

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2015-16

School of English: Faculty of Arts

EXECUTIVE SUMMARY																		
Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate Programme Experience Survey					
	2014-15		2013-14		2012-13		2014-15		2013-14		2012-13		2014-15		2013-14		2012-13	
	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	84	90	90	88	85	87	92	87	86	85	85	85	90	85	75	85	91	87
Teaching	93	92	94	90	91	89	92	86	89	85	90	85	86	85	86	86	96	87
Assessment & feedback	71	74	72	71	67	71	67	63	68	62	62	59	79	71	66	71	81	75
Academic support	81	85	77	82	76	81	71	74	65	73	65	72	88	82	87	82	87	85
Organisation & management	81	85	85	85	90	84	76	76	77	75	77	73	85	82	65	81	88	85
Learning resources	90	92	91	91	88	90	82	84	79	83	78	81	90	87	89	85	89	86
Personal development	78	85	81	82	76	81	65	72	58	72	53	69	74	76	66	77	85	77
Sector position		21/145		50/146		57/147												

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)

Headline achievement in 2014-15	<p><i>Provide a single, concise headline achievement for the School from 14-15 which can be included in further communication to students</i></p> <p>Continued excellence in teaching and academic support</p>
Main actions for 2015-16	<p><i>List 3 actions – to be included on the posters to be produced for each School</i></p> <ol style="list-style-type: none"> 1. Develop workshops for support for writing, marking, referencing for all levels and each area of study 2. Continue to develop academic and pastoral support for JH students 3. Develop a sustained and targeted year-long and level-specific ‘induction’ for semesters 1 and 2

<p>Good practice examples from 2014-15</p>	<p><i>List examples of innovative practice and developments which are of wider interest across the University</i></p> <ol style="list-style-type: none"> 1. <i>Use of Writing Mentors to support essay feedback</i> 2. <i>Development of range of Final Year Projects: English Language, English Literature Dissertations, Theatre Studies Practical Essay, Editing a Text, Creative Portfolio</i> 3. <i>Development of supporting workshops for essay writing, marking workshops, referencing workshops and research-specific workshops for FYP students ,</i>
<p>Summary of student involvement in the production of this Action Plan</p>	<p>Preliminary meeting with School UG and PGT Reps to discuss actions following previous year's Action Plan and the 2014-15 NSS. A draft action plan was disseminated at SSF and discussed. The draft plan for 2015-16 was amended in response to discussion. A separate follow up meeting was held with the new MA Rep (and MA Tutor and Education Service Officer) to ensure PGT support was fully included.</p>

AGREED ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2015-16

School:

Faculty:

Aspect	Progress with 2014-2015 actions and indication of impact	Agreed Issues/Actions for 2015-2016	Responsibility/Expected completion date
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<p style="text-align: center;">Overall satisfaction</p>	<p>Overall satisfaction was at 90 in 2014-15, up from 85 the preceding year. We focussed on looking at assessment, feedback, academic and personal support, the least satisfactory elements of the NSS and Programme Surveys.</p> <ul style="list-style-type: none"> • Handbooks were clarified and a new version produced focussing on essays and marking criteria. • Welcome Back talks were extended to second semester outlining online and personal support, including use of Writing Mentors and planning for second semester / year ahead • Meetings were offered to JH students for each JH combination to discuss any questions or issues pertaining to the programme. • We worked closely with SSF and with Student Interns to help promote and work with the Partnership. • A 'module choice fair' was arranged by student interns and attended by members of staff to help support students make informed choices. • Planning work was undertaken for Level 1 in particular to focus on delivery of modules in relation to Programme coherence. • Planning began to offer supporting workshops for incoming Level 1 students to help with transition from School to University • We continued with mid-semester 'light touch' questionnaires • At PGT, plans were put in place for mid-year reflective meetings • A complete, thorough-going overhaul of the Research Methods module was undertaken ready for 2015-16 	<p>Issues Contact time Assessment and feedback (timeliness) Personal Development Lecture Capture</p> <p>Student engagement with / take up of support offered</p> <p>Actions</p> <ul style="list-style-type: none"> • New Induction workshops for Level 1 students to be piloted in 2015-16 • Preparation for new foundational literature module, Level 1 • Level 2 Induction and writing / marking / referencing workshops to support feedback/essay writing • Level 3 FYP and Practical Essay revised delivery • Development of Year Tutor role to work with Interns /SSF/Programme Leaders/DSE/Director of Personal Tutoring to attend to specific issues for each level of study • Appointment of new interns to support induction, peer mentoring (2 rounds of peer mentoring, 2 sets of inductions in semester 1 and 2) for 2015-16 • Development of Writing Mentors • New JH link tutors appointed, more to be appointed for 2016-17 and an overall JH Co-Ordinator to be appointed for 2016-17 • Continued monitoring of and clear communication about University position on lecture capture • Monitoring of timeliness of return of feedback <ul style="list-style-type: none"> • 'Mini handbook' revised for 2015-16 	<ul style="list-style-type: none"> • DSE / Staff / SSF (2015-16) • DSE / Programme Leaders (2015-16 for 2017) • DSE / Staff / SSF (2015-16) • DSE / FYP Tutor / PE Co-ordinator (2015-16 and for 2016-7) • HoS / DSE / Director of Personal Tutoring (for 2016-17) • HoS, DSE, SESM, Student Support Officer, Director of Personal Tutoring (2015-16 and ongoing) • DSE / Director of Personal Tutoring • HoS / DSE (2016-17) • DSE / Core module co-ordinators (ongoing) • DSE / SESM / Exams & Assessment Officer • DSE / SESM / Student Reps (2015-16)
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	<p>The impact was seen in relation to other questions in NSS – teaching, assessment and feedback, academic support – <u>but it was not considered at all when some students completed Q22 for overall satisfaction which went down six points to 84.</u></p>	<ul style="list-style-type: none"> PGT Employability (MA alumni, develop MA internships, information about graduate schemes) 	<ul style="list-style-type: none"> Director for Personal Tutoring & Employability / Senior Education Service Officer for PGT Programmes / MA Rep (2015-16) <p>HoS=Head of School DSE=Director of Student Education SESM=Senior Education Service Manager SESO=Senior Education Service Officer PGT=Taught Post-graduate FYP=Final Project PE Co-ordinator: Practical Essay Co-ordinator</p>
<p>Teaching</p>	<p>We maintain high levels of satisfaction with quality of teaching in NSS and Programme Surveys and continue to review modules with light-touch mid-semester reviews, end of semester questionnaires, programme-level reviews and of course Programme and National Student Surveys. All PGR Tutors and new staff attend day-long induction sessions, marking workshops and are mentored and peer-observed within three weeks of teaching. We revisit provision of teaching at twice-yearly intervals at School-level Away Days and in 2014-15 discussed core and option module provision, varieties of assessments in relation to learning outcomes.</p>	<p>Issues</p> <p>Student attendance/absenteeism has become a significant issue that impacts upon delivery of planned teaching and on the School's commitment to ensuring a stimulating experience for all students.</p> <p>Actions</p> <p>We remain committed to small group teaching but in the light of student comments about contact time and changes to the curriculum, we will discuss varying delivery of teaching with larger group workshops / number of lectures / small group teaching / supplementary workshops whilst</p>	<ul style="list-style-type: none"> SSF (ongoing 2015-16) DSE / Programme Leaders / All staff (ongoing 2015-16)

