

**Action Plan arising from the 2012 Institutional Review
Update – September 2013**

How we will address the report's recommendations		September 2013 update
<p>Review nomination and appointment procedures for external subject specialists by January 2013 to ensure objectivity in the course approval process (paragraph 1.4.2)</p> <p>Enhance guidance to external subject specialists by January 2013, in order that the reports from external subject specialists assure the University of the academic standards of new programmes (paragraph 1.4.3)</p>	<p>The University's programme approval procedures will be revised to ensure that independent and objective advice regarding the content, currency and academic coherence of proposals for new programmes of study is obtained from a relevant external subject specialist and fully considered prior to the endorsement of any such proposal at faculty level. We will specify more tightly the criteria for nomination and appointment and will clearly articulate our expectations regarding the content of the review report. We will introduce a structured template for the report with associated guidance on its completion to assist external reviewers to meet our expectations.</p>	<p>The University's programme approval procedures have been revised to include a form, approved by Taught Student Education Board, for the external review of a new or amended programme of study.</p> <p>The criteria for the nomination and appointments of an external reviewer are clearly articulated within the form, with any exceptions to be agreed, in advance, with the Faculty Pro Dean for Student Education.</p> <p>The structured template for the report includes sections on: distinctiveness, learning outcomes, curriculum design, assessment arrangements and employability, with associated guidance provided.</p> <p>The revised procedures will ensure independent and objective advice regarding the content, currency and academic coherence of proposals for new programmes of study from a relevant external subject</p>

		specialist.
Ensure that continuity of supervision arrangements is provided to postgraduate research students working under the single supervisor model by January 2013 (paragraph 2.10.5)	Graduate Board will review the University's Code of Practice for Research Degree Candidatures (Section 5: Supervisory Support) with its models of permitted supervision and implement any changes with effect from 2013-14. In the meantime we will take steps before January 2013 to ensure that individual research students with a single supervisor are reminded of the procedures that would apply if their supervisor decides to leave the University.	The policy in relation to supervisory arrangements has been discussed and enhanced this session. These arrangements will be included in the Research Student Handbook and Guide to Supervisors (2013/14).
Develop a more systematic and transparent approach to implementing the stated intention to provide postgraduate research students with opportunities and training to teach, by January 2013 (paragraph 2.10.6)	A thorough review of the Code of Practice for PGRs engaged in teaching is already underway. Policy and practice across the University is being reconsidered from the perspectives of both PGR students engaged in teaching (in terms of their expectations and needs) and students in receipt of such teaching (in terms of assuring the quality of their experiences). The revised Code will be implemented as soon as practicable.	An interim Code of Practice has been introduced for session 2013-14 and work on Phase 2 which will include further enhancements will commence in the autumn of 2013.

How we will continue to develop the actions affirmed in the report		September 2013 Update
<p>The action being taken by the University to address variability in the promptness and usefulness of feedback provided to students on their assessed work (paragraph 1.3.5)</p>	<p>Within the Curriculum Enhancement Project we have brought together the findings from several assessment and feedback projects and have described an ideal model for assessment and feedback at the University of Leeds. The model represents an attempt to capture best practice based on the research evidence and represents an opportunity for the University to use some of its own funded work to enhance and evidence its practice. The important contributions of the Leeds University Code of Practice on Assessment, The Partnership, and the Leeds University Union Principles of Good Feedback are acknowledged.</p> <p>We are encouraging colleagues to reflect upon current practices and to consider which aspects of the model might be implemented in the short, medium and long term; and to consider appropriate methodologies for enhancing practice in line with the model.</p>	<p>An audit tool has been developed to review assessment across all programmes. Meetings are taking place with all Pro Deans for Student Education over the summer of 2013 to establish the best approach to ensuring programme learning outcomes are assessed and fed back to the students effectively.</p> <p>Workshops will take place with Pro Deans, Directors of Student Education and Programme Leaders in all faculties during 2013/14 to support the audit process.</p>
<p>The action the University is taking to address variability in the quality of teaching by postgraduate teaching assistants (paragraph 2.1.1)</p>	<p>One outcome of the review of the Code of Practice for PGRs engaged in teaching will be more clearly articulated requirements in respect of the preliminary training, oversight and monitoring of the performance of PGR teaching assistants. We will establish and adopt as soon as practicable a set of university-wide principles intended to</p>	<p>We have developed a set of principles and we will continue to enhance these in the light of further developments with the Code of Practice for Postgraduate Research Students who Teach.</p>

