

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

FACULTY OF ENGINEERING  
SCHOOL OF MECHANICAL ENGINEERING

EXECUTIVE SUMMARY								
Aspect	Undergraduate Programme Experience Survey				National Student Survey (NSS)		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	88%	87%	89%	86%	91%	89%	90%	88%
The teaching on my course	79%	85%	84%	84%	88%	89%	84%	85%
Learning opportunities	73%	84%	79%	80%	83%	84%	85%	86%
Assessment and feedback	65%	73%	72%	65%	73%	75%	76%	79%
Academic support	75%	79%	78%	77%	82%	82%	81%	85%
Organisation and management	78%	81%	80%	78%	87%	82%	82%	82%
Learning resources	86%	80%	86%	86%	82%	91%	85%	90%
Learning community	80%	84%	76%	75%	88%	79%	77%	83%
Student voice	63%	67%	67%	68%	79%	75%	76%	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>Vibrant and active student staff forum delivers real change to the running of all programmes.</i>
Key strategic actions for 2017-18	<i>List 3 actions – to be included on the posters to be produced for each School</i> <ol style="list-style-type: none"> <li>1. Create a map of the number of credits and number assessment submissions per week to allow planning by students.</li> <li>2. Assessment and Feedback Theme team to look at appropriate levels and balance of assessments in all programmes</li> <li>3. MSc restructure with different programme optional paths.</li> </ol>
Evaluation of main actions from 2016-17	<i>Brief update on the 3 main actions identified from the previous session</i> <ol style="list-style-type: none"> <li>1. Guide on How to Write a Lab Report continues to be developed for implementation in September 2018</li> <li>2. MSc restructure to tackle the problem with MSc students with Visa issues, also now allow students to arrive up to end of week 4.</li> <li>3. Course reps, as part of student staff forum, asked to come up with ways to enhance student experience for new students.</li> </ol>

Good practice examples from 2016-17	<i>Innovative practice and developments, of wider interest across the University</i> <ol style="list-style-type: none"><li><i>1. Restructured lab space making it exclusively for teaching activities and increasing cohort capacity up to 300 students.</i></li><li><i>2. Restructure of personal/academic tutorial system to allow for increased students and maintain tutorial size to 5.</i></li><li><i>3. Collaborative teaching theme team set up and investigating alternative learning strategies for delivery of course materials.</i></li></ol>
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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
<b>Overall satisfaction</b>	<ol style="list-style-type: none"> <li>1. Continue to promote staff student interaction (both formal and informal) to ensure affective communication.</li> <li>2. Continue to use the student staff forum as a key component in our school's mechanism for further improvements.</li> </ol>	<ol style="list-style-type: none"> <li>1. Determining best venue to inform students of the following:               <ol style="list-style-type: none"> <li>1 What learning resources are available;</li> <li>2 What investments are made yearly for their learning;</li> <li>3 Financial costs of software, hardware and lab equipment (e.g. NI Academy) they use.</li> <li>4 SAE team funding;</li> <li>5 State of the art research lab equipment used as part of projects.</li> </ol> </li> </ol>	1 DSE: Ongoing
<b>The Teaching on my Course</b>	<ol style="list-style-type: none"> <li>1. Restructure of the personal/academic tutorial system, with students now in group sizes of 5, meeting their personal tutor fortnightly and in alternate week having larger group subject specific academic tutorials with module leader or representative.</li> </ol>	<ol style="list-style-type: none"> <li>1 Remind all staff to either reply to student request within 48 hours or advertise weekly drop in session.</li> <li>2 Merger of the three modules: Surface Engineering, Introduction to Tribology and Bio-Tribology into a new Tribology/Surface Engineering module to be better delivered across entire semester.</li> <li>3 For MECH5760M Vehicle and Product Systems Design module will request that commonality of systems between Aero and Auto be clearly defined so that Auto students can see the relevance of this module to Automotive Engineering.</li> </ol>	<ol style="list-style-type: none"> <li>1 Staff to be reminded each academic year</li> <li>2 Starting September 2018</li> <li>3 Module leader to explain commonalities, completed.</li> </ol>
<b>Learning opportunities</b>		<ol style="list-style-type: none"> <li>1 Investigate possibility of introducing a time management class in order to help students plan their assessment deadlines scheduling</li> <li>2 Better information provided for MSc optional modules during/prior to induction to allow better module selection by students.</li> </ol>	<ol style="list-style-type: none"> <li>1 DSE/Programme leaders, 2018-19.</li> <li>2 MSc Module Leaders</li> </ol>
<b>Assessment and feedback</b>	<ol style="list-style-type: none"> <li>1. Maintain vigilance of our feedback and marks return deadlines.</li> <li>2. Summer intern was employed to develop the start of "Guidelines on How to Write a Lab Report". This will now be developed further for implementation in 2018-2019.</li> </ol>	<ol style="list-style-type: none"> <li>1 Create a map of the number of credits and number assessment submissions per week to allow planning by students.</li> <li>2 Assessment and Feedback Theme team to look at appropriate levels and balance of assessments in all programmes</li> <li>3 Request that where appropriate, staff provide general feedback during the next class after module marked coursework is returned, so that students can understand what was generally done well and badly and be given the opportunity to ask questions (30 minutes).</li> </ol>	<ol style="list-style-type: none"> <li>1 Completed.</li> <li>2 Theme team to deliver suggestions by Sept 2018.</li> <li>3 DSE to ask Module Leaders to, where possible, do this.</li> </ol>

