

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2014-15

Faculty of Performance, Visual Arts and Communications

School of Design

EXECUTIVE SUMMARY																		
Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate Programme Experience Survey					
	2013-14		2012-13		2011-12		2013-14		2012-13		2011-12		2013-14		2012-13		2011-12	
	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	89	88	76	87	77	87	72	85	83	85	81	85	73	85	86	87	72	84
Teaching	90	90	79	89	82	90	81	85	87	85	81	84	81	86	79	87	72	85
Assessment & feedback	79	71	68	71	76	69	58	62	66	59	63	61	63	81	62	75	64	69
Academic support	86	82	75	81	78	80	59	73	67	72	68	72	80	82	81	85	68	80
Organisation & management	89	85	80	84	80	83	68	75	78	73	79	74	72	81	70	85	60	80
Learning resources	91	91	87	90	83	88	80	83	80	81	76	78	72	85	85	86	68	83
Personal development	86	82	77	81	81	81	64	72	75	69	63	68	73	77	77	77	66	71
Sector position		50/146		57/147		51/150												

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)

Headline achievement in 2013-14	Overall student finalists' satisfaction up by 13 to 89% (NSS) and graduate-level employment up by 11 to 74% (DLHE)
Main actions for 2014-15	<ol style="list-style-type: none"> 1. Improve engagement with the personal tutoring system 2. Further clarify module assessment criteria with the aid of examples 3. Promote a School of Design community between levels, programmes and UG/PGT
Summary of student involvement in the production of this Action Plan	The priority actions were discussed at the first Student-Staff Forum (15/10/2014) and also between students more generally via their reps. The draft action plan will be tabled at the subsequent November STSEC before being passed to student reps for final comment.

AGREED ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2014-15

School: Design

Faculty: Performance, Visual Arts and Communications

Aspect	Progress with 2013-2014 actions and indication of impact	Agreed Issues/Actions for 2014-2015	Responsibility/Expected completion date
Overall satisfaction	<ul style="list-style-type: none"> ▪ During the year, School reps provided a vital role in the communication of concerns leading to their timely resolution. The Student-Staff Forum was particularly well attended and constructive dialogue was established. ▪ A student common room was established on the first floor of Clothworkers Central with input from students on its design. ▪ All programme leaders are now active members of the School Management Team (SMT) and this has helped remove a layer of bureaucracy from decision making. ▪ As part of the Teaching Enhancement Scheme (TES), the majority of staff have engaged in peer observation and this is proving useful in sharing of good practice between programmes. ▪ The nature of NSS questions and their relevance were explained to finalists by programme leaders prior to the survey launch. 	<ul style="list-style-type: none"> ▪ The outcome of the 2013-14 NSS yielded a greatly improved overall satisfaction for undergraduate finalists. This needs to be maintained. ▪ The Programme Experience Survey was more mixed. There is a need to ensure uniformity of student experience between each level of study. It is envisaged that the TES and staff Away Days will begin to address this. ▪ Of particular concern was one new programme. This is being addressed through investment in new staffing and an overhaul of the course and its delivery. ▪ Although students are broadly happy with the quality of teaching and academic support, the PGT Programme Experience Survey produced a disappointing overall outcome, with significant variations between programmes. A postgraduate management committee has recently been established through which has been established to consider strategies for improvement and share best practice. 	<ul style="list-style-type: none"> ▪ UG programme staff under the supervision of programme leaders and with overall direction from the DSE. This will be an ongoing process. ▪ All teaching staff, with coordination from Head of School and DSE. This will also be an ongoing process. ▪ Programme delivery: UG programme leader; staffing: Head of School. Both of these will take place during the 2014-15 session. ▪ PGT Management Committee during 2014-15.
Teaching	<ul style="list-style-type: none"> ▪ A mapping exercise between programme and module learning outcomes was compiled by the DSE and complete by programme leaders. ▪ A review of optional modules has focused on identifying those with a record of low numbers of students. It has been agreed at SMT that such modules could be removed to make space for new threads in the curriculum. ▪ School-wide modules continue to be discussed. During 2014-15 a new module, 	<ul style="list-style-type: none"> ▪ Identified inconsistencies between programme and module learning outcomes will be addressed by proposing major module/programme changes. ▪ Engage with the University's new lecture capture system in School-wide lectures and establish its pedagogic value. ▪ The History and Theory of Art and Design module will be re-written to give it a design focus that is more relevant to all the School's programmes. 	<ul style="list-style-type: none"> ▪ Programme and module leaders, with scrutiny by STEC/FTSEC during 2014-15. ▪ Module staff during 2014-14. ▪ Module leader during 2014-15.

