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Do we deliver on Law student expectations? If not, how can we work to achieve this?

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**DO WE DELIVER ON LAW STUDENT EXPECTATIONS? IF NOT, HOW CAN WE WORK TO ACHIEVE THIS?**

**Abstract:**

Students of higher education, and not just those on law courses, have certain expectations – pre-conceived ideas – about the experience they will have at University. The question posed here is whether there is a disparity between what students expect of us as teachers and the course we provide, and what teachers expect of students? If there is mismatch between student and teacher expectations, how can we try to ensure that reality meets expectation? Achieving this, I would argue, would increase student satisfaction, reduce disappointment and in turn increase teacher satisfaction, knowing that we are meeting the expectations of our students.

This paper is an examination of some of the research conducted on student expectation on law and other courses, and a study carried out at Huddersfield University to find out what student expectations really are.

Finally, a remedial plan is posited to help ensure that student expectations are satisfied.

Much research has been done on this and ideas have already been generated. This paper examines some of those ideas – and, although generated in the context of other disciplines, the principles remain the same for law courses.

This paper also assesses the outcome of questionnaire-generated data to examine the expectations of students at the University of Huddersfield School of Law, and to what extent they are met. It was intended to give the same questionnaire to staff to assess whether there was a correlation between what the students expected and the perception of staff of the extent to which those expectations were being met. This was not followed through due to a poor response of the staff.

Consideration is also given to a possible link between the level of expectation we have of our students, and student achievement – in other words, if we expect more do we get more?

**FEEDBACK AND ASSESSMENT**

One particular area where students report dissatisfaction is in feedback and assessment. A new self assessment coursework sheet introduced in the 09-10 academic year has invited students to assess their own work under the standard assessment criteria and to give a predicted grade. Interestingly, most of my own

students in years 2 and 3 have given a realistic assessment of their own work which almost always coincides with the given grade. This has the effect of reducing disappointment when formal marks are given back to students. First year students, in contrast, have given wildly inaccurate assessments of their work. This would suggest that by year two and three students have a better idea of how their work is assessed and what markers are looking for. There is potential, therefore, for giving more accurate guidance on how work is graded at an earlier stage.

One way of approaching this could be to use self assessment where appropriate. The role of self -assessment in moderating student' expectations is examined in a study of the same name, by Lee Sutherland<sup>1</sup>. The article asks "whether self-marking against a model answer can enable students from previously disadvantaged populations at a university in South Africa to make more realistic evaluations of their own performances in assessment". Such a method would usually apply only to formative assessment, but if accurate could conceivably be used for summative assessments also – it is well known that two academics often disagree on a mark, so is there an argument for allowing students to assess their own work (subject to internal moderation of course)?

In South Africa, following the breakdown of Apartheid, the newly formed South African Qualifications Authority (SAQA) was charged with ensuring that assessment should be, *inter alia*:

- Integrated
- Learner centred
- Continuous
- Formative (as well as summative)

Following particularly high attrition rates in the first year of the Chemistry degree at the University of Zululand, a study was conducted to investigate the possible reasons for this. Students expressed strong dissatisfaction with the tutor's marking which they felt was far too strict. The study investigated the relationships between:

- Students' expectations before assessment
- Their self assessment of their performance
- The lecturer's assessment

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<sup>1</sup> Sutherland, L., *The Role of Self Assessment in Moderating Students' Expectations*. Higher Education Academy

Although self assessment can include a range of activities, including giving a predicted grade using standard criteria, this South African study examines the method of asking students to self-mark against a model answer; this is a method I have used in my own classes, as students undoubtedly learn more from reading a model answer and comparing it with their own as this enables them to see clearly where they have made a correct point and where they have gone wrong.

The study was able to conclude that student expectations of assessment were not realistic unless they were given guidance and training in the assessment process. However, once given, there was a high correlation between students' self-evaluation of their own performance and the lecturer's assessment. It was found to be an extremely reliable means of self assessment.

It was found that making marking criteria explicit to students improves the reliability of self-assessment practices, and that there should be a common understanding of what is expected of students. Sutherland concludes that "student dissatisfaction might arise out of ignorance of the process of assessment and the ways in which criteria are applied" and that "learning has to move from being teacher-directed to being student-directed." Students' initial high expectations might account for dissatisfaction with the way in which work is assessed and it is this expectation which must be managed in a constructive way if drop-out rates are to be avoided.

Another study by Kirsten Holmes and Georgios Papageorgiou<sup>2</sup> also examined students' expectations and perceptions of feedback amongst Tourism students. Noting that the National Student Satisfaction Survey of 2007 indicated that only 62% of students were "satisfied" with feedback on their assessed work across all subject areas, the authors not unnaturally concluded that: "There is a problem with the feedback students receive for their assessed work."<sup>3</sup> They suggest that "there is a need to develop a greater understanding of students' expectations and feedback, their perceptions of what feedback is and how they use the feedback they receive."<sup>4</sup>

However, with today's diverse student bodies, many studying in a language other than their own, larger group sizes and reduced contact time between lecturers and students, it is perhaps not surprising that students are dissatisfied with the feedback aspect of their learning experience.

So what are the qualities of good feedback?

Students need sufficient feedback in order to know how to improve on their work. Brown and Glover identified certain necessary aspects of feedback:

- Feedback should "feed forward", encouraging further learning.

