

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2010-11

Programme: MA Linguistics

School: Modern Languages and Cultures

Faculty: Arts

EXECUTIVE SUMMARY																		
Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate Programme Experience Survey					
	2010-11		2009-10		2008-09		2010-11		2009-10		2008-09		2010-11		2009-10		2008-09	
	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	91	86	80	82	83	84	86	83	89	84	86	82	85	82	80	78	77	80
Teaching	93	88	86	85	84	86	87	83	87	83	84	82	85	84	84	81	81	81
Assessment & feedback	81	65	67	61	70	61	64	56	66	57	62	54	67	68	62	63	57	62
Academic support	80	77	75	74	76	75	68	68	73	68	69	66	81	79	75	76	74	76
Organisation & management	91	82	81	79	81	79	79	83	80	73	77	70	79	77	73	73	69	75
Learning resources	86	87	84	85	86	86	81	77	78	76	81	77	87	82	78	81	79	82
Personal development	77	78	77	76	75	78	62	65	60	63	60	62	67	70	64	68	62	67

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 2009-10 actions	It is difficult to gauge the impact of 2009-10 actions through this survey, as the survey has not been done before. We used to collect and record student feedback in a different form, which makes it difficult to analyse the impact of previous actions on the particular individual points recognised in the current survey.
Achievements in 2010-11	We are pleased with the overwhelmingly positive response to the question 'I was well prepared to undertake the project /dissertation /practical work', as we have devoted a great deal of energy to updating our Research Methods module over the last two years, including the development of online resources for self-study. We are also pleased to see the positive responses to questions regarding feedback and communication with students, as we have made a general effort to improve our performance in these areas across programmes.
Main actions for 2011-12	We are in the process of making a number of changes to the MA Linguistics programme structure; these will come in in 2012-13. In 2011-12, the main changes we're making are the following. <ol style="list-style-type: none"> 1. We are offering pre-arrival study skills and inductions materials through the VLE, to ensure that students from a variety of backgrounds acquaint themselves with academic methods and conventions as early on as possible. The materials are referred back to and built on in our Research Methods module. 2. We are delivering personal tutoring using the Leeds for Life model. In previous years undergraduate and PGT personal tutoring have been delivered

- using different models.
3. We are for the first time offering an online student handbook, in line with other online handbooks offered across SMLC.

The School's full action plan may be accessed via the following link: www.lts.leeds.ac.uk/respondingtoyourfeedback/school.html

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Aspect	Progress with actions in response to 2009-10 feedback and indication of impact	Issues raised in 2010-11 feedback	Planned response in 2011-12
Overall satisfaction	As this survey has not been done before, it is difficult to gauge the impact of actions in response to previous feedback on this particular point.	We see no cause for concern on this particular point.	Since we see no cause for concern on this point, we are not planning particular actions.
Teaching	We have been working on a general review of our MA provision over the last two years. We now have an agreed structure of the revised MA Linguistics programme, and will implement this in 2012-13. Changes to our research methods provision have already made their way into current teaching.	We see no cause for concern on this particular point.	We are offering pre-arrival study skills and inductions materials through the VLE, to ensure that students from a variety of backgrounds acquaint themselves with academic methods and conventions as early on as possible. The materials are referred back to and built on in our Research Methods module.
Assessment and feedback	As this survey has not been done before, it is difficult to gauge the impact of actions in response to previous feedback on this particular point.	We see no cause for concern on this particular point.	Since we see no cause for concern on this point, we are not planning particular actions.
Academic support	As this survey has not been done before, it is difficult to gauge the impact of actions in response to previous feedback on this particular point.	We see no cause for concern on this particular point.	Since we see no cause for concern on this point, we are not planning particular actions.
Organisation and management	As this survey has not been done before, it is difficult to gauge the impact of actions in response to previous feedback on this particular point.	We see no cause for concern on this particular point.	We are for the first time offering an online student handbook, in line with other online handbooks offered across SMLC.

Learning resources	As this survey has not been done before, it is difficult to gauge the impact of actions in response to previous feedback on this particular point.	We see no cause for concern on this particular point.	Since we see no cause for concern on this point, we are not planning particular actions.
Personal development	As this survey has not been done before, it is difficult to gauge the impact of actions in response to previous feedback on this particular point.	Among the home and EU students, this is an area of some concern. The responses suggest that some students do not feel their general communication and problem-solving skills have improved much as a result of their course. International students appear to feel differently. We will have to work to redress this imbalance between the two student cohorts, for example by increasing the prominence and emphasising the value of student presentations and guided group work.	We are implementing a more structured approach to personal tutoring using the Leeds for Life model and website to make students feel better supported. We are also considering changes to our main feedback sheet to emphasise strengths and generic skills displayed in the work more. And we are considering how we can make more extensive use of student presentations and guided group work in our modules.