

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2013-14

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

EXECUTIVE SUMMARY																		
Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate Programme Experience Survey					
	2012-13		2011-12		2010-11		2012-13		2011-12		2010-11		2012-13		2011-12		2010-11	
	Subject	Uni	Subject	Uni	Subject	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	95	87	89	87	98	86	82	85	86	85	86	83	91	87	75	84	85	82
Teaching	94	89	91	90	97	88	87	85	87	84	87	83	87	87	79	85	85	84
Assessment & feedback	82	71	71	69	85	65	65	59	64	61	64	56	70	75	63	69	67	68
Academic support	83	81	76	80	86	77	67	72	69	72	68	68	86	85	70	80	81	79
Organisation & management	93	84	88	83	93	82	75	73	79	74	79	83	84	85	69	80	79	77
Learning resources	92	90	86	88	86	87	79	81	76	78	81	77	77	86	79	83	87	82
Personal development	85	81	84	81	90	78	61	69	62	68	62	65	82	77	66	71	67	70
Sector position	4/36	57/147	12/34	51/150	3/30	46/151												

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 2011-12 actions	<ul style="list-style-type: none"> Module choice meeting for L1 students about L2 modules has been highly appreciated. The same information is provided via the VLE for students abroad about to enrol on modules for L3. The visibility of the information does not, however, equate to the face to face meeting we can have with L1 students
Achievements in 2012-13	<ul style="list-style-type: none"> Increase in NSS overall satisfaction score to 95%, putting French at Leeds in 4th place out of 36 comparable departments nationwide, and only one percentage point behind the sector maximum Return of marked copy of assessed coursework widely welcomed by students and thought to be responsible for considerable improvement in NSS score for assessment and feedback Increased places made available on some of the most popular modules at L3, specifically those linked directly to professionalization. Implementation of revised private study dossiers for core language modules at L1 and L2 Amended independent study dossier for core FREN1020 Intro to French Studies module

Main actions for 2013-14	<ul style="list-style-type: none"> • Refine private study dossiers for core language modules at L1 and L2, in response to student feedback. • Further amendments to independent study dossier for core FREN1020 Intro to French Studies module in response to student feedback; to involve an amendment to the module assessment for 2014-15 • Change to L3 core language module in response to requests from students for an element of coursework rather than all exams: one element to become a take-home exam. • Further embed submission of two copies of assessed coursework so that marked copy can be returned to students. Encouragement and reminders to L2 students (especially, but not only, Easter Leavers) to provide SAEs in order to receive their feedback by post • Increase advertisement of 'Feedback week' in semester 2 to encourage take-up of the opportunity • Pilot scheme where L3 students lead grammar surgeries for L1 students
Summary of student involvement in the production of this Action Plan	<ul style="list-style-type: none"> • Involvement of student reps in Staff Student Forum. The plan discussed in the forum and comments and ideas invited • Detailed analysis of NSS and PS, both scores and individual comments

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Aspect	Progress with actions in response to 2011-12 feedback and indication of impact	Issues raised in 2012-13 feedback	Planned response in 2013-14
Overall satisfaction	NSS 95%, a pleasing recovery from a (relatively) low score of 89% last year <ul style="list-style-type: none"> • Focus group was not very successful: so few students responded to the call to participate that the comments made were narrow in scope and cannot necessarily be taken as representative of the whole cohort 	<ul style="list-style-type: none"> • Continued praise for the year abroad 	See below
Teaching	NSS 94%, up 3 points on last year <ul style="list-style-type: none"> • More than enough places now on two of our professional language modules, but one still over-subscribed 	<ul style="list-style-type: none"> • Request for extra classes on grammar • Continued wide-spread praise for enthusiastic and stimulating lecturers • In PS, praise for module outlines • Continued request for more contact time in language modules especially at L1 (PS and SSF) 	<ul style="list-style-type: none"> • We have introduced grammar lectures (revision) for L3 core language module • We will run a pilot scheme in semester 2: L3 students to run grammar workshops / surgeries for L1 students. Academic staff will provide preliminary guidance in managing the sessions and provide support on the grammatical points, as necessary

