

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2016-17

**Faculty of Arts, Humanities and Cultures
School of Design**

EXECUTIVE SUMMARY																		
Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate Programme Experience Survey					
	2015-16		2014-15		2013-14		2015-16		2014-15		2013-14		2015-16		2014-15		2013-14	
	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	87	90	78	90	89	88	81	87	74	87	72	85	76	86	79	85	73	85
Teaching	92	91	84	92	90	90	81	87	78	86	81	85	79	86	77	85	81	86
Assessment & feedback	81	73	76	74	79	71	59	63	63	63	58	62	73	73	66	71	63	71
Academic support	85	84	75	85	86	82	67	75	63	74	59	73	84	84	79	82	80	82
Organisation & management	82	85	81	85	89	85	76	78	70	76	68	75	66	82	70	82	72	81
Learning resources	85	91	87	92	91	91	84	84	78	84	80	83	82	87	80	87	72	85
Personal development	85	85	80	85	86	82	71	73	65	72	64	72	75	77	73	76	73	77
Sector position		20/146		21/145		50/146												

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 from 2015-16	<i>Overall satisfaction with our courses has risen to 87%, notably in the areas of teaching, assessment and feedback</i>
Main actions for 2016-17	<ol style="list-style-type: none"> <i>explain the purpose and value of assessment</i> <i>demonstrate links between modules and research</i> <i>provide extra support for returning placement students</i>
Good practice examples from 2015-16	<ol style="list-style-type: none"> <i>dynamic assessment forms created to improve consistency of feedback</i> <i>establishment of an annual employability event within the School</i> <i>increased uptake of year-in-industry option which positively impacts on both graduate employability and academic performance</i>
Summary of student involvement in the production of this Action Plan	Priority areas identified with input from School Rep. and agreed at the first Student-Staff Forum in October. Draft plan tabled at the November Student-Staff Forum.

AGREED ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2016-17

School: Design

Faculty: Arts, Humanities and Cultures

Aspect	Progress with 2015-2016 actions and indication of impact	Agreed Issues/Actions for 2016-2017	Responsibility/Expected completion date
Overall satisfaction	<ul style="list-style-type: none"> ▪ National Student Survey. Our undergraduate finalists last year reported an increase overall satisfaction of 87% with their programmes. Improvements in satisfaction appear to have been the result of creating opportunities for our staff to share good practice through away days and adoption of the Teaching Enhancement Scheme (TES). ▪ UG Programme Survey. For non-finalists, satisfaction has risen both overall and in individual categories. There is still some unevenness between programmes, particularly for first-year students, which is unrelated to cohort size. ▪ PGT Programme Survey. Although the overall figure amongst masters students has remained static, there are significant improvements in the satisfaction scores for the majority of individual questions. The survey has attracted a good response rate, but reveals an unevenness between programmes. 	<ul style="list-style-type: none"> ▪ UG. TES needs to be continued to further facilitate sharing of good practice. Staff participation should be increased, focusing on strategic areas for development. 	<ul style="list-style-type: none"> ▪ TES Coordinator during 2016-17.
		<ul style="list-style-type: none"> ▪ PG. Following productive discussions amongst programme leaders, it was agreed to introduce shared teaching across our taught postgraduate research methods provision. This will be rolled out during the course of the academic year. Further opportunities for sharing good practice and building a taught postgraduate student community will be sought. 	<ul style="list-style-type: none"> ▪ PG Programme Leaders during 2016-17.
Teaching	<ul style="list-style-type: none"> ▪ According to the overall NSS and several of the individual course PG surveys, you told us that you were very satisfied (over 90%) with the teaching you have received. ▪ Lecture capture is being actively used for our large School-wide modules, and it is evident that you find this helpful when revising for tests. ▪ Limited progress has been made with our ambition to explain how research is embedded in the curriculum and to co-moderate module reviews. This has suggested that we need to be more targeted and specific in future TES projects. 	<ul style="list-style-type: none"> ▪ We will continue to monitor the impact of lecture capture on class attendance. ▪ A new School-wide second-year module, <i>Design Management and Trends</i>, is being introduced to provide you with greater choice. We will monitor its uptake and delivery through existing enrolment and module review processes. 	<ul style="list-style-type: none"> ▪ DSE ongoing.
		<ul style="list-style-type: none"> ▪ We will encourage and support our teaching staff in making appropriate use of blended learning technology. 	<ul style="list-style-type: none"> ▪ DSE supported by Faculty Blended Learning Champion – ongoing.
		<ul style="list-style-type: none"> ▪ We will look at ways of better explaining to you how research is embedded in the curriculum. ▪ We will map the connections between learning between modules on your course. 	<ul style="list-style-type: none"> ▪ Programme Leaders during 2016-17.

