

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

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

EXECUTIVE SUMMARY																		
Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate Programme Experience Survey					
	2015-16		2014-15		2013-14		2015-16		2014-15		2013-14		2015-16		2014-15		2013-14	
	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	70	90	86	90	90	88	77	87	86	87	78	85	87	86	90	85	86	85
Teaching	81	91	91	92	96	90	77	87	85	86	80	85	88	86	90	85	84	86
Assessment & feedback	68	73	84	74	85	71	63	63	70	63	72	62	85	73	86	71	82	71
Academic support	81	84	86	85	92	82	79	75	74	74	73	73	89	84	89	82	80	82
Organisation & management	77	85	88	85	93	85	57	78	77	76	88	75	90	82	91	82	86	81
Learning resources	93	91	88	92	93	91	86	84	84	84	83	83	87	87	88	87	78	85
Personal development	75	85	75	85	83	82	70	73	66	72	68	72	76	77	78	76	71	77
Sector position		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)

Headline achievement from 2015-16	<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>The School of Education is ranked as one of the top 50 Schools of Education in the world.</p>
Main actions for 2016-17	<p><i>List 3 actions – to be included on the posters to be produced for each School</i></p> <p>1.Create a “Community of Educators” within the School by providing more opportunities for students and staff to meet at academic and social events</p> <p>2.Relaunch of the Education Society (EDSOC) with a view to organising a Student-Staff Ball in May 2017</p> <p>3.Using promotional materials and improved communications create greater-awareness amongst students of the academic support that is available to them within the School</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"> <i>1. In response to student feedback existing modules have been revised to provide PGT students opportunities to engage in microteaching (EDUC5933) and gain further experience of the UK teaching system via visits to local primary schools (EDUC5981).</i> <i>2. Creation of a weekly “Events and Opportunities” e-newsletter, which is sent to all students detailing personal development activity – data demonstrates that this has been very well-received by students and has reduced the number of individual messages they receive.</i> <i>3. Annual student-staff residential trip to the Lake District continues to grow in popularity, with the itinerary and structure being adopted by other Schools and areas across campus (e.g. International Office).</i>
<p>Summary of student involvement in the production of this Action Plan</p>	<p>Draft Action Plan circulated to student representatives for comments and feedback at Student-Staff Forum on 17 November 2016 – amended version circulated for final comment before submission. ‘Traffic light’ monitoring system to continue in 2016-17, with progress updates provided at subsequent Student-Staff Forum meetings during the academic year.</p>

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

School: Education

Faculty: ESSL

Aspect	Progress with 2015-2016 actions and indication of impact	Agreed Issues/Actions for 2016-2017	Responsibility/Expected completion date
<p>Overall satisfaction</p>	<p>Your feedback suggests that we are doing many things well in regards to our postgraduate programmes, but that there is important work to be done in regards to our undergraduate degrees, where feedback was less positive than in previous years.</p> <p>Feedback provided in the December 2015 mid-point surveys did not appear to indicate there were any significant issues to address. However, your responses provided via the NSS and Undergraduate Programme Surveys suggest that delays in returning semester 1 marks and feedback, together with further concerns regarding the assessment process and module content, impacted upon your student experience, as demonstrated by the fall in performance in a number of areas.</p>	<ol style="list-style-type: none"> 1. Ensure that processes are in place, which ensure that an appropriate number of staff are involved in the assessment process to ensure marking is completed and feedback returned within agreed timescales. 2. Assessment processes have been reviewed and clarified to ensure the process is fair and robust. Annual workshops on understanding the assessment criteria have been provided to students at all Levels at the beginning of each academic year. 3. New modules have been introduced for 2015/16, to reflect new developments in the subject discipline, the areas of expertise of new staff and feedback received via surveys and the module/programme review process. 	<ol style="list-style-type: none"> 1. Head of School, Director of Student Education and Programme Managers – ongoing. 2. Director of Student Education, Head of Undergraduate Area – ongoing. 3. Director of Student Education, Head of Undergraduate Area, Undergraduate teaching team – September 2017 (assuming module content is being revised – ongoing, if changes have already been made and have been implemented for 2016/17.