	<p>Quality of teaching is consistent with previous years: 93 in 2014-15 for NSS, 92 in the UG Programme Survey, 86 in the PGT Survey.</p>	<p>remaining responsive to staff/student teaching and learning and to staff/student workloads.</p> <p>We will also make clearer the nature and extent of 'contact time' outside of tuition</p> <p>We will continue to follow up module questionnaires in response to dissemination of good practice and to ensure that any problems are dealt with, with appropriate support given.</p> <p>We will continue to work with the Partnership which establishes the important of reciprocity in terms of expectations about preparation, organisation and openness to both teaching and learning.</p>	<ul style="list-style-type: none"> • DSE / Programme Leaders / Module Tutors / Personal Tutors • DSE / Programme Leaders / All staff (ongoing) • Monitored through Student-Staff Forum (ongoing)
<p>Assessment and feedback</p>	<p>Assessment mapping was undertaken in 2014-15 and discussed with academic staff at School Away Days.</p> <p>Consistency of marking, function of feedback and tone of feedback were (and are) ongoing topics at the School's AwayDay discussions and relevant Committees. Light-touch mid-semester reviews were introduced in 2014-15. Marking criteria is now routinely sent out to all markers with essays to be marked with reminders to invoke the criteria in relation to comments in feedback. Timeliness of return of feedback is an ongoing discussion; specific dates for return of marks sent to staff and students and staff asked to communicate to students if return is after deadline. The School maintains its commitment to resource Writing Mentors as an additional support for student feedback.</p>	<p>Issues</p> <p>A sizeable minority of students still disagree about the clarity of assessment and feedback (29% for NSS, 33% for UG Programme Survey (less than 50% of students completed this) and 21% for MA).</p> <p><i>Types and frequency of assessment in relation to learning outcomes at Programme Level.</i></p> <p>Actions</p> <p>The 'Mini Handbook' was revised in 2015-16 with revised criteria; paper copies of the booklet were made available alongside the online version which has links to relevant sources including MHRA referencing and VLE resources and resources in the University Library. This is part of an ongoing effort to be as clear as possible about marking criteria, grade scheme and preparation of written work.</p>	<ul style="list-style-type: none"> • DSE (2015-16)

	<p>Student satisfaction remains the same: 71 for NSS, 67 for the UG Programme Surveys, 79 (up from 66) for the PGT Survey.</p>	<p>To work with the Faculty to develop specific handbooks for JH students</p> <p>Marking workshops introduced for each level and to run through voluntary sign up in each semester.</p> <p>Develop online resource for PGT students and discuss possibility of marking workshops for PGT students</p> <p>To work through the Partnership that feedback is about mutual responsibility: staff to make it clear, students to follow up with one to one meetings and meetings with Personal Tutors</p> <p>To distribute assessment map to all students.</p>	<ul style="list-style-type: none"> • DSEs / Faculty Pro-Dean / MA Tutor (2015-16) • DSE (2015-16) • DSE / MA Tutor / MA Rep • Student Staff Forum (ongoing 2015-15) • DSE / Programme Leaders (semester 2, 2016)
<p>Academic support</p>	<p>We continued to deliver Induction and Welcome Back talks in semesters 1 and 2 targeted at each level and in relation to the needs of each semester. Talks included information about range of academic and pastoral support. The School continued to support Writing Mentors for both BA and MA students. Academic support from the School included detailed feedback on unassessed and assessed essays as well as typed feedback sent to individual students for exams. Emails were sent to all students reminding them about opportunities to discuss exam feedback and the opportunity to retrieve and discuss exam scripts with module or personal tutors. Academic support continues to be delivered via lecture capture, VLE provision, online study support modules, annotated and discursive feedback, one-to-one verbal feedback, Office Hours and supplementary support from Writing Mentors.</p> <p>Modest improvement in NSS from 77 to 81, from 65 to 71 in the Programme Survey and from 87 to 88 in the PGT survey.</p>	<p>Issues Contact Time Clarity of feedback</p> <p>Actions Discussion at STSEC about varying delivery of teaching in relation to curriculum change produced by FYP in 2016-17.</p> <p>To ensure clear communication with all Level 2 students about the FYP (1) Faculty event for JH students in February (2) follow up events with JH students and SH students at School level (3) guided topic choices to be sent to all students</p> <p>As above, marking workshops for each level of study</p> <p>Writing workshops for each level of study, including for FYP and MA</p> <p>To continue to work with SSF and Interns to give University's Partnership greater visibility:</p>	<ul style="list-style-type: none"> • STSEC / whole School (2016-17) • DSE / Programme Leaders / FYP Tutor (semester 2, 2016) • DSE (semester 2, 2016) and MA Tutor • DSE / Writing Mentors (semester 2, 2016) / MA Tutor • SSF (ongoing)

