

**ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2016-17**

**School of English: Faculty of Arts, Humanities and Cultures**

<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>2015-16</b>		<b>2014-15</b>		<b>2013-14</b>		<b>2015-16</b>		<b>2014-15</b>		<b>2013-14</b>		<b>2015-16</b>		<b>2014-15</b>		<b>2013-14</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>	89	90	84	90	90	88	89	87	92	87	86	85	93	86	90	85	75	85
<b>Teaching</b>	95	91	93	92	94	90	91	87	92	86	89	85	90	86	86	85	86	86
<b>Assessment &amp; feedback</b>	73	73	71	74	72	71	71	63	67	63	68	62	78	73	79	71	66	71
<b>Academic support</b>	78	84	81	85	77	82	70	75	71	74	65	73	84	84	88	82	87	82
<b>Organisation &amp; management</b>	88	85	81	85	85	85	84	78	76	76	77	75	92	82	85	82	65	81
<b>Learning resources</b>	85	91	90	92	91	91	79	84	82	84	79	83	87	87	90	87	89	85
<b>Personal development</b>	80	85	78	85	81	82	62	73	65	72	58	72	81	77	74	76	66	77
<b>Sector position</b>		20/146		21/145		50/146												

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 from 2015-16</b>	<p><i>Provide a single, concise headline achievement for the School from 15-16 which can be included in further communication to students.</i></p> <p><b>School of English students confirm further increase to 95% satisfaction with teaching.</b></p>
<b>Main actions for 2016-17</b>	<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"> <li><b>1. Enhancing support for induction, transition, study skills, exam preparation and progression.</b></li> <li><b>2. Continuing development of independent and collaborative learning skills through BA Final Year Project.</b></li> <li><b>3. Careers, employability and personal development support embedded in UG and PG courses.</b></li> </ol>

<p>Good practice examples from 2015-16</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"> <li>1. Continued development of supporting workshops for BA essay writing and research-specific workshops for Final Year Project.</li> <li>2. Focus on FYP as the culmination of independent learning skills, collaborative endeavour and research focused writing skills.</li> <li>3. Sustaining of our established writing mentor system to support the enhancement of students' writing and essay skills.</li> <li>4. Continuing use of mid-semester 'light-touch' student questionnaires (see 'Overall Satisfaction', point 5).</li> </ol>
<p>Summary of student involvement in the production of this Action Plan</p>	<p>This year Student-Staff Committee have contributed to the drafting and discussions process. To enhance student involvement, our undergraduate interns and English Society Committee have also offered ideas and responses to the document.</p>

**AGREED ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2016-17**

**School: English**

**Faculty: Arts, Humanities and Cultures**

Aspect	Progress with 2015-2016 actions and indication of impact	Agreed Issues/Actions for 2016-2017	Responsibility/Expected completion date
<p><b>Overall satisfaction</b></p>	<p>Discussion of NSS, PES and seminar questionnaires indicated the following issues.</p>		<p>The School DSE also has oversight of employability, work experience, alumni relations, personal tutoring and <i>Leeds for Life</i>. Working closely with the Head of School, STSEC, administrative leads, student reps, interns and English Society Committee brings greater coherence to student experience actions.</p>
	<ol style="list-style-type: none"> <li>1. Induction (Level 1) and Welcome Back (Levels 2-4) sessions sustained, highlighting information on academic and personal support, writing mentors, work experience, study abroad, lecture capture and second semester planning.</li> <li>2. Greater emphasis for student focused support sessions on careers opportunities and fairs and opportunities for BA work experience year and study abroad year. Extended use of intern roles in organizing employability events within the Faculty and in conjunction with the Student Enhancement Office.</li> </ol>	<p>→ Continued induction and welcome sessions held in Roger Stevens and Conference Auditorium, also attended by SESM, Student Support Officer, interns and University Careers Service.</p> <p>Induction/Welcome Back sessions incorporated a longer period (20 minutes) for advice and support from Careers Service staff to highlight the extensive support and opportunities open to them in these areas. Induction/Transition/Progression Intern also attends these sessions.</p>	<p>DSE and STSEC (ongoing and already in place)</p> <p>DSE, with Careers Service and Work Experience Team (ongoing). Interns also recently organized welcome back session for returning Level 4 students and are supporting developing cross-Faculty employability events.</p>

