

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2014-15

Faculty of Arts; School of Languages, Cultures and Societies

EXECUTIVE SUMMARY																		
Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate Programme Experience Survey					
	2013-14		2012-13		2011-12		2013-14		2012-13		2011-12		2013-14		2012-13		2011-12	
	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	87	88	92	87	87	87	83	85	82	85	86	85	88	85	91	87	75	84
Teaching	91	90	94	89	90	90	87	85	87	85	87	84	88	86	87	87	79	85
Assessment & feedback	74	71	77	71	71	69	65	62	65	59	64	61	76	71	70	75	63	69
Academic support	79	82	80	81	78	80	70	73	67	72	69	72	81	82	86	85	70	80
Organisation & management	84	85	89	84	84	83	75	75	75	73	79	74	82	81	84	85	69	80
Learning resources	88	91	91	90	89	88	85	83	79	81	76	78	89	85	77	86	79	83
Personal development	79	82	85	81	83	81	65	72	61	69	62	68	80	77	82	77	66	71
Sector position		50/146		57/147		51/150												

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)

Headline achievement in 2013-14	Cornerstone modules were successfully introduced for L1 JH students, ensuring greater intellectual coherence to their programmes
Main actions for 2014-15	<ol style="list-style-type: none"> 1. Consulting with students on how best to provide the form of feedback that students find most useful. 2. Developing and embedding support for JH students 3. Embedding the efficient teaching of research skills at all levels, in preparation for the Final Year Project
Summary of student involvement in the production of this Action Plan	Individual subject-area Action Plans were discussed with subject-area student reps at Staff-Student forums in October 2014. School representatives discussed the plan at a School-level meeting on 19 November 2014. Owing to the very tight timetable for turnaround of individual subject area and school-level plans, subject-area reps could not be consulted about the School plan in person.

AGREED ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2014-15

Faculty of Arts; School of Languages, Cultures and Societies

Aspect	Progress with 2013-2014 actions and indication of impact	Agreed Issues/Actions for 2014-2015	Responsibility/Expected completion date
Overall satisfaction	<p>'Deliver an excellent student education through innovative, current and research-led curriculum and extra-curricular activities.'</p> <p>Progress has been good in this area.</p> <ul style="list-style-type: none"> - The excellence of the Partnership was mentioned at the SAER. Curriculum reform took place in many areas of the LCS - - Students continued to be engaged in innovative ways through activities such as the UGRE, paid internships and the Leeds Loves Languages project. 	<p>Communications with students to be improved. Pilot schemes in various subject areas include 'town hall' meetings, social media interns, explicit feedback office hours, 'open door' office hours. Ongoing curriculum review in East Asian Studies, Portuguese, German, Russian, Classics</p> <p>Exploration of more creative ways of engaging students in MEQs, including scanning paper MEQs and in-class MEQ completion via mobile devices.</p> <p>Engagement with the new University Lecture Capture project</p>	<p>SLs/DSE/ June 2015</p> <p>SLs/ January 2015</p> <p>DSE/ FTSEC/ SLs/Cécile de Cat/ January 2015</p> <p>AMOS/ June 2015</p>
Teaching	<p>'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.'</p> <ul style="list-style-type: none"> - Module enrolment was carefully managed, and student satisfaction greatly improved as a result 	<ul style="list-style-type: none"> - Further embed the Leeds Curriculum and Research-Led Teaching in the LCS curriculum, including the development of a robust project plan for the Final Year Project. - Develop attractive new JH programmes such as Theatre and Modern Languages, and English and Comparative Literatures - Investigate mentoring system for Teaching Fellows, ensuring their integration into School procedures and support for their professional development - Develop Discovery Themes project to both open up our modules to a wider audience and better support students taking LCS Discovery Modules. Communicate Discovery Themes to all students. - Embed the Teaching Enhancement Scheme in all areas 	<p>SEG/FTSEC/DSE/Gregorio Alonso / January 2014</p> <p>STSEC/SLs/ ongoing</p> <p>SEG</p> <p>Caroline Campbell/STSEC/ April 2014</p> <p>Mustapha Lahlali/ September 2014</p>
Assessment and feedback	<p>'Increased number of hand-in dates will allow 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</p>	<p>Continued concerns surrounding assessment and feedback identified in the NSS.</p> <ul style="list-style-type: none"> - A Student Education Forum will address best practice in feedback, including contributions from student 	<p>Mustapha Lahlali/ December 2014</p>

