

Feedback to Feed Forward: A Cross Faculty Research Project

Kiu Sum

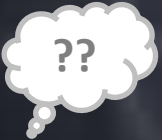
BSc (Hons) Human Nutrition, Faculty of Science and Technology

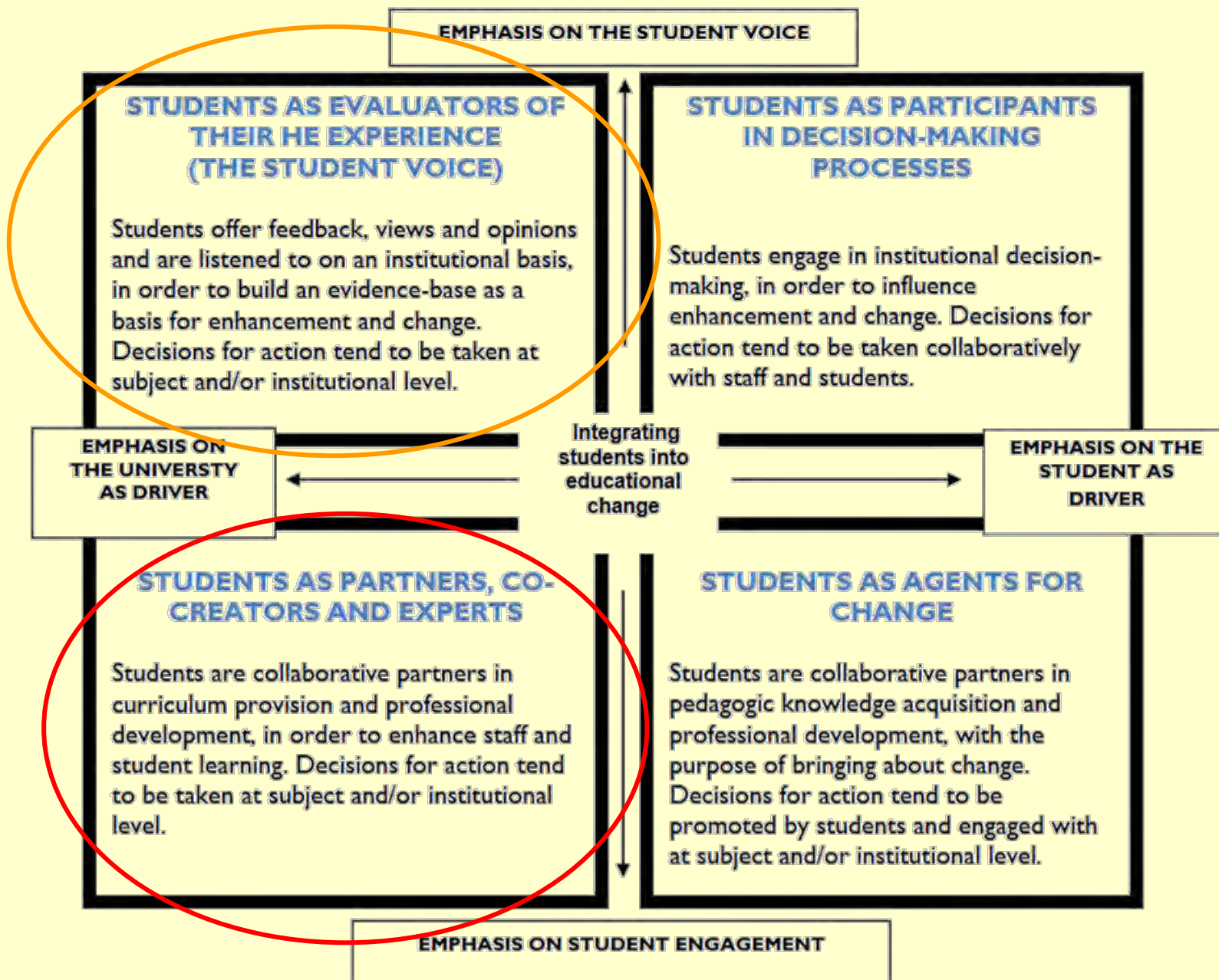
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Healey, Flint & Harrington (2014)

https://www.heacademy.ac.uk/system/files/resources/engagement_through_partnership.pdf

Want to...

