

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

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

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	92	88	88	87	94	87	92	85	89	85	92	85	86	85	81	87	80	84
Teaching	92	90	90	89	93	90	89	85	87	85	92	84	85	86	85	87	81	85
Assessment & feedback	65	71	70	71	76	69	69	62	64	59	68	61	79	71	72	75	73	69
Academic support	84	82	79	81	87	80	83	73	78	72	84	72	82	82	84	85	76	80
Organisation & management	90	85	90	84	91	83	83	75	84	73	87	74	84	81	83	85	80	80
Learning resources	93	91	86	90	90	88	84	83	83	81	81	78	80	85	86	86	83	83
Personal development	81	82	81	81	87	81	73	72	70	69	74	68	73	77	75	77	64	71
Sector position	44/107	50/146	47/99	57/147	13/100	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)

<b>Headline achievement in 2013-14</b>	<p><i>Provide a single headline for the School from 13-14 – to be included on the poster produced for each School</i></p> <p><i>Increased overall student satisfaction</i></p>
<b>Main actions for 2014-15</b>	<p><i>List 3 actions – to be included on the posters to be produced for each School</i></p> <p>1. We have launched a new (careers) mentoring programme for Level Two undergraduate students                  2. Our undergraduate assessment criteria and feedback proforma have been thoroughly revised in response to your feedback                  3. We are working with students to provide a programme of events.</p>

<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 form was held on 18<sup>th</sup> November 2014</li> <li>• Individual meetings were held with the following students: student engagement ambassadors, Lawsoc and Crimsoc Committee members and LUU reps</li> <li>• Feedback from NSS and programme surveys were shared with UG students at Welcome Back meetings and students were invited to make suggestions</li> </ul>
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**AGREED ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2014-15**

	School:	Faculty:	
Aspect	Progress with 2013-2014 actions and indication of impact	Agreed Issues/Actions for 2014-2015	Responsibility/Expected completion date
<b>Overall satisfaction</b>	<p>Overall levels of satisfaction have increased which we feel is partly due to enhanced communication with students, and consequently being able to respond quickly to (informal) student feedback</p> <p>We worked in collaboration with Lawsoc and Crimsoc to provide additional support to students during the May/June examination period (principally through Twitter)</p>	<ol style="list-style-type: none"> <li>1. We will organise a varied programme of events to provide opportunities for students (both UG and PG) and staff to meet informally.</li> <li>2. We have introduced a new LLB curriculum at Level One and will work in collaboration with students to monitor its implementation</li> <li>3. We have set up a school-level Twitter account (@Law_Leeds) and a school newsletter.</li> </ol>	<ol style="list-style-type: none"> <li>1. Director of Student Education/Head of School/Management Support Office (ongoing)</li> <li>2. Director of Student Education/Deputy Director of Student Education/Programme Leader (LLB)/Level One module leaders/First year LLB reps/First year Law Soc reps (ongoing)</li> <li>3. Management Support Office (Ongoing)</li> </ol>
<b>Teaching</b>	<p>PG students are now regularly 'auditing' UG lectures</p> <p>We recognise that a very small number of core modules still fall below the standard you expect and addressing these will continue into 14/15 (see next column, item 1)</p> <p>Work on developing assessment criteria is ongoing (see section below) but all seminars are now assessed using the same criteria.</p>	<ol style="list-style-type: none"> <li>1. We have strengthened our processes for informing students about mid-module review feedback and responding to any difficulties, increasing the availability of academic support if necessary.</li> <li>2. We have increased contact hours for most PG modules and plan to extend to all LLM modules</li> <li>3. We have developed a new Level Two research skills module (Researching Law) to provide additional support for LLB dissertations and will collect feedback using the usual module review process</li> <li>4. We will devote a school meeting to discussing student feedback on seminars and promoting good practice</li> </ol>	<ol style="list-style-type: none"> <li>1. Director of Student Education/module leaders (ongoing)</li> <li>2. Taught Postgraduate Tutor/Director of Student Education/Student education team (February 2015)</li> <li>3. Director of Student Education/Module leader (March 2015)</li> <li>4. Director of Student Education/Head of School (June 2015)</li> </ol>