	<p>marking) to gauge the viability of greater flexibility.'</p> <ul style="list-style-type: none"> - Increased number of hand-in dates and trialling of online submission only has been greatly appreciated by students. 	<p>representatives.</p> <ul style="list-style-type: none"> - Better supporting JH students in managing their deadlines via the PT system, and moving to streamline assessments. - Adoption of best practice such as 'feed forward,' 1:1 oral feedback, and feedback weeks across the School. - A further Student Education Forum will address assessment of oral work. - Move towards standardising some aspects of feedback sheets across the School. - The implementation of the new University-mandated three-week turnaround time for moderated marks, excluding University open days, should enhance student satisfaction. 	<p>Mustapha Lahlali/AMOS / ongoing</p> <p>SLs / ongoing</p> <p>ML/ December 2014</p> <p>JW/STSEC / December 2014</p> <p>AMOS/ September 2014</p>
Academic support	<p>'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.'</p> <ul style="list-style-type: none"> - Progress is ongoing. A successful Student Education Forum was held on Personal Tutoring, with guest speakers from Leeds for Life and from SDDU. - A refreshed Code of Practice on Personal Tutoring was put in place, with renewed emphasis on equity and consistency of practice. 	<p>Continue to improve Personal Tutoring via the new Personal Tutoring policy, emphasising equity and consistency of practice for all students.</p> <ul style="list-style-type: none"> - Ensuring that personal tutoring focuses on a student's overall academic progress, including both halves of a JH degree, rather than being a subject-specific tutorial. Better communicate message that students can request a change of personal tutor. - Continued engagement with and communication of Leeds for Life - Reassessment of the role that Personal Tutoring will play in light of the introduction of the Final Year Project - Sharing of best practice on ways of offering module advice, especially during Years Abroad (e.g. via podcasts, 'taster weeks' or student ambassadors) 	<p>Mustapha Lahlali/AMOS / September 2014-ongoing</p> <p>AMOS/ongoing DSE/STSEC/ February 2015</p> <p>DSE/SLs/STSEC / June 2015</p>
Organisation and management	<p>'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</p>	<p>Faculty and School discussions on the JH Programme Manager role will be concluded this year, with a formal application process to be held for the new Programme Managers</p>	<p>SEG/ February 2015</p>

	<p>role of JH Programme managers (Director of JH?)'</p> <ul style="list-style-type: none"> - The role of JH Programme Managers is being developed on an ongoing basis. - Cornerstone modules contributed to far greater coherence for incoming JH students. 	<ul style="list-style-type: none"> - Review of Taught Postgraduate Provision is ongoing across the LCS, especially in World Cinemas, Classics, EAST and CTS, to better align our PGT teaching with University and Faculty aims - Classics is undergoing a wholesale Programme Review, in order to bring its teaching contact hours and balance between lectures and seminars in line with LCS norms 	<p>SLs/ Martin Thomas/ February 2015</p> <p>Emma Stafford/ Gigliola Sulis / February 2015</p>
Learning resources	<p>'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.'</p> <ul style="list-style-type: none"> - Subject areas, particularly AIMEs, continue to pioneer the production of their own learning materials. - The introduction of the FYP is prompting a review of guided independent study throughout the curriculum. - Workshops on academic writing skills are being held at Level 1 and Level 2 	<p>Develop research skills training for the FYP at Levels 1 and 2</p> <p>Redevelop and merge MODL1010, 'IT for Language Students', and CLAS1025 'Introduction to Academic Skills', as a unitary LCS research skills and digital literacy module, in collaboration with Dr. Rafe Hallett.</p> <p>Communicate more clearly with library staff on the process of ordering library materials from overseas</p> <p>Trial roll-out and evaluation of Lecture Capture in the School</p> <p>Explore possibilities for adopting more learning technology</p>	<p>DSE/SLs / January 2015</p> <p>Chris Homewood /Penny Goodman/Rafe Hallett/ January 2015</p> <p>SEG/September 2015</p> <p>AMOS/June 2015</p> <p>Antonio Martinez-Arboleda/DSE/June 2015</p>
Personal development	<p>'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.'</p> <ul style="list-style-type: none"> - Successful Student Education Forums were held on Employability and on Personal Tutoring and Leeds for Life in early 2014. 	<p>Continued focus on employability, in connection with the Final Year Project</p> <p>Focus on alumni relations and alumni stories on website, in collaboration with the alumni intern.</p> <p>Focus groups and Teaching Enhancement Scheme pilots in partnership with the Student Representatives and Student Societies ensure that the LCS responds to student needs.</p> <p>Renewed emphasis on Personal Development for PGT students, and continuing Professionalisation workshops for CTS PGT students.</p>	<p>Penny Goodman/AMOS/DSE / June 2015</p> <p>Penny Goodman/Helen Dray / June 2015</p> <p>DSE/Mustapha Lahlali/Martin Thomas/Student Reps / June 2015</p> <p>Mustapha Lahlali / Martin Thomas December 2014/</p>