

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2012-13

School: Law

Faculty: Education, Social Sciences and Law

EXECUTIVE SUMMARY																		
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)																		
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	94	87	89	86	87	82	92	85	93	83	82	84	80	84	80	82	77	78
Teaching	93	90	89	88	87	85	92	84	87	83	82	83	81	85	89	84	86	81
Assessment & feedback	76	69	68	65	63	61	68	61	59	56	60	57	73	69	71	68	68	63
Academic support	87	80	79	77	77	74	84	72	76	68	69	68	76	80	76	79	73	76
Organisation & management	91	83	89	82	90	79	87	74	79	83	82	73	80	80	73	77	69	73
Learning resources	90	88	83	87	80	85	81	78	77	77	73	76	83	83	75	82	66	81
Personal development	87	81	78	78	74	76	74	68	70	65	61	63	64	71	68	70	67	68
Sector position		51/150		46/151		75/154												
Impact of 2010-11 actions	<ul style="list-style-type: none"> Your feedback has allowed us to move even further up the league tables: we are now the 12th best UK University Law School and 5th out of the prestigious Russell Group institutions We have made progress in almost every aspect of student education at both undergraduate and postgraduate level You have told us that the school offers intellectually stimulating degree courses, which challenge you and capture your interest You have also informed us that both academic and support staff are approachable and helpful 																	
Achievements in 2011-12	<ul style="list-style-type: none"> We were delighted to hear that the Student Academic Experience Review (SAER), which involved discussions with students, identified 16 areas of good practice We worked in partnership with students to develop a new student society (Howard League Students), strengthen existing ones and establish the student pro-bono committee We expanded significantly our provision to support students to enhance their employability which now includes talks by employers, mentoring, work shadowing, vacation placement schemes exclusively for you, networking events, scholarships plus specific provision for those seeking careers within the criminal justice sector 																	
Main actions for 2012-13	<ul style="list-style-type: none"> Overall satisfaction: we will continue to listen to you to ensure overall satisfaction remains high Teaching: our participation in the university's Teaching Enhancement Scheme provides an opportunity to share good practice and tackle areas of relative weakness Assessment and feedback: through our UG curriculum review we will diversify the forms of assessment we use Academic support: we will encourage you to take fuller advantage of the academic support we are happy to offer Organisation: the new student education service provides an opportunity to strengthen even further this aspect of our provision 																	

- Learning resources: we will provide additional quiet study space for final year UG students
- Personal development: we will continue to look for ways to allow you to develop your skills and confidence through your studies and co-curricular activities

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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>Overall satisfaction has increased for the whole School at UG level among finalists but has remained constant at PG level and fallen slightly among UG non-finalists</p> <p>We have made progress in almost every aspect of student education at UG and PG level but there is more we can do, particularly in relation to increasing levels of overall satisfaction among PG students</p> <p>The Partnership is now well-established and has been strengthened through the appointment of LUU reps</p> <p>The UG curriculum review is ongoing and is working towards introducing a new curriculum for students entering in September 2014 on all UG programmes</p> <p>There remains inconsistency between the BA CJC and LLB NSS results in some categories but levels of overall satisfaction are now similar</p>	<p>Your representatives told the SAER team that students would appreciate more opportunities to interact with staff informally and this was also raised by PG students in the programme survey</p> <p>Some PG students feel isolated and would welcome an opportunity to feel part of their School</p> <p>You have identified many areas of good practice but some of you have suggested that on occasions your experiences have fallen short of your expectations</p> <p>Many of the issues raised in the NSS and programme surveys relate to specific issues, which might have been raised through the student-staff forum</p>	<p>We will use the social fund (originally distributed at personal tutor level) to provide new opportunities for staff and students to meet informally</p> <p>We will continue to use social media to keep students informed about events in the school and the achievements of their peers and staff</p> <p>Our participation in the university's Teaching Enhancement Scheme will provide an opportunity to work intensively on areas you have identified as in need of improvement</p> <p>Prompted by the SAER, we have appointed a student chair (the LUU rep) for the student-staff forum and encouraged more key staff to contribute</p>
Teaching	<p>Teaching, particularly at UG level, is one of our strongest areas. We have listened to the feedback you have provided (for example, through module reviews and student reps.) and are delighted that so many of our modules have been highly rated by you.</p> <p>At PG level, teaching is our strongest area with some modules receiving the highest rating across all</p>	<p>You have raised some important concerns about UG seminars being rushed, activities not being completed and lack of preparation by some students</p> <p>For a small number of modules, you feel that the teaching is not of the same high quality as other modules</p> <p>Feedback on contact hours is mixed: whilst some welcome the emphasis on independent learning others</p>	<p>We will look closely at the content of our seminars, reflect carefully upon whether we are trying to cover too much in the available time and explore different ways to motivate students to prepare fully for seminars, including assessed seminars</p> <p>Mid-module reviews allow us to identify areas of weakness so we can try to make a difference</p>