	<p>Your feedback also suggests that you are very keen to have more opportunities to socialise and develop friendships, to create a better sense of community within the School. Further to this, your feedback demonstrates that the needs of our students are changing – for example, increasing numbers of students are choosing to commute to university, rather than live on campus.</p>	<p>4. The School is working with its students (including Course Representatives and the Education Society) to help develop a “<i>Community of Educators</i>”. Following consultation with students, a series of activities and events will be offered, where students are encouraged to meet and socialise. Social events for each undergraduate year group and/or Master’s programme will take place each semester; each event will be held during the day to enable commuter students, part-time students and students with caring responsibilities to attend.</p>	<p>4. Head of School, Student Support Officer and Student Representatives – ongoing.</p>
<p>Teaching</p>	<p>Your feedback confirms that you like the fact that you are a member of a relatively-small department, as this helps you develop good working relationships with staff and other students. However, we appreciate that our size can also leave us vulnerable, when there are unexpected changes in staff, as happened in 2014/15.</p> <p>Your feedback also suggests there is a need for us to engage more with students across all cohorts to help us clarify the expectations and responsibilities of both teaching staff and students in respect of the student experience</p>	<p>1. Action is being taken to ensure that at least two members of academic staff are directly involved in the management of each module. Linked to this, we are reviewing our procedures for the appointment and induction of new academic staff, with an aim to ensuring that new staff are smoothly integrated into the teaching team.</p> <p>2. We will carry out a Peer Review of teaching at the end of each semester with both undergraduate teaching teams. We will hold strategy meetings to focus on engagement and intellectual challenge.</p> <p>3. We have a strong history of student representation in the School of Education and the aim is to utilise this, to improve communications within the School, through the introduction of monthly Course Rep/Programme Leaders catch-ups to discuss ongoing issues relating to our students’ experience as they arise and to</p>	<p>1. Head of School, Director of Student Education, Heads of Undergraduate and Postgraduate – by September 2017.</p> <p>2. Director of Student Education and Undergraduate teaching staff –, January 2017, June 2017.</p> <p>3. Student Support Officer, Student Representatives, LUU Academic Representation Team – starting immediately.</p>

		ensure that action is taken as quickly as necessary.	
Assessment and feedback	<p>Your survey responses were positive in regards to feedback provided on essay plans. Your responses also indicated that the move towards electronic marking and feedback had been well-received. However, there was criticism of the length of time it took to receive your feedback, particularly for semester 1 assignments.</p> <p>Your feedback suggests that further work is needed to help you better-understand what is considered feedback.</p> <p>In response to feedback provide in the previous NSS and Undergraduate programme surveys all BA Childhood Studies seminars will be focussed on the assessments (from September 2016).</p>	<ol style="list-style-type: none"> 1. Marking processes and staff workloads have been reviewed to ensure that sufficient time is provided to mark assessments and return marks and feedback within the 20 working days deadline. 2. Generic feedback to be provided via the VLE which will summarise the main issues arising from the assessments (examples of good practice, areas for improvement etc.). 3. In addition to the clarification regarding Academic Support Hours (see Academic Support below) the School has introduced a "Feedback Week" (for UG students) once a semester, to coincide with the release of feedback, where academic staff will be available to meet with students to discuss their assessments. 4. "<i>Understanding your feedback</i>" guide to be developed in conjunction with Student-Staff Forum, with the advice provided in the guide to be reinforced and complemented by accompanying posters and other publicity materials. 5. All UG tutors are committed to providing assessment feedback within the published timescale. Moderation meetings will take place at the start of marking and when marking is complete when there are more 	<ol style="list-style-type: none"> 1. Head of School, Business Manager and Director of Student Education – completed/from September 2016 2. All teaching staff – by July 2017 3. Head of School, Business Manager and Director of Student Education – to be trialled in this academic year, with a view to introducing this for all programmes from 2017/18. 4. Director of Student Education, Heads of Undergraduate and Postgraduate Area, Assessment Officers and Student-Staff Forum – by July 2017. 5. Director of Student Education and Assessment Officers – by July 2017.

