

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2010-11

School: English

Faculty: Arts

EXECUTIVE SUMMARY																		
Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate Programme Experience Survey					
	2010-11		2009-10		2008-09		2010-11		2009-10		2008-09		2010-11		2009-10		2008-09	
	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	94	86	91	82	90	84	89	83	89	84	92	82	82	82	94	78	89	80
Teaching	97	88	96	85	94	86	93	83	92	83	92	82	85	84	94	81	89	81
Assessment & feedback	76	65	76	61	74	61	57	56	73	57	69	54	74	68	78	63	75	62
Academic support	80	77	78	74	73	75	62	68	67	68	70	66	79	79	89	76	79	76
Organisation & management	93	82	90	79	92	79	79	83	78	73	86	70	80	77	75	73	81	75
Learning resources	84	87	85	85	84	86	72	77	73	76	75	77	86	82	85	81	82	82
Personal development	82	78	75	76	79	78	50	65	57	63	62	62	74	70	72	68	55	67

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)

Impact of 2009-10 actions	Review of feedback practice and development of Leeds for Life. Embedding of student support systems. Raised awareness of NSS and related surveys in Student-Staff Forum. Streamlined attendance monitoring and policy in relation to absenteeism. Modest improvement on NSS in most categories. Some improvement on UPES in some categories, with work to do in other categories (assessment & feedback; academic support; personal development) . Some dips in categories (PPES), with modest improvements in others (organisation; learning resources; personal development).
Achievements in 2010-11	VLE-based module, 'Studying & Researching English' embedded in School provision at level 1, and available to other levels. Successful introduction of marking moderation. Successful introduction of on-line submission of level 2 and 3 assessed work. Development of 'Reading Drama' core module at level 1. Development of initiatives in relation to new MA modules and programmes. Overall satisfaction (NSS) raised to 94%, with a rise in 'personal development' score to 82%. Other modest improvements in NSS categories.
Main actions for 2011-12	School-based project (personal tutoring). Further, to consolidate best practice and development of new initiatives in relation to the employability of English studies students; further develop KIS (Key Information Set) and KIS readiness; manage student expectation regarding feedback while implementing feedback initiatives, including a review of feedback per level. Development of VLE-based resources (dissertation; assessment & feedback; employability). Individual, electronic return of examination feedback. Extend on-line submission of assessed work (all levels inc PGT). Progress initiatives in relation to new programmes. Est. student commons. Actions towards est School in RG top ten (NSS).

The School's full action plan may be accessed via the following link: www.lts.leeds.ac.uk/respondingtoyourfeedback/school.html

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Aspect	Progress with actions in response to 2009-10 feedback and indication of impact	Issues raised in 2010-11 feedback	Planned response in 2011-12
Overall satisfaction	The impact of actions in response (NSS) resulted in an increase of Overall Satisfaction (94); an increase in all categories except 'Learning Resources'. 'Assessment & Feedback' increased to 76, but this is not sufficient to raise the School to the top decile, so we register improvement, but at an unsatisfactory rate. The impact of actions in response to the Programme Survey are poor in relation to 'Assessment & Feedback' and 'Personal Development', with a drop in 'Academic Support'. The NSS is now a standing item on Student Staff Forum agendas. Increased student representation on SSF. Creation of Attendance Tutors, in lieu of Year Tutors – streamlining of attendance monitoring and policy re absenteeism.[Impact: positive].	Weakest areas in 2010-11 NSS are <i>Assessment & Feedback</i> (76%), <i>Academic Support</i> (80%) and <i>Personal Development</i> (82%). The Undergraduate Programme Survey: the weakest scores are for 'Assessment & Feedback' (57) 'Personal Development' (50) and 'Academic Support' (62), and scores in other categories broadly reflect the findings of the NSS. Level 2 responses are in addition of concern. Taught Postgraduate overall satisfaction, while high, has declined from the previous year.	Effective communication to students generally, supported by the new university-wide system of student representation, managing expectation about what constitutes feedback , modes of assessment and employability (see below). To give sustained consideration to the student experience at level 2. To develop personal tutoring with a view to colleagues' ownership of this responsibility. Creation of VLE document, 'How to read your Feedback' (DoSE). To respond effectively to the initiatives of the School Awayday (11 Nov 2011) regarding personal tutoring, feedback & assessment, and employability. To develop KIS readiness in the School (DoSE; HoS). To implement the content and spirit of the Partnership Agreement at UG and PGT levels.
Teaching	Successful introduction of a system of moderation of marking (praised in Annual Review and by External Examiners). [Impact: positive]. The School continues to run 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 but 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]	High levels of satisfaction are recorded: the NSS recorded 97% an improvement on the previous 2 years. High levels of satisfaction are recorded in the UG Programme Survey (93). In the narrative of NSS some students were dissatisfied with a preponderance of postgraduate tutors; contact hours (too few).	Regarding postgraduate tutors, the School responds by giving all students experience of PG and established tutors (DoSE & Senior Admin). Introduction of Creative Writing module (MA); employment of Creative Writing Teaching Fellow (UG and PGT). Development of MA programmes in Critical & Cultural Theory, and Creative Writing. The School includes, in its discussions of curricula, innovations in relation to contact hours, tutor-led and student-led initiatives. To engage with 'Student-led Change' in the spirit of the Partnership Agreement.
Assessment and feedback	The School constantly reviews its operations for provision of individual feedback (assignments and exams) and continued to develop Leeds for Life usage. [Impact: sustained NSS score]. Robust School response to the timing of feedback [Impact: disappointing]. Move to online submission of assessed work at levels 2 and 3. [impact: positive].	NSS (76); Prog Survey (57): Issues raised in the narrative pages of the NSS indicate continued student dissatisfaction with: 100% examinations (core modules Q300). Timing of feedback continues as an issue of concern to some students. Questionable quality of some exam feedback of concern to some students.	To review the School's feedback practices with a view to the impact and constructive nature of feedback per level, and per semester (supported by recommendations from Externals) (DoSE). To deliver exam feedback individually, by electronic means (Admin) and via personal tutor. To include the mark awarded to each element of the exam, not only the total grade mark achieved. To upgrade the School's exam feedback resource (VLE-based) (DoSE). To consider

