

**ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2012-13**  
**Faculty of Performance, Visual Arts and Communications – School of Fine Art, History of Art and Cultural Studies (DRAFT)**

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	87	87	79	86	83	82	83	85	81	83	76	84	82	84	88	82	88	78
Teaching	92	90	86	88	87	85	86	84	85	83	87	83	92	85	96	84	94	81
Assessment & feedback	65	69	62	65	62	61	61	61	58	56	52	57	79	69	76	68	79	63
Academic support	72	80	62	77	63	74	67	72	62	68	57	68	92	80	87	79	90	76
Organisation & management	84	83	81	82	80	79	81	74	80	83	63	73	86	80	72	77	79	73
Learning resources	87	88	83	87	81	85	75	78	77	77	73	76	83	83	73	82	84	81
Personal development	79	81	66	78	68	76	62	68	59	65	49	63	62	71	82	70	79	68
Sector position	<u>25/58</u>	<u>51/150</u>	<u>22/51</u>	<u>46/151</u>	<u>32/50</u>	<u>75/154</u>												

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 2010-11 actions	<p>Improvements with timeliness and quality of feedback across the programmes. • Feedback for exams introduced.</p> <p>•Emphasis on personal development and employability in personal tutorials. •New careers module offered at 2<sup>nd</sup> year (run with the Careers Centre).• New organisation of School Office emphasising Student Support; plus new (faculty) administrative appointments to ensure smooth running of essential admin processes in the school office. • Enhanced first-line support now given to students by student-support team in office.</p> <p>• New and replacement academic staff ensure smooth running of modules and enhances range of modules on offer across the programmes.</p>
Achievements in 2011-12	<p>•Full range of Student Support staff in place in school office has helped scores for both 'academic support' and 'organisation and management to rise. • We continue to provide excellent teaching within a coherent and robust module structure. • New emphasis on, and wider scope for, research-led teaching based on the Curriculum Enhancement Project and additional academic staff. •New flexible assessment and marking structures ensure robust and timely feedback for students without increasing staff workload. •Increased visibility of careers and employability advice; now include events, new careers module, new internships and potential work placements. •The increased use of the VLE for blended learning in core modules enhanced by project funds (TES).</p>
Main actions for 2012-13	<p>• Restructuring level 1 across the school to enable students to access core modules from other programmes; this will increase flexibility and expand the scope for learning (in their broader subject area) in their first year; it will also encourage students to identify with the school (rather than just the programme). • Providing more robust guidance for students choosing modules at levels 2 and 3 at strategic times throughout the year. • Revision of assessment strategies to provide staggered deadlines for assignments in order to ensure that students get timely and useful feedback throughout the semester. • Structured guidance for personal tutors, to include advice about module choices and employability; increased emphasis on links between personal and academic development.</p>

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**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>	<p><i>Continued work on UG Assessment and Feedback with regards quality, relevance and timeliness. Introduction of exam feedback.</i></p> <p><i>Increased students awareness of personal development, at both curricula level and at Personal Tutor meetings; have increased the visibility of, and access to, various internship and volunteering schemes and events. Also, continuing to work closely with the Careers Centre in order to run events, workshops and the new Careers Module. Increased visibility of the PVAC careers fair.</i></p>	<p>At UG level overall satisfaction has gone up significantly on NSS survey, now standing at 87%. This is 2% above the sector average and equal to the university's score and amounts to an increase of 13% for the school since 2011.</p> <p>For the PGT programmes overall satisfaction has gone down slightly from last year (from 86% to 82%) although stays consistently in the same range.</p> <p>Timeliness and quality of feedback has improved (particularly in the History of Art) with the introduction of exam feedback and agreed feedback format for essays. However, it is still an issue for a significant number of the UG and PG programmes offered within the school.</p> <p>Personal development is still 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).</p>	<p>Staggering of assignment deadlines at the end of the semester as well as more modules offering mid-module assessment at UG level will mean that there will not be the usual 'bunching up' of marking loads at certain times of the year. Also, as advised by the university's Curriculum Enhancement Project, there is to be an overview of all assessment to meet the learning and teaching requirements of all programmes offered by the school rather than just the individual modules.</p> <p>Personal development is to be emphasised in the personal tutorial structure as a way of helping students to think about their progress. Taking stock of their performance, engagement, module choices and future employability will be key in these tutorials.</p> <p>Continued engagement with the Careers Centre; the new Careers module was highly successful last year and looks set to be even more so in 2012-13. Increased engagement with the Arts/PVAC careers initiatives at both UG and PG levels.</p>

