

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2015-16

Faculty of Arts; School of Languages, Cultures and Societies

EXECUTIVE SUMMARY																		
Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate Programme Experience Survey					
	2014-15		2013-14		2012-13		2014-15		2013-14		2012-13		2014-15		2013-14		2012-13	
	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	92	90	87	88	92	87	84	87	83	85	82	85	79	85	100	85	91	87
Teaching	95	92	91	90	94	89	87	86	87	85	87	85	83	85	88	86	87	87
Assessment & feedback	77	74	74	71	77	71	66	63	65	62	65	59	64	71	76	71	70	75
Academic support	82	85	79	82	80	81	68	74	70	73	67	72	76	82	81	82	86	85
Organisation & management	86	85	84	85	89	84	76	76	75	75	75	73	72	82	82	81	84	85
Learning resources	92	92	88	91	91	90	82	84	85	83	79	81	94	87	89	85	77	86
Personal development	85	85	79	82	85	81	62	72	65	72	61	69	76	76	80	77	82	77
Sector position		21/145		50/146		57/147												

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 2014-15	Overall satisfaction in the School rose to be the highest in the Faculty. A three-week turnaround for all feedback in the School was implemented in line with University guidelines, allowing students better and more prompt opportunities to learn from their assessments. This ensured that a major objective from 2014-15 was met, 'Continuing improvement to feedback processes, including consultation with students on how best to educate students to use the feedback well and on how best to provide the form of feedback that students find most useful.'
Main actions for 2015-16	<ol style="list-style-type: none"> 1. Improving coordination of support for JH students, including particularly those for JH language students, through placing JH at the centre of our School's priorities. In particular, induction and assessment deadlines will be reformed. 2. Improving the personal tutor and attendance monitoring systems to enhance student support in the School, and improving staff and student engagement with Leeds for Life. 3. Making assessment more meaningful and deadlines less onerous through a thorough audit of assessment and deadlines across the School, particularly for JH language students. 4. Continuing to create interdisciplinary opportunities across the School

<p>Good practice examples from 2014-15</p>	<p>1. Appointing a Director of JH to improve support and programme management for JH students. This ensured that the main action to support JH students from 2014-15 was met, 'including more robust personal tutoring systems across and outside subject areas, more active and visible JH Programme Managers, more School-wide sharing of best practice and more support for students during crowded assessment periods.'</p> <p>2. An ambitious programme of curriculum reform, particularly in East Asian Studies, Portuguese, German, Russian, Classics, creating new interdisciplinary and professional modules and programmes in response to student demand. In particular, pathways in history and applied language have been opened up, new approaches to teaching in the target language devised, and new programmes in English and Comparative Literature opened.</p> <p>3. Creating employability opportunities, including student internships, subject-specific alumni events and a constant stream of School and Faculty fairs and events across the School.</p>
<p>Summary of student involvement in the production of this Action Plan</p>	<p>Students were involved in Subject-level action plans in multiple and diverse ways in different subject areas of the School, including forming part of focus groups who co-wrote the Plan, scrutinising Plans at staff-student forums and providing feedback, participating in town hall meetings to discuss NSS and UGPS results, and feeding back on Plans via email and VLE. The School-level action plan has been discussed with School-level student reps.</p>

AGREED ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2015-16

Faculty of Arts; School of Languages, Cultures and Societies

Aspect	Progress with 2014-2015 actions and indication of impact	Agreed Issues/Actions for 2015-2016	Responsibility/Expected completion date
<p>Overall satisfaction</p>	<p>Overall satisfaction levels in the 2015 NSS were excellent, with significant improvement in satisfaction scores in many subject areas, particularly with some subject areas leading the Russell Group for satisfaction (AIMES, Italian), and others significantly improving their performance from last year (Japanese, Linguistics, Classics).</p> <p>Actions from last year included the following: <i>Communications with students to be improved.</i> <i>Pilot schemes in various subject areas include 'town hall' meetings, social media interns, explicit feedback office hours, 'open door' office hours.</i></p> <p>These communication schemes have resulted in higher student satisfaction and engagement, much of which has contributed to curriculum reform in the School.</p>	<p>Enhance support for JH students through an audit of induction and assessments, as well as through a greater visibility of the JH Programme Director.</p> <p>Ongoing curriculum review, particularly of language teaching in FREN and SPLAS, to further ensure our language teaching is informed by the latest scholarship, and to ensure module choice.</p>	<p>Director of JH/ DSE / DDSE / ongoing</p> <p>PMS/AMOS</p>

