

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

**FACULTY OF ENGINEERING
SCHOOL OF CHEMICAL AND PROCESS ENGINEERING**

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	84%	49%	89%	86%	79%	89%	78%	88%
The teaching on my course	76%	57%	84%	84%	77%	89%	80%	85%
Learning opportunities	71%	66%	79%	80%	78%	84%	77%	86%
Assessment and feedback	60%	36%	72%	65%	58%	75%	59%	79%
Academic support	73%	55%	78%	77%	76%	82%	83%	85%
Organisation and management	80%	51%	80%	78%	70%	82%	76%	82%
Learning resources	89%	78%	86%	86%	91%	91%	87%	90%
Learning community	79%	68%	76%	75%	81%	79%	75%	83%
Student voice	62%	55%	67%	68%	66%	75%	62%	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	<p><i>Provide a single, concise headline achievement for the School from 16-17 which can be included in further communication to students.</i></p> <p style="text-align: center;"><i>A “you said, we did” culture in the School through positive action from SSF feedback</i></p>
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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>To introduce flipped or blended learning (particularly in maths/science heavy modules, and content heavy modules e.g. materials)</i> 2. <i>Better distribution of credit of assessments across modules</i> 3. <i>Better defined and transparent marking schemes for all pieces of coursework</i>
<p>Evaluation of main actions from 2016-17</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>Provide an overall picture of the structure of taught programmes (to show how modules and learning outcomes link together) – a map of UG programmes has been produced, with the intention of placing a poster in our new foyer.</i> 2. <i>Provide a clear link between learning outcomes and assessments – module leaders have been instructed to update their coursework briefs to include this.</i> 3. <i>Provide a better balance of credit value across modules on coursework – this is work in progress and has been started, the next round of module revisions will continue this exercise.</i>
<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>Conversion of CAPE5730M to a digitally delivered format has been a success.</i> 2. <i>Programme assessment schedules are issued to the students at the start of each semester and feedback on any issues allows us to tailor the schedule and avoid clashes.</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	<p>Action: The School will encourage and support the development of new material for delivery in modules; for example online blended material.</p> <p>Progress: The main focus has been Level 2: three activities have been/being developed in 2 modules; CAPE2010 & 2020</p>	<p>Blended learning is a key point raised by students through SSF and a priority for the School.</p> <p>Action: The School will continue to encourage and support the development of new material for delivery in modules; for example online blended material.</p>	Increase the number of blended elements in modules, start of 2018/19 teaching year.
The Teaching on my Course	<p>Action: Implement a training programme for teaching staff.</p> <p>Progress: a series of Teaching Away days themed to better use of Minerva have been held.</p>	<p>In addition to new teaching methods, new thinking on key modules is required.</p> <p>Action: consider new module leaderships in key modules to refresh thinking.</p>	2018 cycle of AAM will allocate teaching roles.
Learning opportunities	There were no actions against this category last year.	<p>The existing programmes have a packed schedule and little room for choice.</p> <p>Action: review UG programmes and consider including options.</p>	A programme review is required to support IChemE accreditation and will commence 2018.
Assessment and feedback	<p>Action: Initiate a review of the credit value and amount of coursework across all programmes, with the aim to reduce where necessary and have a balanced level of credit for assessments.</p> <p>Action: Harmonise feedback on coursework with the use of a standard template on all modules.</p> <p>Progress: the review of coursework is complete and will be used in the upcoming module reviews to balance credit.</p>	<p>Continued action is required in this area and work on the previous actions is ongoing until student feedback improves.</p> <p>Action: Continue a review of the credit value and amount of coursework across all programmes, with the aim to reduce where necessary and have a balanced level of credit for assessments.</p> <p>Action: Harmonise feedback on coursework with the use of a standard template on all modules.</p>	A School wide module review will commence in Jan/Feb 2018 for changes to 2018 teaching.
Academic support	<p>Action: continue to development personal tutorial programme; specifically new content</p> <p>Progress: student feedback (and staff) on our new tutorial programme has been positive. We will wait until the full cycle is complete and over</p>	<p>The personal tutorial programme remains the best option for the School to provide personal support.</p> <p>Action: Review student experience on revised tutorial programme and enhance content for 2018.</p>	Summer 2018

	the summer revise and enhance.		
Organisation and management	<p>Action: Create a discussion document on programme structures for long term implementation.</p> <p>Progress: a draft discussion document has been produced and will be presented to the School EMB for consideration.</p>	<p>Action: complete strategic decision on programme changes and initiate School wide consultation with Staff and Students.</p>	Late 2018.
Learning resources	<p>Action: Ensure all material posted on the VLE is up to date</p> <p>Progress: and overhaul of Minerva was carried out over the summer break in 2017 and all pages were updated.</p>	<p>Minerva is the priority system for the School.</p> <p>Action: enhance the content of the new Minerva module pages and ensure consistent level of information is available across all modules.</p>	Summer 2018
Learning Community	<p>There were no actions against this category last year.</p>	<p>The School has been considering cohort enhancing initiatives.</p> <p>Action: agree and submit a proposal to School EMB for a cohort project that creates a community outside of teaching.</p>	Submission for IPE in 2018.
Student voice	<p>There were no actions against this category last year.</p>	<p>Regular meetings with School reps and a re-constituted SSF have been introduced in 2017.</p> <p>Action: reinforce the “you said, we did” culture in the School by regular contact with School reps and through positive action from SSF feedback.</p>	Ongoing for 2018.
<i>additional headings can be added as appropriate, i.e. inclusive learning and teaching practice, personal development, Leeds Curriculum</i>			