

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2010-11

School: Fine Art, History of Art & Cultural Studies

Faculty: Performance, Visual Arts and Culture

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	79	86	83	82	80	84	81	83	76	84	73	82	88	82	88	78	72	80
Teaching	86	88	87	85	88	86	85	83	87	83	80	82	96	84	94	81	87	81
Assessment & feedback	62	65	62	61	60	61	58	56	52	57	43	54	76	68	79	63	67	62
Academic support	62	77	63	74	67	75	62	68	57	68	53	66	87	79	90	76	73	76
Organisation & management	81	82	80	79	77	79	80	83	63	73	72	70	72	77	79	73	67	75
Learning resources	83	87	81	85	89	86	77	77	73	76	74	77	73	82	84	81	76	82
Personal development	66	78	68	76	63	78	59	65	49	63	48	62	82	70	79	68	59	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	<ul style="list-style-type: none"> • Increased promotion of Personal Tutoring and Leeds for Life schemes led to the engagement of a higher number of students. • Student Representatives took a more active role within the School; new student feedback forms encouraged clearer and more robust student feedback, which then fed effectively into module and programme reports. • Increased use of the VLE at both individual module and School levels. • Employment of L&T Administrator meant that attendance recording became more efficient and effective.
Achievements in 2010-11	<ul style="list-style-type: none"> • Students continued to rate our teaching as excellent and found our programmes to be intellectually stimulating despite ongoing issues with feedback and organisation. • Student Satisfaction increased in Fine Art and Cultural Studies programmes, specifically in relation to feedback. • New organisation of School Office emphasising Student Support; plus new administrative appointments to ensure smooth running of essential admin processes, for example module choices, recording of extensions, mitigating circumstances etc. • New and replacement academic staff means less disruption for students when other staff on research leave etc.
Main actions for 2011-12	<ul style="list-style-type: none"> • Full range of Student Support staff in place in School Office to provide general advice and support for students and academic staff • Continue to provide excellent teaching within a coherent and robust module structure. • Widening the scope for research-led teaching. • New flexible assessment and marking structures to ensure relevant and timely feedback for students without increasing staff workload. • Increased visibility of careers and employability advice; to include events, new careers module, new internships and possible work placements. • Shared studio space and technical resources between Fine Art and the School of Design. • The increased use of the VLE for blended learning.

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2010-11

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	<p>Still continuing work on UG Assessment and Feedback in relation to support and development.</p> <p>Away days and School Forums as venues to share good practice amongst staff. A number of Teaching Quality Enhancement Fund (TQEF/TESS) awards given by faculty to work on large-group teaching projects.</p> <p>Strong links forged with Student Representatives who now sit on all committee meetings. School Representatives run the Student Staff Forum.</p> <p>Appointment of full-time Learning & Teaching Administrator has been positive in relation to effective attendance monitoring and the running of Personal Tutoring.</p>	<p>At UG level overall satisfaction has gone down slightly on NSS survey for History of Art and History of Art with Museum Studies but has increased for Cultural Studies and Fine Art.</p> <p>All PG and UG programmes have increased their overall satisfaction scores on the Programme Experience Survey (PES).</p> <p>At PG level overall satisfaction has remained the same and is 6 points above the university average.</p>	<p><i>To continue working on UG Assessment and Feedback with regards quality, relevance and timeliness.</i></p> <p><i>To increase students awareness of personal development, at both curricular level and at Personal Tutor meetings; To increase the visibility of, and access to, various internship and volunteering schemes and events. Also, to continue to work closely with the Careers Centre in order to run events, workshops and the new Careers Module.</i></p> <p><i>To forge stronger school and programme identities between students and between students and staff; this will be enabled through regular events and meetings.</i></p> <p><i>To ensure that the Student Representatives continue with the good work and progress already achieved; to ensure that the students feel that they have a say in their own education and are valued as essential members of the School. School reps now sit in on and participate on most School committees.</i></p> <p><i>To continue teaching at a high level, and continue to develop a coherent and robust module structure at both UG and PG levels. This will be enabled by the continued employment of new staff and ongoing curriculum development.</i></p>
Teaching	<p>High quality of teaching maintained with students getting more information about the range of modules on offer at each level.</p>	<p>Students still appreciate the high quality of teaching offered by the School academic team across all levels; they find the learning experience to be intellectually stimulating and on the whole appreciate the efforts of the module leaders and seminar tutors. PES and PG survey scores for</p>	<p><i>To keep teaching at a high level, plus increase the range of research-led teaching already offered with the employment of new academic staff.</i></p>

