

**ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2016-17**

**School of History: Faculty of Arts, Humanities and Cultures**

<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>2015-16</b>		<b>2014-15</b>		<b>2013-14</b>		<b>2015-16</b>		<b>2014-15</b>		<b>2013-14</b>		<b>2015-16</b>		<b>2014-15</b>		<b>2013-14</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>	97	90	92	90	93	88	89	87	91	87	90	85	68	86	90	85	85	85
<b>Teaching</b>	97	91	96	92	96	90	93	87	93	86	91	85	84	86	91	85	90	86
<b>Assessment &amp; feedback</b>	86	73	80	74	84	71	70	63	73	63	76	62	81	73	76	71	80	71
<b>Academic support</b>	84	84	80	85	82	82	73	75	73	74	71	73	84	84	86	82	92	82
<b>Organisation &amp; management</b>	90	85	83	85	90	85	86	78	85	76	81	75	73	82	76	82	79	81
<b>Learning resources</b>	86	91	82	92	90	91	79	84	82	84	81	83	82	87	72	87	87	85
<b>Personal development</b>	85	85	79	85	84	82	69	73	70	72	64	72	65	77	83	76	75	77
<b>Sector position</b>		20/146		21/145		50/146												

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)

<b>Headline achievement from 2015-16</b>	<p><i>Provide a single, concise headline achievement for the School from 15-16 which can be included in further communication to students.</i></p> <p><b>The School of History improved in every category of the NSS, achieving 97% in both Teaching Quality and Overall Satisfaction</b></p>
<b>Main actions for 2016-17</b>	<p><i>List 3 actions – to be included on the posters to be produced for each School</i></p> <p><b>1. We will review and enhance employability and student opportunity provision, linking up with new FAHC initiatives</b>  <b>2. We will support the History Society, Peer Mentors and Interns in creating a vibrant School of History community</b>  <b>3. We will introduce a new workload model that allows us plan teaching more precisely and to audit student-facing activity more strategically</b></p>

<p>Good practice examples from 2015-16</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"> <li><b>1. Regular Joint Honours cohort meetings and catch-ups, to nurture the JH community and identity</b></li> <li><b>2. An annual PGR &amp; PGT Alumni event which celebrates History Careers gained via Masters and Doctoral study</b></li> <li><b>3. Recruitment of two 'History Curriculum Interns' to energise the co-creation of the curriculum and its enhancement through student ideas</b></li> </ol>
<p>Summary of student involvement in the production of this Action Plan</p>	<p>We sent a full draft of the NSS Action plan to the student members of the Student Staff Committee. They consulted the wider student body via social media and email, and distilled a set of very thoughtful points and queries, These fed into the final version of the plan.</p>

**AGREED ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2016-17**

**School:**

**Faculty:**

Aspect	Progress with 2015-2016 actions and indication of impact	Agreed Issues/Actions for 2016-2017	Responsibility/Expected completion date
<p><b>Overall satisfaction</b></p>	<p><b>Overall impact: OS score up from 91% to 97%</b></p> <ol style="list-style-type: none"> <li>Role of JH tutor extended and JH support refreshed <b>Impact: <i>Much improved scores in JH programmes NSS, including English &amp; History at 100% overall satisfaction: outstanding change</i></b></li> <li>New head of Personal Tutoring, revived emphasis on this aspect of student support <b>Impact: <i>Still needs work, because PT provision is still variable and demanding in terms of workload, but academic support scores have improved by 4% within a demanding context of student expectation and support needs</i></b></li> <li>The broader meaning of 'contact time' to be articulated and disseminated to students <b>Impact: <i>Still present in NSS comments as an issue, but with greater awareness of subtleties and variants of 'contact time'. Very strong teaching (97%) and overall satisfaction scores (97%) suggest this is less problematic than in the past.</i></b></li> <li>Transformed process of assessment submission and a push on e-marking <b>Impact: <i>Patchy take up of e-marking but notable contentment</i></b></li> </ol>	<p><b>Issues:</b> Overall student satisfaction is very high, but we will continue to address broad and recurrent issues of:</p> <ol style="list-style-type: none"> <li>Joint Honours Identity and Support</li> <li>Personal Tutoring provision and consistency</li> <li>Student Education Service stability and communication</li> <li>Alignment of teaching and co-curricular provision with new Faculty opportunities</li> </ol> <p><b>Actions:</b></p> <ol style="list-style-type: none"> <li>Continued support of JH tutor role and provision of co-supervised FYP projects in line with University model</li> <li>Review personal tutoring loads in view of new workload model, working with</li> </ol>	<ol style="list-style-type: none"> <li>DSE and JH Tutor, ongoing. FYP co-supervision model by Feb 2017</li> <li>Deputy DSE and</li> </ol>

