

**ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2013-14**  
**Faculty of Performance, Visual Arts and Communications – School of Fine Art, History of Art and Cultural Studies**

<b>EXECUTIVE SUMMARY</b>																		
<b>Aspect</b>	<b>National Student Survey</b>						<b>Undergraduate Programme Experience Survey</b>						<b>Postgraduate Programme Experience Survey</b>					
	<b>2012-13</b>		<b>2011-12</b>		<b>2010-11</b>		<b>2012-13</b>		<b>2011-12</b>		<b>2010-11</b>		<b>2012-13</b>		<b>2011-12</b>		<b>2010-11</b>	
	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>
Overall satisfaction	80	87	87	87	79	86	88	85	83	85	81	83	86	87	82	84	88	82
Teaching	89	89	92	90	86	88	91	85	86	84	85	83	83	87	92	85	96	84
Assessment & feedback	71	71	65	69	62	65	62	59	61	61	58	56	69	75	79	69	76	68
Academic support	73	81	72	80	62	77	65	72	67	72	62	68	83	85	92	80	87	79
Organisation & management	87	84	84	83	81	82	74	73	81	74	80	83	71	85	86	80	72	77
Learning resources	90	90	87	88	83	87	75	81	75	78	77	77	88	86	83	83	73	82
Personal development	72	81	79	81	66	78	54	69	62	68	59	65	79	77	62	71	82	70

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 2011-12 actions</b>	<ul style="list-style-type: none"> <li>• Full range of Student Support staff in place in school office helped scores for both ‘academic support’ and ‘organisation and management to rise.</li> <li>• We continue to provide excellent teaching within a coherent and robust module structure.</li> <li>• New emphasis on, and wider scope for, research-led teaching based on Leeds Curriculum Project plus the employment of additional academic staff.</li> <li>• New flexible assessment and marking structures ensure robust and timely feedback for students without increasing staff workload.</li> <li>• Increased visibility of careers and employability advice; now includes events, new careers module and new internships.</li> <li>• The increased use of the VLE for blended learning in core modules enhanced by project funds (TES and USEF).</li> </ul>
<b>Achievements in 2012-13</b>	<ul style="list-style-type: none"> <li>• Restructuring level 1 across the school to enable students to access core modules from other programmes; this has increased flexibility and expanded the scope for student learning in their first year. It also encourages students to identify with the school (rather than just the programme).</li> <li>• Providing more robust guidance for students choosing modules at levels 2 and 3 at strategic times throughout the year to include learning maps, module booklets for each programme and meetings.</li> <li>• Revision of assessment strategies to provide staggered deadlines for assignments in order to ensure that students get timely and useful feedback throughout the semester.</li> <li>• Structured guidance for personal tutors, which includes information and advice about module choices and employability; increased emphasis on links between personal and academic development.</li> <li>• Introduction of Personal and Academic Development week (formally ‘reading week’ 6).</li> </ul>

<b>Main actions for 2013-14</b>	<ul style="list-style-type: none"> <li>• Continued engagement with Leeds Curriculum Project, particularly mapping learning and assessment objectives/outcomes across all programmes.</li> <li>• Continued development of 'Personal and Academic Development Week'; this will entail further discussions with both Careers Centre and Skills@library.</li> <li>• Revision of process for module option selection so students have enough time to make considered choices via personal tutorials. Continued use of learning maps, module/presentations and handbooks for this process.</li> <li>• Introduction of Personal Tutoring Handbooks for both students and staff.</li> <li>• Development of year in industry/enterprise options across all programmes.</li> </ul>
<b>Summary of student involvement in the production of this Action Plan</b>	<p>Although it continues to be an uphill struggle, we achieved nearly 80% participation in the NSS 2012-13, with 62% in the UG PES and 53% in the PG PES. This substantial rise in participation was due to the hard work of student reps, programme leaders and the student support staff. Students have considered the results of all surveys via the Staff:Student Forums; an additional meeting was also arranged for all UG reps to respond to the issues and questions raised. Various suggestions were made and where appropriate have been incorporated into the plan.</p>

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**School:**

**Faculty:**

<b>Aspect</b>	<b>Progress with actions in response to 2011-12 feedback and indication of impact</b>	<b>Issues raised in 2012-13 feedback</b>	<b>Planned response in 2013-14</b>
<b>Overall satisfaction Intro</b>	<p>Timeliness and quality of feedback continued to improve (particularly in the History of Art). New feedback structures were put into place; staggered deadlines, new formats for feedback, also emphasis on different types of feedback (verbal and written).</p> <p>Personal development remained patchy with a rise in satisfaction shown on NSS for History of Art students but a drop in satisfaction in all other programmes (at both UG and PG). A variety of measures were taken, particularly with regards ensuring the visibility and efficiency of the Personal Tutoring system.</p>	<p>Although there has been a marked improvement in both quality and timeliness of feedback across the school this has been mainly in History of Art, Cultural Studies and History of Art with Museum Studies at UG level. At PG level this was good for History of Art and Cultural Studies. Fine Art have issues at both UG and PG levels and Art Galleries and Museum Studies (MAGAMS) at PG level.</p> <p>Satisfaction in personal development has decreased slightly over the last year although is still up from 2010-11. History of Art and History of Art with Museum Studies remained the same; the issue seems to be with Fine Art and Cultural Studies. However, we see this as a school concern rather than just an issue for individual programmes.</p>	<p>Both Fine Art programme leaders (UG &amp; PG) have responded to this issue by making changes to feedback procedures. The issue with MAGAMS seems to be a one-off due to a covering tutor being ill. In line with the Leeds Curriculum Project, learning and assessment outcomes will be mapped against both modules and programmes; this will make such outcomes clearer to students.</p> <p>Introduction of 'Personal and Academic Development Week' (week 6 – both semesters). Working with both the Careers Centre and skills@library to arrange a number of programme/level specific activities. Introduction of one-to-one sessions with careers advisor plus a range of workshops and presentations already put in place (for both UG and PG students).</p>

