MINUTES OF THE MEETING OF THE FACULTY OF HUMANITIES AND SOCIAL SCIENCES LEARNING AND TEACHING COMMITTEE

Held on Tuesday 8th May 2018

76. APOLOGIES, ABSENCES, REQUESTS TO UN-STAR ITEMS AND NOTIFICATION OF ANY OTHER BUSINESS TO BE DISCUSSED AT THE END OF THE AGENDA

For a note of attendance please see the attached list.

77. MINUTES

The Committee approved the minutes of the meeting of Humanities and Social Sciences Faculty Learning and Teaching Committee (FLTC) held on 6th March 2018.

78. MATTERS ARISING

The Committee noted there were no matters arising from the minutes of the meeting held on 6th March 2018 not covered elsewhere on the agenda.

79. ACTIONS LIST

The Committee receive the actions list and reported on the progress of outstanding items as follows:

6/3/18 minute 72i: The School of Social Science and Public Policy (SSPP) Director of Learning and Teaching (DLT) advised colleagues that he would provide a verbal update regarding the MA Higher Education Practice programme under agenda item 14g. Action completed.

POLICY AND STRATEGY

80. TOPICS FOR DISCUSSION

At the last meeting of FLTC, the School of Politics, International Relations and Environment (SPIRE) DLT requested that a discussion regarding work placement modules be held. As he was unable to attend this meeting, it was decided to postpone the discussion to the July meeting of FLTC. It was noted that the University’s Placements Code of Practice was due for review in June.

ITEMS FOR REPORT

81. REPORT FROM THE CHAIR

The ‘Show and TEL’ sessions held during April were highlighted as well received and the Chair noted his thanks to the Faculty learning technology officers for their hard work with regard to these events.
The Chair thanked the School of Humanities DLT for his written reply regarding the Race Equality Charter and the request to provide information about how the Faculty considered race equality within different teaching and assessment methods.

The Chair highlighted the formation of the Keele Institute for Innovation and Teaching Excellence and reminded colleagues that the Director, Dr Rafe Hallett, had commenced in post during April. The formation was noted to bring together existing dispersed teams engaged in learning and teaching innovation and enhancement, and employability, into a single coherent organisation under senior academic leadership.

Colleagues were advised that the Pro Vice-Chancellor (Education) had commenced a review of the governance arrangements for education at Keele. A proposal for revising the learning and teaching committee structures had been outlined at the University Learning and Teaching Committee (ULTC) meeting held in March (see item 84k). The proposal was due to be considered at the June meeting of Senate and should colleagues have any strong opinions they should contact the Chair directly.

82. REPORTS FROM STUDENT REPRESENTATIVES

a. The Committee received a report from the Keele Students' Union (KeeleSU) representative (see Appendix 1). Following discussions regarding what constituted students' perception of teaching excellence at the recently attended TEF Student Engagement Focus Group, the representative reported that the KeeleSU intended to gather and analyse data from the last three years' nominations from the Student Choice Awards (previously known as the Student-Led Teaching Awards) in order to produce information to guide the KeeleSU Education Strategy. The results of this exercise would be shared with colleagues across the University in due course.

Colleagues were advised that this would be the representative's last meeting in role. The Chair thanked the representative for his contribution over the last 2 years and the Committee wished him well for the future. It was noted that Mr Elliott Lancaster had been elected as the KeeleSU Education Officer for 2018/19 and would commence in post from July 2018.

b. The Committee received a report from the Keele Postgraduate Associate (KPA) representative (see Appendix 2). Colleagues noted that this would also be the representative's last meeting. The Chair thanked the representative for his contribution over the last year and the Committee wished him well in his new role as the KPA President. It was noted that Mr John Wootton had been elected at the KPA Vice-President for 2018/19 and would therefore also commence in post from July.

83. KEELE INSTITUTE FOR INNOVATION AND TEACHING EXCELLENCE (KIITE)

a. The Academic Development team representative reminded colleagues that her work on the 'Inclusive Teaching' website and associated resources had been highlighted and discussed at the January meeting of FLTC. With regard to school briefings covering this topic, contact had been made with DLTs, heads of school and school managers in order to arrange mutually convenient visits from the representative (along with a representative from the University’s Disability and Dyslexia Support team).

b. The Committee received a report from the Student Learning team representative (see Appendix 3).

