

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2013-14

Faculty of Performance, Visual Arts and Communications – School of Performance and Cultural Industries

EXECUTIVE SUMMARY																		
Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate Programme Experience Survey					
	2012-13		2011-12		2010-11		2012-13		2011-12		2010-11		2012-13		2011-12		2010-11	
	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	89	87	75	87	83	86	87	85	80	85	89	83	83	87	75	84	87	82
Teaching	91	89	81	90	86	88	89	85	85	84	86	83	82	87	86	85	92	84
Assessment & feedback	82	71	56	69	74	65	71	59	68	61	64	56	86	75	90	69	86	68
Academic support	88	81	76	80	77	77	75	72	74	72	68	68	82	85	90	80	92	79
Organisation & management	89	84	81	83	82	82	82	73	76	74	83	83	80	85	82	80	82	77
Learning resources	93	90	86	88	80	87	85	81	75	78	78	77	89	86	77	83	75	82
Personal development	86	81	83	81	83	78	75	69	67	68	71	65	80	77	74	71	68	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)

Impact of 2011-12 actions	<p>Improved communication with students around significance and impact of NSS has had significant impact on satisfaction scores.</p> <p>Continued focus on assessment as a whole School priority has had positive impact both in terms of scores and comments across programmes.</p> <p>Close monitoring by DSE and sampling by MLs has greatly improved the quality and consistency of written feedback.</p> <p>Consistent use of electronic marking and feedback via e mail has improved how students access written feedback and reflect upon it.</p> <p>Introduction of viva as means of evidencing practical work and process has addressed concerns around fairness and aided transparency.</p> <p>Offer of face-to-face feedback with L3 students has underlined School's commitment to openness and support post assessment.</p> <p>Focus on supporting L3 to manage workload through timetabling changes and Dissertation planning has proved successful.</p>
Achievements in 2012-13	<p>Results for both NSS and UG PES are showing a marked increase in satisfaction across the board. There is an upward trajectory in every category.</p> <p>Overall satisfaction in the NSS has risen considerably from 75% to 89%, UG PES from 80% to 87%, PG PES from 75% to 83%.</p> <p>The biggest leap on the NSS is for Assessment and Feedback (56% to 82%).</p> <p>The School now ranks 15th in the UoL table for NSS (11th and 19th respectively for L1 and L2 UG PES).</p> <p>PCI is the only School in the University with no red boxes in any category for UG PES.</p> <p>PCI exceeds the UoL average in every category for UG PES.</p> <p>Support for Personal Development at L1 PES has risen 30 points.</p>

Main actions for 2013-14	Continue to focus on assessment as a whole School priority. Focus on prompt return of feedback – publication of dates and improved communication of these with students. Address issue of fairness and consistency in marking procedures – with a renewed focus on written work. Improve consistency in guidance from tutors where multiple groups exist within one module. Address issue of clarity of feedback – particularly in relation to suggestions for improvement. Improve advice and guidance on module choices/strand information for UGs.
Summary of student involvement in the production of this Action Plan	Face to face meeting with School Rep and Programme Reps to discuss content and contribute to first draft written by DSE.

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School: Performance and Cultural Industries

Faculty: PVAC

Aspect	Progress with actions in response to 2011-12 feedback and indication of impact	Issues raised in 2012-13 feedback	Planned response in 2013-14
Overall satisfaction	Aim of improving overall satisfaction in NSS to 80% was exceeded. All actions to improve L3 experience implemented successfully. Prioritising better communication with students and addressing assessment and feedback as a whole School priority has had significant impact on scores across all levels.	In line with increased overall satisfaction and upward trajectory across the board, the overwhelming message arising out of comments from students at all levels is the enthusiasm, commitment and engagement of staff. This indicates a positive and proactive approach to tackling issues raised in last year's NSS. Issues of consistency and fairness in assessment remain.	Aim to increase overall satisfaction on NSS to 90%. Continued focus on assessment and feedback (particularly consistency in advice given, promptness, clarity). Continue to communicate effectively with students around NSS and its function via SSF and DSE/HoS roadshows.
Teaching	Staff have made explicit the links between modules through programme meetings and student rep events. Programme coherence features predominantly at CDSG in planning new BA TP. IP approval docs for new programme received by FTSEC. s@I links continue to develop although opportunities for technical training are limited by resources and staffing.	Mismatch between course as advertised and curriculum content. Lack of practical training. Demand for more theatre subject specificity/skills development. Lack of contact in Semester 2 for PGTs	Check online materials, course documentation and module handbooks. Review curriculum against publicity material for new BA TP. Maximise links with practitioners via s@I. Skills and curriculum content addressed via CDSG for new BA TP. Development of new modules based on explicit staff research for implementation 2015. Reorganisation of teaching provision for MA WPP.
Assessment and feedback	Communication with students regarding double marking and moderation procedures has improved significantly. Viva introduced to aid assessment of practical work and process at L3 (Performance Project).	Conflicting advice or ambiguity between tutors – particularly around writing style and presentation for essays. Fairness continues to be a recurring theme –	PCI Style Guide to be produced, published and adopted across all years. Consider formative writing assessment for L1 MLs responsible for modules with multiple

