

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2012-13

School of Modern Languages and Cultures (East Asian Studies PGT)

Faculty of Arts

EXECUTIVE SUMMARY																		
Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate Programme Experience Survey					
	2011-12		2010-11		2009-10		2011-12		2010-11		2009-10		2011-12		2010-11		2009-10	
	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	87	87	91	86	80	82	86	85	86	83	89	84	75	84	85	82	80	78
Teaching	90	90	93	88	86	85	87	84	87	83	87	83	79	85	85	84	84	81
Assessment & feedback	71	69	81	65	67	61	64	61	64	56	66	57	63	69	67	68	62	63
Academic support	78	80	80	77	75	74	69	72	68	68	73	68	70	80	81	79	75	76
Organisation & management	84	83	91	82	81	79	79	74	79	83	80	73	69	80	79	77	73	73
Learning resources	89	88	86	87	84	85	76	78	81	77	78	76	79	83	87	82	78	81
Personal development	83	81	77	78	77	76	62	68	62	65	60	63	66	71	67	70	64	68
Sector position		51/150		46/151		75/154												

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)

Impact of 2010-11 actions	<ul style="list-style-type: none"> • Introduction of specific marking criteria for MA dissertations, clear and detailed. • Strengthened links between research methods module and the MA dissertation module. • Regular staff-student fora and timely response to issues raised. • Positive student feedback in MEQ.
Achievements in 2011-12	<ul style="list-style-type: none"> • Electronic timetabling introduced; EAST5060M dismantled into separate M-level language modules, and programme specs amended accordingly. • Ambiguous wording of work placements changed in 13-14 entry prospectus. • New school-wide policies (e.g. Code of Practice on Assessment) finalized and available on the VLE.
Main actions for 2012-13	<ul style="list-style-type: none"> • Restructuring of the research methods modules as per the recommendations of the School PGT review. Review of programmes structure. • Maintain and further improve the quality of teaching through peer observation, Student Education Forum, sharing of best practice • Improve speed and constructiveness of feedback. Clear and timely module information on assessment methods, rules, etc. • Improve communication with, and support for, students through tutorials, email communication, via Student Staff Forum; provide clear information and guidance on work placements, and communicate internship/placement opportunities via VLE; • Use new website and other tools for effective marketing (recruitment down for 12-13, but overall trend strong). Harmonize message in all marketing literature in terms of work placement. Improve understanding and enhance opportunities for personal development

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Aspect	Progress with actions in response to 2010-11 feedback and indication of impact	Issues raised in 2011-12 feedback	Planned response in 2012-13
Overall satisfaction	Overall satisfaction rates 85%: in line with school average. Response to issues raised in staff student fora.	Overall satisfaction for the whole EAS MA portfolio is down (54%) compared to 10/11 (85%) reflect the extremely diverse range of student competencies in this year' cohort. Some programmes (MAAPS and MACBAP) still achieved 100% overall satisfaction rates. Response rate 48%.	The programme with lowest scores (MAC) is not recruiting this year, which gives us a chance to have a detailed look at it and make changes if we were to run it again.
Teaching	Ensure quality of teaching is maintained with replacement lecturers.	Drop in results (82% from 100%) in terms of tutors' enthusiasm and the intellectual quality of the modules (from 89% to 84%),	Ensure quality of teaching through peer review and School initiatives. Thorough individual guidance by programmes manager in terms of enrolment, optional module choices, etc. Work on clear guidelines on dissertation supervision and submission rules. Collect mid-term feedback on modules and respond to it.
Assessment and feedback	Providing timely and effective feedback and clarify marking criteria for written work, assessment methods, requirements, rules. Providing exercise/revision sessions. Separate detailed marking criteria for dissertation in place.	MAC (20%) to APS (87%). Some issues stem from the reorganization of the School and the new rules. Comments from students indicate both satisfaction with clarity of guidance and dissatisfaction with those. Comments about contradictory rules and guidelines.	Inform students and clarify marking criteria for MA work. Remind tutors of the 3-week School rule on feedback and given guidance on forms of feedback. Work to provide clear and transparent guidance on assessment and feedback.
Academic support	Continue good practice in personal tutoring.	Issues with the accessibility of the new online-only programme handbook. Not clear whom to turn to with specific queries in the new school structure.	Raise awareness of the different forms of academic support (face-to-face, e-mail, online). Improve contactability.
Organisation and management	Electronic timetabling in place for 12/13. EAST5060M dismantled and individual MA language modules introduced.	Difference home/EU (35%/86%). Ambiguous wording of feedback in marketing literature/programme specs. Manual timetabling of EAS MA modules: lack of flexibility. Lack of clarity as to why certain programmes, perceived as similar, have to take the PPR modules (Japanese Business) and others don't (Chinese and Business).	Wording of placement to emphasize that the students are expected to arrange and undertake the placement on their own. PM to clarify to students the rationale behind the structure of a particular programme. Possible restructuring of some programmes.
Learning resources	Monitoring the availability of learning resources in response to student feedback.	The drop in satisfaction rates in terms of learning resources (from 82% to 79%) might as well be due to the fact that we had a large cohort of students (44) which might have presented problems in terms of access to facilities.	School-wide harmonizing and providing clear guidelines for content on the VLE. PM, module leaders and personal tutors to guide students towards available resources, especially in terms of academic writing (e.g. skills@library, Language Centre, etc.), IT and specific language learning facilities.
Personal development	Explaining the meaning of the term and the available resources, especially Leeds for Life. Emphasizing transferable skills and explaining the benefits of research-led teaching.	Lack of clarity in terms of what is personal development.	Module outlines and the new school feedback forms to emphasize transferrable skills. Explain what personal development is. Input from personal /module tutors in terms of generic skill development.