

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

**Faculty of Arts, Humanities and Cultures
School of Performance and Cultural Industries**

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	90	90	83	88	82	87	89	87	90	85	89	86	77	85	84	85
Teaching	91	91	94	92	92	90	82	87	90	86	92	85	90	86	87	85	89	86
Assessment & feedback	87	73	81	74	84	71	72	63	79	63	70	62	85	73	85	71	85	81
Academic support	87	84	92	85	87	82	73	75	81	74	79	73	90	84	90	82	86	82
Organisation & management	88	85	92	85	87	85	82	78	92	76	88	75	84	82	78	82	77	81
Learning resources	92	91	92	92	94	91	83	84	90	84	86	83	87	87	82	87	89	85
Personal development	89	85	92	85	89	82	73	73	83	72	80	72	82	77	63	76	78	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>Improvements in the Assessment and Feedback category make us a sector-leading School.</i>
Main actions for 2016-17	<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>We will communicate effectively and in a timely way, enriching your learning experience at module, course and School levels.</i> <i>We will enhance choice at all levels through an on-going process of course development.</i> <i>We will continue to invest in your personal development and build your employability.</i>

<p>Good practice examples from 2015-16</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. <i>Our new undergraduate curriculum was commended as excellent by our External Examiner in the University's Student Academic Experience Review team.</i> 2. <i>Full and effective use of the Grademark tool for Assessment and Feedback has helped us provide detailed, accessible and prompt feedback which has proved useful for students' further academic development.</i> 3. <i>The development of our 'The Next Stage' programme of events supports employability embedded in the curriculum across all levels.</i>
<p>Summary of student involvement in the production of this Action Plan</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 2016-17

School:

Faculty:

Aspect	Progress with 2015-2016 actions and indication of impact	Agreed Issues/Actions for 2016-2017	Responsibility/Expected completion date
<p>Overall satisfaction</p>	<p>We have an Overall Satisfaction rate of 87% in the NSS, with the Theatre & Performance course achieving 89%. Programme Surveys yielded varying results, but at the top end our large CCE cohort registered a Faculty-leading 96% Overall Satisfaction rate. We have taken care to deepen our understanding of your perceptions and overall programme experience. This has been successful in some areas, slightly less so in others – and work continues in order to address these mixed results. Our strategy to raise your awareness of your employability potential has had significant impact.</p>	<p>We will further develop the support strategies that have been successful. We will strive to improve clarity of communication at Level 1 and in some areas of post-graduate study. These will be two key areas of focus in our communication strategy.</p> <p>Actions: Programme Leader and Student Education Service (SES) team will work together to develop Induction+, a support programme which enables students to fully understand and meet the challenges involved in the transition from FE to HE. A similar programme will be developed at post-graduate level.</p> <p>Programme Leader will develop a bespoke Action Plan for MA Writing for Performance and Publication (WPP), which will address issues around communication and Assessment & Feedback.</p> <p>The academic and SES teams will maintain communications with our post-graduate students through the Student Staff Forum and School Representative for Taught Postgraduates.</p>	<p>Responsibility: Programme leaders SES, personal tutors, PGT Tutor.</p> <p>Completion Date: Induction+ and MA WPP Action Plan have been implemented with immediate effect, as have drop-in sessions. Overall communication strategy, including focus on Personal Tutorial support, will be continuous throughout the year. PGT Induction+ will be developed throughout Semester 2.</p>

