

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2010-11

School: SMLC / French

Faculty: Arts

EXECUTIVE SUMMARY																		
Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate Programme Experience Survey					
	2010-11		2009-10		2008-09		2010-11		2009-10		2008-09		2010-11		2009-10		2008-09	
	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	91	86	80	82	83	84	86	83	89	84	86	82	85	82	80	78	77	80
Teaching	93	88	86	85	84	86	87	83	87	83	84	82	85	84	84	81	81	81
Assessment & feedback	81	65	67	61	70	61	64	56	66	57	62	54	67	68	62	63	57	62
Academic support	80	77	75	74	76	75	68	68	73	68	69	66	81	79	75	76	74	76
Organisation & management	91	82	81	79	81	79	79	83	80	73	77	70	79	77	73	73	69	75
Learning resources	86	87	84	85	86	86	81	77	78	76	81	77	87	82	78	81	79	82
Personal development	77	78	77	76	75	78	62	65	60	63	60	62	67	70	64	68	62	67

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 2009-10 actions	<p>Training for lecturers/lectrices and new PG tutors continues to prove its worth. However it has become evident that the problem with conversation classes does not relate simply to the use of inexperienced French tutors.</p>
Achievements in 2010-11	<p>New L2 module proposals have been or are being put forward and the first of the new modules are running this year. Other modules are running in slightly amended form, as they were already team-led. It is too soon to gauge student reaction to these. The response in Student / Staff Forum last year was positive, although students had been unaware of the desirability for the proposed changes.</p> <p>Provision of a module choice meeting for L2 modules, recorded and uploaded to the VLE, and of recordings about modules also on the VLE, to help students make choice of final year modules whilst still in residence abroad has been widely appreciated by students. This was accompanied by a week when MoS were available specifically to give further advice on module choices. This will not have been reflected in this year's NSS scores, but it is hoped it will do so next year, when the current finalists graduate.</p> <p>Unfortunately the planned focus groups did not take place in 2010-11. These should have been chaired by colleagues outside French, who for some reason were unable to do so. Thus the valuable feedback they could have provided has not been available.</p>

Main actions for 2011-12	<p>A full review of the programme for conversation classes took place in the summer, and is being implemented this year. Close scrutiny will be needed to evaluate the success of the changes, and whether further change is necessary. Next summer there will be a full review of the independent study portfolios for the language modules.</p> <p>Smaller class sizes in anticipation of higher fees to be introduced in 2012-13</p> <p>Enhanced student engagement through increased representation at subject (staff) meetings.</p> <p>Monitoring effects on student experience of changed administration structures e.g. through Student/Staff Forum</p>
---------------------------------	--

The School's full action plan may be accessed via the following link: www.lts.leeds.ac.uk/respondingtoyourfeedback/school.html

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2010-11

Aspect	Progress with actions in response to 2009-10 feedback and indication of impact	Issues raised in 2010-11 feedback	Planned response in 2011-12
Overall satisfaction	NSS score: SH 98, up 5 points on last year; all programmes 96. This is the highest the score has been and shows a pleasing response to measures put in place. The score of 96%, which is the one which is seen externally, places us in equal 3rd place nationally. PS scores are 95% for L1 and 96% for L	Wide range of stimulating modules commended by both students and external examiners. Deep dissatisfaction with online module enrolment. Dissatisfaction with conversation classes expressed both in NSS and in Student / Staff Forum, especially by those who compare them with the equivalent in other languages.	Avoid complacency! Student comments show there is still room for improvement. }See below } for planned response
Teaching	NSS: 97%, up 4 points on last year See above re review of L2 curriculum and its implementation. Most modules by 2012-13 will be team-taught and providing a strong foundation for final year specialist study. A small number of modules will remain as taught by a single MoS since there is only one MoS teaching in that area. Online learning materials continue to be developed for core language modules all levels. At Ls 1&2 where it is compulsory and has been in place now for 3 and 2 years respectively there has been a noticeable improvement in end of year results in the core language module. Final year students are asking how they can access the materials for revision purposes	Principal issue raised is that of insufficient places available on final year 'professional' modules (translation, interpreting and professional French modules). Staff availability is the issue here, plus the fact that for the most part these are not research-led modules. High Staff/student ratio commented on by Externals, commending MoS for maintaining excellent teaching despite this. There is renewed dissatisfaction with the content and delivery of conversation classes. Module feedback forms suggest some dissatisfaction with language dossiers	Investigate whether additional MoS can teach on one or more of the modules, in order to increase the number of places available. It is hoped that this will, in turn, reduce pressure on other modules and dissatisfaction more generally with the online enrolment system. Changes to management of conversation classes, putting students in the chair for debates. Changes to content especially at Ls 1&2 being introduced. Meetings during the year will be held to monitor the impact of the changes, in order to make any further adjustments that may be necessary in a timely fashion. Publishers have been contacted to make enquiries about possible course books. Changes to the format and content of the language dossiers will be considered at the end of this year for implementation in 2012-13 (too much change all at once being seen as undesirable).

