ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2017-18

SCHOOL OF HISTORY, FACULTY OF ARTS, CULTURES AND HUMANITIES

Executive Summary								
	Undergraduate Programme Experience Survey				***National Student Survey***		***Postgraduate Programme Experience Survey***	
	2017-18				**2017-18**		**2017-18**	
Aspect	**School**		**University**					
	Year 1	**Year 2**	**Year 1**	**Year 2**	**School**	**University**	**School**	**University**
Overall Satisfaction	**92%**	**88%**	89%	86%	**94%**	89%	**83%**	88%
The teaching on my course	**81%**	**89%**	84%	84%	**95%**	89%	**84%**	85%
Learning opportunities	**77%**	**73%**	79%	80%	**85%**	84%	**77%**	86%
Assessment and feedback	**77%**	**78%**	72%	65%	**83%**	75%	**70%**	79%
Academic support	**72%**	**75%**	78%	77%	**79%**	82%	**80%**	85%
Organisation and management	**82%**	**79%**	80%	78%	**86%**	82%	**81%**	82%
Learning resources	**90%**	**82%**	86%	86%	**92%**	91%	**81%**	90%
Learning community	**64%**	**63%**	76%	75%	**72%**	79%	**60%**	83%
Student voice	**65%**	**64%**	67%	68%	**76%**	75%	**58%**	77%

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 2016-17	***We have maintained an outstanding NSS performance in Overall Satisfaction & Teaching Quality, gaining the highest scores in History amongst Russell Group Universities***
Key strategic actions for 2017-18	*List 3 actions – to be included on the posters to be produced for each School* **1. We will review and reform our assessment practice, aiming to reduce assessment quantity & improve its formative quality** **2. We will change our module feedback and review process (introducing digital survey and collation) improving the review, enhancement and reward of teaching** **3. We will further enhance dialogue between the School & the Library's Special Collections, refining research-based teaching**
Evaluation of main actions from 2016-17	*Brief update on the 3 main actions identified from the previous session* **1. We will review and enhance employability and student opportunity provision, linking up with new FAHC initiatives** • We have changed the emphasis of our employability events, moving from 'whole-cohort / whole-year' talks and workshops, to more targeted events involving alumni speakers, intern-led & sector-specific events and interventions linked to the particular needs at each level. • We provide bespoke events for History PGTs and PGRs relating to academic and non-academic career pathways from MA and PhD onwards. • Links with FAHC and cross-School initiatives could still be stronger and attendance at employability events is variable. We look forward to working more closely with the FAHC employability lead, and we support the devolution of CSER8000 to Faculty / School leadership (presuming the right support at each level). **2. We will support the History Society, Peer Mentors and Interns in creating a vibrant School of History community** • We have maintained the prominence of these three organisations in enhancing the School community, especially during Induction, through peer mentoring and through multiple History Society events (the School funds these 'agents of change' with a £3.5k budget). • Student Experience & Teaching Enhancement funds have also supported multiple Level 3 field trips, PGR careers & alumni events and the employment of a 'History Special Collections Intern' who triangulates the academic, student and archive 'communities' to great effect • Our SSC was particularly successful in 16-17, contributing powerfully to the SAER and we will maintain this momentum. Plans for development of the School community include a weekly coffee morning run by History Society and School reps. **3. We will introduce a new workload model that allows more accurate and fair teaching planning**

	• This major project has successfully implemented a new model that has transformed the way workload is calculated, audited and discussed throughout the School: we now have a more accurate, transparent and fair way of allocating workload to (for example) new module design, module adaptation, grant application and dissertation supervision. • We allow retrospective workload in some cases where 'planning' is difficult and where take up (e.g. of FYP and MA dissertation supervision) is unpredictable. • This year, we are auditing 'citizenship' activities as part of a trial to capture levels of 'school service' offered by colleagues, in line with equality and diversity discussions within the School.
Good practice examples from 2016-17	*Innovative practice and developments, of wider interest across the University* **1. Our new *Workload Model* gives staff additional workload for designing & deploying novel or adapted modules, giving time for newly employed staff, in particular, to acclimatise to curriculum design & delivery at Leeds** **2. We employ a *Special Collections Intern* to mediate between the Library and School as we enhance research based learning opportunities and archivist skills at UG and PG level** **3. The School of History offers a *Teaching Scholarship Fund* to staff on SE career pathways or in positions of Student Education leadership & management**