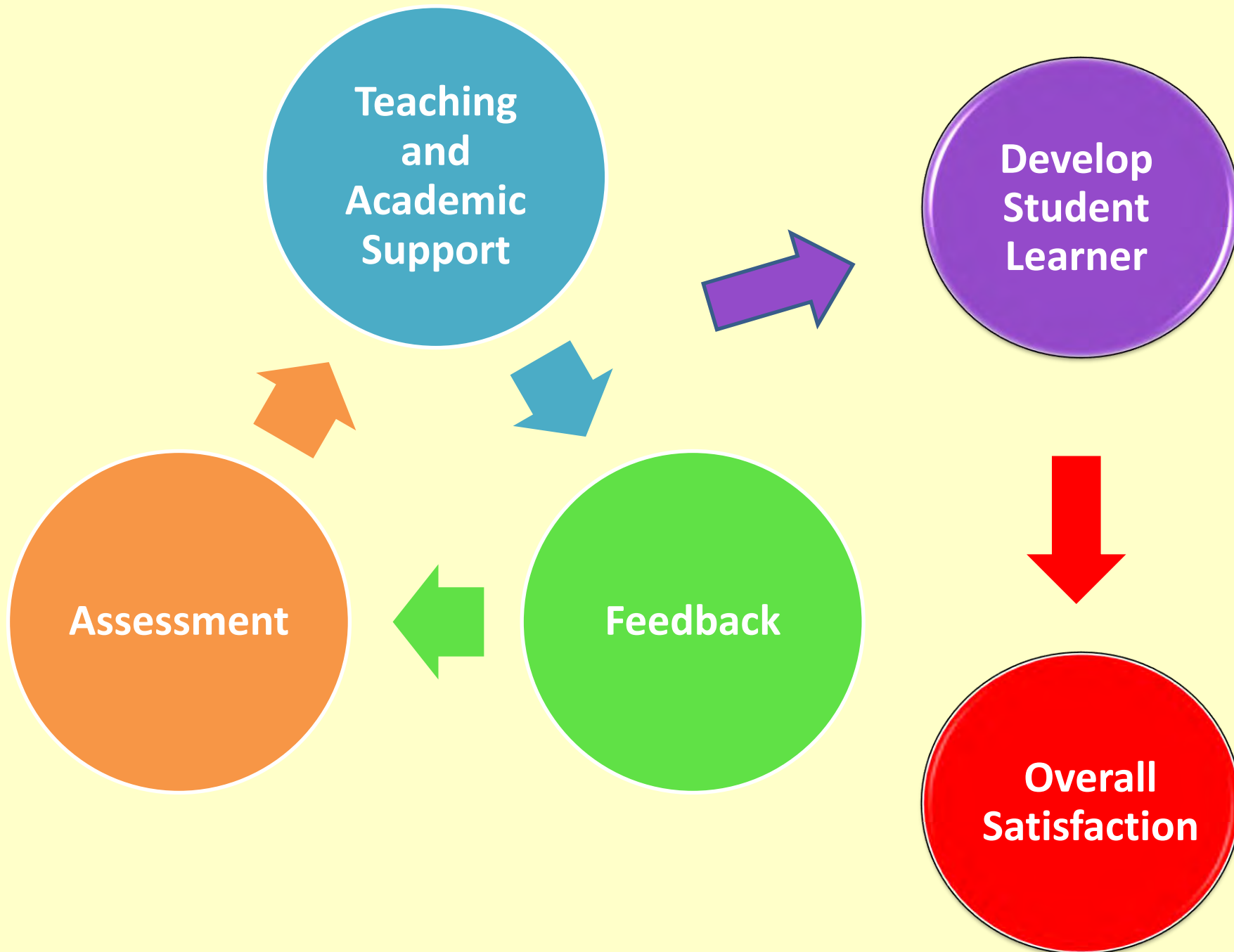
- Student and Staff Experience
- Positive Learning
- Student Engagement

