

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

School: Modern Languages and Cultures

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>The ranking of Italian rose from 5/6 nationally in 2009 (when our results were combined with another language area) to 2/6 in 2010, and overall satisfaction was 94%, 9th highest in the University.</p> <p>An Italian student focus group held early in the 2010-11 session showed that feedback on written assessed work is now felt to be very good and that new online teaching materials are appreciated by students. It showed that clearer guidance to students on methods of translation was needed at Level 3 and this was introduced in 2011-12.</p>
Achievements in 2010-11	<p>We posted detailed descriptions of all optional modules in the VLE well ahead of the time when students registered their choices for 2011-12.</p> <p>We continued development of online learning resources for both language and content modules.</p> <p>We articulated more clearly the rationale and cohesiveness of our provision of language learning in Level 3, by setting clearer expectations.</p>
Main actions for 2011-12	<p>Guidelines for staff on providing prompt and clear feedback for assessed work, both written and oral, were strengthened.</p> <p>We have been planning a complete overhaul of our core language modules from 2012-13, and new textbooks will be introduced at levels 1 and 2.</p> <p>Guidance to students on preparing for the optional Italian Dissertation module in Level 3 has been improved, in consultation with other subject areas in the School.</p> <p>Provision of library resources has been improved.</p>

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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	The ranking of Italian rose from 5/6 nationally in 2009 (when our results were combined with another language area) to 2/6 in 2010. Response rate was 31 out of 38. A student focus group and student-staff forum meetings confirmed that the overall level of satisfaction is high.	Overall satisfaction was 94%, putting Leeds 2nd out of 6 units nationally.	Aim to keep satisfaction rate as high as possible – there is still room for improvement.
Teaching	Overall satisfaction was 95%.	No major issues were raised. 'Staff are good at explaining things' - 97 % agree; 'Staff have made the subject interesting' - 92% agree.	We continue to enhance the syllabus. We have introduced three new research-led modules at level 3 in 2011-12. We have overhauled our core language modules and we plan to use new textbooks in 2012-13. We aim to improve take-up of the Dissertation module.
Assessment and feedback	Overall satisfaction was 87%.	Two sets of issues were identified as needing attention: 'I have received detailed comments on my work' (83%); 'Feedback on my work has helped me clarify things I did not understand' (78%)	We will discuss our written feedback fully with students when returning their written work, which we will do in person wherever possible. We have amended our feedback forms for assessed coursework (written work and seminar presentations) to explicitly invite students to seek clarification with lecturers wherever needed; new versions of these forms are available in the VLE. We will pay particular attention to making good use of the existing 'To improve your work in future, you should ...' section. We see examples of each other's feedback in the course of moderating marking and in this way we will share good practice. We will engage with School-wide

			efforts to harmonise feedback forms.
Academic support	Overall satisfaction was 85%.	The main issue identified was: 'Good advice was available when I needed to make study choices' (77%)	For those making module choices in April-May 2011 for the academic year 2011-12, we posted detailed descriptions of all modules in the VLE well ahead of the day on which registration began and informed students of this (bearing in mind that most of the future Level 3 students are abroad at that point). We will do the same again in future years. We believe this practice will improve our performance in this area. Together with the information on module choices in the VLE, we will also encourage students more strongly to contact module leaders and their personal tutors for advice.
Organisation and management	Overall satisfaction was 92%.	The move from a single departmental office to a joint office in 2010-11 was handled smoothly.	The move from a joint departmental office to a single School office in 2011-12 created some practical problems in timetabling modules, and we aim to overcome all of these in 2012-13.
Learning resources	Overall satisfaction was 83%.	The main issue identified was: 'The library resources and services are good enough for my needs' (72%). We have a very good research library but not enough attention was being given to resources for undergraduates.	Our library budget decreased sharply two years ago because of the Economies Exercise and the Library's rationalising of how its RAM worked for the SMLC, but we hope that decrease will not be repeated, apart from the normal inflationary pressures. In consultation with our subject librarian, we have already been concentrating on four strategies, and students should see the benefits this year: (1) paying more attention to ordering books and DVDs specifically for the Edward Boyle Library rather than the Brotherton; (2) making consistent use of the Reading List tool in the VLE, with consequent improved efficiency in ordering reading list texts; (3) making consistent use of Online Course Readings in the VLE; (4) buying ebooks where possible for courses with larger student numbers, so that all students

			can access the text at all times. Where ebooks are not available for all texts, the Library will buy multiple copies and put them on a range of shorter loan periods to make it easier for students to find the books.
Personal development	Overall satisfaction was 84%.	The main issue identified was: 'As a result of the course, I feel confident in tackling unfamiliar problems' (81%)	Our feedback sheets already highlight the transferable skills that students are developing in the course of our modules, but we need to enhance awareness of the transferable skills developed through our programmes and particularly during residence abroad. We will revise our questionnaires for the Year Abroad in order to highlight problem-solving in relation to this aspect of our programmes. We will circulate material prepared for students through UTF projects about the transferability of arts and humanities degrees, which will help students appreciate the value of their studies for their careers.