

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

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

| <b>EXECUTIVE SUMMARY</b>             |                                |            |                |            |                |            |  |            |                |            |                |            |   |            |                |            |                |            |
|--------------------------------------|--------------------------------|------------|----------------|------------|----------------|------------|--|------------|----------------|------------|----------------|------------|---|------------|----------------|------------|----------------|------------|
| <b>Aspect</b>                        | <b>National Student Survey</b> |            |                |            |                |            | <b>Undergraduate Programme Experience Survey</b> |            |                |            |                |            | <b>Postgraduate Programme Experience Survey</b> |            |                |            |                |            |
|                                      | <b>2014-15</b>                 |            | <b>2013-14</b> |            | <b>2012-13</b> |            | <b>2014-15</b>                                   |            | <b>2013-14</b> |            | <b>2012-13</b> |            | <b>2014-15</b>                                  |            | <b>2013-14</b> |            | <b>2012-13</b> |            |
|                                      | <b>School</b>                  | <b>Uni</b> | <b>School</b>  | <b>Uni</b> | <b>School</b>  | <b>Uni</b> | <b>School</b>                                    | <b>Uni</b> | <b>School</b>  | <b>Uni</b> | <b>School</b>  | <b>Uni</b> | <b>School</b>                                   | <b>Uni</b> | <b>School</b>  | <b>Uni</b> | <b>School</b>  | <b>Uni</b> |
| <b>Overall satisfaction</b>          | 92                             | 90         | 92             | 88         | 88             | 87         | 91   | 87         | 92             | 85         | 89             | 85         | 84  | 85         | 86             | 85         | 81             | 87         |
| <b>Teaching</b>                      | 91                             | 92         | 92             | 90         | 90             | 89         | 90   | 86         | 89             | 85         | 87             | 85         | 89  | 85         | 85             | 86         | 85             | 87         |
| <b>Assessment &amp; feedback</b>     | 73                             | 74         | 65             | 71         | 70             | 71         | 63   | 63         | 69             | 62         | 64             | 59         | 72  | 71         | 79             | 71         | 72             | 75         |
| <b>Academic support</b>              | 86                             | 85         | 84             | 82         | 79             | 81         | 80   | 74         | 83             | 73         | 78             | 72         | 84  | 82         | 82             | 82         | 84             | 85         |
| <b>Organisation &amp; management</b> | 89                             | 85         | 90             | 85         | 90             | 84         | 79   | 76         | 83             | 75         | 84             | 73         | 78  | 82         | 84             | 81         | 83             | 85         |
| <b>Learning resources</b>            | 91                             | 92         | 93             | 91         | 86             | 90         | 82   | 84         | 84             | 83         | 83             | 81         | 87  | 87         | 80             | 85         | 86             | 86         |
| <b>Personal development</b>          | 85                             | 85         | 81             | 82         | 81             | 81         | 72   | 72         | 73             | 72         | 70             | 69         | 74  | 76         | 73             | 77         | 75             | 77         |
| <b>Sector position</b>               | 39/113                         | 21/145     | 44/107         | 50/146     | 47/99          | 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)

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| <b>Headline achievement in 2014-15</b> | <b>Top Ten Law School in England and Wales – The Times.</b>   |
| <b>Main actions for 2015-16</b>        | <ol style="list-style-type: none"> <li>1. The development of the Centre for Legal and Criminological Education – an investment of considerable resources in developing scholarship, research and the student experience.</li> <li>2. Considerable investment in student support, from scholarship projects in transitions and well-being to a new academic post in student support.</li> <li>3. Expansion of ambitious pro bono links to provide volunteering and internship opportunities for many more students.</li> </ol> |

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| <p><b>Good practice examples from 2014-15</b></p>                                  | <ol style="list-style-type: none"> <li>1. The initiative to develop a centre for education within the School to commit resource, impetus and focus to existing teaching and scholarship staff designed to bring about sector leading education practices and establish Leeds as a centre of excellence in teaching and scholarship.</li> <li>2. The development of a new academic role of 'Director of Student Support' to provide vital academic input into the support mechanisms necessary for an increasingly complex set of student issues.</li> <li>3. The development of an alumni led career mentoring scheme</li> <li>4. An 'assessment audit' designed to ensure a variety of assessment methods are practised across all programmes at undergraduate and postgraduate level.</li> <li>5. Introduction of the Matriculation Ceremony for Taught Postgraduate students and setting up of the PG Society</li> </ol> |
| <p><b>Summary of student involvement in the production of this Action Plan</b></p> | <p>A dedicated student-staff forum at UG and PG levels to discuss the plan.<br/>         Emails to all students to elicit informal feedback.<br/>         Social events held in the School designed in part to foster a healthy relationship between students and staff where ideas can develop<br/>         Conversations with the LUU school representative, and the respected and influential student societies LawSoc and CrimSoc<br/>         Early semester module reviews across all modules</p>   |