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<sup>2</sup> Holmes, K., Papageorgiou, G., *Good, Bad and Insufficient: Students' expectations, perceptions and uses of feedback*. Journal of Hospitality, Leisure, Sport and Tourism Education, Vol.8. No.1, pp.85-96.

<sup>3</sup> *Ibid.* p.85

<sup>4</sup> *Ibid.* p.86

- There need to be clear assessment criteria, shared by both students and tutors.
- Feedback needs to help students identify the gaps between their performance and the desired standard.<sup>5</sup>

It should also be motivational for students.

The study concluded with the following recommendations:

“1. While research has highlighted the difficulties in developing a shared understanding of assessment criteria, tutors need to clearly articulate the assessment framework and mechanisms for feedback at the start of each programme or module.

2. Students want to receive feedback in sufficient time to be able to use it on other assessments; assessments need to be scheduled to enable this

3. For larger classes, up to a month is an acceptable timeframe within which to provide feedback

4. Students want the feedback to be confidential, to include both positive and critical comments, and to have the opportunity to ask further questions.

5. A feedback session could be scheduled into the timetable, enabling students to have the time to ask for further clarification. This may enable them to build their understanding of the assessment criteria and would be of particular value to students in their first year of university.

6. Finally, the disparity between exams and other forms of assessment needs to be addressed. Students want to receive feedback on exam performance for the same reasons as other assessments: to help them understand the grade and to improve their performance. Surely this is what good feedback should be about.”<sup>6</sup>

## **COURSE MANAGEMENT AND STUDENTS’ EXPECTATIONS: THEORY BASED CONSIDERATIONS**

### **Managing student expectations**

A research paper by Buckley *et al*<sup>7</sup> proposes a framework for managing the formation process of students’ unrealistic expectations in a college course, in this case a management course. The course was designed to improve communication skills and increase student involvement through group work and independent study. The students were less enthusiastic about the course than the tutor who had designed it. “This expectation

<sup>5</sup> Brown, E., and Glover, C. (2006) Evaluating written feedback. In C. Bryan and K. Clegg (Eds). *Innovative assessment in higher education (pp.81-91)* London: Routledge

<sup>6</sup> Note 2; pp. 94-95

<sup>7</sup> Buckley, M.R., *et al*; “Course Management and students’ expectations: theory based considerations”; *International Journal of Educational Management*, Vol. 18. Number 2, 2004; pp 138-144.

gap jeopardizes efficiency of instruction because it engenders a teacher-student conflict that may escalate and become manifest as the course evolves.”<sup>8</sup>

The paper asks how students develop unrealistic expectations about coursework and examines the issues associated with the management of student expectations. It examines the environmental changes that underlie the development of students’ expectations and which factors might lead to unrealistic expectations. Again, the gap between students’ and teachers’ expectations are manifest in this study. Students come to a course with prior experience of other courses and interaction with peers, so may have expectations that courses have a particular format, that assessment is done in a particular way, that feedback will have certain qualities. Unrealistic expectations need to be managed and one way of doing that is through a *student-teacher contract*, using a Realistic Course Preview (RCP) and Expectation Lowering Procedure (ELP) – Buckley examines these procedures in terms of addressing students’ expectations of dynamic course design where students are *actively* involved in the course, learning independently, and developing a greater interest and mastery of the subject.

The paper builds on the previous empirical findings of Buckley *et al*<sup>9</sup>, suggesting that RCPs and ELPs are appropriate means for managing student expectations of a course.

A Realistic Course Preview (RCP) should clarify the *teacher’s* expectations by providing detailed information about the course. Buckley claims that RCPs “should have the effect of clarifying the expectations that the teacher espouses, in order to clarify the students’ expectations in the context of their past experience.”<sup>10</sup> This, I would suggest, should be done early on in the process, either during induction or even at the interview stage, setting firm boundaries within which the student should be prepared to operate.

An Expectation Lowering Procedure (ELP) is a device for lowering *employees’* expectations of their job to avoid later disappointment. In the classroom, Buckley advises:

“...the ELP would focus on how students generally expect not to have to contribute to their learning, and the influence of those expectations on their learning and their course outcomes (i.e. lower grades). The underlying objective with the course ELP is to assist the student in developing more realistic expectations without providing specific course information.”<sup>11</sup> It is suggested that both the RCP and the ELP could be administered either vocally or administered in the syllabus. Buckley concludes that, “given increased access to interactive resources that support critical thinking, the challenge of course management is exacerbated as students develop unrealistic expectations about their participation in the course.”<sup>12</sup>

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<sup>8</sup> *Ibid.* p.138

<sup>9</sup> Buckley, M.R., Fedore, D.B., Veres, J.G., Wiese, D.S. and Carraher, S.M., (1998) “*Investigating newcomer expectations and job-related outcomes*”, *Journal of Applied Psychology*, Vol. 83, pp. 452-61

<sup>10</sup> *Ibid.* no. 7 p.142

<sup>11</sup> *Ibid.* no.7 p.142

<sup>12</sup> *Ibid.* vo.7 p.143

Certainly, the success of the Open University is due in no small part to the fact that students know *precisely* what to expect from their course before they enrol and are therefore rarely disappointed; the OU scored 94% in the student satisfaction survey in 2009, even better than Cambridge (91%); Huddersfield scored 79%<sup>13</sup>. It is a truism that if one knows exactly what to expect, one is less likely to be disappointed.