	Procedures and advice for module choices at levels 2 and 3 were deemed inadequate; We introduced module handbooks, presentations and learning maps across the programmes (UG level).	Although there has been an increase in satisfaction in the advice given about module and study choices, the percentage is still quite low for the History of Art and History of Art with Museum Studies programmes (UG).	Development of year in industry/enterprise options across all programmes (for 2015/16).  Providing a Personal Tutoring Handbook for both tutors and students so as to manage expectations and develop understanding of what personal development is.  Sending out the module handbooks/learning maps out earlier and advertising the presentations in a more effective way. This is to make sure that this process maps on to the personal tutoring/personal and academic development week(s).
<b>Teaching</b>	Sustained teaching at a high level, plus increased the range of research-led teaching with the employment of new academic staff, improved scores across both UG and PG levels, with all programmes hitting above the university average in this category.	Satisfaction remains high at UG level, ranging between 89%-91%. It is still higher than the university category for the UG programmes. At PG level there was an issue (as mentioned above) with Fine Art and Galleries and Museum Studies. However, Art History and Cultural Studies remained the same with 100% satisfaction.	We aim to maintain and improve upon our already-established excellent standards in teaching. There has already been an investigation into the low scores at PG level; the dissatisfaction seems to have been with individual staff who are no longer employed by the school. We are therefore confident that 2014 will see PG satisfaction levels go back to those pre-2014 for both MA Fine Art and MA Galleries and Museum Studies.
<b>Assessment and feedback</b>	New staggered deadlines and feedback forms had some positive effect, as did the strengthening of the assessment and examinations structures/procedures provided by the School's Student Support Administrator/Examinations Tutor.	The figures show that satisfaction in assessment and feedback is rising across the board at UG level. Less so at PG level; promptness of feedback was an issue for all programmes other than Cultural Studies at this level.	Via the directive given through the Leeds Curriculum Project we are now working through the assessment/learning outcomes for each module and mapping these against those of the programme(s). It is anticipated that this will enable us to strengthen the assessment structures so as to give clearer advice and guidance to students. All staff will be reminded that they must notify all effected students, giving valid reasons for lateness, if feedback or grades are going to be delayed. A process will be put in place to ensure this happens.
<b>Academic support</b>	Via the university's Partnership Agreement, staff were reminded of the importance of providing office hours, replying to emails in a timely manner	Overall satisfaction for academic support was up in NSS scores, although slightly down on both UG and PG PES. It still sits below the university average	It is hoped that the increased visibility of personal tutoring at PG level, the writing of a Personal Tutoring Handbook (for both students and staff)

	and also being available and prepared for personal tutorials.	across the board.	and increased availability of staff at key times (such as assessment/examination periods) will help improve academic support across the board. Staff and students will also be reminded (again) of the Partnership Agreement.
<b>Organisation and management</b>	The scores for organisation and management increased across the board. This was due to the processes and procedures, implemented by both academic and administrative staff, to ensure consistency and transparency.	At UG level the scores continue to increase; this is mainly because of the Student Support Admin Staff who have maintained an excellent level of support for both academic staff and students.  At PG level the score was down a little.	We are looking at the timeline for module information/enrolment to ensure that the module handbooks/learning maps are made available at the optimum time; we will also be advertising the module presentations in a more effective way. This is to make sure that this process maps on to the personal tutoring/personal and academic development week(s).  Ongoing discussions with the PGT Tutor to ensure increased visibility and transparency of organisation and management structures at PG level. The new Student Handbook will help with this.
<b>Learning resources</b>	Increased use of the VLE as a facility for blended learning. Reintroduction of readers for core modules (available for purchase at Blackwells) with some texts made available for download or printing via the library/VLE.  On PES comments for Fine Art many students commented on lack of technical staff and resources.	The score has gone up slightly on the NSS and PG PES. Down slightly (or remained the same) for UG PES.  Again Fine Art students commented on lack of technical staff and resources. This is also an ongoing topic for discussion at the Student:Staff forum.	Increased use of blended learning on the VLE. All assignments are now submitted electronically as is feedback to students. Increased availability of recorded lectures, blogs and postings on the VLE means that this is a well-used resource for students.  Making students aware of the resources available within the wider university; for example tutorials and sessions available via skills@library.  Discussions are ongoing between Fine Art staff and students, as well as within the Fine Art group. It is envisaged that substantial improvements will not be made until the (planned) move into the Geography building. Discussions with the School of Design with regards shared facilities are also ongoing.
<b>Personal development</b>	There has been an increased focus on Personal Tutoring. This has worked alongside the growing profile of LeedsforLife and the Careers centre presentations/workshops within the school.	There is still some issue with 'personal development' across the programmes, particularly with regards 'student confidence' and 'communication skills'.	Continued development of 'Personal and Academic Development Week' (week 6 – both semesters). Working with both the Careers Centre and skills@library to arrange a wider range of programme/level specific activities; particular

	<p>The Careers Module at level 2 has proved successful across all programmes.</p>		<p>focus on presentation and research skills.</p> <p>Introduction of one-to-one sessions with careers advisor plus a range of workshops and presentations already put in place (for both UG and PG students).</p> <p>Providing a Personal Tutoring Handbook for both tutors and students so as to manage expectations and develop understanding of what personal development is.</p> <p>Increased involvement with initiatives offered by PVAC Expo.</p> <p>Development of Industry and Enterprise years across all programmes (for 2015/16).</p>
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