

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

School: Performance and Cultural Industries

Faculty: Performance, Visual Arts and Communications

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	83	86	69	82	63	84	89	83	86	84	74	82	87	82	89	78	67	80
Teaching	86	88	79	85	75	86	86	83	87	83	83	82	92	84	81	81	86	81
Assessment & feedback	74	65	61	61	48	61	64	56	67	57	55	54	86	68	69	63	82	62
Academic support	77	77	73	74	70	75	68	68	70	68	64	66	92	79	78	76	81	76
Organisation & management	82	82	72	79	51	79	83	83	74	73	62	70	82	77	62	73	65	75
Learning resources	80	87	81	85	80	86	78	77	71	76	69	77	75	82	83	81	86	82
Personal development	83	78	80	76	83	78	71	65	67	63	59	62	68	70	67	68	71	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"> • Our students scored their experience 14% higher for 'overall satisfaction' in the National Student Survey this year. • We are pleased that <i>The Times</i> newspaper recently rated PCI 16th out of 89 Drama, Dance & Cinematic departments in the UK for student satisfaction. • More PCI students than ever before completed the Undergraduate and Postgraduate Programme Surveys, giving us a better picture of satisfaction levels across the School. • In the programme surveys, we are proud that PCI Level 2 undergraduate students gave us the second highest satisfaction score in the University of Leeds.
Achievements in 2010-11	<ul style="list-style-type: none"> • More than 80% of our students were satisfied with overall quality of their programmes across all of the surveys. • Levels of satisfaction with the quality of UG and PG teaching continue to grow (92% of L1 students agree that staff are enthusiastic about what they teach and 100% agree that staff are good at explaining things). • We are continuing to improve helpfulness, fairness and promptness of assessment at Module and at School level. Student satisfaction with this area continues to follow an upward trend, rising from 61% to 74% in 2010-11. • We are supporting personal development more consistently through personal tutors and Leeds for Life.
Main actions for 2011-12	<ul style="list-style-type: none"> • We have amended the pattern of modules in the final Undergraduate year to improve the balance of the year and to help students to think about employability at a key stage in their studies. • We have opened up module options at Level 2 and introduced the Industry Study option, which has attracted a large number of students. • We are improving the booking system for specialist rooms and equipment to make it more effective and to provide better forward planning. • We have established the Student Management Committee for stage@leeds to enable students to be more involved in work in our theatre spaces. • We have provided free tickets for L1 students and reduced-price tickets for L2 and L3 students to all L3 Performance Project shows. • We are making full use of Student Evaluation Questionnaires in our Module Review process. All module reviews will be available to students via the VLE.

The School's full action plan may be accessed via the following link: www.leeds.ac.uk/respondingtoyourfeedback/school.html

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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	<ul style="list-style-type: none"> Discussions with student focus groups have helped us to gain a better understanding of factors contributing to 'overall satisfaction' scores. We are pleased that these scores rose significantly on the 2010/11 undergraduate surveys. The Contemporary Issues in the Cultural Industries module replaced Professional Development at L3, and received a significantly improved response in the module's Student Evaluation Questionnaire. We are continuing to develop curriculum and the marketing materials for all levels. We have developed our Open Day offer, and we are involving more student ambassadors in Open Days and Interview days. 	<ul style="list-style-type: none"> Many students commented on the excellent opportunities offered by the School's relationships with external collaborators and industry connections. Some students commented on the cost of printing for the submission of written work in hard copy. Some students noted that high-demand books can be difficult to access via the library. Some students commented on the level of access to the PCI building. 	<ul style="list-style-type: none"> We continue to embed the benefits of our external relationships within the student curriculum at all levels, enhancing learning and employability. We have moved to electronic submission only for the majority of written assignments. We have introduced a policy to order electronic books wherever possible. Hard copies are also ordered for the majority of books used in teaching. We have opened the PCI building doors during daytime hours so students can enter without an access card. We have provided free tickets for L1 students, and reduced price tickets for L2 and L3, for all L3 Performance Project productions. The Student Management Committee plays an important role in day-to-day stage@leeds activity.
Teaching	<ul style="list-style-type: none"> We have been working to articulate how research feeds productively into teaching. Staff continue to address key teaching issues and developments through workshops and discussions about learning and teaching as part of the School Development Days and elsewhere. We continue to develop our use of blended learning to complement and extend face-to-face teaching. 	<ul style="list-style-type: none"> The National Student Survey results showed that 90% of students felt that their learning had benefited from modules being informed by current research. The L2 Strategies for Research module was identified by students as an area of strength, whilst also needing further development. We are pleased that our commitment to teaching is being recognised by our students, with 90% agreeing that our staff are enthusiastic about what they teach in the National Student Survey. 	<ul style="list-style-type: none"> We are embedding current research still more firmly into the compulsory modules, and we are planning to develop more optional and elective modules that draw directly on staff research. We are continuing to develop the Strategies for Research module, incorporating student feedback. We are working to ensure that this pivotal module encourages students to appreciate their own development as researchers across the curriculum. The School's Digitalis project is developing our use of digital technologies to encourage students to reflect on practice-based learning experiences.
Assessment and feedback	<ul style="list-style-type: none"> All modules are building in more explicit discussion in class time of assessment tasks and criteria, as well as providing clear information via the VLE. Several modules now use peer and self assessment as a way of engaging students in evaluating and giving feedback. We are reviewing assessment procedures in T&P 	<ul style="list-style-type: none"> Our National Student Survey scores have risen considerably in the area of assessment and feedback, with 85% feeling that assessment criteria have been made clear in advance. Some comments were made regarding promptness of feedback. 	<ul style="list-style-type: none"> We will continue to ensure that assessment tasks and criteria are discussed in advance during class time. We review our information and assessment criteria on a regular basis to ensure clarity. Assessment feedback dates are published in advance. If feedback is delayed, module managers communicate the reason and revised return date to students as early as possible.