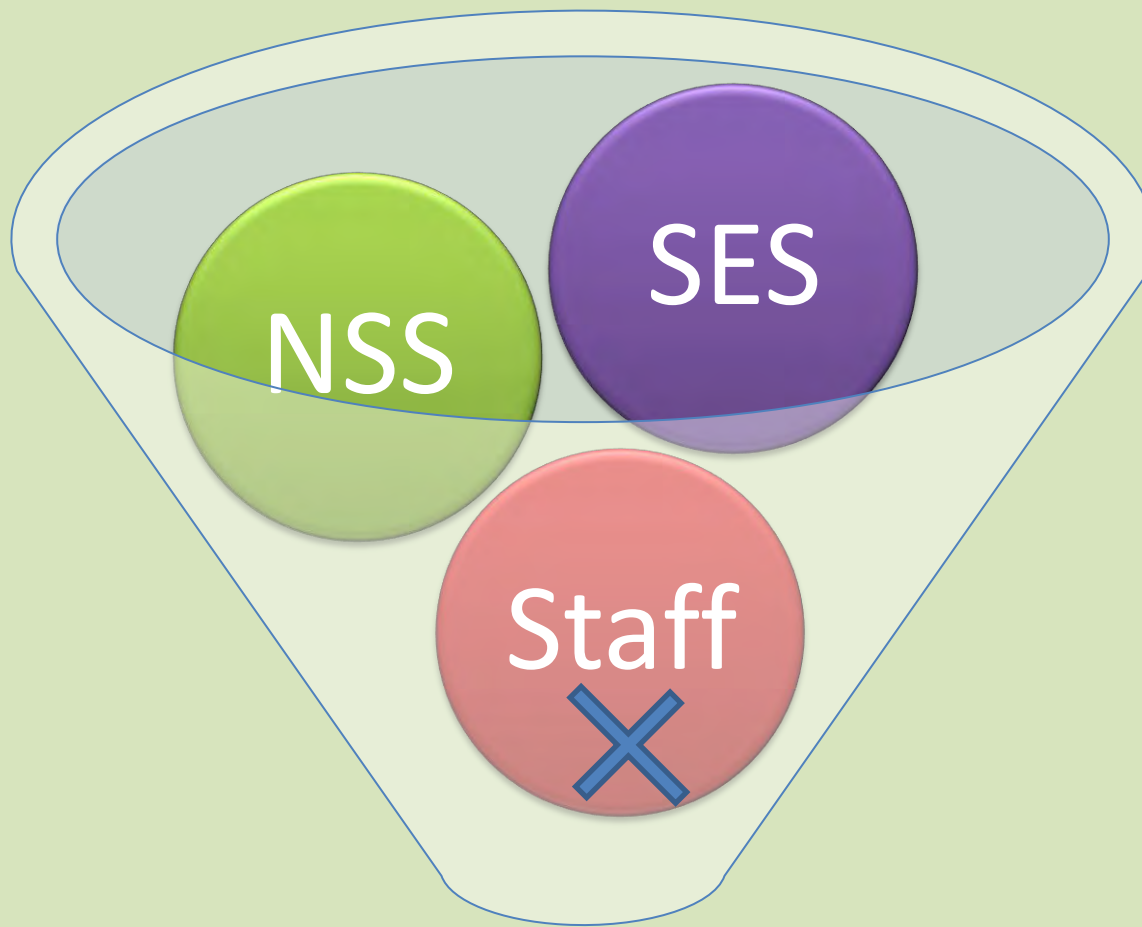
Data Used

- 3 academic years
- (2014/15, 2015/16, 2016/17)

Explored...