	provide assurance of a quality experience for both PGRs who provide teaching assistance and for those who are in receipt of teaching and assessment conducted by PGR students.	
The introduction of the Personal Development Recording system as a way of bringing improved consistency to the supervision of postgraduate research students (paragraph 2.10.4)	We have increased awareness and take up of the new electronic Postgraduate Development Record keeping system for research students. Responsibility for monitoring use of the system and the quality of usage by students and staff has been entrusted to a Group, with representation from all Faculties. Reports will be forwarded to the Graduate Board. Opportunities will be taken to further develop the system in response to feedback, which will enhance the student experience.	Further developments are planned for the PDR which will include a second phase which will add to the existing functionality. This has been agreed. The PDR User Group continues to maintain a monitoring role and the reports from this group continue to be forwarded and discussed at Graduate Board.
The University's holistic approach to partnership as a joint enterprise that recognises the mutual obligations of staff and students (paragraph 2.14.2)	The University and Leeds University Union will jointly continue to develop The Partnership and to embed its ethos in all aspects of University life. This is one of our agreed strategic priorities for student education in 2012-13. We recognise that there is still some way to go before all staff and students are fully aware of the expectations contained within it; in pursuit of this aim we will continue to publicise The Partnership at every opportunity.	Further developments in Partnership working have continued throughout 12-13: (a) The University and the Student Union agreed that students should be members of all decision making University Committees and Working Groups (barring a few specified exceptions, such as examination boards). This cements the principle of partnership in practical terms. (b) Detailed work to update and refresh the policy on Personal Tutoring has been undertaken in 12-13. This frames Personal Tutorials in terms of the partnership and recognises the mutual obligations involved. The new policy will

		<p>be consulted upon and finalised in 13-14. The jointly awarded but student led Partnership Awards continue to grow with a record number of nominations. These awards, made to staff and students, provide a focal point in the year to celebrate Partnership.</p>
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How we will capitalise on the good practice identified in the report		September 2013 Update
The University's comprehensive and detailed policies and procedures for the admission of students to the University (paragraph 2.5.1)	We will continue to develop our approach to admissions by building on current work to develop and implement a new Admissions process which meets the needs of all cohorts of students where that is appropriate. This work, underpinned by Admissions policy, aims to improve the applicant experience as well as streamlining the process for academic and professional support colleagues and will take account of the UCAS move to a paperless process.	The Student Education Service programme is now well underway with business case being approved in late May and the Admissions element being the first functional area of focus. Consistent processes supported by the procurement of a CRM system and an institution wide operating model are the areas of work being undertaken from October 2013 onwards. First phase delivery is due by August 2014 to support the 2014/15 application cycle.
The extensive development and success of initiatives which contribute to the University's widening participation strategy (paragraph 2.5.2)	We will continue to develop initiatives that contribute to our Widening Participation Strategy, including: <ul style="list-style-type: none"> • development of an engagement toolkit providing detail and strategic direction on engagement with schools to meet the objectives to recruit the brightest young people regardless of background; • co-ordination of Faculty Cluster staff at the core of the educational outreach programmes to facilitate greater synergy and efficiency in widening participation and school/college liaison; • continued work on the Access to Leeds scheme to build on previous developments; • in line with our new adult educational 	Successful implementation of toolkit including target schools/colleges and levels of engagement. Implementation of a CRM system to enhance targeting, reporting and evaluation. Increased coordination of staff and students involved in education outreach promoting cross-institutional working. This has contributed to an increase in the breadth and depth of engagement with target schools and colleges. Continued exploration of opportunity to work with external partners including third sector and businesses to promote progression to a wide variety of career pathways

