

## NSS Checklist for Schools

I have taken the Senate Paper on NSS remediation and abstracted from it a checklist which might be of use to your School as you plan for the coming academic year. It might also be a useful prompt for our meeting about NSS when that takes place. The checklist is not intended to limit the variety and originality of work that is already ongoing or planned around NSS scores, but only to identify the areas of action that you may need to consider. I hope it is useful.

The Senate paper identified five challenges around learning and teaching whose solution should contribute to improved NSS results, and to an improved student experience. The checklist below is divided into these five challenges

1. Around promptness and effectiveness of feedback
  - Do staff know about the new regulations around feedback – that there be a formative feedback event within semester for each course and that formative feedback must be returned in time to be useful or within 15 working days, whichever is sooner? Also that a timetable for feedback on summative work must be published to students as soon as possible in the academic year.
  - Have course booklets etc been modified to reflect these changes?
  - If your standards are already higher than this, how do you communicate this to students?
  - If feedback is late, what do you do?
  - In the next year, work will begin on articulating feedback between courses. Have you already given thought to this, or identified a champion to undertake this thinking?
2. Around students as part of our academic community
  - How are staff and students encouraged to interact informally?
  - How are students involved in the planning, execution and delivery of teaching? Do you have a PALS scheme, a School Council, or other means of allowing student participation? Do your students engage with HEAR or the Edinburgh Award? Are they encouraged to apply to develop events for Innovative Learning Week?
3. Around valuing teaching
  - How is learning and teaching currently dealt with in appraisals/PDRs for academic and support staff?
  - How is learning and teaching fed into selection criteria for new staff?
  - Have you staff whose promotion may be facilitated by reference to Alan Murray's exemplars of Grade 9 and Grade 10 learning and teaching activity?
  - How will you encourage staff to attend CPD events in learning and teaching and/or to work towards HEA fellowship at the appropriate level?
4. Around heterogeneity of practice
  - How do you currently use NSS/ESES results and free text comments in your learning and teaching planning?
  - Do you share good practice with other Schools?
  - Would it be useful to engage with IAD or external experts on any aspect of your learning and teaching?
5. Around communication to students
  - Are you planning to talk to students about feedback during Freshers' Week?
  - Have you a plan to communicate changes made to feedback and assessment practice in your School as a result of in house or University questionnaires or other student comments?
  - Have you plans to encourage students to complete the NSS or ESES survey?