

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

School: Philosophy, Religion and History of Science (Theology and Religious 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	92	87	89	87	88	86	89	85	84	85	78	83	100	87	100	84	100	82
Teaching	93	89	96	90	86	88	86	85	82	84	81	83	100	87	87	85	96	84
Assessment & feedback	81	71	73	69	61	65	70	59	59	61	62	56	93	75	74	69	87	68
Academic support	89	81	82	80	75	77	71	72	68	72	70	68	100	85	83	80	100	79
Organisation & management	93	84	90	83	86	82	81	73	83	74	82	83	100	85	100	80	100	77
Learning resources	84	90	81	88	66	87	68	81	69	78	63	77	100	86	81	83	96	82
Personal development	82	81	79	81	70	78	76	69	57	68	58	65	100	77	45	71	81	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	<ul style="list-style-type: none"> NSS scores continue to show marked improvement, and particularly in those areas where effort has been focused (personal development, learning resources, assessment and feedback) There is also a marked improvement across most categories in the programme survey results, also indicative of the continued effort. There are still areas indicating attention required. Postgraduate survey results are particularly pleasing, though from a limited number of responses.
Achievements in 2012-13	<ul style="list-style-type: none"> The new programme (PER) attracted a good number of applicants A further new programme (Religion, Politics and Society) has been given in principle approval to run from 2015, designed to improve student recruitment and build on existing interdisciplinary research and teaching strengths. Improvements in communication for joint honours students has been favourably commented on in programme review. Culture of meeting the 3 week feedback deadline now embedded in School and (outside of one or two particular emergencies) now always met. Appointment of Deputy DoSE with special responsibility for employability and the student experience. A variety of School and subject student development opportunities have been formalised in order to improve School-wide coherence and engagement. These include the appointment of School interns and the development of a series of timetabled 'Student Development Workshops'. Non-assessed language classes in Biblical Hebrew and Greek have been trialled and plans are being made for assessed delivery.

	<ul style="list-style-type: none"> • School wide marking criteria have been developed and TRS template feedback sheets created to continue with consistent standards of feedback. • Electronic-only submission now embedded in School and running smoothly, with consequent improvements in convenience to students and capacity to detect plagiarism. • Sample essays and dissertations now available on the VLE to help students interpret what the marking criteria might mean in practice. • School Student Education Support Office open 8.45am-4.45pm. • Information sheet prepared for personal tutors containing information on employability and careers resources to aid tutors in their role is now in use. • School-level alumni event on careers in education ran very successfully. • Industrial year is becoming increasingly popular and should lead in time to improving employability within the School.
Main actions for 2013-14	<ul style="list-style-type: none"> • Teaching Enhancement strategy to involve module level 'critical friend' to review, monitor and support delivery of module delivery • Review of joint honours provision with specific attention to issue of low student numbers • Curriculum Enhancement Project innovations (including 40 credit final year project and assessment mapping) to be used as basis for review of the level one module provision for single and joint honours programmes • Delivery and systematic review of Student Development Workshops to assess impact on student experience and plan events for 2014-2015 • Focus on personal tutoring (in conjunction with the Faculty). We will attempt to institute a system of 'caretaker personal tutors' so as to minimise the disruption to students when their personal tutor goes on study leave and to avoid repeated changes of personal tutor. Students also to be notified more effectively about changes in personal tutor, where these are unavoidable. • School-wide focus on improving our communications. We are investigating the cost of installing a plasma screen in the foyer on which important notices of events, deadlines, etc. might be displayed to attract attention; and are attempting to engage student reps more thoroughly in the process of conveying to other students important messages about positive change in the School.
Summary of student involvement in the production of this Action Plan	<ul style="list-style-type: none"> • All programme review meetings have included student feedback so that individual programme reviews have been able to take into consideration student concerns, queries and observations. • Student-Staff Forum have been asked to review the action plan and scrutinise progress of implementation (ongoing agenda item)

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School: TRS subject area within School of PRHS Faculty: Arts

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>Social Events: Book group continues but has not been widely supported. TRS Society has not had an effective handover and is now moribund. However, where TRS staff can support social engagement they</p>	<p>No comments which relate to overall satisfaction which have any actions which can be identified. Continued improvement in NSS and UGPS score demonstrate success of strategies put in place to address problems identified.</p>	<p>Although no issues are identified, and improvement is strong, there are still areas for continuing development. These include:</p> <ol style="list-style-type: none"> 1. Subject support for re launch of TRS Society

