

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2010-11

School: Education

Faculty: Education, Social Sciences and Law

EXECUTIVE SUMMARY																		
Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate Programme Experience Survey					
	2010-11		2009-10		2008-09		2010-11		2009-10		2008-09		2010-11		2009-10		2008-09	
	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	91	86	92	82	75	84	89	83	91	84	87	82	86	82	85	78	91	80
Teaching	93	88	95	85	88	86	89	83	88	83	85	82	86	84	85	81	90	81
Assessment & feedback	67	65	79	61	68	61	74	56	82	57	68	54	79	68	79	63	78	62
Academic support	79	77	89	74	74	75	70	68	73	68	64	66	84	79	80	76	86	76
Organisation & management	91	82	91	79	74	79	91	83	91	73	72	70	85	77	84	73	80	75
Learning resources	89	87	83	85	82	86	78	77	76	76	70	77	76	82	79	81	79	82
Personal development	68	78	77	76	48	78	60	65	63	63	50	62	73	70	68	68	74	67

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)

Impact of 2009-10 actions	<ul style="list-style-type: none"> Improved quality and greater variety of learning experiences in undergraduate and taught post graduate programmes. Students' increased awareness of and engagement in processes of research. Increased opportunities for students to develop skills and attributes needed for successful employment. Stronger and more positive student-staff consultation processes. Personal tutoring more strongly centred in Leeds for Life in the undergraduate area. Use of the VLE embedded in all practice; some innovative approaches to facilitating blended learning; wide range of VLE tools in use.
Achievements in 2010-11	<ul style="list-style-type: none"> Student evaluations excellent in most categories. Improved NSS scores in 6 out of 7 categories and 90+ satisfaction rating in 3 categories. Continued commendation across the board from external examiners who report "High level of achievement at all areas and increased number of students submitting "outstanding critical and theoretically engaged work". Introduction of new undergraduate degree, BA English, Language and Education. Increased number of students engaged in school academic research projects and other collaborative activities with academic staff.
Main actions for 2011-12	<ul style="list-style-type: none"> Assessment and feedback: continue to review and improve assessment and feedback procedures. Personal development: create additional opportunities for students to understand, identify, monitor and articulate their personal development. Academic support: continue developing a variety of provision to support students' academic study. Review and improve organisation of and support for critical study and dissertation modules. Develop further opportunities to involve students in school academic research projects.

The School's full action plan may be accessed via the following link: www.leeds.ac.uk/respondingtoyourfeedback/school.html

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Aspect	Progress with actions in response to 2009-10 feedback and indication of impact	Issues raised in 2010-11 feedback	Planned response in 2011-12
Overall satisfaction	<p>The high satisfaction ratings in this category are an indicator of the success of continuing development and specific actions taken in 2009-10.</p> <p>The greater involvement of students in school development plans has increased understanding of school practices and has helped to create a better and more inclusive academic community in the school.</p>	<p>The school again achieved a very high level of overall satisfaction which was expressed in student surveys, module and programme evaluations and in external examiners' reports.</p>	<p>The school will work towards maintaining and further improving its provision to ensure UG and PGT students continue to be provided with excellent learning and development experiences. The school is conducting a comprehensive curriculum review in which academic support, assessment and feedback and personal development will be prioritised along with further curriculum development</p>
Teaching	<p>Work to Improve the quality and variety of learning experiences for students in all areas continued in 2009-10.</p> <p>A particular focus on engaging students in the processes of research has resulted in an increase in higher quality dissertations and critical studies.</p> <p>A focus on providing structure for students' independent study has met with students' approval.</p>	<p>A high level of satisfaction with teaching in the School of Education was again expressed by students and external examiners. A large majority of students stated that they were happy with content and teaching.</p> <p>The issues raised by a very small minority of UG and TPG students were similar to those of previous years:</p> <ol style="list-style-type: none"> 1. a perception that there is too little teaching time; 2. a request for increased, structured, private study activities. 	<ol style="list-style-type: none"> 1. The school is reviewing the structure and staffing of programmes with a view to providing a balance of taught face to face sessions, individual tutorials and structured independent study. 2. Tutors are continuing to develop programmes of work which will enable students to use their independent study time most effectively. Every module will include structured pre-session learning activities to prepare students for face to face lectures/seminars and structured follow up activities which will enable students to reflect upon and develop understanding of the module content.
Assessment and feedback	<p>Assessment criteria for levels 1 – 3 have been revised to improve clarity to make them more understandable to students so that they can use them as a guide in assignment preparation and for reference when considering tutors' feedback.</p>	<ol style="list-style-type: none"> 1. Students commented on the value of timely detailed feedback. 2. Examiners commented on some discrepancy between markers. 	<ol style="list-style-type: none"> 1. The school will continue to maintain and will seek to improve its procedures in summative and formative assessment to ensure students are provided with the best learning and development experiences possible. 2. Work is underway to improve consistency and to establish a more transparent procedure for marking across the school.

