

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

**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>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>	96	90	92	90	92	88	92	87	91	87	92	85			84	85	86	85
<b>Teaching</b>	93	91	91	92	92	90	91	87	90	86	89	85			89	85	85	86
<b>Assessment &amp; feedback</b>	78	73	73	74	65	71	64	63	63	63	69	62			72	71	79	71
<b>Academic support</b>	88	84	86	85	84	82	84	75	80	74	83	73			84	82	82	82
<b>Organisation &amp; management</b>	92	85	89	85	90	85	82	78	79	76	83	75			78	82	84	81
<b>Learning resources</b>	93	91	91	92	93	91	86	84	82	84	84	83			87	87	80	85
<b>Personal development</b>	86	85	85	85	81	82	76	73	72	72	73	72			74	76	73	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><i>The School of Law has achieved its highest ever ranking: 7<sup>th</sup> in the UK, The Times 2016</i></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> <ol style="list-style-type: none"> <li><i>1. Launch of Educational Challenges workshops to encourage discussion of Student Education issues amongst staff and students to facilitate the dissemination of best practice and innovation</i></li> <li><i>2. As part of the School well-being strategy emphasis will be placed on helping students to work smarter</i></li> <li><i>3. Continue to build a strong community through measures designed to improve integration between different cohorts of students</i></li> </ol>

<p><b>Good practice examples from 2015-16</b></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>1. All Module Assistants have peer mentors with whom they meet throughout the duration of the module</li> <li>2. Research project concerning well-being and resilience of first year undergraduates</li> <li>3. Emphasis on building community to buttress student support and enhance the student experience</li> </ol>
<p><b>Summary of student involvement in the production of this Action Plan</b></p>	<p>Survey feedback and previous action plan was sent to student staff forum followed by a special meeting both the team to discuss suggestions. Comments also received by email. Included both UG and PG. Student-staff focus group held on developing further mechanisms of student support.</p>

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

**School: Law**

**Faculty: ESSL**

<b>Aspect</b>	<b>Progress with 2015-2016 actions and indication of impact</b>	<b>Agreed Issues/Actions for 2016-2017</b>	<b>Responsibility/Expected completion date</b>
<p><b>Overall satisfaction</b></p>	<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. <i>Successful interim report – research ongoing</i></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. <i>Successful application for LITE Fellowship</i></li> <li>3. Introduction of a new level 2 to the LLB curriculum – <i>principle is fine; practice requires reform</i></li> <li>4. Continuing development of a 'community' of TPG students beyond academic study – <i>very successful in first year</i></li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Develop 'breakfast' and late afternoon events to supplement evening events to ensure all students benefit from our 'School Community'.</i></li> <li>2. <i>Continuation of community focussed events (suppers; enhanced communications; Law's Got Talent; sporting events)</i></li> <li>3. <i>Enhanced attention to student support and well-being through the EDI team and the LITE project findings</i></li> <li>4. <i>Introduce teaching sessions, online advice and use of peer mentors designed to help students work smarter</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Management Support Office (MSO), Student Education Service (SES) and Director of Student Education (DSE)</li> <li>2. MSO, SES and DSE</li> <li>3. Chair of Equality, Diversity and Inclusion</li> <li>4. DSE and Director of Student Support (DSS)</li> </ol>