	<p>Seminar Tutors getting more module specific information as well as being supported through the teaching processes at each level.</p>	<p>teaching are above average for the University.</p> <p>Some students felt that the module choices were limited because of the problems involved with the online enrolment process.</p>	<p><i>The Student Office has now been reconfigured and new appointments have been made. This will ensure the smooth running of various processes including module enrolment. Programme leaders to continue giving presentations on module choices as well as offer 'open office' times for module leaders to discuss their modules with prospective students.</i></p> <p><i>Seminar Tutors will continue to be given full support in relation to the formulation of seminar plans, marking and assessment etc. This will also be continued and supported with training courses offered through Staff and Departmental Development Unit (SDDU).</i></p>
<p>Assessment and feedback</p>	<p>Both PGT and UG Students complained about the timeliness of feedback. This issue was not resolved during 2010-11 because of the high SSR ratio within the School plus the volume of marking undertaken in large UG core modules with short turnaround times. At PGT level it was due to the overlapping of UG and PGT marking periods which caused workload issues for staff marking at both levels.</p>	<p>PGT and UG Students still concerned about timeliness of feedback, although for Fine Art and Cultural Studies (at level 1) the overall score has improved considerably.</p> <p>Assessment and feedback scores remain roughly the same as last year on NSS and slightly higher on PES. However, the timeliness and effectiveness of feedback remains a high concern as well as a priority for the school.</p>	<p><i>Timeliness of feedback has been discussed with PG programme directors and module leaders who are going to look at the deadlines to see if there is any manoeuvre in turn-around times.</i></p> <p><i>At UG level we have already implemented staggered deadlines for the larger modules, so that students get their feedback returned before the deadline.</i></p> <p><i>More mid-semester assessment and feedback will 'spread' the load and help students track their own progress/development.</i></p> <p><i>Implementation of new essay feedback forms with 'how to improve' box and a section for student reflection (also to bring along to feedback meeting with tutor if required). This has been formulated with the data from the MARK project (Making Assessment Relationships Known) as well as within UG student forums.</i></p> <p><i>Short feedback forms instigated for exams.</i></p>
<p>Academic support</p>	<p>New system set up to ensure that personal tutors and their tutees have set times to meet (at least once per semester). Attendance monitoring set up</p>		<p><i>Induction week and events now instituted across all years to (re)orientate students.</i></p>

	<p>to ensure that students come along plus discussions at programme meetings and School forums about the content of such meetings.</p> <p>Students had varying experience and expectations of their dissertation supervisors. Regular reminders at various forums have been put in place to ensure that both staff and students know what is expected of them throughout the dissertation process.</p>	<p>Availability and responsiveness of academic staff remains an issue for students, especially during term time.</p>	<p><i>Level 1 students now meet up with their personal tutors twice in the first semester to flag up issues with retention and any 'settling in' issues. This will continue in 2011-12 and beyond. At all other levels students continue to have one meeting per semester. Attendance monitoring for such meetings is now in place.</i></p> <p><i>Leeds for Life Ambassadors to sit in on Student Staff Forums.</i></p> <p><i>Academic Staff will be encouraged to put out-of-office assistant on their email account if on holiday or research leave. Office hours will be made more visible. The University Partnership agreement to be placed on website and given more prominence within the school to ensure parity of expectations between staff and students.</i></p> <p><i>We will continue to monitor the provision and consistency of dissertation supervision to ensure parity across the student experience.</i></p>
<p>Organisation and management</p>	<p>Level Two and Three problems with online enrolment and module choices. Problems of large class sizes at Levels Two and Three.</p>	<p>Some students had issue with popular modules filling up quickly so no places available, as well as the frustration felt at the crashing of the online module enrolment system on the first day.</p>	<p><i>Student Office will have full compliment of administrative and support staff by the end of 2011; the new Faculty Student Support strategy and structure will ensure that the School Office will become the first port of call for all general enquiries. This will avoid confusion amongst students.</i></p> <p><i>The employment of new academic staff will mean more modules will be on offer from 2012 onwards. This coupled with decrease in student numbers will mean that although module cap will continue to be maintained at levels 2 and 3 less students get on their first choice of modules .</i></p> <p><i>Possible streams to be developed through programmes to decrease pressure on high-</i></p>

