

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2012-2013

School of Modern Languages and Cultures

Faculty of Arts

NB: This document provides a high-level overview of issues, and is to be read in conjunction with the subject-level action plans which address more localised feedback.

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												

Impact of 2011-12 actions	<p>NSS scores have risen by 5 points to 92. Pleasingly, scores for all aspects of the student experience went up. PS results were down 4 points at UG level; but up 16 points at PG level. NSS performance is more even across the School, even though there is still a range from 84 to 100. Streamlining of support functions has clearly paid off. Remaining issues are aspects of feedback, guidance on study choices, coordination of timetabling for JH, personal development and online enrolment. Subjects maintain strong positions against Russell Group competitors in NSS: AMES 2nd, EAST 1st, French 2nd, German 3rd, Italian 1st, L&P 4th, Russian 3rd, SPLAS 9th, generally above competitors such as Manchester or Nottingham. There is still work to be done convincing students to give comments, and that their comments have been heard and acted upon.</p>
Achievements in 2012-13	<p>The School is in a strong position to enhance the quality and consistency of the student experience. New structures of a unified School are bedding in, with Subject Leaders and Programme Managers supported by designated Deputy HoSs. We now have a properly staffed Student Support Office open throughout normal working hours, and have been able to harmonise back-office processes, putting in place consistent and cohesive assessment, feedback and attendance monitoring practices. The benefits are apparent in the School's ability to dedicate more resources to securing Work Placements. Several subjects have overhauled or are in the process of reviewing their curriculum. QA is monitored and good practice shared through internal subject health-checks, better communication with students in the spirit of Partnership, and teaching enhancement through our Student Education Forum. The agreement of a School policy</p>

	on Student Representation, led by the School Student Staff Forum, was praised by the FTSEC as 'an excellent example of Partnership in action'.
Main actions for 2013-14	Introduction of Cornerstone Modules to ensure distinctiveness and cohesiveness of our 300+ JH programmes. A broader Student Education Forum focussing on strategic priorities (Employability; Synoptic Learning and Assessment), but also School-specific issues and developments (Teaching in the Target Language, Language@Leeds research projects). New format of Internal Health Checks with shorter, light touch QA and discussion of NSS/PS action plans and programme reviews in staff meetings with the DSE in each subject area. Discussing the implementation of the Final Year Autonomous Research Project. Development of new, attractive JH programmes with English: Engl Lang + Linguistics, English + Film Studies, English + World Literature, and across faculties: ML with International Business, ML with Theatre and Performance, ML with Education.
Summary of student involvement in the production of this Action Plan	Students will be able to scrutinize and comment on draft Action Plan for 2013-2014 through the Student-Staff Forum in each Subject Area. In addition, the School Student-Staff Forum was held on 12 November 2013 to discuss the draft School Action Plan prior to discussion in STSEC.

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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	(+5) Progress through increased professionalization of language teaching, professional student support, transparent decision making and involvement of students via activities such as International Writers at Leeds, UGRE, Expo 12 etc.	Availability and accessibility of module choices during online enrolment, which was particularly frustrating for students in different time zones and with limited internet access.	Continue to identify and implement best practice. Engage students even more in shared ownership of their education. Deliver an excellent student education through innovative, current and research-led curriculum and extra-curricular activities.
Teaching	(+4) Broad satisfaction with the quality of teaching; open discussion with students in student-staff forums at subject level. Focus on Quality Enhancement in SMLC Student Education Forum.	Some disappointment when staff go on research leave and specific modules are not available. Some disengagement in team-taught modules when continuity is lost. Waiting lists seen as fair.	Continue to pick up potential problems early via mid-term mini survey in each module. Discussion of Teaching in the Target Language at dedicated SE Forum in March 2014. Communicate to students that not all modules are available every year.
	(+6) Ongoing centralisation of hand-in dates and	Perceived lack of timely and detailed feedback on	Increased number of hand-in dates will allow

Assessment and feedback	processing of assessed work. Introduction of dedicated feedback weeks / sessions in most subject areas. Harmonisation of feedback forms. Discussion of 'creative assessment' in dedicated SE Forum in December	assessed work. Some students still find that their work is not marked with enough useful / detailed feedback.	students to manage their work and experience shorter waiting times. Roll-out of more detailed feedback forms. Run pilot project on online submission only (with print on demand for marking) to gauge the viability of greater flexibility.
Academic support	(+2) Discussion of and implementation of best practice (using Leeds for Life functionality AND the right mix of academic guidance / pastoral care) via a dedicated SE Forum on Tutoring in February 2013.	Colleagues still have 30+ personal tutees. Take-up of LfL still patchy amongst staff and students. Personal tutors not always available or as helpful as they might be (responsiveness). Students do not always get 'their' Personal Tutor back after a period of research or maternity leave.	Review of Tutoring Policy and Practice. Return tutees to their original personal tutor wherever possible. Highlight to students the option to ask for a change of personal tutor.
Organisation and management	(+5) Transition from Departments in a federal School to a unitary School with subject areas is complete. Increased WL allocation and training for JH Programme Managers.	Some residual nostalgia for the CJH/ML.	Highlight essential information in the VLE School and Subject areas. Better communication between co-teaching Schools. Contribute to discussion at Faculty and University level on the role of JH Programme managers (Director of JH?)
Learning resources	(+2) School policy sets out minimum expectations for VLE content. Better cooperation with Library and VLE (both represented in STSEC). Focus on REF has made available many locally produced cutting-edge resources.	Students mention library opening hours and queues in computer clusters, but the growing content in the VLE, the Language Centre Self Access Area and the availability of digital resources via the Library are appreciated.	Continue to develop inspiring resources, including the production of our own materials into textbooks. Focus more on guided independent study when new modules are proposed. Run workshop on advanced library skills for Level 2 students.
Personal development	(+2) Increased engagement with Leeds for Life and employability activities at Subject, School and Faculty level continue to pay off. The Careers Centre holds regular surgery hours in the School.	It is clear from the optional questions that too many students still feel that their feedback has not been listened to or acted upon. Hardly any mention of Leeds for Life in comments.	Discussion and implementation of best practice through the SE Forum on Employability (November 2014). Run workshop for staff and students on LfL. Fill Partnership with life.