<p>Assessment and feedback</p>	<p>NSS 82%, compared with 71% last year. The scores on every question within this category have improved</p> <ul style="list-style-type: none"> • Poor uptake of opportunities afforded by designation of a 'feedback week' • Students to submit duplicate copies of coursework, to enable return of marked copy to student • Module amendment passed to introduce some take-home element to assessment of core language module • Greater use of generic feedback on exams in large modules; encouragement to provide individual feedback especially at L3 in small modules • No unexplained anomalies regarding marks awarded between modules spotted this year. Continued vigilance required 	<ul style="list-style-type: none"> • In addition to an increased score, a number of comments highlight the improvement in feedback over previous years • However the scores indicate that there is still room for improvement in certain areas 	<ul style="list-style-type: none"> • We will continue use of submission of 2 copies of coursework; • We will advertise feedback week more strongly to improve uptake • We will encourage L2 students even more strongly to provide SAEs • to receive feedback on coursework • Renewed effort to return marks and feedback promptly (within the 3-week turnaround time expected), especially in the case of semester 1 assessments and L2 Easter Leavers' essays, without waiting for central publication of results • Colleagues are encouraged to rethink format of formative assessments where there is <80% take-up • We will offer individual feedback on exams to L2 students where numbers allow
<p>Academic support</p>	<p>NSS 83%, up 7 points on last year</p> <ul style="list-style-type: none"> • High numbers of personal tutees unresolved, but taken into account in WLM. 	<ul style="list-style-type: none"> • There is some residual perception of lack of support following the demise of the Centre for Joint Honours • One poor score for qn 12 in NSS (advice on study choices) 	<ul style="list-style-type: none"> • There will be no further comparison with CJHML by future students; however this does not mean that we do not need to work on academic support provided. • We will remind all personal tutors to use the Leeds for Life webforms for post tutorial feedback • We will renew encouragement for ALL module leaders to provide information on VLE re modules available for following year, and we will encourage students on their year abroad to consult the module information on the VLE and email module convenors if they want additional information • We will provide a 'module information week' late in semester 2 for current L1 students; we will encourage current RA students to email module convenors for additional information
<p>Organisation and management</p>	<p>NSS 93%, up 5 points on last year</p> <ul style="list-style-type: none"> • Visible improvements in administrative subject support 	<ul style="list-style-type: none"> • Continued praise for wide choice of modules in the NSS and PS • L2 have expressed dissatisfaction with the high number of lectures taking place on a Tuesday • Continued strongly expressed dissatisfaction with the online enrolment process 	<ul style="list-style-type: none"> • We have made an effort this year to avoid clashes in L2 lectures. We will revisit the timetable for lectures in an effort to spread them further; however they need to take place early in the week so that seminars can follow them later in the week

			<ul style="list-style-type: none"> • At L2, we will revisit proportion of 15-credit versus 20-credit places available (this is where problems lay at L2, all resolved satisfactorily, but creating worry and tension in the meantime) • Issues with OLE are institution-wide and are being addressed at that level
Learning resources	NSS 92%, up 6 points on last year	<ul style="list-style-type: none"> • Some praise for amount of resources available online or on VLE • Some dissatisfaction with amount to spend on core texts, in view of high fees 	<ul style="list-style-type: none"> • We will continue to improve resources in the library, including some copies of core texts
Personal development	NSS 85%, up just one point on last year <ul style="list-style-type: none"> • Dedicated careers events for linguists highly appreciated 	<ul style="list-style-type: none"> • Dissatisfaction with repeated change of personal tutor 	<ul style="list-style-type: none"> • SMLC has been asked to try to return tutees to the original personal tutor on the latter's return from sabbatical