

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	NSS scores have improved across the board, with overall satisfaction rising from 80 to 91% (JH/ML 90%). This puts the SMLC in joint second place in the Faculty (FTSEC/11-02). A collective effort to improve the speed and quality of feedback, enhance academic support and personal development opportunities, improve and centralise academic support structures and ensure greater representation of students in student-related decision-making processes has clearly paid off.
Achievements in 2010-11	Subjects perform well against sector: Arabic & Middle Eastern Studies (98%, 1/3), East Asian Studies (83%, 2/7), French (96%, 3/30), German (96%, 2/14), Italian (94%, 2/6), Linguistics & Phonetics (87%, 5/14) and Spanish, Portuguese & Latin American Studies (88%, 7/25). The sample for Russian was not large enough to be counted as a separate subject, but combined NSS figures over two years (82%) and 100% satisfaction in PS at Level 1 and 2 (both SH and JH) indicate a marked improvement. SMLC performance in PS is close to University average (UG down, PG up).
Main actions for 2011-12	Further work on Assessment & Feedback; close involvement of students in ongoing curriculum development (research-led teaching and employability agenda); greater emphasis on the centrality of language teaching; annual health checks of all subject areas; completion of JH project with cornerstone and capstone modules. Ensure that programme and student support offices are adequately staffed. Ensure that every module makes appropriate use of VLE and integrated library reading list. Trial JH cornerstone modules before full-scale introduction in 2013. Work with University to ensure online enrolment goes smoothly in 2012. Further integration/harmonisation (exams, attendance, delivery of feedback). Create greater awareness of the overall benefits of student feedback through 'you said, we did' posters.

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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	Implementation of unified support structures ongoing; enhanced student representation under way; detailed explanations of School policy via unified SMLC VLE group. Problems with addressing individual cohorts via VLE identified and solved.	Major effort on Assessment & Feedback has paid off; only personal development remains static at 77%. This document provides a high-level overview of issues, and is to be read in conjunction with the subject-level actions which address more localised feedback.	Improvement of the perceived status of language teaching through language teaching forum (4 pa); implementation of Partnership; better explanation of module choices; improving take-up of Students as Scholars programme; student-edited web newsletters to aid communication.
Teaching	Module evaluation and review at subject level scrutinised in annual health checks to ensure 'at risk' modules are identified. Student-Staff Fora at regular intervals to identify problems early.	NSS score of 93% indicates broad satisfaction. Availability of first choice modules not optimal in some areas due to staffing profile and tension between Research-Lead Teaching and employability agenda.	Collective buy-in to the notion that every contact with students should be memorable and meaningful. Quality improvement through peer-observation and I&t support grants (£700 pa).
Assessment and feedback	Code of Practice and assessment criteria are clearly displayed in the VLE and explained in every module. Increased use of incremental (portfolios; draft essays) and alternative modes of assessment (poster sessions; projects)	Not all students are aware of the University practice of 3 week turnaround of assessed work. Some students feel that while they are given feedback, they do not readily understand what they need to do to perform better.	Standardisation of feedback forms (both content and language); further development of feedback forms to include transferable skills and personal development. Raise awareness of feedback through signposting (feedback week, posters).
Academic support	Improved timing and advice about module choices. More student-friendly module explanation. Continued engagement with Leeds for Life. Further development of VLE resources.	Students clearly feel that academic support requires face to face as well as online resources. In SMLC, preparation, guidance during and debriefing after the residence abroad is crucial.	Comprehensive audit of the skills matrix (skills, cornerstone, and capstone modules). Introduction of the role of Director of Taught Studies to oversee pastoral and academic support.
Organisation and management	Transfer of activities from the Centre for Joint Honours went smoothly but was hampered by staff loss through VLS. Common induction events for all students showed potential but communication about the dates/times for these meetings needs addressing in the Admissions process.	Significant improvement in NSS but static in PS UG and PG at 79%. This may reflect uncertainty about placements abroad (British Council Language Assistantships; work placements) and perceived delays to PGT applications.	Harmonisation of dissertation modules across the School. Continued work with the University to ensure that online enrolment affords every student fair access to their chosen modules. Clear guidelines for VLE content for every module.
Learning resources	Continued development and exploitation of VLE. Integration of audio, video and text. Improved AV in the Centre for World Cinema's dedicated viewing room after years of unsatisfactory provision.	Uneven response across subject areas. Some students report difficulty gaining access to key texts; others feel IT provision is less effective, perhaps reflecting increased expectations.	All module leaders to use VLE reading list tool to enable library to keep abreast of needs. Agreed minimum content for each module in the VLE including key texts, handbooks and web links.
Personal development	SMLC continues to raise awareness of the benefits of a research- intensive curriculum (Dissertations; Students as Scholars) and the transferable skills developed through residence abroad, extra-curricular activities and in work-related modules.	Uneven response across subject areas with some successes (GRASS), but generally in need of collective effort. 77% is University average but lowest score in SMLC. PS UG and PG even lower, with some students unable to articulate how their studies have helped their personal development.	Further develop the personal tutoring model, reduce if possible number of tutees per tutor (30+ per member of staff), and embrace employability and professionalization agenda. Continue to support career events at every level. Introduce Residence Abroad debriefings across the School.