	<p>continue to do so, including the arrangement of Christmas meals, and subject group coffee meetings.</p> <p>JH Dissatisfaction: Continued engagement with co-teaching Schools has led to some improvements, especially with Sociology. Personal tutoring is now organised in subject groupings so personal tutors can become more expert in specific JH programmes.</p>		<ol style="list-style-type: none"> 2. Organising of TRS Socials and events within the broader School programme 3. Ongoing support for JH provision and active review of programmes 4. In light of staff and student feedback the new programme 'Religion, Politics and Society' has in principle approval to run from 2015.
Teaching	<p>Contact hours: Continued improvement in provision of seminar teaching and co-curricular activities (e.g. Student Development Workshops) to encourage engagement with 'optional' contact hours.</p> <p>Module Choice: Continuing development of new and varied modules including inclusion of modules from other Schools which are subject appropriate. After CEP activities there will be a review of level one provision which will address this further.</p> <p>Dissertations: Impact of THEO2300 notable in significant increase in students electing to undertake a dissertation.</p>	<p>Timetabling: Particularly Wednesday afternoon timetabling and room allocation which makes movement between lectures very difficult</p> <p>Use of Electronic Resources: Not consistent use of electronic resources currently – attention to Blended Learning Strategy required cross-School</p> <p>Contact hours: Continued concern with insufficient contact hours</p>	<p>Continued efforts from SES, engagement with timetabling, and encouragement of staff around sensible spacing and location of teaching. Particular focus on accessibility.</p> <p>Deputy DSE and TRS Programme Manager to work on increased use of varied electronic sources in teaching. Support from Faculty Blended Learning team.</p> <p>Review of level one curriculum in 2014-2015 to look at increasing contact hours at level one, including the popular student led discussion groups and support for academic skills.</p>
Assessment and feedback	<p>Feedback: Centralised information on, and monitoring of, feedback has increased satisfaction in this area. New marking criteria, new feedback templates and the 'critical friend' system should also continue improvements in this area.</p> <p>Deadlines: More clear guidance on time management has assisted in this area, and more variety of deadline dates set has improved student satisfaction.</p>	<p>Consistency of feedback on drafts: Not all module leaders offer feedback on drafts, or feedback of the standard. The best feedback is used to judge the worst.</p> <p>Use of group work: Some concerns about the impact on individual marks of group marks for presentations etc.</p>	<p>Teaching Enhancement Strategy to include 'critical friends' who will be encouraged to review provision of feedback and offer support and advice.</p> <p>TRS Programme Leader to discuss with module leaders the use of peer assessment and differentiated marking.</p>
Academic support	<p>Responses to emails: New guidelines and some staff changes have addressed this issue.</p>	<p>No negative comments in this area and continued improvement in NSS and UGPS score.</p>	<p>Feedback from SSF and module liaison reps to identify and respond to any problems in this area as they become apparent.</p>
Organisation and	<p>Registering for a 40 credit dissertation: New procedure in place ensuring clarity and timely advice.</p>	<p>Understanding of programme structure: Concern that complexities of programme structure and module choice are insufficiently explained at</p>	<p>Module decisions are primarily made prior to arrival in Leeds. Flying Start material to be reviewed to assess module choice advice and</p>

management		Level One	further use made of the materials in the early weeks.
Learning resources	<p>Library Stock: Some increase in budget and use of electronic resources has allowed a development of stock. New borrowing policy has increased stock mobility. Fines issue has been addressed centrally.</p>	<p>Library Stock: SSF continued to feel that concerns expressed in NSS were historical and significant improvements have been made</p>	<p>School librarian continues to work closely with staff and encourage early submission of reading lists. SSF and module liaison reps to be encouraged to notify staff of problems as soon as they become apparent.</p>
Personal development	<p>Careers guidance: Personal tutors receive links to relevant information pages. Student Development Workshops explicitly address some of the concerns raised.</p> <p>Change of personal tutor: New School-wide policy being discussed for addressing this concern.</p>	<p>No negative comments in this area and continued improvement in NSS and UGPS score.</p>	<p>Although no issues are identified, and improvement is strong, there are still areas for continuing development. These include:</p> <ol style="list-style-type: none"> 1. School wide review of personal tutoring 2. Use of UG student interns to encourage and support careers advice in the School (including information for staff to relay to students) 3. Student Development Workshops to include talks from alumni and careers service.