	<p><i>with electronic submission. Excellent staff efforts and support provided by SES team reflected in high scores in organisation (up 7%) and assessment and feedback (up 6%)</i></p> <p>5. Lecture capture uptake revisited in the School in the light of student comments</p> <p><b>Impact: Higher staff uptake of lecture capture this year. However our students continue to demand more consistent deployment, and note satisfaction with staff who exploit digitally learning resources. Learning resources score up by 4%</b></p> <p>6. Introduction of 'Studying in a Digital Age' module for all parented incoming students</p> <p><b>Impact: Too early to quantify impact of this module. The module design and build was a good process, but we have some concerns about the consistency of student engagement and completion, especially in parallel with demanding assessment at close of Semester 1.</b></p>	<p>Personal Tutoring leads from other Schools</p> <p>3. Mitigate against high turnover of SES staff and ensure greater consistency of student support &amp; personnel</p> <p>4. Careful link up between School and Faculty portfolio and Employability initiatives</p>	<p>Deputy HoS, May 2017</p> <p>3. FESM, SESM and HoS, ongoing</p> <p>4. DSE, ongoing</p>
Teaching	<p><b>Overall impact: Teaching NSS up from 96 to 97%</b></p> <p>1. Postgraduate Tutor Induction and New Staff Induction redesigned to emphasise teaching standards, processes and priorities</p> <p><b>Impact: These processes are now strong and induction for new PGR tutors is especially advanced (led by new appointment Dr Coombs, our first Teaching Scholarship Lecturer). There has been some unevenness in induction of new academic staff because of a changeover in School Manager in late summer, and some recruitment of staff close to start of term</b></p> <p>2. A 'module guidance checklist' distributed to teaching staff, to standardise high levels of essay, exam and development guidance</p> <p><b>Impact: Teaching support and guidance is at a high level, with some outstanding examples of essay guidance and revision workshops complementing the core of module provision. Students still perceive some inconsistency of marking criteria and support between modules, and these issues are regularly and rigorously discussed at the Student-Staff Committee.</b></p> <p>3. Appointment of new role 'Deputy Director of Student</p>	<p><b>Issues:</b> NSS teaching satisfaction scores are exceptional, so there are no major issues at UG level. However, we are conscious of</p> <p>1. Some inconsistency in the Induction of PGR tutors and newly hired teaching staff</p> <p>2. A dip in satisfaction in certain areas of PGT teaching provision</p> <p>3. Some proliferation in Level 2 and Level 3 module choice that might 'dilute' the student cohort across modules and heighten teaching workload</p> <p>4. Limited activity in terms of sharing the innovation and good practice of new staff</p> <p><b>Actions:</b></p> <p>1. Renewed attention to group and one-to-one Induction sessions with new teaching staff, alignment with new ODPL</p>	<p>1. SESM, Lecturer in Teaching Scholarship, DSE.</p>

