

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2017-18

SCHOOL OF LANGUAGES, CULTURES AND SOCIETIES; FACULTY OF ARTS, HUMANITIES AND CULTURES

EXECUTIVE SUMMARY								
Aspect	Undergraduate Programme Experience Survey				National Student Survey		Postgraduate Programme Experience Survey	
	2017-18				2017-18		2017-18	
	School		University		School	University	School	University
	Year 1	Year 2	Year 1	Year 2				
Overall Satisfaction	85%	89%	89%	86%	89%	89%	89%	88%
The teaching on my course	80%	89%	84%	84%	89%	89%	89%	85%
Learning opportunities	71%	81%	79%	80%	83%	84%	89%	86%
Assessment and feedback	73%	73%	72%	65%	76%	75%	81%	79%
Academic support	72%	76%	78%	77%	81%	82%	84%	85%
Organisation and management	78%	82%	80%	78%	84%	82%	87%	82%
Learning resources	87%	89%	86%	86%	91%	91%	93%	90%
Learning community	67%	70%	76%	75%	77%	79%	88%	83%
Student voice	58%	69%	67%	68%	74%	75%	76%	77%

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 2016-17	<i>Activity across the School to review feedback on assessed student work, clarifying relationship with marking criteria and raising awareness among tutors and students of the value of feedback in academic development.</i>
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<p>Key strategic actions for 2017-18</p>	<ol style="list-style-type: none"> 1. <i>Establish student-led working group to develop communication across the School community, enhancing Student Voice.</i> 2. <i>Sustain focus on assessment and feedback, embedding local initiatives in the culture of the wider School.</i> 3. <i>Make concrete proposals for curricular reform across our portfolio of undergraduate programmes.</i>
<p>Evaluation of main actions from 2016-17</p>	<ol style="list-style-type: none"> 1. <i>Research and deliver optimum spoken language skills training – supported by ongoing scholarship with a dedicated one-day workshop to share good practice (11/2017).</i> 2. <i>Review and revise marking criteria and feedback – new sheets have been developed and adopted in many parts of the School and there is better signposting of opportunities for face-to-face discussion. Work is ongoing through the Assessment Forum, with new guidance developed to support in specific areas, e.g. transition to 0-100 scale.</i> 3. <i>Residence abroad support structures and communications – work is ongoing to improve parity of assessment across languages / destinations and there is renewed focus from School Reps and tutors on transition phases.</i>
<p>Good practice examples from 2016-17</p>	<ol style="list-style-type: none"> 1. <i>Tea and talk sessions to help orientate and integrate taught students in the research culture of the School.</i> 2. <i>Engagement with the Research Experience Scheme to give students opportunity for involvement in research projects led by staff.</i> 3. <i>Promotion of the Centre for Excellence in Language Teaching as site of creativity and sharing for scholarship addressing current pedagogic priorities – such as improvement of oral skills training and use of peer feedback to enhance student education.</i>

Aspect	Progress with 2016-2017 actions and indication of impact	Agreed Issues/Actions for 2017-2018 (from where did the action arise, i.e. NSS, module evaluation, programme review?)	Responsibility/Expected completion date
Overall satisfaction	<p>The following issues were identified as key:</p> <ol style="list-style-type: none"> 1. Oral skills provision 2. Year Abroad support and 3. Overall organisation 4. Feedback. <p>Each of these is picked up below.</p>	<p>Overall satisfaction is up for NSS, with some very positive results also for the PG Programme Experience Survey. Inevitably, there is some unevenness across the School – and sharing practice and ensuring good communication remain key challenges.</p> <p>We have identified assessment, feedback and student voice as current priorities for teaching enhancement and scholarship activity.</p> <p>In addition to responding to student feedback around the consistency of experience and organizational clarity, curriculum reform will allow us to foreground some key benefits of our programmes – for example in developing intercultural awareness and making more explicit transnational complementarities. It will also help us to articulate the journey from research-led teaching to research-based learning.</p>	All – ongoing
The Teaching on my Course	<p>The Final Year Project is now embedded as a key component of our undergraduate programmes – with most students choosing between a dissertation, a digital documentary or a translation-based research project.</p> <p>In line with plans developed through 2016-17, as a first phase of curriculum reform we are proposing a new suite of undergraduate programmes for 2019 entry.</p> <p>As a second phase, we are working on our module provision, seeking to foreground comparative and transnational perspectives on issues and themes that cut across languages and cultures. This process will open up</p>	<p>Embed good practice in workshops, lectures and supervision that support FYP. Review current set of modules following full year of delivery in current form.</p> <p>The proposed new programmes are intended to simplify our portfolio, enabling us to articulate more clearly the pathways available to students and the benefits and outcomes of our degrees. The proposals respond to student feedback with the overarching aim to improve clarity and consistency of experience across our current portfolio.</p> <p>Work at modular level will continue into the mid-term. We want an inclusive curriculum which stimulates students and tutors to develop their skills and experience; one</p>	<p>DSE, FYP coordinator, subject-level coordinators, supervisors – ongoing</p> <p>DSE, DDSE, project team, STSEC – 01/2018</p> <p>DSE, all – 01/2019</p>