<b>Assessment and feedback</b>	<p>More students are making use of academic support hours to request feedback on their examinations</p> <p>Opportunities for completing formative assessment remain inconsistent among modules and completion levels are often low so we will continue to work on this in 2014/15</p>	<ol style="list-style-type: none"> <li>1. We will hold a feedback week in February and promote opportunities to obtain additional feedback on essays and examinations</li> <li>2. We will work with our student engagement ambassadors to produce a guide to what feedback is available and its importance for academic development</li> <li>3. We plan to pilot alternatives to written feedback for one Level One module (Foundations of Law)</li> <li>4. We will work throughout 14/15 on developing assessment criteria for all forms of assessment</li> </ol>	<ol style="list-style-type: none"> <li>1. All markers of Semester One assessments and personal tutors</li> <li>2. Director of Student Education/Student Education Team/student engagement ambassadors (February 2014)</li> <li>3. Module leader (June 2015)</li> <li>4. Taught Student Education Committee (September 2015)</li> </ol>
<b>Academic support</b>	<p>We have seen an upturn in the use of academic support hours but need to continue to promote this opportunity for support and feedback to all students</p> <p>Our new personal tutoring policy has been in place since September 2014</p> <p>Our revised pre-enrolment handbook appears to have been appreciated by Level One and Two students (according to programme survey results)</p>	<ol style="list-style-type: none"> <li>1. We will extend the support we offer for choosing modules through publishing 'taster' podcasts on the VLE (in conjunction with the UG fairs, briefings and handbooks)</li> <li>2. We will organise a PG module selection fair again in September 2015</li> <li>3. We will appoint a further two student ambassadors to help us to support students to make the transition from school/college to university</li> </ol>	<ol style="list-style-type: none"> <li>1. Module leaders/Student Education Team (April- UG; September - PG)</li> <li>2. Taught Postgraduate Tutor/Student Education Team</li> <li>3. Director of Student Education/Student Support Office</li> </ol>
<b>Organisation and management</b>	<p>We have reviewed our timetable but a combination of increased student requests to change seminar groups and pressure on space (due to increased contact hours) has made timetabling challenging</p> <p>We have amended all our handbooks (partly in response to student feedback) but we need to work with the staff-student forum to find ways of obtaining further feedback on them</p>	<ol style="list-style-type: none"> <li>1. We have introduced a mid-semester one programme survey to obtain feedback on the new LLB curriculum and will use this to inform our pre-arrival communications for September 2015</li> <li>2. At the beginning of each year, we will dedicate additional student education team resources to reduce response times to queries about module changes and timetabling</li> <li>3. We will ask UG module leaders to include (if appropriate) a reading week in each module or alternatively a week with either no lecture or no seminar</li> </ol>	<ol style="list-style-type: none"> <li>1. Director of Student Education/Deputy Director of Student Education/Programme Leader (LLB)</li> <li>2. Student Education Team</li> <li>3. Module leaders/ Student Education Team</li> </ol>
<b>Learning</b>	<p>Additional study space was made available during assessment periods</p>	<ol style="list-style-type: none"> <li>1. We are piloting lecture capture and will obtain student feedback via module</li> </ol>	<ol style="list-style-type: none"> <li>1. Director of Student Education/Deputy Director of Student Education/student</li> </ol>

<p><b>resources</b></p>	<p>We have provided more plugs and informal spaces to work for short periods of time and more students are now making use of student spaces</p> <p>We have made Blended Learning (combining face-to-face contact hours with online resources) the School's Teaching Enhancement Scheme project for 2014//15</p>	<p>reviews and a student-led 'open forum'</p> <ol style="list-style-type: none"> <li>2. The School is developing a blended learning strategy for implementation in 15/16</li> <li>3. We are considering alternatives to the provision of (some) paper handouts (e.g. printer credits) to provide students with more flexibility and to reduce waste</li> </ol>	<p>engagement ambassadors/UG and PG LUU School Reps (March 2015)</p> <ol style="list-style-type: none"> <li>2. Deputy Director of Student Education/Blended Learning Group (June 2015)</li> <li>3. Director of Student Education/Student Education Team/Senior Management Team/LUU and course reps (June 2015)</li> </ol>
<p><b>Personal development</b></p>	<p>Use of Leeds for Life remains patchy and we need to continue to promote its benefits to both staff and students</p> <p>We now have three-school funded student engagement ambassadors who have helped us to shape a programme of events and have worked on independent projects e.g. guide to the law fair, guide to graduate jobs in criminal justice</p>	<ol style="list-style-type: none"> <li>1. We are launching a new (careers) mentoring programme for Level Two undergraduate students</li> <li>2. We will make changes to our extended induction programme for PG students so that it has a greater emphasis on personal development</li> <li>3. We are working in conjunction with LUU, West Yorkshire Police and community organisations to develop the range of pro-bono/volunteering opportunities for law and criminal justice students</li> </ol>	<ol style="list-style-type: none"> <li>1. Mentoring Co-ordinator/Management Support Office/Student Support Office (December 2014)</li> <li>2. Taught Postgraduate Tutor//PG Committee (June 2015)</li> <li>3. Deputy Director of Student Education/Volunteering and Community Engagement Co-ordinator/ Education and Community Development Officer (ongoing)</li> </ol>