

**FACULTY OF EDUCATION, SOCIAL SCIENCES AND LAW:  
SCHOOL OF LAW**

**Action plan in response to feedback on the student experience session 2017-18**

<p><b>Headline achievement from 2016-17</b></p>	<p><i>Provide a single, concise headline achievement for the School from 16-17 which can be included in further communication to students.</i></p> <p>The School of Law is 6<sup>th</sup> nationally in the combined league tables (The Times; The Guardian; The Complete University Guide)</p>
<p><b>Key strategic actions for 2017-18</b></p>	<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. To further develop the School community to foster a sense of well-being and belonging</i></li> <li><i>2. To develop marking criteria that is more relevant to the needs of students</i></li> <li><i>3. To carry out detailed research into the personal tutoring model to seek a better, more meaningful student-staff relationship</i></li> </ol>
<p><b>Evaluation of main actions from 2016-17</b></p>	<p><i>Brief update on the 3 main actions identified from the previous session</i></p> <ol style="list-style-type: none"> <li><i>1. Educational challenges workshops have been very well attended and are embedding a notion of valuable scholarship</i></li> <li><i>2. The well-being strategy to work smarter will be taken much further and formally in a reshaped degree</i></li> <li><i>3. Events such as Law's Got Talent; the equality cinema and the global café have been very successful in engaging with various cohorts</i></li> </ol>
<p><b>Good practice examples from 2016-17</b></p>	<p><i>Innovative practice and developments, of wider interest across the University</i></p> <ol style="list-style-type: none"> <li><i>1. The Equality, Diversity and Inclusion committee have held numerous successful themed days in the School</i></li> <li><i>2. Module Assistants have dedicated advisors and hold collective monthly teaching seminars</i></li> <li><i>3. The development of a strong programme of social activities for TPG students has greater levels of satisfaction and has helped to increase numbers considerably</i></li> </ol>

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
<p><b>Overall satisfaction</b></p>	<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'. <b>Done. Reaching a wider group of students</b></i></li> <li>2. <i>Continuation of community focussed events (suppers; enhanced communications; Law's Got Talent; sporting events). <b>Done. More events planned</b></i></li> <li>3. <i>Enhanced attention to student support and well-being through the EDI team and the LITE project findings <b>Done</b></i></li> <li>4. <i>Introduce teaching sessions, online advice and use of peer mentors designed to help students work smarter: <b>Ongoing – needs to form a more formal part of reformed degree</b></i></li> </ol>	<p>The School recognises the benefits of having a strong community and attempts to foster this dare reflected in the PS and NSS overall satisfaction scores.</p> <ol style="list-style-type: none"> <li>1. Continuation of and development of further community focussed events (e.g. a series of 'supers' through each semester; Law's Got Talent (attended by 300); film shows charity events; quiz nights; sports events etc)</li> <li>2. The development of a new curriculum sees the planning of a new module based on the medics IDEALS programme.</li> <li>3. The Mary Morris well-being project has been introduced and the feedback thus far has been very good. Its continuing impact will continue to be monitored.</li> </ol>	<ol style="list-style-type: none"> <li>1. School Management team, Hos and DSE to arrange events through each semester</li> <li>2. LLB working group – regular meetings through the year (for 2019)</li> <li>3. PG Tutor</li> </ol>
<p><b>The Teaching on my Course</b></p>	<ol style="list-style-type: none"> <li>1. <i>Promote increased participation in seminars through for example, classroom layout and design of seminar questions <b>Ongoing</b></i></li> <li>2. <i>Further development of 'critical' skills across level 1- ensure level 1 and 2 are integrated in this respect – <b>reforms to two modules are being reviewed</b></i></li> <li>3. <i>Review of taught postgraduate teaching provision to ensure provision is appropriate for a larger and increasingly international community <b>New research methods module being reviewed</b></i></li> <li>4. <i>Year group meetings a priority for incoming LLB manager <b>Done – need to become a fixture</b></i></li> </ol>	<p>PS1 90%; PS2 84%; NSS 93</p> <p>Some issues at level 2 caused disruption which fed into overall scores</p> <ol style="list-style-type: none"> <li>1. Lunchtime teaching sessions have focussed on techniques to improve class participation</li> <li>2. Year group tutors have met to discuss appropriate workloads and assessment points</li> <li>3. The dissertation allocation process has been modified to try to ensure all students are able to research their chosen first choice topic.</li> </ol>	<ol style="list-style-type: none"> <li>1. Arranged by Centre for Innovation and Research in Legal Education through semester</li> <li>2. Programme leaders – during start of semesters</li> <li>3. DSE – Sept.</li> </ol>

