

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

Faculty of Performance, Visual Arts and Communications

School of Fine Art, History of Art and Cultural Studies

| EXECUTIVE SUMMARY | | | | | | | | | | | | | | | | | | |
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| 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 | 88 | 88 | 80 | 87 | 87 | 87 | 88 | 85 | 88 | 85 | 83 | 85 | 91 | 85 | 86 | 87 | 82 | 84 |
| Teaching | 94 | 90 | 89 | 89 | 92 | 90 | 90 | 85 | 91 | 85 | 86 | 84 | 97 | 86 | 83 | 87 | 92 | 85 |
| Assessment & feedback | 75 | 71 | 71 | 71 | 65 | 69 | 62 | 62 | 62 | 59 | 61 | 61 | 84 | 71 | 69 | 75 | 79 | 69 |
| Academic support | 83 | 82 | 73 | 81 | 72 | 80 | 71 | 73 | 65 | 72 | 67 | 72 | 97 | 82 | 83 | 85 | 92 | 80 |
| Organisation & management | 84 | 85 | 87 | 84 | 84 | 83 | 79 | 75 | 74 | 73 | 81 | 74 | 83 | 81 | 71 | 85 | 86 | 80 |
| Learning resources | 89 | 91 | 90 | 90 | 87 | 88 | 80 | 83 | 75 | 81 | 75 | 78 | 82 | 85 | 88 | 86 | 83 | 83 |
| Personal development | 80 | 82 | 72 | 81 | 79 | 81 | 61 | 72 | 54 | 69 | 62 | 68 | 80 | 77 | 79 | 77 | 62 | 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)

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| Headline achievement in 2013-14 | <p><i>Provide a single headline for the School from 13-14 – to be included on the poster produced for each School</i></p> <p><i>‘Well thought out module content. High quality lecturers. Fantastic resources’. (Student Comment 2014)</i></p> |
| Main actions for 2014-15 | <p><i>List 3 actions – to be included on the posters to be produced for each School</i></p> <ol style="list-style-type: none"> <i>1. Introduction of subject-specific professional development day for both 3rd years and MA students, with experts in your chosen field.</i> <i>2. Development of on-line skills sessions to help you with your academic development.</i> <i>3. Professional Placements (from 2015-16) to develop your expertise and help you achieve the career of your choice.</i> |

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| <p>Summary of student involvement in the production of this Action Plan</p> | <p>Students were consulted at the Student/Staff forum (December 2014). Each aspect was considered at length, with agreed issues and actions listed below.</p> |
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AGREED ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2014-15

School: Fine Art, History of Art and Cultural Studies

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 |
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| <p>Overall satisfaction</p> | <p>In line with the Leeds Curriculum Project, learning and assessment outcomes are being currently mapped against both modules and programmes, including the new 'with' degrees. this will make such outcomes clearer to students throughout their studies.</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> <p>Development of year in industry/enterprise options across all programmes (for 2015/16).</p> | <p>To complete the learning and assessment mapping for all programmes. To ensure that this information is disseminated to students in a clear and accessible way.</p> <p>Given the restructuring of the library and specifically the reduction of skills@library provision, we are now working on a number of in-house skills sessions for both UG and PGT. A number of these will be offered via the VLE.</p> <p>To keep working with the careers centre to provide one-to-one sessions. Ensure dissemination of information to all students.</p> <p>Development of a Personal Development Day for both UG (3rd year) students and PGT. This will include sessions with alumni, experts in relevant fields etc.</p> <p>All new programmes plus BA Fine Art will offer a professional placement year from 2015-16. Existing programmes (BA History of Art and BA History of Art with Museum Studies) to consider addition of year for 2016-17.</p> | <p>DSE/Programme Leaders. January 2015.</p> <p>DSE/Taught Postgraduate Tutor/Various members of staff. February/March 2015.</p> <p>DSE/Taught Student Education Officer/Careers Centre. Ongoing.</p> <p>DSE/Taught Student Education Officer/School Reps/Damian McDonald.</p> <p>DSE/Programme Leaders. Ongoing</p> |

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| | <p>We have now provided a Personal Tutoring Handbook for both tutors and students to manage expectations and develop understanding of what personal development is.</p> <p>We are now 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).</p> | <p>Making sure that the Personal Tutoring Handbook is relevant/updated. To ensure that all academic staff have relevant training.</p> <p>Building up of technical staff and facilities for Fine Art students. Also need of a shared social space, such as common room to enhance coherence of school experience.</p> <p>To develop a peer-mentoring scheme to be made available to all incoming 1st year students.</p> | <p>DSE/Taught Student Support Officer. Ongoing.</p> <p>Ongoing. Moving into new building in June 2016.</p> <p>DSE/School Reps/School Ambassadors. September 2015.</p> |
| Teaching | <p>The level of satisfaction with teaching was relatively stable in 2012-13 at 90%. Developed new modules and assessed overall array to ensure that students experienced the highest level of teaching and module choices.</p> | <p>Satisfaction in teaching has risen to between 90%-94%-97%. With new programmes being introduced in 2015 and new 2nd year core modules in 2016 discussions are ongoing with regards maintaining the quality and consistency of teaching through an extended period of development and change.</p> | <p>DSE/Programme Leaders/Subject Groups. Ongoing.</p> |
| Assessment and feedback | <p>Via the directive of the Leeds Curriculum Project we started working through the assessment/learning outcomes for each module and mapping these against those of both existing and planned programme(s). This has already enabled us to strengthen the assessment structures so as to give clearer advice and guidance to students. This is particularly evident in the new core modules planned for the new programmes.</p> <p>All staff are regularly reminded that they must</p> | <p>The assessment/learning outcomes mapping exercise continues to be ongoing as we also are also including all new programmes.</p> <p>Continue to build up on the 'evenness' of the</p> | <p>DSE/Programme Leaders/Module Managers. January 2015.</p> <p>DSE/Examinations Tutor. Ongoing.</p> |

