

**ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2013-14**

**School of Modern Languages and Cultures (East Asian Studies 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>2012-13</b>		<b>2011-12</b>		<b>2010-11</b>		<b>2012-13</b>		<b>2011-12</b>		<b>2010-11</b>		<b>2012-13</b>		<b>2011-12</b>		<b>2010-11</b>	
	<b>Subject</b>	<b>Uni</b>	<b>Subject</b>	<b>Uni</b>	<b>Subject</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>	91	87	86	87	87	86	82	85	86	85	86	83	91	87	75	84	85	82
<b>Teaching</b>	96	89	87	90	91	88	87	85	87	84	87	83	87	87	79	85	85	84
<b>Assessment &amp; feedback</b>	64	71	75	69	67	65	65	59	64	61	64	56	70	75	63	69	67	68
<b>Academic support</b>	82	81	80	80	81	77	67	72	69	72	68	68	86	85	70	80	81	79
<b>Organisation &amp; management</b>	84	84	84	83	86	82	75	73	79	74	79	83	84	85	69	80	79	77
<b>Learning resources</b>	86	90	94	88	92	87	79	81	76	78	81	77	77	86	79	83	87	82
<b>Personal development</b>	80	81	84	81	75	78	61	69	62	68	62	65	82	77	66	71	67	70
<b>Sector position</b>	1/8	57/147	2/8	51/150	2/7	46/151												

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 2011-12 actions</b>	<ul style="list-style-type: none"> <li>Reunifying East Asian Studies enabled us to address some of the procedural issues of the previous year and improved the general mood (reflected in overall satisfaction); SMLC structures and systems were also improved.</li> <li>Greater attention was paid to personal development, employability (invited speakers, advertising events, circulating adverts and arranging internships) and to feedback and assessment (distribution of marking criteria, implementation of the 3-week turnaround etc) to try and improve upon the upward trajectory of responses in those areas in NSS 2012.</li> </ul>
<b>Achievements in 2012-13</b>	<ul style="list-style-type: none"> <li>EAS scores 92% overall satisfaction, ranked top of all EAS departments in UK and scores 96% for teaching on my course (NSS4/NSS2)</li> <li>Positive comments about enthusiastic, helpful and supportive staff (NSS5 and PS5)</li> <li>Improvement at Level 2 (in Chinese and Japanese) in feedback and assessment.</li> </ul>

<p><b>Main actions for 2013-14</b></p>	<ul style="list-style-type: none"> <li>• Clarify feedback mechanisms to students at beginning of semester(s) and post on VLE – ie how and when feedback is given; and to staff (reiterate 3 week rule, reiterate importance of semester 2 feedback week)</li> <li>• Encourage more use of office hours by students for interim feedback on any aspect of their work (advertise office hours more widely eg on VLE)</li> <li>• Improve quality of feedback : review feedback forms (language and studies), introduce more verbal feedback (seen as more effective than just written feedback), share good practice (eg one-on-one essay tutorials; feedback on written essay plans); review nature of exam feedback – consider introduction of exam feedback sheets; ensure feedback is provided at end of year (not via pigeon holes);</li> <li>• Discuss with School best way of distributing feedback to Level 2 JH students on term abroad</li> <li>• (As part of curriculum review) consider nature of assessments, in particular essays and when they are assessed (esp. for Level 2 students; earlier assessment and feedback in the year will help to build confidence and develop skills).</li> </ul>
<p><b>Summary of student involvement in the production of this Action Plan</b></p>	<ul style="list-style-type: none"> <li>• Discussion in Student Staff Forum of NSS and PSS responses, in particular debate about feedback and assessment;</li> <li>• Students invited to send further ideas about how to improve performance eg in areas such as feedback and personal development to Subject Leader and Programme Managers</li> <li>• Draft Action Plan to be sent to members of SSF for comment and suggestions</li> </ul>

