

ACTION PLAN IN Response to FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2015-16

School of Education (Faculty of Education, Social Sciences and Law)

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	86	90	90	88	80	87	86	87	78	85	93	85	90	85	86	85	94	87
Teaching	91	92	96	90	89	89	85	86	80	85	90	85	90	85	84	86	88	87
Assessment & feedback	84	74	85	71	82	71	70	63	72	62	76	59	86	71	82	71	84	75
Academic support	86	85	92	82	91	81	74	74	73	73	82	72	89	82	80	82	87	85
Organisation & management	88	85	93	85	78	84	77	76	88	75	87	73	91	82	86	81	90	85
Learning resources	88	92	93	91	93	90	84	84	83	83	83	81	88	87	78	85	90	86
Personal development	75	85	83	82	79	81	66	72	68	72	74	69	78	76	71	77	74	77
Sector position		21/145		50/146	51/87	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 style="text-align: center;"><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>The School of Education is ranked as one of the top 50 Schools of Education in the world</p>
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Main actions for 2015-16	<ol style="list-style-type: none"> 1. Use the new investment in teaching staff to improve our students' experience, particularly in the undergraduate area. 2. "Serious about careers" culture to become embedded in School activities 3. Expand the use of Lecture Capture to enhance the teaching experience for all our students
Good practice examples from 2014-15	<p>List examples of innovative practice and developments which are of wider interest across the University</p> <ol style="list-style-type: none"> 1. Students' Thursdays – student led initiative, successfully integrated students across all cohorts 2. Portal careers survey successfully developed during 2014-15 and introduced at the start of the 2015-16 session – responses to inform the School's personal development and careers support strategy 3. Welcome Back meetings for students now incorporate presentations from academic, SES and careers staff
Summary of student involvement in the production of this Action Plan	Draft Action Plan circulated to student representatives for comments and feedback at Student-Staff Forum on 18 November 2015 – amended version circulated for final comment before submission. 'Traffic light' monitoring system to continue in 2015-16, with progress updates provided at subsequent Student-Staff Forum meetings during the academic year.

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

Aspect	School:	Faculty:	Responsibility/Expected completion date
	Progress with 2014-2015 actions and indication of impact	Agreed Issues/Actions for 2015-2016	
Overall satisfaction	<p>Fall in NSS and UG survey performance (from an excellent performance in 2013), although still above 85%; concerns raised at Student-Staff Forum indicate that unexpected staff absence in semester 2 caused significant anxiety amongst students.</p> <p>PGT performance remains strong (increased to 90%).</p> <p>One action from 2014-15 not completed, but has been rolled-over into new Action Plan.</p>	<ol style="list-style-type: none"> 1. Mid-point programme survey to be undertaken in December for all programmes to identify issues at an early stage – assistance to be provided by Faculty student intern working with SES team. 2. Over the summer the School has invested in new teaching staff to increase teaching capacity and introduce new teaching concepts according to the specific research areas they are involved in. Continue with plans to appoint a new Chair in TESOL, to build on our success in this area. 	<ol style="list-style-type: none"> 1. Director of Student Education (DSE), Student Education Service Manager (SESM) & Student Support Officer (SSO)– December 2015 2. DSE and Head of School (HOS) – ongoing.
Teaching	<p>Teaching continues to be rated highly (NSS 91%, PGT Survey 90%)</p> <p>Changes arising from the 2013/14 BA Childhood Studies Programme Review were partly-introduced during 2014/15.</p>	<ol style="list-style-type: none"> 1. Revised BA Childhood Studies modules to be taught from September 2015. 2. In 2014/15 the focus was around EDUC5034M Global Learning in UK Primary Schools and how it provided students with a greater 	<ol style="list-style-type: none"> 1. DSE, BA Childhood Studies Programme Manager - ongoing 2. DSE, PGT Tutor.