84. COMMITTEE MINUTES

The Committee received the following minutes:

a. SSPP Learning and Teaching Committee (LTC) meeting held on 16th October 2017
b. SSPP LTC meeting held on 13th November 2017

c. Keele Management School LTC meeting held on 24th January 2018

d. ULTC meeting held on 29th November 2017

e. ULTC meeting held on 29th January 2018

f. School of Law LTC meeting 4th October 2017

g. Language Centre LTC meeting held on 27th November 2017

h. Keele Management School (KMS) LTC held on 7th March 2018

i. SSPP LTC meeting held on 15th January 2018

j. KMS LTC meeting held on 28th March 2018

k. ULTC meeting held on 28th March 2018

l. School of Humanities LTC meeting held on 18th October 2017

m. School of Humanities LTC meeting held on 15th November 2017

n. School of Humanities LTC meeting held on 13th December 2017

o. School of Humanities LTC meeting held on 14th February 2018

p. School of Law LTC meeting held on 13th December 2017

q. KMS LTC meeting held on 18th April 2018

r. SPIRE LTC meeting held on 1st November 2017

85. EXTERNAL EXAMINER REPORTS AND RESPONSES

The Committee received the 2016/17 postgraduate external examiner reports and school responses:

a. MA Human Resource Management – Steve Williams

b. MA Management – Susan Milner

c. MSc Accounting & Financial Management – Chandana Alawattage

d. MSc Finance – Alper Kara

e. MA Criminology & Criminal Justice – Helen Johnston

f. Professional Doctorate (Criminology & Criminal Justice) – Mike Nash

g. MA Social Work – Nigel Horner

h. MRes Social Science Research Methods – Andrew Clark

i. MBA Health Executive – Adam Oliver

j. MA Learning and Teaching in Higher Education – Kelly Coate

k. MBA Education – David Hall

l. PGCE (Academic) – Philip Hood

m. PGCE (Secondary) – Peter Wilson

n. PGCE (International) and MA Education (International) – Neil Thew

o. Professional Doctorate (Education) – Carolyn Jackson

p. MA History/MRes Humanities (History) – Richard Cust

q. MA History/MRes Humanities (History) – Tom Pickles

r. MA History/MRes Humanities (History) – Alaric Searle

s. MRes Humanities – Judie Newman

t. MA Creative Music Technology – Peter Nelson

u. MA/MRes Humanities (Music) – Michael Spitzer

v. MRes Russian – David Gillespie

w. MA Global Media & Culture – Sarah Barrow

x. MA English/MA Contemporary Literature and Film/MRes Humanities (English) – David Ellis

y. MA Creative Writing – Vanessa Harbour

z. MRes Humanities (Media, Communications and Culture) – Rinella Cere

aa. MA Human Rights, Globalisation and Justice – Peter Cumper

bb. LLM International Law – Jean d’Aspremont

c. MA Safeguarding Adults – Law, Policy and Practice – John Williams

dd. MA Medical Ethics and Law – Caroline Jones

ee. MA Medical Ethics and Law – Sarah Devaney

ff. MA Medical Ethics and Palliative Care/MA Medical Ethics and Law – Stephen Smith

gg. MA Childcare Law and Practice – Stephen Gilmore

hh. LLM Law and Society – Atina Krajewska
86. **CHAIR’S ACTION**

The Committee noted the following modules had been approved by Chair’s action since the last meeting:

a. FIL-30011 The Road Movie: Cinema as Movement and Journey
b. MDS-10021 Contesting Popular Culture
c. AMS-20079 Rebels, Bandits and Outcasts in Colonial American History (1607-1776)
d. MDS-10020 Media, Communications and Culture
e. PHI-20022 Life, Death and Faith
f. HIS-10039 Defining Moments in History, c.1000-2000
g. SOC-10025 Mediated World
h. SOC-10021 Investigating Social Issues
i. ENG-20055 Work Placement for Humanities Students
j. HIS-30142 Encountering the Other: Genocide, Tolerance and the European Perspective I
k. HIS-30143 Encountering the Other: Genocide, Tolerance and the European Perspective II
l. ENG-30084 Literature and Society
m. LAW-30098 CAB Legal Research Placement
n. CRI-30054 Surveillance, Crime and Society
o. ENG-40057 Work Placement Module for Humanities Postgraduates
p. MUS-20062 Introduction to Ethnomusicology and Ethnography
q. MUT-30014 Dialogues in Art, Technology and Society