	<p>innovative options for students across our programmes.</p> <p>Following moves to open specified LCS modules as options for students on MA programmes parented by the School of Media and Communication, we continue to explore opportunities for co-teaching. A recent workshop with a focus on film and cinema attracted large and enthusiastic attendance from colleagues across the Faculty of Arts, Humanities and Cultures.</p> <p>More locally, Sofia Martinho's LITE project on Excellence in Speaking Skills continues – we expect to see positive impact in coming years.</p>	<p>which embraces diversity and is resilient to changing circumstances. We seek to develop new models of team teaching which juxtapose contrasting and complementary perspectives and make use of project-based learning to provide choice and autonomy and to prepare students for the FYP. In this context, the current proposal for 'Black Europe' is seen as the first of a new generation of innovative modules with appeal across the School.</p> <p>Nurture and disseminate scholarship projects to share findings and inform practice across the School through presentations, workshops and publication in The Language Scholar. Working closely with the Centre for Excellence in Language Teaching ensures that we invest our collective efforts in projects that will provide maximum benefit to students.</p>	<p>CELT, all colleagues</p>
<p>Learning opportunities</p>		<p>Responding to feedback about the need for targeted support for students in thinking about their future careers, we will continue to promote events organised at University and Faculty levels, while also initiating local activity at School and subject levels. This semester we intend to put together a panel, <i>Languages into Leeds</i>, to which we will invite graduates who are using skills they developed as students in their professional work in the city.</p> <p>Where we find specific opportunities to enrich learning through engagement with external partners – including collections of primary materials and community arts organizations – we will continue to seek ways of supporting these activities.</p> <p>We will also continue to promote opportunities for personal development, engaging in Faculty initiatives, such as Leeds Excellence in the Arts Programme. In particular, we will seek to ensure that students from disadvantaged backgrounds and under-represented groups are well supported throughout their time at Leeds.</p>	<p>DSE, Careers Centre, student interns – ongoing</p> <p>Programme managers, DSE, Head of School</p> <p>DSE, personal tutors -- ongoing</p>

		This year we are establishing the FYP conference in March to give students the opportunity to present their work to a live audience and receive feedback from peers and tutors.	FYP coordinator, subject-level coordinators, students – March 2018
Assessment and feedback	<p>Marking criteria have been reviewed and updated across the School. In particular, we have made efforts to ensure that marking criteria are consistently published and that students are introduced to them when coursework is set.</p> <p>In several areas we have revised the format in which written feedback is provided to students. In areas where there was a need identified for better signalling of opportunities to receive feedback face-to-face this has been addressed.</p>	<p>Despite the efforts made in this area, NSS results for the School continue to hover in the mid-70s.</p> <p>In addition to embedding the improvements in practice we have introduced and ensuring that opportunities for receiving feedback are well signposted, we have identified assessment and feedback as priority themes in our scholarship and teaching enhancement activities. Two colleagues are currently developing projects supported by the Leeds Institute for Teaching Excellence (Ruth Payne: Accessible Assessment; Antonio Martinez-Arboleda: Desktop Capture Feedback).</p> <p>Having re-articulated learning outcomes for each level of our programmes we are currently conducting assessment mapping for all programmes, both existing and those newly proposed. This will help students to see more clearly the relationship between individual pieces of work and overall development through their programmes and also to help us articulate the value of an LCS degree</p> <p>We have developed guidelines on assessment design and arrangements to inform module proposal and amendment processes. These have been commended by the Faculty Assessment and Standards Group and will be adopted by the School.</p>	<p>All – ongoing</p> <p>DDSE, programme managers – summer 2018</p> <p>Assessment lead, programme managers, module convenors -- henceforth</p>
Academic support	<p>We continued to promote personal tutoring via LeedsforLife and as a core part of teaching.</p> <p>We continue to work on the provision of all-school academic writing workshops</p>	For 2017-18, we have further developed the Launch website as a single point of reference for student-facing materials at induction. This is structured around a series of specified timeframes, helping students through induction week, their first semester with us, and beyond.	DDSE, PGT tutor, programme managers, personal tutors – 2017-18

