

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

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

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	90	88	80	87	82	87	78	85	93	85	80	85	86	85	94	87	88	84
Teaching	96	90	89	89	92	90	80	85	90	85	82	84	84	86	88	87	88	85
Assessment & feedback	85	71	82	71	82	69	72	62	76	59	72	61	82	71	84	75	81	69
Academic support	92	82	91	81	82	80	73	73	82	72	71	72	80	82	87	85	81	80
Organisation & management	93	85	78	84	75	83	88	75	87	73	67	74	86	81	90	85	87	80
Learning resources	93	91	93	90	82	88	83	83	83	81	79	78	78	85	90	86	82	83
Personal development	83	82	79	81	70	81	68	72	74	69	61	68	71	77	74	77	69	71
Sector position		50/146	51/87	57/147	41/79	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	Working together; learning from each other to achieve better outcomes.
Main actions for 2014-15	<ol style="list-style-type: none"> 1. Develop stronger connections between teaching theory and practice. 2. Improve cohesion across the School. 3. Prioritise personal development for all students, including activities to further develop a shared understanding of this concept.

Summary of student involvement in the production of this Action Plan

1. A final meeting was held with outgoing student representatives towards the end of the 2013/14 academic year, to review progress on the 2013/14 Action Plan.
2. Course and School Reps consulted with students in their area using the procedures developed and agreed by Student-Staff Forum in 2013-14.
3. Student feedback was fed into Student-Staff Forum via the student representatives – the draft Action Plan was circulated to students via Reps for further comment, with a meeting held with all School and Course Reps to discuss and agree changes.
4. The amended version was agreed at a meeting of the School Taught Student Education Committee (STSEC), at which both PGT and UG LUU School Reps are in attendance, with the final version being circulated to academic staff within the School for information and feedback.

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

Aspect	School:	Faculty:	Responsibility/Expected completion date
Overall satisfaction	<p>The School's 'traffic light' monitoring system (as confirmed by Student-Staff Forum) indicates that 4 out of the 5 agreed actions were completed – NSS results confirm a 10% increase in overall satisfaction.</p> <p>The slight decline in satisfaction, as noted in the Undergraduate (UG) and Postgraduate (TPG) Programme Experience Surveys, suggested that the 2013-14 actions had a less positive impact on level 1 and 2 undergraduate students and Masters students.</p> <p>A "Student Engagement" survey of UG students undertaken in March 2013 suggested that some level 1 and 2 students felt isolated and disengaged from the wider academic community within the School.</p>	<p>1. Focus groups with UG and TPG students to be facilitated by School and Course Reps to further examine student satisfaction and to develop 3 key initiatives to help improve social cohesion across our student cohorts. A survey of new TPG students has recently been completed.</p> <p>2. Introduce a new event in induction week for all new students, which seeks to welcome them to our academic community to help develop a "One School of Education" ethos – with a focus on shared School resources and activities (e.g. common areas, Resource Room, EDSOC, social activities, festivals etc.).</p> <p>3. New schedule of School social activities for 2014/15 to be promoted widely to all students.</p> <p>4. Mid-point survey for Year 3 UG and TPG students to be organised in December 2014.</p>	<p>1. Director of Student Education (DSE)/Student Support Officer/Student Reps – <i>initial findings to be provided to Student-Staff Forum in February 2015</i></p> <p>2. Heads of Area/Programme Managers/Student Support Officer (SSO) – <i>by September 2015</i></p> <p>3. Student Support Officer (SSO) – <i>by January 2015</i></p> <p>4. Heads of Area/Programme Managers – <i>by December 2014</i></p>

