

## ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2014-15

## Faculty of Arts; School of English

EXECUTIVE SUMMARY																		
Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate Programme Experience Survey					
	2013-14		2012-13		2011-12		2013-14		2012-13		2011-12		2013-14		2012-13		2011-12	
	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	90	88	85	87	92	87	86	85	85	85	86	85	75	85	91	87	90	84
Teaching	94	90	91	89	95	90	89	85	90	85	88	84	86	86	96	87	95	85
Assessment & feedback	72	71	67	71	74	69	68	62	62	59	65	61	66	71	81	75	77	69
Academic support	77	82	76	81	75	80	65	73	65	72	65	72	87	82	87	85	88	80
Organisation & management	85	85	90	84	92	83	77	75	77	73	85	74	65	81	88	85	85	80
Learning resources	91	91	88	90	88	88	79	83	78	81	77	78	89	85	89	86	88	83
Personal development	81	82	76	81	73	81	58	72	53	69	53	68	66	77	85	77	74	71
Sector position		50/146		57/147	35/109	51/150			85	85	86	85						

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>Headline achievement in 2013-14</b>	<i>Increased satisfaction in 6 out of 7 categories including 94% satisfaction with teaching in the School of English, 90% overall satisfaction</i>
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<p><b>Main actions for 2014-15</b></p>	<ol style="list-style-type: none"> <li>1. <i>Revisit effectiveness of feedback for SH, JH and PGT programmes within the Partnership Agreement – mutual responsibility for teaching and learning</i></li> <li>2. <i>Better communication about, and improved effectiveness of academic support for SH, JH and PGT programmes</i></li> <li>3. <i>Better integrate personal development into timetable and curriculum - from induction to employability, research-led teaching to research-based learning</i></li> </ol>
<p><b>Summary of student involvement in the production of this Action Plan</b></p>	<p>Discussion of National Student and Programme Surveys, including discussion of comments, with Chair of Student-Staff Forum, Interns for Student-Led Change and Blended and Digital Learning, discussions of surveys with all members of SSF and discussion of Action Plan with SSF. Action Plan sent to Student Rep, Student Interns for comment. PGT Surveys discussed with MA Reps.</p>

**AGREED ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2014-15**

School:		Faculty:	
Aspect	Progress with 2013-2014 actions and indication of impact	Agreed Issues/Actions for 2014-2015	Responsibility/Expected completion date
<p><b>Overall satisfaction</b></p>	<p>Main actions in 2013-14 focussed on            (1) improving visibility of marking criteria,            (2) clarity of assessment, feedback,            (3) personal development and academic support,            (4) clear and regular communication with information tailored to the needs of each year group,            (5) further embedding employability in the curriculum and discussion of contact hours.            Particular emphasis was placed on the provision for the SH English Language Programme and this reaped positive responses which contributed to the increases in our aggregated School figures.</p> <p>PGT included looking at timely return of work, development and integration of Research Methods module, rationalisation of Programmes into Pathways.</p>	<p>(1) Continued focus on assessment, feack, academic and personal support - three lowest-scoring categories in NSS and UG and PG Programme Surveys.</p> <p>(2) Revision to curriculum provision with focus on module delivery and assessment in relation to Programme coherence.</p> <p>(3) Renewed attention to mutual responsibilities enshrined in Partnership Agreement at both UG and MA levels</p> <p>(1 &amp; 2) Student Handbooks to be clarified with sections separated, including a separate handbook for marking criteria, understanding marking criteria, referencing, preparation of</p>	<p>1) DSE / Director for Personal Tutoring / JH Co-ordinator / MA Tutor / Student Reps - ongoing 2014-15</p> <p>(2) DSE / Programme Leaders / Module Convenors - ongoing 2014-15 DSE/DPT/JH Co-ordinator / Student Reps</p> <p>(3) DSE/Director for Personal Tutoring &amp; Employability / JH Co-ordinator / MA Tutor Student Reps Jan 2015 / Sept 2015</p> <p>(1&amp;2) DSE/Student Reps</p> <p>(3&amp;4) DSE / DPT / JH Co-ordinator</p>

