

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2017-18

FACULTY OF ARTS, HUMANITIES AND CULTURES

EXECUTIVE SUMMARY								
Aspect	Undergraduate Programme Experience Survey				National Student Survey		Postgraduate Programme Experience Survey	
	2017-18				2017-18		2017-18	
	School		University		School	University	School	University
	Year 1	Year 2	Year 1	Year 2				
Overall Satisfaction	89%	76%	89%	86%	76%	89%	85%	88%
The teaching on my course	86%	78%	84%	84%	79%	89%	86%	85%
Learning opportunities	80%	80%	79%	80%	84%	84%	88%	86%
Assessment and feedback	75%	58%	72%	65%	75%	75%	80%	79%
Academic support	80%	71%	78%	77%	74%	82%	87%	85%
Organisation and management	87%	74%	80%	78%	77%	82%	81%	82%
Learning resources	84%	84%	86%	86%	87%	91%	91%	90%
Learning community	72%	62%	76%	75%	74%	79%	84%	83%
Student voice	67%	60%	67%	68%	67%	75%	73%	77%

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 2016-17	Two-thirds of our undergraduates take up a placement year, resulting in sector-leading graduate prospects (DLHE 2015/16 reports a five-point rise in Graduate Prospects to 74.1% which is top of the Russell Group for Design)
Key strategic actions for 2017-18	<ol style="list-style-type: none"> 1. improve the quality of feedback – ensuring consistency across the School 2. review the nature of assessment – including both the amount and clarity of assessment criteria 3. establish a School-wide student community – in conjunction with student reps
Evaluation of main actions from 2016-17	<ol style="list-style-type: none"> 1. explain the purpose and value of assessment – induction content and exercise re-enforced by programme leaders 2. demonstrate the links between modules and research – Research Methods 1 includes programme-specific delivery 3. provide extra support for returning placement students – programme-level meetings and additional dissertation preparation lecture for returning students
Good practice examples from 2016-17	<p><i>Innovative practice and developments, of wider interest across the University</i></p> <ol style="list-style-type: none"> 1. 2. 3.

Aspect	Progress with 2016-2017 actions and indication of impact	Agreed Issues/Actions for 2017-2018 (from where did the action arise, i.e. NSS, module evaluation, programme review?)	Responsibility / Expected completion date
Overall satisfaction	<ul style="list-style-type: none"> ▪ TES participation somewhat stalled during 2016-17, however aspects of good practice were disseminated through staff away days. ▪ Discussions about shared teaching across TPG modules have begun, initially focussing on research methods provision. We have already introduced in-session English language provision and have combined some induction sessions. 	<ul style="list-style-type: none"> ▪ New TES coordinator to be appointed, staff needs surveyed and periodic sessions organised. 	Head of School / TES Coordinator
		<ul style="list-style-type: none"> ▪ PGPES highlights non-uniformity of experience across our masters programmes. We will continue to look for further opportunities to share elements of programme delivery and good practice in teaching between programmes. 	TPG Tutor
The Teaching on my Course	<ul style="list-style-type: none"> ▪ The impact of lecture capture has continued to be monitored. While it seems to have a positive take-up prior to assessment, there is no strong evidence to suggest an adverse attendance on class attendance. ▪ A new UG module, Design Management and Trends, was introduced and has proven to be very popular. It has been chosen by more than half of second-years and has received positive student feedback. ▪ Support and encourage take-up of blended learning: lecture capture has been taken up by the majority of large School-wide modules (with the option of individual opt-out by academic staff). ▪ Within programme induction meetings and School-wide research methods modules, we have begun explaining how research is embedded in the curriculum and mapped connections between modules (priority action). 	<ul style="list-style-type: none"> ▪ NSS has suggested that your main area of concern is around staff not making the subject interesting. We will reflect on the use of blended learning and consider varying modes of teaching and assessment. 	All Teaching Staff
		<ul style="list-style-type: none"> ▪ Longer term plans to move more credits into programmes are being considered which should help highlight the relevancy of research to your discipline. 	Programme Leaders
Learning opportunities	(new category – no previous actions)	<ul style="list-style-type: none"> ▪ New level-two modules will be proposed and developed in order to increase choice and to satisfy the increased demand for School-based options. 	All Teaching Staff

