

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2011-12

School: Education

Faculty of Education, Social Sciences and Law

EXECUTIVE SUMMARY																		
Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate Programme Experience Survey					
	2011-12		2010-11		2009-10		2011-12		2010-11		2009-10		2011-12		2010-11		2009-10	
	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	82	87	91	86	92	82	80	85	89	83	91	84	88	84	86	82	85	78
Teaching	92	90	93	88	95	85	82	84	89	83	88	83	88	85	86	84	85	81
Assessment & feedback	82	69	67	65	79	61	72	61	74	56	82	57	81	69	79	68	79	63
Academic support	82	80	79	77	89	74	71	72	70	68	73	68	81	80	84	79	80	76
Organisation & management	75	83	91	82	91	79	67	74	91	83	91	73	87	80	85	77	84	73
Learning resources	82	88	89	87	83	85	79	78	78	77	76	76	82	83	76	82	79	81
Personal development	70	81	68	78	77	76	61	68	60	65	63	63	69	71	73	70	68	68
Sector position	26/77	51/150	3/68	46/151	22/63	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)

Impact of 2010-11 actions	<ul style="list-style-type: none"> ▪ Assessment and feedback – improving performance in this area was made a priority for the Student-Staff Forum in 2011-12; active engagement by staff and elected student representatives to clarify and define feedback processes has resulted in an improved performance in the NSS and postgraduate programme experience surveys, although there was a slight fall in the overall UG survey (although performance is still 11% above the University overall). ▪ Personal development – slight increases in UG performance, but down in postgraduate survey. Careers module due to commence in semester 2 and work placement/industry year to be available to current level 2 students from September 2013. ▪ Academic support – SLED scheme trialled in semester 1 last year; feedback from participants has resulted in a further pilot being run this year (semester 1 again) based on the nationally-recognised Peer-Assisted Study Sessions (PASS) model.
Achievements in 2011-12	<ul style="list-style-type: none"> ▪ Active student representation was achieved, with representatives appointed at all levels (including Senior Management Team - SMT). ▪ Revised personal tutoring policy implemented from September 2012, including provision for part-time students ▪ Student Education Society (EDSOC) formally launched in November 2012; membership to be open to students from all levels.
Main actions for 2012-13	<ul style="list-style-type: none"> • Regular 1:1 careers and personal development sessions to be provided at a School level by the Careers Centre and develop a new Careers and Development area on the VLE. • Pilot mid-point programme survey for all undergraduate students and the secondary PGCE programme. • Build on the strong levels of student representation (including the newly-constituted Equality and Diversity Committee). • Evaluate semester one PASS pilot with an aim of embedding the scheme within the level 1 curriculum (from September 2013). • Action Plan to be a standing item on Student-Staff Forum meetings to ensure that progress is evaluated on an ongoing basis.

