

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

School: Politics and International Studies

Faculty: Education, Social Sciences and Law

EXECUTIVE SUMMARY																		
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	88	87	86	86	88	82	85	85	83	83	87	84	84	84	87	82	75	78
Teaching	91	90	92	88	89	85	86	84	87	83	87	83	84	85	86	84	80	81
Assessment & feedback	65	69	58	65	58	61	57	61	48	56	49	57	71	69	72	68	60	63
Academic support	71	80	71	77	70	74	63	72	62	68	65	68	78	80	78	79	75	76
Organisation & management	86	83	86	82	86	79	79	74	81	83	83	73	84	80	76	77	70	73
Learning resources	80	88	84	87	77	85	70	78	66	77	69	76	76	83	83	82	77	81
Personal development	73	81	76	78	72	76	61	68	58	65	55	63	68	71	66	70	63	68
Sector position	33/69	51/150	45/66	46/151	33/63	75/154												

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 2010-11 actions	The main actions in 2010-11 focused around Assessment and Feedback; Employability and Personal Development including Leeds for Life. In terms of feedback we have seen a 7 point rise (NSS) and 9 point rise (UPES) from the previous years, which is pleasing given our efforts in this area. Still need to work on academic support and personal development as a school as the various surveys highlight, especially at Levels 1 & 2.
Achievements in 2011-12	Implementation and roll out of POLIS Agreement (localised version of the Partnership) Bedding in of Student Led Discussion groups (SLED) at different levels and in different modules Pilot projects in alternative forms of feedback, especially audio and electronic POLIS specific careers module ran successfully for first time Increased number of "support" events (time management, exam survival, moving on up etc).
Main actions for 2012-13	Once again the qualitative comments highlight that the student experience can be perceived as variable. We will therefore continue to focus on the key actions from 2011/12 as they appear to be areas where the student experience could be enhanced across the School <ul style="list-style-type: none"> • Assessment and Feedback • Academic Support • Personal Development including Leeds for Life and Employability The POLIS Agreement will continue in its present form for another year.

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

School: POLIS

Faculty: ESSL

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 % change</p> <ul style="list-style-type: none"> • NSS 88 +2 • PGT 84 -3 • Level 2 81 -4 • Level 1 88 +7 <p>Generally pleasing scores, although we are a little concerned about the fall in satisfaction at Level Two and PGT (although the sample size at PGT level is small)</p>	<p>Contact hours v fee</p> <p>Assessment and Feedback</p> <p>Access to tutors/social interaction</p> <p>Research/teaching tension</p> <p>Some concerns about the response rate to UPES in particular</p>	<p>Increased contact hours at level one to ensure students had more time to manage transition and develop key skills/knowledge for future levels of study. Developing independent learners so spending longer showing students how to use their time to study effectively.</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 legible and personal.</p> <p>Office hours continue to be published. Monitoring whether office hour concept is part of the problem (no access apart from office hours for example). Social interaction continues via teach ins, Botany House series etc. Some changes to facilities in Social Sciences Building</p> <p>Teach ins, Botany House and Students as Scholars aim to break down perception amongst some students that research and teaching pull academic staff in different directions</p> <p>Work with POLIS society and Reps to encourage greater participation in surveys</p>

<p>Teaching</p>	<p>Satisfaction with teaching remains relatively high across all levels, although some issues remain.</p>	<p>Contact hours biggest issue</p> <p>Some issues about lack of enthusiasm of certain teaching staff</p> <p>Some comments about use of Teaching assistants (TAs)</p>	<p>Increased contact hours at level one and used skills induction sessions to outline how students should try and utilise their time</p> <p>Module reviews discussed once a semester by HoS, DSE and programme directors and issues discussed with colleagues</p> <p>Some negative comments and we have introduced a TA mentor this year and greater support for all TAs. On balance negative comments about TAs more than outweighed by positive comments (including naming) excellent TAs</p>
<p>Assessment and feedback</p>	<p>Perceived bunching of assessment deadlines</p> <p>Some comments that "Feedback not always helpful"</p> <p>Calls for essays to be returned acted upon and all essays now returned to students</p>	<p>Bunching of deadlines still an issue</p> <p>Feedback not always helpful/clear. Some tension between 3 week rule of timely feedback and usefulness of feedback.</p> <p>Some comments about lack of annotation on scripts</p> <p>More detailed exam feedback</p>	<p>Assessment guide produced at start of the year and support offered to students via induction programmes (level one and MA) in time management.</p> <p>Working with colleagues to continue to provide feedback that is legible, useful and personal. Extra push on Leeds 4 life and personal tutors as providers of feedback (academic mentors). "How to use your feedback" booklet to be distributed to all students. This links to academic support and will form a key focus for the School in 2012/13.</p> <p>The school will offer advice about minimum standards of annotation on scripts.</p> <p>Marks for individual questions to be included on exam feedback sheet.</p>
<p>Academic support</p>	<p>Some comments about the availability of personal tutors and occasional comment about the point of personal tutor</p>	<p>Personal Tutor role unclear to some students</p>	<p>All staff events on leeds4life and POLIS values highlight the importance of personal tutoring and academic mentoring. Leeds4life agenda has bedded in and has been seen to be helpful. Anecdotal evidence that this is helping both staff and students understand the role of the personal</p>