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

**School:**

**Faculty:**

| <b>Aspect</b>                      | <b>Progress with 2014-2015 actions and indication of impact</b>   | <b>Agreed Issues/Actions for 2015-2016</b>   | <b>Responsibility/Expected completion date</b>   |
|------------------------------------|---|--|--|
| <p><b>Overall satisfaction</b></p> | <p>Overall satisfaction maintained at a high level.</p> <ol style="list-style-type: none"> <li>1. A range of informal social events have occurred – theatre cinema trips, 'Law's Got Talent', Head of School's suppers, quiz nights etc.</li> <li>2. Level one of the new curriculum appears to have bedded in well according to feedback.</li> <li>3. Improved communications with a dedicated administrative post. A very successful quarterly newsletter is produced and an alumni magazine has launched.</li> </ol> | <ol style="list-style-type: none"> <li>1. A 'transition' project: Researching the experience of the transition from BTEC to Higher Education with the aim of raising aspiration and attainment on the BA Criminal Justice and Criminology programme.</li> <li>2. Well-being and resilience project: a longitudinal study of the wellbeing of first year undergraduates within the School. The results will inform decisions about the support the School might offer its undergraduate students, both within the curriculum and on a co-curricular basis.</li> <li>3. Introduction of a new level 2 to the LLB curriculum</li> <li>4. Continuing development of a 'community' of TPG students beyond academic study</li> </ol> | <ol style="list-style-type: none"> <li>1. BA Programme Leader (June 2016)</li> <li>2. Director of Clinics (June 2016)</li> <li>3. Director of Student Education (DSE) and Programme Leader (PL) June 2016</li> <li>4. TPG tutor and PLs</li> </ol> |
| <p><b>Teaching</b></p>             | <ol style="list-style-type: none"> <li>1. Early programme reviews were successful in addressing specific module</li> </ol>  | <ol style="list-style-type: none"> <li>1. Mid module review for every module</li> </ol>  | <ol style="list-style-type: none"> <li>1. All staff Nov 2015</li> </ol>  |

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|                                | <p>issues and gaining information on the new curriculum.</p> <ol style="list-style-type: none"> <li>2. New compulsory modules have been developed on the LLB</li> <li>3. Researching Law module has moved semesters in response to student feedback and will be closely monitored</li> <li>4. Promoting good practice in seminars has provided the first topic for the 'talking about teaching' sessions</li> </ol>  | <ol style="list-style-type: none"> <li>2. Focus groups arranged to tackle specific issues on modules requiring closer attention</li> <li>3. Introduction of 'Level' meetings to address 'cross module' issues on LLB</li> <li>4. Development of 'talk about teaching' lunchtime sessions to discuss and share best practice.</li> <li>5. Development of a series of dissertation podcasts to provide ongoing support for generic issues</li> <li>6. Introduction of level two optional modules on the BA programme</li> <li>7. Scholarship project designed to consider use of lecture capture across the School</li> </ol>   | <ol style="list-style-type: none"> <li>2. DSE/Module Leaders (ML) ongoing through to June 2016</li> <li>3. DSE/PL/ML ongoing to June 2016</li> <li>4. CLCE members through 2015-16</li> <li>5. Director of Student Support (DoSS)</li> <li>6. DSE and PL Feb 2016</li> <li>7. CLCE June 2016</li> </ol>                       |
| <b>Assessment and feedback</b> | <ol style="list-style-type: none"> <li>1. Feedback week will take place again and will be widely publicised</li> <li>2. Feedback guide was developed in conjunction with SSF and made available - and will continue</li> <li>3. Foundations of Law makes use of a feedback day – this will continue</li> <li>4. Assessment criteria has been revised following consultation with SSF and student focus group and will continue to be so</li> <li>5. Typed feedback has been introduced more widely and is well received</li> </ol> | <ol style="list-style-type: none"> <li>1. Review assessed seminar provision and management</li> <li>2. Pilot e-marking across a range of modules (and typed marking in all core BA modules)</li> <li>3. Pilot recorded oral feedback in a first year module</li> <li>4. Advertise/widely communicate the full range of feedback mechanisms</li> <li>5. Pilot categorical marking in a number of targeted modules</li> <li>6. Pilot podcast discussion of assessment and feedback at TPG level</li> <li>7. Audit TPG modules and continue process of diversifying assessments.</li> <li>8. Explaining assessment and feedback expectations earlier in the TPG induction process</li> </ol> | <ol style="list-style-type: none"> <li>1. DSE Feb 2016</li> <li>2. ML in appointed modules May 2016</li> <li>3. ML in appointed modules Feb 2016</li> <li>4. DSE Dec 2015</li> <li>5. DSE/PL and appointed modules June 2016</li> <li>6. TPG tutor June 2016</li> <li>7. TPG tutor June 2016</li> <li>8. TPG Tutor</li> </ol> |
| <b>Academic support</b>        | <ol style="list-style-type: none"> <li>1. Additional support for choosing modules has been forthcoming though the podcasts will be developed in the coming months</li> <li>2. TPG module selection fair was a success and will be continued</li> </ol>   | <ol style="list-style-type: none"> <li>1. Appointment of a Director of Student Support</li> <li>2. Reconsideration of personal tutoring process to ensure best practice across the School</li> <li>3. Conduct review of Level Two (LLB) student workload</li> </ol>   | <ol style="list-style-type: none"> <li>1. SMT Sept 2015</li> <li>2. BA PL June 2016</li> <li>3. Director of Clinics June 2016</li> <li>4. DoSS June 2016</li> <li>5. DSE/PL and MLs Feb 2016</li> <li>6. DoSS and MLs Apr 2016</li> <li>7. TPG Tutor</li> </ol>   |