Aspect	Progress with 2016-2017 actions and indication of impact	Agreed Issues/Actions for 2017-2018 (from where did the action arise, i.e. NSS, module evaluation, programme review?)	Responsibility /Expected completion date
Overall satisfaction	***Sustained NSS performance at 94%*** We responded adequately to 2016-17 actions, but we still need to look at the **efficacy of personal tutoring** and the **structure of employability provision** (Actions 2 & 4)	1) Review **assessment practice** to reduce staff workload and 'clustering' of student tasks, and make assessment more efficacious for learning and attainment (SAER recommendations, STSEC research and papers) 2) Target '**academic support**' issues such as personal tutoring and equity of guidance, at UG and PG (Student-Staff committee, SAER, STSEC prompts)	DSE & DDSE (with working group) 03/18 for initial proposals DSE & DDSE, 06/18
The Teaching on my Course	***Sustained NSS performance at 95%*** We have made good progress with HEA teaching accreditation (Action 1), with a strong group of teaching staff and PGR tutors achieving Fellowship and Associate Fellowship status this year and acting as 'mentors' for current & future PRiSE applicants. We staged a successful SE away day and a number of student wellbeing fora (Action 4) to sustain debate and innovation in the School	1) We will review issues of **inclusivity and diversity** in teaching, in particular in relation to reading lists, access to learning resources, student engagement and diversity of assessment (SE Away Day discussions) 2) Reformed assessment practice (see above) will need to be paralleled by **reformed module learning activities** and (potentially) module and programme learning outcomes: an issue of assessment-led curriculum design (STSEC discussions) 3) We will explore new **reward & recognition** events for our PGR tutors, and informal fora for PGR and early career teaching discussions	Tutor for Equality and Diversity & Senior Tutor for Student Wellbeing, 06/18 DSE, STSEC ongoing reform
Learning opportunities	***A new NSS category***	Responding to the questions of this **new NSS category**, we will review our programmes to ask whether we: 1) Encourage students to strongly link topical and methodological expertise *across* modules and levels as well as within them (NSS question 6) 2) Encourage students to 'apply' the History knowledge and skills they gain in *other academic and co-curricular contexts* (NSS question 7). We know that some of our modules (e.g. Level 2, List C) actively encourage this, whereas other modules see 'application' as something that happens within the academic conventions of the subject and module.	DSE, Programme Leaders, STSEC, both initial audits by 09/18
Assessment and feedback	***An NSS dip of 3% but still very strong in relation to sector and averages at 83%***	1) With evidence from studies of assessment and student attainment across modules and years, we will **discuss and**	DDSE and Assessment Working Group

