

SPANISH, PORTUGUESE AND LATIN-AMERICAN STUDIES

Impact of 2009-10 Actions	There is a strong correlation between most actions taken during 2010-11 in response to issues raised the previous session and the positive overall results obtained in recent surveys. However, we need to carry out further research on student preferences in the area of feedback, as the actions taken in the last session in that area have not had the expected positive impact on student satisfaction.
Achievements in 2010-11	Considerably higher levels of satisfaction is raising morale, improving our rapport with students, and reinforcing our determination to take into consideration students' expectations, views and feelings about Learning and Teaching. We note that some of our more dramatic improvements in the results have come in areas where levels of satisfaction were already high and no action had been taken. One reason behind this improvement may be that the discussion of the NSS results with colleagues and students has increased general awareness of the importance to be given to student satisfaction.
Main actions for 2011-12	To focus on the provision of feedback and academic support, dealing in particular with students' expectations. To this end, we plan to seek advice from colleagues outside our subject area where there is greater student satisfaction as regards feedback. To continue with last year's actions, which include better advice on module choice, the creation of more spaces in high-demand modules, the consolidation of the reform of the Spanish Language Curriculum, and further engagement in curriculum reform in order to maximise the connections between research, teaching and student learning interests and needs. To continue involving our students in the management and review of our Learning and Teaching via the Staff:Student Committee and module review processes.

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	<p>Discussion of matters evaluated by means of the NSS and PS, and the SPLAS Action Plan, were discussed by staff and students in October 2010. This has proven extremely helpful in improving most indicators.</p> <p>Progress with actions in previous responses and any impact recorded are detailed in the relevant sections below.</p>	<p>Overall student satisfaction in the NSS has gone up from 74% to 89% for our aggregate results in the area of Spanish, Portuguese and Latin American Studies.</p> <p>Levels of overall satisfaction among SH Spanish students who completed the NSS is 94%. PS results are slightly lower.</p>	<p>A Curriculum Review is underway, which will examine the entirety of what is taught in SPLAS and how. Particular attention will be paid to the transitions from Level 1 through to 3 and the language-learning experience across the curriculum. SSC will be consulted on many of the issues discussed as part of this review.</p>

<p>Teaching</p>	<p>The Spanish language teaching curriculum has been comprehensively modified in light of student comments.</p> <p>Best Learning and Teaching Practice continues to be praised and disseminated worldwide via the Humbox, in which UoL plays a central role.</p> <p>A Learning and Teaching Support Fund has been made available to allow language-teaching staff to attend conferences and learn about developments in pedagogy and the use of technology in language courses.</p>	<p>The results obtained in the area of teaching continue to be encouragingly high.</p>	<p>The Level 1 Spanish core module has undergone comprehensive revision in light of student feedback. SPPO1180 now ensures students will progress from Level 1 with the basic skills necessary for the study of history, politics and cultural production at Level 2.</p> <p>On account of student demand, we have raised the cap on our Level 2 and 3 translation modules.</p> <p>Two new language-related modules (one at Level 2 and one at Level 3) have been created. These use Spanish as the language of the classroom and of assessment.</p> <p>A number of new modules have been designed, based on current research of members of staff.</p>
<p>Assessment and feedback</p>	<p>Despite the plans implemented in the last two years (a new feedback sheet, regulations regarding the prompt return of work, etc), results in this area continue to be low.</p>	<p>Student satisfaction as regards Assessment Arrangements and Fairness of Marking (Q.6 NSS), continues to fall (47% in 2011).</p> <p>A similar fall has been noted as regards the level of detail of our comments on student work. (Q7 of the NSS).</p> <p>Many of the written comments about marking and assessment concerned the Spanish language modules.</p> <p>A “feedback week” has been created at the beginning of Semester 2. The format that this will take in each individual module will be communicated to students by module coordinators before the end of Semester 1 classes. In the event that work submitted in January</p>	<p>As a result of responses to questions on feedback raised at the SSC, the SL will oversee a revision of the feedback sheet.</p> <p>The importance of notes in the margins of assessed work was recognised. Full use is being made of this facility on-line, too.</p> <p>Students will be informed by module coordinators of the various forms of feedback particular to each module and of the criteria by which each piece of assessed work is to be evaluated. The use to these ends of class time and the VLE may differ from module to module.</p> <p>Module coordinators will endeavour to inform students in good time when their work will be available for collection and discussion.</p> <p>We are currently looking into ways in which to</p>