87. **APPRENTICESHIPS**

The University’s Development Manager (Engaged & Experiential Learning) provided the Committee with both written and verbal updates regarding apprenticeships. An opportunity for Committee members to ask questions was provided.

**ITEMS FOR SCRUTINY AND APPROVAL**

88. **MODULE PROPOSALS, REVISIONS AND WITHDRAWALS**

With regard to existing approved modules for the 2018/19 academic year, colleagues were reminded that the deadline for revisions to be submitted to FLTC was 14th September 2018.

The Committee considered the following module proposals for 2018/19:

a. HIS-40070 Eyes on the Prize: The Struggle for Civil Rights in America (Level 7)
b. MUS-40029 Discord and harmony – the use and abuse of music
c. HIS-40072 Sites of Sexual Conflict in South Asia (Level 7) I
d. HIS-40074 Sites of Sexual Conflict in South Asia (Level 7) II

The Committee **resolved:**

That, the modules listed a to d required further development by the School, full details of which would be communicated via the eVision system.

The Committee oversaw the School LTC approval of the following module revisions for 2018/19:

a. ENL-00062 Pre-sessional Academic English 2
b. ENL-00063 Pre-sessional Academic English 1
c. ENL-00064 English Academic Skills Enhancement
d. ENL-00065 Access English
The Committee considered the following module withdrawals:

PIR-40090, PIR-40092, PIR-40097, PIR-40099, PIR-40100, PIR-40101, PIR-40102, PIR-40104, PIR-40109, PIR-40112, PIR-40113, PIR-40114, PIR-40115, PIR-40116, PIR-40117. Following its recent internal quality audit, the School confirmed that these modules were no longer required.

b. LAW-30099 from 2019/20. The School confirmed that this module would no longer be required.

c. MDS-20019 from 2018/19. This module was to be replaced by MDS-20034.

d. HIS-30132 from 2018/19. This module was to be replaced by HIS-30140.

e. MDS-10010 from 2018/19. This module was to be replaced by MDS-10021.

f. MDS-10008 from 2018/19. This module was to be replaced by MDS-10020.

g. HIS-10030 from 2018/19. This module was to be replaced by HIS-10039.

h. SOC-10013 from 2018/19. This module was to be replaced by SOC-10019.

i. ENG-20051 and HIS-20082 from 2018/19. These modules were to be replaced by ENG-20055.

ej. HIS-30024 from 2018/19. This module was to be replaced by HIS-30142.

k. HIS-30025 from 2018/19. This module was to be replaced with HIS-30143.

l. CRI-30052 from 2018/19. This module was to be replaced with CRI-30054.

m. EDU-40099 from 2018/19. This module was to be replaced by EDU-40132 and EDU-40131.

n. MUT-30001 from 2018/19. This module was to be replaced by MUT-30014.

o. AMS-00001, AMS-00002, ENG-00001, ENG-00002, ENL-00001, ENL-00002, ENL-00003, ENL-00004, ENL-00005, ENL-00006, ENL-00007, ENL-00008, ENL-00009, ENL-00010, ENL-00040, ENL-00060, HIS-00001, HIS-00002, HIS-00003, MUS-00002, PHI-00001, PHI-00002, PHI-00003, PIR-00001, PIR-00002, PIR-00003 and RUS-00001. Following its recent internal quality audit, the Foundation Year Centre confirmed that these modules were no longer required.

The Committee resolved: That, the module withdrawals be approved.

89. PROGRAMME MODIFICATIONS AND PROPOSAL

The Committee considered the following programme modifications and associated module proposals:

a. Post/Professional Graduate Certificate in Education (Academic Award) for 2018/19 onwards.

