

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2015-16

Faculty of Performance, Visual Arts and Communications

School of Design

EXECUTIVE SUMMARY																		
Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate Programme Experience Survey					
	2014-15		2013-14		2012-13		2014-15		2013-14		2012-13		2014-15		2013-14		2012-13	
	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	78	90	89	88	76	87	74	87	72	85	83	85	79	85	73	85	86	87
Teaching	84	92	90	90	79	89	78	86	81	85	87	85	77	85	81	86	79	87
Assessment & feedback	76	74	79	71	68	71	63	63	58	62	66	59	66	71	63	81	62	75
Academic support	75	85	86	82	75	81	63	74	59	73	67	72	79	82	80	82	81	85
Organisation & management	81	85	89	85	80	84	70	76	68	75	78	73	70	82	72	81	70	85
Learning resources	87	92	91	91	87	90	78	84	80	83	80	81	80	87	72	85	85	86
Personal development	80	85	86	82	77	81	65	72	64	72	75	69	73	76	73	77	77	77
Sector position		21/145		50/146		57/147												

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 2014-15	<p><i>Provide a single, concise headline achievement for the School from 14-15 which can be included in further communication to students.</i></p> <p>Design graduate-level employment is the highest in our faculty</p>
Main actions for 2015-16	<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"> We will streamline your feedback and better explain assessment criteria We will establish a means of sharing experience from fellow students to inform module choice We will work with you to promote and improve a design community within the School

<p>Good practice examples from 2014-15</p>	<p><i>List examples of innovative practice and developments which are of wider interest across the University</i></p> <ol style="list-style-type: none"> 1. Buddy system within BA Fashion Design whereby students from higher level help those from a lower level of study. 2. Triage by SES staff for students identified as likely to be suffering from mental health issues. 3. Continued widespread uptake of year-in-industry option and its impact on graduate employability and academic performance.
<p>Summary of student involvement in the production of this Action Plan</p>	<p>The NSS and PES 2014 surveys were discussed and three priority areas were identified by students during the School's Student-Staff Forum held on 29/10/2015. The remainder of this plan was considered at the subsequent meeting on 2/12/2015.</p>

AGREED ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2015-16

School: Design		Faculty: PVAC	
Aspect	Progress with 2014-2015 actions and indication of impact	Agreed Issues/Actions for 2015-2016	Responsibility/Expected completion date
<p>Overall satisfaction</p>	<ul style="list-style-type: none"> ▪ National Student Survey. While there has been evidence of very high satisfaction from finalists across three of our five undergraduate programmes, this has not been uniform. In particular, maintaining the student experience for the two largest cohorts is of concern since this has led to the School's overall average dropping by eleven percentage points. A staff "Away Day" was held in September to discuss the School's priorities and to break down programme boundaries. ▪ UG Programme Experience Survey. The overall satisfaction from non-finalists has indicated a modest improvement on the previous year. Due to investment in staffing and an overhaul in its content and delivery, the specific programme highlighted as a concern last year has shown a dramatic improvement. As per the NSS, comparisons between programmes reveal unevenness. ▪ PG Programme Experience Survey. The postgraduate survey has shown a six percentage point increase on the previous year, with our <i>MA Advertising and Design</i> programme showing a large increase. 	<ul style="list-style-type: none"> ▪ The findings from all three surveys indicate the need for greater sharing of good practice between modules, programmes and levels. To facilitate this, and to address other key issues highlighted in this action plan, the School will replace its previous use of peer observation amongst teaching staff by a more strategic and focused adoption of themes as part of the University's Teaching Enhancement Scheme (TES). 	<ul style="list-style-type: none"> ▪ Teaching staff under the supervision of the School's TES Coordinator.
		<ul style="list-style-type: none"> ▪ There is an opportunity at masters level to increase the sharing of modules, thereby helping the relatively smaller cohorts concerned feel that they are part of the wider School community. This will be considered in detail as the programmes are refreshed. 	<ul style="list-style-type: none"> ▪ STSEC. Ongoing.