		cannot be marked and moderated by “feedback week”, module coordinators will devise and explain alternative arrangements.	provide students with feedback on work submitted after the end of the teaching period in Semester 2. We are in discussion with the appropriate University support staff with a view to being able to make available to students a full breakdown of marks for individual modules.
Academic support	Information on module choices continues to be communicated to students by a variety of means, including emails and in personal tutorial meetings.	Levels of satisfaction among final-year students regarding academic support are high. Positive responses to Q12 rose by 21%. Final-year students were very happy with the availability of academic staff (95%). Programme Survey results reveal low levels of satisfaction as regards academic support (33% for Level 1 SH Spanish students, 30% for Level 2 students).	The School of Modern Languages and Cultures has now centralised student administration. The SSC is now chaired by the Subject Leader. The new version of Leeds for Life is now used by all tutors in SPLAS to communicate with their tutees. We are in consultation with SMLC Residence Abroad Committee to standardise procedure as regards how to choose which university to study at and which modules to take, and to standardise regulations concerning arrangements for Work Placements and British Council Assistantships. A Modern Languages page has been created on the VLE, in which SPLAS students are able to access all relevant information regarding Residence Abroad, SSC, etc.
Organisation and management	As set out in last session’s Action Plan, organisational issues have been identified and communicated to students in good time.	Student satisfaction continues to be high, principally on account of the speed with which matters have been communicated to students.	The new School structure provides students with a one-stop office for everything. The chair of the SSC (Subject Leader) has already raised the issue of unexpected timetable alterations at School level with a view to avoiding such incidents in the future.
Learning resources	Resources are now routinely made available to students in digitalised form via the VLE.	A slight drop in satisfaction was noted in NSS questions 17 and 18.	Staff have secured a number of national fellowships to enable them to acquire and build on knowledge and skills necessary for the

	<p>Wikis, discussion boards and electronic portfolios are now used routinely on a number of modules.</p> <p>The quality of our learning resources is borne out by the fact we regularly publish and disseminate our work in this respect, and have received a number of awards and prizes for pedagogical innovation.</p>		<p>creation of learning resources and to be aware of developments in this field.</p>
<p>Personal development</p>	<p>Last year's Action Plan concentrated on personal tutoring through Leeds for Life.</p> <p>Students continue to be encouraged to enrol on courses offered by Skills@Library.</p>	<p>There were significant drops (av. 18%) in NSS results concerning transferrable skills (Q.20 and Q.21)</p> <p>Y1 and Y2 students indicate higher levels of satisfaction concerning communication and presentation skills and how they tackle problems.</p>	<p>The SPLAS Curriculum Review will pay close attention to transferrable skills, especially their acquisition and development in a second language.</p>

WORLD CINEMAS - UNDERGRADUATE

Aspect	Progress with actions in response to 2008-09 feedback and indication of impact	Issues raised in 2009-10 feedback	Planned response in 2010-11
Overall satisfaction		Generally very high.	
Teaching		Very positive across the board, with students praising the learning environment.	CWC peer observations as a means of sharing best practice.
Assessment and feedback		More feedback & exam/essay advice requested.	For the short/fat modules, more exam/essay advice is being delivered in small, continuous chunks during the seminars (we have now been running long enough to have examples of good/bad practice to draw upon in this regard).
Academic support		Generally very positive	Continue to provide students with advice and encouragement.
Organisation & management		<i>No problems raised in this regard as yet</i>	
Learning resources		Some students found the organisation of materials on the VLE confusing (but didn't explain exactly how). Frustration over the few copies of films in the library.	Clearer organisation of materials on the VLE. Numbers of films in the library cannot be addressed, but this is explained to students as clearly as possible. This has proved to be less of an issue this year because students are increasingly finding their own ways of organising alternative viewings of films.
Personal development		Not enough information received to form a response.	

MA LINGUISTICS

Impact of 2009-10 actions	It is difficult to gauge the impact of 2009-10 actions through this survey, as the survey was done for the first time. Information regarding student feedback available on previous years' Programme Review forms does not allow for a straightforward impact analysis.
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	<p>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.</p> <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

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

Programme: MA Linguistics

School: Modern Languages and Cultures

Faculty: Arts

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	n.a.	no cause for concern	n.a.

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.	no cause for concern	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	n.a.	no cause for concern	n.a.
Academic support	n.a.	no cause for concern	n.a.
Organisation and management	n.a.	no cause for concern	We are for the first time offering an online student handbook, in line with other online handbooks offered across SMLC.
Learning resources	n.a.	no cause for concern	n.a.
Personal development	n.a.	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. Interestingly, international students appear to feel differently.	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.