The School proposed a change of programme title to Post Graduate Certificate in Education (Academic Award) and to introduce a professional certificate exit award. In addition, to split one of the programme’s 30 credit modules (EDU-40099) into 2 new 15 credit modules (items c and d).

The Committee resolved: That, the programme modification be approved subject to minor amendments being actioned by the School, full details of which would be communicated by Quality Assurance (QA).

b. Post/Professional Graduate Certificate in Education (International) for 2018/19 onwards:

The School proposed a change of programme title to Post Graduate Certificate in Education (International) and to introduce a professional certificate exit award. In addition, to split one of the programme’s 30 credit modules (EDU-40099) into 2 new 15 credit modules (items c and d).

The Committee resolved: That, the programme modification be approved subject to minor amendments being actioned by the School, full details of which would be communicated by QA.

c. EDU-40131 Learners and Learning

d. EDU-40132 Learning and Assessment

e. EDU-30108 Learning and Assessment
f. EDU-30110 Learners and Learning
The Committee resolved:
That, the modules be approved subject to minor amendments being actioned by the School, full details of which would be communicated via the eVision system.

Subsequent to feedback given at the March meeting of FLTC, the Committee considered the following updated programme proposal:

g. MA Higher Education Practice
Colleagues were assured by the SSPP DLT that routes for both teaching and research fellows to complete the programme had been provided and therefore no probation issues would arise for new members of staff.

The Committee resolved:
That, the programme proposal be recommended for approval by ULTC subject to minor amendments being actioned by the School, full details of which would be communicated by QA.

The Committee considered the following programme modification:

h. MA Social Work for 2017/18 onwards
The School, following direction from the internal quality audit held in July 2017, proposed the addition of an exit route for students who achieved academic credit on the programme but who did not succeed on the professional placement element. The 2016 QAA Subject Benchmark statement for Social Work and the most recent standards of proficiency for Social Work in England (published by the HCPC and SETs) had been incorporated in the programme specification.

The Committee resolved:
That, the programme modification be approved subject to minor amendments being actioned by the School, full details of which would be communicated by QA.

The Committee considered the following programme modification and the associated module proposal:

i. MA and MRes Politics and International Relations
The School proposed to restructure the programme’s compulsory element to ensure that students were properly equipped with the theoretical and research tools to conduct independent research at Master’s level, in addition to ensuring students gained expertise in their chosen pathway.

The Committee resolved:
That, the programme modification be approved subject to minor amendments being actioned by the School, full details of which would be communicated by QA. It was noted that a request to suspend the Political Parties and Elections pathway had not been received by FLTC; the School would be asked to complete a request by the QA Validation and Review Officer.

Action: QA and SPIRE

j. PIR-40132 Advanced Approaches to Politics and International Relations
The Committee resolved:
That, the module be approved.

PENDING AND FORTHCOMING ITEMS

90. ANY OTHER BUSINESS

Colleagues were advised of an item of additional business from the Head of Academic Quality and Student Conduct. It was noted that the KeeleSU representative had recently conducted a student survey regarding the introduction of the new generic marking criteria and a report of the results would be tabled at the next meeting of ULTC. It was decided at
ULTC to also seek members of academic staff's views on the topic and a data collection exercise via 'Survey Monkey' would be organised shortly. It was requested that DLTs encourage school colleagues to participate in the survey.

91. DATE AND TIME OF FUTURE MEETINGS

The Committee noted the date for the remaining 2017/18 FLTC meeting was as follows, papers should be sent to j.e.machin@keele.ac.uk:

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<tr>
<th>Date</th>
<th>Time</th>
<th>Papers Deadlines</th>
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<td>Tuesday 3rd July 2018</td>
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<td>Tuesday 4th December 2018</td>
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<td>Papers required by Friday 23rd November 2018</td>
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<td>Tuesday 29th January 2019</td>
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<td>Papers required by Friday 18th January 2019</td>
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<td>Tuesday 12th March 2019</td>
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### Faculty of Humanities and Social Science Learning and Teaching Committee

