

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

**Faculty of Education, Social Sciences and Law
School of Politics and International Studies**

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	87	87	88	87	86	86	83	85	85	85	83	83	92	87	84	84	87	82
Teaching	90	89	91	90	92	88	85	85	86	84	87	83	91	87	84	85	86	84
Assessment & feedback	64	71	65	69	58	65	52	59	57	61	48	56	83	75	71	69	72	68
Academic support	71	81	71	80	71	77	64	72	63	72	62	68	79	85	78	80	78	79
Organisation & management	85	84	86	83	86	82	82	73	79	74	81	83	91	85	84	80	76	77
Learning resources	85	90	80	88	84	87	74	81	70	78	66	77	82	86	76	83	83	82
Personal development	77	81	73	81	76	78	55	69	61	68	58	65	68	77	68	71	66	70
Sector position		57/147		51/150		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	The main actions in 2011-12 centred on Assessment and Feedback; Employability and Personal Development including Leeds for Life. In terms of NSS scores POLIS has been stable around the 86-88 mark and around 83-85 mark for the UG Programme Experience Survey. There is a particular need to work on assessment and feedback, personal development and academic support.
Achievements in 2012-13	NSS score improvements in learning resources and personal development which are areas POLIS has been working on and will continue to press home gains in this area. Rolling out of employability strategy which will be reinforced in 2013-14. Increased level 1 contact hours. High student retention rate of 95%.

Main actions for 2013-14	<p>As in previous years student qualitative comments highlight that the student experience can be perceived as variable. We will therefore continue to focus on the key actions from 2012-13 at they appear to be areas where the student experience could be enhanced across the School:</p> <ul style="list-style-type: none"> -Assessment and feedback -Academic Support -Personal Development -Setting up of Teaching Enhancement Groups on: Assessment and feedback; Teaching methods; Blended learning; Personal tutoring and student support.
Summary of student involvement in the production of this Action Plan	<p>The Action Plan has been discussed with students every year at the School Staff-Student Forum and this form will also be discussed there. It will also be presented to the School TSEC which has UG and PGT student representation.</p>

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School: POLIS

Faculty: ESSL

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
Overall satisfaction	<p>Overall Satisfaction % change</p> <ul style="list-style-type: none"> • NSS 87 -1 • PGT 92 +8 • UGPS 83 -2 <p>Generally pleasing scores, although we are working to improve NSS and the UGPS in particular.</p>	<p>Module and programme changes at UG level</p> <p>Assessment and Feedback</p> <p>Decant: temporary relocation of staff to Botany House, Springfield Mount and Hyde Terrace from Social Science building pending refurbishment</p>	<p>The programmes have now bedded down and the curriculum will be monitored, especially module choice and availability.</p> <p>Assessment guide produced and colleagues encouraged to spend time discussing assessment criteria with students on their modules/personal tutees. Working to ensure feedback is detailed and clear. Will be looked at this in the new Teaching Enhancement Group.</p> <p>POLIS has had a dedicated team working on the decant and a heightened communications strategy to inform staff and students of likely issues that will arise to minimise any inconvenience.</p>

Teaching	Satisfaction with teaching remains relatively high across all levels, although some issues remain.	Module consolidation carried out in 2012-13 for entry in 2013-14 Comments about lack of enthusiasm of some teaching staff	The staff discussed this with students in the taught student education committee, staff-student forum, via programme teams and other forms of communications. Module reviews discussed once a semester by HoS, DSE and programme directors and issues discussed with colleagues. New colleagues have joined the School and bring in new perspectives from elsewhere. Since 2011 43% of all academic staff are new and offer new opportunities for student education, especially through research-led teaching and revitalising teaching methods. The key tasks for 2013-14 in POLIS student education are mapping core programme threads, research-led teaching and discovery themes.
Assessment and feedback	Some comments that "Feedback not always helpful". Some students highlighted a lack of clarity regarding assessment criteria.	Feedback not always helpful/clear. Lack of clarity still perceived to be an issue by some students	On assessment and feedback we aim to build on the progress made in recent years. We plan to learn more about best practice and innovations elsewhere in the University. Feedback forms are to be redesigned to include a "feed forward" box on how students can improve their work in the future. We plan to more effectively promote and publicise feedback surgeries for students to receive additional oral feedback and advice about their work. All academic staff have been briefed and emailed to go over assessment criteria with students in the first weeks of teaching to alert and remind them, and to place assessment criteria information on the VLE.

Academic support	<p>Some students commented on how they are supported in POLIS beyond lectures, seminars and more generally.</p> <p>Some students comment about the role of the personal tutor</p>	<p>Some students unaware of range of support services in POLIS and the University.</p> <p>Personal Tutor role unclear to some students</p>	<p>POLIS has briefed all students at all levels on the range of support services available to them. The School has also produced Handbooks and Key Information leaflets that are available from the School and online. On academic support and teaching generally, we are working to share and embed best practice via the use of the Teaching Enhancement Scheme and also via the new Teaching Enhancement Group.</p> <p>Leeds for Life functionality to be fully utilised by all staff who have been issued with a POLIS guide to personal tutoring and how to get the best out of Leeds for Life.</p>
Organisation and management	<p>Dissertation guidelines simplified and improved</p> <p>MA deadlines spread out to a greater degree</p>	<p>Dedicated Student education office rolled out in POLIS to provide students a one stop shop for their student education needs.</p>	<p>E-submission of essays to be in line with Faculty norms.</p> <p>A new Teaching Enhancement Group led by the DSE will seek to embed best practice and innovation (in combination with the Curriculum Enhancement Scheme) in POLIS.</p>
Learning resources	<p>Digitisation of library holdings/readings to continue</p> <p>Improved training for students in identifying library resources</p>	<p>Some student comments still mention inadequate books/resources in the library</p>	<p>POLIS is working with the Staff-Student Forum and the library to address any issues. POLIS has produced a 'researching your essay' guide.</p> <p>POLIS has introduced a new first level module called Studying and researching in POLIS that covers key skills and learning resources.</p> <p>POLIS also has a similar MA induction module for PGT students.</p>
Personal	<p>POLIS has made a big effort to push employability in recent years though employability rates have</p>	<p>In their feedback students value POLIS efforts in the employability area and we are rolling out</p>	<p>POLIS has an innovative level 2 Career Planning for POLIS Students 20 credit</p>