	<p>core modules to ensure parity between different strands, together with transparency of process.</p> <ul style="list-style-type: none"> In a School Development Day session, staff looked at providing helpful formative feedback based on the MARK project (a University of Leeds project aimed at improving the effectiveness of assessment and feedback for students and staff). 	<ul style="list-style-type: none"> Some students requested further clarification about fairness and transparency of assessment procedures. The National Student Survey showed that 85% of students felt they received detailed comments on their work, but only 65% felt that feedback helped them to clarify things they did not understand. 	<ul style="list-style-type: none"> We have reviewed our School Code of Practice on Assessment to ensure that our assessment and moderation procedures are clear and transparent. We will undertake further staff development to ensure that we provide consistently helpful feedback. This will include peer discussion and further use of the MARK project findings.
Academic support	<ul style="list-style-type: none"> We continue with School-wide briefings for L1 and L2 students about the structure of the following year and their choices within that. We continue to encourage students to discuss feedback forms at personal tutorials and discuss module choices with regard to future aspirations. 	<ul style="list-style-type: none"> Students felt that they could contact staff when they needed to, but that advice around module choices could be improved. 	<ul style="list-style-type: none"> We will ensure that all personal tutors are fully informed about the detail of module choices available to students. We will ensure that we are providing clear information and guidance to students on module choices via the School-wide briefings.
Organisation and management	<ul style="list-style-type: none"> Our Induction week briefings were reviewed for 2011/12, and additional contact time with programme teams was introduced. This is being evaluated through discussions with Student Representatives. Guidance was given earlier in the year for L1 students selecting L2 modules. 	<ul style="list-style-type: none"> A significant number of students felt that the structure of the L3 experience could be better balanced. 	<ul style="list-style-type: none"> We have restructured the L3 module delivery to balance the weight of assessments and taught sessions. (Informal student feedback has already been positive.) We have moved the L1 Collaborative Processes module into Semester 1 to help students to settle into their programmes more effectively.
Learning resources	<ul style="list-style-type: none"> We have been working to refine the booking system for specialist rooms and spaces. 	<ul style="list-style-type: none"> Problems were still being encountered with bookings for specialist rooms. Some students reported problems in accessing specialist spaces to work on assessed tasks. This area scored relatively low in the 2010/11 postgraduate programmes survey, but it has been difficult to ascertain the reasons behind the score. 	<ul style="list-style-type: none"> We are combining booking systems for stage@leeds and Clothworkers South, working to improve the effectiveness of the interface. We are using stage@leeds Duty Managers as porters for Clothworkers South evening openings so that they have a better understanding of students needs. We are placing tighter frames on room bookings for non-assessed work in order to free up space for PCI students working on assessed tasks. We are working with current postgraduate students to clarify whether they perceive any issues around learning resources.
Personal development	<ul style="list-style-type: none"> We have been working with staff and students to improve the effectiveness of our Personal Tutoring system. The 2011/12 School Handbook provides more information about the role of the Personal Tutor. Staff use the Personal Tutor Handbook. 	<ul style="list-style-type: none"> We are continuing to develop our engagement with Leeds for Life through the Personal Tutoring system, and to encourage all students to use this excellent resource. 	<ul style="list-style-type: none"> Leeds for Life ambassadors will be visiting our Student-Staff Forum, as well as working with personal tutors at our School Development Day. A more comprehensive introduction to Leeds for Life will be programmed into L1 Induction 2012. Our high quality research-led teaching continues to

			enrich the student learning experience and to enhance graduate employability.
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