	<p>Education' to add emphasis and ideas to teaching enhancement within the School</p> <p><b>Impact: This has added variety and, where necessary, cover in the provision of student education support and innovation, the DDSE role especially necessary as the DSE settled into a University role for 0.6 FTE</b></p> <p>4. Learning &amp; Teaching Away Day to be revived after a couple of years' absence</p> <p><b>Impact: This was not fulfilled, and was a gap in provision for 2015-16</b></p> <p>5. New Teaching Administration intranet for School of History staff</p> <p><b>Impact: This was provided through considerable input by SES team and DDSE represents a significant improvement and 'centralisation' of student education resources and guidance. However, staff awareness and use of this resource is not as strong as it should be.</b></p>	<p>staff development and HEA accreditation schemes</p> <p>2. Review of PGT teaching provision in relation to Programme survey comments at STSEC and PG Programme review, with particular attention paid to support of international students</p> <p>3. Teaching and Workload Planning Group to review module arrays at Level 2 and 3, with particular attention to Medieval History modules. To ensure that our module offer is linked more carefully to demand, and to ensure a better balance of student numbers across modules.</p> <p>4. Stage Semester 2 'Learning &amp; Teaching' Away Day with focus on teaching innovation and digital creativity, and heighten awareness of Student Education Conference and Leeds Institute of Teaching Excellence opportunities</p> <p>5. We have employed two 'Curriculum Design interns' to enhance innovative provision. One will aid the design of a module on 'Black Britons' and look at questions of diversity in the curriculum. A PG Intern will help facilitate Special Collection workshops and research for students. This will enhance our commitment to 'student co-creation of the curriculum'</p>	<p>June 2017</p> <p>2. PGT Programme Leaders, Director PGT students, DSE. February 2017.</p> <p>3. Deputy HoS, DSE, Senior Education Service Officer, December – June</p> <p>4. DSE to design and convene, May or June 2017. DSE to promote links.</p> <p>5. Module leaders, School Manager.</p>
<p><b>Assessment and feedback</b></p>	<p><b>Overall impact: A&amp;F NSS scores up 6% from 80 to 86</b></p> <p>1. Introduce e-submission system, and encourage tutors wishing to experiment with e-marking</p> <p><b>Impact: Definite increase in student satisfaction and assessment process, and better sense of 'organisation' within</b></p>	<p><b>Issues:</b> After a dip in 15-16, the School has returned to a position of institutional leadership in this area, testimony to the massive effort we put into rigour of assessment and feedback. Issues to consider:</p>	

	<p><b>School. E-marking has had more converts but we wait for University steer on new Grademark software and (long-term) a supporting student assessment dashboard that would allow us to maximise the benefits of digital feedback.</b></p> <p>2. Exam feedback given directly by module tutor in face-to-face sessions, rather than by personal tutor.</p> <p><b>Impact: There is still some student (and staff) confusion about the responsibility for delivering exam feedback, but this is improving and may have contributed to the improved scores. Some difficulties arise when module tutor is not present during the following term to deliver the feedback.</b></p> <p>3. Emphasise A&amp;F as School priority in new staff teaching induction sessions</p> <p><b>Impact: important part of enhanced Induction process, especially valuable given transition stage of SDDU / ODPL guidance, which left some gaps in provision</b></p> <p>4. Diversify assessment at Level 2 by introducing a new 'abstract writing' assessment to accompany the essay (subject to STSEC approval)</p> <p><b>Impact: STSEC, after multiple discussions, decided not to implement this new form of assessment, since it did not have strong student backing and there were worries about added workload and confused criteria. See 'issues' for proposed assessment changes.</b></p> <p>5. MA module tutors reminded by Directors of Taught Postgraduate Students to adhere to 2-week turnaround period for MA marking,</p> <p><b>Impact: Assessment and Feedback was the most successful element of the Postgraduate Survey, going up by 8%</b></p>	<ol style="list-style-type: none"> <li>1. Broad question of how to maintain A&amp;F satisfaction whilst looking for 'less assessment done better' options to reduce workload pressures</li> <li>2. Tutor-led exam feedback is inconsistent in its provision</li> <li>3. Compared to other FAHC Schools, FYP assessment options are relatively conservative at present, if successful</li> <li>4. Fairness and equity of assessment support and guidance is still questioned by some students, particularly at PGT level this year</li> </ol> <p><b>Actions:</b></p> <ol style="list-style-type: none"> <li>1. School to audit extent of 'assessment iteration' at Levels 1-4 and to review the strategic need for repeating assessments of the same type (formative benefits v assessment overload)</li> <li>2. Remind staff to offer one-to-one exam feedback consultations at the beginning of each Semester and publicise opportunity more powerfully to students</li> <li>3. STSEC to raise question of assessment diversity at Level 3 and use Student-Staff Committee to test student appetite for assessment diversity at this level</li> <li>4. Review of HIST5000 as a catalyst for PGT assessment training and support</li> </ol>	<ol style="list-style-type: none"> <li>1. SESO, DSE, DDSE, Assessment Lead. Audit to be completed by June 2017 and discussed at STSEC</li> <li>2. DSE and SESM to contact teaching staff and students each Semester</li> <li>3. DSE and Dissertation Tutor, May 2017</li> <li>4. Lecturer in Teaching Scholarship, DSE, February 2017</li> </ol>
<p><b>Academic support</b></p>	<p><b>Overall impact: NSS scores up 4% from 80 to 84</b></p> <ol style="list-style-type: none"> <li>1. Refresh role of JH tutor, increased cross-faculty</li> </ol>	<p><b>Issues:</b> We are very pleased with progress, but this remains an area of significant challenge,</p>	

