

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

Faculty of Arts : School of Philosophy, Religion and History of Science

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	89	88	85	87		87	84	85	85	85		85	100	85	89	87		84
Teaching	91	90	90	89		90	87	85	89	85		84	94	86	93	87		85
Assessment & feedback	74	71	73	71		69	62	62	60	59		61	87	71	84	75		69
Academic support	79	82	76	81		80	70	73	66	72		72	97	82	85	85		80
Organisation & management	87	85	85	84		83	78	75	77	73		74	92	81	81	85		80
Learning resources	89	91	84	90		88	81	83	73	81		78	85	85	91	86		83
Personal development	77	82	72	81		81	64	72	66	69		68	76	77	83	77		71
Sector position		50/146		57/147		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)

Headline achievement in 2013-14	<p>We'll let our students speak for us: <i>'The staff have been incredibly supportive and encouraging'</i> <i>'It has been a highly enjoyable and challenging experience.'</i> <i>'It's a lovely environment, everyone is friendly and helpful.'</i> (Student comments from the 2013-214 NSS)</p>
Main actions for 2014-15	<ol style="list-style-type: none"> 1. Improve quality of, and student engagement with, personal tutoring 2. Improve student engagement with feedback opportunities 3. Improve induction and programme support for JH programmes

Summary of student involvement in the production of this Action Plan	Discussed at PRHS SSF October 2014 Standing agenda item to discuss progress on the main actions
---	--

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

School: PRHS

Faculty: ARTS

Note: This is the first time that a combined School Action Plan has been produced, replacing the previous system of having separate TRS and Philosophy Action Plans. This is partly in response to the changing programme portfolio (students less clearly fall into one of the two subject areas) and partly as part of the process of increasing School cohesion and unity.

Aspect	Progress with 2013-2014 actions and indication of impact	Agreed Issues/Actions for 2014-2015	Responsibility/Expected completion date
Overall satisfaction	<p>During 2013-2014 there was a focussed effort on improving student satisfaction through provision of additional opportunities, increased emphasis on student engagement, and renewed focus on programme level support. Although the positive impact of this can be seen in the NSS it was disappointing to see more limited impact in the UGPS, which provides a mixed picture of student satisfaction.</p> <p>This was particularly the case with TRS, where it would seem the initial difficulties with the PER programme support may have been to blame for a less positive assessment.</p>	<ol style="list-style-type: none"> 1. Move towards increased programme level support, including more designated programme managers, especially for JH and interdisciplinary programmes where feedback was concerned with lack of cohesion and support 2. School emphasis on personal tutoring, and use of Leeds for Life, to respond to concerns regarding academic support and personal development 3. School emphasis on improving student engagement with feedback opportunities in order to improve student awareness and understanding of formative feedback opportunities 4. Review and improvement of induction activities 	<ol style="list-style-type: none"> 1. MP in consultation with members of SMG, existing programme managers, and co-teaching Schools. Completion: for Sept 2015 2. MP with personal tutoring team and School Reps. Completion: ongoing 3. MP with teaching colleagues, and Course Reps. Completion: ongoing 4. MP, NJ and RW. Completion: for January 2015
Teaching	<p>During 2013-2014 the emphasis on improved electronic resources was diverted by the need to prepare for lecture capture.</p> <p>In TRS and PER there have been increases in the number of student led discussions and seminars. New modules in Philosophy and HPS have been introduced to address some student concerns, and the Philosophy curriculum review is focussing</p>	<ul style="list-style-type: none"> • New School approach to TES to improve teaching quality and sharing of best practice across the School • Philosophy curriculum review will deal with issues regarding programme flexibility particularly for SH Philosophy 	<ul style="list-style-type: none"> • MW (deputy DSE). Completion: next TES reporting cycle • Curriculum review group and Phil teaching staff. Completion: for staged implementation from 2015

	on improving course flexibility.	<ul style="list-style-type: none"> • TRS programme review has identified need for revision of optional modules which are not School modules (we do not have module review data but we do receive negative comments at NSS/UGPS/SSF) 	<ul style="list-style-type: none"> • AvK and TRS teaching staff. Completion: for programme updates early 2015
Assessment and feedback	<p>During 2013-2014 there was a continued focus on improving variety in assessment and improving efficiency in feedback. A system for monitoring feedback was initiated and staff failing to meet the three week deadline have been given additional support.</p> <p>Continuing issues with different standards being applied in co-teaching Schools have been raised with co-teaching Schools and will be partially addressed via the improved programme management structure being developed.</p> <p>The School also undertook an assessment audit, recognising challenges particularly around JH support.</p>	<ul style="list-style-type: none"> • New School approach to TES to improve teaching quality and sharing of best practice across the School (including assessment and feedback) • Move towards increased programme level support, including more designated programme managers, especially for JH and interdisciplinary programmes will improve capacity to engage effectively with co-teaching Schools 	<ul style="list-style-type: none"> • MW (deputy DSE). Completion: next TES reporting cycle • MP in consultation with members of SMG, existing programme managers, and co-teaching Schools. Completion: for Sept 2015
Academic support	<p>During 2013-2014 a new system of advertising office hours centrally has been initiated. The Student Development Workshops proved effective in giving students optional additional academic support.</p> <p>All personal tutoring staff attended a meeting on developing personal tutoring provision in the School.</p>	<ul style="list-style-type: none"> • Increasing student awareness of, and engagement with, additional contact hours opportunities (e.g. student development workshops, office hours) as well as other opportunities for academic support. • Increased engagement between research centres and UG students to increase student awareness of additional opportunities to hear external speakers, and improved School cohesion across research-education 	<ul style="list-style-type: none"> • MP and personal tutors. Completion: ongoing • MP and Research Centre Directors. Completion: ongoing
Organisation and management	<p>During 2013-2014 the School continued to maintain very high standards of quality in managing QA processes. Our difficulties continued to be with organisation and management of JH programmes.</p> <p>Whole School, timetabled welcome back meetings each semester have been valuable but</p>	<ul style="list-style-type: none"> • Move towards increased programme level support, including more designated programme managers, especially for JH and interdisciplinary programmes will improve quality of advice and support • Continued discussion with School and 	<ul style="list-style-type: none"> • MP in consultation with members of SMG, existing programme managers, and co-teaching Schools. Completion: for Sept 2015 • MP and MW with student reps.

	do not yet achieve 100% attendance. Module choice meetings were reviewed but it is clear work still needs to be done especially concerning JH module advice.	Course Representatives on the best means to communicate opportunities to students.	Completion: ongoing
Learning resources	During 2013-2014 significant work was done to improve staff use of VLE reading list tool. The changes to the library structure have created some challenges for the coming academic year.	<ul style="list-style-type: none"> Continued engagement with library colleagues to ensure good quality support in the new organisational structure Improved advertising of access to clusters during induction 	<ul style="list-style-type: none"> MP, Staff library reps and School reps. Completion: ongoing MP, NJ and RW. Completion: for January 2015
Personal development	During 2013-2014 there have been various initiatives to support personal, as opposed to academic, development. These have included student development workshops, careers talks and intern work to improve alumni relations and employability. This continues to be a key area for development within the School.	<ul style="list-style-type: none"> School emphasis on personal tutoring to respond to concerns regarding academic support and personal development 	<ul style="list-style-type: none"> MP with personal tutoring team and School Reps. Completion: ongoing