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Aspect	Progress with actions in response to 2010-11 feedback and indication of impact	Issues raised in 2011-12 feedback	Planned response in 2012-13
Overall satisfaction	<p><i>Maintaining and further improving provision to ensure undergraduate (UG) and postgraduate taught (PGT) have excellent learning and development experiences.</i> Work has been undertaken to ensure student representation at all meetings, including SMT. A new Student Support Officer has been appointed who brings with him a wealth of experience from another school and also from previous roles at Faculty level. Planning was undertaken to develop an Education Society to serve a social function and to increase cohesion between the various constituencies of students. The Society was formally launched at the Students Union on 8/11/12.</p> <p><i>Curriculum review</i> The views of academic team leaders have been sought with a view to rationalising and enhancing the curriculum.</p>	<p>From the undergraduate students, there were concerns about the continuity of their studies after the departure of a key member of the team. This was evident in the scores for organisation and management, and by extension the overall satisfaction.</p> <p>But at postgraduate taught level, this satisfaction rating was higher than last year and above the University average.</p> <p>There has been feedback that the students across all programmes are not always clear about the processes and procedures in the school.</p> <p>The PGT and UG students' use and knowledge of programme handbooks is limited. The impact is that some students are anxious and seek reassurance about procedures that are within the handbooks.</p>	<ol style="list-style-type: none"> 1. Produce all handbooks as WIMBA documents to improve their accessibility. 2. Monitor the consistency across the handbooks. 3. Pilot a mid- point programme survey for undergraduate students and the secondary PGCE course with a view to identifying any issues so that they can be addressed within year. 4. Involve students in the production of posters about the outcomes from their feedback e.g. 'You said...., We listened.... We are'. 5. Involve students in the creation of visual materials to clarify the links between module evaluations, programme reviews and external feedback. And disseminate through the VLE and as hardcopy. 6. Embed the new School Equality and Diversity Committee (which has strong student representation). 7. Further promote and embed the new School of Education Society
Teaching	<p><i>Reviewing the structure and staffing of programmes</i> There have been eight new appointments to the academic staff, most of whom took up the post in 2010-11. These posts have been strategically aligned with the priorities of the School.</p> <p><i>Developing programmes of study</i> The second cohort undergraduate programme, BA English Language and Education, recruited more home and international students than originally envisaged. Work is in hand to develop four new 15 credit research modules which will be available to postgraduate students.</p>	<p>Satisfaction with teaching was higher than the university average on all surveys and higher than the previous year.</p> <p>External examiner feedback about the quality of teaching was overwhelmingly positive.</p> <p>Concerns have been expressed by staff and students about our undergraduate modules in terms of updating the content and addressing the workload associated with the assessment.</p>	<ol style="list-style-type: none"> 1. Provide induction for new academic staff into the policies and practices related to Teaching and Learning. 2. Review of BA Childhood Studies programme in response to student feedback, external feedback and strengths of new staff. 3. Make some module amendments to BA Childhood Studies at levels 1, 2 and 3. Complete mapping on core thread and research-based learning within UG modules. 4. Increase staff awareness of the Curriculum Enhancement Project (CEP) and associated resources 5. Pilot Teaching Enhancement Scheme (TES)

			with some colleagues linked to specific innovations.
Assessment and feedback	<p>Maintaining and improving procedures in summative and formative assessment There was a pilot of electronic submission of assignments and this will become the norm for most assignments.</p> <p><i>More transparent procedures in marking across the school.</i> No progress</p>	<p>External examiners viewed assessment methods as appropriate and varied.</p> <p>Assignments were viewed as effective in covering a range of tasks, which allowed students to display their knowledge – both theoretical and practical.</p> <p>It was noted that some students had raised concerns with the ‘bunching’ of assignments around similar submission deadlines.</p>	<ol style="list-style-type: none"> 1. Inaugurate a more proactive approach to establishing and sustaining students’ awareness of academic good practices and the avoidance of plagiarism. 2. Pilot electronic marking with volunteer staff. 3. Produce new criteria so that more forms of assessment are in use. 4. Enhance the transparency of the marking procedures. 5. Review the overall schedule for submission of assignments.
Academic support	<p>Ways to increase the support to students In 2010/11 there was a trial of SLED, a peer-assisted learning scheme, based on a model provided by the School of POLIS. Students in both UG programmes participated in the pilot. Feedback from this pilot suggested that a further pilot be undertaken, based on the more well-known and nationally-recognised PASS programme.</p> <p>The education area of Flying Start was populated.</p> <p>Work is in hand to provide video diaries associated with Critical Studies for postgraduate students.</p> <p><i>Additional activities for part-time students unable to access the daytime sessions.</i> Videos are being made of some of the TESOL seminars so these are made available to students unable to attend. For the first time, a day of induction (Saturday) was available for part-time PGT students.</p>	<p>External examiners were impressed by the support provided for students, reporting that students felt well supported and that support from personal tutors was above and beyond student expectations.</p> <p>The revised programme of student support for PGT students was well-received and will be adopted and kept under review.</p> <p>Attendance by PGT and PGR students at School-organised residential events was high. These make an important contribution to securing the good staff/student relationships which underpin academic support.</p>	<ol style="list-style-type: none"> 1. Add additional resources related to the Critical Studies module taken by PGT students to the newly established area of the VLE. 2. Review the recent PASS trial and incorporate feedback with an aim of embedding the scheme within the level 1 curriculum 3. Enhance consistency of advice re: good academic practice by holding identical (and compulsory) sessions with students on all levels, managed by School Academic Integrity Officer and Plagiarism Officer. 4. Pilot voluntary workshops for UG on the theme of ‘How to improve my grade’. 5. Make available on the VLE the materials from the PGT academic skills sessions.
Organisation and management	<p>Undergraduate work placement module A new module ‘Developing a career from education studies’ has been developed.</p> <p>Opportunities to take the work placement between level 2 and three from September 2013 There are now international variants for both of the undergraduate programmes.</p>	<p>The disruption linked to staff departures and absence clearly had a significant impact on the UG scores and was evident in the qualitative feedback.</p>	<ol style="list-style-type: none"> 1. Make available to UGs work placements from 2013. 2. Ensure, wherever possible, that more than one member of staff is involved with every module to minimise any disruptions arising from departures or absences. 3. Introduction of Study Abroad and a Workplace option to both UG courses with effect from 2013.
	Enhanced provision of core and readings	Drop-in sessions were provided for staff re: library	1. Provide voluntary sessions for all academic