Although Buckley discusses these processes and how they are helpful in dynamic courses with the focus on independent study on a variety of resources, the theory could be extended to any course. If students are, for example, expecting to be given all the information they need for success in a two hour lecture, for example, it would be wise, at the earliest opportunity, to make it clear to them that lectures are merely an introduction to a topic, and that true learning comes later with extended reading, discussion with peers and in tutorials and so on. These truths are rarely explained to students.

The University of Huddersfield has a Partnership Agreement (Appendix 1) – a (unilateral) contract that describes what students can expect on their course, and what the University expects in return. It is tucked away in the Handbook of Student Regulations, a document to which attention is drawn at induction to varying degrees, but which goes largely unheeded as it is only available on-line and is consulted only as and when a question as to regulations arises.

Despite its relatively low profile, the document is **key** to ensuring that students are made aware what they can expect on their course. In other Further Education institutions in which I have worked, such an agreement is signed by the student at enrolment – a far better point at which to ensure that students know what to expect from their education.

### **WORKLOAD EXPECTATIONS**

In a series of studies carried out for the Higher Education Policy Institute, in 2006,-7 and -9, the experiences of 15,000 students in English Universities were extensively examined. The 2009 report<sup>14</sup> considers and adds to the previous reports.

The 2006 and 2007 reports looked at workloads, and their results combined showed a wide difference in mean study (i.e. teaching and private study combined) times. For law students:

- Lowest institutional mean of 18.7 hours per week
- Highest institutional mean of 44.8 hours per week
- Median of institutional means of 26.2 hours per week

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<sup>13</sup> Unistats.com

<sup>14</sup> Bekhradnia, B., *The Academic Experience of Students in English Universities, 2009 Report*. Published by the Higher Education Policy Institute

This of course begs the question, are all law degrees of equal value when the amount of effort differs so widely? What do students expect in terms of contact time? Should this be made explicit not only at interview but in the literature so that students are able to make a more informed choice?

It is true that neither effort nor contact hours alone, says anything about the *quality* of the effort or the learning. However, when one considers the time spent studying per week by UK students compared with selected European countries, the figures are quite shocking, and again reveal a stark inequality. French students spend, on average, 39 hours per week studying; UK students, along with those from the Czech Republic, reveal the lowest study time at just 30 hours per week. Spain, Germany, Switzerland, Italy, Norway, Austria, Finland and the Netherlands each appear to have harder working students.<sup>15</sup> This conclusion is supported in a HEFCE Report, published in 2009<sup>16</sup>, which concludes:

“The results of these studies support the conclusions of the HEPI report and add to the body of evidence that UK students commit fewer hours to study than students in other European Studies.”

In response to these findings, some universities have made changes to their commitment to students. The University of Lancaster has, since 2008, made a commitment to students on matters such as contact hours they might expect and the size of seminar groups. The University of Manchester has stated that it intends to review what it provides to students by way of contact hours with staff.<sup>17</sup>

The 2009 survey considered whether the additional income generated by the introduction of variable fees had resulted in an increase in timetabled hours; there was a small, but statistically insignificant, increase. Students did appear, however, to be putting in more private study time – an increase of almost two hours per week.

#### THE IMPACT OF EXPECTATIONS ON TEACHING AND LEARNING

In a conference paper<sup>18</sup> by Barbara Glesner Fines, Professor of Law at UMKC School of Law presented at the 2002 Gonzaga Institute for Law School Teaching Conference, she suggested to delegates that lack of motivation among law students could be addressed by a change of mind on the part of the teaching staff –

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<sup>15</sup> Source: CHERI EC Framework project – *The Flexible Professional in the Knowledge Society*

<sup>16</sup> *Diversity in the student learning experience and time devoted to study: a comparative analysis of the UK and European Evidence*. HEFCE April 2009

<sup>17</sup> *Ibid n.16 at para.24*

<sup>18</sup> Glesner-Fines, B., “*The Impact of Expectations on Teaching and Learning.*” *Gonzaga Law Review* Vol. 38. 1 pp. 89-128

“Expect more and you will get [more].”<sup>19</sup> Research has tended to show that there is a correlation between high expectation and high achievement; low expectation and low achievement. She argues that the teaching variable that has the most impact on raising expectations for students is the socio-emotional climate of teaching and suggest that the two factors that can help to create a warm, positive, encouraging climate are language and silence: “Creating a climate of high student expectation depends on how we speak and when we are silent.”<sup>20</sup>

Teachers need to look to their use of language – is it supporting and encouraging? Or is it sarcastic and demanding? Do we follow up absences by demanding why students did not attend our lecture, or do we email them and outline what they have missed, offering to answer questions they may have? Is feedback appropriate and informing, or critical of mistakes? In the classroom do we give more attention to those of whom we have high expectations or to those of whom we have come to expect little?

We also need to know when to be silent – how often do we ask a question of a student of whom we have low expectations and then jump in with our own answer, or move to someone else, without giving him or her the chance to answer. A good technique is to pose a question and ask pairs of students to discuss before seeking answers – this takes the heat off the student and gives them a chance to think out their answer.

These techniques are not suggested as a cure-all for raising expectations that students have of themselves and their tutors, but as one small step towards recognising the impact of unmet expectations on the learning experience.