		than two markers for a module to avoid inconsistencies.	
Academic support	Your feedback was mainly positive in regards to the support provided by academic staff but suggested there was a lack of clarity regarding staff availability, with some students unsure as to when they could meet with academic staff and what type and level of support was available.	<ol style="list-style-type: none"> 1. All staff will confirm their '<i>Academic Support Hours</i>' at the start of each semester – details to be circulated to students and confirmed on staff individual webpages and on staff office doors. 2. The School will work with Student-Staff Forum to develop a policy on email communication, with an aim to agree a response time for responding to emails – the suggestion is that a response will be provided within 72 hours. 	<ol style="list-style-type: none"> 1. Director of Student Education – by January 2017. 2. Student-Staff Forum – by July 2017.
Organisation and management	Your feedback suggested there was sometimes inconsistency in the advice provided by staff, particularly in regards to module choices and the structure of your degree programme.	<ol style="list-style-type: none"> 1. Organise separate "<i>Welcome Back</i>" meetings to be held for UG and PG staff at the start of each academic year, to provide all staff with an overview of the content of each degree programme, highlighting any changes or developments that have been introduced since the previous academic year. 	<ol style="list-style-type: none"> 1. Director of Student Education and Heads of Undergraduate and Postgraduate Area – by September 2017.
Learning resources	Your feedback confirms that students are very happy with the resources provided by the School and the University. Some concern has been raised with the unavailability of cluster PCs, particularly at the recently-opened Laidlaw Library, located opposite to our main Hillary Place building.	<ol style="list-style-type: none"> 1. Create better-awareness amongst students of the computing facilities currently provided by the School at Hillary Place, including extending opening hours to 8.00pm on Wednesdays and Thursdays. 	<ol style="list-style-type: none"> 1. School Business Manager and Student Support Officer – completed/from September 2016.
Personal development	Your feedback suggests that you would like the School to provide more opportunities to help you develop a wider-range of skills, such as giving presentations, which can translate to the	<ol style="list-style-type: none"> 1. Recognise our students' achievements through awards for the highest-achieving undergraduate students at Level 1, 2, 3 and 4 and the highest-achieving Masters 	<ol style="list-style-type: none"> 1. Head of School, Director of Student Education, Heads of Undergraduate and Postgraduate Area – July 2017.

	<p>workplace. In helping our students to achieve their full potential we feel it is important to recognise the significant achievements of our students at all stages of their university career, not just when they graduate.</p> <p>In the case of postgraduate students your feedback demonstrates that you are very interested in pursuing further study after your degree (e.g. PhD); the School recognises that there is work to be done here to make Master's students aware of the options that are available to them, to provide you with the information you need to make informed choices about your future..</p>	<p>student. Award-winners to be presented with their certificates at an annual awards presentation.</p> <ol style="list-style-type: none"> 2. All students will be told about the awards at the <i>Welcome Back</i> meetings and reminded throughout the year. 3. Continue to provide careers and personal development drop-in sessions at Hillary Place, ensuring that these take place every week during term-time. 4. Offer a series of personal development skills workshops to all students including sessions on 'Building confidence', 'CV Writing and Interview Skills' and 'Articulating your academic skills to find the right job'. 5. Bespoke presentations on '<i>Using your Master's degree to find a job</i>' and '<i>Studying a research degree at Leeds</i>' to be offered to Master's students. 	<ol style="list-style-type: none"> 2. Head of School, Director of Student Education, Student Support Officer. 3. Student Support Officer and School Careers Consultant – from January 2017. 4. Student Support Officer and School Careers Consultant – from January 2017. 5. Student Support Officer and School Careers Consultant – from January 2017.
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