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|                                    | <ol style="list-style-type: none"> <li>3. Student 'transition' ambassador was appointed and was a successful addition to induction</li> <li>4. Induction for direct entrant students was modified and improved</li> <li>5. Extra support for International students integrated into the Academic and Personal Development for Taught Masters students module (Induction programme) – delivered in collaboration with the Language Centre and Library staff</li> </ol>  | <ol style="list-style-type: none"> <li>4. Development of podcasts to facilitate more informed decision making when choosing options</li> <li>5. Further development of language support for Taught Postgraduate students</li> </ol>   |  |
| <b>Organisation and management</b> | <ol style="list-style-type: none"> <li>1. Mid semester programme surveys were very useful and have been rolled out to individual modules for this year to gain more detail as the new curriculum works through</li> <li>2. The SES time redirected resources to reduce waiting times at induction time – seen to be a success</li> <li>3. There has been little appetite for the introduction of reading weeks but staff have been asked to review lecture and seminar materials to ensure appropriate workloads for students</li> </ol> | <ol style="list-style-type: none"> <li>1. Review dissertation allocation process</li> <li>2. Appointment of Advisory Board</li> <li>3. New, rigorous presentation and selection procedure prior to the appointment of module assistants</li> <li>4. Appointment of 'peer mentors' for new module assistants</li> <li>5. Introduction of new procedure for allocation of scholarship time to encourage teaching and scholarship to embark on deeper, more far reaching teaching projects with greater impact.</li> <li>6. Use of student intern to develop a more bespoke induction programme</li> <li>7. Appointment of student education service intern to review service</li> </ol> | <ol style="list-style-type: none"> <li>1. DSE and PL Mar 2016</li> <li>2. Head of School and SMT ongoing</li> <li>3. HoS and DSE Aug 2015</li> <li>4. HoS and DSE Sept 2015</li> <li>5. Hos, DSE and DoR Sept 2015</li> <li>6. Student Support Officer, SESM Sept 2015</li> <li>7. SESM June 2016</li> </ol> |
| <b>Learning resources</b>          | <ol style="list-style-type: none"> <li>1. Lecture capture was surveyed and seen by students to be useful. Lecture capture has been rolled out more widely and a more in depth study of its uses will be conducted</li> <li>2. The school held an away day to discuss its blended learning strategy and its implications for the Teaching Enhancement Scheme</li> <li>3. A student intern has been appointed to review use of paper handouts to increase flexibility and cut waste.</li> </ol>  | <ol style="list-style-type: none"> <li>1. Introduction of use of podcasts to produce more personalised delivery of generic administrative materials</li> <li>2. Use of student intern to work on alternatives to paper handouts following consultation with student body</li> <li>3. Wider roll out of lecture capture</li> <li>4. Better communication of (research) library resources and uses</li> <li>5. Researching Law podcasts to aid dissertation choice</li> <li>6. Lecture capture research project</li> </ol>  | <ol style="list-style-type: none"> <li>1. DoSS June 2016</li> <li>2. SESM June 2016</li> <li>3. DSE and MLs Sept 2015</li> <li>4. DSE and PLs Dec 2015</li> <li>5. Researching Law ML Mar 2016</li> <li>6. CLCE members</li> </ol>   |

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| <p><b>Personal development</b></p> | <ol style="list-style-type: none"> <li>1. The careers mentoring scheme was very successfully launched and will be continued</li> <li>2. TPG induction programme has undergone development with a greater emphasis upon personal development</li> <li>3. A wider range of LLB and BA volunteering and careers opportunities are in development, including a number of pro bono projects and a very successful careers fair (aimed primarily at BA students)</li> </ol> | <ol style="list-style-type: none"> <li>1. The successful career mentoring scheme will be widened</li> <li>2. Leeds for Life will be personalised to encourage engagement and emphasis on developmental aspect of personal tutoring</li> <li>3. Links with alumni are being strengthened particularly with regard to mentoring, masterclasses and other inspiration raising and confidence building activities</li> <li>4. Module prizes instituted across all modules followed by an awards lunch</li> <li>5. A wide range of ambitious pro bono activities and links are being developed.</li> </ol> | <ol style="list-style-type: none"> <li>1. Mentor manager June 2016</li> <li>2. DoSS June 2016</li> <li>3. Comms manager June 2016</li> <li>4. DSE and SESM Dec 2015</li> <li>5. Director of Clinics June 2016</li> </ol> |
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