

**ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2012-13**

**School: History**

**Faculty of Arts**

<b>EXECUTIVE SUMMARY</b>																		
<b>Aspect</b>	<b>National Student Survey</b>						<b>Undergraduate Programme Experience Survey</b>						<b>Postgraduate Programme Experience Survey</b>					
	<b>2011-12</b>		<b>2010-11</b>		<b>2009-10</b>		<b>2011-12</b>		<b>2010-11</b>		<b>2009-10</b>		<b>2011-12</b>		<b>2010-11</b>		<b>2009-10</b>	
	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>
<b>Overall satisfaction</b>	93	87	91	86	96	82	88	85	92	83	93	84	100	84	100	82	94	78
<b>Teaching</b>	96	90	93	88	96	85	92	84	93	83	92	83	94	85	94	84	91	81
<b>Assessment &amp; feedback</b>	82	69	81	65	79	61	75	61	73	56	76	57	83	69	78	68	80	63
<b>Academic support</b>	76	80	80	77	78	74	73	72	72	68	71	68	90	80	87	79	94	76
<b>Organisation &amp; management</b>	89	83	91	82	92	79	80	74	82	83	91	73	82	80	70	77	85	73
<b>Learning resources</b>	82	88	86	87	84	85	71	78	71	77	71	76	85	83	87	82	79	81
<b>Personal development</b>	81	81	77	78	79	76	68	68	64	65	68	63	57	71	73	70	75	68
<b>Sector position</b>	52/94	51/150	64/86	46/151	36/83	75/154												

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)

<b>Impact of 2010-11 actions</b>	<ol style="list-style-type: none"> <li>1. Contact hours at Level 2 have been increased.</li> <li>2. The Module Fair was successfully introduced and has received positive feedback from students.</li> <li>3. Communicating to the student cohort the value and competencies of PG tutors has received positive feedback.</li> <li>4. Grade criteria are communicated to and explained to students via module handbooks and by module tutors.</li> <li>5. The School offers a large variety of co-curricular activities which reinforce a sense of community; however, we recognise there is still more that could be achieved in these areas to engage our students.</li> <li>6. The School made progress in communicating the employability value of skills students acquire.</li> <li>7. The School remains the heaviest user of the Library's digitization service and continues to maximise use of this resource.</li> </ol>
<b>Achievements in 2011-12</b>	<ul style="list-style-type: none"> <li>• Maintained 100% satisfaction in the postgraduate programme experience survey.</li> <li>• Continued improvements in scores for Overall Satisfaction, Teaching, Assessment &amp; Feedback and Personal Development in NSS feedback.</li> <li>• Modest improvements in Assessment &amp; Feedback, Academic Support and Personal Development in the UGPES.</li> <li>• Successful introduction of the Module Fair to enhance student information and decision making relating to module choices.</li> </ul>

<b>Main actions for 2012-13</b>	<ul style="list-style-type: none"> <li>• Continue to diversify assessment approaches and share best practice in assessment design across the institution.</li> <li>• Embed the Curriculum Enhancement Project and principles within the School's curriculum.</li> <li>• Consider new options for module enrolment to compensate for continuing system deficiencies.</li> <li>• Develop the internship programme to engage students at UG and PGT levels.</li> <li>• Academic support from PG tutors to be increased building on good practice models from colleagues in PHRS.</li> </ul>
---------------------------------	--

**ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2012-13**

	<b>School:</b>	<b>Faculty:</b>	
<b>Aspect</b>	<b>Progress with actions in response to 2010-11 feedback and indication of impact</b>	<b>Issues raised in 2011-12 feedback</b>	<b>Planned response in 2012-13</b>
<b>Overall satisfaction</b>	<p>The peer mentoring scheme was re-designed, so that there are timetabled 'mentor events' throughout the year which focus on particular student issues at Level 1: acclimatisation, academic skills, exam preparation, module choice, career opportunities (and so on). We hope this will target student concerns more accurately, and also raise the sense of 'school community' felt at these events.</p> <p>Students are encouraged to attend School events post-induction week (e.g. guest seminars). Some level 2 modules build in research seminar attendance to help develop this sense of integration with the School's research culture.</p> <p>The School's Personal Tutoring provision was updated to accommodate newly parented JH students. A rise in tutee numbers has been compensated for by newly appointed staff and a low 'research leave' ratio, but we will monitor the impact of increased PT loads on staff time.</p> <p>Programme catalogues were updated in order to give an accurate reflection of which modules are inactive / will not run again. The work contributed to the management of student expectations; however there are still improvements that can be</p>	<p>NSS results show that the School has improved overall student satisfaction to 93%. This places us second overall within the UoL and confirms a strong mid-table performance within the Russell Group. The UGPES scores are slightly lower and the School will work hard to improve satisfaction during the final year for these students. A number of initiatives are taking place at L1 and L2 which we expect will help retain the very high satisfaction levels across all years. The School remains above the University average for overall student satisfaction in all surveys.</p> <p>The School is delighted to have maintained 100% overall satisfaction with postgraduate students.</p>	<p>ACTION: Maintain the current level of peer mentoring support and opportunities.</p> <p>ACTION: Further enhance student exposure to the Schools research culture through embedding the Curriculum Enhancement Project, Research Based Learning Thread and clearly communicating that to our students.</p> <p>ACTION: Personal tutor commitments to be considered alongside the workload model to avoid over assignment of tutees to tutors. The School aims to ensure high quality and accessible support by ensuring personal tutors have time allocated to dedicate to their personal tutees.</p> <p>ACTION: The School SES team to work in conjunction with academic staff to ensure programme catalogue information is accurate and informative.</p>

