

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2013-14

**Faculty of Education, Social Sciences and Law
School of Education**

EXECUTIVE SUMMARY																		
Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate Programme Experience Survey					
	2012-13		2011-12		2010-11		2012-13		2011-12		2010-11		2012-13		2011-12		2010-11	
	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	80	87	82	87	91	86	93	85	80	85	89	83	94	87	88	84	86	82
Teaching	89	89	92	90	93	88	90	85	82	84	89	83	88	87	88	85	86	84
Assessment & feedback	82	71	82	69	67	65	76	59	72	61	74	56	84	75	81	69	79	68
Academic support	91	81	82	80	79	77	82	72	71	72	70	68	87	85	81	80	84	79
Organisation & management	78	84	75	83	91	82	87	73	67	74	91	83	90	85	87	80	85	77
Learning resources	93	90	82	88	89	87	83	81	79	78	78	77	90	86	82	83	76	82
Personal development	79	81	70	81	68	78	74	69	61	68	60	65	74	77	69	71	73	70
Sector position	51/87	57/147	41/79	51/150	26/77	46/151												

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 2011-12 actions	Whilst NSS performance in the 'Overall Satisfaction' and 'Teaching' areas is disappointing the School feels that the 2012/13 Action Plan has had a positive impact on all aspects of the student experience, as demonstrated by the improved performance in the UG and PG Programme Surveys. In particular, new initiatives around Good Academic Practice, Peer Assisted Study Sessions (PASS), Critical Study resources, module management and personal development have helped improve performance from 2011/12 and we aim to build on this in 2013/14.
Achievements in 2012-13	<ul style="list-style-type: none"> • Assignments – following student feedback and an internal review assignment length of UG assignments was reduced (effective for most from semester 2 and for all in academic year 13/14) and submission dates were restructured. • Mid-point programme survey – introduced for Y3 undergraduate students. • Education Society (EDSOC) – was formerly constituted by LUU in 2013 and new Executive was elected for 2013/14. • PASS moved out of pilot stage to become a standard element of the semester 1 timetable – 17 PASS Leaders trained in 2012/13.

	<ul style="list-style-type: none"> • Industry Year – successfully introduced in 2012 on all UG programmes. (2 students currently on an industry year)
Main actions for 2013-14	<ul style="list-style-type: none"> • Year Abroad – to be available from September 2013 on all UG programmes. • Introduce PASS+ - from semester 2 (January 2014). (This is a continuation of the ethos of PASS but involving PGR students. • 'How to improve my grade' – student-led workshops to be piloted in 2013/14. • Personal Development Week – to take place in March 2014. • Student Engagement – student intern appointed to work with students to develop an action plan to improve engagement. • Critical Study – new marking structure to be implemented. • New assessment methods – to be introduced on a number of UG and PGT modules.
Summary of student involvement in the production of this Action Plan	<p>From September 2012 student representatives on the Student-Staff Forum have taken a lead role in both the development of the School Action Plan and in monitoring the School's progress towards completing the agreed actions. To facilitate this, the Action Plan was redesigned to include a 'traffic light' monitoring system, whereby progress was assessed at each meeting of the Student-Staff Forum; meetings of the Forum were held in October 2012, November 2012, February 2013 and May 2013 and the Action Plan was a standard/lead item on each agenda. The action plan has provided a reference point for the Student Support Officer and the Director of Student Education as a guide to prioritising their workloads.</p> <p>In advance of each meeting, student reps were provided with the most recent progress update and asked to discuss this with students on their programme, to assess the impact of the actions, as perceived by students. These views were subsequently fed back into the discussion at the next Forum. In addition, the Action Plan was made available to all students (and staff) via the VLE and posters were developed which pictorially detailed a number of the main actions included in the 2012 Action Plan – these posters were displayed through our main building at Hillary Place and on the VLE. In future, the complete document will be displayed in Hillary Place.</p>

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Aspect	Progress with actions in response to 2011-12 feedback and indication of impact	Issues raised in 2012-13 feedback	Planned response in 2013-14

