

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

**Faculty of Performance, Visual Arts and Communications**

**School of Fine Art, History of Art and Cultural Studies**

<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>2014-15</b>		<b>2013-14</b>		<b>2012-13</b>		<b>2014-15</b>		<b>2013-14</b>		<b>2012-13</b>		<b>2014-15</b>		<b>2013-14</b>		<b>2012-13</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>	94	90	88	88	80	87	92	87	88	85	88	85	90	85	91	85	86	87
<b>Teaching</b>	92	92	94	90	89	89	90	86	90	85	91	85	91	85	97	86	83	87
<b>Assessment &amp; feedback</b>	74	74	75	71	71	71	67	63	62	62	62	59	83	71	84	71	69	75
<b>Academic support</b>	77	85	83	82	73	81	74	74	71	73	65	72	89	82	97	82	83	85
<b>Organisation &amp; management</b>	84	85	84	85	87	84	83	76	79	75	74	73	93	82	83	81	71	85
<b>Learning resources</b>	89	92	89	91	90	90	84	84	80	83	75	81	79	87	82	85	88	86
<b>Personal development</b>	75	85	80	82	72	81	70	72	61	72	54	69	77	76	80	77	79	77
<b>Sector position</b>		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)

<b>Headline achievement in 2014-15</b>	<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>Consistently providing excellence in teaching.</p>
<b>Main actions for 2015-16</b>	<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"> <li><i>1. We will provide a consistent framework for professional and personal development</i></li> <li><i>2. We will continue to develop the curriculum to ensure that your programme of study helps you to reach your individual goals.</i></li> <li><i>3. We will plan our move to new and exciting spaces and facilities that will allow you to explore your potential</i></li> </ol>

<p><b>Good practice examples from 2014-15</b></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"> <li>1. We introduced Professional Development Day for all final year and MA students.</li> <li>2. We provide weekly one-to-one Careers sessions for you in the School.</li> <li>3. We worked with other schools and faculties to enrich your curriculum and offer new and exciting learning opportunities.</li> </ol>
<p><b>Summary of student involvement in the production of this Action Plan</b></p>	<p>Your Student Representatives were invited to a meeting to discuss both the results of both the National Student Survey, Undergraduate Experience Survey and Postgraduate Experience Survey. Discussions focused on professional and personal development and feedback. You also gave feedback to us through the Student-Staff Forum and individually. You also shared data from your discussions with each other that has helped us create this Action Plan.</p>

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

**School:**

**Faculty:**

<b>Aspect</b>	<b>Progress with 2014-2015 actions and indication of impact</b>	<b>Agreed Issues/Actions for 2015-2016</b>	<b>Responsibility/Expected Completion Date.</b>
<p><b>Overall satisfaction</b></p>	<p>The learning and assessment mapping for all programmes is now complete.</p> <p>We worked with Skills@Library to provide you with skills sessions whatever level of study you are undertaking. Some of these sessions are still being designed so they can be offered via the VLE.</p> <p>We worked with the careers centre to provide you with weekly one-to-one advice sessions.</p> <p>We ran a Professional Development Day in March (for all of you who are undergraduates finalists or taught postgraduates). This included sessions with alumni, experts in relevant fields etc.</p> <p>We made sure that all new BA Fine Art and Cultural and Media Studies programmes offer a professional placement year from 2015-16.</p>	<p>Criteria for all forms of assessment delivered within the school will be made available to you in an easily accessible and understood form.</p> <p>We will add to the already existing skills sessions provided by the school with timetabled skills sessions, themed personal tutorials and professional development activities. We know many of you will benefit from this if you are continuing your studies with us.</p> <p>You have told us you value the Careers advice sessions so we will continue to provide these for you in the School..</p> <p>You told us that the Professional Development Day was a success so we will run this on an annual basis in March. We will offer you the chance to become student ambassadors employed to help us with the organising and running of this day. If you have joined us in 2015-16 on either the Fine Art or Culture and Media Studies programmes you can spend a year in a professional placement.</p>	<p>DoSE, Student Education Service Staff. Student reps. (April 2016)</p> <p>DoSE, Student Education Service Staff, Careers Centre Staff, Skills@Library staff, all programme leaders. Student Reps. (May 2016)</p> <p>DoSE, Student Education Service Staff, Careers Centre Staff, all programme leaders. Student Reps. (Ongoing)</p> <p>DoSE, Professional Placement co-ordinator. (December 2015)</p>