	<p>engagement strategy, strengthening our portfolio of programmes and support for mature students;</p> <ul style="list-style-type: none"> • through our reconfigured foundation level provision (for all ages), providing increased opportunities for progression into the University of Leeds. <p>We remain mindful of the need to ensure the continued engagement of academic staff with these activities.</p>	<p>Continued refinement of Access to Leeds scheme, ensuring it recruits a high proportion of students from low socio-economic groups</p> <p>Focus on providing good quality on-course support to Access to Leeds and scholarship students</p> <p>As part of our endeavour to target a widening participation mature student cohort a new interdisciplinary degree Contemporary and Professional Studies (CAP) has been developed within the Lifelong Learning Centre and launched, Autumn 2013.</p> <p>There is increased capacity in student support and advice and guidance to support widening participation cohorts.</p> <p>Our community engagement has seen over 1300 adults involved in adult learning activity to encourage progression to higher education.</p> <p>The University offers extended degree programmes with foundation years in six disciplines. Widening participation students are explicitly prioritised in admissions to these programmes and targeted in recruitment and outreach activities. The initiative complements the University's Access to Leeds scheme by working with</p>
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		<p>those who have potential for success at Leeds but who can benefit from a year of intensive and sustained study at level 0 that builds academic achievement in carefully staged and very well supported processes.</p>
<p>The University's deliberate and coordinated approach to the enhancement of its provision, in line with its aspiration to create a distinctive Leeds graduate (paragraph 4.1)</p>	<p>Our approach to enhancing provision through effective partnership between staff and students will continue to be central to our strategy and mission.</p> <p>We will continue to enhance undergraduate provision across the University by implementing the outcomes of the Curriculum Enhancement Project with a view to ensuring that by 2012-13:</p> <p>(a) all undergraduate programmes will:</p> <ul style="list-style-type: none"> • demonstrate explicitly the integration of research with learning and teaching, incorporating appropriate academic skills and competencies. In the first two years students will develop the skills and attributes needed to enable them to complete a major piece of inquiry-based learning in their final year; • incorporate agreed core threads (Employability; Ethics and Responsibility; Global and Cultural Insight) in the context of the discipline and these will be evidenced in a 	<p>Progress in relation to the different aspects of the Curriculum Enhancement Project:</p> <p>(a) Research-based learning is now embedded in QA processes via annual programme review and the Annual Health Check. Evidence has been provided across all programmes, with work now ongoing with central marketing to explain the value to students of a research-based education.</p> <p>Evidence has been gathered from all schools as to how the core threads are demonstrated for each discipline. Where gaps have been identified, schools have been asked to review their programme and explore how the threads can be integrated.</p> <p>(b) Discovery Themes are being developed for 2014/15, which will replace the current electives offering. The ten Themes will offer students more coherent pathways and greater transparency in the choices they make as</p>

	<p>variety of ways;</p> <ul style="list-style-type: none"> • encourage deeper learning and less 'pocketed knowledge'. <p>(b) all students will:</p> <ul style="list-style-type: none"> • have the opportunity to broaden their education either within or beyond their discipline; • have the opportunity for placement learning and/or study abroad. <p>We have already begun to revise our quality assurance processes to provide more robust evidence of the quality of our provision.</p>	<p>a means of broadening beyond their discipline.</p> <p>For those programmes which do not plan to offer students access to Discovery Modules, schools will be expected to justify their reasons and explain how their students can benefit from Discovery theme-linked opportunities within their discipline.</p> <p>The 2014 Annual Health Checks will focus on each of the curriculum change aspects of the project and highlight specific actions for programmes to address for completion by the start of 2015/16.</p>
<p>The strategy to develop students' employability and career options through 'LeedsforLife' and its implementation (paragraph 4.3)</p>	<p>We will continue to develop LeedsforLife through enhancements to the website and through the continual reflection on supporting processes such as Personal Tutoring. The ways in which LeedsforLife can feature in the HEAR are being explored and we have introduced discussion of LeedsforLife usage data in Annual Health Checks from this session.</p> <p>New developments for LeedsforLife, due to be launched at the start of 2012-13, aim to increase traffic to and through the website and include:</p> <ul style="list-style-type: none"> • a volunteering database which will act 	<p>The Volunteering Hub and the Leeds Network were launched for the 2012/13 Session with links from relevant sections of the Leeds for Life website. Both systems will be fully integrated as part of the enhanced functionality of a completely redesigned Leeds for Life website to be launched on 2nd September.</p> <p>The forms students complete via the Leeds for Life website to prepare for each personal tutorial were enhanced to encourage discussion of skills (development and gaps) and of career planning. New integration with the student registration system enabled the</p>

	<p>as a single point of information for internal and external opportunities for students;</p> <ul style="list-style-type: none"> • the Leeds Network, which will provide an online means by which students and alumni of the University can link and discuss ideas, prospects and opportunities. 	<p>'career readiness' status of each student to be provided to initiate discussion with personal tutors.</p> <p>The Leeds for Life HEAR (Higher Education Achievement Record) was launched and issued to graduates in July 2013, as a development of the Diploma Supplement and Transcript. This provided students with a more comprehensive record of their academic and co-curricular achievements.</p> <p>To encourage greater use of the Leeds for Life website, the new version for 2013/14 is being designed to work on mobile devices and will be accessed via the University's UniLeeds app.</p>
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 Professor John Fisher, Deputy Vice Chancellor

Date: 5/9/13

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