	<p>collaboration on JH support and community building,  <b>Impact: Major improvements in JH satisfaction, with scores (English &amp; History overall satisfaction: 100%) and comments suggesting advances in directing advice and nurturing JH student identity / community. NSS and PS comments still reveal anxiety about JH identity and advice, though.</b></p> <ol style="list-style-type: none"> <li>Clarify levels and types of guidance expected from all teaching staff</li> </ol> <p><b>Impact: School intranet and refreshed VLE resources have helped centralise support guidance and procedures, but personal tutoring still uneven and the demands on SES team to provide academic and pastoral support are growing</b></p> <ol style="list-style-type: none"> <li>Appoint new Director of Personal Tutoring and further use of Student Opportunity ambassadors to promote Leeds for Life</li> </ol> <p><b>Impact: New Director role has helped focus attention on personal tutoring, and improved clarity of expectations for that role. However, the ratio of tutees per staff is very high (30+) across the School and this is a pressure point.</b></p> <ol style="list-style-type: none"> <li>Appointment of <i>Disabled Students Academic Liaison</i> to work with School Student Support Officer and colleagues from DSAS</li> </ol> <p><b>Impact: We think this is an excellent role creation, but the impact hard to measure, as the role is a new one and the relevant academic has recently had to take leave.</b></p>	<p>with demands of academic guidance, personal tutoring and student support particularly high (as addressed in 'overall satisfaction' section):</p> <ol style="list-style-type: none"> <li>Faculty position on JH student support and guidance needs clarifying, especially on FYP co-supervision and academic feedback to JH students</li> <li>Personal Tutoring load on individual teaching staff is high, many tutors with over 30 tutees each.</li> <li>Liaison between academic support (teaching staff) and pastoral support (SES) is strong but can be improved</li> </ol> <p><b>Actions:</b></p> <ol style="list-style-type: none"> <li>Improved connections between FAHC JH tutors and discussion of FYP co-supervision model / module</li> <li>New workload model to help review the impact and allocation of personal tutoring on workload, with earlier modelling of numbers</li> <li>SESM and Student Support Officer to review growing student support needs and role of tutors in providing / referring that service, providing enhanced advice and guidance as appropriate.</li> </ol>	<ol style="list-style-type: none"> <li>DSE in communication with Pro Dean and Deputy Pro Dean; JH Tutors, urgent (by Feb 2017)</li> <li>Deputy HoS, SESO, DDSE, May 2017</li> <li>SESM, SSO and HoS, June 2017</li> </ol>
<p><b>Organisation and management</b></p>	<ol style="list-style-type: none"> <li>Communicate module withdrawal / change more efficiently</li> <li>Stabilisation of History SES team in 2015-16,</li> <li>Introduce new <i>e-submission only</i> policy for essays. E-submission guides written for staff and students</li> <li>Place DSE, Deputy DSE and SESM on <i>Student Staff Committee</i>, to help communicate changes and enhancements to student cohort,</li> </ol>	<p><b>Issues:</b> We are encouraged by progress in this area, and by NSS comments on the care and clear communication offered by the SES team, but note the following continuing issues:</p> <ol style="list-style-type: none"> <li>High turnover of SES staff, with continuous processes of 'handover' and 'transition' marking 2015-16. Is 'career</li> </ol>	

