

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

School of Modern Languages and Cultures (Centre for Translation Studies) Faculty of Arts

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

Impact of 2010-11 actions	The revision of assessment formats in MAAVTS and MACITS broadened the range of skills covered and increased fairness. The introduction of the Professionalization Talks series yielded significant improvements in students' personal development. Other actions, including the overhaul of our website, were put on hold. It should be noted that, during this period, the School conducted a complete review of PGT provision, which limited the scope for more fundamental change. NB: Merger of Programme Survey results in this year's data for MACITS Bi-di and MACITS 2 Lang means there are no year-on-year comparable data for these programmes.
Achievements in 2011-12	In 2011-12, a large and diverse cohort of students graduated from our five MA programmes (MAATS, MAAVTS, MACITS Bi-di, MACITS 2 Lang, MAIBSL). As evidenced in the reports of our External Examiners, many of these students produced work of a very high standard. In addition to their academic attainment, students valued their experience of working together, forging professional relationships that will enrich their future careers. While there are clearly areas in need of significant improvement, overall satisfaction, as reported in the Programme Survey, was impressive for MAAVTS (100%) and MACITS (85%). It might also be noted that, during this academic session, 3 of our former MA students commenced PhD study in the School.
Main actions for 2012-13	Many actions are detailed below. Some pertain to specific programmes, others apply across the board. In order to improve student experience, we need to learn from one another to consolidate good practice, develop fresh ideas, and build greater coherence as a team. In concrete terms, priorities are: (1) to secure dedicated leadership for the MAATS programme; (2) to improve speed and quality of assessment feedback. We have made a good start in both. We also seek to build on our excellent relationship with colleagues in Programme Support, on whom the School relies for the success of its programmes. Finally, we are working to ensure maximum benefit to our students from the contributions of experienced professional translators, interpreters and subtitlers.

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Aspect	Progress with actions in response to 2010-11 feedback and indication of impact	Issues raised in 2011-12 feedback	Planned response in 2012-13
Overall satisfaction	Increased awareness of the Programme Survey and the importance of student response.	While there are clearly areas in need of significant improvement, overall satisfaction was impressive for: MAAVTS (100%) and MACITS (85%).	Learn from each other to consolidate good practice, develop new ideas, and build greater coherence as a team.
Teaching	MAAVTS: introduced group presentations and feedback into module assessment to encourage participation and improve communication skills. MACITS: revised mock conference format and topics to bring closer to professional scenarios.	All: students valued the contribution of professional linguists with pedagogic experience – and, more generally, responded to the enthusiasm of staff. MAAVTS/MACITS: concerns were raised about expectations for an optional module (MODL5005M).	For the cross-programme core (MODL5001M), pre-lecture materials will help orientate students. Feedback shared with module team; students to be encouraged to look at module catalogue entry.
Assessment and feedback	MAATS: efforts made to ensure greater consistency and efficiency in assessment practice – work remains to be done in this area. MAAVTS: increased encouragement for students to take advantage of one-to-one sessions with tutors to discuss feedback. MACITS: topics for speeches for interpreting announced at exam, to improve fairness.	All: concerns remain about turnaround of feedback. MAATS: students raised concern over consistency marks across team of markers. External Examiner gave this careful consideration and was satisfied. MACITS: despite Programme Survey results, student feedback reports improvements in understanding marking criteria and application thanks to early mock exam in semester 1.	All: redouble efforts to return feedback in timely manner, and improve clarity of criteria, especially for cross-programme modules. MAATS: improve assessment of the core module (MODL5000M) and decrease the number of markers involved MACITS: introduce additional mock exam in semester 2 to improve understanding there.
Academic support	MAATS: continued concern over advice/support. MAAVTS: flagged as area of notable concern in 2010-11 Survey, this area shows marked improvement, especially in project supervision.	MAATS: we need to improve significantly here – the decline in reported ability to contact staff is a particular concern. MAAVTS: Generally excellent results.	MAATS/MACITS: learn from MAAVTS experience in improving project supervision and support. All: set up online module feedback questionnaires for Dissertations and Extended Translations.
Organisation and management	All: need to improve website – this is ongoing. MAATS: course organisation – raised in 2011, still a major concern – must be addressed in 2012-13. MACITS: rationalisation of course management still needs further work: HEU/Intl feedback differs.	MAATS: major issues around communication and organisation, particularly from HEU students. MAAVTS: very strong results, especially from Intl students.	MAATS: A new Programme Manager, whose role is dedicated to development of the programme. MACITS: bring the two programme variants under single Programme Manager to ensure consistency and simplify operations.
Learning resources	MAAVTS: access to IT resources, an issue noted in 2011, remains a serious concern.	MAAVTS: limited access to specialised tools. MACITS: students valued access to the growing pool of learning resources, as well as the state of the art facilities.	MAAVTS/MAATS: Increased morning/evening opening hours for ERIC and continued availability of alternative facilities in B30.
Personal development	MAATS: personal development another area of concern.	MAATS: personal development remains a concern, though a marked improvement in problem solving, as well as support and confidence for Intl students.	The Professionalization Talks series, so successful in 2011-12, will be further enriched and also opened to PG students in LNP.

Key: MA in Applied Translation Studies (**MAATS**); MA in Audiovisual Translation Studies (**MAAVTS**); MA in Conference Interpreting and Translation Studies (**MACITS**) – available in two language and bidirectional variants; MA in Interpreting: British Sign Language (**MAIBSL**) – no longer running.