- Feedback
- FST and SSH
- Influence on Experience

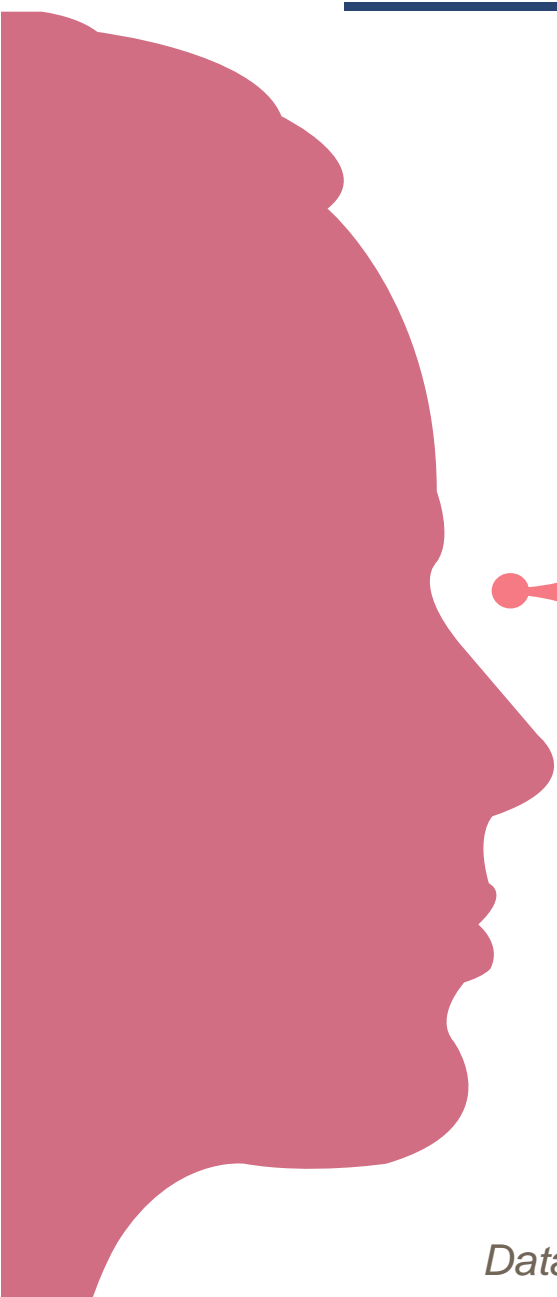




?

highlighting practices
considered 'problematic' and
'ideal' by students

Data Analysis



Student:

- Numbers
- Faculty
- Courses

Staff:

- Numbers

Yrs of service/
grade

Nationality

Student Engagement
Survey (2016)

National Student
Survey (2016)

Staff Engagement
Survey

Data as of April 2017

Student Numbers In FST & SSH

| Year | FST | | | | | | SSH | | | | | |
|-------------|---------|-------------|---------|-------------|-------|----------------|---------|-------------|---------|-------------|-------|----------------|
| | FT Home | FT Overseas | PT Home | PT Overseas | Total | No. of Courses | FT Home | FT Overseas | PT Home | PT Overseas | Total | No. of Courses |
| 2014 – 2015 | 3046 | 184 | 72 | 0 | 3302 | 37 | 2684 | 226 | 10 | 4 | 2924 | 40 |
| 2015 – 2016 | 2997 | 183 | 54 | 1 | 3232 | 32 | 2788 | 284 | 17 | 2 | 3091 | 36 |
| 2016 – 2017 | 3010 | 199 | 40 | 1 | 3250 | 32 | 2592 | 284 | 22 | 0 | 2898 | 39 |

| | | | | | | | | | |
|---|------|-----|-----|-----|--|------|-----|-----|-----|
| | 92.2 | 5.6 | 2.2 | 0.0 | | 91.8 | 7.7 | 0.3 | 0.1 |
| % | 92.7 | 5.7 | 1.7 | 0.0 | | 90.2 | 9.2 | 0.5 | 0.1 |
| | 92.6 | 6.1 | 1.2 | 0.0 | | 89.4 | 9.8 | 0.8 | 0.0 |

Faculty Comparisons

FST

SSH



Largest Course

Psychology
Biomedical Sciences
Computer Science

Law
Criminology
English Literature
History
Politics & International Relations
Sociology
Sociology and Criminology



