

**CENTRE FOR TRANSLATION STUDIES**

<b>Impact of 2009-10 Actions</b>	It is difficult to gauge the impact of 2009-10 actions through this survey, as the survey was done for the first time.
<b>Achievements in 2010-11</b>	The high levels of overall satisfaction attest to the work done by CTS staff in responding to student comments
<b>Main actions for 2011-12</b>	We are addressing a range of issues in response to the survey as detailed below. While some are general comments relevant to translation studies as a whole, others are specific to particular programmes. One common concern, which we are addressing across programmes in various ways, is the provision of greater consistency in feedback. In addition to those points specified here, we are taking other action to improve learning, teaching and the student experience on the basis of feedback we have collected through other channels.

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

**School: SMLC/CTS**

**Faculty: Arts**

<b>Aspect</b>	<b>Progress with actions in response to 2009-10 feedback and indication of impact</b>	<b>Issues raised in 2010-11 feedback</b>	<b>Planned response in 2011-12</b>
<b>Overall satisfaction</b>	N/A	General satisfaction ranged between 100% and 56%. Some of the lower scores may be due to a lack of clarity in the 'Neither disagree nor disagree category' MACITS- Module questionnaires and the semester 2 staff-student committee in particular were very positive.	All programmes- Regarding the programme survey, we will aim to make students more aware that this is taking place (and of the importance it is given) and underline the significance of responses such as "neither agree nor disagree".
<b>Teaching</b>	Along with all SMLC PG teaching, CTS programmes are currently being reviewed in the light of the School's strategic objectives.	MACITS- According to module questionnaires and the staff-student committees in 2010-2011, students generally had very rewarding learning experiences on all interpreting modules. Students continue to appreciate the training they receive from well known professional interpreters.	MACITS- We have revised the topics for mock conferences accordingly for the year 2011-12; and are exploring the practicality and feasibility of involving more invited speakers and introducing real-life elements into our mock conferences. Agendas have been updated.  MAAVTS- Changes to modules (assessed

		<p>Some students had comments on specific tutors or language combinations. These issues have been dealt with on an individual basis. This has led to some very positive developments and to part time staff engaging with us beyond the hours they teach.</p> <p>MAAVTS- All students spoke highly of the teaching staff's dedication and enthusiasm (100%) and class preparation and externals input. Staff availability ranked very high and the programme is deemed by many to be intellectually stimulating.</p>	<p>presentations) and debates to be continuously monitored.</p> <p>Investigate new areas of development and ensure the AVT content is kept fresh.</p> <p>Investigating the possibility of a new post in such a new field.</p>
<p><b>Assessment and feedback</b></p>	<p>MACITS- The points from the 2009-10 action plan re mock exams have been successfully implemented:</p> <ul style="list-style-type: none"> <li>• Observers from EU institutions and external examiners were present at some exams.</li> <li>• We have implemented speech rehearsals in all exams in front of the examiners. The EU representatives at our summer exams were particularly complimentary about this.</li> <li>• We have updated the marking criteria for our January exams</li> <li>• We have introduced sessions at the end of each semester on exam preparation and stress management</li> </ul>	<p>MAAVTS- Feedback is acknowledged as being detailed, fair and using clear criteria (89%). Nevertheless, an area of concern in programme survey 2010-11 is the promptness of feedback.</p> <p>MACITS- Overall student performance on the interpreting modules has been in line with performances in previous years: some strong performances in the distinction range, many with merit; some poor performances including some fails.</p> <p>Areas of concern- relatively low ratings (for 1 or 2 Lang):</p> <ul style="list-style-type: none"> <li>- "Assessment arrangements and marking have been fair" (though 0% disagree/definitely disagree)</li> <li>- "Feedback on my work has been prompt"</li> <li>- "Feedback on my work has helped me clarify things I did not understand"</li> <li>- "Project / dissertation / practical work supervision meetings were useful"</li> </ul>	<p>MACITS- These students had received a lot of individual attention from tutors but failed to perform in their exams.</p> <p>To make the assessments even fairer, from 2011-12 onwards, the topics of speeches will be announced on the spot when students are about to take their interpreting exams. This means to students have a particular advantage or disadvantage and replicates the way accreditation exams are run in the main international organizations employing our students.</p> <p>Mock exams are already run for consecutive interpreting but not for simultaneous interpreting, which some students have requested. We will attempt to find an effective way to run mock simultaneous exams in semester 2 of 2011-2012.</p> <p>Online resources bringing together guidance on tutor and peer feedback and sample exam</p>