#### Attendance on 8th May 2018

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<td><strong>Mr Kelvin Johnstone</strong></td>
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<td><strong>Prof Shane O’Neill</strong></td>
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<td><strong>Ms Martina Wallner</strong></td>
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<td><strong>Dr Lara McMurtry</strong></td>
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<td><strong>Dr Matthew Wyman</strong></td>
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<td><strong>Dr Phil Catney</strong></td>
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<td><strong>Mr Robert Stannard</strong></td>
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<td><strong>Dr Teresa Oultram</strong></td>
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<th><strong>STUDENT REPRESENTATIVES</strong></th>
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<td><strong>Mr Jeff Wiltshire</strong></td>
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<td><strong>Mr George Blake</strong></td>
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<td><strong>Dr Sophie Bessant</strong></td>
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<td><strong>Ms Angela Rhead</strong></td>
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<td><strong>Ms Carol Hough</strong></td>
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<td><strong>Ms Sarah Roberts</strong></td>
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<td><strong>Ms Jane Machin</strong></td>
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<td><strong>Ms Lou Taylor-Murison</strong></td>
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**Key**

| A | Apologies/Absent |
HumSS FLTC Report – May 2018

1. Marking Criteria Review

At the March ULTC I mentioned my plan to conduct a review regarding students’ perceptions and experiences of the new marking criteria. Dorothea Ross-Simpson expressed similar ambitions, but from a staff perspective. We are hoping to run joint surveys in order to paint an institutional perspective regarding the new marking criteria. We are hoping that this model is the blueprint for further reviews in the future.

2. Student Choice Awards

This academic year, we have been working with the Academic Development Team regarding the Student Choice Awards. These were previously known as the Student Led Teaching Awards, but have been rebranded to reflect partnership between the Students’ Union and the University. 368 individual nominations have been received and a sifting panel will take place at the end of May before an awards afternoon and elected officer goodbye will be hosted in the Students’ Union in June.

3. TEF Student Engagement Focus Group

I have been invited to a TEF Student Engagement Focus Group commissioned by the Office for Students and will be presenting my findings at the May ULTC. I’ll pass on any notes to my successor Elliott Lancaster ahead of the July FLTC meeting.

4. Handover Period

As mentioned previously, Elliott Lancaster will be the next Education Officer starting from 2nd July. His manifesto can be found online here: https://keelesu.com/elections/manifesto/11951/.

5. Student Feedback

No specific issues to report.

We will be reviewing the Lead School Voice Rep over the summer and the effectiveness of their FLTC reports as well as other aspects of their role.

Jeff Saddington-Wiltshire
Education Officer
KeeleSU
Elections

The Kpa is currently hosting its committee elections for the current year. The results will be announced on Friday 27th, after the completion of this report, with a new president, vice president, secretary and committee set to be announced. Handover will take place across June and new officers will take over entirely from the 1st of July.

As always this may mean different perspectives and different ideas brought to this committee. We hope that we can continue to provide a range of postgraduate experience and expertise to the committee and appreciate your patience during the handover period.

Conference

KPA officers attended the national PG sections conference. As well as representing Keele on the national stage, KPA VP George Blake was elected to the national postgraduate committee. This gives Keele and increasingly strong presence on the national stage and allows us to demonstrate the value of student/staff partnership on a national scale.

Pg reps

Following a number of fruitful discussions within this committee and other some progress has been made, with KeeleSU committing some staff time in the coming months to help review pg reps. This is potentially a significant development and we will update to committee as and when there is more detail available. If a new structure is to be proposed we would aim to have it in place by september/october 18.

Supervisor training

The KPA was fortunate enough to attend supervisor training for the first time, both in a presenting capacity and as if training themselves. This was a hugely useful experience and will allow us to contribute more useful to conversations around PGR support as well as help us find the right balance between asking supervisors for more and respecting the time commitments they put in, something we have potentially underestimated in the past.

Strike support

Following on from the strike action we have continued to provide a range of support to affected students and pgr staff.

Student staff relationships and student staff misconduct policy

Following some high profile national cases and research on staff-student misconduct and relationship policy the Kpa is beginning the process of reviewing the universities policies in order to make sure they align with sector best practice and cover the wide variety of Postgraduate modes of study that exist. If any staff or students have any concerns about the current policy (or lack thereof) please do not hesitate to get in touch.
Student Learning update for the Faculty Learning and Teaching Committees (FLTC): May 2018

The aim of the Student Learning Write Direction service is to provide one-to-one tutorial support to identify and enable students to achieve their academic goals, specifically focussing on academic reading, writing or other study skills.

