

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

**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					
	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	90	90	83	88	89	87	89	87	90	85	87	85	77	85	84	85	83	87
Teaching	94	92	92	90	91	89	90	86	92	85	89	85	87	85	89	86	82	87
Assessment & feedback	81	74	84	71	82	71	79	63	70	62	71	59	85	71	85	81	86	75
Academic support	92	85	87	82	88	81	81	74	79	73	75	72	90	82	86	82	82	85
Organisation & management	92	85	87	85	89	84	92	76	88	75	82	73	78	82	77	81	80	85
Learning resources	92	92	94	91	93	90	90	84	86	83	85	81	82	87	89	85	89	86
Personal development	92	85	89	82	86	81	83	72	80	72	75	69	63	76	78	77	80	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)

<b>Headline achievement in 2014-15</b>	<i>Overall Satisfaction in the School has jumped from 83% to 90% in the National Student Survey</i>
<b>Main actions for 2015-16</b>	<ol style="list-style-type: none"> <li><i>We will build on our teaching excellence in order to deliver breadth and flexibility of choice, while combining practice and theory.</i></li> <li><i>We will help you improve your work by giving you feedback that is prompt, detailed and accessible.</i></li> <li><i>We will continue to invest in your personal development and enhance your employability.</i></li> </ol>

<p><b>Good practice examples from 2014-15</b></p>	<ol style="list-style-type: none"> <li>1. The School has worked closely with the Leeds Curriculum Communications group, with modules such as Independent Research Project and Collaborative Performance Project cited as exemplars of the core threads.</li> <li>2. Students have opportunities to make a positive impacts in external communities through their programmes.</li> <li>3. Doubling the participation of the previous year, the Dream &amp; Achieve employability event successfully focused on student employability.</li> </ol>
<p><b>Summary of student involvement in the production of this Action Plan</b></p>	<p>This document was co-written by the Director of Student Education and the School Student Representative. We consulted with Course Representatives at all levels and they shared the action plan with you. You also contributed to the final Action Plan through social media, meetings and individual discussions with each other.</p>

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

**School: School of Performance and Cultural Industries**

**Faculty: PVAC**

<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>We have achieved a significant increase in Overall Satisfaction, making a gain of 7% to reach our set target of 90% in the NSS. We have taken care to deepen our understanding of your perceptions and overall programme experience. The statistics indicate that on our outgoing programmes you feel fully supported. Our focus on communication effectively with you has been successful, as has our strategy to raise your awareness of your employability potential. We did this via Student Staff Forums and Roadshows.</p>	<p>Your survey scores on undergraduate programmes continue to be generally favourable. Therefore, we will further develop the support strategies that have been successful. We will strive to replicate same clarity of communication at taught postgraduate level. This will be a key focus in our communication strategy.</p> <p><b>Actions:</b> The Director of Student Education (DSE) and Programme Managers will meet with all of you studying at Level 3 at the beginning of Semester 2. The DSE and Student Education Service (SES) team will maintain communications with our post-graduate students through the Student Staff Forum and School Representative for Taught Postgraduates. The DSE and Head of School (HoS) will develop a deeper understanding of your student experience at taught postgraduate level through drop-in sessions and advertised office hours.</p>	<p><b>Responsibility:</b> DSE, HoS and programme managers</p> <p><b>Completion Date:</b> Continual.</p>
<p><b>Teaching</b></p>	<p>Your satisfaction with our teaching has steadily increased to 94% (NSS). This shows our</p>	<p>We will build on this solid foundation and continue to support you by striving to improve our</p>	

