

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

School: Modern Languages and Cultures GRASS 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	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	80	77	75	74	76	75	68	68	73	68	69	66	81	79	75	76	74	76
Organisation	91	82	81	79	81	79	79	83	80	73	77	70	79	77	73	73	69	75
Learning	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>In 2009-10 we identified three key areas that were problematic. We consulted students, and following this we agreed a plan of explicitation, transparency and dialogue which we implemented across the curriculum in both German and Russian.</p> <p>Problem areas:</p> <ul style="list-style-type: none"> • Feedback and assessment • Support for academic studies • Transferable skills <p>Solutions:</p> <ul style="list-style-type: none"> ○ Consultation with measurable response (Staff-Student Committee and focus groups, modules, module teams) ○ Adjustment (German: via curriculum review to ensure a commitment to research-led teaching, Russian: via module amendments; both subjects: fewer and more targeted assessment pieces and greater transparency about aims and practice) ○ ‘Explicitation’ (focus on feedback during the ‘feedback fortnight’: discussion of marking criteria, of the aims and best way to use feedback, emphasis that feedback can come in forms other than written). For explicit academic support, we produced a student-facing module handbook with very
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	<p>clear indications of the kind of module it was, the assessment type and the skills it required and developed. We also invited each student to an academic audit, at which we offered strategic advice on how to maximise their exam chances and achieve the grades they were aiming for.</p> <p>The impact in the the scores for these three areas was notable, as follows:</p> <p>Feedback and assessment: +21 in question 5 (marking criteria) + 14 in assessment arrangements and marking, + 17 on speed of feedback.</p> <p>Support for academic studies: +13 in academic support, +14 in organisation and management, + 15 in personal support and +15 on support and advice for studies.</p> <p>Transferable skills: +21 for question 19 (confidence) + 14 in problem solving and + 8 for communications skills.</p>
<p>Achievements in 2010-11</p>	<p>Achievements last year were in increased dialogue with students through the focus groups, the consultation at module level and the speedy response to issues raised at the Staff-Student Committee. Students felt part of the GRASS community, felt able to raise problems and sure of getting an answer. Explicitation of feedback made it clear to students how work was marked, what we looked for in an essay (criteria) and how to use the comments and grids that they were given to improve subsequent work as well as work in other modules. The increased scores for feedback do not represent a change in practice, just a shift towards greater transparency and more focus on the value and uses of feedback. This is accompanied by a move to fewer but weightier assessed pieces so that due emphasis can be given to preparation and feedback in class.</p>
<p>Main actions for 2011-12</p>	<ul style="list-style-type: none"> • Professionalism and reliability in our practice. • Explicitation and transparency. • Management of student expectations through good communication at all levels of the student experience • All Members of Staff to be familiar with the questions asked of students in the programme review and the NSS questionnaires and to: <ol style="list-style-type: none"> a) Examine their own practice in the light of the NSS questions b) Make explicit to students any examples of current good practice using similar terms to the questionnaire so that students are easily able to think of examples when confronted with the questions. <p>Target areas remain the same for next year as for this.</p>

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Faculty: Arts

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	This has increased by 17 points from 78 to 95, and is now higher than the 2009 score.	General IT resources are less favourably viewed than last year, down from 94 to 84. There has been a significant rise in satisfaction in the areas targeted in 2010-11: feedback, support for studies and skills	Follow detailed action plan <ul style="list-style-type: none"> • Professionalism and reliability in our practice. • Explication and transparency. • Management of student expectations through good communication at all levels of the student experience Seeking and maintaining dialogue with students; regular two-way feedback and willingness to explain the reasons for and benefits of activities: <ul style="list-style-type: none"> • Seek regular feedback during modules to check student satisfaction • Act on or explain reasons for not acting on students suggestions • In the week before SSC, brief check for issues that can be resolved at Module level
Teaching	Apart from a slight drop in question 1 (down 4 to 84) , satisfaction has risen in this area, with staff seen as enthusiastic (+7 to 95) and the subjects interesting (+8 to 89).	Slight fall in Q 1 "Staff are good at explaining things".	Support and develop all staff, and especially new colleagues/teaching fellows, through peer observation, probation and mentoring.
Assessment and feedback	Policy of explication has worked well here, with a rise of 13 to 87% satisfaction overall and a rise	No change in Q 9 "Feedback on my work has helped me clarify things I did not understand", which is an area to target in consultation with	Communicate to students: <ul style="list-style-type: none"> • How they will be prepared for assessments (monitoring or

	<p>in satisfaction level in all questions 5-8</p> <p>Q 5 on marking criteria up 21 to 84</p> <p>Q 6 on assessment arrangements up 14 to 89</p> <p>Q 7 on speed of feedback up 17 to 95</p> <p>Q8 on detailed comments up 11 to 89</p>	students.	<p>preparatory activities)</p> <ul style="list-style-type: none"> • How work is marked (explaining the marking criteria and feedback grids is a good investment of time in each module whenever assessed work is set) • clear explanation of forms and benefits of feedback on monitoring and assessed work • When and in what form they will receive feedback on work set • How to use the feedback they are given to improve their work the next time.
Academic support	<p>Advice and guidance was seen as much improved, with an overall rise in satisfaction of 14 to 89.</p> <p>Q10 advice and support up 15 to 84</p> <p>Q11 availability of staff up 7 to 95</p> <p>Q 12 advice on study choices up 21 to 89</p>	Q 10, "I have received sufficient advice and support with my studies" is at 84, which is below the target threshold of 85, so work is needed here.	<p>Manage student expectations by letting them know explicitly:</p> <ul style="list-style-type: none"> • What they can and can't expect of us and why (in terms of supervision, contact hours, access etc.) <p>Personal Tutoring and structures that offer:</p> <ul style="list-style-type: none"> • Clear advice at module choice time • academic audit via personal tutors (esp. Levels 2 and 3)
Organisation and management	Satisfaction in this area is up by 11 on the two previous years, reflecting greater consistency in practice within GRASS.	No issues raised in this area	Consistency of approach and standards across modules as well as co-curricular activities that foster a sense of subject area identity. Clear communication about any changes or events affecting students.
Learning resources	Satisfaction with adequacy and access to library resources and specialist equipment (Q 16 and Q18) remains consistently high.	Satisfaction with access to general IT resources (Q17) is worryingly down by 10 on the two previous years. This is something we can't tackle within GRASS.	Staff to use library resources effectively, support SMLC and Faculty endeavours to improve access.
Personal development	Students are more aware of the skills they are developing and questions 19-21 show rises ranging from +8 to + 23 with an overall rise in confidence from 74 to 89.	Confidence in self-presentation has risen over the two previous years. This is partly due to increased practice (in new or redesigned modules) but also greater student awareness	Transferable skills and Personal Development These have been explicitated on feedback grids and clarified in classes after activities such

	<p>Q. 19 Confidence in presentation skills has risen by 23 points to 89</p> <p>Q. 20 Confidence in tackling unfamiliar problems has risen by 14 points to 89</p> <p>Q. 21 Confidence in communication skills has risen by 8 points to 89.</p>		<p>as group work, presentations etc.</p>
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