<p>Overall satisfaction</p>	<p>COMPLETED</p> <ol style="list-style-type: none"> 1. Produce all handbooks as WIMBA docs. 2. Promote and embed EDSOC. 3. Encourage student participation in the School Equality & Diversity Committee. 4. Pilot a mid- point programme survey. 5. Produce posters confirming action taken by the School in response to student feedback. 6. Create visual materials to clarify the links between module evaluations, programme reviews and external feedback. <p>ONGOING</p> <ol style="list-style-type: none"> 1. Monitor consistency of handbooks (now a Faculty initiative). 	<p>Comments provided by final year students in the NSS suggest that the disruption linked to unexpected staff departures and absence in 2010/11 was still impacting on their satisfaction and perception of their student experience. Undergraduate feedback suggests that some students feel disconnected from the School's social and academic environment, due in part to the lack of teaching time actually spent in Hillary Place.</p> <p>Overall satisfaction levels for Year 1 and 2 undergraduates and taught postgraduate students is high and has improved from 2011/12, suggesting that the actions put in place last year are having a positive effect. Our aim is to embed many of these actions so that they become 'standard' School practice.</p> <p>The evaluation of the September induction week programme was mainly positive, but suggested some work was needed around online enrolment for postgraduate students, which was problematic.</p>	<ol style="list-style-type: none"> 1. Mid-point survey for Year 3 undergraduates and taught postgraduate students to be organised in December 2013. 2. Visual representation of feedback processes to be developed further via Student-Staff Forum. 3. Focus groups to be arranged with recently-graduated undergraduates to discuss NSS results to further discuss their experience as a student at the School of Education. 4. Current suite of postgraduate student social activities (e.g. residential trips, Christmas and End of Year socials) to be extended to undergraduate students to help further develop an 'Education student community'. 5. Induction Group has already discussed the evaluation data and will be planning changes to the current module enrolment process for 2014/15.
<p>Teaching</p>	<p>COMPLETED</p> <ol style="list-style-type: none"> 1. Provide induction for new academic staff into policies and practices related to Learning and Teaching. 2. Review of BA Childhood Studies programme. 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 	<p>As with 'Overall Satisfaction' historical factors have contributed significantly to the poor NSS score in this area, although UG Programme Survey responses suggest that Year 1 and 2 students view teaching standards more positively, reflecting the investment in new posts and other structural changes which have taken place since 2011.</p> <p>The BA Childhood Studies programme has been completely overhauled to reflect these structural</p>	<ol style="list-style-type: none"> 1. Implement the Teaching Enhancement Scheme (TES). 2. Further develop staff awareness of the Curriculum Enhancement Project (CEP). 3. Revised BA Childhood Studies modules to be available from September 2014. 4. New MA (Childhood Studies) available from

	<p>modules.</p> <p>ONGOING</p> <ol style="list-style-type: none"> 1. Increase staff awareness of the Curriculum Enhancement Project (CEP) and associated resources. 2. Pilot Teaching Enhancement Scheme (TES). 	<p>changes, with the new modules will become available from 2014 (subject to Faculty and University approval).</p> <p>There is now a progression route onto the MA (Childhood Studies) which was a recognised need.</p> <p>In response to student feedback and advice from External Examiners here has been a 'curriculum refresh' across all areas involving in total 10 new programmes, 20 programme amendments and 57 new modules.</p>	<p>September 2014.</p> <ol style="list-style-type: none"> 5. Adopt a systematic and rigour to the curriculum review of PGT area.
Assessment and feedback	<p>COMPLETED</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. Produce new criteria so that more forms of assessment are in use. 3. Review the overall schedule for submission of assignments. <p>ONGOING</p> <ol style="list-style-type: none"> 1. Pilot electronic marking with volunteer staff. 2. Enhance the transparency of the marking procedures. 	<p>NSS performance remained unchanged, but is still above the University average. Slight improvement to performance as measured by the Undergraduate and Postgraduate surveys. Feedback suggests that students would like the School to introduce different types of assessment.</p> <p>New poster presentation assessment offered for students on EDUC 5060 (Getting Started: Research Questions and Approaches in Education)</p> <p>Discussions with external examiners have led to a proposed change to the marking structure for the Critical Study; from August 2014 supervisors will no longer be the main marker for critical studies that they have supervised.</p>	<ol style="list-style-type: none"> 1. New forms of assessment to be made available in modules with monitoring across the programmes. 2. Encourage more tutors to pilot electronic marking and further enhance the transparency of the marking procedures. 3. Attendance at Good Academic Practice (GAP) sessions to be compulsory for all students in 2013/14; for 2013/14 this also includes refresher sessions for returning Year 2 and Year 3 students. 4. New marking structure for the Critical Study to be introduced.
Academic support	<p>COMPLETED</p> <ol style="list-style-type: none"> 1. Add additional resources related to the Critical Studies module to the VLE. 2. Review the recent PASS trial and incorporate feedback with an aim of embedding the scheme within the level 1 	<p>Some previously unreported pastoral/non-academic issues involving students, particularly Year 3 UGs, arose during the 2012/13 academic year, which were found to be impacting upon student performance and experience.</p>	<ol style="list-style-type: none"> 1. <i>"How to improve my grade"</i> workshops to be held in semester 2 – to be aimed at students already performing at a high standard (60+ average), who wish to improve further.