		<p>Our School Reps have identified the transitions to periods of residence abroad and back to study at Leeds as key points in the student journey that would benefit from greater support. They will work with key role holders to develop this.</p> <p>In the mid-term, we will explore ways of using periods of residence abroad in preparation for future research projects – notably the FYP. This might involve the identification of sources of data and other material or the development of research topics and questions.</p>	<p>School reps, Residence Abroad Tutor, personal tutors – 2018</p> <p>Residence abroad tutor, FYP coordinator</p>
Organisation and management	<p>We conducted a review of JH programme learning outcomes and made recommendations for the revision of their articulation.</p> <p>We identified a need for greater clarity and consistency around arrangements for assessment for residence abroad.</p> <p>We continue to promote the use of LCS module handbook guidelines to inform consistent form and content.</p>	<p>In addition to proposals for a new suite of programmes, we will re-articulate aims and learning outcomes at each level of our existing programmes better to describe students' progression through their degrees. These make explicit the integral nature of residence abroad in many of our degrees – and the contributions this makes not only to the development of language skills, but also intercultural awareness and the ability to adopt multiple perspectives.</p> <p>We will propose module amendments for 2018-19.</p> <p>We seek to continue to improve our communications with students, conscious of the need to highlight important news, such as opportunities to receive feedback, in the context of increasing volume of email.</p>	<p>DSE, STSEC members – March 2018</p> <p>DSE, Residence abroad tutor, SES – March 2018</p> <p>All staff, School reps – ongoing</p>
Learning resources	<p>We replaced MODL1010 IT for LCS Students with a new module MODL1500 Academic Essentials. This builds on the induction materials to ensure all students have access to study skills.</p>	<p>We saw an improvement in results in this area year-on-year – and will continue to embed good practice. In the mid-term we will review the position of study and research skills within our new portfolio of programmes.</p> <p>In particular, we have shared advice around access to primary and secondary sources – and making purchasing</p>	<p>DSE, DDSE, FYP coordinator, programme managers</p> <p>FYP coordinator, FYP supervisors</p>

		requests to the Library – with all FYP students and supervisors.	
Learning Community		Given our activities as a community – at subject and School levels – as well as our record of nominations for Partnership Awards, we were a little disappointed by the results in this new category. We will do more explicitly to articulate the things we currently do as a community. We will also continue to share initiatives, such as Tea and Talk events, across the School via forums including Programme Review events.	All – ongoing
Student voice		<p>We have established a Student Voice working group to explore ways of ensuring the best possible engagement of students in School developments – and, more broadly, ways of building links across our community. The group comprises the School Reps, two tutors and the School Education Service Manager. While the first meeting was convened by the DSE, future activities will be student-led. Among things discussed so far have been ways of reaching out to as many students as possible, including via LUU Academic Societies and the possible establishment of a multilingual, student-led School Newsletter.</p> <p>As with assessment and feedback, our focus on student voice is bolstered by a scholarship project supported by the Leeds Institute for Teaching Excellence (Caroline Campbell and Karen Llewellyn (Strategy and Planning): Co-Discovery – a student/staff collaborative evaluation of the value of Broadening within the undergraduate student journey; the case for language learning).</p>	DSE, School reps, all