		feedback is about mutual responsibility – staff to ensure that it is clear and constructive, students to follow up with meetings with module tutors, personal tutors, JH link tutors, writing mentors	
Organisation and management	Traditionally, this has been strong in the School but satisfaction with changes within Programmes have led to dips in satisfaction at UG levels. Management of module and programme review continue as usual. 2014-15 saw further dips in O&M produced by one of our SH programmes rather than a systemic issue across the School.	<p>Issues Managing the change for both SH and JH students to compulsory FYP for 2016-17</p> <p>Ensuring that clear communication is maintained between relevant members of staff (Module to Programme Leaders) and students.</p> <p>Actions</p> <ul style="list-style-type: none"> • New Programme Leaders are in place for 2015-16 • New JH link tutors are in place for 2015-16 • Better use of noticeboards in main School areas 	<ul style="list-style-type: none"> • HoS / DSE / Programme Leaders (2015-16) • HoS / DSE / link tutors (2015-16) • SSF (2015-16)
Learning resources	<p>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</p> <p>Revisit level 1 online module provision for introduction to study skills Explore uses of desktop capture / VLE as effective and imaginative resource for module support</p>	<p>Issues Expectations about function of library in relation to stocking text books</p> <p>Actions Re-introduce library inductions for UG and MA Manage expectations about the function of the University's libraries via SSF Revisit and revise online module provision for introduction to study skills Explore uses of desktop capture / VLE as more effective and imaginative resource for module support, including digitisation of key texts Use of VLE for digitisation of key texts</p>	<ul style="list-style-type: none"> • DSE / Interns / MA Tutor • All teaching staff / SSF (ongoing) • DSE / module manager (2015-16) • DSE / module tutors (2015-16) • All module tutors
Personal development	The role of Personal Tutor was developed in 2014-15 and Employability was added to the brief. This gave renewed emphasis to student opportunity overall, from	<p>Issues Take up of personal tutor meetings JH support MA Personal Tutors Employability</p>	

	<p>developing critical to professional skills, including: Continued attention to the role and function of the Personal Tutor and Leeds for Life New Facebook page for Employability Series of Intern/Employability talks & better co-ordination with Faculty Employability activities Talks were planned for Work Placement opportunities in new extended 'Welcome Back' events in Week 1, Semester 2 for UG students The role of the JH Co-ordinator was planned to be under development – all non-parented JH students have been made aware of who to contact. Series of Programme and Cohort-level meetings planned across the academic year for parented and non-parented JH students</p>	<p>Actions</p> <ul style="list-style-type: none"> • To discuss / produce greater student engagement with Personal Tutoring / LfL • Development of Year Tutor roles and JH roles to support work of Personal Tutors • Return to development of JH Co-ordinator to oversee link tutors / Programme development / support FYP choice • To continue to support and promote Work Placement and Study Abroad opportunities • Reintroduce Personal Tutoring role for MA Tutor 	<ul style="list-style-type: none"> • HoS/DSE/Director of Personal Tutoring (ongoing) • HoS / DSE / Director of Personal Tutoring (2015-16) • HoS / DSE (2015-16) • Director of Personal Tutoring/ Employability / WP Tutor (ongoing) • MA Tutor / SESO for PGT
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