

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2014-15

Faculty of Arts; School of History

EXECUTIVE SUMMARY																		
Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate Programme Experience Survey					
	2013-14		2012-13		2011-12		2013-14		2012-13		2011-12		2013-14		2012-13		2011-12	
	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	93	88	92	87	93	87	90	85	88	85	88	85	85	85	85	87	100	84
Teaching	96	90	95	89	96	90	91	85	91	85	92	84	90	86	95	87	94	85
Assessment & feedback	84	71	84	71	82	69	76	62	72	59	75	61	80	71	77	75	83	69
Academic support	82	82	78	81	76	80	71	73	67	72	73	72	92	82	82	85	90	80
Organisation & management	90	85	88	84	89	83	81	75	78	73	80	74	79	81	92	85	82	80
Learning resources	90	91	89	90	82	88	81	83	75	81	71	78	87	85	95	86	85	83
Personal development	84	82	82	81	81	81	64	72	63	69	68	68	75	77	67	77	57	71
Sector position	20/96	50/146	66/98	57/147	52/94	51/150												

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 in 2013-14	<i>Increase in Overall Satisfaction to 93%, with every category showing either maintenance or improvement of the previous year's high standards. Rise of 10 places in Russell Group Universities and 32 places overall</i>
Main actions for 2014-15	<ol style="list-style-type: none"> 1.Improvements to student feedback - particularly in the area of examination feedback 2 Teaching: Enhancement of contact hours – with the main focus on dissertation preparation 3.Module Choice: Continue to build on and maintain improvements to process

<p>Summary of student involvement in the production of this Action Plan</p>	<p>The draft Action Plan was discussed at the Student:Staff Committee. Comments and suggestions made at the meeting were fed into the final version.</p>
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AGREED ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2014-15

School: History

Faculty: Arts

Aspect	Progress with 2013-2014 actions and indication of impact	Agreed Issues/Actions for 2014-2015	Responsibility/Expected completion date
<p>Overall satisfaction</p>	<p>Continued review of Joint Honours provision with the involvement of Director of Join Honours in Induction and Open Day events, while plans to improve communications between teaching schools are already being put into action by the School Education Service. Hugely successful Peer Mentoring events made available to all levels, implemented by School of History interns under the supervision of the Director for Personal Tutoring. Consistently high attendance and positive feedback. Rise of 1% to 93% in student satisfaction.</p>	<p>Maintain the improved standards of student satisfaction by continuing our review of Joint Honours provision, meeting with relevant staff in teaching schools and streamlining induction events and timetabling. Working to improve the communication of assessment feedback between schools and establishing links and contacts for students in non-teaching schools. Carry on working with School interns by way of continuing to provide relevant and useful events and services that will benefit and support our students.</p>	<p>Director of Student Education (DSE); Director of Impact (DoI); Director of Personal Tutoring (DPT); Director of Joint Honours (Dir. JH); Student Education Service (SES) staff.</p>
<p>Teaching</p>	<p>Revisions to IHP programme have been implemented, notably with the increase of available option modules at level 2. Amendments to IHP level 1 induction have been made, affording students more time and opportunity to integrate with School and peers from the outset. A minimum of 20 teaching hours per 20 credit module has been formalised by way of standardising and improving module provision. The increased contact hours at level 3 have been clarified and refined as dissertation workshops and now form a compulsory component of Special Subject programmes. Staff website profiles have been refreshed and updated A new website for the Institute for Medieval Studies has been launched, which will benefit</p>	<p>Further improvements to contact time are proposed for level 3 students, in particular relation to dissertation preparation. This will take the form of additional workshops and lectures to be held at the end of level 2, thereby affording students the opportunity to think seriously and usefully about their project and supervision over an extended period of time, encouraging in-depth preparation and additional study, and increasing the potential for contact / one-to-one support from an earlier stage. The use and composition of 'contact hours' are to be more clearly communicated to students with the additional use of visual presentation, supported by social media, VLE, etc. Finalisation of new MA programme and creation of a new MA module, to be run by the incoming</p>	<p>DSE; Dissertation Tutor; DPT; Senior Education Service Officer (SESO)</p>

