

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

School of Politics and International Studies (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	91	90	91	90	84	88	91	87	86	87	75	85	88	86	93	85	74	85
Teaching	94	91	92	92	89	90	91	87	90	86	82	85	86	86	89	85	78	86
Assessment & feedback	75	73	71	74	69	71	61	63	61	63	58	62	73	73	75	71	62	71
Academic support	83	84	83	85	71	82	70	75	65	74	60	73	81	81	90	82	66	82
Organisation & management	89	85	91	85	87	85	78	78	83	76	73	75	81	82	87	82	73	81
Learning resources	91	91	88	92	81	91	81	84	79	84	75	83	84	87	87	87	67	85
Personal development	80	85	75	85	70	82	63	73	64	72	58	72	69	77	72	76	54	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>POLIS is now ranked second highest for student satisfaction within the Russell Group universities.</p>
Main actions for 2016-17	<p>List 3 actions – to be included on the posters to be produced for each School</p> <ol style="list-style-type: none"> 1. Greater opportunities for personal development and improving employability 2. Increased opportunities for feedback from tutors during module teaching 3. Community events for POLIS staff and students

<p>Good practice examples from 2015-16</p>	<p>List examples of innovative practice and developments which are of wider interest across the University</p> <ol style="list-style-type: none"> 1. Creation of new MA dissertation placement scheme, piloting desk-based research placements 2. Establishment of student-led, free online journal on the Responsibility to Protect agenda 3. Over 90% of lectures were recorded and made available to students
<p>Summary of student involvement in the production of this Action Plan</p>	<p>Several agreed issues/actions in the plan come from student proposals in the POLIS staff-student forum and from suggestions made in programme feedback. The POLIS student representative has also been consulted on a draft of this document. The plan also incorporates a number of action points identified in the POLIS SAER report which drew upon student experience in POLIS.</p>

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

School: POLIS

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>NSS score is impressive at 91%. The UGPS survey is also at 91%, improving by 5% on our 2014/15 score. PGT teaching score is very strong at 88%, slightly above the university average</p> <p>New digital learning module implemented at level one, being developed for next session to improve engagement. New PGT methodology classes implemented – mixed levels of engagement thus far</p>	<ol style="list-style-type: none"> 1. Make use of Teaching Enhancement Scheme (TES) to address priority issues including – personal development; Partnership engagement; catering for diverse student needs, promoting links between research and teaching. The latter will also link to the LITE fellowship awarded to Lata Narayanaswamy. 2. Ensure greater consistency in the approach of module handbooks to outlining learning outcomes and assessment 3. Ensure consistency in assessment marking 4. Provision of skills at UG level One and PGT to be reviewed with a view to securing greater student engagement 	<ol style="list-style-type: none"> 1. <i>All academic staff – groups to run for one calendar year with the possibility of extension</i> 2. <i>Programme Directors – necessary changes to be in place for session 2017/18</i> 3. <i>DSE, Exams Officer, AGLs and all staff</i> 4. <i>DSE, AGLs, Programme Directors – review during session 2015/16</i>

<p>Teaching</p>	<p>NSS score is impressive at 94% as is UG score at 91%, both of which bring small improvements on 2014/15 scores. PGT score in this area remains very strong, this year at 86% (3% down on 2014/15 score)</p> <p>The teaching methods group has continued to innovate e.g. new approach to level two teaching will have increased focus on research design this academic year. Planning for implementation of Q-steps programme has successfully progressed.</p> <p>Partnership work between staff and students produced syllabus development implementation e.g. revision of key module topics in view of need to ensure diversity (following from 'Why is my Curriculum white?' agenda)</p>	<ol style="list-style-type: none"> 1. Students to be given the opportunity to give anonymous feedback to tutors regarding their experience on modules mid-semester. This will enable students to offer comments and suggestions whilst modules are still being taught. 2. All levels of taught provision will be briefed and re-briefed about mutual responsibilities under the Partnership agreement. 	<ol style="list-style-type: none"> 1. <i>All module leaders and staff</i> 2. <i>DSE</i>
<p>Assessment and feedback</p>	<p>An NSS score of 75% brought a welcome move in to the 'pink' through a 4% increase from 2014/15. UGPS score in this area remained constant at a disappointing 63%. PGT score slipped from 'pink' to 'red', albeit through a marginal decline in satisfaction.</p> <p>Successfully continued to promote use of grademark, now approximately 85% of assessment is marked this way (up from 60% in 2014/15). Training sessions were made available for staff.</p>	<ol style="list-style-type: none"> 1. Innovations in modules to encourage more use of formative feedback will be promoted 2. Ways of limiting summative assessment loads for students will be explored, with a view to cutting back from standard 6000 word-length 	<ol style="list-style-type: none"> 1. <i>DSE – ongoing</i> 2. <i>DSE, HoS, AGLS, and all staff – this will be reviewed during 2016/17</i>
<p>Academic support</p>	<p>NSS score held constant from 2014/15 at 83%. UGPS score was a disappointing 70% (though this did bring a 5% improvement). Although the PGT score was strong at 81% there was an 5% drop from the 2014/15 score</p> <p>Series of planned events/actions successfully implemented - programme of student engagement talks, Behind the news events, Student dissertation conference, POLIS Journal, visiting speakers.</p>	<ol style="list-style-type: none"> 1. Implement renaming of staff office hours as 'academic support hours' 2. Hold several of POLIS community events to increase staff-student interaction outside of the classroom and develop the sense of shared purpose/identity in the school e.g. event analysing the US election result 3. Ways of increasing engagement with Leeds for Life will be examined 	<ol style="list-style-type: none"> 1. <i>All academic staff - ongoing</i> 2. <i>DSE and all staff – the success of these will be reviewed in summer 2017</i> 3. <i>New Deputy DSE will review in semester two 2017</i>

