

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

**FACULTY OF ARTS AND HUMANITIES
SCHOOL OF PHILOSOPHY, RELIGION AND HISTORY OF SCIENCE**

EXECUTIVE SUMMARY								
Aspect	Undergraduate Programme Experience Survey				National Student Survey		Postgraduate Programme Experience Survey	
	2016-17				2016-17		2016-17	
	School		University		School	University	School	University
	Year 1	Year 2	Year 1	Year 2				
Overall Satisfaction	88%	91%	89%	86%	87%	89%	100%	88%
The teaching on my course	87%	89%	84%	84%	88%	89%	91%	85%
Learning opportunities	72%	78%	79%	80%	78%	84%	92%	86%
Assessment and feedback	66%	71%	72%	65%	78%	75%	81%	79%
Academic support	69%	74%	78%	77%	80%	82%	94%	85%
Organisation and management	89%	81%	80%	78%	77%	82%	92%	82%
Learning resources	86%	87%	86%	86%	89%	91%	95%	90%
Learning community	63%	60%	76%	75%	63%	79%	81%	83%
Student voice	60%	61%	67%	68%	73%	75%	71%	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	<i>100% overall satisfaction with our postgraduate programmes.</i>
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<p>Key strategic actions for 2017-18</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"> 1. <i>Highlight and develop mechanisms for student representation.</i> 2. <i>Foster academic communities within programmes.</i> 3. <i>Build on initiatives for improving understanding of feedback.</i>
<p>Evaluation of main actions from 2016-17</p>	<p><i>Brief update on the 3 main actions identified from the previous session</i></p> <ol style="list-style-type: none"> 1. <i>Increased communication with partner schools for Integrated and JH programmes, through programme directors, link tutors and SSFs.</i> Link tutors are involved in programme reviews, and are invited to induction/welcome back sessions. There is a continuing need, however, for greater representation on partner schools' student-staff forums. 2. <i>Greater consistency and engagement among module leaders in approaches to blended learning.</i> Use of Lecture Capture is now more widespread, with the understanding that this is now the norm. Online discussions and logs have been introduced in a number of modules as part of assessment. The School now has a Digital/Blended Learning rep. 3. <i>Strong support for students' confidence in their Final Year Project.</i> Despite extensive information on the Integrated Project (student and staff briefings, module handbook, FAQs list on VLE), there clearly remain communication issues with a few modules with which the Integrated Project is associated. The key points of risk are the 'handover' points between Integrated Project leader and individual module leaders, and between module leaders and supervisors.
<p>Good practice examples from 2016-17</p>	<p><i>Innovative practice and developments, of wider interest across the University</i></p> <ol style="list-style-type: none"> 1. <i>Appointment of Student Interns for Employability and Student Research & Engagement</i> 2. <i>Appointment of Writing Mentors</i> 3. <i>Mentoring of PG tutors, now including support for HEA accreditation</i>

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	<p><u>2015-16 scores:</u> Overall satisfaction was relatively high for undergraduate programmes (NSS 94, UGPS 92) less so for PGT (82)).</p> <p><u>Actions:</u> PGT: Changes were made to PGT administration (see Organisation and Management), and clear expectations given to markers regarding feedback. UG: Concerns raised by JH students about issues arising in partner schools were addressed by increased involvement of link tutors.</p> <p><u>Indication of impact:</u> Scores have dipped slightly for UG programmes, but significantly increased for PGT. Student-Staff Forum reports continued issues with JH programmes. No obvious +ve or -ve impact of new Level 1 curriculum.</p>	<p>Programme reviews will identify any specific issues from 2016-17.</p> <p>At module level, the standard CEQ will be in paper form, unless module leaders have strategies for ensuring adequate response rate for online CEQs.</p>	Programme Leaders, end of semester 1
The Teaching on my Course	<p>Concerns expressed about lack of consistency in approach to blended learning. Proportion of lectures and tutorials in some modules not conducive to discussion.</p> <p><u>Actions:</u></p> <ol style="list-style-type: none"> 1. Use of Lecture Capture now standard across modules. 2. Appointment of Digital/Blended Learning representative to encourage teaching enhancement in this area. 3. Teaching delivery on some modules changed to include greater proportion of tutorials. <p><u>Indication of impact:</u> There is a dip in NSS and UGPS scores, though not a large one, in this category, and some very positive qualitative comments. Some difficulties with specific</p>	<p>Modes of teaching delivery continuously reviewed by STSEC.</p> <p>Contact hours to be discussed at December Away Day</p> <p>Teaching Enhancement Scheme re-established, to include workshops (proctorial design, inclusive teaching, race/gender representation in curriculum) and peer observation of teaching.</p>	<p>DSE Ongoing</p> <p>DSE Ongoing</p> <p>DSE, DDSE semester 2</p>