	<p>We created a Personal Tutoring Handbook and disseminated this to all staff. We also put in place personal tutor training for all academic staff.</p> <p>We recruited a new member of technical staff who offers training in digital media to our fine art students.</p> <p>We started to develop a peer-mentoring scheme.</p>	<p>This year we will redesign our BA History of Art so a professional placement can be offered to all of our students in the future.</p> <p>After discussion with you we have agreed that personal tutorials will be themed according to your needs on each programme and in each year. For example, we will schedule a personal tutorial meeting for when you make your module choices. We will create a handbook for you so that you know how the new structure of your tutorials will work.</p> <p>This year we will work with you to plan our move to new premises in 2016. Our planning work will ensure you can all make the most of our current and future facilities.</p> <p>We will work with you, our Student Education Service staff and our programme leaders to ensure we have designed a useful peer-mentoring scheme. We will agree with you a date for the peer mentoring scheme to begin.</p>	<p>DoSE, Student Education Service Staff, all programme leaders. Student Reps.(Ongoing)</p> <p>DoSE, Student Education Service Staff, Student Reps, all programme leaders. (May 2016)</p> <p>All staff and Student Reps. (June 2016)</p> <p>Student Education Service Staff, Student Reps, all programme leaders. (May 2016)</p>
<b>Teaching</b>	<p>We continued to focus on improving our teaching and your experience. We created drop-in hours instead of office hours and advertised these to you. We have increased opportunities to discuss your work with you and made use of new technologies. You showed your satisfaction with our teaching giving scores of over 90 in every survey.</p>	<p>We now plan to create programme ‘pathways’ across optional modules at all levels. This will ensure you are clear about your choices and the impact this will have on your academic development.</p>	<p>All programme Leaders, DoSE. (March 2016)</p>
<b>Assessment and feedback</b>	<p>The assessment/learning outcomes mapping exercise has now been completed.</p> <p>We notified you if feedback/grades were going to be late, giving valid reasons for any delay.</p>	<p>We will extend the mapping exercise to include a clear and accessible guide to the different types of assessment criteria delivered by the school. This will be made available to you in an easily accessible form that will help you understand how your work and developing skills are assessed.</p> <p>Deadlines for feedback for all assessed work will be given to you at beginning of each semester to allow you to plan your time/workload. We will continue to</p>	<p>DoSE, Student Education Service Staff. Student reps.(April 2016)</p> <p>All academic staff.(Ongoing)</p>

		spread your assessment deadlines and provide you with high quality of feedback.	
<b>Academic support</b>	<p>The Personal Tutoring Handbook was issued to all staff and further training has been offered.</p> <p>We introduced an annual Professional Development Day event (for both 3rd year UG and PGT students) in March 2015.</p>	<p>We know that in areas of academic support your levels of satisfaction have dropped slightly if you are a finalist or taught postgraduate. We are pleased that those of you in levels 1 and 2 have been more satisfied. To make sure your academic support is consistent we will introduce a new study skills and personal and professional development structure that will foreground the availability of academic support for you. This is in addition to the teaching you receive on your modules and programmes.</p>	<p>DoSE, Student Education Service Staff, Careers Centre Staff, Skills@Library staff, all programme leaders. Student Reps (May 2016)</p>
<b>Organisation and management</b>	<p>How we organise your timetables, the range of module choice we provide and how we provide you with information have all been priorities. You were informed of all changes and supplied with clear information about your own programme choices. We did this through your handbooks, in presentations and through learning maps. This happened at significant points in the academic year.</p> <p>We continued to work towards ensuring you all receive the same level of induction sessions and information; both in week 0 and throughout the academic year.</p>	<p>Both academic and Student Education Service staff continue to work towards providing you with clear and timely information. We now send you a weekly student newsletter that you have told us is really useful. We are working with your student representatives to ensure that the information you receive is clear, relevant and easily accessible.</p> <p>The new study skills/professional and personal development structure will ensure that you all receive the same level of induction sessions/information.</p> <p>The Postgraduate Essential Research Skills module has been redesigned to include on-line tutorials as well as face-to-face sessions.</p>	<p>DoSE, Student Education Service Staff, all programme leaders. Student Reps. (November 2015)</p> <p>DoSE, Student Education Service Staff, Careers Centre Staff, Skills@Library staff, all programme leaders. Student Reps. (May 2016)</p>
<b>Learning resources</b>	<p>We continued to develop learning and teaching resources on the VLE,.</p> <p>We continued to work to build up new resources as well as to supply you with quality skills sessions and</p>	<p>We are exploring the blended learning opportunities made available to us by the university. We aim to enhance your blended learning provision across all levels of study</p> <p>The new technician now offers sessions in digital media to all fine art students.</p>	<p>DoSE, Student Education Service Staff, Careers Centre Staff, Skills@Library staff, all programme leaders. Student Reps. (Ongoing)</p>

	tutorials. We have recently employed a new technician to help increase your expertise in digital media.		
<b>Personal development</b>	<p>We have continued to develop week 6 activities at all levels to ensure that you all have access to adequate support and information.</p> <p>Appointments with specialist Careers staff take place in the School. You have told us these are successful. The Personal Tutoring handbook has now been issued, and we are now aiming to enhance this with additional training/information sessions for academic staff.</p> <p>The first annual Professional Development Day was held in FAHACS in March 2015. This was made available to both level 3 UG and TPG students.</p>	<p>All of your personal tutorials will be themed depending on your programme and your level of study. Your personal tutorials will be timetabled strategically to fit with key events or decisions you need to make. These are things like choosing your optional modules or deciding on your final research project.</p> <p>We will continue to work with the Careers Centre to ensure that you receive good and timely advice relating to career opportunities and training. The Careers Centre staff will also be involved in the annual Professional Development Day</p> <p>Following the success of the 2015 Professional Development Day, we have committed to provide this for you annually.</p>	<p>DoSE, Student Education Service Staff, Student Reps. (May 2016)</p> <p>DoSE, Student Education Service Staff, Careers Centre staff. (Ongoing)</p> <p>DoSE, Student Education Service Staff, Careers Centre Staff, all programme leaders. Student Reps. (Ongoing)</p>