	<p>5. <i>Introduction of new level one law discovery module to prepare non law students for legal study at levels 2 and 3</i></p> <p>6. <b>Done, to be reviewed</b></p>		
<b>Learning opportunities</b>	** new area for 2017-18	<p>1. <i>Students to be given more detail on the use and purpose of 'academic support hours'</i></p> <p>2. <i>Student study groups will be trialled in semester 2. A limited but very successful pilot has already occurred.</i></p>	<p>1. DSE – start of each term</p> <p>2. PG Tutor</p>
<b>Assessment and feedback</b>	<p>1. <i>Wider use of sample essays – across all modules – with guidance as to the standards <b>Done; expectation across all modules</b></i></p> <p>2. <i>Full review of assessment mapping and loads to ensure appropriate workload for students <b>Done – findings to contribute to reformed programme</b></i></p> <p>3. <i>Development of level specific marking criteria in appropriate student friendly language <b>Focus groups held with all years; model being developed</b></i></p> <p>4. <i>Pilot use of orally recorded feedback in a formative assignment <b>Carried out, awaiting feedback</b></i></p>	<p><i>This remains the most obvious area for action following the PS and NSS. PS1 69%; PS2 55%; NSS 82%. Again, second year affected by specific problems.</i></p> <p>1. <i>Marking criteria is to become level specific and written following consultation with student focus groups from each year</i></p> <p>2. <i>Online marking will be introduced across all subjects with an emphasis on 'feed forward' – enhanced through the development of some generic 'quick marks'.</i></p> <p>3. <i>Staff encouraged to use oral feedback where possible to provide a more personalised and detailed series of comments.</i></p> <p>4. <i>Perception of different standards across different markers requires education from the DSE as to procedures and processes for ensuring this is not the case.</i></p>	<p>1. <i>DSE and Programme leaders – through academic year to finish by June.</i></p> <p>2. <i>DSE to introduce by Sept. 2017</i></p> <p>3. <i>All programme leaders from Sept. 2017</i></p> <p>4. <i>DSE through welcome back talks</i></p>
<b>Academic support</b>	<p>1. <i>Royal Literary Fund Academic Fellow appointed to improve writing skills <b>Done; very successful</b></i></p> <p>2. <i>Review Postgraduate Research Skills module to tailor for specific needs of different cohorts of students <b>Done, new module developed</b></i></p> <p>3. <i>Use of final year students (returners from Study Abroad) as peer mentors for direct entrants <b>Ongoing –</b></i></p>	<p>PS1 83%; PS2 75%; NSS 89%</p> <p>1. <i>Royal Literary Fund Academic Fellow has been a great success all round – the RLF wish to introduce a second fellow in 2018 with more time available for students</i></p> <p>2. <i>Personal tutoring model is the subject of a research project with the aim of bringing about the</i></p>	<p>1. <i>Arrangements are taking place through the student support tutor and will be in place for Sept 2018</i></p> <p>2. <i>Through the year</i></p>

	<p><b>consideration of integration of direct entrants more holistically</b></p> <ol style="list-style-type: none"> <li>4. Provide transparency for students as to their required workload commitment to facilitate better time management <b>Done, must be reinforced annually</b></li> <li>5. Record 'mock seminar' to introduce new students to the expectations of a seminar <b>Not completed due to research leave</b></li> <li>6. Ongoing action from 2015-16 - Development of podcasts to facilitate more informed decision making when choosing options <b>Remains under consideration</b></li> </ol>	<p>most appropriate service that can be delivered consistently.</p> <ol style="list-style-type: none"> <li>3. Students have expressed concerns over their own ability to manage workload pressures. Each year group will be reminded of the advice and tips given in year 1 (which may be more meaningful in relation to 'finals') and personal tutors will be encouraged to hold 'workload' conversations</li> <li>4. Level 2 in particular expressed concerns about focussing on the right areas in what is a very busy year</li> </ol>	<ol style="list-style-type: none"> <li>3. All personal tutors – by the February 'assessment feedback' meeting. DSE at welcome back briefings</li> <li>4. DSE - beginning of each term – a dedicated session on how to prioritise</li> </ol>
<p><b>Organisation and management</b></p>	<ol style="list-style-type: none"> <li>1. Important student communications to run through lectures in addition to social media <b>Done</b></li> <li>2. Update and reorganise VLE for greater transparency and information for students <b>Ongoing through switch to Minerva</b></li> <li>3. School to promote and encourage greater interaction and integration between the School's two LUU student societies <b>Done – new proposals being discussed</b></li> <li>4. Employment of recent graduate to assist and develop bespoke/student friendly approach to organisation and management of student education <b>Not pursued</b></li> <li>5. Reconsider dissertation allocation process <b>Done, new process to be monitored</b></li> </ol>	<p>PS1 89%; PS2 77%; NSS 91%</p> <p>The level 2 dip appears to be related to a particular issue at that level rather than being reflective of a wider issue. The question 'the course is well organised and running smoothly' saw a 20 dip between level 1 and 2 (93-73) Nevertheless, some general actions have followed in addition to those at level 2:</p> <ol style="list-style-type: none"> <li>1. Attempts are being made to give the SES staff a 'face' and make them more familiar to students (consistent and continuing turnover of staff is not helping)</li> <li>2. A new dissertation allocation process has been introduced at level 2</li> <li>3. Year group tutor meetings to help smooth out the peaks and troughs of the academic year.</li> </ol>	<ol style="list-style-type: none"> <li>1. Beginning of term (SESM)</li> <li>2. DSE Sept 2017</li> <li>3. LLB and BA programme managers (outset of semester 1)</li> </ol>
<p><b>Learning resources</b></p>	<ol style="list-style-type: none"> <li>1. Coordination and addition of VLE resources to present a coherent level 1 induction programme <b>Ongoing</b></li> </ol>	<p>PS1 90%; PS2 86%; NSS 93%</p>	<ol style="list-style-type: none"> <li>1. DSE start of term.</li> </ol>

