

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2015-16

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

EXECUTIVE SUMMARY																		
Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate Programme Experience Survey					
	2014-15		2013-14		2012-13		2014-15		2013-14		2012-13		2014-15		2013-14		2012-13	
	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	91	90	89	88	85	87	88	87	84	85	85	85	86	85	100	85	89	87
Teaching	93	92	91	90	90	89	89	86	87	85	89	85	81	85	94	86	93	87
Assessment & feedback	75	74	74	71	73	71	61	63	62	62	60	59	80	71	87	71	84	75
Academic support	84	85	79	82	76	81	72	74	70	73	66	72	90	82	97	82	85	85
Organisation & management	88	85	87	85	85	84	81	76	78	75	77	73	76	82	92	81	81	85
Learning resources	88	92	89	91	84	90	81	84	81	83	73	81	95	87	85	85	91	86
Personal development	78	85	77	82	72	81	70	72	64	72	66	69	48	76	76	77	83	77
Sector position		21/145		50/146		57/147												

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 2014-15	<p><i>Provide a single, concise headline achievement for the School from 14-15 which can be included in further communication to students</i></p> <p><i>We're a School which keeps improving!</i></p>
Main actions for 2015-16	<p><i>List 3 actions – to be included on the posters to be produced for each School</i></p> <ol style="list-style-type: none"> <i>1. Office hours: increasing student use and training students in how to make best use of office hours for academic support and feedback</i> <i>2. Continued improvement in quality of feedback through staff and student training and engagement</i> <i>3. Continued improvement in JH Programme Management through programme specific meetings and support</i>

<p>Good practice examples from 2014-15</p>	<p><i>List examples of innovative practice and developments which are of wider interest across the University</i></p> <ol style="list-style-type: none"> 1. <i>Development of more effective JH programme review and management processes</i> 2. <i>Use of social media in teaching</i> 3. <i>Teaching enhancement – sharing good practice through interest groups</i>
<p>Summary of student involvement in the production of this Action Plan</p>	<p>Agenda item at Student Staff Forum October 2015</p> <p>Students at SSF asked to provide the ‘Headline Achievement’</p>

AGREED ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2015-16

Aspect	School: Progress with 2014-2015 actions and indication of impact	Faculty: Agreed Issues/Actions for 2015-2016	Responsibility/Expected completion date
<p>Overall satisfaction</p>	<ul style="list-style-type: none"> • 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 <i>New programme leadership model introduced for 2015-2016</i> • School emphasis on personal tutoring, and use of Leeds for Life, to respond to concerns regarding academic support and personal development <i>New role of head of personal tutoring to continue improvement during 2014-2015 academic year – which saw an increase in attendance and an increase in awareness</i> • School emphasis on improving student engagement with feedback opportunities in order to improve student awareness and understanding of formative feedback opportunities <i>Use of induction modules and welcome back</i> 	<p>Joint honours programme experience continues to be a particular concern in PRHS, and it is clear from survey scores and comments that poor JH experience is having an impact on whole School scores.</p> <ol style="list-style-type: none"> 1. <i>New programme leaders to actively engage co-teaching Schools in programme review process.</i> 2. <i>JH student reps asked to report concerns swiftly to the relevant programme leader.</i> 3. <i>JH Programme leaders to meet with students from induction onwards at key points in the year to offer support and address concerns as they arise.</i> <p>Personal development scores and comments (including around practical work and career readiness) were disappointing and suggest further work required.</p> <ol style="list-style-type: none"> 1. <i>Student development intern appointed to support workshop and other School provision</i> 2. <i>Use of welcome back and other meetings to flag and encourage opportunities</i> 	<ol style="list-style-type: none"> 1. JH programme leaders review at next review session 2. SSF facilitator and JH Programme leaders/ongoing 3. JH Programme leaders ongoing <ol style="list-style-type: none"> 1. DSE Ongoing 2. DSE ongoing