	<p>However, engagement with Leeds for Life is still an area in which considerable work is needed to make effective use of this system</p>	<p>4. A new 'Diversity and Community' group will be established under the TES, which will examine ways of supporting a diverse range of students in POLIS</p>	<p>4. <i>To be established November/December 2016</i></p>
<p>Organisation and management</p>	<p>NSS score remained strong at 89% (despite a 2% drop from 2014/15). UGPS score was 78% with a 5% drop from 2014/15. PGT score was 81%, down 6% from 2014/15</p> <p>The new SESM has provided successful leadership to the SES team during a period of transition and challenge. The SSF has run successfully with good engagement from student representatives.</p> <p>PGT provision has continued to develop with POLIS agreed to give support to the new cross-faculty Masters in Public Administration Wider review of PGT provision continues. Significant change to entry for BA politics & parliamentary studies programme has been passed and will be implemented from 2017/18</p>	<p>1. PGT provision will continue to be reviewed to promote efficient and marketable MA programmes</p> <p>2. Establish partnerships with several South East Asian HE institutions to bring more target students to PGT programmes</p> <p>3. UG and PGT module provision will be reviewed to examine potential for decreasing summative marking workloads and increasing opportunities for formative feedback</p>	<p>1. <i>HoS. DSE, AGLS and MA programme Directors – ongoing</i></p> <p>2. <i>International Officer</i></p> <p>3. <i>HoS. DSE, AGLs and MA programme Directors and all staff - ongoing</i></p>
<p>Learning resources</p>	<p>NSS score was strong at 91% (up 3% from 2014/15). UGPT score was 81% which similarly marked a small rise of 2%. PGT score dropped 3% from 2014/15 to a score of 84%</p> <p>POLIS has continued to work closely with the library e.g. submissions were made to prioritise keeping particular journals in the context of rationalisation. High levels of student engagement with SSB facilities has been secured (indeed there have been student requests for more opening hours)</p>	<p>1. Encourage and support greater staff use of opportunities to make useful ad hoc recordings to relate supplementary information to students</p> <p>2. Encourage staff to arrange for digitisation of readings as far as is practicable. Any essential readings for modules should be digitised.</p>	<p>1. <i>Responsibility of DSE and Faculty Blended learning champion – ongoing</i></p> <p>2. <i>DSE and all staff</i></p>

<p>Personal development</p>	<p>An NSS score of 80% represents tangible improvement from 2014/15, but a UGPS score of 63% (down 9%) means this is an area to be targeted for improvement. The PGT score is 69% (8% below that achieved across the university) and thus also needs to be given focused attention.</p> <p>The POLIS employability officer worked with students on placements, job opportunities, and career development (who in turn liaised with the Careers Centre). Regular careers session ran each Wednesday, and the level 2 careers module was successful.</p>	<ol style="list-style-type: none"> 1. Creation of new POLIS deputy DSE role, which will include particular responsibility for personal development, student opportunity and employability 2. Creation of new voluntary personal development sessions in personal development (BA and PGT levels) 3. Pilot of new 'group' approach to personal tutoring. Group meetings will be used to supplement, but not replace one-to-one meetings between staff and personal tutees. 4. Teaching Enhancement Scheme group established to explore personal development issues 	<ol style="list-style-type: none"> 1. <i>Interviews to be held in early December 2016</i> 2. <i>Student employability officer - sessions for PGT running November 2016 with several follow-up meets before May 2017. 'Job search' sessions with level 2 students running February 2017</i> 3. <i>Will be evaluated summer 2017</i> 4. <i>Group being established November/December 2016, to run for one calendar year with the possibility of extension</i>
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