	<ol style="list-style-type: none"> <li>2. <i>Reconfigure student support materials to render them user friendly</i> <b>Ongoing</b></li> <li>3. <i>Review and develop taught postgraduate pre-sessional language support</i></li> <li>4. <i>Reconfiguration of building to provide more PGR facilities.</i> <b>Ongoing: some newly configured space but a slow process</b></li> </ol>	<p><i>Not a troublesome category, but we are taking action to ensure continued progress:</i></p> <ol style="list-style-type: none"> <li>1. <i>All first year students provided with a copy of 'Writing for University'</i></li> <li>2. <i>All second year students provided with a copy of 'Getting Critical'</i></li> <li>3. <i>All Finalists' and PGT students provided with a copy of 'Planning your Dissertation'.</i></li> </ol> <p><i>These texts will work alongside the new marking criteria and will be directly referenced in feedback etc. as a way of ensuring feedback is more useful.</i></p> <ol style="list-style-type: none"> <li>4. <i>Some further newly configured space will be implemented to provide group/collaborative working spaces.</i></li> </ol>	<ol style="list-style-type: none"> <li>2. <i>DSE start of term.</i></li> <li>3. <i>DSE start of term.</i></li> <li>4. <i>Management support – through 2017 and 18 as space becomes available</i></li> </ol>
<b>Learning Community</b>	New	<ol style="list-style-type: none"> <li>1. <i>The School takes a very serious approach to student well-being and this will be given greater emphasis through 2018. Stress and anxiety remain a major problem and a wide range of initiatives have been pursued. (e.g. mindfulness sessions, Guide Dogs visiting the school before exams (an aid to stress relief)</i></li> <li>2. <i>Hold some separate BA – LLB events to encourage participation in the first instance</i></li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Management Support Office and Student Support Team</i></li> <li>2. <i>Programme leaders</i></li> </ol>
<b>Student voice</b>	New	<ol style="list-style-type: none"> <li>1. <i>A number of student focus groups are being used to help drive our new initiatives in student education (e.g. marking criteria; group work; personal tutoring)</i></li> <li>2. <i>PGR students encouraged to attend lunchtime teaching workshops</i></li> <li>3. <i>HoS and DSE hold regular meetings with, for example, LUU reps and key members of relevant student societies</i></li> <li>4. <i>Mid module feedback attempts to ensure the student voice is heard when it matters</i></li> </ol>	<ol style="list-style-type: none"> <li>1. <i>DSE during semester 1</i></li> <li>2. <i>PGR module assistant peer mentors – throughout semester</i></li> <li>3. <i>HoS and DSE throughout semester</i></li> <li>4. <i>All module leaders from week 5.</i></li> </ol>

<p><b>Personal Development</b></p>	<ol style="list-style-type: none"> <li>1. <i>Reorganise Foundations of Law Employability lectures to ensure students are better prepared before employment is discussed</i> <b>Done</b></li> <li>2. <i>Make greater use of promoting successful alumni within the school to inspire our students (including successful alumni in less well publicised circumstances)</i> <b>Ongoing</b></li> <li>3. <i>Consideration of smaller workshop employability events at level 1</i> <b>Ongoing</b></li> <li>4. <i>Increased use of current higher level students to discuss successful strategies for employability</i> <b>Ongoing</b></li> <li>5. <i>Development of CIRLE – scholarship time and funding.</i> <b>Done</b></li> </ol>	<ol style="list-style-type: none"> <li>1. <i>A particular pressure noted at level 2 was the need to prepare lots of job applications which were not well balanced with the degree workload. This is being factored in to the discussion on the newly reformed LLB programme.</i></li> <li>2. <i>Provision of time for ad hoc careers meetings (drop in sessions) so that not all slots are booked immediately.</i></li> <li>3. <i>Students expressed a wish for personal tutors to be more involved in careers discussions. This will be considered in the ‘personal tutoring project’</i></li> <li>4. <i>More permanent provision of careers advice for BA students in addition to the dedicated sessions</i></li> <li>5. <i>Encourage emphasis of empirical dissertations in the BA programme for the transferable skills</i></li> <li>6. <i>Discuss the greater provision of pro bono opportunities for BA students</i></li> </ol>	<ol style="list-style-type: none"> <li>1. <i>LLB working group</i></li> <li>2. <i>DSE and School employability leads.</i></li> <li>3. <i>Personal tutor research group</i></li> <li>4. <i>Programme leader; Employability team.</i></li> <li>5. <i>Programme leader</i></li> <li>6. <i>Programme leader; Director of Community Engagment</i></li> </ol>
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