Teaching	<ul style="list-style-type: none"> ▪ Key inconsistencies between programme and module learning outcomes were resolved through module and programme changes. There has also been an external revalidation during the summer period of all our UG programmes as an outcome of the recent sexennial Student Academic Experience Review (SAER). ▪ A policy has been introduced that all large School-wide lectures make use of the University's new lecture capture system. Access statistics suggest that this has been a useful aid to revision. Our recent SAER commended the School on its existing use of blended learning. ▪ A new first-year School-wide module <i>Design History: 1900 to the Present day</i> has been introduced as a more design-focused replacement for <i>History and Theory of Art and Design</i>. This module includes a substantial element of essay writing which means that now training in research methods and academic writing are integrated across all three levels of study. 	<ul style="list-style-type: none"> ▪ A Teaching Enhancement Scheme working group will look at ways of explaining how research is embedded in the curriculum. 	<ul style="list-style-type: none"> ▪ Teaching staff as part of TES. 2015-16.
		<ul style="list-style-type: none"> ▪ A Teaching Enhancement Scheme working group will look at co-moderation of module and programme reviews to encourage sharing of good practice. 	<ul style="list-style-type: none"> ▪ Teaching staff as part of TES. 2015-16.
		<ul style="list-style-type: none"> ▪ A Teaching Enhancement Scheme working group will look at the use of blended learning, and in particular extending the uptake of lecture capture, across other modules delivered within the School. 	<ul style="list-style-type: none"> ▪ Teaching staff as part of TES. 2015-16.
		<ul style="list-style-type: none"> ▪ Monitor the impact of lecture capture on student attendance and engagement. 	<ul style="list-style-type: none"> ▪ DSE. Ongoing.
Assessment and feedback	<ul style="list-style-type: none"> ▪ A template has been introduced for all module handbooks in the School which presents information concerning assessment in a uniform way. ▪ Although there has been a slight dip in the NSS scores for these criteria, assessment and feedback are still regarded as above the University average by students. The other two surveys have shown marked improvements. 	<ul style="list-style-type: none"> ▪ As part of the Teaching Enhancement Scheme, the School will look at streamlining feedback for large School-wide modules to ensure that it is both timely and helpful. 	<ul style="list-style-type: none"> ▪ Teaching staff with input from course reps under the supervision of the School's TES Coordinator. 2015-16.
		<ul style="list-style-type: none"> ▪ The School is also looking at how to manage assignments that involve group activities. While group working is an important part of the learning experience (and an employability skill), it has been recognised that there needs to be a more robust mechanism in place for dealing with individual performance within a group. 	<ul style="list-style-type: none"> ▪ Teaching staff under the supervision of the School's TES Coordinator. 2015-16.
		<ul style="list-style-type: none"> ▪ Continue with the drive to explain assessment criteria across modules via direct discussion with students. 	<ul style="list-style-type: none"> ▪ Module staff. Ongoing.

Academic support	<ul style="list-style-type: none"> A limited number of nonetheless enthusiastic peer mentors (“buddies”) were recruited and received training and support from the School. This appears to have led to improvements, but will need continued effort to ensure its long-term success. 	<ul style="list-style-type: none"> Ensure the timely recruitment, training and smooth running of the existing peer mentoring scheme. 	<ul style="list-style-type: none"> DSE / Deputy DSE. Ongoing.
	<ul style="list-style-type: none"> Programme-specific induction meetings and dissertation lectures for the majority of returning year-in-industry students. 	<ul style="list-style-type: none"> Continue with programme-specific induction meetings for returning students, monitor their effectiveness and look for new opportunities to address any remaining concerns. 	<ul style="list-style-type: none"> Programme Leaders and DSE. Ongoing.
	<ul style="list-style-type: none"> The School of Design has an active society (“SoDS”), however it is clear from feedback that students would value further opportunities for social engagement between cohorts. 	<ul style="list-style-type: none"> Identify and organise further events between programmes and levels. 	<ul style="list-style-type: none"> Student representatives. Ongoing.
	<ul style="list-style-type: none"> Transition from school to University has been added to the topics covered during School-level induction. More effort needed within programmes. 	<ul style="list-style-type: none"> Monitor the effectiveness of induction activities and seek new opportunities to better help ease your transition to University life. 	<ul style="list-style-type: none"> DSE and Teaching Enhancement Scheme working group. Ongoing.
	<ul style="list-style-type: none"> Personal tutorials are being actively monitored through the data provided by the LeedsforLife system. Reminders have been sent to tutors where meetings have not been recorded and personal tutoring was discussed at the School’s September Away Day. 	<ul style="list-style-type: none"> Continue to monitor the effectiveness and engagement of personal tutorials. 	<ul style="list-style-type: none"> DSE. Ongoing.
Organisation and management	<ul style="list-style-type: none"> The School is grateful that student reps have continued to play a vital role in the smooth running of teaching. Meetings of the Student-Staff Forum were well attended and produced helpful dialogue. 	<ul style="list-style-type: none"> Seek further opportunities for your involvement in the running of the School. 	<ul style="list-style-type: none"> Student-Staff Forum. Ongoing.
		<ul style="list-style-type: none"> Develop a student-driven newsletter and/or social media channel to improve the effectiveness of our communication with you. 	<ul style="list-style-type: none"> Student reps and School staff. Ongoing.

Learning resources	<ul style="list-style-type: none"> The School has made significant recent investment in equipment together with building refurbishment. The most recent surveys (NSS, PES and PGTPS) all indicate that the quality and availability of learning resources are no longer an issue for students. Technician-led induction sessions have been arranged subject to demand. 	<ul style="list-style-type: none"> Continue to invest in the School's infrastructure. Continue to promote the availability of resources to all our students. 	<ul style="list-style-type: none"> Head of School. Ongoing. Teaching staff. Ongoing.
	<ul style="list-style-type: none"> Development of a "with enterprise" variant of <i>BA Fashion Design</i> has been dropped due to concerns over internal competition and confusion with the existing three UG and PG programmes. The majority of the School's programmes have incorporated an active programme of visiting speakers from industry. A successful Faculty-level EXPO event ran in October. Design graduate-level employment the highest in the PVAC faculty (75.2% according to the Destinations of Leavers of Higher Education survey 2013-14). In addition, the School continues to have the highest take up of year-in-industry in the University. 	<ul style="list-style-type: none"> Personal Professional Development Day will be held in conjunction with FAHACS in March with a design-oriented theme. Teaching teams need to clearly identify where personal development is already taking place within their programmes in order to both help you understand where this happens and also to identify opportunities for us to share good practice. A School-level employability post has been proposed to help coordinate and further promote employability initiatives. 	<ul style="list-style-type: none"> DSE with support from programme leaders and student volunteers together with input from Careers Service. March 2016. Teaching Staff. 2015-16 and beyond. Head of School. 2016.