	<p>There have been demonstrably positive and critical responses to these measures. Overall satisfaction for NSS was up from 85 to 90. It remained at the same level for Programme Survey with a modest increase from 85 to 86. PGT, however, revealed a sharp dip in overall satisfaction following high levels in 2012-13 - down 16% to 75.</p>	<p>written work at Undergraduate level.</p> <p>(3 &amp; 4) Induction and Welcome Back to be extended for Levels 1, 2, 3 with attention to meeting smaller cohorts of both SH and JH Programmes at strategic points in the year (Week 1 of Semesters 1 and 2 &amp; mid-semester cohort meetings for JH students in Semester 1 &amp; 2 to discuss feedback/progress, module choice advice at Programme &amp; cohort Levels, advice about Work Placement and Study Abroad. Mid-year reflective meetings for MA students. PGT: review of assessment, employability, dissertation / Final Project Use of writing mentors/academic support to be implemented for returning students as well as students new to Leeds Timeliness of return of written work to be given renewed attention.</p>	<p>DSE / MA Tutor</p>
<p><b>Teaching</b></p>	<p>Students remain warmly positive in relation to the quality of teaching at both BA and MA levels commenting on the passion, enthusiasm, expertise, skill of teaching staff and noting the strong rapport between staff and students, the willingness of staff to help 'explore ideas outside the box' and the sense of intellectual stimulation they experience. Students continue to enjoy the wide range of options available to them on the whole. Response to lectures remains mixed with students either finding them intellectually stimulating or boring! All Postgraduate tutors attended compulsory School induction sessions which include procedures relating to teaching and marking, discussion of NSS and Programme Surveys and the strategic priorities of the Leeds Curriculum. The</p>	<ol style="list-style-type: none"> <li>1) To maintain existing high levels of satisfaction through regular module and programme review, sharing best practice.</li> <li>2) To revisit core module provision, number of literature cores, models of assessment for cores across Levels 1,2,3 in relation to learning outcomes and to monitor in relation to recently revised MA provision.</li> <li>3) Reviewing core and option modules in relation to overall UG Programme coherence and rationale.</li> <li>4) To better communicate feedback as a mode of teaching in consultation with SSF and Interns.</li> <li>5) Develop preparatory module in Level 2 as preparation for Final Year Project, ensuring developmental trajectory of research-led teaching to research-based</li> </ol>	<ol style="list-style-type: none"> <li>1) Ongoing- School / STSEC</li> <li>(2) DSE/ Programme Leaders/ STSEC ongoing 2014-15</li> <li>(3) DSE/Student Reps / Student Interns ongoing 2014-15</li> <li>(4) DSE/ Programme Leaders / STSEC ongoing 2014-15 DSE/ School Reps ongoing 2014-15</li> <li>(5) DSE/ STSEC February/March 2015</li> </ol>

	<p>Teaching Enhancement Scheme proved difficult to implement in 2013-14 beyond focussed attention to tone and function of feedback.</p> <p>NSS up 3 from 91 to 94, UG Programme Survey slightly down from 90 to 89. PGT Programme Survey is down 9% on last year's excellent results (95) at 86.</p>	<p>learning.</p> <p>6) Investigate new desktop technologies for teaching/assessment.</p>	<p>(6) DSE / Interns Ongoing 2014-15</p>
<b>Assessment and feedback</b>	<p>The change in assessment for core modules took place in 2013-14. This was well received by students. We agreed to monitor this and will be revisiting mixed models of assessments for cores in 2014-15. Sample essays and exam transcripts with markers' comments were uploaded to the VLE; links were sent to marking criteria, which was located in various resources on the VLE for increased visibility. Consistency, function and tone of feedback were topics for the School's AwayDay discussions. Light-touch mid-semester reviews were introduced. Online marking was piloted with mixed results. Timeliness of return of feedback remains an issue as does clarity of detailed feedback. Measures taken in 2013-14 did see some improvement in NSS - up 5 from 67 to 72, up 6 from 62 to 68 for Programme Surveys. We note that these were significantly down for PGT - at 66%, down 15% on last year.</p>	<p>1) Assessment mapping (mapping assessment patterns to learning outcomes) is currently being undertaken by the DSE.</p> <p>2) We'll continue to ensure clear communication about opportunities for feedback at both undergraduate and MA levels - one-to-one-, group, writing mentors, annotation and discursive, use of VLE resource, LeedsforLife, use of Office Hours, Personal Tutors, JH Co-ordinator. We'll do this (1) via email reminders at appropriate points in the academic year; (2) reminder that all students should receive one to one feedback where appropriate; (3) arrange cohort meetings for non-parented JH students; (4) re-visit clarity of marking criteria; (5) reminders about student responsibility for learning within Partnership.</p> <p>3) (3) PGT: Renewed focus on timeliness of return of feedback and revision to ensure clarity of marking criteria</p>	<p>(1) DSE - December 2014</p> <p>(2) DSE / Individual Tutors / Director for Personal Tutoring / JH Co-ordinator / MA Tutor / Student Reps Ongoing 2014-15</p> <p>(3) DSE / MA Tutor / MA Administrator / Student Reps</p>
<b>Academic support</b>	<p>Welcome Back talks were added to Semester 2 to outline range of academic (as well as pastoral) support. The Director for Personal Tutoring worked with Student Interns to raise the profile of LeedsforLife//Personal Tutoring. Writing Mentors scheme was introduced to</p>	<p>1) Writing Mentors to be continued in 2014-15 for both BA and MA students.</p> <p>2) Production of a disaggregated handbook outlining referencing, preparation of written work, marking criteria, advice on writing and reminders about existing</p>	<p>(1) Director for Personal Tutoring / DSE Ongoing 2014-15</p> <p>(2) DSE / Student Reps / Student Intern December 2014</p>

