

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

**Faculty of Performance, Visual Arts and Communications – School of Design**

**EXECUTIVE SUMMARY**

Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate 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	77	87	67	86	51	82	81	85	68	83	78	84	72	84	92	82	77	78
Teaching	82	90	75	88	61	85	81	84	74	83	78	83	72	85	88	84	79	81
Assessment & feedback	76	69	63	65	57	61	63	61	47	56	50	57	64	69	70	68	58	63
Academic support	78	80	66	77	59	74	68	72	62	68	60	68	68	80	83	79	82	76
Organisation & management	80	83	70	82	66	79	79	74	68	83	70	73	60	80	80	77	66	73
Learning resources	83	88	79	87	76	85	76	78	75	77	74	76	68	83	76	82	74	81
Personal development	81	81	75	78	68	76	63	68	61	65	58	63	66	71	81	70	71	68
Sector position	41/89	51/150	67/84	46/151	75/77	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>	<ul style="list-style-type: none"> <li>the school showed an overall increase of 10% since 2010 which continue the upward trajectory established in 2009-2010</li> <li>in terms of individual aspects, assessment and feedback is improved significantly, reflecting the effort that's been put into this area</li> <li>academic support is a priority, in particular focusing on actions form last year which require further reflection and additional work</li> </ul>
<b>Achievements in 2011-12</b>	<ul style="list-style-type: none"> <li>the establishment of focused Programme Managers meetings, to share best practice, resulted in an awareness of what works and how successes could be carried across all Programmes within the School</li> <li>the development of Student-Staff Forum led to it becoming more of a meeting to discuss positive action and improvement when issues were raised (rather than simply documenting complaints)</li> <li>the undergraduate PES shows major improvement and it's clear that the impact of awareness of best practice and culture change within Programmes is now being felt across all levels, rather than at just the final year</li> </ul>

<b>Main actions for 2012-13</b>	<ul style="list-style-type: none"> <li>• we are looking to put the ongoing development of student-staff dialogue at the centre of a range of initiatives which will aim to ensure that - across the School - there is broad discussion and a clarity of information</li> <li>• postgraduate PES is a concern and the School is looking to focus on discussion with students as a priority for developing particular actions - specifically with the sub group from Student-Staff Forum to focus on matters unique to PGT programmes / experience. We'll extend the NSS meetings (between students and DSE / HoS) onto PGT cohorts.</li> <li>• we will continue to work on those aspects of the NSS where further action is still necessary - Academic Support and Assessment and Feedback</li> <li>• we will look specifically at issues raised by students who do or don't elect to take the Year in Industry</li> </ul>
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**ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2012-13**

**School:** Design

**Faculty:** Performance, Visual Arts and Communications

<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>	<ul style="list-style-type: none"> <li>• engagement and communication between students and staff has be improved through some engagement and adoption with a variety of social media</li> <li>• assessment and feedback, module and programme organisation has improved through the sharing of best practice in the Programme Manager's Forum which looked to co-ordinate ongoing developments</li> <li>• NSS response meetings were regarded as a success</li> </ul>	<ul style="list-style-type: none"> <li>• there can sometimes be a difference of experience and expectation for students who've elected to take the year in industry variant or remain to complete their degree</li> <li>• costs related to some courses are perceived to be an issue and aren't clearly outlined</li> </ul>	<ul style="list-style-type: none"> <li>• student-staff forum will continue to be strengthened as a vital aspect of the School's ongoing development</li> <li>• we are going to continue to hold NSS response meetings with all programme finalists and for PG PES with cohorts within the School</li> <li>• we'll continue to encourage effective communication and develop new methods which aim to ensure you're aware of what's happening within the School</li> <li>• the Programme Managers' Forum is now part of the School Taught Student Education Committee meeting, so that we can continue to share best practice and embed this among a wider group of colleagues</li> </ul>