Glesner-Fines also maintains that: “We are best situated to believe that our students can be engaged and active learners if we believe we can teach them how to do so. In light of declining levels of preparedness of undergraduates overall, law schools would be wise to increase the instruction regarding role transitions and study skills necessary for professional preparation.”<sup>21</sup> Although said in the context of US Law Schools in 2002, it is as much an issue for British law schools in 2010. At the 2009 ALT conference my paper demonstrated how additional study skills taught in Year 1 had raised student achievement in one group compared with a control group. In the current academic year, those skills have been taught across the whole of Year 1. Students come to us having had enormous support and assistance from their A level or Access tutors, and have no genuine realisation of the effort, hard work and independent study that Higher Education tutors expect of them. That transition needs to be better managed if the mismatch between the expectations of students and tutors is to be addressed.

#### **STUDENT EXPECTATIONS AT UNIVERSITY OF HUDDERSFIELD**

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<sup>19</sup> Hess, G., Friedland, S., *Techniques for Teaching Law* 15 (1999) (describing the American Higher Education Association’s Seven Principles for Good Practice in Undergraduate Education).

<sup>20</sup> *Supra no.9 p.113*

<sup>21</sup> *Supra no.9 p.108*

I conducted a study of student expectations in the first year of the LL.B law degree course at Huddersfield University in order to gauge if and why students could sometimes appear to be disappointed with their experience.

### **The Background**

LL.B students at the University are based either on the main campus in Huddersfield or at the Oldham campus, 22 miles away. There is very little interaction between the groups, and their experiences will be very different. On the Oldham campus, students study in small groups (between 30 and 40 in each year); Huddersfield has around 120 LL.B students in each year. Oldham students are in just two buildings and are all well known to each other and to their 5 tutors; Huddersfield students are on a large campus and have around 30 different tutors, so do not have the same level of personal contact with each other or with the staff.

### *Methodology*

A questionnaire was administered to first year students at both the main campus and the Oldham campus at Huddersfield University (Appendix 2). It was designed to measure the extent to which student expectations of the course were met under 4 broad headings, with between five and seven specific questions under each; students were asked to rate whether their expectations were met either fully, largely, partially or not at all for each of these aspects of their experience so far. The broad headings were:

#### **Induction**

#### **Teaching**

#### **Materials**

#### **Assessment and feedback**

Students were also asked to suggest how their experience of each could be enhanced in order to ensure their expectations were met. This qualitative data was also analysed to find patterns indicating key concerns.

### **Methodology**

The questionnaire was given to all first year students on both campuses.

First year LL.B. tutors were also asked to complete the same questionnaire (with some additional questions) and were asked to indicate the extent to which they considered student expectations had been met; this was to determine whether there was a correlation between tutor and student views. With only two responses it was impossible to generate meaningful data, although it was interesting that one of those two believed that students' expectations were *fully met* on every single aspect of the course which in itself is cause for concern and indicates a certain lack of empathy; certainly no student considered their expectations to be fully met.

By giving a value of 4 to “Fully met”; 3 to “largely met”; 2 to “partially met”; and 1 to “not met at all”, graphs were produced to illustrate where there were significant problems, if any, in the way in which the course satisfied student expectations.

The quantitative data resulting from this is at Appendix (4). It shows that, in general, students’ expectations were either fully or largely met under most headings, although there were particular areas of concern.

### 1. Induction

The students’ concerns centred around getting to know others involved in the course, getting to know other students and advice on how to access help and support; these all gained below average scores.

Qualitative feedback showed a tendency to want clearer information on the course, the modules and what would be expected of the students. It was also clear that students expected more opportunities to make friends through team building exercises and social activities. They wanted to be given a proper guided tour of the campus, and did not appreciate the “treasure hunt” style of introduction to their surroundings. One expressed concern about being “thrown in at the deep end”. The responses show a general fear of the unknown, a lack of confidence and a desire to make friends as soon as possible.

### 2. Teaching

More, more, more! It was evident from the qualitative feedback that students expected more help from their tutor in the form of longer lecture times, more frequent seminars, more feedback and more direction on how to do better in assessments. Interestingly, no students wanted more direction on how to study more effectively or prepare for lectures and tutorials, demonstrating that the expectation is of being *given* information rather being taught how to be independent learners.

The quantitative data reveals that students are not disappointed with tutors’ subject knowledge. Where we did disappoint is in the support given by tutors to student learning and tutor support generally.

### 3. Materials

As to materials, students were satisfied on all counts except provision of stationery. Although it has never been policy to provide more than a printed copy of the module handbook, with an expectation that students would pay to print off other materials such as copies of the presentation slides for lectures, it was interesting that students are coming to us with an expectation of being supplied with certain materials.

The qualitative comments reflect this expectation, with requests for subsidised printing, more books and computers in the library and more printed materials. This is possibly due to these things being given to them at school, so there is an expectation of this continuing.

#### 4. Assessment and feedback

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The students had plenty to say about this, and this suggests, unsurprisingly, a key concern. The qualitative comments show an unfulfilled expectation of greater assistance before the work is submitted, with a wish for clearer direction on content and what is expected of them. Feedback is a disappointment to many, with a clear cry for feedback sessions, one-to-one feedback and guidance on how to improve and information on where they have gone wrong.

The quantitative data showed a clear expectation of receiving guidance on how to improve, and this was a major disappointment, although there was a good level of satisfaction with achievement.

The results were entered in to a spread sheet and graphs were generated. (Appendix 3).

