

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

**School of Modern Languages and Cultures (East Asian UG); Faculty of Arts**

<b>EXECUTIVE SUMMARY</b>																		
<b>Aspect</b>	<b>National Student Survey</b>						<b>Undergraduate Programme Experience Survey</b>						<b>Postgraduate Programme Experience Survey</b>					
	<b>2011-12</b>		<b>2010-11</b>		<b>2009-10</b>		<b>2011-12</b>		<b>2010-11</b>		<b>2009-10</b>		<b>2011-12</b>		<b>2010-11</b>		<b>2009-10</b>	
	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>
<b>Overall satisfaction</b>	87	87	91	86	80	82	86	85	86	83	89	84	75	84	85	82	80	78
<b>Teaching</b>	90	90	93	88	86	85	87	84	87	83	87	83	79	85	85	84	84	81
<b>Assessment &amp; feedback</b>	71	69	81	65	67	61	64	61	64	56	66	57	63	69	67	68	62	63
<b>Academic support</b>	78	80	80	77	75	74	69	72	68	68	73	68	70	80	81	79	75	76
<b>Organisation &amp; management</b>	84	83	91	82	81	79	79	74	79	83	80	73	69	80	79	77	73	73
<b>Learning resources</b>	89	88	86	87	84	85	76	78	81	77	78	76	79	83	87	82	78	81
<b>Personal development</b>	83	81	77	78	77	76	62	68	62	65	60	63	66	71	67	70	64	68
<b>Sector position (School Position)</b>	2/8 (21/34)	51/150	2/7	46/151	4/5	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>	The results of the 2011-12 NSS show a 1% drop (to 86%) in overall satisfaction for EAS, though within that there is significant variation across the programme areas. The drop can be explained in part by the division of EAS into separate units, staffing issues, in addition to the centralisation of School processes which led to some confusion on the part of staff and students as systems bedded in. Greater attention was paid to explaining the nature of feedback, providing more timely feedback, using personal tutorials to discuss different aspects of personal development, making better use of Leeds for Life; improved communication through SSF meetings.
<b>Achievements in 2011-12</b>	Assessment and Feedback improved by 8 points, and Personal Development by 9 points. For Japanese there was a particularly pleasing 95% overall satisfaction rating, the highest across the School. This reflects the success of staff efforts to communicate more with students about the nature of the programme, feedback, personal development etc. Improved use of learning resources and provision of new materials made available through library. Good use of Facebook pages for maintaining links with current and former students and facilitating networking. Improved PS results for Teaching and Resources.
<b>Main actions for 2012-13</b>	Reiterate importance of prompt and effective feedback; ensure that standardised processes are implemented (mid-module feedback, module review, distribution of marking criteria to students etc); share good practice across EAS and School; improve communication with students through SSF and via personal tutorials and office hours etc (e.g. about feedback, personal development, Leeds for Life); improve use of VLE both as teaching tool and for general communication with students (e.g. announcements; employability events etc); revert to East Asian Studies and clarify roles viz students (e.g. programme managers, subject leaders etc).

**ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2011-12**

**School: SMLC (East Asian Studies UG)**

**Faculty: Arts**

<b>Aspect</b>	<b>Progress with actions in response to 2010-11 feedback and indication of impact</b>	<b>Issues raised in 2011-12 feedback</b>	<b>Planned response in 2012-13</b>
<b>Overall satisfaction</b>	Drop of 1 point 86%. Despite changes in EAS and SMLC, a positive result, reflecting the success of the various initiatives.	The results within EAS vary widely; areas of weakness indicate problems/lack of clarity around standard practices.	Reversion to a unified EAS unit will help in implementing and reiterating standardised procedures; areas of good (if not excellent) practice to be shared and rolled out across areas where results dipped (e.g. Chinese).
<b>Teaching</b>	One of our strongest areas, with an improvement over 2010-11 relating to staff enthusiasm. However there was a drop in the other three categories.	Qualitative comments were largely very positive, but some students indicated strong dissatisfaction with the standard of some of the teaching	Introduce informal mid-module feedback; SSF to flag and resolve ongoing issues. Encourage staff to attend Student Education Forum events and relevant SRDS training courses, especially those that pertain to new technologies; peer observation.
<b>Assessment and feedback</b>	Overall results improved reflecting some success in providing clearer marking criteria; more prompt and detailed feedback; improved information about types of feedback via module handouts and on the VLE.	Considerable discrepancy between programme areas (cf Chinese and Japanese). Lack of <i>effective</i> feedback, lack of clarity on how assessment contributed to overall degree classification.	Share examples of good practice in e.g. audio feedback; Reiterate standard practice and university policy on feedback; Improve communication with students as to what constitutes feedback; Encourage students to take advantage of office hours for further feedback.
<b>Academic support</b>	High scores for contactability (93%), and an increase (to 79%) re: advice and support with studies reflecting effective personal tutoring system.	A drop of 5 points re: on good advice about study choices. Qualitative comments also reflected perceived lack of guidance and support (e.g. when making module choices).	Restructure roles within EAS to improve guidance for students on module choice (e.g. via programme managers); encourage staff to attend Student Education Forum events (e.g. personal tutoring).
<b>Organisation and management</b>	A drop of 2 points in this area, perhaps reflecting some uncertainties about new School systems and slow communication, but students felt the courses ran smoothly.	Issues around timetabling, course changes, and advice about module changes The qualitative comments flagged up issues about some lack of choice and flexibility of modules and workload issues.	Improve communication with students about module choice and availability and changes through discussions in the Student-Staff Forum and by making better use of the VLE (i.e. by using email functions and updates, especially for YA returnees), and make greater use of the TV display in the EAS foyer (e.g. for announcements).
<b>Learning resources</b>	An increase of 2 points indicates success in making better use of VLE, greater use of IT.	Lack of library resources for some modules.	Resourcing issues to be picked up in Library meetings; distribution of donated Chinese books to libraries; ensure staff make full use of digitisation service through Library/VLE.
<b>Personal development</b>	Results increased across the board reflecting successful drive to explain the term; better use of Leeds for Life functions for personal tutorials.	Some qualitative comments indicate continued lack of understanding of what personal development means. Poor results on PS show need for concerted effort in 2012-13.	Continue to raise awareness of the meaning and value of personal development, especially through personal tutorials, SSF etc. better publicity of relevant (Uni/Faculty/School) activities through posters, tv display in foyers.