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| | notify all effected students, giving valid reasons for lateness, if feedback or grades are to be delayed. Deadlines for feedback for all assessed work are given at beginning of semester to allow students to plan their time/workload. | spread of assessment deadlines and ensure that quality of feedback remains constant. | |
| Academic support | The increased visibility of personal tutoring at PG level and the writing of a Personal Tutoring Handbook (for both students and staff) and increased availability of staff at key times (such as assessment/examination periods) has helped improve academic support across the board. Staff and students are constantly reminded of the Partnership Agreement to ensure respect and responsibility from both parties. | Overall satisfaction of academic support has increased at both UG and PG levels. We aim to ensure that this improves yet again in 2014-15 with the issuing of the Personal Tutoring Handbook, further training of academic staff, and the introduction of the Personal Development Day (for both 3 rd year UG and PGT students). | DSE/Taught Student Education Officer/School Reps./Damian McDonald. |
| Organisation and management | <p>Created a timeline for module information/enrolment - this ensures that module handbooks/learning maps are made available at the optimum time; we also advertise 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).</p> <p>Discussions with the PGT Tutor to ensure increased visibility and transparency of organisation and management structures at PG level. The new Student Handbook has helped with this.</p> | <p>The organisation of timetabling, module array and student information is still a priority, particularly with a suite of new programmes being introduced in 2015. Students will be informed of all changes, whilst also being supplied with clear information about their own programme choices via handbooks/presentations/learning maps etc. at appropriate times/points in the academic year.</p> <p>To ensure that PGT students receive the same level of induction sessions/information as UG students; both in week 0 and throughout the academic year.</p> <p>PG Essential Research Skills module to be redesigned to include on-line tutorials as well as face-to-face sessions. Some of the on-line materials will be made accessible 3rd year UG students.</p> | <p>DSE/Taught Student Education Officer/Programme Leaders,</p> <p>DSE/TPG Tutor. Ongoing.</p> <p>DSE/TPG Tutor/PG Programme Leaders. January-July 2015.</p> |
| Learning resources | Increased use of blended learning on the VLE. All assignments are now submitted electronically as is feedback to students. Increased availability of | Continue to develop learning and teaching resources on the VLE particularly with the creation of new programmes/modules. | DSE/Programme Leaders/Module Leaders. Ongoing. |

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| | <p>lecture capture, blogs and postings on the VLE means that this is a well-used resource for students.</p> <p>Making sure that students are aware of the resources available within the wider university; for example tutorials and sessions available via skills@library.</p> <p>Discussions continued 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 move into the Geography building. Discussions with the School of Design with regards shared facilities.</p> | <p>As the skills@library has been restructured we continue to work with them to build up new resources as well as continue to supply students with quality skills sessions/tutorials.</p> <p>Discussions (between Fine Art staff and students) are still ongoing so as to improve access to technical equipment and staff.</p> | <p>DSE/Taught Student Education Officer/skills@library team. Ongoing.</p> <p>HoS/Fine Art Staff/School Reps. Ongoing - June 2016.</p> |
| <p>Personal development</p> | <p>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 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>Continue to develop week 6 activities (at both UG and TPG levels) to ensure that students have access to adequate support and information. This will be enhanced with the development of school specific on-line resources and redesigning of Essential Study Skills Module at TPG level.</p> <p>These one-to-one sessions continue to be successful as we build on our relationship with the Careers Centre.</p> <p>This handbook has now been issued, although we are now aiming to enhance this with additional training/information sessions for academic staff.</p> <p>The first annual Personal Development Day is to be held in FAHACS in March 2015. This is to be made available to both level 3 UG and TPG students.</p> | <p>DSE/Taught Postgraduate Tutor/Various members of staff. February/March 2015.</p> <p>DSE/Taught Student Support Officer/Careers Centre. Ongoing.</p> <p>DSE/Taught Student Support Officer Ongoing.</p> <p>DSE/Taught Student Education Officer/School Reps/Damian McDonald.</p> |

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| | Development of Industry and Enterprise years across all programmes (for 2015/16). | All new programmes will offer a professional placement year at level 2. It is envisaged that BA History of Art and BA Gallery and Museum Studies (BA History of Art with Museum Studies) will be introducing the same in 2016-17. | DSE/Programme Leaders. Ongoing. |
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