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<p>Key strategic actions for 2017-18</p>	<p><i>List 3 actions – to be included on the posters to be produced for each School</i></p> <ol style="list-style-type: none"> 1. <i>Improving student engagement – from lecture attendance to extra-curricular activities</i> 2. <i>Managing expectations – embedding material in induction and modules</i> 3.
<p>Evaluation of main actions from 2016-17</p>	<p><i>Brief update on the 3 main actions identified from the previous session</i></p> <ol style="list-style-type: none"> 1. <i>Opportunities for personal development - still room for improvement</i> 2. <i>Student mentors – trialled in Level 1 lab sessions, currently being reevaluated</i> 3.
<p>Good practice examples from 2016-17</p>	<p><i>Innovative practice and developments, of wider interest across the University</i></p> <ol style="list-style-type: none"> 1. <i>Use of Yammer in several modules as a forum for discussion</i> 2. <i>Automated marking of Level 1 programming work on GitLab</i> 3.

Aspect	Progress with 2016-2017 actions and indication of impact	Agreed Issues/Actions for 2017-2018 (from where did the action arise, i.e. NSS, module evaluation, programme review?)	Responsibility/Expected completion date
Overall satisfaction	New Level 3 structure with modules and project spread across both semesters.	Timetabling for joint courses and for MSc has been problematic and requires earlier intervention to enable more options.	Programme managers/SES
The Teaching on my Course	Mathematics modules have been restructured to all align with a single text book that is provided in hard copy to the students.	Improve the coherence of the programmes and highlight pathways and links between modules.	Programme managers
Learning opportunities	BCS mapping has highlighted where skill-development is focused in our curriculum	Look for opportunities to embed a broader range of skills-development in student work	Teaching enhancement project lead/ALL
Assessment and feedback	Assessment overall is reduced in number and volume.	<i>Providing better quality feedback despite increasing numbers.</i>	ALL
Academic support	Shared lab sessions at Levels 1-3. Teaching fellow employed to manage the labs at Levels 1 and 2 and PG demonstrators.	<i>Monitoring support requirements for marking where colleagues are teaching multiple large modules.</i>	DSE
Organisation and management	Timetable problems still exist caused by allocating rooms that were too small and constraints of joint courses.	<i>Level 3 projects to be offered from start of term and allocated by Week 2. Better/earlier student number estimates to inform room allocations for timetabling.</i>	UG Project coordinator DSE/SES
Learning resources	MSc lab now houses HPG Windows cluster. LOGIC space adjacent to DEC-10 lab is provided as a dedicated Level 3 project space.	<i>Renew ENIAC lab android tablets and linux desktop software such that it can support a redesigned Mobile App Development module</i>	DSE/IT
Learning Community		<i>Maths "lunch-hours" have improved engagement with those modules. Planned in-house programming competitions to challenge stronger students.</i>	Module leaders
Student voice		<i>Review how opinions can be gathered and actions communicated to more of the school's students.</i>	Course reps/S:SF
additional headings can be added as appropriate, i.e inclusive learning and teaching practice, personal development, Leeds Curriculum			