	<p><i>Student and School Representatives continue with the good work and progress already achieved; ensuring 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, chair the Student/Staff Forums and run a Collaborative Arts group.</i></p> <p><i>Forging stronger school and programme identities between students and between students and staff; this is being enabled by discussions about the restructuring level 1 provision across all programmes.</i></p> <p><i>The Student Office has now been reconfigured and new appointments have been made. This has ensured the smooth running of various processes including module enrolment.</i></p> <p><i>With regards module array, programme leaders continue to give presentations on the modules available.</i></p> <p><i>'Open office' times were also offered by module leaders which meant students could come in and discuss their module choices and preferences.</i></p>	<p>Procedures and advice for module choices at levels 2 and 3 are still inadequate, although this section is up generally on PES scores there is still much work to be done.</p>	<p>To continue to encourage our students to engage with school life; participate in the committee structure at both school and faculty level; be active with regards the representation of their programmes and year groups, and participate in groups and societies.</p> <p>Restructuring of level 1 provision across the programmes (reduction of electives from 40 to 20 credits to allow taking 20 credits in the core modules offered by other programmes within the school). This will encourage a school identity whilst preserving that within the programme.</p> <p>Increased visibility of academic staff in other programmes (for example History of Art staff involved in studio crits).</p> <p>Advice given about module choices at levels 2 &amp; 3 will now be presented in a more structured and manageable way and through a series of avenues. There will continue to be a series of year based presentations offered by the Director of Student Education. These presentations will advise students which modules are on offer and how selections are to be made. This will be backed-up via personal tutorials as well as information on the VLE. Students will make a series of preferences within broad groupings of modules. This will mean that they will still have choice whilst at the same time encouraging students to pick from a broader range of modules.</p>
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<p><b>Teaching</b></p>	<p>Seminar Tutors were given full support in relation to the formulation of seminar plans, marking and assessment etc. This was supported with training courses offered through Staff and Departmental Development Unit (SDDU) and PVAC.</p>	<p>Sustained teaching at a high level, plus increasing the range of research-led teaching with the employment of new academic staff, has improved scores across both UG and PG levels, with all programmes hitting above the university average in this category.</p>	<p>To maintain high scores already achieved and ensure that all academic staff remain research active to ensure research-led teaching.</p> <p>To ensure that Seminar Tutors continue to provide excellent teaching through structures of support training provided both within the school and the faculty.</p>
<p><b>Assessment and feedback</b></p>	<p>Timeliness of feedback has been discussed with PG programme directors and module leaders and deadlines have been staggered at key points of the assessment cycle (such as the end of semester).</p> <p>More mid-semester assessment and feedback has helped students and staff to 'spread' the load and has also enabled them to track development and progress.</p> <p>The 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.</p> <p>Short feedback forms instigated for exams.</p>	<p>Scores for assessment and feedback are gradually rising, although this remains patchy across the programmes. However, it is obvious that new deadlines and feedback forms are having some positive effect generally there is still much work to be done.</p>	<p>In line with the university's Taught Student Education Strategy and Curriculum Enhancement Project, there are still on-going discussions within the school regarding timeliness and quality of feedback. A review of assessment strategy will take place in 2013 to ascertain whether individual aims and objectives of modules fit in with those of the programmes they deliver to.</p> <p>New and innovative forms of feedback are to be investigated to include recorded verbal feedback (as developed within the FEED project).</p> <p>Exam feedback forms are to be revised in line with school discussions and student comments. This entails moving from a short written commentary to a tick-box system.</p>