CENTRE FOR TRANSLATION STUDIES

Impact of 2009-10 Actions	
Achievements in 2010-11	
Main actions for 2011-12	<p>We are addressing a range of issues in response to the survey as detailed below. Many of these are specific to particular programmes. One common concern, which we are addressing across programmes in various ways, is the provision of greater consistency in feedback.</p> <p>In addition to those points specified here, we are taking other action to improve learning, teaching and student experience on the basis of feedback we have collected through other channels.</p>

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		<p>MACITS- Module questionnaires and the semester 2 staff-student committee in particular were very positive and students expressed overall satisfaction with the course.</p>	<p>All programmes- Regarding the programme survey, we will aim to make students more aware that this is taking place (and of the importance it is given) and underline the significance of responses such as “neither agree nor disagree”.</p>
Teaching		<p>MACITS- According to module questionnaires and the staff-student committees in 2010-2011, students generally had very rewarding learning experiences on all interpreting modules. Many spoke highly of the teaching staff’s dedication and enthusiasm, class preparation and management. Students continue to appreciate the training they receive from a very strong team of professional interpreters who are well known in the professional world, both at home and abroad. Many</p>	<p>MACITS- We have revised the topics for mock conferences accordingly for the year 2011-12; and are exploring the practicality and feasibility of involving more invited speakers and introducing real-life elements into our mock conferences. Agendas have been updated.</p> <p>MAAVTS-</p>

		<p>comment on how inspirational it is to work with successful practising interpreters.</p> <p>Some students had comments on specific tutors or language combinations. These issues have been dealt with on an individual basis. In 2011-2012, we are actively encouraging part time tutors to engage more with the course overall and are including them in as many decisions as possible relating to improvements, challenges and student satisfaction. This has led to some very positive developments and to part time staff engaging with us beyond the hours they teach.</p> <p>Some students suggested that in the intensive teaching weeks (1/4 in sem 1 and 1 in sem 2), tutors could have worked together more effectively in order to avoid repetition. They also said they would like to be taught by a wider variety of tutors in order to maximize their learning results. To address these two specific concerns, we have restructured the programme for our non-language specific sessions (intensive and non-intensive teaching weeks) so that tutors' contributions are now more coordinated and students can benefit from the input of a wide variety of different tutors over the semester.</p> <p>Students reacted particularly well to the multilingual setting of their interpreting training as well as to the mock conferences organised to put their interpreting skills into practice in the most realistic way possible. Some students did however suggest we revise the topics for mock conferences to make them more relevant to current affairs and that we introduce more real-life elements (for example by providing speeches or documents in advance). They also asked for a variety of speakers to enhance their exposure to a wider range of viewpoints and speaking styles.</p> <p>In 2010-2011, we had two visits from European Commission</p>	<p>"My communication skills have improved " - part of the MODL5203M Audiovisual Text Analysis the students prepare weekly group presentations and feedback both general and individual is provided. For the 2011-12 academic session the first assessment (30% of the overall mark) is a presentation.</p>
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		staff interpreters (as part of the SCIC pedagogical assistance programme) whose feedback to the Commission's head of booth on teaching and the quality of the interpreting programmes overall was very positive.	
Assessment and feedback	<p>MACITS- The points from the 09-10 action plan re mocks have been successfully implemented.</p> <p>External observers from EU institutions were present at the exams in May-June as were external examiners for some languages. To address concerns in previous years about ensuring the same standard of difficulty of exam materials across all languages, we have implemented speech rehearsals in all exams in front of the examiners. The EU representatives at our summer exams were particularly complimentary about this.</p> <p>To address concerns</p>	<p>MACITS- Overall student performance on the interpreting modules has been in line with performances in previous years. We were pleased to see some strong performances in the distinction range and many students passed their interpreting modules with merit. However, there were some poor performances including some fails.</p> <p>Area of concern in programme survey 10-11 (bearing in mind survey was sent out soon after sem 2 marks and sem 1 re-sit marks were released meaning some people completed this survey having just been told they would not be passing their MA)</p> <p>1 Lang: - Assessment arrangements and marking have been fair 64% (NB 0% disagree/ definitely disagree)</p> <p>2 Langs: - Assessment arrangements and marking have been fair 56% - Feedback on my work has been prompt 33% (1 Lang 73%) - Feedback on my work has helped me clarify things I did not understand 56% (1 Lang 91%) - Project / dissertation / practical work supervision meetings were useful 25% (1 Lang 100%)</p> <p>From an interpreting perspective, all feedback has been released at the same time (for 1 and 2 lang students) and is of the same length and nature. All exams are marked by at least 2 internal examiners and are attended/ moderated by an external. EU reps were present at the French, Spanish and German exams and agreed with marks and processes.</p>	<p>MACITS- These students had received a lot of individual attention from tutors but failed to perform in their exams.</p> <p>To make the assessments even fairer, from 2011-12 onwards, the topics of speeches will be announced on the spot when students are about to take their interpreting exams. This means to students have a particular advantage or disadvantage and replicates the way accreditation exams are run in the main international organizations employing our students.</p> <p>Mock exams are already run for consecutive interpreting but not for simultaneous interpreting, which some students have requested. We will attempt to find an effective way to run mock simultaneous exams in semester 2 of 2011-2012.</p> <p>MAATS- We need to ensure that all module leaders contributing to the programme follow guidelines regarding three-week marking turnaround, second marking policy and feedback to students (the External Examiner and student feedback picked these up as issues, particularly for Methods and Approaches and some optional modules).</p> <p>MAAVTS- For the MODL5207M Monolingual Subtitling module a debate is included and peer assessment introduced</p>