<p>Learning resources</p>	<p>A strategic decision was taken to invest in electronic copies of books wherever possible to reduce the pressures on resources.</p> <p>Digitisation service The service was promoted through a drop-in session for all academic staff.</p> <p>Student involvement in ensuring all students are aware of and can access resources A PGT student prepared materials for her peers to highlight the resources available.</p>	<p>resources.</p> <p>The School participated in the Flying Start pilot, providing a wide-range of materials for new students, starting university in September 2012.</p> <p>The availability of adequate library resources was continually monitoring throughout the year, partly by the involvement of the student library representative.</p>	<p>staff about library resources including Flying Start, Final Chapter and Skill@library.leeds.ac.uk</p> <ol style="list-style-type: none"> 2. Monitor the updating of reading lists. 3. Increase the use of the digitisation services. 4. Promote and increase awareness of the Language Education Resource Room in Hillary Place.
<p>Personal development</p>	<p>Personal development of part-time PGT students A policy was agreed and implemented to ensure that all part-time PGT students have access to a personal tutor.</p> <p>Student led discussions at undergraduate level. SLED scheme was trialled in semester 1</p> <p>Career development seminars for levels 2 and 3.</p> <p>Attention to involving PGT students in reflecting on how their studies impact on them, and were appropriate their schools No progress</p>	<p>Responses to the revised Personal Tutorial system for PGT students were positive.</p> <p>The on-line survey of student satisfaction with the induction programme suggested some changes were needed.</p> <p>Those involved in the SLED pilot found the structure acted as a strait jacket.</p> <p>Full range of social activities organised for PGT and PGR students provided throughout the year, including residential weekends in October and May, which were well-attended by new PGT and PGR students.</p>	<ol style="list-style-type: none"> 1. Minimise the staff: student ratio for personal tutor groups by increasing the number of staff involved. 2. Develop a new Careers and Development area on the VLE. 3. Building on the feedback from the initial SLED pilot the School has undertaken a further pilot. This is following the more widely-recognised PASS model. Again, the pilot will take place in semester 1, with the long-term aim being to have future schemes last the full the academic year. 4. Further condense induction partly through restructuring the content based on evaluation and feedback provided by students 5. Provide in-school sessions run by the Careers Service. 6. Promote volunteer activities through promoting the University's new Volunteering website (http://volunteering.leeds.ac.uk/ and an in-school session on International Volunteer Day (5/12/12). 7. Promote the value of involvement in the various roles in the School (e.g. student representative, running the Education Society, volunteering on Open Days and Widening Participation activities). 8. Increase staff representation at the Faculty Employability Forum and follow up student suggestions. Provide seminars led by ex-student/professional about possible careers.