<p><b>Academic support</b></p>	<p><i>Induction week and events now instituted across all years to (re)orientate students.</i></p> <p><i>Level 1 students met up with their personal tutors twice in the first semester to flag up issues with retention and any 'settling in' issues. At all other levels students continued to have one meeting per semester. Attendance monitoring for such meetings is now in place.</i></p> <p><i>Leeds for Life Ambassadors now sit in on Student Staff Forums.</i></p> <p><i>Academic Staff have been encouraged to put out-of-office assistant on their email account if on holiday or research leave. Office hours have been made more visible. The University Partnership agreement has been placed on website and given more prominence within the school, this is to ensure parity of expectations between staff and students.</i></p> <p><i>We have continued to monitor the provision and consistency of dissertation supervision to ensure parity across the student experience.</i></p>	<p>Overall satisfaction for academic support is up in NSS and TPG PES scores, although still sits below university average.</p> <p>In the comments for PGT PES issues were raised regarding the contactability of academic staff at key points of the year.</p>	<p>Revision and restructuring of induction week following feedback from students and staff. Tie in events and information with the university's 'Flying Start' project.</p> <p>Personal development will continue to be emphasised in the personal tutorial structure; discussions about what constitutes 'personal development' for individual students will be encouraged. Students will be also encouraged to take stock of their performance, engagement and attendance, module choices and future employability. As attendance for personal tutorials tends to be low, information about why these are important (module choices for example) will be given well in advance.</p> <p>Administrative and academic staff to continue to work closely to ensure student support keeps running smoothly and efficiently.</p> <p>Academic staff will continue to offer and publicise office hours and make sure that students are aware of any period of absence and the reasons why such staff cannot be contacted. Out-of-office replies need to indicate an alternative contact in such instances.</p>
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<p><b>Organisation and management</b></p>	<p><i>Student Office now have full compliment of administrative and support staff; the new Faculty Student Support strategy and structure has ensured that the School Office has become the first port of call for all general and first-line enquiries.</i></p> <p><i>The employment of new academic staff has meant that new modules are now on offer. Discussions about capping module numbers and the possibility of module streams are ongoing.</i></p> <p><i>Student Office hours have increased to cover popular times such as lunchtimes.</i></p>	<p>The scores for organisation and management have increased across the board and have done so now for over 3 years. This is due to the hard work both academic and administrative staff have put in to ensure consistency and transparency.</p>	<p><i>Ensure that the new arrangement in the school office remains supported by and included in academic decisions and procedures (and visa versa) to maintain and improve management (of student support)</i></p>
<p><b>Learning resources</b></p>	<p><i>Module readers are now offered on many or most of the core modules. This is backed up with downloadable copies of key texts on VLE.</i></p> <p><i>Continued development of the VLE as a resource for teaching and learning materials. This has also been facilitated by ongoing (funded) projects as well as increased usage generally across all modules</i></p> <p><i>The School budget for library books is never spent; students and staff continue to be encouraged to order books for particular modules from the general library budget.</i></p> <p><i>.Discussions still ongoing with regards the sharing of studio space and technical resources with the School of Design.</i></p>	<p>The score for learning resources have either stayed the same or decreased slightly at UG level. There has been a significant improvement at PG level. Both generally match the university average, although some improvements can be made.</p> <p>On PES comments for Fine Art many students commented on lack of technical staff and resources.</p>	<p><i>To continue working with the Blended Learning Team to improve resources on VLE. To provide readers for modules when necessary.</i></p> <p><i>To continue with, and apply for, project grants to enable new (or extend ongoing) learning and teaching initiatives.</i></p> <p><i>To work closely with skills@library to provide school-based study-skill workshops for both UG and PG students.</i></p> <p><i>To work closely with the university libraries to ensure that essential texts (and other media such as dvds) are available to all FAHACS students.</i></p> <p><i>To continue discussions with School of Design about sharing technical resources</i></p>

<p><b>Personal development</b></p>	<p><i>New Careers/Employability module for History of Art and Cultural Studies students.</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. Discussion and advertisement of internship and volunteering opportunities on School VLE page as 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 it is still planned that 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>	<p>The scores for personal development have increased at UG level but decreased significantly at PG level.</p>	<p><i>To actively include PG students in careers events and workshops.</i></p> <p><i>To build on the success of the new school-based Careers/Employment module and ensure its smooth running and delivery.</i></p> <p><i>To ensure that PG and UG students engage fully with the personal tutoring scheme. Also ensure that all staff are fully informed about new initiatives and improvements to the scheme.</i></p> <p><i>To continue discussions (with both faculty and Leeds University Business School) about the possibility of work placement schemes on UG programmes.</i></p> <p><i>To continue discussions about the possibility of study trips for some modules.</i></p> <p><i>To continue working with the Study Abroad Office to ensure and improve upon the success of the year abroad scheme. New partnerships have been approved in 2012 and more are in the pipeline.</i></p>
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