<p><b>Teaching</b></p>	<ul style="list-style-type: none"> <li>• dissertation meetings / expectations have been more clearly formalised to ensure clarity among staff and students and a parity of experience</li> <li>• lecture programmes underpinning certain final year modules to help engage with issues and encourage feedback and discussion - strengthened the content of certain modules</li> <li>• school-wide modules are continued to be reviewed, in particular the development of a new second-year module to meet a perceived lack of skills around research and preparation for the dissertation</li> <li>• smaller teaching groups have been introduced which you've told us have been effective</li> </ul>	<ul style="list-style-type: none"> <li>• you think that staff are enthusiastic and inspiring about what we teach</li> <li>• some optional modules are pitched a little too high for students from a range of programmes</li> <li>• having options and routes through your programme help focus your studies as you move towards graduation</li> <li>• you feel that there's sometimes too much work on certain modules</li> <li>• lack of contact time on some modules continues to be an issue</li> <li>• you enjoy the breadth of options that are available to you within the school and see the value of this to potential employers</li> <li>• we have reviewed certain modules and included different types of activities to extend your experience of a range of teaching activities</li> <li>• you feel that you're unprepared for major project work on PGT programmes</li> </ul>	<ul style="list-style-type: none"> <li>• we'll work to track specific practical and intellectual skills across modules and programmes so any gaps or improvements are identified and made</li> <li>• we'll look to continue to develop and integrate greater variation in teaching methods</li> <li>• we'll review optional modules to develop new ones and amend our current offer</li> <li>• we'll continue to review both the content and structure of the school-wide modules to ensure that they're matching what's needed across all levels of your programme</li> <li>• the embedding of staff research and scholarship is ongoing with in all modules and we're making more use of the lecture format to not only deliver information but to engage in critical dialogue over issues raised within the work</li> </ul>
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<p><b>Assessment and feedback</b></p>	<ul style="list-style-type: none"> <li>• we looked to clarify and communicate among staff our expectations around assessment and feedback turnaround - to ensure a consistent and (where appropriate) speedy turnaround</li> <li>• the School made use of regular Programme Manager's meetings to share best practice across the all Programmes</li> <li>• we discussed at Student-Staff Forum how assessment and feedback methods could be clearly communicated and which methods are most appropriate - this was embedded within Programme briefings and lectures to students before submission points</li> <li>• we piloted the use feedback 'events' to engage students with staff in how assessment might take place and how feedback is written</li> <li>• Programme managers discussed the development of a School policy on assessment and feedback - and came to the conclusion that individual Programmes would share common best practice without an overarching formal policy - there is the recognition that there should be some local variation but are keen to establish, formalise and discuss some ground rules</li> </ul>	<ul style="list-style-type: none"> <li>• assessment and feedback could look to be clearer</li> <li>• feedback could sometimes be a little slow and regular feedback is preferred</li> <li>• assessment arrangements and marking are sometimes perceived to lack fairness</li> <li>• inconsistency of feedback is often still an issue</li> <li>• you're still worried about perceived bias or subjectivity within assessment processes</li> <li>• you're telling us that the detail you receive in your feedback is appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• criteria has been rewritten across a range of modules to ensure that it's clearer and consistently presented and that you develop an understanding of these processes across your time on the Programme</li> <li>• we're experimenting with the form and speed of response of feedback to explore the potential of different methods and how they might be best suited to your work at different points within modules</li> <li>• the School will be mapping assessment points across modules to ensure that feedback can be returned in time</li> <li>• we'll integrate the new Student Experience Questionnaire form / review of all module feedback to ensure that we're responding to your feedback in an appropriate and consistent way</li> <li>• we'll continue to develop new methods for delivering feedback - to make use of appropriate methods and more focused information so that you're clear and aware of what's necessary to improve your work</li> <li>• we'll continue to reinforce the processes and actions of assessment and moderation as part of how we brief you for modules and the work you'll do within them</li> </ul>
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<p><b>Academic support</b></p>	<ul style="list-style-type: none"> <li>• staff have published office hours to make everyone aware of their availability</li> <li>• student-staff forum became a key way through which we were able to identify and action aspects of Programmes which appeared disorganised</li> </ul>	<ul style="list-style-type: none"> <li>• opportunities to meet with staff / external experts and discuss issues pertinent to your studies are very valuable</li> <li>• we need to develop a range of ways that ensure effective communication between staff and students - where email doesn't always work</li> <li>• staff can sometimes seem unapproachable</li> <li>• you feel that some technical skills could be better supported</li> <li>• you would like some activities that take place across all Programmes</li> <li>• you feel that the introduction of end-of-year / level tutorials has been very useful in terms of helping with key decisions on the course</li> <li>• you'd like some clear 'ground rules' in terms of communication with staff and what's expected from each other</li> <li>• you'd like more peer-to-peer communication and opportunities to both ask and answer questions</li> </ul>	<ul style="list-style-type: none"> <li>• we're working with the Careers Centre to develop a range of opportunities for embedding employability within aspects of your experience</li> <li>• we have looked to survey your career plans and how we can respond to specific needs across the School</li> <li>• we're introducing peer mentoring as a vehicle to make best use of students' experience across the curriculum</li> <li>• we are facilitating ongoing discussion between students (past and present) to identify and support the potential directions you might want to take while at University and after you graduate</li> <li>• we are looking to implement refresher or update workshops for certain technical skills</li> <li>• we held a School-wide event as part of this year's induction programme for all new students and will look to identify opportunities for programmes to work together alongside the exhibitions and events which take place across the School</li> <li>• we're looking to support your study choices across all levels with focused information available to students before you're asked to choose</li> </ul>
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<p><b>Organisation and management</b></p>	<ul style="list-style-type: none"> <li>• the School has looked to develop new mechanisms through which effective communication can happen - both formal and informal. The Fashion Forum is seen as a model for such developments</li> <li>• we have been using Student-Staff Forum for a range of more focused activities - the establishment of the sub-group for course reps meant that we were able to transform the Forum into a more focused meeting which was able to discuss positive change</li> <li>• the development of a Programme Managers' forum allowed the School to coordinate responses and manage activities more effectively</li> </ul>	<ul style="list-style-type: none"> <li>• module and Programme organisation - in particular timetabling - often seems odd or confusing to you</li> <li>• communication between staff and students across a range of matters is often perceived to be one-sided</li> <li>• information that's available with regards to module choices is often unclear and doesn't communicate the nature of what you'll experience</li> </ul>	<ul style="list-style-type: none"> <li>• we've looked to ensure where possible that workloads might be spread across the working week so you're able to plan effectively around contact time</li> <li>• we are making more use (where appropriate) of social network sites to communicate and discuss - specifically where students are able to share best practice and where communication can be effectively facilitated</li> <li>• we are looking to make course reps more proactive in communicating with students and how this is brought to the Student-Staff Forum - in particular, using time within every forum meeting to generate ideas and directions in response to particular School-wide issues</li> </ul>
<p><b>Learning resources</b></p>	<ul style="list-style-type: none"> <li>• the extension of School opening hours have allowed you to access equipment out of hours</li> <li>• we have centralised resources so that all Programmes have access to the same equipment</li> <li>• we've introduced technician support in certain areas to help in terms of your access to specialised facilities</li> </ul>	<ul style="list-style-type: none"> <li>• you feel that there's limited or no access to certain specialised equipment in the School</li> <li>• you think we need to be clearer with regards to communicating what's available and where it's situated</li> </ul>	<ul style="list-style-type: none"> <li>• we are looking to extend opening hours to ensure consistent experience across all Programmes</li> <li>• we've equipped a range of spaces within the School with equipment to support aspects of your work</li> <li>• the establishment of a resources committee is vital to ensuring that there's a dialogue and the potential to engage students in how we plan to develop the resources which underpin your studies</li> </ul>