The questionnaire given to first year law students at Huddersfield showed that they had plenty of advice on improvements to the induction and much of this revolved around explanation, information, guidelines and guidance. Other suggestions were less realistic – English lessons for non-English speakers, targets and reward schemes – but demonstrate what students may be used to and expect on their higher education course.

Comments in the questionnaire on how to enhance the teaching experience all included the word “more”, as if having more of something would automatically improve it!

“More...contact and feedback; slides and presentations; personal feedback; feedback in workshops; teaching hours; tutorials.” No comments were made on quality – just quantity!

As to resources, again the students were concerned to have “more” – books, computers and printers in the classroom, and free printing facilities.

The responses to the question, “What improvements do you think would enhance your current experience of assessment and feedback, and ensure expectations are met?” were more diverse. It was evident from these that students required feedback that fed into the next assessment, but with clearer guidance on how to approach those early assignments in Year 1.

Many of these expectations *could* realistically be met within the confines of available resources – others are a mere pipe-dream. Better, then to focus on what can be achieved.

#### **A PLAN TO NARROW THE GAP BETWEEN STUDENT EXPECTATION AND STUDENT EXPERIENCE**

The research indicates an overall mismatch between what students expect and what they actually receive. To counter this, the following recommendations are suggested:

##### **Feedback and assessment**

A plan of action for meeting student expectations on feedback and assessment should have the following points:

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1. Revisit the assessment criteria – both specific and generic – to ensure that it is capable of being clearly understood by both students and tutors.
2. Revisit the assessment schedule to ensure that feedback can be given in sufficient time for students to be able to act on the advice given and enable them to improve on the subsequent assessments.
3. Ensure feedback is given within three weeks, or up to a month where class sizes are large.
4. Give written, confidential individual feedback, but also give general feedback to the whole group, possibly in the form of a written model answer that the students can compare to their own. This session should be timetabled.
5. Feedback should feed forward; it should be positive and also critical – tutors may need training on how to write feedback.
6. Give feedback on exam scripts in the first weeks back in years 2 and 3 in the same manner as other assessments to enable students to learn from and improve on exam performance.
7. Give clear guidance on how to improve, and clear direction on what is expected of them before they embark on an assessment.

### **Manage student expectations**

To ensure that students know what to expect when they begin their studies, a plan should be developed to make certain that students are given the right information.

1. A partnership statement or learning agreement should be made available to students as early as possible, and given a high profile - possibly at the point of enrolment or even earlier, at interview or in the prospectus. This should set firm boundaries.
2. Full information is given at the earliest opportunity about the format of the course, particularly the contact time and the expected level of independent study.
3. Explain how feedback is delivered and whether opportunities to improve will be given, as it is done at school. Again, this should be made clear in the syllabus, at interview and during induction.
4. Make clear what the workload expectations are, especially for independent study; start as you mean to go on, with directed study being given during the first week of term, or even during induction week!

5. Review contact hours, including personal tutor contact time, and ask whether it is sufficient; this does not necessarily mean working harder for tutors, merely that we work smarter.
6. Make clear what costs are involved in their study, including books and printing costs.

### **Review teacher expectations**

It is not just student expectations that need to be managed – a change of attitude and approach by teachers may also reduce the frustration that we sometimes feel with students.

1. Expect more and you will get more!
2. Use encouraging and supporting language.
3. Ensure attention is not just directed towards the better students in the classroom.
4. Know when to be silent and encourage quieter students by getting them to work on questions in pairs.
5. Increase instruction on role transition from school to higher education; give instruction on study skills – do this in induction, and schedule sessions on these important aspects during the first term. Teachers should not expect students to know these things. Tell them, and then tell them again!

### **Induction**

1. Get second year students involved – new students are much more likely to believe students than teachers about the level of work involved. They will also feel more able to ask questions that concern them which may seem trivial to a teacher.
2. Many students are living away from home for the first time and their main concern will be to make new friends; incorporate plenty of opportunities for them to do this – social events, team building exercises, ice-breaker sessions and so on.
3. Don't assume they will want to discover the campus for themselves – show them around or get second year students involved in this.

### **Conclusion**

It is easy to forget, as we get older, how it felt to be a student – how we felt rather lost, confused, disappointed. Yet, how many of us have felt just the same when starting a new job? If we had not had clear direction and support in our unfamiliar and challenging work environment, would we have stayed in that job? Students need direction and support too, but they also need to have their expectations recognised and

managed to prevent disillusionment and disappointment setting in. Only we, as tutors, and the educational establishments can together work to effect this change.

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**UNIVERSITY OF HUDDERSFIELD PARTNERSHIP STATEMENT**

This statement sets out the University's commitments to its students and its expectations from you in return.

**We aim to provide you with full, accurate and timely information on our courses, facilities and services, and our policies, regulations and procedures in areas such as equal opportunities and diversity, assessment and examination arrangements, complaints, health and safety, and the standard of behaviour we expect from you.**

We will:

- help you to gather sufficient information to select your course
- reply to all queries patiently, politely and efficiently
- operate a fair and timely selection procedure for all applicants
- send you clear and unambiguous letters setting out the conditions for admission
- invite you, if you have a disability, to visit us to discuss any special facilities that you may need
- try to provide an effective and flexible learning experience for you
- deliver courses that are well designed, relevant and quality-assured
- provide appropriate course materials and learning resources
- carry out fair assessment that is quality-assured
- provide timely feedback on all coursework and inform you of your progress towards your award
- use external examiners to satisfy ourselves of the quality of our awards and the fairness and rigour of our assessment
- offer you information on the range of student services intended to support your learning experience, such as welfare, counselling, financial advice, careers advice, recreational facilities, health care, and spiritual and pastoral support services
- seek and listen to your comments to improve the courses we deliver
- deal with complaints and appeals against results fairly and efficiently, in confidence and without bias
- provide opportunities for you to participate or be represented in our decision-making processes.