	<p>3. Emphasis on advice and promoting understanding of published grade criteria (eg. in handbooks and module guides).</p> <p>4. Development of the School's cohort of undergraduate interns as a key element in staff-student liaison, dissemination of key information and organization of events).</p> <p>5. Emphasis upon module questionnaires as a means of responding to student needs and requests. Mid-semester 'light-touch' questionnaires have also been sustained and prove very helpful to staff assessing progress of modules and enhancing student input into textual choices and discussions.</p> <p>6. The School is continuing to monitor issues relating to the timeliness of assessment and feedback.</p> <p>7. At PGT, a newly overhauled Research Methods module was instituted for 2015-16.</p>	<p>→ Continued work on clarifying and publicizing these issues to both staff and students. Detailed reference advice on grading criteria available on the VLE, along with a shorter printed 'Mini-Handbook' for key information.</p> <p>Six new undergraduate interns were appointed for the 16-17 academic session. In previous years they have been allocated separate roles but to enhance collaboration three now work together (and with the University's Student Enhancement team) on Employability, Work Experience, Alumni Relations and Personal Tutoring.</p> <p>Students consulted in drafting this plan felt that more effective systems could be designed for gathering views on teaching and support. For example, the use of mid-semester 'light-touch' questionnaires has already proved very helpful to both tutors and students.</p> <p>All tutors are regularly reminded of (a) deadlines for return of grades to administrative staff (b) the schedule for posting results and (c) being available for post-results discussions. Consultations held in Student-Staff Committee and STSEC about how feedback timing relates to specific assignments and activity in its modules, to optimise feedback value to students.</p> <p>Emphasis is also in place in 2016-17 for all students, both BA and MA, making full use of the Careers Centre and the <i>Leeds for Life</i> facility.</p>	<p>DSE and SESM and support staff (ongoing and already in place).</p> <p>DSE, Careers Service and Work Experience Team (in place &amp; ongoing) and School's interns. Closer liaison with the Faculty's Student Enhancement Office has also proved especially productive in the organization of events. The School is also planning for 17-18 a Postgraduate Intern to support PGT and PGR tutors.</p> <p>DSE, STSEC, SESM and HoS with all School Staff support (ongoing).</p> <p>DSE, STSEC and all School Staff for 2017-18, in response to faculty and university developments in this key area of student provision.</p> <p>DSE and PGT Tutor.</p>
<p><b>Teaching</b></p>	<p>The School has sustained high levels of student satisfaction over the last three years in quality of teaching (NSS 95, 93, 94; UPE 91, 92, 89; PPE 90, 86, 86). Modules are regularly reviewed by our system of 'light-touch' mid-semester reviews and end of module questionnaires. The range of our core and option modules is reviewed annually, along with our MA modules. The School Away</p>	<p>Partnership with students is central in our evolving understanding of how new developments like lecture capture work alongside the established seminar provision to which we are already committed. We continue to value the reciprocity of staff-student discussion on key issues such as attendance levels and preparation expectations.</p>	<p>DSE, STSEC, HoS, SESM and Student-Staff Committee, with all School Staff support (ongoing).</p>

	<p>Days (supported by STSEC) are utilized as a key forum for exchanging expertise on all aspects of teaching. The School remains committed to small group teaching in its seminars but also utilizes and is continuing to assess other modes of teaching (including larger workshops, student-led sessions, and other variations of teaching format within the traditional 1 to 2 hour sessions</p> <p>A key development in the School's teaching provision for 2016-17 onwards is the introduction of the now compulsory Final Year Project.</p>	<p>All new academic staff and PGR tutors are required to attend a day-long induction and training sessions, organized by the School and incorporating training staff from the SDDU and the Faculty's Health and Safety Officer. All new tutors are mentored and peer-observed within 3/4 weeks of beginning teaching.</p> <p>A new handbook to the design and academic objectives of the FYP has been produced and a week by week plan of all supervisions, assignments, student-led sessions and other support sessions has been provided to all students and supervisors.</p>	<p>DSE and STSEC in conjunction with FYP Director. Since this is the first year in which the FYP has been a compulsory element of the BA programme, it will be closely monitored to assess during semester 2 any key adjustments for 17-18.</p>
<p><b>Assessment and feedback</b></p>	<p>Although our assessment and feedback scores are similar to the average across the institution, we aim to improve them to matter better our excellent scores in teaching. The School places emphasis upon the clarity and consistency of feedback and essay annotation in the written documentation supplied to staff with all essays and examination scripts, in its STSEC and Board of Studies and at its School Away Days. Detailed marking criteria are routinely provided to all markers with reminders to invoke the criteria in relation to feedback comments. The School maintains a standardized schedule for the return of core module grades to our SES administrators and the electronic release of grades to students.</p> <p>Timeliness of feedback remains an ongoing discussion (at School, Faculty and University levels) All staff are asked to communicate with their students if any significant delays are expected in the return of option work.</p>	<p>To address student comments relating to feedback, the School's 'Mini Handbook' (available to all students in paper form as well as electronically) was thoroughly revised in 2015-16 to provide detailed information on marking criteria with links to relevant support resources such as the MHRA referencing system and other VLE writing and marking support resources. The University Library is also increasingly involved in providing access to good practice in both preparing and writing formal submissions. External examiners' reports commend the thoroughness and reliability of our marking systems. At the School's recent Away Day (11 November 2016) a session was devoted to assessing current assessment and feedback practice and ways of enhancing our procedures, including more variation of assessment modes at programme level, peer- and on-line self-assessments and student choice in selecting their preferred modes of assessment within modules.</p> <p>The whole School continues to focus on these issues. All UG and MA Students have access to one-to-one post-assessment meetings with academic and personal tutors.</p>	<p>DSE, STSEC and all School Staff (both as academic and personal tutors).</p> <p>DSE, STSEC and whole School.</p>