Student Population Over Years



Student Recruitment



Law Only



New Courses 2016/2017

6

2

Staff Numbers Between FST & SSH

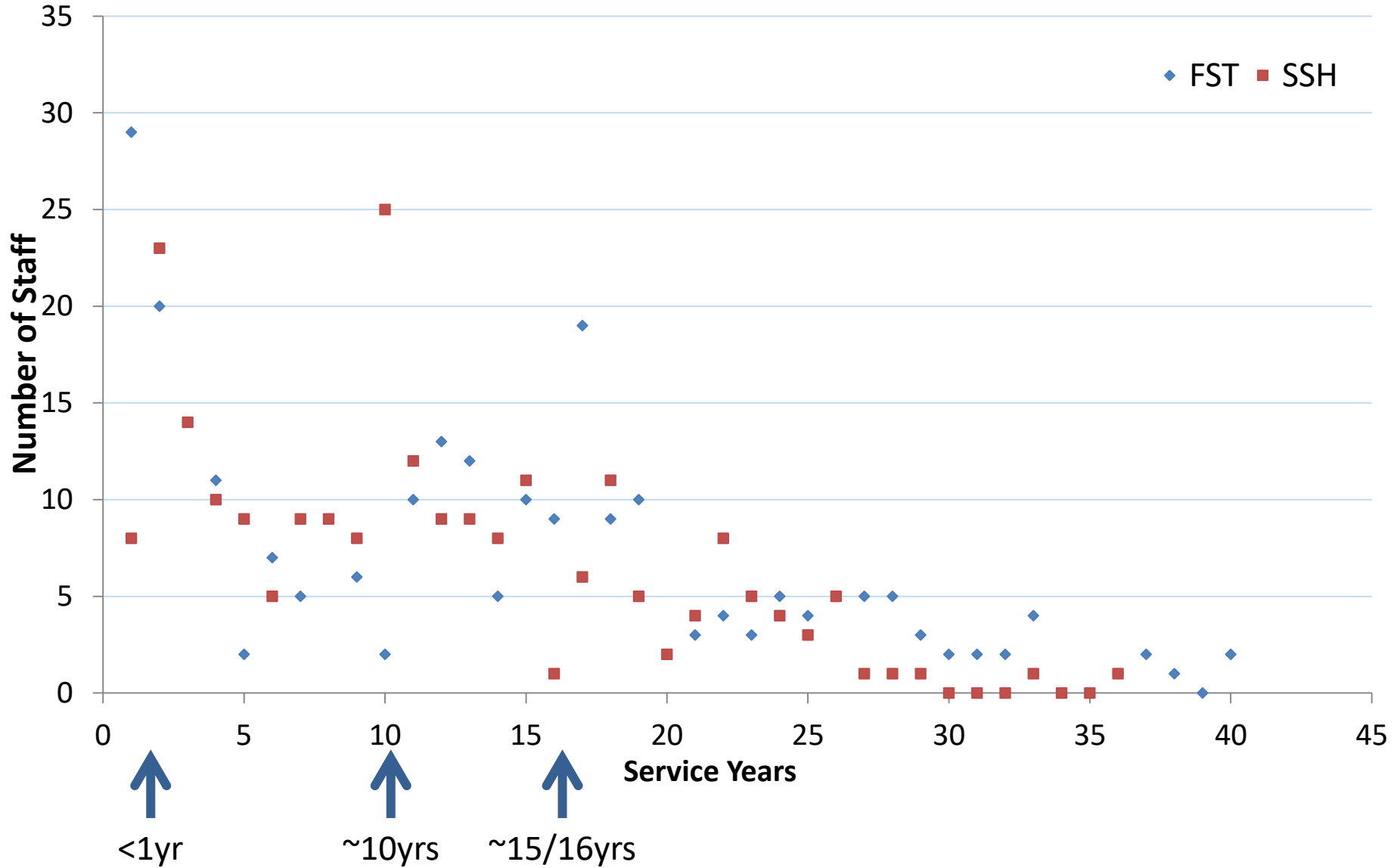
- Head count (not FTE)
- 257 (FST) vs. 228 (SSH) as of 2016/2017
- Different categories (n=16, FST); (n=7, SSH)
- Larger proportion of staff in FST employed in academic support

| FST Headcount | Count of Pers.No. |
|--|--------------------------|
| Bioscience Team | 4 |
| Computing Infrastructure Team | 6 |
| Dept of Biomedical Sciences | 37 |
| Dept of Computer Science | 51 |
| Dept of Engineering | 26 |
| Dept of Life Sciences | 5 |
| Biochemistry, Pharmacology & Applied Biology | 23 |
| Food, Nutrition & Public Health | 11 |
| Herbal & East Asian Medicine | 23 |
| Dept of Psychology | 48 |
| Faculty of Science and Technology | 2 |
| Health Science Team | 4 |
| Informatics Team | 7 |
| Microscience Team | 6 |
| Operations & Learning Services | 1 |
| Procurement and Equipment Services | 3 |
| Grand Total | 257 |
| SSH Headcount | Count of Pers.No. |
| Dept of English,Langs & Cultural Studies | 39 |
| Dept of History, Sociology & Criminology | 32 |
| Dept of Modern Languages & Cultures | 31 |
| Dept of Politics & Intl. Relations | 31 |
| Faculty of Social Sciences & Humanities | 5 |
| Westminster Law School | 65 |
| Westminster Professional Language Centre | 25 |
| Grand Total | 228 |

Staff Numbers By Grade

| Grade | FST | SSH |
|-------------------------------------|------------|------------|
| Senior Lectures | 35.13% | 36.84% |
| Lecturers | 15.18% | 30.26% |
| Professors (20 each) | 7.78% | 8.77% |
| Principle Lecturers | 15.95% | 16.67% |
| Researchers (Internal and External) | N = 21 | N = 9 |
| Technicians | 32 | 0 |

Staff: Years of Service



Student Engagement Survey

How is your university experience helping you to prepare for graduate-level employment?

What did you most like about the course?

What did you least like about the course?

What one thing could we have changed that would have improved your overall experience this year?