We ask you to make yourself aware of relevant details of our courses, facilities and services, and observe our policies, regulations and procedures in areas such as equal opportunities and diversity, assessment and examination arrangements, complaints, health and safety, and the standard of behaviour we expect from you.

We ask you to:

- satisfy yourself that your selected course meets your needs and aspirations, and, if not, to seek advice from your tutors

provide us with accurate information about yourself and, if you have a disability,  
any

special facilities you need to support your studies

keep appointments for interviews and reply to letters promptly

make the most of the learning opportunities offered to you by:

- studying diligently and organising yourself effectively
- attending classes punctually and regularly
- taking part in additional activities as required
- meeting commitments and deadlines
- contributing actively to tutorials, seminars, practicals and fieldwork , and always producing your best work

○ submitting assignments (which must be your own work) on time

○ entering for and attending the relevant examinations

○ informing tutors immediately if you are experiencing difficulties so that we can offer

you advice

○ acting on feedback given by tutors

make the most of the opportunities that exist for you:

○ to become involved in the University decision-making processes

○ to take an interest in the affairs of the Students' Union

○ to offer feedback on your learning experience

○ to make use of the range of support services and staff available to you, should

you

encounter problems or difficulties

treat all your fellow students and members of staff with mutual respect

be an ambassador for the University

**Questionnaire to LL.B Year 1 students in Term 2 – please answer the following questions as accurately and fully as possible in order to help us improve your experience of the LL.B at Huddersfield University.**

**PART 1**

- a. Where do you study – UCO or Huddersfield (underline correct answer)?
  
- b. What was your reason for choosing to do the LL.B?
  
- c. Explain in a few words why you chose this University.
  
- d. What are your long-term expectations/ aspirations?

**PART 2**

When you decided to embark on a law course at Huddersfield University you will have had certain expectations of particular aspects of the course; tick the box to indicate the extent to which these have been met:

**1. THE INDUCTION**

	FULLY MET	LARGELY MET	PARTIALLY MET	NOT MET AT ALL
Meeting the tutors				
Meeting others involved in the course				
Getting to know other students				
Informed about the tutors expectations of				

students e.g. attendance and effort					19
Informed about the course					
Informed about the facilities e.g. the library					
Advised on how to access help and support					

**1a. What improvements to the induction do you think would have enhanced your experience and ensured expectations were met?**

**2. THE TEACHING**

	FULLY MET	LARGELY MET	PARTIALLY MET	NOT MET AT ALL
Number of hours contact time				
The level of knowledge tutors have				
The ability of tutors to explain the law				
The support given by tutors to learning				
Personal tutor				

support				
Variety of teaching and learning methods				

**2a. What improvements do you think would enhance your current experience of the teaching , and ensure expectations are met?**

**3. MATERIALS**

	FULLY MET	LARGELY MET	PARTIALLY MET	NOT MET AT ALL
Provision of module- specific printed materials				
Provision of module-specific electronic materials				
Provision of stationery and printing				
Quantity of on-line materials				
Quantity of library resources				

**3a. What improvements to resources do you think would enhance your current experience of the provision of materials and ensure expectations are met?**