			the types of assessment that characterise School modules, with a view to introducing greater diversity (and in relation to employment skills development) (DoSE, module convenors). To extend on-line submission of all work.
Academic support	Roles of Student Support Officer and Director of Personal Tutoring fully embedded. [Impact: positive]. Role of Dissertation Tutor introduced to support the 40 dissertation (English Literature). [Impact: positive].	NSS: 80. An improvement. UG Programme Survey: 62, part of a downward curve and indicative of dissatisfaction in particular at level 2. Some pointers that personal tutoring is not consistently a support, and a sense of little attachment to <i>Leeds for Life</i> .	To rebrand 'consultation hours', as sessions for 'feedback and student support'. To inaugurate a Personal Tutoring initiative (<i>Leeds for Life</i>) with a group of colleagues, to develop best practice for rolling out to the School in a future session (DoSE; DPT; HoS). To develop a dissertation support resource (VLE) – how to write a good dissertation proposal (DoSE; Diss Tutor).
Organisation and management	Successful introduction of on-line submission of assessed work (Levels 2 & 3). Continued development of VLE use. Some movement in support staff and role designation. L&T Support Officer (0.8). Attendance monitoring updates for staff. Revised attendance monitoring & follow-up operations. New Special Cases policy.	NSS score of 93 – sustaining the extremely high scores of the past two years. UG Prog Survey scores 79 (a drop from 08-09 but a slight increase on last year). Module review (via paper questionnaire) continues to operate as an effective mechanism of module review.	Introduction of Exams Officer. Role of Academic Integrity Officer subsumed by DoSE. Introduction of on-line submission of MA assessed work. Introduction of School Special Cases Panel (MA students). Introduction of School Code of Assessment in line with University practice. Review of instructions to External Examiners. Inauguration of School Employment Group (DoSE; DPT; UG admissions tutor; Erasmus/Int tutor, PGT tutor; PGR tutor) (see below).
Learning resources	The library English subject specialist attends SLTC, SSF and Board of Studies, and co-delivers dissertation workshops (English Literature). The VLE-based module, 'Studying & Researching English' is fully embedded at level 1, and available to all levels including PGT. A high proportion of colleagues made podcasts, principally for use in schools liaison – development of visual materials via VLE. Development of employability podcasts (for WP students and others).	NSS 84; UPS 72; PG survey: 86. Closure of the School of English library was an unpopular decision and featured in some NSS narrative feedback. Students view the VLE as central and request its use, especially for learning materials provision, and are generally positive about School blended learning initiatives and practice.	Proposed development of a 'Student Commons' in the former School library space: fully resourced and re-fitted as a dedicated common room/study area. (HoS; SMT). To continue to embed VLE use, per module, as a location and route for learning resources. To review and update 'Studying & Researching English' (DoSE; Technical Support), including the inauguration of a PGT version.
Personal development	Embedding of the Work Placement Degree Programme. Continued development of study abroad partners.	Students are positive about the opportunities for study abroad and work placement. The impact of Leeds for Life is not always visible in the student surveys.	To develop 'employability' criteria at module and programme levels. To inaugurate a series of visiting speakers /employers (alumni) to address students at all levels. To inaugurate the School Employability Group to oversee the integration of employability values into the School's core business. Project: to consider the amendment of ILOs to include reference to the acquisition and development of skills valuable to employers (high-level graduate employment). Project: the addition of CV builders to modules. (DoSE & School Employment Group). Inauguration of the Work Placement presentations to the School.