	<p>Peer assessment taken out of two UG modules – review of this procedure ongoing. Access to CoPA highlighted and discussed at SSF. Available via VLE. Additional assessment sheets for POP 3 practical work implemented. Roll out to all POP modules – ongoing. All other actions from last year implemented fully and working well.</p>	<p>particularly in relation to subjectivity and personal preference of markers.</p> <p>Suggestions for improvement not always explicit.</p> <p>Feedback not always returned promptly.</p>	<p>teaching groups to address with teams and provide additional, explicit guidance on essay requirements/assessment tasks etc. Ensure consistent application of assessment criteria and adherence to rigorous moderation processes, monitored by externals as appropriate.</p> <p>Review procedures for peer assessment.</p> <p>DSE and MLs to review via written feedback.</p> <p>DSE to monitor with PMs and MLs to gather data and address case by case as appropriate. All MLs to communicate dates to students via e mail/VLE.</p>
Academic support	<p>Flying Start introduced last year with mixed results. Updated and extended this year. Library skills built into curriculum as compulsory elements. AIT now rolled out to PGTs as well as UGs.</p>	<p>Not all tutors are easy to contact.</p> <p>More verbal or face-to-face feedback would be welcome, particularly on practical assessments.</p>	<p>Reissue guidelines to staff and students re correspondence guidelines (in School Handbook). Continue developing opportunities for post assessment tutorials – introduced last year to L3. Consider possibility of immediate, summary feedback on practical work (verbal or podcast). Study support tutor for MA CCE to facilitate reading groups and support International students</p>
Organisation and management	<p>Role of PT strengthened and discussed at SSF – particularly in support of L3 studies and monitoring of student satisfaction. Increased staffing for PECE 3501 continues and ensures balanced workload at L3 across semesters. Dissertation support materials in place and adopted across L3. Scheduling sheet for tutorials and deadlines over the whole year supports students with time management.</p>	<p>Attendance at self-directed work is problematic making these sessions less productive.</p> <p>Content/relevance of modules not always clear.</p> <p>More communication between year groups would be advantageous.</p>	<p>Introduction of attendance monitoring pilot scheme for PECE 1501 and reorganisation of self-directed work on PECE 1102.</p> <p>Renewed attention to programme experience through Curriculum Development and mapping exercises.</p> <p>PCI Society to be involved in planning events. Social events planned to improve integration of PGT International students (Interconnections) DSE to arrange formal peer-to-peer opportunities in new foyer area.</p>
Learning resources	<p>Review of library materials and additional purchasing complete. Continued investment in technical and AV equipment.</p>	<p>Difficulty accessing performance spaces – particularly use of s@l.</p> <p>Use of s@l earlier in degree (not just L3).</p>	<p>s@l staff promote opportunities for involvement at Open Day, interview and Induction Week. Use of s@l to be scheduled into L1 assessment timetable.</p>

<p>Personal development</p>	<p>Dedicated funds from L and T budget spent on Personal Development activities at PG and UG level – huge increase in this category in NSS. Liaison with Careers and Faculty staff much improved. PVAC approach to personal development supporting School initiatives.</p>	<p>Need for more careers guidance and employability advice. Career guidance needs to be provided earlier.</p>	<p>Close working with PVAC Education Enhancement Officer to provide School focussed employability strategy. PCI Personal Development Day scheduled for Feb 2014. Installation of plasma screens to advertise opportunities.</p>
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