Assessment and feedback	<ul style="list-style-type: none"> ▪ New material has been introduced into the UG induction programme to explain how and why we assess your work (priority action). ▪ Unified module handbooks have highlighted assessment requirements and signpost where to find information on how work is assessed. 	<ul style="list-style-type: none"> ▪ Assessment and feedback continues to be an area for improvement in surveys. Examples of feedback and findings from pedagogic research will be discussed with teaching staff during an away day. 	DSE
		<ul style="list-style-type: none"> ▪ We will investigate innovative methods for enhancing the quality your feedback via the Teaching Enhancement Scheme. Your involvement will be essential to its effectiveness. 	Assessment Lead
		<ul style="list-style-type: none"> ▪ A template for coursework assignments will be developed for module leaders to ensure assessment criteria and expectations are easily accessible to you. 	SESM / DSE
		<ul style="list-style-type: none"> ▪ Feedback across modules in the School will be sampled to identify areas for improvement. 	DSE
Academic support	<ul style="list-style-type: none"> ▪ New material has been added to our induction programme covering the difference between school and university education, including our expectations and how you are supported. ▪ Additional induction material for students from industry which recognise that skills and knowledge may need refreshing. In particular, this has focused on the final-year dissertation and programme-level meetings. ▪ Personal tutors have continued to be reminded of the importance of meetings, however technical problems with LeedsforLife have prevented the recording of meetings from being actively monitored. ▪ We have trialled holding back options for new students until they arrive, however some confusion arose due to conflicting advice issued by the University centrally. We held back final-year options in order to provide fair access to popular modules by students out in industry. This seems to have been particularly well received. 	<ul style="list-style-type: none"> ▪ We will continue to hold back options and facilitate drop-in sessions for first-year module choice, reflecting and revising advice. Later levels will be supported through programme teams and personal tutors. 	SESM / DSE
		<ul style="list-style-type: none"> ▪ We will ensure technical difficulties are resolved and resume active monitoring of personal tutorials. 	DSE
		<ul style="list-style-type: none"> ▪ We will adopt the University's refreshed model of personal tutoring when it becomes available. 	All Teaching Staff

Organisation and management	<ul style="list-style-type: none"> ▪ We have begun making use of social media channels and used e-mail for academic communications in order to minimise traffic. ▪ Responding to demand, we split the existing Student-Staff Forum into separate UG and TPG; however, it was found that TPG meetings were poorly attended and ultimately hindered the goal of establishing a School-wide student community. 	<ul style="list-style-type: none"> ▪ We have identified a reliance on a single person for timetabling as a risk and will ask our Faculty to provide greater resilience. 	FESM
Learning resources	<ul style="list-style-type: none"> ▪ The need (particularly for new students) to clearly identify what resources are available and how to access them has been addressed through guidance provided on Minerva and through on-demand training for specialised equipment. According to the most recent surveys (NSS 87%, UGPS 80% and PGTPS 91%), you are broadly satisfied with the provision of learning resources. 	<ul style="list-style-type: none"> ▪ The School will continue to invest in its learning resources and teaching space, taking input from students via your reps. 	Head of School / School Manager
Learning Community	(new category – no previous actions)	<ul style="list-style-type: none"> ▪ We will try to better understand your concerns via reps in this new category. 	Student Reps
		<ul style="list-style-type: none"> ▪ TPG students will be invited to the School's research colloquia. Further opportunities for establishing events with PGR students will be sought. 	PGR Tutor
Student voice	(new category – no previous actions)	<ul style="list-style-type: none"> ▪ This year we will introduce a pre-meeting for student reps in which concerns may be anonymously voiced separately without academic staff being present. ▪ A communications strategy of "you said, we did" will be established to better feedback the outcome from meetings. 	SESM

<p>Personal Development</p>	<ul style="list-style-type: none"> ▪ Take-up of the year-in-industry option has reached approximately two-thirds of all our undergraduates. The valuable experience gained is reflected in their enhanced employability (as evidenced by DLHE) and academic outcomes. ▪ The majority of programmes include visiting speakers and many also offer an opportunity to work on industrial briefs. ▪ A School-wide creative careers day was delivered at the beginning of March. This included panels of external industry speakers talking about their experience and answering questions. Disappointingly, few students attended the event. ▪ A Faculty-led intervention to identify and support finalists with limited or no experience or career plans was trialled towards the end of the academic year. Of the limited numbers that chose to engage with this initiative, there was very positive feedback. 	<ul style="list-style-type: none"> ▪ We will continue to encourage and support students, where practicable, to gain work experience particularly through year in industry. ▪ In consultation with student reps, we will reformulate our School-wide personal development event both in terms of its timing and its content. 	<p>SESO Employability / DSE</p>
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