<p>Teaching</p>	<p>3 of the 5 2013-14 actions were completed successfully.</p> <p>UG and PGT survey comments suggests that new initiatives are required for 2014/15 to respond to poor student satisfaction in a couple of modules/areas</p>	<ol style="list-style-type: none"> 1. The BA Childhood Studies Programme Review contains a number of proposed actions designed to directly to address concerns raised by students in 2013/14 – this approach was considered and approved at STSEC on 6/11/14. 2. Feedback from students on TESOL programmes (representing 70% of the total TPG student cohort) suggests that students would like to gain a better understanding of the UK teaching system; module EDUC5034M Global Learning in UK Primary Schools (new for 2014/15) will seek to address this. 	<ol style="list-style-type: none"> 1. DSE/UG Strategy Group/Childhood Studies teaching team - ongoing 2. DSE/Postgraduate (PG) Tutor – new module to be offered from January 2015
<p>Assessment and feedback</p>	<p>1 out of 4 agreed actions completed successfully.</p> <p>The School's performance in this area is still significantly higher than the University average, although there has been a slight decline from 2012-13.</p>	<ol style="list-style-type: none"> 1. "Introduction to Childhood Studies" seminars introduced in 2014/15 (semester 1) for level 1 students – the seminar series includes a session on 'Assessment and Feedback'. 2. In addition, a further session on understanding feedback session to be provided to level 2 and 3 UG students, focussing on the new feedback form trialled successfully in 2013/14 and now introduced across all UG modules for 2014/15. 	<ol style="list-style-type: none"> 1. DSE/UG Strategy Group – pilot completed; evaluation is currently being undertaken with a view to integrating the seminars into the 2015/16 teaching timetable 2. DSE/Heads of Area – by March 2015

		<p>3. In response to feedback received via student representatives electronic marking to be trialled across TPG modules.</p> <p>4. Module Managers to be encouraged to provide students with access via the VLE to appropriate example essays for a defined period, to help students develop a better understanding of academic writing in the UK.</p> <p>5. New Assessment Guides have been developed and provided to students; these contain core information relating to the assessment process.</p>	<p>3. DSE/PG Tutor – ongoing</p> <p>4. DSE/Head of UG Area/PG Tutor – ongoing</p> <p>5. Student Education Services Manager/Programme Managers</p>
<p>Academic support</p>	<p>PASS+ initiative was successfully introduced in 2013-14 and will be offered again in 2014-15 (semester 2). This will complement the Study Skills sessions which were provided to level 1 Childhood Studies students in semester 1 of this academic year.</p> <p>PGT Survey data suggests that more focus on PGT students is needed for 2014-15 (the 2013-14 actions were very much concerned with the UG experience).</p>	<p>1. Building on the “<i>Welcome Back</i>” meetings successfully introduced for level 1 and level 2 students organise “<i>How to improve my grade</i>” workshops in semester 2 – to be aimed at students already performing at a high standard (60+ average), who wish to improve further.</p> <p>2. TPG students (including those on part-time and distance learning programmes) have expressed support for the School’s Personal Tutoring model, particularly the supportive aspect provided by the group personal</p>	<p>1. UG Strategy Group/SSO – to be offered in semester 2 (2014/15)</p> <p>2. PG Tutor/Programme Managers/SSO – ongoing with a view to incorporate suggested changes in time for the 2015/16 session</p>

		tutorials that take place in semester 1. These currently have an 'experiential' and 'transitional' focus, but feedback suggests that students would be keen for the meetings to have a greater emphasis on academic study skills and we will work with TPG student representatives to develop this for the 2015/16 academic year.	
Organisation and management	<p>Performance in this area is still strong, although level 1 and 2 UGs and PGTs report slightly less satisfaction than 2012-13.</p> <p>Concerns appear to cluster around a small number of modules and work is already in hand to address this.</p>	<ol style="list-style-type: none"> 1. Student have indicated that they would like the School to make better use of the VLE, specifically in relation to Discussion Boards, building on conversations that take place via the programme-specific Facebook groups created by students. Training session to be provided by the Faculty VLE Team to provide instruction to academic staff on developing discussion forum, with an aim to trialling this on four semester 2 modules in the first instance (2 UG modules and two TPG). 2. More rigorous use will be made of the Extended Module Review system, to address concerns raised with specific modules. 	<ol style="list-style-type: none"> 1. DSE/Programme Managers – <i>semester 2 (2014/15)</i> 2. DSE/Programme Managers – <i>semester 2 (2014/15)</i>