		4 Assessment and Feedback Theme team to look at the feasibility to request all module leaders at all levels to provide an assessment criteria /marking scheme for all non-numeric coursework to improve the clarity to students on what is expected of them and to allow them to plan the time requirements.	4 Theme team to deliver suggestions by Sept 2018.
<b>Academic support</b>	1 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.	1 Smaller sized personal/academic tutorials are able to provide more help to struggling students. However the Assessment and Feedback Theme team to look at alternative ways to provide ongoing support for struggling students.	1 Theme team to deliver suggestions by Sept 2018.
<b>Organisation and management</b>	1 UG and MSc students with Visa problems allowed to arrive up to the end of week 4. Extra support provided where needed.	1 MSc restructure to provide more focused modules for each programme, with different programme optional paths with appropriate assessment levels and guaranteed no-lecture clashes.	1 MSc Programme Leaders for September 2019
<b>Learning resources</b>	1 All students provided with personal copy of MATLAB for the first time. 2 Prototyping and materials/dynamics laboratories capacity increased to 60 students.	1 Make certain that all of our software is available in other 24/7 clusters as well (e.g. Engineering and textiles). 2 Request that all Engineering Faculty Lecture Theatres are at least Silver lecture capture standard as Bronze is not fit for purpose. 3 Some non-Engineering-Faculty teaching sites are hard to find (i.e. Textile Cluster). Provide a map with better instructions on how to find these locations in Minerva. 4 Reduce the time for lecture capture to automatically go live from 72 down to 48 hours. 5 Have a clear schedule for usage of G68/G54b indicating when it free and clearly shown on door of these rooms.	1 Teaching software database to be enhanced to account for all teaching sites. July 2018. 2 DSE to raise at FTSEC for Sep 2018. 3 SSO/DSE to provide this in Minerva, 4 DSE to raise at FTSEC for Sep 2018. 5 G68/G54 Lab captains to provide.

<b>Learning Community</b>			
<b>Student voice</b>		1. Request IT to have all course reps to be able to email students on the School's different programmes email lists.	1. Completed.
<i>additional headings can be added as appropriate, i.e inclusive learning and teaching practice, personal development, Leeds Curriculum</i>		1. Provide company/site visits for all UG/PGT programs, at least 1 per year.	1. All programme leaders to look at ways to implement this for September 2018