

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

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

<b>EXECUTIVE SUMMARY</b>																		
<b>Aspect</b>	<b>National Student Survey</b>						<b>Undergraduate Programme Experience Survey</b>						<b>Postgraduate Programme Experience Survey</b>					
	<b>2012-13</b>		<b>2011-12</b>		<b>2010-11</b>		<b>2012-13</b>		<b>2011-12</b>		<b>2010-11</b>		<b>2012-13</b>		<b>2011-12</b>		<b>2010-11</b>	
	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>
<b>Overall satisfaction</b>	88	87	94	87	89	86	89	85	92	85	93	83	81	87	80	84	80	82
<b>Teaching</b>	90	89	93	90	89	88	87	85	92	84	87	83	85	87	81	85	89	84
<b>Assessment &amp; feedback</b>	70	71	76	69	68	65	64	59	68	61	59	56	72	75	73	69	71	68
<b>Academic support</b>	79	81	87	80	79	77	78	72	84	72	76	68	84	85	76	80	76	79
<b>Organisation &amp; management</b>	90	84	91	83	89	82	84	73	87	74	79	83	83	85	80	80	73	77
<b>Learning resources</b>	86	90	90	88	83	87	83	81	81	78	77	77	86	86	83	83	75	82
<b>Personal development</b>	81	81	87	81	78	78	70	69	74	68	70	65	75	77	64	71	68	70
<b>Sector position</b>	47/99	57/147	13/100	51/150	31/95	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)

<b>Impact of 2011-12 actions</b>	<ul style="list-style-type: none"> <li>We have made significant progress at PG level and have increased our satisfaction scores in every category. Our increased response rate demonstrates greater levels of student engagement</li> <li>NSS: We are still at or above the university average for overall satisfaction and 3 out of the 6 sub-categories but have not been able to sustain the higher levels of satisfaction we achieved at UG level in 2012-13</li> <li>Programme survey: we are above the university average for overall satisfaction and all of the sub-categories but the overall picture is mixed with highest levels of satisfaction among year 2 students (all programmes) and BA CJ&amp;C students (years 1 and 2)</li> <li>You have told us that we provide a high quality student experience: the support we offer, our breadth of optional modules and our co-curricular activities are particularly valued</li> </ul>
<b>Achievements in 2012-13</b>	<ul style="list-style-type: none"> <li>We worked in partnership with our students to launch a peer-reviewed academic journal (<a href="http://criminology.leeds.ac.uk/">http://criminology.leeds.ac.uk/</a>) to showcase the excellent work produced by our students and we look forward to working with the new editorial team in 13/14</li> <li>We overhauled our system of allocating UG students to dissertation supervisors so that students are aware of the broad subject area they will be focusing on prior to the summer vacation and we will continue to fine tune our approach for students undertaking dissertations in 14/15</li> <li>We expanded our range of employability activities to include events targeted at postgraduate students; a mock interviewing scheme and</li> </ul>

	<p>scholarships to support students to secure work experience in non-commercial legal settings</p> <ul style="list-style-type: none"> <li>We supported our LUU rep to become the first student chair of our staff-student forum</li> </ul>
<b>Main actions for 2013-14</b>	<ul style="list-style-type: none"> <li>Our short-term goal is to return to the levels of satisfaction we achieved in the 2011-12 UG surveys and to continue to make progress at PG level</li> <li>Overall satisfaction: we need to prioritise increasing levels of satisfaction among Year One LLB students (now in Year Two) where we have seen the sharpest falls in overall satisfaction</li> <li>Teaching: our aim is to ensure that no modules fall below the threshold standard (80% satisfaction for our the university's 'golden' questions (Overall, I was satisfied with the quality of the module/The teaching on this module was of a high standard/The module content was intellectually stimulating)</li> <li>Assessment and feedback: we know that many of you are anxious about end of year assessments and our longer-term goal is to use a broader range of assessments: in 13/14 we will seek to develop ways to support you to prepare for exams (especially at Level One)</li> <li>Organisation and management: working in partnership with our students, student education service staff and key academic staff (programme leaders, DSE, PGT tutor) will seek to achieve even higher satisfaction rates</li> <li>Learning resources: we will continue to look for ways to ensure students have the resources they need for independent study</li> <li>Personal development: we will work closely with our student engagement ambassadors to encourage you to take full advantage of the many opportunities we offer and to contribute to the ESSL faculty personal development week in March 2014</li> </ul>
<b>Summary of student involvement in the production of this Action Plan</b>	<ul style="list-style-type: none"> <li>A special meeting of the staff-student forum was held on 20<sup>th</sup> November to discuss a draft action plan: this included course reps, LUU reps and presidents of the student societies</li> <li>The plan was discussed with our UG student engagement ambassadors</li> </ul>