		The DSE and Head of School (HoS) will develop a deeper understanding of your student experience through drop-in sessions and advertised office hours. There will also be a renewed focus on Personal Tutorial support.	
Teaching	Your satisfaction with our teaching is at 91% (NSS), which compares with the University level of attainment. Your satisfaction at post-graduate level exceeds university averages by some margin. This reflects our investment of time and care in how you experience our teaching. Our aim to improve communication of study choices has been achieved to some extent through personal tutorials, programme emails, VLE announcements for Discovery Theme pages and year-end meetings. But there is still more work to do – as our slight dip in NSS percentage suggests. Your postgraduate surveys indicate you are highly satisfied with accessibility of tutorial support, and you awarded consistently high percentages for staff enthusiasm.	We will continue to build a clearer understanding of the links between your module, your course and your School experience. Actions: We will further develop the communication strategy. This will be achieved via your personal tutorials primarily, but also through scheduled drop-in sessions and our office hours. HoS and DSE will augment Staff Student Forum by addition meetings with the School Rep and the course reps. Actions from staff programme meetings will be communicated to you via School and course Reps.	Responsibility: HoS, DSE, personal tutors, programme leaders. Completion Date: A drive to promote drop-ins/office hours and weekly bulletins have been implemented with immediate effect. HoS and DSE have started additional meetings with School Rep and course reps. All aspects of communications strategy will be in place by end Semester 1, including enhanced or refined use VLE, email, social media and plasma screen platforms.
Assessment and feedback	At 87%, the School is ahead of the University average by a full 14%. Communication about moderation and double-marking processes has provided you with assurance about the fairness and consistency of our marking processes. We return feedback for written work via Grademark, which has addressed an issue surrounding promptness. We have streamlined our feedback, and we focus on 'Further Development' and guidance for improvement. 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. The School is joint 3 rd from the top in the University in this category (NSS).	You told us there was an issue with the promptness of feedback. We solved this problem and in so doing we have streamline methods of returning your feedback to you. We will continue to address any lingering perceptions around fairness that may still exist. Actions: DSE and Assessment Lead 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 clarity and/or fairness.	Responsibility: DSE, Assessment Lead and Module Leaders. Completion Date: End of Semester 1.
			Responsibility: SES, personal tutors, module tutors, Blended Learning Lead.

Academic support	While the School is 3% above the University average for Academic Support (NSS), as well as maintaining last year's 90% satisfaction at post-graduate level, we are aware our NSS return is lower than last year. Consequently, we have placed Academic Support at the heart of our communication strategy. Building on effective measures from last year, we are also re-structuring induction process in order to support transitional processes.	Actions: Induction+ (see above) has been implemented with immediate effect. The Blended Learning Lead has co-ordinated School participation in the pilot for in the supernumerary Module, Learning in the Digital Age. This has now replaced Flying Start. Tutors will focus on maintaining high levels of support through your personal tutorials.	Completion Date: On-going - end of Semester 2.
Organisation and management	This year has proved challenging in some respects: we taught out three out-going undergraduate courses and introduced your new undergraduate curriculum. While post-graduate surveys reflect a rise in your satisfaction rate, the NSS has, by contrast, seen a slight dip. Provision is much less complex in 2016-17, however; and improvements in student experience at UG level already seem marked. We aim to continue close co-operation between your DSE and your SESM and the SES team. They will meet weekly and communicate 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 available for learning and teaching. Similarly, we have created closer collaboration between the DSE and School course reps through the Student Staff Forum. Furthermore, the DSE and HoS actively support your PCI Soc in promoting inter-level communication.	Building on a significant increase of satisfaction in the post-graduate survey results (78% to 84%), we will work to address any issues around communication with you at UG level. Actions: Programme Leaders and tutors will 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.	Responsibility: SESM, personal tutors, module tutors. Completion Date: With immediate effect. In place during Semester 1.
Learning resources	In accordance with last year's action point, the DSE and programme leaders have worked closely with SESM and stage@leeds to communicate information about room-booking. While the NSS percentage result has remained stable at a favourable 92%, programme surveys at PGT have risen significantly – from 82 to 87%. This is in part due to our commitment to blended learning and	We have made significant progress at PGT level, and as we have far greater numbers of PGT students this year our main aim is to continue communication around room provision as a priority. Actions: Programme Leaders and Module Leaders to continue working closely with	Responsibility: Programme Leaders, SESM, stage@leeds manager. Completion Date: In place by the end of semester 1.

	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.	stage@leeds to ensure you are fully aware of where and how to access room booking facilities. Further use of VLE announcements and SES updates to keep you informed of digital and online sources.	
Personal development	Your Employability events are now part of a coherent programme titled The Next Stage. Your School Rep and course reps help promote this series of seminars, talks and workshops. They are also involved with Dream & Achieve, the day-long event that is the centrepiece of The Next Stage. It is part of an on-going strategy to develop your personal development at all levels of study. Post-graduate students are more engaged with these events, a fact that is highlighted – we are delighted to note – by a leap from 63 to 82 at PGT survey.	Employability will remain a central aspect of the School's Action Plan, building on the success of The Next Stage Actions: The DSE and SES team are looking to further involve students in the development and delivery of The Next Stage. 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.	Responsibility: DSE, ESO (Ext Coms& Mkt), SES. Completion Date: Completed.