	<p>measures</p> <p>Your feedback suggests that timetabling is now less problematic</p> <p>The UG review commenced in 11/12 and a new curriculum will be in place for September 2014 entry</p>	<p>have requested additional contact with academic staff</p>	<p>immediately</p> <p>We will review the contact hours allocated to each module, particularly at PG level</p> <p>Academic support hours will be promoted further as opportunity for one-to-one guidance</p>
Assessment and feedback	<p>We have made significant progress here but remain concerned about lower levels of satisfaction among Level One and Two students</p> <p>We have encouraged students to think about the different ways they receive feedback and might obtain more (for example, academic support hours)</p> <p>The UG review is seeking to introduce a more varied diet of assessment and in so doing we will develop assessment criteria specifically for each type</p>	<p>You have flagged up delays in obtaining feedback, particularly on programmes which involve modules delivered outside the school</p> <p>Some of you feel that at times the feedback you receive does not help you to clarify matters you do not understand</p> <p>You have raised concerns about the limited amount of feedback received and its legibility in some instances</p>	<p>Programme leaders will look further into your concerns about the timeliness of feedback</p> <p>We will draw upon the extensive research being conducted within the University on assessment and feedback and consider piloting what appears to be effective</p> <p>We will encourage academic staff to provide feedback to colleagues on the feedback they provide to you and consider typed feedback</p> <p>We will routinely let you know how your performance compares to that of your peers</p> <p>We explore further opportunities for you to receive feedback on your examinations</p>
Academic support	<p>We have made excellent progress, especially at UG level, and are now 8th in the NSS league tables for this category</p> <p>Take up for Academic Support Hours remains patchy despite 'advertising campaigns'</p> <p>We are the only school with a 'champion' to encourage staff to exploit the opportunities offered by Leeds for Life</p>	<p>Many of you have told us you have benefited a great deal from the academic support we offer but some of you still feel unsupported</p> <p>You have told us you would welcome more support with study choices.</p> <p>Both the SAER and your survey feedback have encouraged us to think about formative assessment</p> <p>You have asked us for more guidance on assessment and</p>	<p>We will work with student reps to promote academic support hours and publish the times on our website</p> <p>We have already overhauled the process of advising UG students about options and electives and will share good practice across programme teams</p> <p>We are reviewing the opportunities we give UG students to practice essay writing and exam technique</p> <p>We will look carefully at the advice we provide via module handbooks and classes to help you to approach</p>

		reading	independent learning with confidence
Organisation and management	<p>Like teaching this is one of our strongest areas and we are pleased that you think we are getting even better</p> <p>We have now settled into our new ‘home’ but want to continue to personalise it e.g. with photos of student reps and prize winners</p>	<p>There remains some concern about timetabling. We always do what we can to accommodate your needs but the wide range of modules we offer and our commitment to small seminar groups makes timetabling a very complex process</p> <p>Late cancellations of classes cause difficulties</p>	<p>All staff with responsibility for student education are now based in the student education office on the ground floor of the Liberty Building.</p> <p>We use text messaging to notify you of urgent matters and will remind you to update your contact details</p>
Learning resources	<p>We have made excellent progress in this category too and are now 6th in the NSS league tables for learning resources</p> <p>A printer is now available in the UG student common room</p> <p>Staff worked with School of Law librarians to make as many essential reading materials as possible available on the VLE and to purchase e-books, where available</p>	<p>Availability of core texts remains a problem</p> <p>You would like more space to study on campus with either plugs for your own laptops or access to PCs</p> <p>You find the VLE an excellent resource but have told us via the student-staff forum that you would like to see a more consistent approach to organising resources</p>	<p>UG finalists can now work in the first floor dissertation study room</p> <p>Having your own copy of core texts is sometimes essential: we will continue to organise discounted textbook packages and make greater use of tailored textbooks to ensure value for money</p> <p>We will provide guidance to students on study spaces on campus, including computer clusters, and you are welcome to book our meeting rooms for group study</p> <p>We will encourage academic staff to review their VLE pages to make them more student-friendly</p>
Personal development	<p>We have made excellent progress but there is more we can do, particularly in terms of supporting PG students</p> <p>Year 2 BA Criminal Justice students have been particularly positive about personal development suggesting that new initiatives such as presentation skills training have been effective</p> <p>The Employment Enhancement Co-ordinator has increased significantly the range of opportunities for</p>	<p>There is a perception among some students that they are being steered towards commercial law</p> <p>Some of you have told us that you feel very unsure about career planning</p> <p>Your feedback suggests that students are not always aware of the wide range of activities the school offers in conjunction with the Careers Centre</p> <p>PG students would like to have opportunities to work</p>	<p>Using the Portal, we will ask you each year about your career aspirations and use this to inform our planning</p> <p>Our employability activities are closely aligned to the University’s Decide-Plan-Compete strategy, offering support for you all. Our bespoke website (www.cpp.leeds.ac.uk), illustrates the diverse opportunities offered by your chosen degree</p> <p>We will continue to offer scholarships, work shadowing schemes and talks by employers</p>

	<p>students to develop their skills</p> <p>Students on the Criminal Justice/Criminology programmes have benefitted from targeted events including a careers and volunteering fair (now an annual event)</p> <p>A new student pro-bono committee was established, which allows students to develop their skills through activities such as fundraising and policy research</p>	<p>with academic staff to enhance their professional development</p>	<p>specifically for those interested in non-commercial law</p> <p>We will use the student-staff forum to explore how we can promote our activities to students</p> <p>We will support the Leeds Law and Criminology Journal, a student-led project of particular interest to those wishing to embark on academic careers</p> <p>Our new scholarships for PG students will create further opportunities to work alongside academic staff on academic-related projects</p>
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