		<p>From an interpreting perspective, all feedback has been released at the same time (for 1 and 2 lang students) and is of the same length and nature. All exams are marked by at least 2 internal examiners and are attended/ moderated by an external. EU reps were present at the French, Spanish and German exams and agreed with marks and processes. The summer project “mark” is a wider CTS issue.</p> <p>MAAVTS- Feedback is acknowledged as being detailed (89%). This is a problem with what the students are able take from it.</p> <p>A JISC funded project allowed the Programme Director to create and implement online learning resources on understanding, giving and receiving feedback.</p> <p>The subtitling marking done by externals now benefits from a series of especially created resources (criteria, feedback sheets) in an attempt to make the guidelines even more apparent to those tutors.</p>	<p>interpretations with sample assessments and tutor comments will be made available to students at the end of week 7.</p> <p>MAATS- We need to ensure that all module leaders contributing to the programme follow guidelines regarding three-week marking turnaround, second marking policy and feedback to students (the External Examiner and student feedback picked these up as issues, particularly for Methods and Approaches and some optional modules).</p>
<p><b>Academic support</b></p>	<p>MACITS- In staff-student committees and through ad-hoc e-mails, students often commend the programme managers on their support and on course management. Most students recognise that the interpreting courses are particularly complex and hard to run due to the numbers of part time tutors, the language combinations on offer, the nature of interpreter training etc.</p> <p>significant changes were introduced in 2009 to rationalise the timetable and</p>	<p>Support for academic development could be improved.</p> <p>MACITS- Areas of concern:  2 Langs: “The programme is well organised and is running smoothly” 56%. This compares to 91% (with 0% disagree/ definitely disagree) for 1 Lang. All interpreting programmes are jointly run by their programme managers and there is very little difference between the ‘services’ provided on each.  2 Lang students do have more hours and a</p>	

	management in order to ensure a better experience for students and according to staff-student committees and ad hoc feedback, students were pleased on this front.	more complex timetable, with classes taught by more external tutors so this may account for some responses. The survey results show that only one student disagreed and one definitely disagreed so.	
<b>Organisation and management</b>	N/A	" I was provided with accurate information about the programme" identified as a problematic area. "Programme is well organised" had a 44% overall score but no Mostly disagree and Definitely disagree.	All programmes- There is a general agreement that the module catalogue is not very user friendly so need to communicate more information to the students before they begin their studies here. The work done on the new website should address this. Discussions are already taking place to better manage input from the other SMLC departments to CTS.
<b>Learning resources</b>	N/A	MAAVTS- We were pleased to see fewer negative comments from students re access to facilities (also experienced in Staff-Student Forums). The IT and library resources are deemed to be adequate (78%). MACITS- We were pleased to see fewer comments from students re access to facilities. We have set up links with partner universities for students to practise online, and are continuing to build up an extensive speech and mock-conference repository for student practice.	MAATS- Provide further copies of Library texts, digitisation to afford access to out-of-print resources; access to Linguistics Lab so CAT students can work while ERIC is in use for teaching or exams. Ensure IT facilities are kept up-to-date and specialist software installed on time.
<b>Personal development</b>	MACITS- Students are always extremely positive about this. They particularly appreciate our strong links with employers (European Commission, European Parliament, UN etc. as well as local and national employers).	MAAVTS- This is an area where further development is needed. MACITS- An internship programme was set up with the Refugee Council in Leeds for 2010-2011 and we continue to explore new links (NATO and IMO for 2011-2012).	This year we have a CTS Professionalization Talk Series for which certificates of attendance will be issued. Regarding communication skills, the changes introduced in the MODL5203M Audiovisual Text Analysis where presentations were introduced as part as the assessment are showing promising results, with students commenting in the module feedback "My communication skills have improved".