

**ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2012-13**

School: English Faculty: Arts

EXECUTIVE SUMMARY																		
Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate Programme Experience Survey					
	2011-12		2010-11		2009-10		2011-12		2010-11		2009-10		2011-12		2010-11		2009-10	
	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	92	87	94	86	91	82	86	85	89	83	89	84	90	84	82	82	94	78
Teaching	95	90	97	88	96	85	88	84	93	83	92	83	95	85	85	84	94	81
Assessment & feedback	74	69	76	65	76	61	65	61	57	56	73	57	77	69	74	68	78	63
Academic support	75	80	80	77	78	74	65	72	62	68	67	68	88	80	79	79	89	76
Organisation & management	92	83	93	82	90	79	85	74	79	83	78	73	85	80	80	77	75	73
Learning resources	88	88	84	87	85	85	77	78	72	77	73	76	88	83	86	82	85	81
Personal development	73	81	82	78	75	76	53	68	50	65	57	63	74	71	74	70	72	68
Sector position	35/109	51/150	24/103	46/151	42/98	75/154												

Scores in each category are expressed as a percentage of the number of respondents who mostly or definitely agreed with a range of statements (score 4 or 5)

<b>Impact of 2010-11 actions</b>	A degree of stasis combined with some negative change in NSS (increased score for 'Learning Resources'). UPES shows minor improvements in most categories (not 'overall' or 'teaching'). PPES improved in all categories, with no change in one category ('Personal development'). Sector position drop (NSS) of 11 places requires continued action with regard to student support and assessment.
<b>Achievements in 2011-12</b>	School of English achieved <i>The Times</i> ranking (UK) in the top ten; world ranking of 41 in top 50. Approval was gained for the establishment of a new programme, Q306 <i>English Literature</i> ; an amended programme Q300 <i>English Language and Literature</i> ; a new JH programme Q3Q1 <i>English Language and Linguistics</i> , for recruitment 2013-14. Achieved KIS readiness, and developed KIS + in relation to all programmes. Developed the evidencing of core programme threads and strands (CEP). Successful presence on Flying Start. Established streamlined attendance monitoring. Development of 'Critical Writing' module; 'Editing a Text' (independent research project). Embedded Partnership Agreement in all areas of School activity.
<b>Main actions for 2012-13</b>	Maintain/ improve UK and World rankings (and sector position). Establish a way forward with PGT (programmes: discounts/scholarships; we are in the process of instating an Enhanced Alumni Bursary Scheme of an additional 5% in addition to the University's 10%; integration of MA with PGR culture; MA students are made aware of and invited to participate in the School's various research seminars; we have established an annual MA conference; we are currently planning an overhaul of the MA Research Methods Module for 2013-2014, enhancing provision for named schemes and feeding into dissertations;

identify potential PGT students at UG levels 2 and 3; we are running scholarship application workshops for Level 3 students as part of the School's activities on the University-wide PG open day. Further embed the alumni visiting speaker programme. Further investment in student internships. Review of study abroad and work placement opportunities. Establish debates on NSS and Programme Survey stats with JH link tutors/teams. Roll out the evidence of CPT and strands (CEP). Embed study choice advice (UG). Faculty discussions on effective feedback information.

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Aspect	Progress with actions in response to 2010-11 feedback and indication of impact	Issues raised in 2011-12 feedback	Planned response in 2012-13
<b>Overall satisfaction</b>	NSS resulted in a decrease of 2 percentile points in Overall Satisfaction (92%); with an increase in one category ('Learning Resources') . 'Assessment & Feedback' (-2%), which continues to be static but disappointing. The impact of actions in response to the Programme Survey in relation to 'Assessment & Feedback' are promising (+8); and 'Personal Development' (+3), but with a drop in 'Overall Satisfaction'. The NSS and Prog surveys continue to be a standing item on Student Staff Forum agendas. Increased student representation on SSF has had a positive impact. Excellent staff appointments made in two key areas. Future planned appointments will impact positively on staff:student ratio. Continued embedding of LfL (personal tutoring).	Overall satisfaction (amalgamation of all programmes) 92% [-2]. An unexpected result was the score (NSS) for Qu 12 (availability of good advice in making study choices) which, at 62 was -10.  JH programmes cause concern in key areas of the NSS and Programme Survey.	Maintain the success of QW34 (disaggregated score 100%) with an increased cohort. Supportive review of English Language activity (disaggregated score 77%) in the relevant NSS and Prog Survey categories [HoS; DSE; EL team]. Embed RBL in accordance with the Curriculum Enhancement Project. [DSE led]. Re-introduction of tutor consultations in March to assist with module choices, plus DSE talk to levels 2 and 3 to advise on module choices [DSE; all tutors]. Continued engagement with the Partnership Agreement [whole School]. Development of closer relationship between JH programme leaders and relevant link tutors (other disciplines), to discuss JH satisfaction and develop positive responses [DSE; JH prog leaders].
<b>Teaching</b>	A robust system of moderation of marking embedded [Impact: positive].Continuation of teaching and learning induction days at the start of the new academic year for new staff, postgraduate and postdoctoral teaching assistants.[Impact positive]. A robust and supportive system of peer observation continues in the School, especially as regards new postgraduate tutors and probationary staff who are peer-observed and supported on an annual basis. [Impact positive]. Development of RBL initiatives in line with CEP [impact: yet to be felt].	95%, 88%, 95% respectively are scores that confirm teaching excellence in the surveys. NSS narrative produces some concerns about frequency of students having PGAs. Some responses invoke issue of few contact hours per week.	New module: 'Drama: Reading & Interpretation' (level 1). Manage students' perception of PGAs' competencies based on positive empirical evidence of questionnaires [DSE; SSF]. Frequency is already managed, so manage the perception of this [DSE; SSF]. Robust communications about the nature of guidance that accompanies contact hours in relation to independent study time; combined with discussion about increasing absenteeism from seminars [DSE; SSF].

