

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2011-2012

School: **Modern Languages and Cultures** Faculty of Arts

NB: This document provides a high-level overview of issues, and is to be read in conjunction with the subject-level action plans which address more localised feedback.

EXECUTIVE SUMMARY																		
Aspect	National Student Survey						UG Programme Experience Survey						PG Programme Experience Survey					
	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
Overall satisfaction	87	87	91	86	80	82	86	85	86	83	89	84	75	84	85	82	80	78
Teaching	90	90	93	88	86	85	87	84	87	83	87	83	79	85	85	84	84	81
Assessment & feedback	71	69	81	65	67	61	64	61	64	56	66	57	63	69	67	68	62	63
Academic support	78	80	80	77	75	74	69	72	68	68	73	68	70	80	81	79	75	76
Organisation & management	84	83	91	82	81	79	79	74	79	83	80	73	69	80	79	77	73	73
Learning resources	89	88	86	87	84	85	76	78	81	77	78	76	79	83	87	82	78	81
Personal development	83	81	77	78	77	76	62	68	62	65	60	63	66	71	67	70	64	68
Sector position	n/a	51/150	n/a	46/151	n/a	75/154												

Impact of 2010-11 actions	NSS scores have dropped by 4 points to 87 (actually 3, as of this year we combine SH and JH). PS results were very similar to last year at UG level; a steep drop at PGT level can be attributed to staffing changes and capacity issues. NSS performance was more even across the School than hitherto. Comments in student and staff feedback suggest that the drops in overall satisfaction and more specifically Organisation and Management were in part due to the disruption caused by the transition from federal School structures to unitary ones, the closure of the Centre for Joint Honours, and the ongoing problems with OLE. At the same time, scores for Personal Development and Learning Resources improved, suggesting that the implementation of Leeds for Life and enhanced VLE resources are bearing fruit. Subjects maintain strong positions against the sector in NSS: AMES 1/3, EAST 2/8, French 12/34, German 6/15, Italian 5/8, L&P 8/19, Russian 7/21, SPLAS 14/27, generally above competitors such as Manchester or Nottingham.
Achievements in 2011-12	Despite the disruption, the School's transition to unitary structures has put us in a strong position to enhance the quality and consistency of the student experience. We now have a Student Support Office open throughout normal working hours, and have been able to harmonise back-office processes, putting in place consistent and cohesive assessment, feedback and attendance monitoring practices. The benefits are already apparent in the School's ability to dedicate more resources to securing Work Placements, At the same time, excellent work has been undertaken in all areas to enhance subject-specific provision; this is monitored and good practice shared through a reinforced system of subject health-checks, better communication with students in the spirit of Partnership, and teaching enhancement through our Language Teaching Forum.
Main actions for 2012-13	A broader Student Education Forum (final year research project, assessment/exams, tutoring, teaching in the target language, employability). Earlier engagement with student feedback. Development of cornerstone modules to further enhance the distinctiveness of JH programmes. Focus on currency of curriculum and RBL / CPTs in Internal Health Checks. Further streamlining of support functions (Module Evaluation Surveys, processing of assessments, return of feedback). Highlight excellent teaching, academic feedback, student achievement and broad range of opportunities (speed networking, International Writers in Leeds, The Dragon's Apprentice. Enterprise Skills for Modern Languages). Focus on TPG satisfaction (improve management, feedback and support).

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School:

SMLC

Faculty: **Arts**

Aspect	Progress with actions in response to 2010-11 feedback and indication of impact	Issues raised in 2011-12 feedback	Planned response in 2012-13
Overall satisfaction	(-4) Progress through increased professionalization of language teaching, better feedback and guidance for module choices has been masked by problems due to the restructuring of the School.	Perceived lack of timely and detailed feedback on assessed work. Availability and accessibility of module choices during online enrolment, which was particularly frustrating for students in different time zones and with limited internet access.	Continue to identify and implement best practice. Engage students even more in shared ownership of their education. Settle down to deliver an excellent student education following the restructuring and review of the School.
Teaching	(-3) General satisfaction with the quality of teaching; open discussion with students in student-staff forums at subject level. Focus on language in SMLC Language Teaching Forum.	Some disappointment when staff go on research leave and specific modules are not available. Some disengagement in team-taught modules when continuity is lost.	Pick up potential problems earlier via mid-term mini survey in each module. Discussion of Teaching in the Target Language at dedicated SE Forum in April. Highlight SDDU courses.
Assessment and feedback	(-10) Ongoing centralisation of hand-in dates and processing of assessed work hampered by understaffing in the support office. Introduction of dedicated feedback weeks / sessions in most subject areas. Harmonisation of feedback forms.	Timing and process of handing in assessed work was perceived as cumbersome. Some students still find that their work is not marked within the standard 3 weeks or returned with enough useful / detailed feedback.	Increased number of hand-in dates will allow students to manage their work and experience shorter waiting times. Roll-out of more detailed feedback forms. Discussion of 'creative assessment' in dedicated SE Forum in December.
Academic support	(-2) Staffing freeze and integration of CJH/ML students into SMLC meant that colleagues still have 30+ personal tutees. Take-up of LfL still patchy amongst staff and students.	Personal tutors not always available or as helpful as they might be (responsiveness). Students do not always get 'their' Personal Tutor back after a period of research or maternity leave.	Discussion of and implementation of best practice (using Leeds for Life functionality AND the right mix of academic guidance / pastoral care) via a dedicated SE Forum on Tutoring in February.
Organisation and management	(-7) Transition from Departments in a federal School to a unitary School with subject areas is ongoing. Good governance and clearer lines of responsibility (DHoSs, Subject Leaders / Programme Managers, Support) feed through.	Returning JH students felt that the changes in the School (closure of CJH/ML) had not been communicated and, with the loss of departmental offices at the same time, felt a lack of connection / sense of belonging and communication.	Highlight essential information in the VLE School and Subject areas, central front office as one-stop service, clear lines of responsibility for support staff and academic officers. Better communication between co-teaching Schools.
Learning resources	(+3) School policy sets out minimum expectations for VLE content. Better cooperation with Library and VLE (both represented in STSEC). Focus on REF has made available many locally produced cutting-edge resources.	Students mention library opening hours and queues in computer clusters, but the growing content in the VLE, the Language Centre Self Access Area and the availability of digital resources via the Library are appreciated.	Continue to develop inspiring resources, including the production of our own materials into textbooks. Focus more on guided independent study when new modules are proposed. Increase awareness of other available ISS clusters.
Personal development	(+6) Increased engagement with Leeds for Life and employability activities at Subject, School and Faculty level have paid off. The Careers Centre holds regular surgery hours in the School.	It is clear from the optional questions that too many students still feel that their feedback has not been listened to or acted upon. Hardly any mention of Leeds for Life in comments.	Discussion and implementation of best practice through the SE Forum on Tutoring (February) and on Employability (June). Clarify role of School and Course Reps. Fill Partnership with life.