	<p><i>Ongoing curriculum review in East Asian Studies, Portuguese, German, Russian, Classics.</i> This has successfully been implemented and led to higher student satisfaction, particularly in Classics. Curriculum reform is ongoing throughout the School in response to various forms of student input.</p> <p><i>Exploration of more creative ways of engaging students in MEQs, including scanning paper MEQs and in-class MEQ completion via mobile devices</i> Paper MEQs have been introduced and have resulted in a higher response rate.</p> <p><i>Engagement with the new University Lecture Capture project</i> This has been rolled out in the School and has resulted in narrative positive feedback from students.</p>		
<p>Teaching</p>	<p><i>- 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.</i> This is under way and town hall meetings for L2 students on the FYP are starting in November 2015</p> <p><i>- Develop attractive new JH programmes such as Theatre and Modern Languages, and English and Comparative Literatures</i> These JH programmes have been developed, and English and Comp Lit is recruiting well.</p> <p><i>- Investigate mentoring system for Teaching Fellows, ensuring their integration into School procedures and support for their professional development</i> This is ongoing, and mentoring circles are being set up across the School</p> <p><i>- Develop Discovery Themes project to both open up our modules to a wider audience and better support students taking LCS Discovery Modules.</i> This is ongoing, and progress is being made with rewriting module descriptions to better attract students.</p>	<p>Continue to roll out the Leeds Curriculum and Final Year Project, including creating training opportunities and a new suite of modules</p> <p>Continue to create new programmes, such as MRes Classics, new MAs in EAST, new programmes in East Asian Religions and Societies and a BA in three languages.</p> <p>Create Leeds Centre for Excellence in Language Teaching, aligned to development of scholarship mentoring and scholarship practice.</p> <p>Continue development of Discovery Themes and co-taught modules, including 'shadow' modules, to enhance student module choice.</p> <p>Continue development of cross-module collaborations at M-level</p>	<p>DSE/DHoS/SESM</p> <p>DSE/ AMOS / January 2016</p> <p>HoS/ Melinda Whong/ Alex Ding / May 2016</p> <p>Caroline Campbell/ AMOS</p> <p>PGT Officer / PGT PMs</p>

	<p><i>Communicate Discovery Themes to all students.</i> This is working well, and has proven greatly to enthuse applicants at Open Days.</p> <p>- <i>Embed the Teaching Enhancement Scheme in all areas</i> This has been successfully implemented, with Teaching Enhancement Activities ongoing in all parts of the School, many of them responding to student feedback or engaging with students.</p>		
Assessment and feedback	<p><i>Continued concerns surrounding assessment and feedback identified in the NSS.</i></p> <p>- <i>A Student Education Forum will address best practice in feedback, including contributions from student representatives.</i></p> <p>The forum was held and was successful.</p> <p>- <i>Better supporting JH students in managing their deadlines via the PT system, and moving to streamline assessments.</i> This is an ongoing and much needed piece of work. The appointment of the Director for Joint Honours is a great advance here.</p> <p>- <i>Adoption of best practice such as 'feed forward,' 1:1 oral feedback, and feedback weeks across the School.</i> Engagement with student reps has established that timely, individual, written feedback, with the opportunity to discuss it orally, is most valued.</p> <p>- <i>A further Student Education Forum will address assessment of oral work.</i> This was held and a new cross-School working group on oral work is developing universal criteria for oral examinations.</p> <p>- <i>Move towards standardising some aspects of feedback sheets across the School.</i> This is ongoing work, and will be completed by end of session 2015/16</p> <p>- <i>The implementation of the new University-mandated three-week turnaround time for moderated marks, excluding University open days, should enhance student satisfaction.</i> This has been a great success.</p>	<p>Continue to embed the three-week turnaround time for assessed work, with a particular focus on ensuring that exam feedback is meaningful and timely.</p> <p>Collaborate with other Schools in the Faculty to streamline and coordinate Mitigating Circumstances procedures.</p> <p>Continue to develop Assessment Maps, to ensure that all assessment is aligned to programme outcomes.</p> <p>Hold assessment audit to ensure that all assessment is meaningful and builds research skills, that assessment is varied at a programme level rather than a modular level, and to cut down on over-assessment and resulting clashing deadlines.</p> <p>Ensure that resources are in place to implement the new e-submission policy in 2016.</p> <p>Collate and as far as possible standardise marking criteria and feedback sheets across the School, in line with programme learning outcomes. Explore the possibility of having these centrally administered within the School.</p>	<p>DSE/Assessments Officer/ AMOS – ongoing.</p> <p>Assessments Officer – by end of session 2016</p> <p>PMs/SLs – by December 2015</p> <p>Assessments Officer/ AMOS – by January 2016</p> <p>DSE/FESM – by September 2016</p> <p>DSE/Assessments Officer/SES – by Spring 2016.</p>

