

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

**School of Modern Languages and Cultures (Italian) Faculty of Arts**

<b>EXECUTIVE SUMMARY</b>																		
<b>Aspect</b>	<b>National Student Survey</b>						<b>Undergraduate Programme Experience Survey</b>						<b>Postgraduate Programme Experience Survey</b>					
	<b>2011-12</b>		<b>2010-11</b>		<b>2009-10</b>		<b>2011-12</b>		<b>2010-11</b>		<b>2009-10</b>		<b>2011-12</b>		<b>2010-11</b>		<b>2009-10</b>	
	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>
<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>	5/8 (21/34)	51/150	2/6	46/151	5/6	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>	Higher satisfaction for 1. resources available, thanks to the digitalisation of texts and acquisition of more text books and better use of VLE; 2. assessment/feedback, thanks to the revision of feedback in a more encouraging and constructive direction (“in order to improve...”) (feedback forms praised for clarity and constructiveness by external examiners); 3. academic support.
<b>Achievements in 2011-12</b>	<ul style="list-style-type: none"> <li>• With the only exception: learning resources, where the results match, Italian scores significantly higher than SMCL and University’s average results.</li> <li>• Overall satisfaction is 92%; other categories range between 80% (assessment/feedback) and 94% (organisation/management, learning resources).</li> <li>• Since 2011, all categories highlighted as in need of improvement have significantly improved (see below).</li> <li>• Categories showing minor decreases (in the range of 2-3%) are still in the highest end of the scale.</li> </ul>
<b>Main actions for 2012-13</b>	We will focus on quality/quantity of communication between academic/support staff and students, and we will articulate more clearly the rationale and cohesiveness of our teaching provision, thus setting clearer expectations. We will take into account the increased anxiety after the introduction of higher fees. We will continue working to make students feel protagonist for their success in their learning process. We will increase students’ personal involvement into the lively and vibrant scholarly community of Italian / SMLC / Arts at Leeds. We will consider ways to “translate” NSS categories, in order to make students aware of their meaning (e.g.: explain that the column ‘neither agree or disagree’ eventually counts as negative), and of its role in the national system of education.

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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>	- Aim of keep the satisfaction high was achieved, but overall satisfaction dropped by 2% to 94% - Response rate rose by 5% (81% > 86%).	<u>92% overall satisfaction</u> No major issues are raised (8% = 'neither agree or disagree': no disagreement was expressed).	- keep the standards high. - increase students' awareness of the learning process, and of their role in it. - informal feedback forms in week 4 to spot potential problems as early as possible.
<b>Teaching</b>	No major issues were raised. Overall satisfaction was 95% in 2011, thus 3% higher than in 2012.	<u>92% overall satisfaction</u> No major issues are raised.	- continue to enhance the syllabus, especially in language modules - more co-curricular activities on Italian language and culture.
<b>Assessment and feedback</b>	The two sets of issues identified in 2011 as needing attention have both improved: 'detailed comments on my work' from 83% to 92%; 'Feedback helped me clarify things' w78% > 83%.	<u>80% overall satisfaction</u> Score was lower than 80%, at 75% in: Q5. Q6. Q7. One comment says: 'The administration side has let down the quality of service at times.'	- explain more in detail the marking grid and the rationale behind marks, also in induction meetings; - continue to run mock exams and essay/exam preparation tasks; - handbook on assessment (putting together forms, criteria, guidelines); - [electronic marking? support from administrative and IT staff]
<b>Academic support</b>	Q12: 'Good advice' rose by 6% (77% > 83%), thanks to a better use of the VLE, and the increased commitment by members of staff.	<u>89% overall satisfaction</u> The percentage has increased, but Q12 has still a lower score than the other two in this section.	- continue supporting of students, via personal conversation, in class, via email, in online <i>fora</i> .
<b>Organisation and management</b>	The practical problems linked to the move to a single School office seem to have now overcome.	<u>94% overall satisfaction</u> No major concerns.	- continue working efficiently in all areas, introducing innovation whenever possible and suitable.
<b>Learning resources</b>	The improvement in this area, to 100%, shows that a very good work has been done by the library and by Italian staff.	<u>94% overall satisfaction</u> No major concerns are highlighted.	Make consistent use of the VLE bibliographies for each module.
<b>Personal development</b>	Q21, confidence in 'tackling unfamiliar problems', rose by 9%, to 92% in 2012.	<u>83% overall satisfaction</u> This is the only question in which the score is lower than 80%: Q21: 'confidence in tackling unfamiliar problems' = 67%	Students seem to have difficulties in understanding what exactly this question asks, as 25% neither agree nor disagree. We will articulate more clearly the link between academic studies and personal development (e.g.: YA/TA).