	both incoming and current postgraduate students.	Marie Curie International fellow.	
Assessment and feedback	Continued updating of the Code of Practice on Assessment, with clarification of academic discretion in response to external feedback.	Survey results suggest that improvements could be made in this area, therefore the implementation of certain changes shall be discussed at committee level and employed accordingly. Formal changes to the delivery of examination feedback are in the pipeline, which will require the involvement of both module tutor and Personal Tutor by way of giving both generalised performance feedback and more subject-specific advice and guidance as required. Revisions to feedback provided to Joint Honours students will also be discussed and considered, working on ways of better communicating feedback between teaching schools. The above measures will address the scores received in response to 'assessment arrangements and marking have been fair' and 'feedback on my work has been prompt'.	DSE; DPT; SESO
Academic support	The ongoing technical failures of the module enrolment system, believed to be a main reason for negative comments in this section, have been addressed. A staggered enrolment for History students saw the entire process run smoothly and without any technical issues this year. Continued encouragement of academic attendance as Module Fair and Module Choice Lecture. Discovery themes have been implemented and the concept explained clearly to students.	Student representatives are continuing to take an active role in academic matters, with the History Society recently being commended for their organisation of academic and career-based events that have been extremely successful. Likewise, School Interns are taking an active role in such matters and continue to produce newsletters, with the addition of a popular student blog that reports feedback and action points from the Student: Staff Committee meetings back to students (this also enables them to suggest matters for discussion). A working group has been set up to discuss continued improvements to online enrolment, with focus on waiting lists. Improvements to personal tutoring (particularly where feedback is concerned) have already been noted. This should address the question of 'Good advice was available when I needed to make study choices', and in turn hopefully continue the upward trajectory of the response in this area for	DPT; Student Support Officer (SSO); SESO DSE and SESO

		<p>the School as a whole.</p> <p>A list of FAQs addressing the majority of negative comments in the NSS survey (relating to contact hours, personal tutoring, administrative flexibility and module choice, amongst other issues) will be compiled with clear and concise explanations. This will then be communicated to students via all available channels in anticipation of NSS2015.</p>	
Organisation and management	<p>Comments in this category are positive, with the majority of respondents satisfied in this area. A new taught MA programme has been devised and will be implemented upon the return of the Programme Director from research leave. By way of addressing some of the concerns regarding module choice, a change in tutorial swapping procedure has been implemented, allowing students to move between tutorial groups if a clash has occurred rather than requiring that modules are dropped and changed all together.</p>	<p>Improvements will be made to assessment submission, simplifying the process for students at submission deadline and addressing a comment that was made about inflexibility in administrative matters.</p> <p>Communication of changes to courses and teaching, which was flagged as an issue by IHP students (scoring only 69%), have been addressed and SES staff will continue to alert students to any such changes via email and portal announcements.</p>	SES staff
Learning resources	<p>Many issues raised regarding Library resources and opening hours are largely beyond our control, though students have been offered the opportunity to take part in a library feedback session in December 2014 in order to have their say about these matters.</p> <p>The VLE continues to be well-used and regularly refreshed and updated.</p>	<p>The History Student Representative has been approached to gather students for the Library feedback session in December 2014, as some issues raised in the NSS comments relating to this were also raised in the Student: Staff committee.</p> <p>Continue to use VLE and digitisation services effectively.</p>	SESO and SES staff
Personal development	<p>By way of engaging more dynamically with external opportunities for History students, a collaboration with the West Yorkshire Archives has been discussed and placement opportunities proposed.</p> <p>Careers events have continued to be successful with additional activities offered by the History Society and History Career Interns.</p> <p>Level 3 'welcome back' and 'your final year' lectures have been carried out and will continue to feature in the level 3 programme.</p>	<p>Collaboration with the West Yorkshire Archives is in the pipeline, potentially involving an archive placement opportunity for postgraduates and research placements for undergraduate students as part of the HIST2550 and FOAR2000 modules</p> <p>This will be a unique selling point for the School of History at the University of Leeds, as such modules are not offered by competitors, and will encourage both undergraduate and postgraduate students to think about their joint academic and professional development.</p>	Dissertation Tutor

		<p>The School has set up two highly successful LinkedIn groups: one for current students (currently 198 members) and one for School of History alumni (currently 680 members). These will act as a resource for professional networking within, and graduate loyalty to, the School.</p> <p>Alumni (including former interns of the School) will return to the School for an annual alumni / careers event in February, showing where they are now and how their History degrees and experiences have benefited them.</p> <p>Employability events continue to be advertised and arranged by the School's five career interns, who are also working on cross faculty Arts events, linking up with interns from other schools..</p> <p>Adjustments to personal tutoring and feedback will help to address some of the issues raised in terms of improving personal development, particularly study advice.</p>	<p>SESO; SSO; DPT / Director of Impact</p> <p>SES Staff</p>
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