After each appointment, students are sent an email to clarify points discussed and to share any resources we feel are appropriate to further support their academic practice in the areas discussed. In addition, a link is sent to a Google Form to gain feedback on the service. A content analysis was undertaken on three free text questions from the student feedback data regarding the Write Direction service, collected between August 2015 to December 2017. Inductive data coding was undertaken to determine key themes and categories were established.

Questions:
1. What did you find most useful about your Write Direction session and why?
2. As a result of this session, what will you do differently?
3. Any further comments?

Results
213 students completed the survey in the period stated above, 11 general categories were evident across 52 more specific themes emerging across the three questions.

![Figure 1.1. Percentage frequency of individual comments across the 11 key categories for all three questions.](image)

Themes were also, divided into three categories per question with 651 separate comments evident overall.

<table>
<thead>
<tr>
<th>What did you find most useful about your Write Direction session and why?</th>
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<tr>
<td>Type/style of support</td>
<td>Personal growth</td>
<td>Positive comments</td>
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<td>Content of support</td>
<td>Use of techniques</td>
<td>Negative comments</td>
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<td>Result of support</td>
<td>Use of services</td>
<td>Practical comments</td>
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Feedback from the student survey was excellent, with 98% of the comments being positive with less than 2% depicting negative connotations. Negative comments mainly focussed around students wanting appointments to be based at the Clinical Education Centre (CEC), presumably from nursing, midwifery and medicine students. Only one student added an additional comment that they did not receive the support they required however, this was due to the fact that they had been sign posted to the wrong department as they...
required mental wellbeing support. This particular student’s additional comments were still positive about the support they did receive during their appointment.

Q1. What did you find most useful about your Write Direction session and why?
Three key areas stood out as an aspect that students found most useful about their Write Direction appointment: Staff style of support (31 comments), specific resources (37 comments) and identifying areas to improve (48 comments).

Figure 1.2. Number of individual comments for each category under the question heading ‘What did you find most useful about your Write Direction session and why?’

Under the category ‘type and style of support’, staff style of teaching and support (which was broken down further into a subtheme of ‘break things down’) was the most commented upon theme. With an approximate 43% of students referring to some aspect of staff style of teaching and support as the aspect they found most useful. In addition, staff attitude was commented upon frequently in a positive manner, with 18.5% of students commenting on this aspect of style of support.

Examples of comments:

- The “back-to-basics” advice...
- “Helping me discover my areas of weakness and where I most need to improve on and how.”
- “Helped with my anxiety about my writing by reassuring me…”
- “The discussion took place in a non-judgemental way…”
- “Session tailored specifically to what I personally needed help with…”
- “Exploring where I was going wrong…”
- “I understood the things I need to address much better as they were explained to me step by step.”
- “All of it…”
- “It helped me realise there are some good points in my essay. This helped me feel more confident that I am not as stupid as I thought.”
- “Getting constructive criticism and positive feedback…”
- “…the staff was approachable, attentive and very helpful…”
- “Clear explanations, great listening skills, motivated me, gave reassurance and most importantly I achieved what I wanted from the session”
Q2. As a result of this session, what will you do differently?
Two key areas stood out as an aspect that students would do differently as a result of their Write Direction appointment: Apply strategies to improve work (79 comments) and develop/plan structure of writing (58 comments). In addition, these were the most commented upon aspects across all three of the questions.

Figure 1.3. Number of individual comments for each category under the question heading ‘As a result of this session, what will you do differently?’

Examples of comments:

- “...if I need help get back in touch.”
- “Proofread my work…”
- “Use the PEAL approach when planning my essays…”
- “I have started looking at articles in the four stage approach…”
- “Keep calm…”
- “Not make the same mistakes again :)”
- “…I will be able to approach the work with more confidence.”
- “As a direct result of this session I have a completely new approach to referencing…”
- “Will ask - So what?…”

Q3. Further comments?
Within the ‘further comments’ section, 69 students (32%) choose to leave additional comments. With 38% of those comments being positive praise, frequently mentioning staff members by name. 18% of the comments were ‘thank yous’ to the staff member and the Student Learning team. The third most commented upon theme was regarding a practical aspect of the Write Direction appointments, with 11% of students who put forward further comments wanting to be able to have their appointments at the Clinical Education Centre (CEC).