<p style="text-align: center;"><b>Teaching</b></p>	<ol style="list-style-type: none"> <li>1. Mid module review for every module - <i>completed</i></li> <li>2. Focus groups arranged to tackle specific issues on modules requiring closer attention – <i>successful and informed reform to RL</i></li> <li>3. Introduction of ‘Level’ meetings to address ‘cross module’ issues on LLB – <i>has not taken off</i></li> <li>4. Development of ‘talk about teaching’ lunchtime sessions to discuss and share best practice. <i>Successful start under CIRLE</i></li> <li>5. Development of a series of dissertation podcasts to provide ongoing support for generic issues – <i>in operation; lots of student engagement</i></li> <li>6. Introduction of level two optional modules on the BA programme – <i>implemented</i></li> <li>7. Scholarship project designed to consider use of lecture capture across the School – <i>problems with recruitment of UG research scholar – will be repeated</i></li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Promote increased participation in seminars through for example, classroom layout and design of seminar questions</i></li> <li>2. <i>Further development of ‘critical’ skills across level 1- ensure level 1 and 2 are integrated in this respect</i></li> <li>3. <i>Review of taught postgraduate teaching provision to ensure provision is appropriate for a larger and increasingly international community</i></li> <li>4. <i>Year group meetings a priority for incoming LLB manager</i></li> <li>5. <i>Introduction of new level one law discovery module to prepare non law students for legal study at levels 2 and 3</i></li> </ol>	<ol style="list-style-type: none"> <li>1. DSE and all teaching staff</li> <li>2. Programme Manager (PM) and level one Module managers</li> <li>3. DSE and PG Tutor</li> <li>4. LLB PM</li> <li>5. Module manager of ‘Obligations’ module</li> </ol>
<p style="text-align: center;"><b>Assessment and feedback</b></p>	<ol style="list-style-type: none"> <li>1. Review assessed seminar provision and management – <i>some assessed seminars removed</i></li> <li>2. Pilot e-marking across a range of modules (and typed marking in all core BA modules) – <i>successful and rolled out a little more</i></li> <li>3. Pilot recorded oral feedback in a first year module – <i>no module was appropriate – will be piloted in 2016 with formative work</i></li> <li>4. Advertise/widely communicate the full range of feedback mechanisms - <i>done</i></li> <li>5. Pilot categorical marking in a number of targeted modules – <i>done with no adverse impact detected</i></li> <li>6. Pilot podcast discussion of assessment and feedback at TPG level - <i>ongoing</i></li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Wider use of sample essays – across all modules – with guidance as to the standards</i></li> <li>2. <i>Full review of assessment mapping and loads to ensure appropriate workload for students</i></li> <li>3. <i>Development of level specific marking criteria in appropriate student friendly language</i></li> <li>4. <i>Pilot use of orally recorded feedback in a formative assignment</i></li> </ol>	<ol style="list-style-type: none"> <li>1. PMs and all module managers</li> <li>2. DSE and UG PMs</li> <li>3. DSE, PMs and STSEC</li> <li>4. Foundations of Law Module Manager</li> </ol>

	<ol style="list-style-type: none"> <li>7. Audit TPG modules and continue process of diversifying assessments – <i>more widespread review needed in light of increase in numbers</i></li> <li>8. Explaining assessment and feedback expectations earlier in the TPG induction process - <i>done</i></li> </ol>		
<b>Academic support</b>	<ol style="list-style-type: none"> <li>1. Appointment of a Director of Student Support <i>has occurred</i></li> <li>2. Reconsideration of personal tutoring process to ensure best practice across the School <i>some reassignment has taken place and changes to LeedsforLife</i></li> <li>3. Conduct review of Level Two (LLB) student workload: <i>Assessments have been cut but more work needs to be done in 2016-7</i></li> <li>4. Development of podcasts to facilitate more informed decision making when choosing options – <i>not completed</i></li> <li>5. Further development of language support for Taught Postgraduate students <i>Excellent first year – needs a number of minor tweaks going forward</i></li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Royal Literary Fund Academic Fellow appointed to improve writing skills</i></li> <li>2. <i>Review Postgraduate Research Skills module to tailor for specific needs of different cohorts of students</i></li> <li>3. <i>Use of final year students (returners from Study Abroad) as peer mentors for direct entrants</i></li> <li>4. <i>Provide transparency for students as to their required workload commitment to facilitate better time management</i></li> <li>5. <i>Record ‘mock seminar’ to introduce new students to the expectations of a seminar</i></li> <li>6. <i>Ongoing action from 2015-16 - Development of podcasts to facilitate more informed decision making when choosing options</i></li> </ol>	<ol style="list-style-type: none"> <li>1. DSS</li> <li>2. PG Tutor</li> <li>3. Direct Entrant link tutor</li> <li>4. DSE and Module managers</li> <li>5. Contract Law module manager</li> <li>6. BA and LLB PMs</li> </ol>
<b>Organisation and management</b>	<ol style="list-style-type: none"> <li>1. Review dissertation allocation process - <i>more changes necessary – process still unwieldy and time consuming</i></li> <li>2. Appointment of Advisory Board – <i>very successful start</i></li> <li>3. New, rigorous presentation and selection procedure prior to the appointment of module assistants – <i>operated in 16-17; some amendments needed</i></li> <li>4. Appointment of ‘peer mentors’ for new module assistants – <i>successful and repeated</i></li> <li>5. Introduction of new procedure for allocation of scholarship time to encourage teaching and scholarship to</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Important student communications to run through lectures in addition to social media</i></li> <li>2. <i>Update and reorganise VLE for greater transparency and information for students</i></li> <li>3. <i>School to promote and encourage greater interaction and integration between the School’s two LUU student societies</i></li> <li>4. <i>Employment of recent graduate to assist and develop bespoke/student friendly approach to organisation and management of student education</i></li> <li>5. <i>Reconsider dissertation allocation process</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Director of Comms and DSE</li> <li>2. Student intern, School Education Services Manager (SESM) and DSE</li> <li>3. Head of School (HoS) and DSE, society presidents</li> <li>4. HoS and DSE</li> <li>5. LLB PM</li> </ol>