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

**School:**

**Faculty:**

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
<b>Overall satisfaction</b>	<ul style="list-style-type: none"> <li>A number of social events were organised in 12/13 e.g. a Chinese New Year lunch to allow staff and students to meet informally</li> <li>Our involvement in the pilot of the Teaching Enhancement Scheme has encouraged us to adopt a more project-based approach to improving student satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>You have identified many positive aspects of studying law or criminal justice at Leeds, which we would like to share with potential students</li> <li>Your feedback suggests that our weakest area is assessment and feedback, replicating the overall University of Leeds profile</li> <li>Many of the issues raised, particularly</li> </ul>	<ul style="list-style-type: none"> <li>We have strengthened our relationship with the student societies through regular meetings with the HoS and DSE</li> <li>We will work closely with the LUU reps to enable them to achieve their strategic objectives relating to improved student satisfaction (UG), increased student engagement (PG) and taking ownership of your educational experience (UG/PG)</li> </ul>

	<ul style="list-style-type: none"> <li>We held 7 staff-student forums chaired by the LUU rep with high levels of staff and student engagement, particularly at UG level</li> </ul>	<p>those relating to one Level One law module relate to some specific difficulties with long-term staff absence the School experienced in 2012-13</p>	<ul style="list-style-type: none"> <li>We will maximise the opportunities available to inform students about key student education issues and celebrate our successes, including through the screens in the Liberty Building and a Twitter account managed by the DSE</li> </ul>
<b>Teaching</b>	<ul style="list-style-type: none"> <li>A number of modules now have additional and/or longer seminars and we have encouraged staff to make materials available earlier to encourage thorough preparation</li> <li>Mid-module reviews helped us to identify issues at an early stage so we could attempt to rectify them.</li> <li>In September 2013, we introduced an 'Academic Skills for Masters Students' programme and PG programme leaders routinely organise trips and promote the use of study groups</li> </ul>	<ul style="list-style-type: none"> <li>Contact hours remain a concern, especially for postgraduate students</li> <li>You have told us that staff are generally good at explaining things and are enthusiastic about what they teach but this is not consistent across all modules</li> <li>You have told us you benefit most from seminars with clear expectations that students should prepare and participate fully</li> </ul>	<ul style="list-style-type: none"> <li>We will provide opportunities for PG students to audit UG lectures (where space allows) and consider whether there is scope to extend the 'Academic Skills for Masters Students' programme</li> <li>We will conduct in-depth reviews of modules which you have identified as below the standard of teaching you typically enjoy, and wherever possible, seek to make changes mid-year</li> <li>We will work with students to review module handbooks so expectations for seminars are clearly stated and where appropriate, oral assessment criteria are included</li> </ul>
<b>Assessment and feedback</b>	<ul style="list-style-type: none"> <li>We have worked hard to ensure marks and feedback for almost all modules were returned at the advertised time</li> <li>Personal tutors can provide details of your place within the year and we have made available module statistics via the VLE so you can see if your own performance is below or above average</li> <li>We offered feedback sessions for a number of modules, which allowed students to look at and discuss their examination script</li> </ul>	<ul style="list-style-type: none"> <li>Substantial delays in returning feedback, particularly for one UG and two PG modules</li> <li>Many of you have told us that you would like more feedback</li> <li>Some of you are concerned that you do not have enough opportunities to practice writing essays and examinations</li> </ul>	<ul style="list-style-type: none"> <li>We will extend the opportunities we provide for you to discuss exam scripts with markers</li> <li>We will work with students on two projects (1) to develop a guide to accessing and using feedback and (2) to revise our marking criteria at UG level</li> <li>We will seek to increase the opportunities we provide for formative assessment at programme level for UG students and will also actively consider how we might include this opportunity in our PG programmes</li> </ul>
<b>Academic support</b>	<ul style="list-style-type: none"> <li>Levels of take up for academic support hours still remain low</li> <li>Academic support hours are now collated and published on the VLE with hard copies available from the student education desk</li> <li>We have thoroughly revised our student</li> </ul>	<ul style="list-style-type: none"> <li>Some of you have told us that you have benefitted greatly from academic support hours: we need to get this message to all students</li> <li>The quality of personal tutoring is a concern for a small number of students</li> </ul>	<ul style="list-style-type: none"> <li>PG students now benefit from an additional Library Workshop</li> <li>We will work closely with our student reps to organise a campaign to change (mis) perceptions of academic support hours to encourage greater take up</li> <li>We will revisit our personal tutoring policy</li> </ul>