Figure 1.4. Number of individual comments for each category under the question heading ‘Further comments?’
2. Overview of students who attended *Write Direction* appointments (Semester 1, 2017/18)

In semester one of this academic year, we have had 206 students attend a *Write Direction* appointment with a member of the Student Learning team. The smallest proportion of students come from Natural Sciences at 18%, with the highest proportion of students coming from Medicine and Health Sciences at 44%.

![Pie chart showing proportions of students attending Write Direction appointments]  
**Figure 1.5.** Percentage of students attending 'Write Direction' tutorials in semester 1 (Academic Year 2017/18) from each of the three faculties

However, Nursing students alone take up the highest proportion of appointments at 33% (76% of the students from Medicine and Health Sciences).

![Bar chart showing percentage of students from specific areas of study attending Write Direction tutorials]  
**Figure 1.6.** Percentage of students from specific areas of study attending 'Write Direction' tutorials in semester 1 (Academic Year 2017/18).
The next largest proportions of students we have seen in semester 1 are from the areas of Counselling (7%) and Social Work (6%).

Figure 1.7. Percentage of students from specific areas of study attending ‘Write Direction’ tutorials in semester 1 (Academic Year 2017/18), with Nursing students removed.

3. Next steps for the Write Direction service

In preparation for the next academic year, the Student Learning team will further review our one-to-one tutorial service. Key areas we are currently planning to develop and review are as follows:

- Review and develop online support material specifically for key areas of support given (Top 5).
- Consideration of online platforms to support one-to-one tutorials for distance learning, students out on placement or those based at the CEC.
- Review and develop the ‘Write Direction on Tour’ programme.
- Consideration and research into student-peer support.
This year’s JADE Student Learning Undergraduate Conference (known as JSLUG) has successfully recruited 44 student presentations, with 15 papers from the HumSS faculty:

<table>
<thead>
<tr>
<th>Papers from Humanities and Social Sciences Faculty</th>
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<tr>
<td>1. The spirit of boycott: A comparative analysis between anti-Apartheid struggles</td>
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<tr>
<td>2. How is Russia’s territorial expansion and influence on other nations perceived from the end of the Second World War to the present day?</td>
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<td>3. The lost Vikings: The disappearance of the Greenlandic Norse in the 15th Century</td>
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<tr>
<td>4. Democratising mass media’s (final?) secret weapon: The future of grassroots transmedia storytelling</td>
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<td>5. Public history and popular history: Competing or complementary?</td>
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<tr>
<td>6. Camus's absurdity and morality</td>
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<td>7. The ethics of discussing eating disorders in literature</td>
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<td>8. Understanding the Child Protection Law and it’s difficulties</td>
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<td>9. Enslaved Males perspects on Female Slaves Sexual Exploitation</td>
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<td>11. Monetary tightening and the end of ‘cheap money’</td>
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<tr>
<td>12. The Battle of Habbaniya 1941</td>
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<tr>
<td>13. Habemus Papam! A short history of Papal power and the Vatican City</td>
</tr>
<tr>
<td>14. Hidden Lesbianism? Why female homosexuality was never criminalised in Britain</td>
</tr>
<tr>
<td>15. Music therapy and autism: Techniques and Outcomes</td>
</tr>
</tbody>
</table>

The draft conference programme can be viewed at: [www.tinyurl.com/JSLUG18Draft](http://www.tinyurl.com/JSLUG18Draft)

**Other highlights:**

Anyone wishing to attend the conference can do so via [www.tinyurl.com/JSLUGCon](http://www.tinyurl.com/JSLUGCon) or via [https://goo.gl/forms/y1WEIb3dWOpg3Us92](https://goo.gl/forms/y1WEIb3dWOpg3Us92).

Dr Chris Little and ILAS would like to thank all staff who encouraged students to engage with JSLUG, this is our largest event yet!