<p>Assessment and feedback</p>	<ul style="list-style-type: none"> ▪ New feedback forms were produced for three School-wide modules last year in order to streamline the process and ensure consistency. Anecdotal evidence suggests that finalists found this helpful in terms of understanding how they had performed with their dissertation. ▪ We have removed group working as an assessed component within the School-wide second-year module <i>Marketing Creativity and Innovation</i>. ▪ We have continued to explain assessment criteria and their relationship to learning outcomes in our modules, however it is recognised that a more fundamental introduction is needed to new students as to the purpose of assessment and feedback during induction. 	<ul style="list-style-type: none"> ▪ We will explain how and why we assess your work during induction and also advise new students on how to make effective use of feedback. ▪ We will continue to look at the management of group assignments and introduce group working where possible as this is recognised as an important employability skill. 	<ul style="list-style-type: none"> ▪ DSE during 2016-17.
<p>Academic support</p>	<ul style="list-style-type: none"> ▪ Our peer mentoring scheme has been running for two years and you have told us that you find this a valuable support mechanism. ▪ Some of you have said that you find the jump from school to university difficult to adapt to. ▪ Returning student inductions have been delivered by all undergraduate programme teams, however you have asked that additional support be given to students returning from their year in industry. ▪ Through NSS and several of the programme surveys, you have told us that you have found academic support to have greatly improved. ▪ You have asked us to help improve the module choice process. 	<ul style="list-style-type: none"> ▪ Ensure the timely recruitment, training and smooth running of peer mentoring. 	<ul style="list-style-type: none"> ▪ Deputy DSE ongoing.
		<ul style="list-style-type: none"> ▪ We will introduce new material to our induction programme covering the difference between school and university education, including our expectations and how you are supported. 	<ul style="list-style-type: none"> ▪ DSE during 2016-17.
		<ul style="list-style-type: none"> ▪ After better understanding needs, we will facilitate additional induction material for students from industry recognising that their skills and knowledge may need refreshing. 	<ul style="list-style-type: none"> ▪ Programme Leaders ongoing.
		<ul style="list-style-type: none"> ▪ Engagement with personal tutoring will continue to be monitored. (DSE) 	<ul style="list-style-type: none"> ▪ DSE ongoing.
		<ul style="list-style-type: none"> ▪ We will look at holding back options for new students until they arrive. We will also continue to discuss means of informing you about module content. 	<ul style="list-style-type: none"> ▪ SESM in conjunction with the School's Student-Staff Forum during 2016-17.

Organisation and management	<ul style="list-style-type: none"> We have appointed a new Communications Coordinator in the School who is tasked with investigating effective student-facing communication which she will then implement. Your participation with both student reps and in the Student-Staff Forum has led to tangible improvements in the smooth running of the School, although this seems to be less evident at a postgraduate level. 	<ul style="list-style-type: none"> We will make use of social media channels and develop a student-driven newsletter (digest) throughout the year. 	<ul style="list-style-type: none"> Communications Coordinator during 2016-17.
		<ul style="list-style-type: none"> Where possible, we will ask for your involvement in the running of the School and, in particular, we value your contribution to TES. 	<ul style="list-style-type: none"> DSE and TES coordinator ongoing.
		<ul style="list-style-type: none"> We will look for more effective ways to involve you by trialling a separate Student-Staff Forum for taught postgraduate students. 	<ul style="list-style-type: none"> TPG Programme Leaders during 201-17.
Learning resources	<ul style="list-style-type: none"> We have continued to invest in both building refurbishment and equipment purchase. You seem to have recognised this and, according to the survey data, are broadly happy with learning resources. 	<ul style="list-style-type: none"> You have identified the need (particularly for new students) to clearly identify what resources are available and how to access them. 	<ul style="list-style-type: none"> School Manager ongoing.
Personal development	<ul style="list-style-type: none"> We have just appointed a new Senior Education Support Officer who will focus on promoting and coordinating employability within the School and beyond. In March, we held our first employability day. In addition, drop-in surgeries were organised in the School that were facilitated by the Careers Service. Within courses, we have continued with our successful visiting speaker programme. We have continued to increase the uptake of year-in-industry (now at two thirds of all our undergraduates). Our most recent employability statistics (Destinations of Leavers of Higher Education survey 2014-15) indicate that over 73% of students obtain graduate-level employment and over 90% of graduates secure employment or further study. 	<ul style="list-style-type: none"> We will continue to develop and promote employability events within the School. 	<ul style="list-style-type: none"> Employability SESO ongoing.
		<ul style="list-style-type: none"> An additional event will be created, focusing on masters students. 	<ul style="list-style-type: none"> Employability SESO May 2017.
		<ul style="list-style-type: none"> Your tutors will help you identify where personal development is taking place within your course and where you have gained skills which contribute towards your future employability. 	<ul style="list-style-type: none"> Teaching Staff ongoing.