

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

School of Modern Languages and Cultures (Linguistics and Phonetics) Faculty of Arts

EXECUTIVE SUMMARY																		
Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate Programme Experience Survey					
	2012-13		2010-11		2009-10		2012-13		2010-11		2009-10		2012-13		2010-11		2009-10	
	Subject	Uni	Subject	Uni	Subject	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	91	87	87	87	91	86	82	85	86	85	86	83	91	87	75	84	85	82
Teaching	91	89	90	90	93	88	87	85	87	84	87	83	87	87	79	85	85	84
Assessment & feedback	64	71	71	69	81	65	65	59	64	61	64	56	70	75	63	69	67	68
Academic support	75	81	78	80	80	77	67	72	69	72	68	68	86	85	70	80	81	79
Organisation & management	86	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	7/17	57/147	8/19	51/150	5/14	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	<ul style="list-style-type: none"> - The 3 pathways within the Linguistics & Phonetics programmes are now being implemented. - Continued improvement on the Assessment & Feedback score on the NSS (from 58% to 69% to 71% satisfaction) - Thriving LingSoc, run by students and supported by staff - The Cornerstone module "Language: Structure and Sound" is now running for the first time. Tutorial groups are as homogeneous as possible (JH EL&L students together; other groups organised by language)
Achievements in 2012-13	<ul style="list-style-type: none"> - The 1st year conference and the finalists' dissertation conference were again a success (a number of professional-looking posters are still on display in our foyer). - The essay-writing workshops for level 2 students proved popular and are now being offered to level 4 students as well, and have been time-tabled as an <i>ad hoc</i> activity (i.e. not attached to a module). - Continued improvement on the dissertation module (with commendations from the external examiner) - Praise from the external examiner regarding our assessment practices: quality of feedback, marking guidelines and marking criteria, wide range of assessment formats. <i>"I have to commend my colleagues on extremely high standards of teaching and learning, on the breadth and depth of their</i>

	<p><i>assessments, on the excellence of their feedback, and on the attention to personalised learning. The staff on the BA in Linguistics & Phonetics are an extremely dedicated team providing first-class training in the field."</i></p> <ul style="list-style-type: none"> - Very high standard of students' work (the dissertations in particular were praised by the external examiner). - Development of a series of talks and events about employment opportunities and guidance. - Higher Education Achievement Record recognition for our Research Experience Scheme.
Main actions for 2013-14	<ul style="list-style-type: none"> - Make students aware of the way in which their feedback is taken into account. - Draw students' attention to the marking criteria for all assessments. - Continue to encourage students to be proactive in collecting and reflecting on the extensive feedback we provide for them. - Provide more opportunities for students to do group work, to enhance their employability by the development of teamwork skills. - Continue providing opportunities for students to develop their presentation skills (via the 1st- and 3rd-year conferences, and activities in lectures and seminars). - Continue running the Research Experience Scheme, to give students opportunities to get involved in research. - Make our elective modules visible via the Discovery Themes, especially the level-2 entry-points into our Pathways (specifically to attract students from Psychology and Education). - Review LING1060 (Language Projects) and LING1100 (Language: Data and Analysis) for optimum complementarity and consider synoptic assessment.

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

School of Modern Languages and Cultures (Linguistics and Phonetics)

Faculty of Arts

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	Comments were mainly positive.	Many very positive comments. Some negative comments arising from issues with temporary staff.	Continue striving for excellence in all areas. Still need to better show to students how their comments are acted upon. Continue supporting the LingSoc and encouraging student involvement at all levels.
Teaching	Positive comments about staff helpfulness and enthusiasm, and about the choice of modules and interesting content. Some complaints about changes to a particular module (due to a temporary member of staff, who has now left).	Comments mainly positive.	Promote the 3 pathways to encourage students to specialise in areas that interest them.
Assessment and feedback	Feedback still judged insufficient by some (but in some cases this seems to be due to the failure of collecting feedback forms, which are provided for all assignments).	Many positive comments. Issue with balance of marks in LING2340 (due to discrepancy with programme catalogue).	Raise the awareness of students to the many feedback opportunities offered to them, and of their responsibility in collecting feedback sheets, attending feedback sessions, and reflecting on the

		Issue with expectations regarding exams, based on previous years. (Both issues now resolved.)	feedback received (with the help of their personal tutor). Marking criteria now made clearer for each piece of assessment. Continue meeting the 3-week turnover for marking (as per University policy) and make students aware of this policy.
Academic support	Agreed policy of prompt replies to students.	Some disabled students feel not sufficiently supported.	Encourage disabled students to discuss any issue with their personal tutor and module convenors.
Organisation and management	No comment.	No comment.	Continue working with the School support teams and suggest improvements where necessary.
Learning resources	Positive comments about the quality of resources provided.	Some students requested more copies of key texts in the library.	Module convenors to request additional copies where necessary.
Personal development	New opportunities for students who wish to develop their skills further (Research Experience Scheme, organisation of student conferences).	Some very positive comments. Insufficient information about opportunities for a year abroad.	Personal tutors to provide more information about year abroad opportunities (which are unfortunately limited at the present time). Try to establish partnerships with institutions in other countries. Encourage students to participate more actively in seminars, give them opportunities to do presentations and to take part in group work.

THE ACTION PLAN ABOVE WAS DISCUSSED AND APPROVED AT THE STUDENT-STAFF FORUM ON 28/10/2013