

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2016-17

School of Languages, Cultures and Society: Faculty of Arts, Humanities and Cultures

EXECUTIVE SUMMARY																		
Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate Programme Experience Survey					
	2015-16		2014-15		2013-14		2015-16		2014-15		2013-14		2015-16		2014-15		2013-14	
	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	87	90	92	90	87	88	87	87	84	87	83	85	90	86	79	85	100	85
Teaching	91	91	95	92	91	90	88	87	87	86	87	85	90	86	83	85	88	86
Assessment & feedback	75	73	77	74	74	71	68	63	66	63	65	62	78	73	64	71	76	71
Academic support	80	84	82	85	79	82	73	75	68	74	70	73	85	84	76	82	81	82
Organisation & management	84	85	86	85	84	85	80	78	76	76	75	75	84	82	72	82	82	81
Learning resources	88	91	92	92	88	91	83	84	82	84	85	83	91	87	94	87	89	85
Personal development	82	85	85	85	79	82	67	73	62	72	65	72	69	77	76	76	80	77
Sector position		20/146		21/145		50/146												

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 from 2015-16	Electronic submission was introduced for the majority of assessments
Main actions for 2016-17	<ol style="list-style-type: none"> 1. The School will research and deliver the optimum way to provide oral skills training to language students. 2. The School will revise and republish marking criteria and feedback sheets 3. The School will revise its Year Abroad support structures and provide clearer information about them in advance

<p>Good practice examples from 2015-16</p>	<p>1. Creation of an online LAUNCH resource for all Level 1 students, collating induction resources into one easily accessible website 2. Creation of a suite of innovative Final Year Project modules, including a Digital Documentary and Translation Project. 3. Introduction of LCS best practice in feedback guidelines across the School.</p>
<p>Summary of student involvement in the production of this Action Plan</p>	<p>Consultation with School student reps in a focus group and at STSEC. Input from Subject-area reps in various ways, such as staff student forums. Subject area plans have been developed in consultation with subject area representatives</p>

AGREED ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2016-17

School of Languages, Cultures and Societies, Faculty of Arts, Humanities and Cultures

Aspect	Progress with 2015-2016 actions and indication of impact	Agreed Issues/Actions for 2016-2017	Responsibility/Expected completion date
<p>Overall satisfaction</p>	<p>Although there was a disappointing drop in satisfaction in the NSS across the School, the Programme Survey shows a marked increase in satisfaction, particularly at Level 2, where traditionally satisfaction is at its lowest. This indicates that the measures being taken to streamline assessment, enhance Joint Honours support and boost Personal Tutoring are having a positive impact, particularly in lower years.</p>	<p>In consultation with student reps, and by analysing the comments, the following issues were identified as key:</p> <ol style="list-style-type: none"> 1. Oral skills provision 2. Year Abroad support and organisation 3. Overall organisation 4. Feedback. 	<p>Sofia Martinho + LITE/ Chiara LaSala + SES/ All colleagues Director of Student Education (DSE) and all colleagues</p>
<p>Teaching</p>	<p><i>Continue to roll out the Leeds Curriculum and Final Year Project, including creating training opportunities and a new suite of modules: Three new FYPs have been introduced, and have run smoothly to date. Training has been provided by colleagues across the School, and 100 students are registered on the new modules.</i></p> <p><i>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. A major programme review is in train across the School to create a new, more streamlined programme</i></p>	<p>Continue to roll out the FYP to the majority of LCS students, develop a Final Year Translation Project and support the development of a Final Year Pedagogical Project.</p> <p>Undertake a major curriculum review, including the development of a new suite of programmes and revised module provision.</p> <p>Conduct a major an Oral Skills Development scholarship project, funded via a LITE fellowship and led by Sofia Martinho.</p>	<p>DSE/ Alina Secara/ Maria Garcia Florenciano / spring 2017</p> <p>Head of School/ DSE / All colleagues / September 2018</p> <p>Sofia Martinho / end of 2017</p>

	<p>structure. New modules continue to support choice across the School, including a new 20 credit ab initio Portuguese language module suitable for those taking the language as a Discovery Module and a brand new 20 credit Portuguese content module in level 1 for all students of JH Portuguese and SH SPLAS to bring Portuguese in line with the way other ab initio JH languages are taught at level 1. EAST has also completed a curriculum review that incorporates more research-led teaching in line with the Leeds Curriculum. French has completely revamped Core L3 assessment in line with NSS comments.</p> <p><i>Create Leeds Centre for Excellence in Language Teaching, aligned to development of scholarship mentoring and scholarship practice.</i> The Centre has now been launched, two directors appointed, and the School has commissioned a research project from the CELT to improve oral skills provision, in line with feedback received in the NSS.</p> <p><i>Continue development of Discovery Themes and co-taught modules, including 'shadow' modules, to enhance student module choice.</i> New co-taught modules are in development, particularly in the areas of literature and translation, as well as a cross-School module on Religion and Violence.</p> <p><i>Continue development of cross-module collaborations at M-level.</i> We have begun to offer cross-teaching with the SMC, leading to interdisciplinary conversations and strong student recruitment on several M-level modules.</p>	<p>Open up learning opportunities to students by exploring cross-teaching with the School of Media and Communication</p> <p>Continue development of cross-School modules to open up more and more innovative options for students at all levels.</p>	<p>DSE/ World Cinema colleagues/ September 2017</p> <p>All colleagues/ March 2017</p>
<p>Assessment and feedback</p>	<p><i>Continue to embed the three-week turnaround time for assessed work, with a particular focus on ensuring that exam feedback is meaningful and timely.</i> Work to implement this has become embedded across the School and is ongoing.</p>	<p>In keeping with University requirements, marking criteria will be updated and reviewed across the School. Marking criteria will be published more consistently throughout the School. The Final</p>	<p>DSE/ Exams and Assessment Officer / June 2017</p>