<p>Academic support</p>	<p>The support offered to students is constantly reviewed. Actions in 2009-10 resulted in increased amount of support for assessments. UG and TPG Handbooks now state types of support that can be expected and students are regularly reminded of the variety of generic and module specific support available from the university, school, programme leaders and module tutors.</p> <p>Three in house libraries which support four academic areas are additional resources for students.</p>	<p>Requests for additional support, particularly for assignment writing and exam preparation are noted.</p>	<p>Improving academic support for students is a constant priority in all areas. The school will continue to seek ways to improve existing support and increase the variety of support for students. Additional activities will be offered to part-time PGT students who are unable to access the daytime sessions.</p>
<p>Organisation and management</p>	<p>A high level of satisfaction in this category indicates that developments to the management of the school's curriculum are continuing to have a positive impact.</p> <p>Changes to several programmes have increased flexibility and number of optional modules available for study.</p>	<p>A high level of satisfaction was expressed by students and external examiners for the organisation and management of students' learning experiences in the school.</p>	<ul style="list-style-type: none"> • A work placement preparation module is being developed as an elective for the BA Childhood Studies and BA English, Language and Education programmes. • Undergraduate students will be offered the opportunity to take a work placement between level 2 and 3 from 2013.
<p>Learning resources</p>	<p>Over several years the resources to support students learning activity have improved incrementally. In 2009-10, increased use of the digitisation service has been made and increasingly varied use of resources available through the VLE have been used.</p> <p>The school has worked closely with the school librarian to ensure sufficient core texts are available for students at critical points in the academic calendar.</p>	<p>Most post graduate and undergraduate students expressed appreciation of and satisfaction with the learning resources currently available. However, a lack of availability of core texts during exam and assignment preparation continues to concern some undergraduate students.</p>	<ul style="list-style-type: none"> • Additional copies of core texts have been purchased and the school will continue to work closely with the library to ensure sufficient copies of required readings are available for loan during critical periods of time. • Tutors are being encouraged to make full use of the digitisation service and refresher sessions on current library resources have been made available to tutors. • Student representatives are working with staff to ensure students are aware of and can access existing resources.
<p>Personal development</p>	<p>Use of <i>Leeds for Life</i> has been encouraged resulting in greater engagement with this resource.</p> <p>Undergraduate students have been involved in funded academic research projects. Plans to include a work experience module and an</p>	<p>The continued low satisfaction rating in this category is a concern to staff although no specific issues were raised by students.</p> <p>It is noted that there are discrepancies in the personal tutoring support available for part-time students.</p>	<ul style="list-style-type: none"> • A policy which specifically reflects the personal development needs of part-time (PGT) students is being developed and will be monitored, • • A programme of student-led discussion groups for Level 2 and 3 undergraduate students is

	industrial variant module in the BA Childhood Studies programme are developing.		being piloted this year. <ul style="list-style-type: none">• Career development seminars are planned for Level 2 and 3 undergraduate students. Greater attention will be given to involving PGT students in reflecting on how their studies impact on them, and where appropriate their schools.
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