	<p>made.</p> <p>The School continues to do some excellent work in WP. Staff are keen to participate in these initiatives and three important events have been set up for early 2012 involving staff participation in a series of workshops for Y9 and Y12 students.</p>		
<b>Teaching</b>	<p>The School will explore means of increasing contact hours for level 2 students in such a manner as not to make additional demands on the students' time or resources when they are already pressed in other areas. For example, instead of offering further compulsory seminars which involve a good deal of preparation, it may well be possible to offer 'drop in' workshops on essay writing / past examination questions / revision strategies, etc.</p> <p>The role and competence to teach of postgraduate and postdoctoral tutors will continue to be outlined at open days and at year cohort meetings. Early feedback suggests this has been largely successful.</p> <p>New appointments in the School are now allowing us to discuss offering exciting and vibrant modules / options / special subjects in their areas of expertise, thus adding to what is, according to our external examiners, already a very wide-ranging and impressive set of offerings. New colleagues will also enhance possibilities for dissertation supervision.</p>	<p>The School are obviously pleased that scores in this area have improved and regained the very high levels of satisfaction achieved in 2009-10. Standards of teaching and the ways in which teaching is delivered are particularly well received by our students at all levels.</p> <p>Some isolated comments in the feedback should not detract from the overall exceptional performance of the teaching quality and intellectual challenge of the programmes. Students have provided consistent and numerous comments on the excellent standard of teaching within the School.</p>	<p>ACTION: The UG programme review discussed options for increasing contact hours and supporting students at critical times. Individual tutors plan to use their discretion to offer additional support (drop-ins, revision sessions) appropriate to their modules. School to review successful approaches in 2013.</p> <p>ACTION: Continue to review and renew the PG/PD tutors induction and support (particularly in assessment practices) to ensure competent and confident delivery of teaching.</p> <p>ACTION: Confirm and introduce suitable new module offerings at all levels.</p> <p>ACTION: Promote the research expertise of new colleagues via staff profiles on the website.</p>
<b>Organisation and management</b>	<p>After careful consideration the caps linked to special subjects were not raised. Preserving lower class numbers has been considered the most appropriate way to ensure exceptional academic quality.</p>	<p>Although NSS results in this area remain high they have steadily decreased across the last three years. A particular downward trend can be seen in the "Any changes in the course or teaching have been communicated effectively" category; however, there are no direct student comments to indicate why the trend is appearing. Postgraduate students</p>	<p>ACTION: The School has recruited new staff members who bring a range of academic interests and specialist knowledge to the University. All new colleagues will be encouraged to offer special subject module choices. In addition, the range and relevance of PGT modules will be reviewed and refreshed to ensure student choice is developed</p>