	<p><i>Collaborate with other Schools in the Faculty to streamline and coordinate Mitigating Circumstances procedures. The LCS Exams and Assessment Officer has initiated yearly meetings with Faculty Exams officers to coordinate these.</i></p> <p><i>Continue to develop Assessment Maps, to ensure that all assessment is aligned to programme outcomes. An updated Assessment Map is to be prepared for the new programme review.</i></p> <p><i>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. This is an ongoing project that will continue as part of the programme review.</i></p> <p><i>Ensure that resources are in place to implement the new e-submission policy in 2016. E-submission has now been implemented with SES support.</i></p> <p><i>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. This is an ongoing project that will continue as part of the programme review.</i></p>	<p>Year Project marking criteria are discussed in a dedicated training session.</p> <p>Promote e-marking via Turnitin Studio throughout the School</p> <p>Create new Assessment Map in line with programme review. This will de facto include an assessment audit.</p>	<p>DSE / Exams and Assessment Officer / ongoing</p> <p>DSE/ Exams and Assessment Officer/ Subject Leaders / Programme Leaders / March 2018</p>
<p>Academic support</p>	<p><i>Reform engagement with Personal Tutoring, including ensuring that LeedsforLife is used for all meetings, and using Personal Tutoring to support Attendance Monitoring. This review is ongoing. The new attendance monitoring guidelines take a pastoral, rather than a punitive approach to attendance.</i></p>	<p>Continue to promote personal tutoring via LeedsforLife, and as a core part of teaching. In part, this will be done via LeedsforLife roadshows at subject area meetings.</p> <p>Continue to work on the provision of all-school academic writing workshops</p>	<p>Deputy DSE/ongoing.</p> <p>DSE/ Language Centre colleagues / Skills@Library/ March 2017</p>

	<p><i>Support JH students via the Director of Joint Honours, particularly at induction and during module choice. Induction runs much more smoothly now thanks to the LAUNCH resource and the Director of JH coordinating induction activities.</i></p> <p><i>Continue to explore ways to support student module choice during their YA.</i></p> <p><i>Develop the PT system, in alignment with the FYP module leader, to support UG students deciding on their FYP. The DSE (FYP leader) is part of a University working group with the Leeds for Life team to improve this, with a deadline of September 2017 to revise the project.</i></p> <p><i>Organise all-School workshops for academic skills, particularly essay writing. Plans for this are ongoing. School-wide academic writing skills workshops are held as part of the FYP training.</i></p> <p><i>Ensure that all students, particularly JH students, are supported to independently manage clashing deadlines where they occur. This is an ongoing piece of work.</i></p>		
<p>Organisation and management</p>	<p><i>The Director of JH is ensuring that JH programmes, in particular JH language programmes, are considerably better organised and managed. This is an ongoing piece of work. Programme review will ensure that JH language programmes are better supported, more coherent and more flexible.</i></p> <p><i>Attendance monitoring, assessment and PT procedures continue to be revised and aligned. This is an ongoing piece of work.</i></p> <p><i>Ensure that all module handbooks contain a uniform set of information. School module</i></p>	<p>Conduct review of JH Programme Learning Outcomes to make sure all Joint Honours Programmes are fit for purpose.</p> <p>Create LCS module handbook template</p> <p>Continue improvements in general communications with students</p>	<p>Director of Joint Honours/ Eddy Hurst/ March 2017</p> <p>DSE/ September 2017</p> <p>All colleagues.</p>

	<p>handbook guidelines have now been produced and are in place.</p> <p><i>Ensure that any unexpected changes in staffing are managed promptly, and changes communicated in a timely fashion to students.</i> This has largely been successful. Staffing issues have not impacted significantly on student learning.</p>		
Learning resources	<p><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> MODL1010 has been revised.</p> <p><i>Start work on digital resources to support students planning a Final Year Project during their residence abroad.</i> This work is ongoing</p> <p><i>Continue to lobby for improved facilities for PGR and PGT students.</i> In consultation with PGR and PGT students, the basement study space has been overhauled. At University level, dedicated PG space has been created in the Ed Boyle, and discussions are ongoing about the creation of more multifaith prayer facilities.</p> <p><i>Prepare for the introduction of universal e-submission for coursework in September 2016.</i> SES and academic colleagues have successfully worked to launch this.</p>	<p>Relaunch MODL1010 as 'Search and Research', a module that directly supports research-led teaching.</p> <p>Continue to work on digital resources to support students planning a Final Year Project during their residence abroad</p> <p>Encourage library purchase of primary resources to support Final Year Projects.</p>	<p>Deputy DSE/March 2017</p> <p>DSE/ Digital Learning Champion / March 2017</p> <p>DSE/ all colleagues/ ongoing</p>

<p>Personal development</p>	<p><i>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.</i> This work has been largely successful, and is ongoing.</p> <p><i>Continue to develop employability and alumni events, including a more diverse range of alumni and more interactive formats.</i> This work has been largely successful, and is ongoing.</p> <p><i>Standardise and enhance support for language students on their Year Abroad Assessments and communications have been standardised.</i></p>	<p>Conduct focus groups to find out expectations and needs of students on their Year Abroad; act accordingly</p> <p>New Employability Tutor is trialling a weekly drop-in to gauge exactly how students would like to have their employability supported. The School will continue to innovate in School-wide and programme-specific employability events.</p>	<p>DSE/ Chiara LaSala / Subject Leaders and Year Abroad officers / March 2017</p> <p>Jennifer Hirst/ Ongoing</p>
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