		<p>understanding of the UK teaching system. This was well-received and the aim is to continue to offer this option to students.</p> <p>3. Continued expansion of “<i>Academic Tutoring Partner</i>” programme across our UG teaching provision to expand our provision of seminar-based activities.</p>	<p>3. DSE, PGR Tutor – ongoing/July 2016</p>
Assessment and feedback	<p>Assessment and feedback continues to be rated highly in comparison with University and sector average, with improved performance reported across all cohorts.</p> <p>Revised assessment guidance materials were provided to students at all levels, to help improve students’ understanding of the marking criteria – this has been well-received.</p> <p>Electronic marking successfully trialled on several modules.</p>	<p>1. Ensure students are provided with a clear understanding of the assessment criteria from the start of the academic session.</p> <p>2. “Assessment and feedback” drop-in session to be facilitated by PASS Leaders in December, to address questions and concerns which are often raised within the PASS meetings which take place during semester 1. The drop-in to link directly to the “Doing Even Better” workshop (see below) and the Introduction to Childhood Studies sessions and CLER workshops.</p>	<p>1. DSE, PGT Tutor, Programme Leaders – at the beginning of each semester.</p> <p>2. Head of UG area, Student Support Officer – December 2015</p>
Academic support	<p>Improved performance in UG and PGT Surveys, but NSS performance is lower than 2013.</p> <p>“Welcome Back” meetings for returning students at Level 2 and Level 3 (incorporating academic and administrative staff, plus colleagues from careers and opportunities) have now become a standard fixture of the academic calendar.</p> <p>“<i>Doing Even Better</i>” workshop provided to all Level 1 students; was well-received, but attendance was disappointing, with feedback suggesting the session needs to take place earlier in Semester 2.</p>	<p>1. “Doing Even Better” sessions to be brought forward to early February, in response to student feedback. Separate sessions to be provided for different UG cohorts and general session for PGT students.</p> <p>2. Personal tutoring for PGT students to be revised to provide programme-specific individualised 1-to-1 support. Group tutorials will continue to be provided in semester 1 (as they are generally well-received); content to be revised to focus on student ‘transition’.</p> <p>3. Better-promote the academic support available to students (e.g. clearer indication of staff office hours).</p>	<p>1. DSE, PGR Tutor, Student Support Officer – February 2016.</p> <p>2. DSE, PGT Tutor, Student Support Officer – approval sought from EMT in December 2016, with immediate implementation of individualised personal tutoring support; revised group tutorials to be provided from October 2016.</p> <p>3. DSE and SSO – January 2016</p>

<p>Organisation and management</p>	<p>Survey data reports a drop in satisfaction amongst UG students, possibly reflecting disruption which occurred in semester 2 due to unexpected staff absence. PGT performance remains strong.</p> <p>Planned development of our current VLE provision (to include better use of discussion boards (to encourage ongoing student engagement) was not rolled-out as hoped, but there have been some successful examples on a small number of modules.</p>	<ol style="list-style-type: none"> 1. Clarify current structures to ensure that at least two members of academic staff have responsibility for management of each module. 2. Roll-over the discussion board training action from 2014/15 	<ol style="list-style-type: none"> 1. DSE and HOS – ongoing. 2. DSE and SESM.
<p>Learning resources</p>	<p>Slight drop in NSS performance – feedback from student representatives suggests that a perceived lack of engagement by the School with Lecture Capture may have been a factor here.</p> <p>Students' Thursdays and other initiatives were successfully introduced in 2014/15.</p>	<ol style="list-style-type: none"> 1. More training for existing and new staff has been provided resulting in a more significant take-up of Lecture Capture in 2015/16. 2. Students' Thursdays to be continued throughout the year. 	<ol style="list-style-type: none"> 1. DSE and HOS
<p>Personal development</p>	<p>UG performance in this aspect was below University average, which is disappointing, but PGT did improve – the uncertainty over the School's PGCE numbers was seen as a factor here, as this led to a reduction in the number of 'teaching careers' employability events being organised, leading to a perception that the School was less committed to employability in general.</p>	<ol style="list-style-type: none"> 1. Hillary Place careers surgeries introduced in semester 1 – have been very successful, with appointments continually booked (more appointments have been made available). 2. Careers support for Education students has been clarified and is now led by Clair Souter from the Careers Centre – much greater awareness amongst students of the support available. 3. Portal careers survey still ongoing (due to close in November 2015) – data to be used to develop careers and personal development strategy (both short-term quick wins and long-term goals). 4. Weekly "Opportunities" e-newsletter is being developed 	<ol style="list-style-type: none"> 1. SSO and Careers Centre – ongoing. 2. SSO and Careers Centre – ongoing (see item 4). 3. SSO and Careers Centre – December 2015 (survey closes on 30 November). 4. SSO – January 2016