

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

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

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

<b>Impact of 2010-11 actions</b>	The impact is difficult to gauge, as responses in this year's Programme Survey have been less positive than last year's in all categories.
<b>Achievements in 2011-12</b>	We have put in place a number of substantial programme amendments for implementation in 2012-13, after about two years of planning and consultation. We also developed a study skills and induction website for prospective MA students.
<b>Main actions for 2012-13</b>	<ol style="list-style-type: none"> <li>1. Continue efforts to offer personal tutoring according to the Leeds for Life model, with particular attention being paid to personal development.</li> <li>2. Continue efforts to provide timely and informative feedback on assessed work, and follow School guidance on providing marking criteria as part of assignment instructions.</li> <li>3. Work with the University Library on a <i>Step Up to Masters</i> site for prospective MA students, to take the place of our own study skills website for the 2013-14 intake.</li> </ol>

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<b>Aspect</b>	<b>Progress with actions in response to 2010-11 feedback and indication of impact</b>	<b>Issues raised in 2011-12 feedback</b>	<b>Planned response in 2012-13</b>
<b>Overall satisfaction</b>	No specific actions were proposed in this category in the previous Action Plan.	Overall satisfaction with the programme is acceptable (80%), although it has fallen by 20%.	The programme amendments we have made make the programme more coherent, with a clearer balance between compulsory and optional modules. We expect that this will result in a more positive student experience overall.
<b>Teaching</b>	No specific actions were proposed in this category in the previous Action Plan.	Evaluation for this category was relatively low (67%) due to a poor response to the statement 'I was well prepared to undertake the dissertation work'.	We will provide students with dissertation topic suggestions throughout the year as part of module teaching, and ensure that dissertation preparation is the main focus of the new semester 2 module <i>Research Methods in Linguistics</i> .
<b>Assessment and feedback</b>	No specific actions were proposed in this category in the previous Action Plan.	Evaluation for this category was relatively low (60%), apparently due to assessment instructions not being clear enough, and marking perceived to be unfair in some cases.	We will continue efforts to provide timely and informative feedback on assessed work, and follow School guidance on providing marking criteria as part of assignment instructions.
<b>Academic support</b>	We proposed to offer pre-arrival study skills and inductions materials through the VLE. We delivered on this, albeit using a tailor-made open-access website.	Evaluation for this category was relatively low (67%), apparently due to a lack of information and advice and staff not being available enough for consultation.	We have revised all programme information in the light of the amendments that have now come into force. We will continue offering consultation hours and striving to respond to student queries quickly, in line with School practice.
<b>Organisation and management</b>	We proposed to offer an online student handbook, in line with other online handbooks offered across SMLC. We delivered on this, and are happy with the resource.	Evaluation for this category was relatively low (67%), probably because of a lack of clarity on resit arrangements and marks releases.	Regulations regarding resits and marks releases have been clarified at School level. In general, the programme amendments we have made should make the programme more efficient to run.
<b>Learning resources</b>	No specific actions were proposed in this category in the previous Action Plan.	Evaluation for this category was relatively low (73%), apparently due to a perception that specialised facilities were not available.	We are not planning to acquire further equipment or resources, but will advertise the facilities we have more prominently.
<b>Personal development</b>	We proposed to deliver personal tutoring using the Leeds for Life model. We did this, although student feedback suggests more attention should be paid to personal development.	Evaluation for this category was worryingly low (45%), due to an extremely poor response to 'I have received support to enhance my personal development' (20%).	We will offer more contact time with the personal tutor, and offer an information session for current MA students on the route into a PhD.