	<p>The collective impact of these organisational and process changes has been a significant rise in NSS scores, up 7% to 90%. We think the improvements in school-student partnership and communication (improved dialogue through student-staff committee) have been an important factor in increasing 'overall satisfaction' too. However, the changeover in SES staff has remained rapid and disruptive, coupled with periods of enforced leave, and this has added pressure to maintain organisational effectiveness, for a staff as well as student perspective.</p> <ol style="list-style-type: none"> <li>5. Introduction of new School policy to allow MA students to audit Masters modules</li> <li>6. Review of MA option modules to investigate feasibility of <i>team teaching</i> to improve resilience of modules</li> </ol> <p>The uptake of MA seminar and UG lecture auditing opportunities has been relatively low, so we should perhaps push for more of a 'culture change' here. Team-teaching on MA modules has increased and will be more carefully recorded by the new Workload model (2017-18).</p> <p>Scores and comments relating to 'organisation' in the Postgraduate Survey (73%) suggest greater urgency for improvement at that Level.</p>	<p>development' aligning with 'student service' needs across the University?</p> <ol style="list-style-type: none"> <li>2. Disorientation felt by some academic staff at the changeover of SES contacts and roles</li> <li>3. Organisation and communication for PGT students has dipped, according Programme Survey scores over past two years</li> </ol> <p><b>Actions:</b></p> <ol style="list-style-type: none"> <li>1. Faculty and University review of SES dynamics and staff fluidity is underway and should feed into History context</li> <li>2. School will attempt to retain, develop and recognise the achievements of its SES staff, to maintain continuity and expertise, and look to the new FAHC structure to facilitate this.</li> <li>3. PGT Programmes to review levels of communication, support and organisation, and look at recruitment and support needs of international students</li> </ol>	<ol style="list-style-type: none"> <li>1. HoS, Pro Deans SE, FESM, SESM, SES team. Ongoing</li> <li>2. HoS, FESM, SESM, ongoing.</li> <li>3. PGT Programme directors, Director PGT students, DSE, SESM, SESO (PGT). May 2017.</li> </ol>
<p><b>Learning resources</b></p>	<p><b>Overall impact: Up 4% to 86%</b></p> <ol style="list-style-type: none"> <li>1. Propose introduction of online, Level 1 module 'Studying in a Digital Age' for 2016-17</li> </ol> <p><b>Impact: Module designed and implemented, awaiting module review in January, some concerns about consistency of student engagement (and staff consolidation of online module in face to face teaching)</b></p> <ol style="list-style-type: none"> <li>2. Arrange regular contact with Library to discuss History-specific e-book and e-journal requirements</li> </ol> <p><b>Impact: Library Academic Rep has been very active but there are significant concerns about the withdrawal of History journal subscriptions, and room for improvement in the clarity of dialogue between School and Library. See 'issues' in next</b></p>	<p><b>Issues:</b> We are pleased with improved student satisfaction in this area, but note that this is the only category in which we fall below the University NSS average. We note the following issues:</p> <ol style="list-style-type: none"> <li>1. Staff and student concern with Library budget cuts that affect the core provision of research resources and therefore 'research based learning' in the School and beyond</li> <li>2. Student dissatisfaction with the need to pay extra for 'course packs', course</li> </ol>	

