

LTC16D087

Title: PTES Action Plan reports from SCI LTQC
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Issue

To receive School PTES Action Plan reports from SCI LTQC.

Recommendation

None.

Resource Implications

None.

Risk Implications

None.

Equality and Diversity

N/A

Timing of decisions

N/A

Further information

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Background

N/A

Discussion

N/A

Attachments

SCI School PTES Action Plan report

FACULTY OF SCIENCE: PLANS ADDRESSING OUTCOMES FROM THE 2016
POSTGRADUATE STUDENT EXPERIENCE SURVEY (PTES)

BIO	BIO notes the ongoing improvement in 'Teaching and Learning' (+7% vs 2014) and the decreased Overall Satisfaction (-12%). The latter is likely a consequence of low scores in Assessment and Feedback (63%, although this is +9% vs 2015), Organisation and Management (-18% vs 2014) and Resources and Services (-16%). BIO will seek to build on improvements in Assessment and Feedback and Teaching and Learning, but staff resource is currently stretched further than ever before (effective SSR=17.74, +4.57 vs 2011-12) and this significantly limits our capacity to improve and critically threatens UG, PGT and PGR student experience.
CHE	An analysis of PTES feedback for CHE PGT would be difficult given the small numbers involved (5 students in 2016-17)
CMP	CMP is very pleased to get such positive responses in PTES from its PGT students. No major changes to the content and delivery of the programme are planned, but in 2016/17 the PGT students have actively participated in SSLC and in informal module reviews, both during and at the end of modules. The areas for possible improvement mentioned in the PTES Detailed Briefing Note have been noted by the School.
ENV	Overall student satisfaction has changed from 100% (2014), 67% (2015) to 81% in 2016. In the current survey, Teaching and Learning (at 82%) and Resources and Services (at 88%) are ENV's strongest areas. The weakest are Engagement (77%) and Organization and Management (69%). There have been recent significant structural changes in postgraduate modules and in their organization that have been designed to clarify and consolidate the curriculum and to re-invigorate the student experience.
MTH (ENG)	Note that MTH only have ENG PGT students. It was good to see ENG being singled out in a good way in a few categories. The low scores on assessment and feedback can be difficult to untangle because several of our modules are not delivered by ENG. At the recent Energy Institute accreditation visit the panel commented very positively. The new Oil and Gas Engineering module may have attracted some criticism but this has already been improved. With regard to manageability of the workload: We are always careful to work with the Reps to make sure that deadlines are fair and well placed. We receive emails from graduates thanking us for the time management skills they had to develop in order to cope. Engineering courses are driven by what industry needs and what the professional accrediting bodies require us to include. The seemingly low overall score of 75% is disappointing given the general satisfaction shown in the sub-categories. Given the low student numbers perhaps it was affected by a few low scores from the few weak students. We do take pride in working with our students to help get the best out of them.
NAT SCI	No PGT students
PHA	PHA is very pleased to get such positive responses in PTES about engagement and interactions with students. No major changes to the content and delivery of the programme are planned in 2016/17, however there are some changes in personnel. PHA is particularly pleased that assessment is considered clear and fair. PHA is working hard on improving the information which is given to the PGT students. This can be difficult, since these students are part time and are not on site, but there has been progress on the use of VLE to give prompt and useful feedback to the students. Other areas of improvement as detailed in the briefing notes have been noted by the School and work is continuing on these areas.