

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

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					
	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	83	88	89	87	75	87	90	85	87	85	80	85	84	85	83	87	75	84
Teaching	92	90	91	89	81	90	92	85	89	85	85	84	89	86	82	87	86	85
Assessment & feedback	84	71	82	71	56	69	70	62	71	59	68	61	85	81	86	75	90	69
Academic support	87	82	88	81	76	80	79	73	75	72	74	72	86	82	82	85	90	80
Organisation & management	87	85	89	84	81	83	88	75	82	73	76	74	77	81	80	85	82	80
Learning resources	94	91	93	90	86	88	86	83	85	81	75	78	89	85	89	86	77	83
Personal development	89	82	86	81	83	81	80	72	75	69	67	68	78	77	80	77	74	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)

Headline achievement in 2013-14	'92% of our students think our teaching is excellent; and students graded us fourth in the university for Assessment and Feedback'
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. We will give you more detailed and targeted advice to help you make informed study choices.</i> <i>2. We will continue to help you improve your work by providing more detailed and accessible feedback.</i> <i>3. We will help you plan and prepare for your future by providing enhanced careers and personal development events and activities.</i>

<p>Summary of student involvement in the production of this Action Plan</p>	<p>School Rep involved in the construction of draft document. Draft document presented to Programme Reps at Staff Student Forum. Programme Reps shared with students. Students invited to feed back to DSE via Programme Reps.</p>
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AGREED ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2014-15

School: Performance and Cultural Industries

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
Overall satisfaction	<p>Theatre & Performance has achieved an Overall Satisfaction of 89%, which is above the University's average score. This indicates strong communication with students on the programme, an appreciation of employability potential, and a successful Level 3 experience. Work will continue with the two smaller undergraduate cohorts to develop Overall Satisfaction to equal that of Theatre & Performance.</p> <p>At postgraduate level, Overall Satisfaction has increased by 1%, currently standing at 84%.</p>	<p>PES scores from Managing Performance and Performance Design programmes are generally favourable. Work will continue to ensure that students on these outgoing programmes feel fully supported.</p> <p>Actions: DSE and PMs to meet with all Level 3 Managing Performance and Performance Design students in Semester 1 and again early in Semester 2.</p> <p>DSE and SESM to communicate closely with all programme reps through SSF.</p> <p>DSE & HoS will continue to develop a deeper understanding of student perceptions of overall programme experience via SSF and Roadshows.</p>	<p>Responsibility: DSE, Hos and programme managers.</p> <p>Completion Date: On-going</p>
Teaching	<p>Satisfaction with Teaching continues to rise, with a score of 92% representing appreciation of the high quality of teaching and a clear understanding of the links between module, programme and School experience. Post-graduate rise from 82 to 89 marks significant improvement of experience.</p>	<p>There has been some minor uncertainty about option and Discovery theme choices.</p> <p>Action: Advice communicated more effectively for study choices through personal tutorials, programme emails, VLE announcements for Discovery Themes pages and year-end meetings.</p>	<p>Responsibility: DSE, personal tutors, programme managers.</p> <p>Completion Date: To be in place before next choices are made. End of Semester 1.</p>
Assessment and feedback	<p>At 84%, the School ranks fourth in the university for effective assessment and feedback. Communication about moderation and double-marking processes has provided students with assurance about the fairness and consistency of marking processes. Introduction of vivas for some</p>	<p>There appears to be a minor but lingering perception of subjectivity and personal preference in the assessment process.</p> <p>The School is considering more effective ways to present feedback on practical work.</p> <p>Action: DSE, programme managers and tutors</p>	<p>Responsibility: DSE, Feedback and Assessment Working Group, Module Managers.</p> <p>Completion Date: End of Semester 1.</p>

	practical work has proved successful, as has the development of detailed processes of formative assessment at all levels. More variety in feedback is currently being considered to enhance effectiveness and detail.	will continue to tackle any lingering issues relating to consistency and fairness through explanations of criteria and marking processes. Feedback and Assessment Working Group set up to consider new modes of feedback for some components. Explore ways to clarify Comments section on feedback sheets and provide more specific advice on improvement, such as focused bullet points.	
Academic support	Flying Start developed through School contact to new students before Semester, Induction Week and Personal Tutorials. Library Skills delivered through VLE and within modules. 93% say staff easy to contact.	Students could make more use of support available to them. Action: DSE, personal tutors and module tutors to more actively promote Flying Start and Library Skills through Induction Week, tutorials, VLE and module delivery.	Responsibility: DSE, personal tutors, module tutors. Completion Date: On-going - end of Semester 2.
Organisation and management	Role of the Personal Tutor continues to be strengthened. Students are making more effective use of their programme and School reps and consequently there is more productive communication through SSF.	More communication between year groups is developing but still sporadic. More support would be helpful for IY & SA students returning to Level 3. Action: Closer contact between DSE, PG & School rep through SSF and pre-meeting. DSE and HoS to support PCI Soc in promoting inter-level communication. Targeted Induction Week sessions and per Semester follow-up meetings for SA and IY students.	Responsibility: DSE, HoS, personal tutors, module tutors. Completion Date: With immediate effect. In place during Semester 1.
Learning resources	Investment in technical and AV equipment have been beneficial. This has been complemented by extra focus on timetabling to provide best spaces for learning.	Continued focus on providing appropriate spaces for practical work. Action: DSE and programme managers to work closely with SESM and stage@leeds to make best use of spaces.	Responsibility: DSE, programme managers, SESM, stage@leeds manager. Completion Date: Beginning of Semester 2.
Personal development	Funds and activities dedicated to personal and professional development have resulted in an increase to 89%. Employability events and careers liaison have impacted positively.	School and Faculty personal development events have proved beneficial for employability, but they need to be more visible through marketing and promotion. Action: DSE, ESO (Ext Coms& Mkt) PVAC Education Enhancement Officer and reps to work together to promote <i>Dream and Achieve</i> and <i>Expo 14</i> .	Responsibility: DSE, ESO (Ext Coms& Mkt) PVAC Education Enhancement Officer. Completion Date: Before Dream & Achieve event in Semester 2 – i.e. beginning of Semester 2.