	modules, now resolved, emerged in module reviews. Concerns about Lecture capture no longer appearing as an issue in feedback.		
Learning opportunities	Although Employability and Student Engagement interns were appointed, their work did not appear to be very visible to students, who appeared unaware of their existence. The interns themselves reported feeling isolated and unsupported.	A Student Intern team was appointed for 2017-18, with joint responsibility for delivering different aspects (Employability, Research & Engagement, Alumni, Marketing & Communications), with individuals nominated to take lead in each of these. They will be provided with more regular support from relevant staff (DSE, Deputy DSE, Alumni Officer, School Manager, Careers staff, Faculty Engagement Officer).	Student Interns, Staff intern support team. End of 2017-18 session
Assessment and feedback	<p>This was the area where there was least satisfaction, with a notable drop in PGT satisfaction compared with 2014-15. Specific UG issues: perception that marking standards differ across modules; feedback sometimes limited; insufficient guidance concerning what is being asked for in assignments.</p> <p><u>Actions</u></p> <ol style="list-style-type: none"> 1. Clear indication of the variety of feedback and support available (including consultation sessions with module leaders; writing mentors to provide help with understanding feedback). 2. Communication of clear expectation vis-à-vis feedback to markers of PGT work. 3. Setting-up of staff-student working group to draw up guidelines on giving feedback. <p><u>Indication of impact:</u> PG survey results show significant improvement in this area, UG results slight improvement.</p>	The assessment working group produced a useful document on what students want from feedback, which is available on the shared staff drive, but which we will publicise more widely this year, and include in new staff/PG tutor induction.	Assessment Officer, Head of Tutoring. School Manager Assessment points in 2017-18 session
Academic support	<p><u>Issue</u></p> <p>Students continue to experience difficulties in accessing the right sort of support.</p> <p><u>Actions</u></p>	<p><u>Issue</u></p> <p>SSF reports lack of satisfaction with/confidence in personal tutoring system. Staff in turn report lack of student engagement with system, including LeedsforLife.</p> <p><u>Actions</u></p>	

	<ol style="list-style-type: none"> 1. Focus in welcome back and induction on the range of opportunities available 2. Introduction of PG writing mentors to address issues with writing style and skills 3. School focus on use of office hours through Academic Skills module, induction and welcome back meetings. <p><u>Indication of impact:</u> increased PGT satisfaction score; UG scores remain similar (though slightly raised NSS score).</p>	<p>The Level 1 Academic Skills module will, from 2018-19, include a session on personal tutorial, in which students will be asked to fill out the LfL for the initial meeting with personal tutors.</p> <p>Personal tutors will be encouraged/instructed to send out reminder messages for no-shows, in addition to follow-up e-mail from Head of Tutoring..</p> <p>Two Writing Mentors appointed for 2017-18.</p>	<p>Head of Induction</p> <p>Personal tutors, ongoing</p> <p>DSE, completed</p>
Organisation and management	<p><u>Actions</u></p> <ol style="list-style-type: none"> 1. PGT assessment administration now managed alongside UG assessment. 2. Clear communication of management and support structure through induction and Upper Year welcome back meetings. 3. Increased contact between course reps and programme leaders. <p><u>Indication of impact:</u> again, significantly increased score in PGT results. UGPS still relatively high. Slight dip in NSS score. However, SFF reports continuing concern over links with JH partner schools.</p>	<p>JH programme portfolio review offers opportunity to concentrate resources in high-recruiting programmes.</p> <p>Review JH programme leadership arrangements, and consider appointing separate Arts, Science and Mod Lang leaders..</p>	<p>Head of Recruitment, Head of School, Deputy DoDs, DSE</p> <p>HoS, DHoSs, DSE</p>
Learning resources	<p>Satisfaction scores for this quite high, but qualitative comments in NSS (reinforced by SFF) expressed repeated concerns about expense of course texts and reading packs, and view that these should be regarded as already included in course fees.</p> <p><u>Action:</u> School to investigate feasibility of subsidising compulsory texts and reading packs.</p>	<p>The School £5 subsidy for compulsory texts/packs was implemented at beginning of the year, and will continue. Module leaders are, however, increasingly using online-only resources. This is being kept under review.</p>	<p>DSE, module leaders Throughout 2017-18 session</p>
Learning Community	<p>New category</p>	<p>School Management Group agreed budget for Programme Leaders to arrange, in collaboration with students, academic and/or social events to foster sense of</p>	<p>Programme Leaders Ongoing</p>

		community within programmes. However, there is a need for student-led events	
		Intern team to encourage student engagement with extra-curricular events.	Intern team Ongoing
Student voice	New category	<p><u>Issue</u> UGPS indicates low scores for Q25: 'It is clear how students' feedback on the course has been acted on'.</p> <p>Recruitment to Student-Staff Forum relies on student willingness to act as course reps, or to feed comments through course reps. There is some inertia on both fronts. despite encouragement by SSF Staff Convenor and School Reps.</p> <p><u>Actions</u> 1. Announce responses to student feedback on MSB Foyer screen, Minerva, and Information Meetings 2. The work of SSF to be further promoted by School Reps, course reps and Communications Intern. 3. This year, a Union-elected School PGT rep will sit on SSF and STSEC (there was no appointment last year). UG School reps chair Student-Staff forum and sit on STSEC. 4. Ensure adequate representation on partner schools' SSFs. 5. Ensure programme reviews include student reps.</p>	<p>DDSE, School Manager</p> <p>School reps, course reps, Intern team, ongoing</p> <p>DSE, ongoing</p> <p>School reps, Link tutors,</p> <p>Programme Leaders Semester 1, 2017-18</p>
<i>additional headings can be added as appropriate, i.e inclusive learning and teaching practice, personal development, Leeds Curriculum</i>			