

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

**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>2012-13</b>		<b>2011-12</b>		<b>2010-11</b>		<b>2012-13</b>		<b>2011-12</b>		<b>2010-11</b>		<b>2012-13</b>		<b>2011-12</b>		<b>2010-11</b>	
	<b>Subject</b>	<b>Uni</b>	<b>Subject</b>	<b>Uni</b>	<b>Subject</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>	100	87	92	87	N/A	86	82	85	86	85	86	83	91	87	75	84	85	82
<b>Teaching</b>	94	89	92	90	N/A	88	87	85	87	84	87	83	87	87	79	85	85	84
<b>Assessment &amp; feedback</b>	85	71	80	69	N/A	65	65	59	64	61	64	56	70	75	63	69	67	68
<b>Academic support</b>	74	81	89	80	N/A	77	67	72	69	72	68	68	86	85	70	80	81	79
<b>Organisation &amp; management</b>	87	84	94	83	N/A	82	75	73	79	74	79	83	84	85	69	80	79	77
<b>Learning resources</b>	95	90	94	88	N/A	87	79	81	76	78	81	77	77	86	79	83	87	82
<b>Personal development</b>	77	81	83	81	N/A	78	61	69	62	68	62	65	82	77	66	71	67	70
<b>Sector position</b>	1/8	57/147	5/8	51/150	2/6	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)

**N.B.: numbers and percentages in NSS2 and in NSS4 – JACS3: Italian studies are different.**

**The comments below are based mainly on NSS4, which are the data perspective students look at when search online**

<b>Impact of 2011-12 actions</b>	<p>Improved communication with students, both at informal and formal level, helped to increase the overall students' satisfaction to 100% of respondents for level1 and level3 (level 2 = 75%). (see below)</p> <p>Another successful action has been the increased involvement of students in the curricular and co-curricular activities of the unit. Students have also created a LUU Italian Society, for which specific space has been created in the Italian Notice Board (MSB, floor 1). An increase in students' satisfaction is recorded in all major categories.</p>
<b>Achievements in 2012-13</b>	<p>100% overall students' satisfaction in NSS and in the UG Programme Survey for level1 (level 2 = 75%). 100% positive are also NSS categories such as: subject interesting, staff enthusiastic, detailed comments on my work, IT resources.</p> <p>These results bring Italian at Leeds to the first position nationally in the 2013 NSS ranking, in all categories: Italian at Leeds is well above all other Italian units in the Russell Group and in the country (we were ranking 5<sup>th</sup> in 2012).</p> <p><b>In NSS2, a decrease is recorded categories such as Academic support (Q10 to Q12) minus 15%; Organisation &amp; management (Q13 to Q15) minus 7%; Personal development (Q19 to Q21) minus 6%.</b> Nevertheless, it should be noted that, when 100% satisfaction is not reached, in most cases it is the middle category that students have chosen ('Neither agree nor disagree'), while only a small percentage of students have chosen the 'Mostly disagree' box (8% of responses in 5 categories only: criteria made clear in advance, contact staff when needed, advice for study choices, timetable, confidence in tackling</p>

	<p>unfamiliar problems. A worrying 15% of 'mostly disagree' is recorded for the category 'present myself with confidence' [q19]). Extremely positive comments were received also from external examiners.</p> <p>One quotation from one of the level 1 UG Programme Survey summarises the very positive atmosphere of the unit: 'With Italian, I feel as if I'm not only being taught the language, but also I am being immersed in the culture of Italy and I find this very rewarding. The tutors are all extremely passionate about what they teach and that allows myself to enjoy the subject more as a whole'.</p>
<b>Main actions for 2013-14</b>	<p>It seems that communication of aims, objectives, and structure of the university course could still be better explained to students. We will check that essays are returned in due course to students and that they understand how to contact members of staff. We will continue to explain clearly to students the significance of the NSS and what its categories mean: this year data confirm that when 100% is not reached it is mainly because of the choice of the middle category, 'Neither agree nor disagree', which seems neutral to respondents but actually counts as negative.</p>
<b>Summary of student involvement in the production of this Action Plan</b>	<p>NSS and UG Programme Survey results were widely distributed to students; they are also available in print-out in the Italian Notice Board, in the Italian foyer. They were discussed as first item in the agenda in the Student-Staff Forum. Students proposed to get rid of the misleading category 'Neither agree nor disagree' or – since it is not possible – to explain fully to level 3 students that it actually counts as negative.</p>

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<b>Aspect</b>	<b>Progress with actions in response to 2011-12 feedback and indication of impact</b>	<b>Issues raised in 2012-13 feedback</b>	<b>Planned response in 2013-14</b>
<b>Overall satisfaction</b>	<p>NSS 100% overall satisfaction = increase of + 8% from 2011-12 (100% also in UG feedback from level1; 75% in level2);</p>	<p>n/a All students gave very good responses to this category, even when minor issues were reported on specific points (see below).</p>	<p>Continue: - keeping the communication channels open and working well - eliciting formal and informal feedback from students and act accordingly - involving students, student representatives, and the Italian Society in the planning of curricular and co-curricular activities, thus making students both protagonist and responsible for their own achievements - monitoring especially level-2 students, who tend to be the more difficult year group</p>
<b>Teaching</b>	<p>NSS: 96% = +5% (91% in 2012 – NSS4) Students of all levels praise the enthusiasm and passion of tutors.</p>	<p>One level-2 student complained on the low number of language classes for ex-beginners (2, compared to 4 in level 1). This issue has been already</p>	<p>Continue: - working to keep high standard; - explaining the rationale behind the teaching</p>

		addressed, and from 2013-14 Ital-B students have all 3 hours of classes per year.	provision and its organisation
<b>Assessment and feedback</b>	NSS 91% = +14% (77% in 2012 – NSS4)	Only one level-2 student raised the issue of not having receiving early enough one essay title and the feedback. Although this is only a single voice, we will verify this year that the timing given to students is fully respected in all modules.	Continue: - working on assessment preparation since the beginning of the year, focusing on assessment categories - giving timely, detailed, precise and encouraging feedback to students (feedback forms were praised also by the external examiners in their report)
<b>Academic support</b>	NSS 87% = +7% (80% in 2012 – NSS4)	Some JH students specified in their comments that they felt not equally supported in the two subjects they are studying.	This kind of issues goes beyond the unit's level, and should be addressed at school/faculty committees
<b>Organisation and management</b>	NSS 93% = +5% (88% in 2012 – NSS4)	n/a	Continue working with administrative and academic staff, p/t tutors, and students themselves, so that the academic year runs efficiently.
<b>Learning resources</b>	NSS 92% = +1% (91% in 2012 – NSS4)	Nothing serious to work on. One student complained about the quality of Italian dictionaries in the library; this is difficult to believe, especially if we consider that all major Italian monolingual dictionaries and It-Eng vocabularies are available online and can be accessed by students.	Continue: - making good use of the VLE; - working in collaboration with the Library to make available more online resources to students. - All tutors will remind students how to access and use internet-based vocabularies and other language resources
<b>Personal development</b>	NSS 88% = +7% (81% in 2012 – NSS4)	This is a difficult category, as students often are not able to articulate how their academic studies help them in personal development (e.g.: increased knowledge in specific fields, but also skills for life such as ability to communicate effectively in written and oral form, and also using appropriately online communication, confidence in speaking in public, knowledge of it-programmes).	More emphasis will be put in explaining to students how their studies support their personal development. Specific workshops could be organised at school/faculty levels.