

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

School of Modern Languages and Cultures (Spanish, Portuguese and Latin American Studies) Faculty of Arts

EXECUTIVE SUMMARY																		
Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate Programme Experience Survey					
	2012-13		2011-12		2010-11		2012-13		2011-12		2010-11		2012-13		2011-12		2010-11	
	Subject	Uni	Subject	Uni	Subject	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	84	87	82	87	89	86	82	85	86	85	86	83	91	87	75	84	85	82
Teaching	94	89	85	90	93	88	87	85	87	84	87	83	87	87	79	85	85	84
Assessment & feedback	74	71	61	69	58	65	65	59	64	61	64	56	70	75	63	69	67	68
Academic support	73	81	70	80	81	77	67	72	69	72	68	68	86	85	70	80	81	79
Organisation & management	90	84	78	83	91	82	75	73	79	74	79	83	84	85	69	80	79	77
Learning resources	91	90	85	88	80	87	79	81	76	78	81	77	77	86	79	83	87	82
Personal development	88	81	77	81	75	78	61	69	62	68	62	65	82	77	66	71	67	70
Sector position	16/27	57/147	14/27	51/150	7/25	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)

Impact of 2011-12 actions	We now possess a coherent and dynamic curriculum, which offers clear culture, history and language-related pathways for students to follow – should they so wish – over the course of their degree programmes. The online module enrolment system suffered fewer problems than in previous years, and greater use of VLE and emails are used to maintain contact with students when away on Residence Abroad and/or during summer vacations. Levels of student satisfaction among finalists have risen on the whole.
Achievements in 2012-13	Levels of satisfaction as regards feedback have increased as a result of more careful coordination of assessment deadlines, Feedback Week in January, the essay/redraft + commentary assessment on a number of Level 2 modules, and the provision of more detailed criteria specific to each level and form of assessment. The Spanish, Portuguese and Catalan language curricula continue to benefit from the exchange of good practice at subject and School levels.
Main actions for 2013-14	To re-assess, in light of the new Cornerstone modules, our Level 1 core module and the culture and history modules which complement this, in terms of function, content and assessment. To continue to make effective use of summative and formative feedback, and to lower staff:student ratios in non-language modules to allow the provision of more personalised feedback. To discuss innovative ways in which we can offer a larger selection of non-language modules to students of Spanish and/or Portuguese within our pathways at Level 2 and 3. To draw students' attention to the large and diverse range of Portuguese modules available to them.

<p>Summary of student involvement in the production of this Action Plan</p>	<p>Students asked specifically for the issue of greater use of the target language in non-language classes to be included.</p>
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<p>Aspect</p>	<p>Progress with actions in response to 2011-12 feedback and indication of impact</p>	<p>Issues raised in 2012-13 feedback</p>	<p>Planned response in 2013-14</p>
<p>Overall satisfaction</p>	<p>We have made numerous modifications to assessment for our language modules, simplifying some and diversifying others. Module reviews indicate high levels of satisfaction.</p>	<p>While levels of student satisfaction are generally high (NSS 84%), there are issues of concern, principally the Level 1 core module and its function within the degree programme, and the final-year Spanish language group project. There is also the matter of module caps (visibility and aptness).</p>	<p>To continue to examine form, function and assessment of all our core modules, and to modify these as appropriate. To look into the possibility of offering more final-year specialist modules. To raise awareness among Portuguese finalists of extent of module choice, and to assess final-year Portuguese content module revision. To work closely with Single Honours Spanish students to identify specific features of their programme that may be of concern. To continue to work with student representatives and to pay close attention to students' comments in order to build on current levels of satisfaction.</p>
<p>Teaching</p>	<p>SPPO1180 now comprises a more coherent core introduction to Hispanic Studies than before. Increasing use of target language is made in content modules.</p>	<p>Staff were praised for the quality and enthusiasm of their teaching.</p>	<p>To continue to endeavour to offer a wide variety of popular modules at all levels of our degree programmes. To continue to exchange good teaching practice with colleagues at subject and School level. To explore the possibilities of greater use of the target language in content modules.</p>
<p>Assessment and feedback</p>	<p>Satisfaction with this aspect of our undergraduate degree programme increased significantly in 2012-2013 (+13% on average).</p>	<p>Some students call for more general feedback that they can apply to similar tasks later in their programme. This is already being dealt with at Level 2 in the essay/re-drafting + commentary assessment for a number of modules, which should</p>	<p>To stagger Level 2 assessments to avoid an excess of deadlines at Easter. To give due attention to transferrable skills in feedback. To work closely with Exams Office to ensure</p>

		serve students well on other modules. Many feedback sheets list the various criteria that need to be met for each classification. Some students note that feedback is slow to reach them.	large-group module exams are scheduled early in the exam period. To manage student expectations as regards promptness of feedback by outlining the marking and moderating processes.
Academic support	Students are now familiar with the new Student Support facilities in place at School level.	More detailed information is provided on Level 1 and 2 modules well in advance of arrival and online enrolment respectively (in Welcome Packs, on Flying Start and at Easter module fair).	To continue to make good use of electronic resources such as the VLE to inform students of matters such To reduce tutor:tutee ratios in order to provide students with more personalised advice about their programme and module choices, and to ensure greater continuity as regards personal tutors throughout their studies.
Organisation and management	Students are now familiar with the new Student Support facilities in place at School level and with the use of the VLE to communicate with them.	The Feedback Week was much more successful in 2012-2013 than in 2011-2012. Efforts to mark and moderate work promptly, and to inform students of circumstances related to this aspect of their studies, are appreciated by students.	To continue to make full use of the VLE and the Student Portal to notify students about deadlines, changes to modules, etc. To work closely with the Timetabling Team to avoid confusion as regards students' timetables, and to remind students that accurate timetable information is available on Extended Module Handouts.
Learning resources	Students are generally very satisfied with our use of electronic resources.	There is increasing demand for detailed information on modules to be made available prior to the beginning of the teaching period, and for hard – rather than digitalized – copies of documents to be available as Readers.	To encourage module coordinators to activate VLE spaces at the beginning of September. To look into the possibility of producing module readers with the university bookshop.
Personal development	Student satisfaction in this area has grown significantly.	The Careers Event organised by SPLAS in 2012-2013 was poorly attended. Perhaps this is because SMLC and UoL now organise larger-scale careers events.	To continue to make information about the diversity of the modules we offer and about personal development events via the VLE and in personal tutorials.