Student Engagement Survey- Responses

| Department | Response Rate (%) | No. of SES Responses | Students Enrolled (2015/16) |
|---------------------|-------------------|----------------------|-----------------------------|
| Biomedical Sciences | 28.85% | 255 | 884 |
| Computer Science | 35.67% | 326 | 914 |
| Engineering | 34.22% | 103 | 301 |
| Life Science* | 28.76% | 134 | 466 |
| Psychology | 24.20% | 159 | 657 |

**Departmental structures may have varied compared to today's
(Nutrition was placed under BMS on spreadsheet)*

Student Engagement Survey- Responses

| Department | Response Rate (%) | No. of SES Responses | Students Enrolled (2015/16) |
|--------------------------------------|-------------------|----------------------|-----------------------------|
| English | 15.28% | 97 | 635 |
| History | 24.77% | 165 | 666 |
| Law | 25.40% | 272 | 1071 |
| Politics and International Relations | 27.12% | 141 | 520 |
| Modern Languages | 32.26% | 100 | 310 |

**Departmental structures may have varied compared to today's*

**How is your university
experience helping you to
prepare for graduate-level
employment?**

Life Science

allowed (6) **career** (10) communication (9) confident (7)
course (7) develop (5) different (6) **employment** (13)
experience (6) future (8) giving (7) **helping** (24) improving (6)
independent (6) lot (8) opportunities (6) organise (5) **practice** (9)
prepare (9) providing (7) quite (5) really (5) **skills** (16) university (5)
working (15) workshops (7) year (5)

History

ability (7) able (6) allowed (5) assignments (5) better (6) career (7)
 communication (18) confidence (23) course (5)
 developing (12) different (7) employment (13)
 experience (22) fairs (6) far (6) future (6) gain (6) giving (8) graduate (8)
 group (10) helping (22) improved (5) independent (12) interested (5)
 knowledge (5) learning (10) level (8) making (5) meet (5) module (7) opportunities (8)
 organisational (5) people (11) presentation (8) providing (7) range (6) responsibility (5)
 skills (48) speaking (5) students (6) teaching (6) team (7) thinking (5) understanding (5)
 university (11) work (35) year (6)

In some lectures the theory is matched with how it is used in laboratories to test patients. Also some lecturers help to meet up with employers to see what areas of interest lie ahead after graduation. (Biomedical Science)

Good but it needs to improve in some aspects. It's important for the student to know **how to use the theory** (Modern Language & Culture)

There is **very little support** in this area compared with other universities. The university **stresses the importance of extra-curricular activities**. but only the chosen few get accepted to take part in these (Law)



**What did you most like
about the course?**

Biomedical Science

access (5) anatomy (6) assessments (5) content (9) **course** (21) different (5)
engaging (8) **enjoy** (11) experiments (5) friendly (5) **help** (14) human (5)
interactive (10) **interesting** (19) lab (5) laboratory (6)
learning (15) **lectures** (60) **modules** (35)
nutrition (7) organised (5) **practicals** (37) range (9) really (5)
science (6) sessions (9) **staff** (11) students (9) **study** (11) subjects (10)
teachers (6) **teaching** (15) things (6) think (5) timetable (5) **topics** (10)
tutorials (19) tutors (5) **work** (8)

Law

areas (7) available (5) challenge (6) clear (6) content (10) contract (7) course (18)
 criminal (18) different (7) discussions (7) engaging (5) enjoyed (8) enthusiastic (6)
 everyday (5) explain (5) fact (5) helpful (17) intellectually (9)
 interesting (22) knowledge (5) law (42) learning (11)
 lectures (44) life (5) modules (36) options (8) practical (5)
 problems (5) range (5) really (10) staff (10) stimulating (9) structure (9) students (7)
 study (12) subject (9) teachers (15) teaching (14) things (6) timetable (5)
 topics (10) tort (8) tutorials (26) tutors (14) understand (12)
 work (13)

Course has enabled me to study modules which are very interesting. Even though some are not. The teacher because most of them are very **welcoming and caring about your problems and doubts** (Politics and International Relations)

Meeting different people and learning how to handle different situations (Engineering)

The area of topics it covers – it's fascinating and **stimulates me to deepen my knowledge** (Psychology)

I enjoy the course. The topic I study. and some lecturers are just **amazingly passionate**. which **drives students in the right direction** (Life Science)



