

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

School of Modern Languages and Cultures (MA Linguistics and ELT)

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 three categories, with 83% overall satisfaction.
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	No specific actions were proposed in this category in the previous Action Plan.	Despite a drop of 2%, the overall response in this category (88%) remains close to the University average.	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 23%) of the Programme Survey response.	None: 94% satisfaction, which is above University average.	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, and are pleased by the improvement (by 9%) of the Programme Survey response.	The overall response in this category (83%) is above University average, although there remains room for improvement.	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	No specific actions were proposed in this category in the previous Action Plan. We are pleased with the further improvement (by 10%) of the Programme Survey response.	None: 100% satisfaction.	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

			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. We are pleased with the further improvement (by 5%) of the Programme Survey response.	Despite the improvement, the overall response in this category (67%) remains below University average. The responses to individual questions all have the same percentage of agreement, so no area stands out as particularly weak. It may be noted that students on this programme got contradictory information on module enrolment as part of their pre-arrival materials.	We have amended the pre-arrival materials so that information about module enrolment is unambiguous. We will run the programme without substantial changes, and 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	No specific actions were proposed in this category in the previous Action Plan.	Despite a drop of 7%, the overall response in this category (88%) remains above University average.	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 fell by 7%.	Despite a drop of 7%, the overall response in this category (79%) remains around the University average. The poorest response in this category (67%) is to '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 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.