<p>Academic support</p>	<p><i>Continue to improve Personal Tutoring via the new Personal Tutoring policy, emphasising equity and consistency of practice for all students.</i></p> <ul style="list-style-type: none"> - <i>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.</i> <p>This message is being communicated, and students are being placed with a personal tutor from their subject area wherever possible.</p> <ul style="list-style-type: none"> - <i>Continued engagement with and communication of LeedsforLife</i> <p>This remains an ongoing project.</p> <ul style="list-style-type: none"> - <i>Reassessment of the role that Personal Tutoring will play in light of the introduction of the Final Year Project</i> <p>This is being communicated to staff this semester.</p> <ul style="list-style-type: none"> - <i>Sharing of best practice on ways of offering module advice, especially during Years Abroad (e.g. via podcasts, 'taster weeks' or student ambassadors)</i> <p>This is an ongoing project, with considerable success last year.</p>	<p>Reform engagement with Personal Tutoring, including ensuring that LeedsforLife is used for all meetings, and using Personal Tutoring to support Attendance Monitoring.</p> <p>Support JH students via the Director of Joint Honours, particularly at induction and during module choice.</p> <p>Continue to explore ways to support student module choice during their YA.</p> <p>Develop the PT system, in alignment with the FYP module leader, to support UG students deciding on their FYP.</p> <p>Organise all-School workshops for academic skills, particularly essay writing.</p> <p>Ensure that all students, particularly JH students, are supported to independently manage clashing deadlines where they occur.</p>	<p>DDSE/AMOS – ongoing</p> <p>Director of JH - ongoing</p> <p>DSE/SESM/AMOS – by April 2016</p> <p>DSE/DDSE/AMOS – by end of session 2015-16.</p> <p>DDSE/Bee Bond – by end of S1 2015-16</p> <p>DDSE/DSE/AMOS/Director of JH – ongoing</p>
<p>Organisation and management</p>	<p><i>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</i></p> <p>The Director of Joint Honours role has been created and is contributing to much better support for JH students in the School.</p> <ul style="list-style-type: none"> - <i>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</i> <p>New M-level programmes in EAST and Classics have been successfully developed and will run next year.</p> <ul style="list-style-type: none"> - <i>Classics is undergoing a wholesale Programme Review, in order to bring its teaching</i> 	<p>The Director of JH is ensuring that JH programmes, in particular JH language programmes, are considerably better organised and managed.</p> <p>Attendance monitoring, assessment and PT procedures continue to be revised and aligned.</p> <p>Ensure that all module handbooks contain a uniform set of information</p> <p>Ensure that any unexpected changes in staffing are managed promptly, and changes communicated in a timely fashion to students.</p>	<p>Director of JH/STSEC - ongoing</p> <p>DDSE/Assessment Officer/DSE – ongoing</p> <p>AMOS – complete</p> <p>SLs/PMs - ongoing</p>

	<p><i>contact hours and balance between lectures and seminars in line with LCS norms</i> This has been highly successful and has contributed to greatly improved satisfaction figures in Classics.</p>		
Learning resources	<p><i>Develop research skills training for the FYP at Levels 1 and 2</i> This has been embedded into all modules via a research skills audit <i>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.</i> This project is ongoing <i>Communicate more clearly with library staff on the process of ordering library materials from overseas</i> This project is ongoing <i>Trial roll-out and evaluation of Lecture Capture in the School</i> This project has been very successful <i>Explore possibilities for adopting more learning technology</i> A new Faculty Digital Strategy will help support this.</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>Start work on digital resources to support students planning a Final Year Project during their residence abroad.</p> <p>Continue to lobby for improved facilities for PGR and PGT students</p> <p>Prepare for the introduction of universal e-submission for coursework in September 2016</p>	<p>DDSE/Bev Back/Antonio Martinez-Arboleda/ Rafe Hallett</p> <p>DSE/ Faculty colleagues</p> <p>HoS/Director of PG Studies/PG Tutor</p> <p>SESM/AMOS</p>
Personal development	<p><i>Continued focus on employability, in connection with the Final Year Project</i> Very successful employability events continue to be held. <i>Focus on alumni relations and alumni stories on website, in collaboration with the alumni intern</i> This is a work in progress – stories continue to be gathered. <i>Focus groups and Teaching Enhancement Scheme pilots in partnership with the Student Representatives and Student Societies ensure that the LCS responds to student needs.</i> These initiatives have helped underpin successful employability initiatives.</p>	<p>Continue to develop strategies to support continuity of Personal Tutor between semesters, and to ensure that tutees are allocated a tutor from their subject area.</p> <p>Continue to develop employability and alumni events, including a more diverse range of alumni and more interactive formats.</p> <p>Standardise and enhance support for language students on their Year Abroad.</p>	<p>SESM/FESM</p> <p>SLs/Employability Officer/ Employability Tutor</p> <p>Residence Abroad tutor/SLs</p>

	<i>Renewed emphasis on Personal Development for PGT students, and continuing Professionalisation workshops for CTS PGT students</i> These continue to be run successfully		
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