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<b>Aspect</b>	<b>Progress with actions in response to 2011-12 feedback and indication of impact</b>	<b>Issues raised in 2012-13 feedback</b>	<b>Planned response in 2013-14</b>
<b>Overall satisfaction</b>	<ul style="list-style-type: none"> <li>• Increase of +6 to 92% overall satisfaction, reflecting reunification of EAS and a more positive mood throughout the unit.</li> </ul>	<p>Despite high levels of satisfaction with teaching, the results for feedback and assessment and learning resources suffered this year.</p>	<ul style="list-style-type: none"> <li>• Prioritise feedback and assessment</li> <li>• Undertake curriculum review across EAS incorporating student feedback from NSS, PS, and SSF meetings.</li> </ul>
<b>Teaching</b>	<ul style="list-style-type: none"> <li>• Remains our strongest area, increasing again this year to 96% satisfaction rate</li> </ul>	<p>Overall positive comments about enthusiastic teaching and the level of expertise; problem areas tend to focus on feedback (see below).</p>	<ul style="list-style-type: none"> <li>• Continue to provide excellent teaching</li> <li>• Address feedback issues (below)</li> </ul>
<b>Assessment and feedback</b>	<ul style="list-style-type: none"> <li>• Overall an increase in this category at Level 2 (PS4) eg +14 increase in responses on prompt and detailed feedback ; +24 on feedback helping to clarify (Chinese JH and SH) and for Japanese (+17 and +33 on prompt feedback and clarification)</li> </ul>	<p>Problems with lack of consistency in feedback, feedback seen as too slow, vague and general; lack of understanding of marking criteria. Drop in response rate for assessment arrangements and marking for both Chinese and Japanese (comments indicate that students don't understand how papers have been marked)</p>	<ul style="list-style-type: none"> <li>• <i>Clarify marking criteria and explanation of assessment/marking</i></li> <li>• <i>Improve quality of feedback – both verbal and written, ensure students understand how they can improve</i></li> </ul>

<p><b>Academic support</b></p>	<ul style="list-style-type: none"> <li>An increase of 11% in relation to good advice being available for study choices, but a drop of 5% in terms of advice about studies.</li> </ul>	<p>Comments indicated that personal tutoring is problematic in some cases. This could be partly structural (students indicate that PTs don't have a knowledge of both sides of their programme); other students seem confused about where to go to for advice. Positive comments about support from staff during office hours.</p>	<ul style="list-style-type: none"> <li><i>Provide more guidance to staff on personal tutoring (in progress at School level)</i></li> </ul>
<p><b>Organisation and management</b></p>	<ul style="list-style-type: none"> <li>An increase to 89% against course organisation, but a drop of 7 against timetabling</li> </ul>	<p>Comments referred mainly to module weighting (esp. for 10 credit modules); module choices; and workload (and timing of assessments) for JH students</p>	<ul style="list-style-type: none"> <li><i>Curriculum review across EAS will consider all these issues</i></li> <li><i>EAS to work with School re: timing of assessments for level 2 JH language students</i></li> </ul>
<p><b>Learning resources</b></p>	<ul style="list-style-type: none"> <li>Drop of 8 points across this category, with 10 point decrease against access to specialised equipment, facilities and rooms</li> </ul>	<ul style="list-style-type: none"> <li>Comments indicate that access to computer clusters was problematic last year and that there were insufficient core materials in the library in some cases.</li> <li>There was reference also to some materials not being made available on the VLE</li> </ul>	<ul style="list-style-type: none"> <li><i>Check that reading lists are uploaded to the VLE in sufficient time for library to order resources</i></li> <li><i>Ensure that staff are making use of VLE to upload materials</i></li> </ul>
<p><b>Personal development</b></p>	<ul style="list-style-type: none"> <li>88% believe the course has enhanced their career prospects (NSS optional questions) but overall a drop of 2% in this area</li> </ul>	<ul style="list-style-type: none"> <li>Scores indicate a drop in confidence and positive feelings about communication skills, but no substantive comments provided</li> </ul>	<ul style="list-style-type: none"> <li><i>Introduction of joint level 2/3 induction session in Sep to raise awareness of skills developed on YA and their relevance to personal development, employability etc</i></li> <li><i>Continue to highlight PD – and explain its meaning – through personal tutorials.</i></li> </ul>