	handbooks and developed a separate Academic Integrity Handbook		in 13/14 in the light of wider university developments
<b>Organisation and management</b>	<ul style="list-style-type: none"> <li>We have maintained our excellent performance in this area.</li> <li>We always send text messages and emails when classes are cancelled but it appears that on some occasions these have not been received so we have reminded students to keep their contact details up-to-date</li> </ul>	<ul style="list-style-type: none"> <li>Timetabling remains a concern for some students</li> <li>Your concerns about organisation and management relate more to specific modules than to programmes of study or the School as a whole</li> </ul>	<ul style="list-style-type: none"> <li>We have established a working group to review the UG timetable and will consult with students via the staff-student forum.</li> <li>We have thoroughly revised our UG student handbook, developed a separate Academic Integrity Handbook and produced a dissertation handbook for LLM students: we will invite students to provide feedback on these at the end of the academic year</li> <li>Our student education team are keen to hear more about the service and are develop a strategy for collecting feedback from students</li> </ul>
<b>Learning resources</b>	<ul style="list-style-type: none"> <li>We made additional study space available in the Liberty Building prior to and during the May/June examination period.</li> <li>Your feedback suggests that overall access to IT resources is less problematic than in the previous year</li> <li>Our rooms are used frequently by students for group study and society committee meetings</li> </ul>	<ul style="list-style-type: none"> <li>Your comments about the VLE are largely positive: you value it as a means of enhancing your learning</li> </ul>	<ul style="list-style-type: none"> <li>We will provide additional study space in the January assessment period</li> <li>We will make greater use of digitised material, which you can access via the VLE (within the limits of copyright law)</li> <li>We will work closely with our VLE link person to maximise our use of the VLE as part of our commitment to blended learning and consider its usage alongside social media</li> </ul>
<b>Personal development</b>	<ul style="list-style-type: none"> <li>Our staff-student forum helped us to identify the need for bespoke employability provision for PG students. It also encouraged us to appoint three UG interns (two law, one CJC) whose role is to increase levels of student engagement with employability activities</li> <li>There are now three PG interns working alongside academic staff in the school: two will increase the academic support offered to UG students and the third will work closely with (LLM) alumni</li> <li>The journal was launched in September 2013: staff were proud to support this ambitious student-led project as academic advisers and peer reviewers</li> </ul>	<ul style="list-style-type: none"> <li>Some of the comments received about the employability activities we should provide suggest students are not always aware of what is on offer</li> <li>Your quantitative scores suggest that we need to work together to develop your communication skills, to present yourself with confidence and develop useful careers skills</li> </ul>	<ul style="list-style-type: none"> <li>We will work closely with one of the Leeds for Life student ambassadors (a 3<sup>rd</sup> year law student) to encourage students to exploit the skill development opportunities offered by Leeds for Life</li> <li>Our Student Engagement Ambassadors have a programme of work to increase awareness and take up of the events we organise. This includes a 'Get Involved' Facebook page and a guide to the law fair (and what to do afterwards).</li> <li>We will work in partnership with students to develop a new School of Law magazine with a focus on employability</li> </ul>