	<p><i>Green Design and Sustainability</i>, will be offered as an alternative to <i>Patterns and Culture</i>. Further changes are envisaged, however recent staffing issues have limited progress in the short term whilst creating further opportunities in the long term.</p>	<ul style="list-style-type: none"> Pursue opportunities to integrate training in research methods and academic writing School-wide modules in order that these may be systematically developed across all three levels of study. 	<ul style="list-style-type: none"> Module leaders and DSE during 2014-15.
<p>Assessment and feedback</p>	<ul style="list-style-type: none"> An initial mapping of programme assessment is due to be completed by March 2015. This will subsequently be used to demonstrate the relevance of assessment activities to learning outcomes. The newly-developed assessment criteria for the final-year dissertation module were published in the module handbook and discussed with students via a session facilitated by an external pro dean. This was well attended and, together with examples, has helped students to better appreciate what constitutes the various levels of attainment. The Graphics programme, in particular, has spent considerable effort in explaining the various assessment criteria across its final year. Textiles have used digital recording technology to capture and disseminate individual feedback. 	<ul style="list-style-type: none"> Replicate the explanation of assessment criteria across all modules through handbooks and direct discussion with students. 	<ul style="list-style-type: none"> Module leaders with input from student reps.
<p>Academic support</p>	<ul style="list-style-type: none"> A new Digital Skills activity was created which was offered to second-year (and later, on demand to finalists) to provide further training and help with Adobe digital design software. This was run by a module assistant under direction from DSE and consisted of VLE material, online forum and a weekly surgery. Peer mentoring (the "Buddy" system) was successfully introduced for freshers. Students from different programmes have collaborated in group work within several School-wide modules such as: <i>Research Methods</i> and <i>Marketing and Creativity</i>. Study choice has been supported through programme leaders and personal tutors. 	<ul style="list-style-type: none"> Peer mentoring was less successful for the 2014 intake due to a lack of commitment from volunteer buddies. A more formal recruitment process will be instigated for 2015. More effort needed to ease the return of year-in-industry students through workshops. Further opportunities need to be sought to promote wider social engagement between students. The transition from school to university (e.g. private study, time management) has been identified as a concern amongst some students. A discussion framework will be developed for the first tutorial meeting to directly broach these issues. It is also 	<ul style="list-style-type: none"> Programme leaders and DSE for completion during 2015 intake. Programme leaders for introduction during 2015-16. For discussion at Student-Staff Forum during 2014-15. Staff-Student forum during 2014-15 to consider framework. Head of School and SMT to consider the new role.

		<p>proposed that a new role of “induction tutor” be established.</p> <ul style="list-style-type: none"> Personal tutoring has been identified as a concern by some students. Greater monitoring of meetings will be instigated.. 	<ul style="list-style-type: none"> DSE during 2014-15.
Organisation and management	<ul style="list-style-type: none"> Student reps played a vital part of the smooth running of programmes and were fully engaged with meetings. In particular, they enabled local difficulties to be quickly resolved. Students have contributed to the design of a new common room. 	<ul style="list-style-type: none"> Identify further opportunities for student involvement particularly in the development of the School’s newly-refurbished building. The use of student-driven social media and/or newsletters will be explored as another channel. 	<ul style="list-style-type: none"> Student reps via Student-Staff forum (ongoing). Student reps via Student-Staff forum (ongoing).
Learning resources	<ul style="list-style-type: none"> The planned Resources Committee has been subsumed by the SMT, however the matter has been regularly discussed at SSF. A list of resources has been made available via the VLE. This has been useful, but not widely used – there is a need for further promotion. 	<ul style="list-style-type: none"> The PGT Programme Experience Survey produced a disappointing outcome, in terms of learning resources. Key issues will be identified at SSF and through programme leaders. Use posters to promote available resources and facilitate technician-run induction sessions. 	<ul style="list-style-type: none"> Student-Staff forum and PGT programme leaders during 2014-15. School Manager during 2014-15.
Personal development	<ul style="list-style-type: none"> A PVAC EXPO event was run with contributions from Fashion Design staff. Progress with School-level employability activities has been slower than anticipated due to lack of manpower. Individual programmes have expanded their visiting speaker activities, including both alumni and industrial presenters. 	<ul style="list-style-type: none"> Develop a “with enterprise” variant of BA <i>Fashion Design</i> to help those with an interest in setting up their own business after graduation. Personal development was highlighted as a particular concern by the PGT Programme Experience Survey. Programme leaders need to more proactively identify where personal development is already taking place. The School will also look for opportunities to develop skills workshops (e.g. time management, team work). Engage with and further promote Faculty and University employability initiatives. 	<ul style="list-style-type: none"> Programme leader via STSEC/FTSEC during 2014-15. Programme leaders and DSE (ongoing). Programme leaders (ongoing).