<p>Assessment and feedback</p>	<p>NSS 85% up 15 points on last year External examiners have commented on continued improvement in feedback to students (copies of feedback forms made available with essays) Generic feedback now given on January exams within 3 weeks, in accordance with SMLC policy. Where possible provisional marks are also provided mid-year within the same timescale (not possible for large core modules of 200+ students)</p>	<p>Comments in NSS suggest improvement has been seen by students in comparison with earlier years. Processes and range of assessment are highly praised by external examiners. Score for satisfaction for advance availability of clear marking criteria has risen to 91% (from 76). Score for helpful feedback on work risen from 59 to 78% PS scores are generally lower, particularly on the detail and usefulness of feedback. These scores are a lot poorer than last year; however PS scores seem to vary so wildly that it is difficult to interpret them. It remains the fact that needs of Ls 1&2 students must be constantly borne in mind.</p>	<p>Continue to use feedback forms and to encourage students to take advantage of 'practice' assessments. Repeat announcements near assessment periods, reminding students where marking criteria can be found. Good improvement, but still leaves room for more. Bring to attention of MoS, with request that this be borne in mind during marking. Remind students directly of availability of SAE service to encourage uptake, especially by L2 students about to leave for their Residence Abroad. Online marking is being piloted in one L2 module. Its success will be monitored; however it is anticipated that administrative support will be needed for widespread use to be viable.</p>
<p>Academic support</p>	<p>NSS 86% up 6 points on last year</p>	<p>Advice and support with studies is the only score to be reduced this year, from 85 to 80%.</p>	<p>For the current cohort advice on module choice was provided via the VLE. Well received, this will be repeated this year (see above) Although not planned this time last year, French at Leeds was part of a pilot scheme led by Skills @ Library providing transition information for new entrants in September 2011. At this point feedback is still being sought; it is hoped the project will be repeated next year; the possibility of further induction support during semester 1 in 2012 will be explored.</p>
<p>Organisation and management</p>	<p>NSS 93% up 6 points on last year</p>	<p>Student comments talk of well-organised modules. However the process for module enrolment continues to be highly criticised, with some students not getting all the modules of their choice.</p>	<p>We continue to draw to the attention of the university the unfairness, whether real or perceived, of the first come first served procedure, in particular for final year students who are abroad in differing time zones and sometimes without reliable internet access. The University is currently investigating problems with the system, although not with the SMLC's particular issues in mind.</p>
<p>Learning resources</p>	<p>NSS 86%, up 9 points on last year</p>	<p>Some comments suggest library resources are still insufficient</p>	<p>Ask module tutors to identify (through module feedback forms) key titles under pressure and to order additional copies. There are the funds available it appears. All module leaders to use VLE Reading List tool to enable library to keep abreast of needs.</p>

			Continue to promote the provision of online course readings.
Personal development	NSS 90% up 11points on last year	No specific comments on this area.	We continue to direct students to the Leeds for Life resources, and to draw their attention to the personal development that results from residence and work or study abroad.