

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2013-14

School of Modern Languages and Cultures (MA Linguistics) Faculty of Arts

EXECUTIVE SUMMARY																		
Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate Programme Experience Survey					
	2012-13		2011-12		2010-11		2012-13		2011-12		2010-11		2012-13		2011-12		2010-11	
	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	92	87	87	87	91	86	82	85	86	85	86	83	91	87	75	84	85	82
Teaching	94	89	90	90	93	88	87	85	87	84	87	83	87	87	79	85	85	84
Assessment & feedback	77	71	71	69	81	65	65	59	64	61	64	56	70	75	63	69	67	68
Academic support	80	81	78	80	80	77	67	72	69	72	68	68	86	85	70	80	81	79
Organisation & management	89	84	84	83	91	82	75	73	79	74	79	83	84	85	69	80	79	77
Learning resources	91	90	89	88	86	87	79	81	76	78	81	77	77	86	79	83	87	82
Personal development	85	81	83	81	77	78	61	69	62	68	62	65	82	77	66	71	67	70
Sector position		57/147		51/150		46/151												

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 2011-12 actions	In 2011-12 we completed a thorough review of our MA provision, and put in place substantial programme amendments. These were implemented in 2012-13. Both students and staff have responded positively to the new programme structures, and the Programme Survey responses are more positive than in 2012 in all except two categories, with 100% overall satisfaction. It must be said, however, that with only two respondents, the Programme Survey responses are difficult to interpret.
Achievements in 2012-13	<ol style="list-style-type: none"> 1. We ran a substantially revised programme for the first time, with a lot of hard work going into delivering on all new module proposals. 2. We introduced a successful information session for MA students on the route into a PhD and recruited two students onto our own PhD programme. 3. We revised and updated our study skills and induction website for prospective MA students, which now functions as a template for other School programmes, as well as revising and updating our website, course brochure and welcome pack, and developing an e-newsletter. These have contributed to very healthy recruitment for 2013-14.
Main actions for 2013-14	<ol style="list-style-type: none"> 1. We will streamline assessment instructions across modules, as these have become unnecessarily varied; we will increase consistency in how marking criteria are formulated in particular. 2. We will revise our coursework and dissertation feedback sheets and ensure that students are kept informed about marking progress towards the three-week deadline for returning feedback and provisional marks. 3. We will explicitly foreground personal development in personal tutoring.

	4. We will revise the content of <i>Academic skills in linguistics</i> and <i>Research methods in linguistics</i> to improve our provision of reading, writing and quantitative analysis training.
Summary of student involvement in the production of this Action Plan	Last year's Action Plan was discussed in detail with the Course Rep, and several students contributed directly to Achievement 3. Main Actions 1 and 2 directly address points raised by students in end-of-programme meetings. This Action Plan will be discussed with the current cohort through the postgraduate Student:Staff Forum.

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Aspect	Progress with actions in response to 2011-12 feedback and indication of impact	Issues raised in 2012-13 feedback	Planned response in 2013-14
Overall satisfaction	Both students and staff have responded positively to the new programme structures, and the Programme Survey response is excellent.	None: 100% satisfaction	We will run the programme without substantial changes, apart from those listed below. A main aim will be to increase coherence across modules, in particular in relation of assessment and feedback.
Teaching	We proposed to bring in dissertation preparation earlier in the programme, across modules. We are pleased with the improvement (by 17%) of the Programme Survey response.	The 83% overall response is just below University average. It is due to one out of the two respondents being undecided as to whether they were well-prepared to undertake the dissertation; questions relating to quality of teaching and enthusiasm of staff got 100% responses.	We plan to revise the content of <i>Academic skills in linguistics</i> and <i>Research methods in linguistics</i> to improve our provision of reading, writing and quantitative analysis training, and make all students feel well-prepared for undertaking the dissertation.
Assessment and feedback	We planned to continue efforts to provide timely and informative feedback on assessed work, and follow School guidance on providing marking criteria as part of assignment instructions. We did both, but saw no change in the Programme Survey response.	The 60% overall response continues to be below University average. The questions relating to timeliness and level of detail of feedback got 100% responses, but the two respondents disagreed on the fairness of marking and the clarity of marking criteria: one was positive on both aspects, the other negative.	We will streamline assessment instructions across modules, among other things increasing consistency in how marking criteria are formulated. We will revise our coursework and dissertation feedback sheets and ensure that students are kept informed about marking progress towards the three-week deadline for returning feedback and provisional marks.
Academic support	We continued offering consultation hours and striving to respond to student queries quickly, in line with School practice, and are pleased with the improvement (by 17%) of the Programme Survey response.	The 83% overall response is just below University average. It is due to one out of the two respondents being undecided as to whether dissertation supervision was helpful; questions relating to quality of advice and availability of staff got 100%	We will continue to offer consultation hours and strive to respond to student queries quickly. While experience of dissertation supervision is bound to vary between students, we will offer an additional personal tutor meeting in the course of July to

		responses.	make sure any issues can be raised and dealt with at that point.
Organisation and management	No specific actions were proposed in this category in the previous Action Plan. It was suggested that the programme amendments should make the programme more efficient to run, and the Programme Survey response supports this.	None: 100% satisfaction	We will run the programme without substantial changes. We expect that the changes we are planning in the area of assessment and feedback will improve the students' perception of the programme's overall organisation
Learning resources	We planned to advertise local facilities more prominently, and are pleased with the improvement (by 10%) of the Programme Survey response.	The 83% overall response is just below University average. The individual responses suggest that students consider University resources useful and reliable, but experience occasional problems accessing local ones.	We will continue to advertise local facilities prominently, as well as highlighting University resources through personal tutoring and Leeds for Life.
Personal development	We offered more contact time with the personal tutor and an information session on the route into PhD. While responses to both were positive, the Programme Survey response is still poor.	The individual responses leading to the poor overall response (38%) are suggestive of uncertainty as to what 'personal development' means: one respondent strongly agreed with 'I have received support to enhance my personal development', the other disagreed – despite the fact that all students were offered the same level of support through module teaching and personal tutoring. Moreover, neither respondent felt able to agree or disagree with 'My communication skills have improved', suggesting uncertainty as to what exactly is meant by 'communication skills'.	We will explicitly foreground personal development in personal tutoring meetings, so that all students know what it means and what support is available during their degree. We also plan to revise the content of <i>Academic skills in linguistics</i> and <i>Research methods in linguistics</i> to improve our provision of reading, writing and quantitative analysis training, and will explicitly refer to communication skills in this context.