

**ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2012-13**  
**School of Modern Languages and Cultures (German, Russian and Slavonic Studies) Faculty of Arts**

<b>EXECUTIVE SUMMARY</b>																		
<b>Aspect</b>	<i>National Student Survey</i>						<i>Undergraduate Programme Experience Survey</i>						<i>Postgraduate Programme Experience Survey</i>					
	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
<b>Overall satisfaction</b>	87	87	91	86	80	82	86	85	86	83	89	84	75	84	85	82	80	78
<b>Teaching</b>	90	90	93	88	86	85	87	84	87	83	87	83	79	85	85	84	84	81
<b>Assessment &amp; feedback</b>	71	69	81	65	67	61	64	61	64	56	66	57	63	69	67	68	62	63
<b>Academic support</b>	78	80	80	77	75	74	69	72	68	68	73	68	70	80	81	79	75	76
<b>Organisation &amp; management</b>	84	83	91	82	81	79	79	74	79	83	80	73	69	80	79	77	73	73
<b>Learning resources</b>	89	88	86	87	84	85	76	78	81	77	78	76	79	83	87	82	78	81
<b>Personal development</b>	83	81	77	78	77	76	62	68	62	65	60	63	66	71	67	70	64	68
<b>Sector position (School position)</b>	6/15 & 7/21 (21/34)	51/150	2/14	46/151	7/15 & 19/20	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)

<b>Impact of 2010-11 actions</b>	<p>The action plan implemented last year has had the effect of maintaining strong support and mitigating the effects of issues beyond our control, such as some of the teething problems of restructuring, online enrolment and staffing instability. The slight slips in some areas have been addressed in this year's action plan. The action plan takes account of student responses to optional questions and their comments on the NSS forms.</p> <p>The programme survey has identified area of potential concern that will be addressed, too, especially in the area of providing advice for module choices to students at Level 1.</p>
<b>Achievements in 2011-12</b>	<p>Student satisfaction was high and we are moving towards a model of feedback as a two-way process. This will be further developed in 2012-13. Support for students in making their module choices and academic guidance as a whole has been effective despite the slight drop from last year's high level and will be further developed to maintain satisfaction. Praise for teaching, enthusiasm and subject knowledge is consistently high and many students see tutors as caring, friendly and supportive. Some negative comments about lack of continuity of personal tutors are understandable and can only be addressed at policy level.</p> <p>Our external examiners for both Russian and German have been consistent in their praise for our programmes, highlighting the level of language proficiency and the use of research-based teaching to stretch and challenge the brightest students while eliciting good levels of achievement from the cohort as a whole.</p>

<b>Main actions for 2012-13</b>	<p><b>Problem areas (from NSS response 2011):</b></p> <ul style="list-style-type: none"> <li>• <b>Obtaining sufficient responses from Russian students.</b></li> <li>• Feedback and assessment</li> <li>• Support for academic studies</li> </ul> <p>The three areas identified last year will continue to be a priority in 2012-13: professionalism and reliability in our practice, explicitation and transparency, management of student expectations through good communication at all levels of the student experience.</p> <p>The consultation of students will be an important part of strategy at all levels, as will greater emphasis on informing students of discussions in the SSC.</p>
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<b>Aspect</b>	<b>Progress with actions in response to 2010-11 feedback and indication of impact</b>	<b>Issues raised in 2011-12 feedback</b>	<b>Planned response in 2012-13</b>
<b>Overall satisfaction</b>	This increased by 17 points from 78 to 95	Remains strong at 92, although down from last year's high level of 95.	Maintain good professional relationships with students and respond to their need for support and advice appropriately and promptly.
<b>Teaching</b>	Apart from a slight drop in question 1 (down 4 to 84) , satisfaction rose in this area, with staff seen as enthusiastic (+7 to 95) and the subjects interesting (+8 to 89).	+1 from 89 to 90 this is a success story for German, with comments confirming that teachers are enthusiastic, knowledgeable and supportive.	Carefully consider the modules on offer to students and staff profiles to ensure that teaching is at the highest possible level.
<b>Assessment and feedback</b>	Policy of explicitation worked well here, with a rise of 13 to 87% satisfaction overall and a rise in satisfaction level in all questions 5-8	This has dropped from last year's high level of 87to 79. Some of the problems are specific to last year and should not recur. These include student frustration at SMLC hand in arrangements.	Manage student expectations and communicate arrangements for feedback to students consistently.
<b>Academic support</b>	Advice and guidance was seen as much improved, with an overall rise in satisfaction of 14 to 89.	This has dropped from 89 to 84 and is an area to be targeted in this year's action plan in order to maintain high levels.	Personal Tutoring and structures that offer clear advice and guidance at key times.
<b>Organisation and management</b>	Satisfaction in this area rose by 11 on the two previous years, reflecting greater consistency in practice within GRASS.	The drop here reflects a) the inevitable teething problems of last year's restructuring and b) some issues around module choices due to staffing in German.	Consistency of approach and standards across modules. Clear communication of the SMLC structures that are in place to support students
<b>Learning resources</b>	Down by 10 for IT, static for library and equipment.	+1 to 88. <i>The VLE and library are being used effectively on all modules. Satisfaction with IT is now at 92</i>	
<b>Personal development</b>	Students are more aware of the skills they are developing and questions 19-21 show rises ranging from +8 to + 23.	+7 to 89. This may be as a result of our policy of explicitating the skills practiced in all our feedback of SMLC/Faculty and Uni support in this area.	<b>Transferable skills and Personal Development</b> These have been explicitated on feedback grids and clarified in classes.