

**ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2012-13**

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

<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>2011-12</b>		<b>2010-11</b>		<b>2009-10</b>		<b>2011-12</b>		<b>2010-11</b>		<b>2009-10</b>		<b>2011-12</b>		<b>2010-11</b>		<b>2009-10</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>
<b>Overall satisfaction</b>	75	87	83	86	69	82	80	85	89	83	86	84	75	84	87	82	89	78
<b>Teaching</b>	81	90	86	88	79	85	85	84	86	83	87	83	86	85	92	84	81	81
<b>Assessment &amp; feedback</b>	56	69	74	65	61	61	68	61	64	56	67	57	90	69	86	68	69	63
<b>Academic support</b>	76	80	77	77	73	74	74	72	68	68	70	68	90	80	92	79	78	76
<b>Organisation &amp; management</b>	81	83	82	82	72	79	76	74	83	83	74	73	82	80	82	77	62	73
<b>Learning resources</b>	86	88	80	87	81	85	75	78	78	77	71	76	77	83	75	82	83	81
<b>Personal development</b>	83	81	83	78	80	76	67	68	71	65	67	63	74	71	68	70	67	68
<b>Sector position</b>																		

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 2010-11 actions</b>	<p>Strengthening of the booking system and developments in online devices to facilitate this has improved student access to specialist equipment and rooms considerably.</p> <p>Advice and support on module choices has been improved and timetabled information sessions for students occurred throughout the year.</p> <p>New arrangements for booking personal tutorials with students were trialed and usage of Leeds4Life interface developed.</p> <p>Amendments to L3 curriculum fully implemented making for more balanced experience across both semesters.</p> <p>Despite focus on improving helpfulness, fairness and promptness of feedback, scores in this area have fallen. Reports from External Examiners and MARK project maintain our systems are robust and contain examples of good practice but this is not reflected in student responses.</p>
<b>Achievements in 2011-12</b>	<p>NSS responses to Learning Resources have improved significantly with the changes in online booking systems for rooms and technical equipment.</p> <p>UG PES scores for Academic Support have improved by 7 points at L1 and L2 and by 8 points in L2 for Assessment and Feedback.</p> <p>PG PES scores for Assessment and Feedback and Personal Development have improved by 4 and 7 points respectively.</p> <p>Although overall satisfaction for PGT is down, improvements have been made against 13 questions for Home/EU students.</p> <p>Written responses praise the enthusiasm and commitment of the staff and the open flexibility of the course and its collaborative aspects.</p>

<b>Main actions for 2012-13</b>	<p>Focus on issues relating to fairness, clarity and detail in regards to assessment and feedback, particularly at UG.</p> <p>Improve consistency across school in relation to written feedback with the introduction of clear guidelines, advice and training for staff.</p> <p>Introduce Module Leader and DSE sampling of written feedback sheets to ensure compliance of the above.</p> <p>Make organisational changes to ensure better workload balance between Semesters 1 and 2 for L3 students (inc additional staffing for PECEI 3501).</p> <p>Introduce learning contract/work schedule for dissertation to help with L3 planning and time management.</p> <p>Introduce face to face feedback for L3 students at end of Semester 1 marking period.</p> <p>Improve communication with students around significance and impact of NSS (HoS and DSE to conduct road shows in lectures).</p>
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**School: PCI**