	<p>meetings to emphasis this has not proved sufficient and there are still issues with feedback</p> <ul style="list-style-type: none"> Review and improvement of induction activities <p>New week long induction programme ran for the first time in 2015-2016 and is about to be reviewed. Initial impressions are that it has helped with student engagement and cohort identity.</p>	<ol style="list-style-type: none"> More effective use of School space after co-location (workshop room bookable by students for study groups) Encourage engagement in office hours for non-academic development (e.g. meeting with personal tutor for advice on skills) <p>Module choice and contact hours continue to be raised in the qualitative comments. Opportunities for development here are limited by staffing capacity and pedagogic concerns. However, some current and potential work may assist in this regard:</p> <ol style="list-style-type: none"> Philosophy, TRS and now HPS curricula reviews are using student feedback, cross sector comparison and capacity considerations to drive a more sustainable and effective core curriculum Students are being encouraged to establish their own study groups (one currently running for Moral Philosophy for example) and this will be further supported by changes to available space for students to book themselves Induction activities have focussed, and will increasingly focus, on training students in the management of their time, the opportunities for training and other non-timetabled activities, and the importance of reading and preparation 	<ol style="list-style-type: none"> DSE/School Manager Summer 2016 DSE ongoing <ol style="list-style-type: none"> DSE September 2016 DSE ongoing Head of Induction induction week
<p>Teaching</p>	<ul style="list-style-type: none"> New School approach to TES to improve teaching quality and sharing of best practice across the School <p>Virtually all staff engaged in at least one activity and staff away days and School Boards were also used to support teaching enhancement</p> <ul style="list-style-type: none"> Philosophy curriculum review will deal with issues regarding programme flexibility particularly for SH Philosophy 	<p>Concerns raised about lack of consistency in sharing resources e.g. lecture slides and lecture recordings.</p> <ol style="list-style-type: none"> Individual staff are responsible for explain their pedagogic decisions to students and this will be encouraged over the coming year Evidence regarding the impact on attendance and performance will be shared and reviewed 	<ol style="list-style-type: none"> DSE/teaching staff review at end of teaching DSE ongoing as available

	<p>New Philosophy first year curriculum is about to be sent for external review and will be taught from 2016</p> <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) <p>Optional modules from outside the School have been reduced in number</p>	<p>PGT: Organise workshop to share best practice concerning MA-level teaching and supervision.</p>	<p>DoPGT. Ongoing</p>
<p>Assessment and feedback</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) <p>Focus on assessment and feedback was not developed during TES and more whole School activity in this regard is required.</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 capacity to engage effectively with co-teaching Schools <p>New programme leadership model introduced for 2015-2016. Programme review currently in progress and issues raised may include assessment and feedback.</p>	<p>Feedback is an ongoing issue as evident from NSS and UGPS scores and comments. Some clarity emerging that students specifically do not understand how to apply the feedback to further work.</p> <ol style="list-style-type: none"> 1. Focus on increased use of office hours and supporting students through workshops and other guidance opportunities to seek clarification. 2. Working with staff to review feedback quality and share good practice. <p>Some issues raised in comments about timeliness of feedback and clashing deadlines. However, we have robust processes in place to manage this and it is unclear where and how problems have occurred.</p> <ol style="list-style-type: none"> 1. Increased engagement with student module representatives to report module level concerns about assessment and feedback. 	<ol style="list-style-type: none"> 1. DSE/all teaching staff ongoing – review 2016 2. DSE/TES leader Ongoing – review 2016 1. DSE/SSF staff leader/School rep ongoing
	<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. <p>Some increase in attendance at Student Development Workshops. New intern</p>	<p>Students continue to experience difficulties in accessing the right sort of support. Opportunities for improvement include:</p> <ol style="list-style-type: none"> 1. New student development workshop approach 2. Student run 'Shut Up and Write' Workshops in semester 2 3. Focus in welcome back and induction on 	<ol style="list-style-type: none"> 1. DSE/Student Development Intern Review 2016 2. DSE/Student Development Intern Review 2016 3. DSE/Head of Induction