		Some International Students noted the need for more support and guidance (UG and PG students)	tutor more clearly Some issues with Leeds4life have gone with improved functionality. Continue to provide high quality support for students on study abroad and placement, This is a key focus for the School in 2012/13 and is core to the POLIS agreement. The school is looking at ways to support different groups of students, whilst retaining an overall equality of opportunity
Organisation and management	Explicit communication of assessment deadlines via Assessment Guide Dissertation guidelines been simplified and improved MA assessment deadlines moved back to ensure smaller time gap between semester one submission and semester 2 start.	Issues related to modules being full and lack of choice in specific areas, especially at level 3 New issues arose as a result of teething issues associated with parenting joint honours Some issues related to placements on specific programme	Continue working to ensure all students are aware of module enrolment deadlines. Moving towards system of team teaching at level 3 which we hope will ensure greater flexibility in delivery and avoid modules not being offered as a result of sabbaticals, research grants or admin jobs. Pro-active programme directors and DSE ensure lines of communication open and roles clearly identified. Working hard with joints to ensure any changes we make are communicated to their students and vice versa New programme director and support staff on programme. Placement options and criteria for selection now explicit from open day/interview
Learning resources	Digitisation of key readings will continue where appropriate Increased focus on how staff label readings i.e if a reading is seen as key are there sufficient copies available for student numbers? Continue to work with students to maximise library usage. Improved training for all new students on how to access to resources (ongoing) Some issues raised about library facilities,	Still comments about lack of books/resources in the library. Issues such as access to computers clusters,	Working with ssf to identify where problems lie-are key readings on vle but not clearly labelled? Ensure students know how to use online journals. Library drop in sessions organised by School/Library to work with students on 121 basis. Will encourage greater use of digitisation where appropriate but also we need to work with students to ensure they are able to access resources. A 'researching your essay' guide by a colleague which is invaluable in this area. Issues such as access to computers clusters,

	opening hours and computer clusters.	conditions in the library and 24/7 access are clearly important to students	conditions in the library and 24/7 access are clearly not within the control of the school but efforts will be taken via SSF and TSEC to ensure student concerns are raised and feedback.
Personal development	In a School such as POLIS this is a potentially challenging issue, especially if personal development is seen as separate to academic support and if it is linked to employability. Whilst our employability rates are high, they have dropped so embedding an awareness of employability and post graduation options in students early is key.	<p>Personal tutoring, including employability, high profile element of POLIS agreement</p> <p>Positive feedback on study aboard/ work placements</p> <p>Critiques re corporate nature of careers events</p> <p>Support staff developed excellent vle resources for careers, study aboard and work placement opportunities. Need to ensure these are disseminated to students</p>	<p>All staff events on leeds4life and POLIS values highlight the importance of personal tutoring in this regard. Leeds4life agenda has bedded in and colleagues familiar with employability questions.</p> <p>Study abroad links maintained and work placement module made more flexible in terms of types of placement possible</p> <p>Breadth of careers talks is impressive we feel but this year a greater focus on volunteering and the role students can play in the Community is being stressed</p> <p>Excellent links developed with Dr. Steve Carter and numerous events organised by him and school. POLIS Society has an Employability Link and is actively involved in organising events too.</p> <p>New Support staff role with this as part of the remit will start in Jan 2013 which we hope will enhance the student experience.</p> <p>This is a key focus for the School in 2012/13 and is core to the POLIS agreement.</p>