<p><b>Academic support</b></p>	<p>The grades for academic support are comparable over the last three years. The School continues to invest considerable time and resources into a wide range of Academic Support systems. The School continues to deliver hour-long Induction (Level 1) and Welcome Back (Levels 2-4) sessions, including information about personal tutoring, writing mentors, guidance to accessing School handbooks, marking criteria (and careers and study abroad opportunities).</p> <p>Regular contact is sustained with students relating to academic support via, as appropriate, personal emails, the VLE and the Portal. All staff are accessible on a one-to-one basis via either personal appointments or office hours. Various on-line study support modules and materials are readily available to all School of English students.</p>	<p>The key issues focus upon clarity and usefulness of feedback and personal contact with tutors, both through seminars and in one-to-one meetings. Increased emphasis has been provided for Level 1 students on current academic and pastoral support systems, emphasising the 'rapid response' system provided by our Student Support Officer, ensuring that any problems experienced by students are raised within a supportive and confidential context.</p> <p>We provide a range of advice and support for students progressing into Level 2 in terms of option module choice and the planning of their individual academic profiles during their time in the School. Extensive support is also given to FYP students. Writing workshops (essay writing skills and examination revision and writing techniques) and writing mentors are available to all undergraduate students..</p>	<p>DSE, STSEC and whole School, including SES staff, Student Support Officer, School Interns and Director of FYP.</p>
<p><b>Organisation and management</b></p>	<p>The School's scores over the last three years (NSS 88, 81, 85; UPE 84, 76, 77; PPE (92, 82, 81) and the 88, 84, 92 scores in 2015-16 are especially pleasing. The management of modules and programme reviews have continued on the usual cycles. The major new initiative within BA student provision has focused on the introduction of the now compulsory FYP.</p>	<p>The key issue remains to ensure that our systems for supporting the various year levels of BA and MA students, and both SH and JH students, are clear and readily accessible to students. The School will also seek to ensure that programme and module leaders are key figures in ensuring clear and effective communications with students.</p>	<p>HoS, DSE, SESM, School Manager, Admin Staff, Programme and Module Leaders and all teaching staff within the School.</p>
<p><b>Learning resources</b></p>	<p>We are giving increased emphasis to publicizing the range of resources in the University Library (especially with the opening of the Laidlaw Library and the reopening of the refurbished Edward Boyle Library) and ensuring that all of our students are inducted into and confident in utilizing library catalogues and databases. This issue will be of special importance in relation to the FYP. We are also continuing to run and develop our Level 1 online module for study skills, although it is hoped that there will in due course also be more Faculty provision in this area.</p>	<p>The University Library is a major higher education and teaching resource. However, student concern over accessing both primary and secondary materials remains an issue in relation to modules with large numbers (although the increasing availability of electronic versions of key materials is increasingly central to our teaching). The School closely monitors the overall expense of key texts for student purchase on its modules and encourages the use of the various web based facilities for book acquisition (both new and second hand) which can significantly impact on the overall costs of each module to the student.</p>	<p>The University Library, in conjunction with the School's Library rep, DSE, STSEC, module managers and all seminar tutors and lecturers (ongoing).</p>

		All module convenors and tutors are encouraged (and regularly reminded) to place materials central to their modules on the VLE (subject to the usual copyright restrictions) and to remind students of the ready accessibility of these resources and other library based ones such as JSTOR. Peer group collaboration is also strongly encouraged when tutors are recommending specific secondary works to their students since this ensures as wide as possible availability to all students taking the module.	
<b>Personal development</b>	<p>The structure of the School's systems for Personal Development has been revised from 2015-16, specifically to enhance undergraduate awareness of the School's Personal Tutoring systems, <i>Leeds for Life</i>, and our Student Support Officer.</p> <p>At PGT a new system of personal tutoring has been instituted. Programme Leaders have taken on the personal tutoring of those students in their cohort, with the exception of the MA in English Literature students (the largest group) which has been taken on by the PGT tutor.</p>	<p>Two key issues are currently being addressed:</p> <p>(1) Increasing BA and MA student awareness of the wide range of personal development support systems available both within the School and more widely within the university.</p> <p>(2) Employability and Careers have been highlighted with productive collaborations between the DSE, the School, its student interns and members of the Careers and Work Experience teams.</p> <p>The School has enhanced the number and roles of its undergraduate interns and fostered closer working relationships between these interns and the Staff-Student Forum and our English Society Committee. Together, they have been working on developing more efficient ways of communicating with our students, including establishing new Facebook pages (and links) and arranging departmental and cross-faculty events to enhance employability and personal development.</p>	HoS, DSE, STSEC, SESM, School student interns and reps, all School Staff and various university offices (including Careers, Work Experience and the Counselling Service). The School's Student Support Officer is also a key member of this team.