	<p><b>column.</b></p> <p>3. Review lecture capture culture in the School: move towards positive understanding of benefits for students as well as respecting staff reservations  <b>Impact: Improved take-up of lecture capture indicated in AAM meetings and usage statistics, but this continues to be an area of negotiation and development</b></p> <p>4. Use social media survey (through SSC) to find out what students understand 'specialised equipment' to be  <b>Impact: This survey was not fulfilled: we need to do more to find out the resource priorities that students have and the resources they perceive to be most valuable, and compare that to staff priorities in the resources they design and provide.</b></p>	<p>books and printing of digitised materials</p> <p>3. Patchy, if increasing, uptake of lecture capture and personal capture</p> <p>4. Patchy engagement from staff and students with new 'Studying in a Digital Age' module</p> <p><b>Actions</b></p> <p>1. Strong representation by our Library staff and student reps, and Student-Staff committee chairperson on issues of journal subscriptions in particular</p> <p>2. STSEC to raise questions of paid-for course materials again, with suggestions about standardised or subsidised costs</p> <p>3. Analyse student comments on modules that deploy lecture capture and circulate audit to staff through STSEC</p> <p>4. ODLM1002 module designer to review and heighten staff engagement with this module, and strive for better integration with Level 1 core modules</p>	<p>1. History Library Reps, SSC chair, Director of Research, HoS, December 2016 - June 2017</p> <p>2. DSE and DDSE, February 2017</p> <p>3. SESO and DSE, March 2017</p> <p>4. DSE, Jan – May 2017</p>
<p><b>Personal development</b></p>	<p><b>Overall Impact: Up 6% from 79 to 85</b></p> <p>1. Deputy DSE appointment with new ideas to enhance Employability and personal tutoring  <b>Impact: refresh of leadership in this area, modified 'employability' events. Reform continues (see next column)</b></p> <p>2. Specific allocation of roles for two SES staff to develop contacts with History Alumni via LinkedIn and Facebook groups  <b>Impact: despite some intern-led alumni contacts and speakers (a continued strength) very limited staff and 'alumni intern' progress with this last year, so an area for improvement</b></p> <p>3. Heightened use of and awareness of new 'Qlikview' resource as a tool for tracing graduate destinations of History students, and of measuring the value of a work placement and study abroad year</p>	<p><b>Issues:</b> Improvements in NSS scores are very welcome, but DLHE scores for History have dropped and PGT survey comments indicates gaps of provision at Level 4:</p> <p>1. Some student detachment from 'employability' language and activity</p> <p>2. DLHE scores dropped, with potential impact on league tables, recruitment and (later date) TEF 2 metrics</p> <p>3. Underdeveloped contacts with very promising History Alumni community</p> <p>4. Patchy staff interest and awareness in relation to History graduate destinations</p>	



	<p><b>Impact: DSE and Admissions tutor have made good use of Qlikview resource, but this should extend to other members of staff (see next column)</b></p> <p>4. Heighten History Society contributions through Career Networking dinner and workshops</p> <p><b>Impact: History Society continued to be core to the History student community and retain a pivotal role in providing personal development opportunities and community-building initiatives in the School</b></p> <p>5. Enhance employability at postgraduate level with introduction of a new archive placement module (from 16/17) which offers students the opportunity to work collaboratively with partner archives and organisations</p> <p><b>Impact: This module has recruited well and we plan to expand provision in the future. We also held an extremely well-attended PGR and PGT Alumni event in summer 2016.</b></p> <p><b>Figures for personal development at PG (-18% from 82 to 63) suggest a need for more regular and visible opportunities at this Level. DLHE figures for History also dipped significantly in 2016-17 and while there are broader contextual factors that might explain this, personal development and employability are a priority for the School.</b></p>	<p>and outcomes</p> <p><b>Actions</b></p> <ol style="list-style-type: none"> <li>1. DDSE will redesign 'employability' provision with emphasis on 'student opportunity', practical workshops and intern-led panels and events</li> <li>2. Align School provision with impressive Faculty initiatives such as Expo 16 and Media Futures workshops, and continue to design innovative Level 2, List C modules with embedded employability opportunities</li> <li>3. DDSE and Alumni intern to invest more time in contacting Alumni community via LinkedIn and other platforms</li> <li>4. DSE to showcase Qlikview to staff and allocate access to more SES and academic staff</li> </ol>	<ol style="list-style-type: none"> <li>1. DDSE, currently in process</li> <li>2. DSE and DDSE, in liaison with FAHC peers; Lecturer in Teaching Scholarship, ongoing</li> <li>3. DDSE and Alumni intern, in process</li> <li>4. DSE, May 2017</li> </ol>
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