	<p>embark on deeper, more far reaching teaching projects with greater impact – <i>introduced as part of CIRLE launch</i></p> <ol style="list-style-type: none"> <li>Use of student intern to develop a more bespoke induction programme – <i>effective streamlining; more to be done</i></li> <li>Appointment of student education service intern to review service – <i>successful project producing useful feedback</i></li> </ol>		
<b>Learning resources</b>	<ol style="list-style-type: none"> <li>Introduction of use of podcasts to produce more personalised delivery of generic administrative materials – <i>some uptake but review of VLE use needed</i></li> <li>Use of student intern to work on alternatives to paper handouts following consultation with student body – <i>completed and report circulated to ESSL</i></li> <li>Wider roll out of lecture capture – <i>very high take up rate</i></li> <li>Better communication of (research) library resources and uses – <i>done; few references to this on survey feedback</i></li> <li>Researching Law podcasts to aid dissertation choice – <i>done but needs to be more widespread and include more colleagues</i></li> <li>Lecture capture research project – <i>some early work but project stalled – new UG research scholar needed</i></li> </ol>	<ol style="list-style-type: none"> <li><i>Coordination and addition of VLE resources to present a coherent level 1 induction programme</i></li> <li><i>Reconfigure student support materials to render them user friendly</i></li> <li><i>Review and develop taught postgraduate pre-sessional language support</i></li> <li><i>Reconfiguration of building to provide more PGR facilities.</i></li> </ol>	<ol style="list-style-type: none"> <li>Student Intern, SESM and DSE</li> <li>Student Intern, SESM, DSE and staff student forum (SSF)</li> <li>PG Tutor</li> <li>MSO</li> </ol>
<b>Personal development</b>	<ol style="list-style-type: none"> <li>The successful career mentoring scheme will be widened – <i>very successful; popular with students, large number of mentors</i></li> <li>Leeds for Life will be personalised to encourage engagement and emphasis on developmental aspect of personal tutoring – <i>completed but usage not yet known</i></li> <li>Links with alumni are being strengthened particularly with regard to mentoring, masterclasses and other inspiration</li> </ol>	<ol style="list-style-type: none"> <li><i>Reorganise Foundations of Law Employability lectures to ensure students are better prepared before employment is discussed</i></li> <li><i>Make greater use of promoting successful alumni within the school to inspire our students (including successful alumni in less well publicised circumstances)</i></li> <li><i>Consideration of smaller workshop employability events at level 1</i></li> </ol>	<ol style="list-style-type: none"> <li>FoL Module Manager</li> <li>Director of Comms</li> <li>Director of Employability</li> <li>Director of Employability</li> <li>CIRLE Directors</li> </ol>

	<p>raising and confidence building activities  <i>very successful development of alumni relationships (inc. internationally)</i></p> <p>4. Module prizes instituted across all modules followed by an awards lunch – <i>successful launch and a key part of creating a successful culture</i></p> <p>5. A wide range of ambitious pro bono activities and links are being developed.</p>	<p>4. <i>Increased use of current higher level students to discuss successful strategies for employability</i></p> <p>5. <i>Development of CIRLE – scholarship time and funding.</i></p>	
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