<b>Assessment and feedback</b>	Reduced impact of return of individual examination feedback to email inboxes as this is no longer a novelty. Review of feedback practices and support procedures in School away days [impact positive]. The School constantly reviews its operations for provision of individual feedback (assignments and exams) and continues to develop Leeds for Life usage. [Impact: static NSS score]. Successful transition to online submission of assessed work at levels 2 and 3. [impact: positive].	Overall drop in feedback score (-5). Weaker area for all programmes. NSS narrative (core modules) reflects students' dislike of 100% exam assessment (also an issue on KIS). Feedback deadlines are published in the Undergraduate Student Handbook, but not all staff manage to adhere to these consistently. Inconsistent feedback across modules.	Involvement in Faculty feedback initiatives [DSEs with pro-Dean]. Review of feedback sheets [DSE; SESM]. Amendment of core module assessment modes to essay + exam. Introduction of more varied assessment modes across programmes. Develop robust attitude to return of feedback with a view to turn-around of marks in two weeks; and with a view to School consideration of 'interim feedback'. Re-introduction of generic feedback for core modules on VLE [module managers]. Development of School consensus on amount and nature of feedback. Continuation and embedding of requirements and recommendations outlined in CoPA. [DSE; HoS]
<b>Academic support</b>	Role of Dissertation Tutor fully embedded (English Literature). [Impact: positive]. Revised procedures in relation to student absenteeism inaugurated [impact: positive]. A high proportion of colleagues made podcasts for schools (available on youtube), and there are further opportunities to incorporate these, and new podcasts, into modules/programmes.	NSS: the score for Qu 12 (availability of good advice to enable study choices), 62% was -10 percentile points compared with previous year. (Not an issue with QW34 (English & Theatre St),	Re-introduction of module guidance talk to cohorts [DSE] and individual tutor consultations to support module choices (in Spring). Review of personal tutoring in relation to academic support issues eg module choice [DPT; HoS; DSE]. Continued development of VLE support incorporating podcasts [All staff].
<b>Organisation and management</b>	On-line submission of assessed work (levels 2 & 3) embedded [impact positive]. Continued development of VLE use and innovation. Some movement in support staff. Revised attendance monitoring & follow-up operations embedded. New Special Cases policy embedded.[Impact positive]. Senior Management Team (including student representation) embedded.	Scores in the low 90s (NSS) continue the successful trend. Module review (via paper questionnaire) continues to operate as an effective mechanism.	Continued vigilance concerning module and programme management and organisation. Embedding of roles of programme leader, academic integrity officer, examinations officer, according to CoPA. Rolling out of new School management structure (SESM; SM; HoS; DSE). Discussion of dissertation management /topic choice especially with compulsory individual research project due, across Faculty; corresponding impact on take-up of options at level 3 to be modelled and managed [DT; DSE].
<b>Learning resources</b>	Establishment of flexible learning space (Alumni Room). Continued development of podcasts for VLE-usage; open days and employability. Identification of academic support of 'Studying & Researching English' online module. A 'minimum requirement' of VLE use is established [Impact: increased staff usage of VLE].	NSS unproblematic in this category. Qu 18 (specialised equip & rooms) is up 5 percentile points to 76 for Q300 English Lang and Lit, but 90 and 100 for Q310 and QW34 respectively.	Q310 and QW34 are programmes that require more specialised equipment than Q300. Development of flexible learning space (eg Alumni Room). Continued development of VLE usage throughout the School. Continued development of podcasts for L&T, and employability, and schools' liaison. The School now spends its library budget more evenly across the year, than in previous years.

<p><b>Personal development</b></p>	<p>Development of alumni talks to all levels of students; investment in internships. Continued development of study abroad partners. Continued development of the Work Placement Degree Programme. Continued engagement with Faculty initiatives.</p>	<p>Scores dip in relation to questions concerning students' confidence. Serious drop of scores in relation the English Language; scores in 70s for English Language and Literature.</p>	<p>Supportive review of English Language activity [HoS; DSE; EL team] combined with increased attention to development of students' communication skills and self-confidence (embedding the employability agenda). Continued investment in internships and related Faculty initiatives. Continued development of alumni relationships and alumni talks to students.</p>
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