		<p>by comparison have reported a significant increase in satisfaction in this area (12 %) aligning that cohort much more closely with UG satisfaction levels.</p> <p>Given structural and support changes within the School during 2011-12 to allow the integration of the IMS, it is expected satisfaction levels will begin to rise without the introduction of major new initiatives. The development of the Student Education Service team should also go some way to addressing the specific communication issues the feedback appears to raise.</p>	<p>and staff research interests are highlighted.</p> <p>ACTION: From December 2012 9am-5pm opening of the student support office. Students will have greater and more consistent support and access to information. This will provide additional communication options for students.</p> <p>ACTION: SES to continue to work on processes between UG and PG cohorts to give parity of student experience.</p>
<b>Learning resources</b>	<p>The School remains the heaviest user of the Library's digitisation service and its use has been well received by students. Colleagues have been making further use of this resource across the year.</p>	<p>Feedback indicates that library resources and access to specialist facilities are areas students would like to see developed. Both questions saw a 5% drop in satisfaction despite some positive initiatives implemented by the School. Unusually this is an area where the School performs below the University average.</p>	<p>ACTION: PG Tutors will also be made aware of and encouraged to use the digitization service offered by the Library through their induction programme.</p> <p>ACTION: Colleagues to be encouraged to exploit the rich resources available particularly within special collections. The School will discuss options to use these resources more effectively particularly through special subject options.</p>
<b>Assessment and feedback</b>	<p>The School of History is a University leader in this category, and is pleased to note another increase (1%) on the 2010-11 figures. 82% is a very strong score within the University and sector.</p> <p>There was also an increase of 2% in the UG review and an increase of 5% in the PG Experience survey, in this category</p> <p>The 82% NSS score reflects the emphasis the School places on a 4-layer system of feedback on assessed written work: essay marginalia, structured feedback form, one-to-one tutor meeting and personal tutor academic overview.</p> <p>Minor concerns about 'inconsistent' marking within</p>	<p>The School continues to do extremely well in this category. Very few significant issues emerged in the qualitative NSS comments, with only a couple of concerns about legibility of feedback.</p> <p>Students faced with 'new' or unconventional forms of assessment (e.g. in the HIST25xx modules at Level 2) sometimes react with concern / anxiety, and asked for more guidance with assessment forms such as reflective logs, wikis, group projects, VLE postings (etc).</p>	<p><b>Action:</b> The School aims to maintain and refine its provision in this area, with a continued commitment to detailed written feedback and one-to-one feedback meetings.</p> <p><b>Action:</b> As assessment modes diversify, to include reflective logs, project outlines, group exhibitions (etc), the School will look to develop and share best practice in relation to assessment design and the composition of marking criteria. Modules which introduce new or unconventional forms of assessment will explicitly build in class-time for training / guiding students in these forms of assessment.</p> <p>Skills@Library and academic colleagues from other schools / faculties will have input into</p>

	<p>the previous NSS survey seem to have been largely remedied, with a 9% increase in the NSS score for “Assessment arrangements and marking have been fair”</p> <p>Grade criteria are printed in the UG and PG handbooks, in the VLE and on the reverse of the essay feedback form, and tutors continue to draw students’ attention to these at the beginning of modules.</p> <p>Impact of 2010-11 ‘Actions’:</p> <ol style="list-style-type: none"> <li>1) The online database of ‘Leeds History First’ dissertations has been moved to a more prominent place in the VLE, to act as a useful resource for current dissertation students, as they embark on their most important final year assessment.</li> <li>2) The promptness of feedback to PGs has been improved, and now dovetails with the consistent 2-week feedback return to UG students.</li> </ol>		<p>assessment design.</p> <p><b>Action:</b> A project on Employability &amp; Assessment is underway, and will explore models and case-studies for assessing ‘employability’ activities and skills within academic modules. A mapping of Faculty of Arts assessment types forms part of the project research, and report will be made to the <i>Curriculum Enhancement Project</i> and <i>Faculty Employability Committee</i> on the project’s progress.</p>
<p><b>Academic support</b></p>	<p>A <i>Semester 2 Lecture</i> was delivered to all Level 3 students in Jan 2012, to heighten awareness of the layers of support offered in their final Semester, and to help History students articulate the skills they have gained through their degree. This lecture seems to have had an effect in relation to students’ perception of their personal development (see below), but satisfaction with academic support is down on last year.</p> <p>We staged a <i>History Module Fair</i> in April 2012, with presentations on Level 3 special subjects, and a gallery of module posters for level 2, alongside face-to-face advice from Module leaders. This was extremely well-designed, well attended and well-received by students.</p>	<p>The School dipped by 4% in this category.</p> <p>Negative NSS comments revolved around ‘lack of contact hours’ (a perennial issue) and anxiety and dissatisfaction around the module enrolment process for Level 2 and Level 3 modules.</p> <p>Feedback indicates technical deficiencies of the module enrolment system have the potential to erode levels of the student satisfaction. Teaching staff and personal tutors offset these loses as they offer guidance and advice on module choice.</p> <p>However, as a School, we need to manage the expectations of students better, and qualify our message about ‘choice’ at Level 2 and Level 3, and explain the necessity of having back-up module</p>	<p><b>Action:</b> At Level 3, we intend to increase contact hours and support by offering formal dissertation guidance sessions as part of the Special Subject seminar sequence, adding 3/4 hours per Semester. These will be provided in 2013-14.</p> <p><b>Action:</b> For the modules HIST2530 and HIST2555, a system of PG-led proctorials supplements the contact time offered by academic staff, offering another format for discussion and debate. This format of PG-led academic support will be considered for extension, using models offered by the School of Philosophy.</p> <p><b>Action:</b> In consultations with the Centre, the School has appealed for staggered module enrolment dates, so that the process is technically</p>