	<p>curriculum.</p> <ol style="list-style-type: none"> 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. Make available on the VLE the materials from the PGT academic skills sessions. <p>NOT COMPLETED</p> <ol style="list-style-type: none"> Pilot voluntary workshops for UG on the theme of <i>'How to improve my grade'</i>. 	<p>PASS has been a success (following the initial sessions PASS student leaders have developed a 'Top Essay Tips' guidance note for Year 1 students, which has been well-received).</p> <p>We are keen to build on this with further academic support in the form of PASS+.</p>	<ol style="list-style-type: none"> UG attendance monitoring processes have been revised for 2013/14, to provide for early intervention and support for students experiencing difficulties. PASS+ to be introduced in semester 2, where the existing Year 1 PASS groups will meet with a trained 'Personal Tutor Partner' (PGR student). Encourage learning across the constituencies of students by engaging PGR students as <i>Academic Tutoring Partners</i> for Levels 1 and 2 and <i>Personal Tutoring Partners</i> for Level 1.
Organisation and management	<p>COMPLETED</p> <ol style="list-style-type: none"> Make available to UGs work placements/Industry Year from 2013. Introduction of Study Abroad to both UG courses with effect from 2013 (will start in Sept 2014). <p>ONGOING</p> <ol style="list-style-type: none"> Ensure, wherever possible, that more than one member of staff is involved with every module to minimise any disruptions arising from departures or absences. 	<p>Slight increase in our NSS performance but significant increase in our UG Survey performance (up from 67 to 87). Online submission of assignments is now standard on all undergraduate modules (and most postgraduate modules) and has been particularly well-received by students.</p>	<ol style="list-style-type: none"> New <i>'Who's Who in the School of Education Student Education Service'</i> has been developed and will be made available to all students and staff in 2013/14. Most modules now have more than one member of academic staff involved in the teaching and management of the module.
Learning resources	<p>COMPLETED</p> <ol style="list-style-type: none"> Provide voluntary sessions for all academic staff about library resources including Flying Start, Final Chapter and Skill@library.leeds.ac.uk. Monitor the updating of reading lists. Increase the use of the digitisation 	<p>Improved performance recorded in all three surveys. All reading lists are updated at least once a year as standard practice. There is increasing use of the digitisation service.</p> <p>Awareness amongst students of the Language Education Resource Room appears limited to</p>	<ol style="list-style-type: none"> Flying Start pages to be reviewed and 'Step Up to Masters' orientation website to be made available to incoming postgraduate students from August 2014. Student volunteers to promote the Language Education Resource Room to

	<p>services.</p> <p>ONGOING</p> <ol style="list-style-type: none"> Promote and increase awareness of the Language Education Resource Room in Hillary Place. 	<p>students on the TESOL programmes.</p>	<p>students on all programmes.</p> <ol style="list-style-type: none"> Hillary Place computer cluster to be made available each day for booking by student study groups.
<p>Personal development</p>	<p>COMPLETED</p> <ol style="list-style-type: none"> Minimise the staff: student ratio for personal tutor groups by increasing the number of staff involved. Develop a new Careers and Development area on the VLE. Increase staff representation at the Faculty Employability Working Group and follow up student suggestions. <p>ONGOING</p> <ol style="list-style-type: none"> Further condense induction partly through restructuring the content based on evaluation and feedback provided by students. Promote volunteer activities through promoting the University's new Volunteering website (http://volunteering.leeds.ac.uk/). 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). Provide seminars led by ex-student/professional about possible careers. 	<p>Data suggests take up of Careers Centre services by Education students is low in comparison to other Schools. Need to increase awareness.</p> <p>Careers module for Year 1 students (EDUC1604) has been well-received by students and is being taken as an optional module by more students each year.</p>	<ol style="list-style-type: none"> Welcome back meetings for Year 2 and Year 3 UGs introduced in September 2013. These included a focus on personal development and careers/employability, introducing students to 'Plan--Decide-Compete'. Personal Development Week to take place during 3-7 March 2014, featuring a wide-range of presentations and activities aimed at helping students develop a better understanding of the personal development and careers opportunities that are available. Pilot a personal development programme entitled '<i>Lifelines</i>' with UG students. The Student Support Office will offer personal development surgeries every Friday morning during term-time. "<i>Working in the UK before and after graduation</i>" presentation for international Masters students to be provided by the Careers Centre. Student Partnership Intern appointed with a remit to encourage engagement amongst students and increase aware of School and

	NOT COMPLETED 1. Provide in-school sessions run by the Careers Service.		University initiatives, including personal development and careers. 7. Monthly update of Education-relevant personal development and careers events and activities to be provided to students from January 2014.
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