**Faculty: PVAC**

<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>Communication with students improved via SSF and informal student rep meetings with DSE and HoS. Role of School Reps increased via VLE.</p> <p>Changes to L3 implemented and working well.</p> <p>Major Curriculum Development underway as we continue to seek improvements to our offer.</p>	<p>Overall satisfaction has dropped 8 points to 75% on NSS. After number of years on upward trajectory this is disappointing.</p> <p>Despite external praise for our assessment procedures, NSS indicates perception of favouritism in terms of inconsistent application of marking criteria.</p> <p>Inadequate contact time.</p>	<p>Aim to increase overall satisfaction on NSS to 80%.</p> <p>Focus on addressing L3 experience.</p> <p>Renewed focus on assessment and feedback (clarity, usefulness, promptness).</p> <p>Improve communication around NSS and its function.</p> <p>Address perception of favouritism by making assessment procedures more transparent.</p>
<b>Teaching</b>	<p>Discussions on learning and teaching matters continue via School Development Days – particular emphasis on assessment and feedback.</p> <p>Discussions have led to instigation of Curriculum Development Steering Group (CDSG) with plans to consolidate UG experience into single programme for 2015.</p>	<p>Students want more access to practical and technical skills teaching.</p> <p>Links between modules are not always clear.</p>	<p>Engagement with stage@leeds to develop technical skills.</p> <p>Providing space and contacts for students to work with practitioners as co-curricular activity.</p> <p>Development of programme identity (furthered by Curriculum Development).</p> <p>Make links between common modules more explicit (PMs to give overview talks).</p>
<b>Assessment and feedback</b>	<p>All the actions from 2010-11 were carried out but issues relating to assessment and feedback are still causing concern.</p> <p>Explicit discussion of assessment tasks and additional information available on VLE.inc.</p> <p>contextualisation of grading criteria in handbooks.</p> <p>Assessment criteria descriptors extended to indicate what is required over full spread of marks.</p>	<p>Fairness is a recurring theme – particularly in relation to the marking of group work and esp. process.</p> <p>Transparency of marking procedures (inc double marking).</p>	<p>Improve communication with students re double marking. Introduce clearer demonstration of evidence to aid in marking of process work (eg. Log, portfolio, viva). Review peer assessment procedures.</p> <p>Access to the CoPA highlighted and tabled at SSF.</p> <p>Additional assessment info sheets for all POP modules.</p>

	<p>Marking matrix at UG and PG used by all staff.</p> <p>School Development Days organised to refocus assessment and feedback issues.</p> <p>Greater use of online marking and electronic feedback.</p>	<p>Insufficient feedback on annotated scripts.</p> <p>Lack of formative feedback midway through module.</p> <p>100% assignment at L3 for PECEI 3109 led to anxiety.</p> <p>Inconsistency of length of feedback.</p> <p>Opportunities to discuss feedback with staff.</p>	<p>Annotated copies of essays to be standard practice and returned to students electronically.</p> <p>Ensure formative feedback built into each module.</p> <p>PECEI 3109 Assignment point split into two to allow for formative feedback prior to final submission</p> <p>Guidelines for consistent practice introduced for all staff. Module leaders to sample before sending out to students. DSE to check.</p> <p>Pilot one to one feedback with students at L3 for PECEI 3106, 3501, 3109</p>
<b>Academic support</b>	<p>School wide briefings carried out for L1 and L2 student-s – well attended and useful. Online module selection system implemented to indicate most popular options to support student choice. Leeds4Life Skills and graduate attributes discussed with all PTs.</p>	<p>Identification of importance of study skills early on in programme</p> <p>Support transition from A level to University study and the skills required.</p> <p>More support needed around referencing.</p>	<p>Additional study and library skills sessions scheduled in PECEI 1101, 2101, 3109.</p> <p>Flying Start piloted in school.</p> <p>Skills workshops introduced in Week 1 PECEI 1101</p> <p>Introduction of Academic Integrity Tutorial.</p>
<b>Organisation and management</b>	<p>Guidance on L2 modules and information sessions ran early in the year to support student choice and aid forward planning.</p> <p>Use of VLE extensive to support organisation of modules.</p>	<p>Contact hours at L3 – students feel their timetable is very light and there is insufficient contact for modules that count heavily towards their classification.</p> <p>Balance of workload between semesters.</p>	<p>Strengthening of role of PT to better prepare students for L3 experience. Advertise additional study skills sessions for L3 students to help with dissertation.</p> <p>Dedicate additional staffing to ensure balance between semesters (esp. PECEI 3501).</p> <p>Introduce learning contract for dissertation to help map out workload across the year.</p>
<b>Learning resources</b>	<p>Systems for booking rooms and technical equipment working well for UGs. Better access to rooms.</p>	<p>Improvement of library resources relating to subject</p>	<p>Review current stock and improve communication with students regarding purchasing.</p> <p>Identify what technical equipment PGs think they require for module work.</p>
<b>Personal development</b>	<p>Personal Tutor handbook rewritten and distributed to all staff. DSE meets with all new staff to give briefing on Leeds4Life and role of PT.</p> <p>Support staff invited to School Development Day session on pastoral support.</p> <p>ACE invited to School Development Day, Year Meetings and Induction to boost involvement with volunteering.</p> <p>PVAC careers event organised (Expo12).</p>	<p>Careers advice and support after graduation</p>	<p>Strengthening of personal tutoring system and use of Leeds4Life webforms.</p> <p>Better liaison and collaboration with Careers Centre, Faculty staff and advertising of opportunities via VLE and portal.</p> <p>Funds allocated from L and T budget to support discrete Personal Development activities.</p>