<p><b>Personal development</b></p>	<ul style="list-style-type: none"> <li>• the end of Semester show and Degree show are now firmly embedded in the school's calendar</li> <li>• the School is now working with colleagues across the Faculty to look to embed employability within a range of your experiences</li> <li>• we have worked to develop new relationships with industry - to support your experience around and alongside the activity of bringing in visiting speakers</li> </ul>	<ul style="list-style-type: none"> <li>• the year in industry module gives students a fantastic experience which helps prepare them both for final year and their careers upon graduation</li> <li>• live and competition briefs are continuing to be vital to the experience you have on the Programme</li> <li>• you have let us know that you have learnt new skills, become more confident and that these are very valuable to your future career development</li> <li>• we seemingly aren't meeting expectations among our PGT students with regards to your personal development</li> <li>• you feel that the visiting speakers are very valuable and that there could be more focus on professional development</li> <li>• the Open Studio event was a great success and you'd like more / smaller-scale opportunities to show your work</li> </ul>	<ul style="list-style-type: none"> <li>• we are continuing to develop the engagement of students from all programmes in the activities that surround the end of year show and the open studio events - where groups of students will sit in and comment on the pitches and be involved in feedback in terms of how the promotional ideas are developed</li> <li>• we're looking to identify opportunities to align expectations earlier within the Programmes</li> </ul>
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