**4. ASSESSMENT AND FEEDBACK**

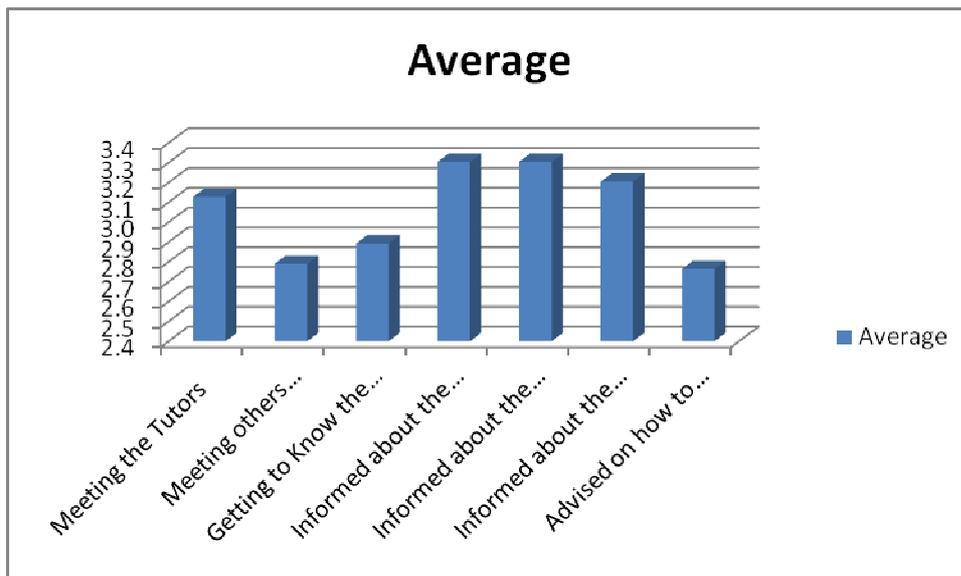
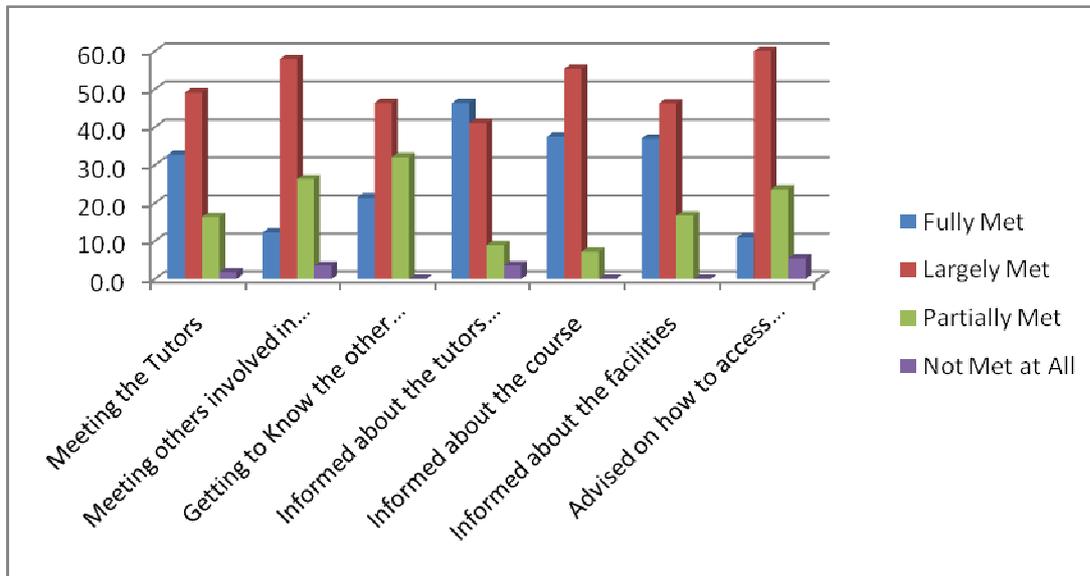
	FULLY MET	LARGELY MET	PARTIALLY MET	NOT MET AT ALL
Quantity of summative (exams and coursework) assessment				
Quantity of formative (e.g. short tests) assessment				
Timing of feedback				
Quantity of feedback				
Usefulness of feedback				
Level of achievement				
Guidance on how to improve				

**4a. What improvements do you think would enhance your current experience of assessment and feedback, and ensure expectations are met?**

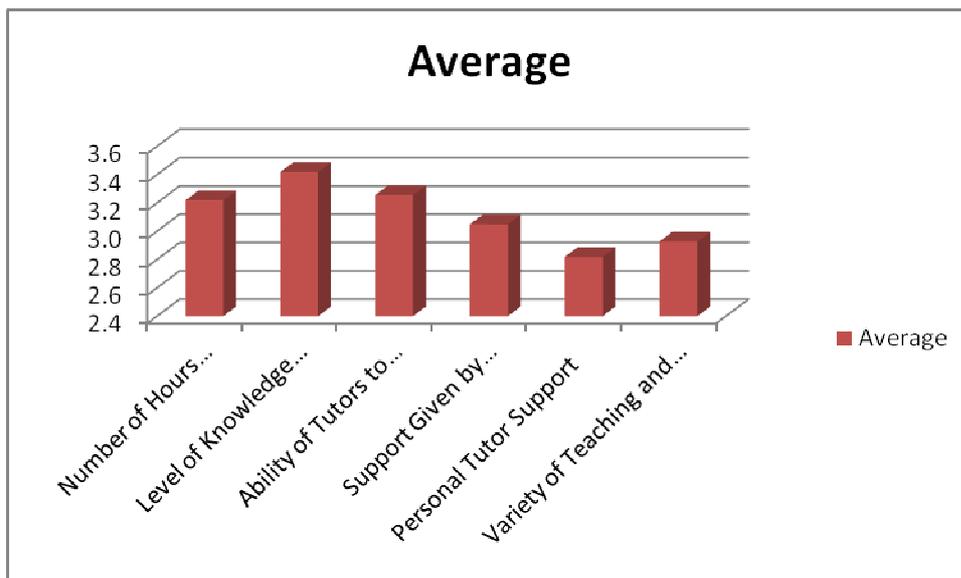
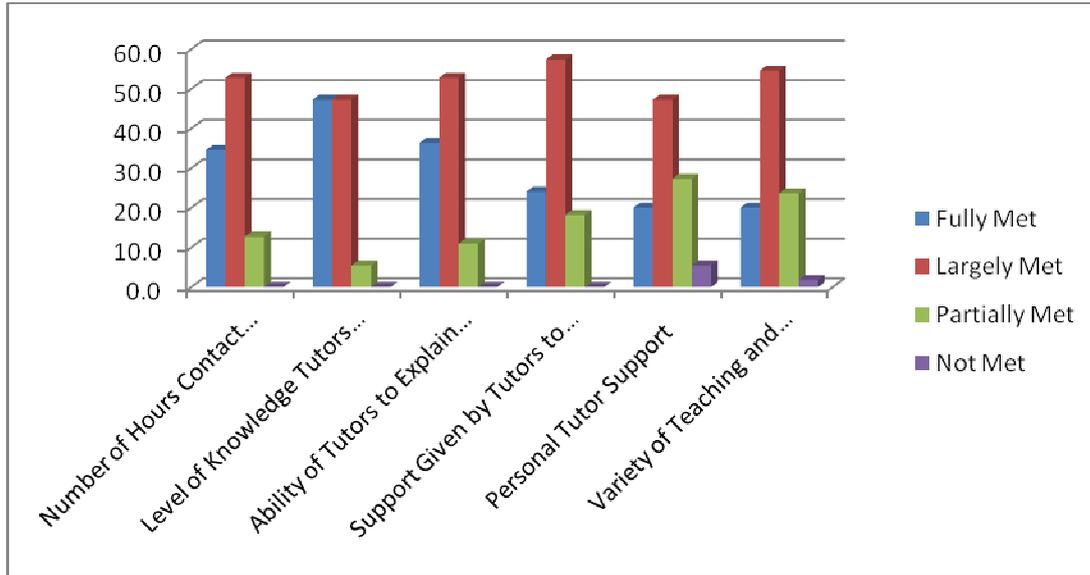
*Thank you for completing this questionnaire. The results will be analysed and may lead to changes which will enhance the student experience.*