	Our focus on assessment & feedback has continued, and we followed up on all actions mentioned in the 16-17 action plan. • We took the opportunity of the move to 0-100 (from 20-90) to rewrite our assessment criteria for 2017-18. • We have reiterated the importance of equitable assessment guidance within modules and one-to-one feedback for essays and exams • We have approved modules at Level 2 and Level 3 that deploy, with effective rationale, innovative alternatives to the most common assessment conventions	**propose reforms to assessment practice**, with a view to reducing assessment 'iteration' and making assessment less clustered and anxiety-inducing for students (STSEC proposals) 2) We will move to **tutor-led recording of module marks and sampling of scripts for moderation**, improving the sense of academic 'ownership' of module marks, and freeing up SES staff for more important accuracy checking and analysis of assessment patterns and trends (SES and STSEC proposal)	DSE and SESM, 12/17 in process
Academic support	***An NSS dip of 5% to 79%*** • We introduced and recruited to a new role of Senior Tutor for Student Wellbeing and discussed wellbeing and engagement at our SE Away day • We kept personal tutoring under detailed review as proposed by the 16-17 NSS actions, but we still haven't achieved the desired consistency of provision (or uptake by students), and support around module choice and online enrolment is still an issue in the PS and NSS comments.	1) We will put on **bespoke SE workshops** for staff on student wellbeing, staff-student communication and student resilience 2) We will create and share a **map of 'work intensity'** plotting pinch points of student assessment, activity and demand, mapping staff patterns of work in parallel, to identify pinch-points and periods of heightened stress 3) We hope that **assessment reform** will free up the time necessary to engage in 'academic support' and 'pastoral support' in more subtle and responsive ways (the actions emerge from SE away day and workshop discussions)	DSE, SES team, Senior Tutor for Wellbeing, in process Senior Student Education Officer, in process Assessment Working Group and all teaching staff, ongoing
Organisation and management	***An NSS dip of 4% to 86%*** • We have worked to retain and develop SES staff in their roles, but have also faced another year of SES turnover, adaptation and induction, which sometimes makes student-facing programme management, communication and organisation challenging. • NSS comments point to some excellent practice within the SES team, especially in relation to student support • The current realignment of FAHC SES functional leads and SESM deployment present opportunities as well as challenges.	1) We will keep SES – Academic communication under review, and implement reforms to make STSEC decisions clearer to the whole School community 2) We will continue to work with the Faculty to make the most of SES realignments and take advantage of SESM-led dialogue with the School of FAHACS to share good practice 3) The dialogue between SES student support and our new Senior Tutor for Wellbeing should yield profitable new ways of organising and delivering student support processes	SESM, 06/18 HoS and SESM DSE, SES team and Senior Tutor for Wellbeing

Learning resources	***A jump of 6% to 92% in our NSS score*** We only partially delivered on our actions around module resource packs and there are still some frustrations around library journal cuts, but we have seen a 10% NSS increase in satisfaction for this category in 2 years, suggesting strong deployment of blended learning resources by current and new teaching staff and innovations by PGR and early career staff in particular.	1) We will dedicate a Student Education Day to blended learning, led by the DSE and Blended Learning champion 2) We will heighten our dialogue with Special Collections and Skills@Library, particularly through our Special Collections intern 3) We will review our use of the MHRA referencing convention, and seek advice on the Chicago style as an alternative	DSE, 04/18 DSE, Library Rep, Special Collections Intern, ongoing DSE, Library rep, 03/18
Learning Community	**New NSS category**	Responding to the questions of this **new NSS category**, we will 1) Review the co-curricular structures we have for building community – e.g. History Society, Peer mentoring, History interns, Student Reps – and look at their dynamism and inclusivity 2) Explore the extent to which our module learning activities and assessment formats encourage collaboration, peer-review and knowledge-sharing, looking in particular at online as well as face-to-face scenes of collaboration 3) Audit the use of shared / informal learning spaces and look at ways of improving the foyer spaces, in particular, as places of work, community and guidance, working with the SSC closely to gain student input	DSE, DDSE and Student Staff Committee Chair, 08/18 DDSE, STSEC 06/18 HoS, DSE, STSEC, SSC 09/18
Student voice	**New NSS Category**	Responding to the questions of this **new NSS category**, we will 1) Maintain and enhance co-operation between the SSC, History Society and Intern-led groups, establishing a diverse representative voice to shape the School's education, including enhanced consideration of the postgraduate community (SAER) 2) Within 'equality and inclusivity' and 'student engagement' discussions, we will look at teaching contexts in which diverse student voices may be excluded, silenced or stifled, and look at academic topics that may make student participation difficult or complex 3) Explore ways of developing / refining our internship schemes (e.g. Special Collections internship) to provide more 'student co-creation' of educational innovation and change	DSE, Student-Staff Committee, 06/18 Tutor for Equality & Diversity, STSEC, ongoing through SE fora DSE, DDSE, Library rep, 09/18