**What did you least like
about the course?**

Computer Science

boring (7) certain (5) class (6) clear (5) communication (6) computer (11)
course (19) **coursework** (21) days (5) **deadlines** (15)
 difficult (6) engaging (5) enough (5) **exams** (9) explained (5) fact (5) feedback (5) **feel** (10)
 gaps (7) girls (5) give (5) given (6) **group** (18) hard (5) help (6) **hours** (12)
 information (10) lack (11) learn (7) **lectures** (71) lot (7)
marks (13) maths (6) **modules** (40) people (5) poor (5) practice (6)
 presentations (7) **programming** (13) project (6) really (6) requirements (5)
 semester (6) sometimes (9) staff (7) **students** (29) subject (5)
teachers (17) **teaching** (15) test (5) things (5) thinking (7) times (7)
timetable (33) **tutorials** (22) **tutors** (14)
 understand (11) university (7) **work** (30)

English

assessment (6) class (6) **course** (7) coursework (5) english (5) enough (5) **lack** (6) language (5)
lectures (16) marks (5) **modules** (15) **nothing** (6) **quite** (6)
semester (5) **seminars** (9) **teachers** (8) **teaching** (8) **timetable** (6)
work (5) **writing** (7) **year** (6)

Some modules can be
boring and pointless
(Computer Science)*

Did not like the fact that course
work was always expected to be
submitted by a certain deadline.
when it came to results or
feedback. this was always delayed.
(Biomedical Science)*

Long lectures and
seminars with **no**
breaks (Life
Science)*

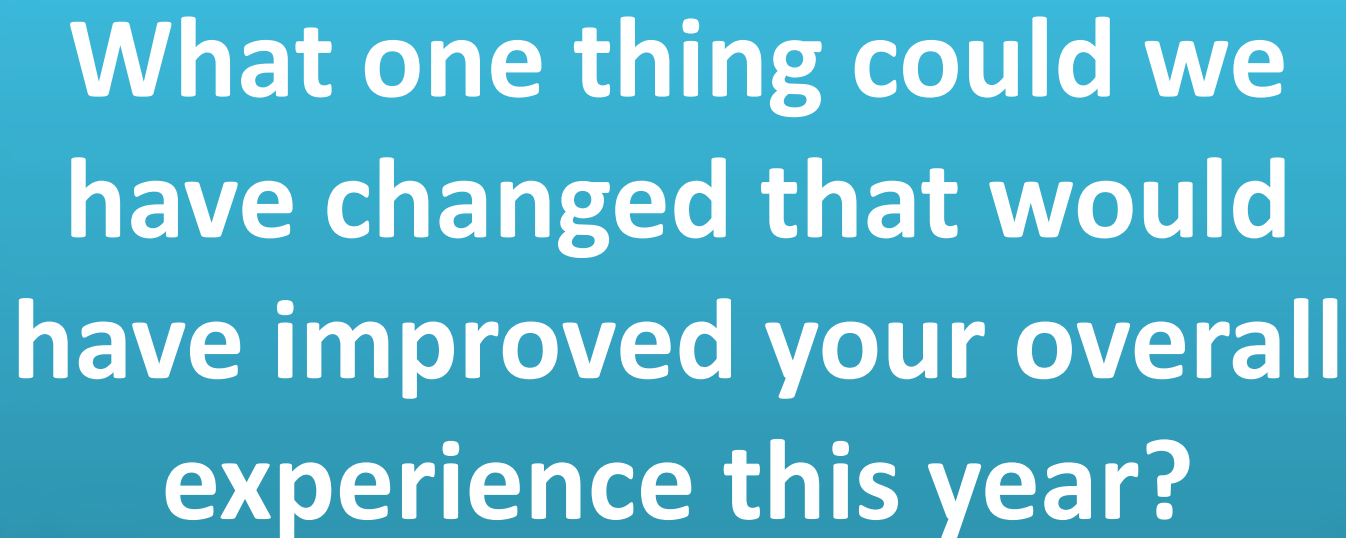
Want more module
choices (All
Departments)*

Unorganised. Lack of
explanation and support
(Law)*

Outdated theories
being sometimes
taught (Psychology)*

Some of the rooms we are
placed in (**too noisy/hot**)
and some of the **teaching**
style is boring and
ineffective. (English)*