APPENDIX 3

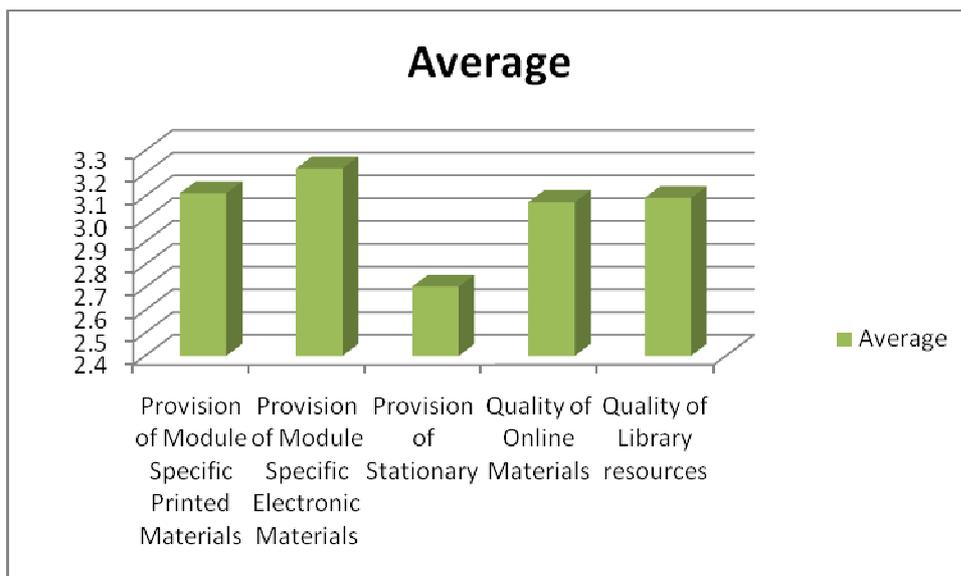
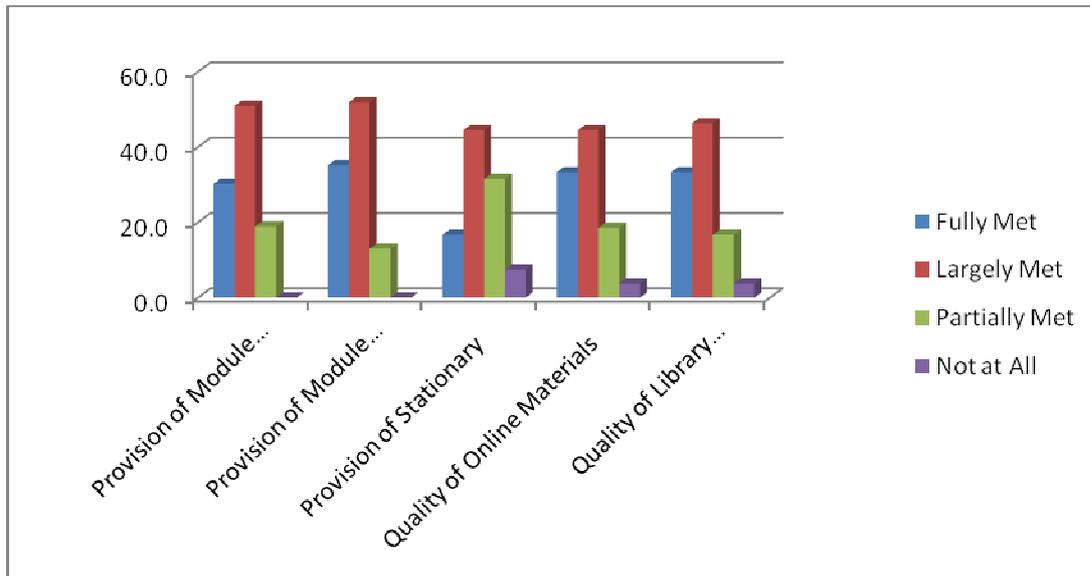
INDUCTION



TEACHING



MATERIALS



ASSESSMENT