	<p>Independent study at Level 3 continues to be supported by the Dissertation mentoring scheme, where PG students advise level 3 dissertation students on their research and progress. The School commits itself to funding this scheme in 2013-14 and it is supervised by an academic member of staff.</p>	<p>choices and a willingness to diversify.</p> <p>Qualitative comments suggest that the personal tutoring system is working well and that teaching staff, in the great majority, are regarded as extremely helpful and supportive. We continue to struggle, however, with making it clear to students that academic support exists in many forms: office hours, one-to-one feedback, personal tutor meetings, essay feedback (etc).</p>	<p>efficient and can be managed at different times for our Level 2 and Level 3 cohorts. We have inquired, specifically, about having a separate date for our Level 3 special subject enrolment. We await feedback on this.</p>
<p><b>Personal development</b></p>	<p>The School was pleased to note a 4% increase in this NSS category, reflecting the initiatives and module designs introduced over the last few years. The score of 81% is now in line with the University's NSS score for personal development, but we recognise the room for improvement.</p> <p><b>Impact</b> of actions and Innovations: One external measure of impact in this area is the DLHE (Destination of Leavers from Higher Education) which looks at graduate destinations 6 months after graduation. The School of History was rated at 97%, the highest rating in the Faculty of Arts and one of the very highest in the University. Our 5 Career Interns have heightened their online presence by creating Facebook groups relating to their professional sector (Teaching, Law, Business, Media and Politics). Through these channels, they distil careers service news and advice for our History students, and regularly post links to employability resources and events. They have also held successful career events and panels during Semester 1.</p> <p>Our "Student Experience" funding has so far supported two Alumni events (one shared with English) in which Leeds history alumni have returned to explain their graduate transition to professional success.</p> <p>The 2010-11 cohort of CSER8000 'Work</p>	<p>NSS feedback suggests a stronger sense of satisfaction in terms of confidence (up 3%) and 'tackling unfamiliar problems (up 9%) at UG level</p> <p>Whilst improving in relation to UG students, the School performed poorly in this category in relation to <i>Postgraduate</i> students: 57% (though a very low response rate qualifies these figures). Though the PG Experience survey did not reveal much explicit criticism of provision in this area, there is clearly an issue with the way MA students, in particular, reflect on the opportunities for personal development during their degree.</p> <p>We are conscious that our PD and employability support for UG students is much stronger and more consistent than for PG students and understand the need to balance this by offering PGs distinct provision and including them in existing activity. Our proposed actions reflect this, concentrating on PG provision.</p>	<p><b>Action:</b> At PG level, a suite of 3 Semester 2 events has been designed through the Historian's Workshop to address postgraduate employability, and particularly the importance of articulating skills gained through PG degrees. An alumni speaker has been invited to one of these events, and several academic advisors will offer guidance on routes into publishing and research-based careers.</p> <p><b>Action:</b> At PG level, we are re-designing the module feedback form, so that we can get more helpful views on students' perception of their academic and personal development. At present, the feedback form encourages a crude 'tick-box' approach, which does not help students reflect on the relationship between academic and personal development. The new form will be employed in 2013-14.</p> <p><b>Action:</b> PG students to be targeted and recruited more explicitly for School and Faculty career and Employability events (such as the Autumn Expo and History Alumni events)</p> <p><b>Action:</b> One Administration internship and several research internships exist within the School for PG students. Consideration will be given to opening up the internship project to include additional PG opportunities.</p> <p><b>Action:</b> To heighten PG students' awareness of</p>

	<p>placement' year students returned and impressively passed their module assessment. They act as ambassadors in History Careers talks and events to recruit for the module's iteration in 2013-14</p> <p>The School's circa £6000 budget for the History Student internship Project was sustained, recruiting 14 interns in 2011-12, who work across areas of research, careers, marketing and recruitment.</p> <p>One-to-one Careers appointments (provided in the History foyer by careers centre reps) have been extended for 2012-13.</p> <p>A member of School staff published a UTF report on the "Rhetoric of Employability" which looked at student perceptions of employability within the curriculum, and set forth recommendations for diversifying assessment and bridging the gulf between academic, student and corporate definitions of what 'employability' means.</p>		<p>personal development support available through SDDU and LHRI provision, particularly training in, research ethics, communication skills and digital profiles.</p>
--	---	--	--