	<p>about assessment and feedback in previous years, we have updated the marking criteria for our January exams, we have introduced sessions at the end of each semester on exam preparation and stress management and Catriona Howard was awarded some JISC funding for a project entitled "Making Feedback Work". Online resources bringing together guidance on tutor and peer feedback and sample exam interpretations with sample assessments and tutor comments will be made available to students at the end of week 7.</p>	<p>The summer project "mark" is a wider CTS issue.</p> <p>MAAVTS- Feedback is acknowledged as being detailed (89%) which is great but it looks like this is a problem with what the students take from it.</p>	<p>(online materials created as part of a JISC funded project) " Feedback on my work has been prompt" - For assessed feedback, I always put a footnote re when the students should expect feedback. I think a lot can be gained by being very honest with the students about the turnaround times. We would like to introduce more staggered deadlines (as this is something which can work well, especially if PT tutors are involved in the marking of more than one module).</p> <p>As a pilot this year, for MODL5207M Monolingual Subtitling the following will be implemented - students to be able to make an appointment in identified slots after receiving assessment feedback to specifically discuss the feedback. This has always been the case but was not made so explicit.</p> <p>For subtitling most done by externals so will try to make the guidelines even more apparent to those tutors.</p>
<p>Academic support</p>		<p>MACITS- In staff-student committees and through ad-hoc e-mails, students often commend the programme managers on their support and on course management. Most students recognise that the interpreting courses are particularly complex and hard</p>	

		<p>to run due to the numbers of part time tutors, the language combinations on offer, the nature of interpreter training etc.</p> <p>Area of concern in programme survey 10-11</p> <p>2 Langs: The programme is well organised and is running smoothly 56%. This compares to 91% (with 0% disagree/ definitely disagree) for 1 Lang. All interpreting programmes are jointly run by their programme managers and there is very little difference between the “services” provided on one and the other. 2 Lang students do have more hours and a more complex timetable, with classes taught by more external tutors so this may account for some responses. However, significant changes were introduced in 2009 to rationalise the timetable and management in order to ensure a better experience for students and according to staff-student committees and ad hoc feedback, students were pleased on this front. The survey results show that only one student disagreed and one definitely disagreed so (as with many of the areas judged in this survey) we would argue this is not a valid statistic.</p>	
Organisation and management		see above	<p>All programmes- " I was provided with accurate information about the programme" The new website could help with this. 22% mostly disagree so this is a bit worrying, therefore we need to decide what needs to go on the website or how we communicate the content of the programmes to the prospective applicants. I think there is a general agreement that the module catalogue is not very user friendly so need to communicate more information to the students before their begin their studies here</p>
Learning resources		<p>MACITS- Interpreting students have access to excellent resources (e.g. European Commission Multilingual Repository) and over the last year we have set up links with partner universities for</p>	<p>MAATS- Provide further copies of Library texts, digitisation to afford access to out-of-print resources; access to Linguistics Lab so CAT students can work while ERIC is</p>

		<p>students to practice online. Our team of tutors is continuing to build up an extensive internal speech and mock-conference repository for student practice. According to modules questionnaires and staff-student committees, students are very satisfied with the resources we offer.</p> <p>We were pleased to see fewer comments from students re access to facilities in 2010-2011.</p>	<p>in use for teaching or exams.</p>
<p>Personal development</p>		<p>MACITS-</p> <p>Students are always extremely positive about this. They find the course stimulating and challenging and feel they are well prepared to enter the professions they are trained for.</p> <p>They particularly appreciate our strong links with employers (European Commission, European Parliament, UN etc. as well as local and national employers). An internship programme was set up with the Refugee Council in Leeds for 2010-2011 and we continue to explore new links (NATO and IMO for 2011-2012).</p>	<p>This year we have a CTS Professionalization Talk Series for which attendance is monitored and certificates of attendance will be issued at the end of the academic year.</p>