<p>Learning resources</p>	<p>2 out of the 3 actions were completed successfully.</p> <p>UG students continue to report fairly high satisfaction in this area, although there has been a small decline in performance as reported by PGT students.</p>	<ol style="list-style-type: none"> 1. The “<i>Step Up to Masters</i>” pre-arrival web resource to be introduced from September 2015. PGT Course Reps to be invited to help develop materials for this website. 2. Newly-developed Coach House seminar and social area to be made available to UG and TPG study groups, who will be able to reserve space in the new facility. 3. Make better use of the University’s digitising service. 4. Increase engagement with the University’s Lecture Capture facility. 	<ol style="list-style-type: none"> 1. PG Tutor/ SSO/Course Reps – from September 2015 2. Head of UG Area/PG Tutor/SSO/Course Reps – ongoing 3. All academic staff – ongoing 4. All academic staff - ongoing
<p>Personal development</p>	<p>Performance in this area has been patchy, with final year UG students reporting fairly high levels of satisfaction, whereas level 1 and 2 UG students and PGT students were less satisfied.</p> <p>A large number of initiatives were planned in 2013-14; most of these were either successfully completed or part-completed.</p> <p>The survey data and feedback from student representatives suggests that students would prefer to School to develop initiatives which take a broader approach to ‘personal development’, and</p>	<ol style="list-style-type: none"> 1. Survey of UG and TPG students to be undertaken to assess their understanding of personal development (TPG survey completed in November 2014). 2. Understanding personal development workshops for UG students to be trialled in semester 2 – to be incorporated into UG Induction Programme for level 1 students and linked to level 2 and 3 “<i>Welcome Back</i>” meetings from September 2015. 3. “Personal development” session to be 	<ol style="list-style-type: none"> 1. UG Strategy Team/PG Tutor/Careers Centre/SSO – UG survey to be undertaken in January 2015 2. UG Strategy Team/PG Tutor/Careers Centre/SSO – from September 2015 3. PG Tutor/SSO – from September

	<p>are keen to develop skills that will be of benefit both in the short-term, in regards to their academic performance; and in respect of their future career prospects.</p> <p>It is acknowledged that more work is needed to encourage our UG students to be more proactive in regards to seeking employment and/or further study after graduation.</p>	<p>introduced into the PGT induction programme.</p> <ol style="list-style-type: none"> 4. MA TESOL and MA TESOL Studies staff to develop a “<i>Using your qualification to find a job</i>” presentation in conjunction with the Careers Centre, to address TPG student’s concerns with finding a teaching job after graduation. 5. Linked to this, the PGT “<i>Needs Analysis</i>” form to be reviewed (following discussions with Programme Leaders, student representatives and input from Careers Centre and Skills@Library staff). All PGT students to be invited to complete the revised Needs Analysis form during Induction Week, with personalised meetings arranged in early semester 1 to discuss the content. 6. Using a model developed by the School of Law introduce a Portal personal development and careers questionnaire to be completed by all students as part of the registration process.; the data provided to be used to plan and develop future personal development initiatives. 7. Promote the benefits of the Year 	<p>2015</p> <ol style="list-style-type: none"> 4. TESOL teaching team/SSO/Careers Centre staff – to be offered in Spring 2015 5. SSO/PG Tutor/Careers Centre staff – from September 2015 6. SSO/Faculty Employability Working Group – from September 2015 7. Year Abroad and Industry Year Coordinators/Current UG students – from September 2015
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		Abroad and Industry Year option to current UG students via presentations and feedback provided by current participants.	
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