**Across many other course in different departments*



**What one thing could we
have changed that would
have improved your overall
experience this year?**

Psychology

access (8) activities (5) assessment (6) assignments (6) better (9)
computer (10) course (8) details (6) help (16) hours (9)
lectures (26) methods (5) module (12) nothing (8) print (5)
provide (8) really (5) research (6) rooms (5) seminar (11) slides (7) staff (9)
start (9) students (21) study (5) teach (6) teachers (5) tutors (5)
understand (5) university (10) useful (6) work (6) year (10)

Politics and International Relations

better (14) **class** (9) **course** (9) **discussion** (6)
engaging (7) **essay** (5) **explain** (6) **help** (9) **improved** (7)
information (5) **instead** (6) **interaction** (5) **learning** (9)
lectures (13) **module** (21) **organised** (6)
personal (5) **political** (5) **reading** (18)
seminar (26) **staff** (6) **students** (22)
sure (7) **teachers** (5) **things** (6) **timetable** (11) **trips** (5) **tutor** (5)
university (7)

Departments talking to each other and spreading out deadlines/coursework (Modern Languages)*

Attendance machines in class room that appear to be doing **nothing beneficial** to us as students (History)*

Better planning of lecture content and subsequent lecturer choice to reflect the need to fit all content into a 90 minute lecture (Law)*

To make the lectures **more interactive** (Engineering)*

Engaged with other non-scientific courses in regards to using the different disciplines that are relevant in society today to understand our responsibility and position in the world. (Life Science)*

Had **better contact** with my tutor (Biomedical Science)*

**Across many other course in different departments*

NSS 2016- Number of Responses

| Faculty | No. of SES Responses |
|--------------|----------------------|
| FST | 228 |
| SSH | 240 |
| Total | 468 |

What one thing could we have changed that would have improved your overall experience this year?

FST

advice (12) area (6) assessments (5) available (6) **better** (23) career (16) class (5)
 computers (5) **course** (12) **coursework** (26) deadlines (11)
 different (9) **exams** (34) experience (10) feedback (12) field (5) final (7)
 full (5) future (6) **give** (10) given (5) guidance (8) **help** (21) improve (6) information (10)
 interactive (6) interesting (6) **learning** (8) **lectures** (60) library (6) making (8)
marking (22) maybe (7) **modules** (34) needs (7) nothing (11)
opportunities (11) option (9) organisation (10) placement (5) **practical** (11)
 prepare (5) **project** (7) **provide** (9) psychology (6) rather (5) revision (6) room (6) semester (6)
seminars (13) **sessions** (12) space (5) staff (5) **students** (47) study (8)
support (12) **teaching** (9) think (8) third (7) **tutorial** (10) university (8) **work** (15)
year (28)

able (6) access (6) activities (7) advice (10) assessments (10) assignments (12) aware (6)
better (21) books (8) career (16) changed (7) course (22)
deadlines (12) different (9) discuss (6) dissertation (17) done (6) earlier (6)
education (6) essay (13) events (11) exams (11) experience (8) far (6) feedback (13)
feel (8) final (8) give (8) help (25) history (7) improve (11) information (13)
interaction (12) interesting (7) knowledge (6) lack (6) law (6) learning (12)
lecturers (29) library (7) lot (9) making (8) marking (7) modules (33)
needs (11) nothing (16) offer (7) opportunities (9) options (7) organised (6) people (9)
reading (12) really (9) resources (8) seminars (12) social (6) sometimes (9) staff (10)
start (6) students (49) study (16) support (14) teachers (10)
teaching (11) think (14) throughout (6) trips (6) tutorials (6) uni (6) university (22)
week (12) work (10) workshops (8) writing (6) year (32)

I would enjoy having more events and opportunities that allow for more interaction and engagement between different courses and departments. *

A much more positive attitude from some lecturers, often felt like they were teaching for the sake of it.*

Not enough support for students. More exam revision sessions for the modules should be organised to ensure majority of students pass their exams. More support in coursework should be given as instructions on what they want produced are very vague.*

The demand. Too much workload. You need to either cut it down the coursework or the exams or give us more time.*

**Across many other course in different departments*

***“Tell me and I forget,
teach me and I may remember,
involve me and I learn.”***

~ Benjamin Franklin

Discussion: How can we improve?

1. SES/NSS says *** was great – do they find out?
2. NSS/SES says *** was bad – what happens?
3. Can we make students answer the Q asked (exams, CW & NSS etc surveys)?
4. If students are annoying their colleagues (and academics as well), how can students mitigate?
5. Do students know how to give us feedback (or where to get the feedback we give them – turnitin reports not opened...)

Acknowledgements

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(and apologies to anyone else who I have missed!)