	<p>offer one-to-one advice to enhance/improve/correct written expression. Podcasts made to help with finding dissertation topics. Module guidance talks took place but with even less take up than in previous years. Option handbook redesigned and interactive and met with (on the whole) student approval. Contact time remains an issue as do Personal Tutoring and academic support for JH students.</p> <p>NSS up 1 from 76 to 77 and remained the same – 65 – at Programme Survey. At Programme Survey, this remained the same at 87%.</p>	<p>levels of online and one-to-one support.</p> <ol style="list-style-type: none"> <li>3) Clearer communication with non-parented JH students and meetings with JH cohorts across the year.</li> <li>4) Revised and extended provision for Level 1 Induction, SH and JH</li> <li>5) Ensure consistency and clarity of VLE support, including digitized copies of key reading where appropriate at BA and MA levels</li> <li>6) Renewed focus on Personal Tutoring, LeedsforLife and planning for integrated models of Personal Tutoring (e.g. see 4 above)</li> </ol>	<p>(3) DSE / JH Co-ordinator / Student Rep</p> <p>(4) DSE / JH Co-ordinator / Director for Personal Tutoring</p> <p>(5) DSE / Module Tutors / Intern</p> <p>(6) Director for Personal Tutoring / Interns /DSE</p>
<b>Organisation and management</b>	<p>This has always been strong in the School but satisfaction with changes within Programmes at module level signal some dips in satisfaction at Undergraduate and some significant ones at Postgraduate levels. Management of module and programme review continued as usual. We will need to manage clearer channels of communication within Programmes at module level.</p> <p>NSS saw O&amp;M down 5 from 90 to 85 – it remained at 75 in the Programme Survey. This dropped by 23% at MA level to 65%</p>	<ol style="list-style-type: none"> <li>1) To maintain and improve clear communication with taught postgraduate students, including handbooks</li> <li>2) Clear communication with students / student reps about any proposed changes to curriculum/programme</li> <li>3) Developing role of JH Co-ordinator to help with clear communication about JH Programmes</li> <li>4) Re-organisation of VLE for better clarity</li> </ol>	<p>(1) MA Tutors /MA Co-ordinators / DSE ongoing 2014-15</p> <p>(2) DSE / Programme Leaders / Module Tutors / Module Co-ordinators / Student Reps ongoing 2014-15</p> <p>(3) JH Co-ordinator / DSE</p> <p>(4) DSE/Intern</p>
<b>Learning resources</b>	<p>In 2013-14 we reminded students about the number of resources available to them through the VLE and in the Library in Welcome Back talks and via email. Complaints that there aren't enough books in the library continued in this year's NSS with an expectation that the library stock core module texts.</p> <p>That said, satisfaction with learning</p>	<ol style="list-style-type: none"> <li>1) Clearer communication about range of resources in Library, including (1) ensuring Level 1 students are inducted, (2) that Level 2, Level 3 and MA students are familiar with using library databases /library collections whilst preparing for Final Year Project / Dissertations</li> <li>2) Revisit level 1 online module provision</li> </ol>	<p>(1) DSE / Director for Personal Tutoring / JH Co-ordinator / MA Co-ordinators /Tutors Ongoing 2014-15</p> <p>(2) DSE/Module Leader / Intern September 2016</p> <p>(3) DSE / STSEC / School / Intern</p>

	resources is high at 91 in NSS though lower in Programme Survey at 79. It remains at 89 in the MA Surveys.	for introduction to study skills 3) Explore uses of desktop capture / VLE as effective and imaginative resource for module support	
<b>Personal development</b>	<p>Template emails are sent to students by Personal Tutors to ensure parity of communication and outline the function of the Personal Tutor for different levels and across different semesters. LfL interns worked with the Director for Personal Tutoring to enhance the profile of LfL and encourage involvement with its opportunities. Careers advice was available from the Careers Service but with regrettably patchy take up.</p> <p>There are greater levels of satisfaction in the NSS - up 5 from 76 to 81, but these are low in the Programme Surveys at only 58 and down 19% for MA Programme Surveys at 66%</p>	<p>1) The role of Personal Tutor has been developed in 2014-15 and Employability has been added to the brief. This will give renewed emphasis to student opportunity overall, from developing critical to professional skills, including:</p> <p>2) Continued attention to the role and function of the Personal Tutor and Leeds for Life</p> <p>3) New Facebook page for Employability</p> <p>4) Series of Intern/Employability talks &amp; better co-ordination with Faculty Employability activities</p> <p>5) Talks planned for Work Placement opportunities in new extended 'Welcome Back' events in Week 1, Semester 2 for UG students</p> <p>6) The role of the JH Co-ordinator is under development – all non-parented JH students have been made aware of who to contact.</p> <p>7) Series of Programme and Cohort-level meetings planned across the academic year for parented and non-parented JH students</p>	<p>(1) Director of Personal Tutoring and Employability / Interns / DSE</p> <p>(2) Director of Personal Tutoring and Employability / Interns</p> <p>(3) DPT (4) DPT</p> <p>(5) DPT / DSE / JH Co-ordinator</p> <p>(6) JH Co-ordinator / DSE</p> <p>(7) JH Co-ordinator / DSE</p>