	<p>appointed to lead on Student Development to address this issue.</p> <ul style="list-style-type: none"> 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 <p>This proved difficult to develop but some centres have invited UGs to attend seminars or talks.</p>	<p>the range of opportunities available</p> <ol style="list-style-type: none"> Introduction of PG writing mentors to address issues with writing style and skills Whole School focus on use of office hours 	<p>Induction week and start of semesters</p> <ol style="list-style-type: none"> DSE/Writing mentors Ongoing/review end of semester 2 DSE Ongoing
<p>Organisation and management</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 <p>New programme leadership model introduced for 2015-2016 included programme level induction meetings.</p> <ul style="list-style-type: none"> Continued discussion with School and Course Representatives on the best means to communicate opportunities to students. <p>Student Development Intern and Communications intern continue to review and advise on how to develop.</p>	<p>The new programme management structure, changes to pastoral support management, and new induction programme have been trialed this year. It is clear from student comments that students do not always understand the rigorous processes for student education management that are in place in the School.</p> <ol style="list-style-type: none"> Ongoing review and development of new management structures Communication through induction and welcome back meetings of key processes Training during induction and academic skills which highlighted the use of IT systems including email access on smartphones and use of onedrive/m:drive. To be extended to all years via welcome back meetings. <p>PGT: Review PGT programme and module catalogue entries for omissions and inconsistencies across programmes, and amend accordingly to streamline organisational and management processes.</p>	<ol style="list-style-type: none"> DSE/DHoSs Review summer 2016 DSE/Head of Induction Induction week/starts of semesters DSE/Head of Induction Induction week/starts of semesters <p>MA programme directors, DoPGT Ongoing</p>
<p>Learning resources</p>	<ul style="list-style-type: none"> Continued engagement with library colleagues to ensure good quality support in the new organisational structure <p>Support has been available when required but there are continuing concerns from students</p>	<p>Students continue to raise concerns about the access to books, and particularly the emphasis on the use of electronic resources</p> <ol style="list-style-type: none"> Whole School discussion of use of coursepacks as alternative, particularly in 	<ol style="list-style-type: none"> DSE/STSEC Semester 2

	<p>about access to materials (and particularly the reliance on electronic formats).</p> <ul style="list-style-type: none"> Improved advertising of access to clusters during induction <p>PRHS1025 included sections on IT guidance.</p>	<p>level one</p> <ol style="list-style-type: none"> Ongoing active engagement with library staff Training during induction and academic skills which highlighted the use of IT systems including email access on smartphones and use of onedrive/m:drive. To be extended to all years via welcome back meetings 	<ol style="list-style-type: none"> DSE/School Librarian ongoing DSE/Head of Induction Induction week/starts of semesters
<p>Personal development</p>	<ul style="list-style-type: none"> School emphasis on personal tutoring to respond to concerns regarding academic support and personal development <p>New role of head of personal tutoring to continue improvement during 2014-2015 academic year – which saw an increase in attendance and an increase in awareness</p>	<p>Personal development scores and comments (including around practical work and career readiness) were disappointing and suggest further work required.</p> <ol style="list-style-type: none"> Student development intern appointed to support workshop and other School provision Use of welcome back and other meetings to flag and encourage opportunities More effective use of School space after co-location (workshop room bookable by students for study groups) <p>Encourage engagement in office hours for non-academic development (e.g. meeting with personal tutor for advice on skills)</p> <p>PGT: Require MA programme directors, in their capacity as personal tutors, to explicitly discuss personal development aims in the first meeting, and organise personal development workshops to meet any general needs identified (e.g., PhD application advice sessions, dissertation preparation seminars).</p>	<ol style="list-style-type: none"> DSE Ongoing DSE ongoing DSE/School Manager Summer 2016 DSE Ongoing <p>MA programme directors, DoPGT Ongoing</p>