			<p><i>demand modules.</i></p> <p><i>Student Office hours to increase to cover popular times such as lunchtimes. This will be facilitated by extra cover from the faculty.</i></p>
<p>Learning resources</p>	<p>Access to library resources and cost of transport to museums remains an issue and continue to be a point for discussion at the Staff Student Forums.</p> <p>Reduction of technical support has remained the same, although some progression has been made with regards shared resources with School of Design.</p>	<p>Continuing problems with resources, including shortage of available books in library and texts for download from VLE. Some students want the return of module readers as printing costs are high when printing out module texts individually.</p> <p>Cost of field trips for core PG and UG modules are now covered by the school.</p> <p>The VLE is still considered a good repository for the holding of teaching materials and assessment areas, also as a venue for module and group discussions, announcements etc.</p>	<p><i>Discussions to be held with the University Media Centre to ascertain whether it would be cost-effective to produce module readers on demand.</i></p> <p><i>The School budget for library books is never spent; students and staff will be continue to be encouraged to order books for particular modules from the general library budget.</i></p> <p><i>Continued development of the VLE as a resource for teaching and learning materials. This will be facilitated by ongoing (funded) projects as well as generally across all modules.</i></p> <p><i>Discussions still ongoing with regards the sharing of studio space and technical resources with the School of Design. Working towards resolution in 2012.</i></p>
<p>Personal development</p>	<p>Limited advice on careers and further study at School level was flagged up in 2009-10; additional career events were scheduled accordingly, these were well attended and received and are now a regular occurrence.</p>		<p><i>More programme directed events to encourage sense of community, especially with History of Art and Cultural Studies.</i></p> <p><i>New Careers/Employability module for History of Art and Cultural Studies students running in Semester 2.</i></p> <p><i>Regular seminars and workshops with Sue Hawksworth from the Careers Centre to help both level 2 and 3 students to think about employment opportunities as well as access to further training/post graduate courses.</i></p> <p><i>Discussion and advertisement of internship and volunteering opportunities on School VLE page as</i></p>

	<p>Field and study trips were well received, especially in the Fine Art and History of Art with Museum Studies programmes.</p> <p>Study Abroad take-up increased and remains popular within both the Fine Art and History of Art programmes.</p>	<p>Some students felt that they would benefit from additional study trips, especially those on the BA History of Art programme.</p>	<p><i>well as on the Leeds for Life website. Discussion of such opportunities to continue to be encouraged at Personal Tutor meetings.</i></p> <p><i>Programmes at both UG and PG are continuing to think about and work through the logistics of introducing work placements schemes. Art Gallery and Museums Studies MA already successfully offer such placements.</i></p> <p><i>As the SSR goes down and the student numbers decrease then study trips will be introduced. Discussions are already in place about how these can be implemented for certain UG core modules without students incurring additional costs.</i></p> <p><i>The Study Abroad year continues to be popular and take-up is increasing year by year. The school will ensure that it maintains its links with the current portfolio of highly respected host institutions. More are to be located and approved to meet increased demand.</i></p>
--	--	---	--