	<p>investment of time and care in how you experience our teaching. All of you have a clearer understanding of the links between your module, your programme and your School experience, and especially those of you at Level 3. Our aim to improve communication of study choices has been achieved through personal tutorials, programme emails, VLE announcements for Discovery Theme pages and year-end meetings. Your postgraduate surveys indicate you are highly satisfied with levels of tutorial support, and you gave both programmes 100% for staff enthusiasm.</p>	<p>communications at module, programme and school levels.</p> <p><b>Actions:</b> We will continue to develop the communication strategy. This will be achieved via your personal tutorials primarily, but also through scheduled drop-in sessions and our office hours. We will augment the availability of the HoS, DSE, PMs and School Education Service Manager (SESM) by providing you with a weekly bulletin of events. The responsibility for distributing your bulletin will be shared between the DSE, HoS, personal tutors, and module tutors.</p>	<p><b>Responsibility:</b> DSE/Taught Postgraduate (PGT) Tutor, personal tutors, programme managers.</p> <p><b>Completion Date:</b> Drop-ins/office hours and weekly bulletins have been implemented with immediate effect. All aspects of communications strategy will be in place by end Semester 1 including VLE, email, social media and plasma screen.</p>
<p><b>Assessment and feedback</b></p>	<p>At 81%, the School is ahead of the University average by 7%. Communication about moderation and double-marking processes has provided you with assurance about the fairness and consistency of our marking processes. Although rigor in this area has resulted in occasional delays in returning marks.</p> <p>The continuation of vivas for some of your practical work has proved successful, as has our development of detailed processes of formative assessment at all levels. At post-graduate level the School is joint-second highest in the university at 85%.</p>	<p>You told us there was an issue with the promptness of feedback. We solved this problem but continue to monitor and streamline methods of returning your feedback to you.</p> <p><b>Actions:</b> The DSE and Exams Officer will continue to work with our academic staff to develop the clarity of your feedback. The DSE will monitor, on a module-by-module basis, any issues that may arise with the return of your feedback.</p>	<p><b>Responsibility:</b> DSE, Exams Officer and Module Managers.</p> <p><b>Completion Date:</b> End of Semester 1.</p>
<p><b>Academic support</b></p>	<p>A rise of 5% for Academic support shows us that actively promoting Flying Start and Library Skills through your tutorials, the VLE and your module delivery has achieved some success. Similarly, you told us that your support was effective at postgraduate level.</p>	<p>With a significant rise in your satisfaction at both undergraduate and PGT levels, we intend to continue with the same approach, developing and refining it in consultation with you.</p> <p><b>Actions:</b> The DSE will focus on maintaining high levels of support through your personal tutorials.</p>	<p><b>Responsibility:</b> DSE, personal tutors, module tutors, Blended Learning Champion.</p> <p><b>Completion Date:</b> On-going - end of Semester 2.</p>
<p><b>Organisation and management</b></p>	<p>The DSE works closely with your SESM and SES, meeting weekly and communicating more informally on a daily basis, thus promoting the smoother running of all areas of student education. We have made efforts with your timetables to ensure appropriate spaces are</p>	<p>Building on a significant increase in the undergraduate survey results, (87% to 92%), we will work to address any issues around communication with you at PGT level.</p>	<p><b>Responsibility:</b> DSE, HoS, personal tutors, module tutors.</p> <p><b>Completion Date:</b> With immediate effect. In place during Semester 1.</p>

	<p>available for learning and teaching. Similarly, we have created closer collaboration between the DSE, and School Student Representatives through the Student Staff Forum.</p> <p>The DSE and HoS actively support your PCI Soc in promoting inter-level communication.</p> <p>We have also introduced specialist Induction Week sessions and per-semester follow-up meetings for those of you who are taking Study Abroad and Industrial Years.</p>	<p><b>Actions:</b> The DSE will work with the programme managers and PMs your PGT School Rep to communicate with you via drop-ins and office hours. At module level we will do this via email and VLE announcements. We will develop School social activities via your PCI Soc and work closely with stage@leeds to facilitate your inter-level communication.</p>	
<p><b>Learning resources</b></p>	<p>In accordance with last year's action point, the DSE and programme managers have worked closely with SESM and stage@leeds to make the best use of spaces and provision. While the NSS percentage result has gone down slightly from 94 to 92, programme surveys have risen significantly – from 84 to 90%. This is in part due to our commitment to blended learning and online digital provision. Work towards further improvements will continue in these areas. The stage@leeds technical team have been excellent in providing help and guidance for you when needed.</p>	<p><b>Actions:</b> Programme Managers and Module Managers to work closely with stage@leeds to ensure you are fully aware of where and how to access room booking facilities. VLE announcements and SES updates to keep you informed of digital and online sources.</p>	<p><b>Responsibility:</b> DSE, programme managers, SESM, stage@leeds manager.</p> <p><b>Completion Date:</b> In place by the end of semester 1.</p>
<p><b>Personal development</b></p>	<p>Your Employability events, such as Dream &amp; Achieve and Expo 14, have impacted positively. Dream &amp; Achieve attracted more than twice as many of you than in 2013. Your School Rep and Course Reps helped promote the event and it is part of an on-going strategy to develop your personal development at all levels of study. It has proved challenging to emulate this success for our postgraduates. We will, however, focus on more clearly defining the term 'personal development' for you and thus improve your learning experience in this area.</p>	<p>Personal development will remain a central aspect of the School's Action Plan, building on the success of Dream &amp; Achieve <b>Actions:</b> The DSE and SES team are developing a branded series of talks, workshops and lectures. Delivered by invited professionals, these will surround the central Dream &amp; Achieve event. We will use the website, email and school fora, such as Student Staff Forum, to communicate with you and advise you about personal development and employability opportunities.</p>	<p><b>Responsibility:</b> DSE, ESO (Ext Coms&amp; Mkt), SES, PVAC Education Enhancement Officer.</p> <p><b>Completion Date:</b> Completed.</p>