

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2012-13

School of Modern Languages and Cultures (French) Faculty of Arts

EXECUTIVE SUMMARY																		
Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate Programme Experience Survey					
	2011-12		2010-11		2009-10		2011-12		2010-11		2009-10		2011-12		2010-11		2009-10	
	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	87	87	91	86	80	82	86	85	86	83	89	84	75	84	85	82	80	78
Teaching	90	90	93	88	86	85	87	84	87	83	87	83	79	85	85	84	84	81
Assessment & feedback	71	69	81	65	67	61	64	61	64	56	66	57	63	69	67	68	62	63
Academic support	78	80	80	77	75	74	69	72	68	68	73	68	70	80	81	79	75	76
Organisation & management	84	83	91	82	81	79	79	74	79	83	80	73	69	80	79	77	73	73
Learning resources	89	88	86	87	84	85	76	78	81	77	78	76	79	83	87	82	78	81
Personal development	83	81	77	78	77	76	62	68	62	65	60	63	66	71	67	70	64	68
Sector position (School Position)	12/34 (21/34)	51/150	3/30	46/151	11/28	75/154												

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 2010-11 actions	<ul style="list-style-type: none"> Improved conversation classes appreciated by students Continued provision of module choice meeting for L2 students No improvement in module enrolment for incoming L3 students. Despite our efforts to provide as much information and support as possible the problems with online enrolment cancel out the advances we have been able to make
Achievements in 2011-12	<ul style="list-style-type: none"> Continued implementation of team-taught L2 content modules Changed language portfolio implemented Smaller class sizes for language modules appreciated by students and staff alike Administrative support for posting L2 feedback. Unfortunately this will not be continued in future years.
Main actions for 2012-13	<ul style="list-style-type: none"> Focus group to address the issues surrounding some of the reduced scores e.g. personal tutoring (communication? Perceived staff attitudes?) Monitor quality and impact of new language portfolio Continued efforts with providing feedback particularly at L2 Changes being implemented to one of the core L1 modules which tends to attract negative comments in module evaluation – independent study component with peer assessment

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2012-13

School of Modern Languages and Cultures (French) Faculty of Arts

Aspect	Progress with actions in response to 2010-11 feedback and indication of	Issues raised in 2011-12 feedback	Planned response in 2012-13
Overall satisfaction	NSS. 89%, down on last year.	<ul style="list-style-type: none"> • Wide range of stimulating modules. • No real indications in Qualitative comments other than to highlight one or two individual staff issues unlikely to recur. Down from a very high score though • All negative comments below are matched by positive ones on the same issues 	See below
Teaching	NSS 91% down on last year. <ul style="list-style-type: none"> • More places on professional lang modules • Changes to management and content of conversation classes proved successful. • New language portfolio implemented 	<ul style="list-style-type: none"> • Enthusiastic teaching by a number of tutors • Perceived inadequate number of contact hours in language modules • Some dissatisfaction with one-semester 'short fat' modules - not the time to reflect on the content. 	<ul style="list-style-type: none"> • We are considering provisions made in core language modules at all levels and especially at L3 with the introduction of grammar revision lectures early in the year.
Assessment and feedback	NSS 71% down on last year <ul style="list-style-type: none"> • Introduction of L2 feedback by post from School office to be, unfortunately, discontinued 	<ul style="list-style-type: none"> • Feedback still seen as too slow • Exam only modules unpopular (especially L3 core language) • Perception of inconsistency of standards required between modules 	<ul style="list-style-type: none"> • 2 copies of coursework required so that the marked copy can be returned. • Introduce 'feedback week' after Jan exams. High numbers of students on FREN modules mean that individualised feedback on exams is difficult. Generic feedback is already given in lectures or via the VLE. L3 students will be encouraged to seek individual feedback on performance in January exams, Others will be able to seek individual exam feedback where their performance is borderline • Reconsider assessment of L3 language with a view to implementation in 2013/14. Module amendment necessary. • Continue to monitor L3 module marks across the programme with input from moderator and from external examiners
Academic support	NSS 76% down on last year <ul style="list-style-type: none"> • Flying Start website used again with enhanced content 	<ul style="list-style-type: none"> • Dissatisfaction with changes of personal tutor; e.g. when, a former PT returns from sabbatical the students are not reassigned to their former tutor but may even be moved again once the 'new' tutor takes sabbatical leave. 	<ul style="list-style-type: none"> • Students should in future be returned to original PT where possible

Organisation and management	NSS 88% a little down on last year	<ul style="list-style-type: none"> • Continuing deep dissatisfaction with online module enrolment • Perceived reduction in support with end of CJHML • Complaints at loss of departmental support offices. As the students themselves say, large units such as French have been worst affected by the changes to a unitary school, since the dedicated support we used to have in French played a crucial part in our high NSS scores 	<ul style="list-style-type: none"> • Recent changes in administrative structures should help address student complaints • Careful monitoring of JH students in particular and the support they receive
Learning resources	NSS 86% no change <ul style="list-style-type: none"> • Tutors reminded to use Reading list tool on VLE 	<ul style="list-style-type: none"> • Queues to use computers • Not enough copies of key texts in library 	<ul style="list-style-type: none"> • Tutors asked to monitor and order additional copies as required
Personal development	NSS 84%. Slight reduction <ul style="list-style-type: none"> • Continued reminder to both staff and students to use L4L 	<ul style="list-style-type: none"> • Varied comments: equipped well for future career / should be pushed further 	<ul style="list-style-type: none"> • More effective publication of careers events etc