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

FACULTY OF ARTS, HUMANITIES AND CULTURES

School: Fine Art, History of Art and Cultural Studies

executive summary								
	Undergraduate Programme Experience Survey				*National Student Survey*		*Postgraduate Programme Experience Survey*	
	2017-18				**2017-18**		**2017-18**	
Aspect	**School**		**University**					
	Year 1	**Year 2**	**Year 1**	**Year 2**	**School**	**University**	**School**	**University**
Overall Satisfaction	86%	84%	89%	86%	95%	89%	97%	88%
The teaching on my course	84%	88%	84%	84%	94%	89%	90%	85%
Learning opportunities	78%	89%	79%	80%	90%	84%	91%	86%
Assessment and feedback	71%	72%	72%	65%	81%	75%	81%	79%
Academic support	77%	87%	78%	77%	86%	82%	89%	85%
Organisation and management	68%	72%	80%	78%	80%	82%	90%	82%
Learning resources	77%	88%	86%	86%	90%	91%	90%	90%
Learning community	66%	75%	76%	75%	72%	79%	73%	83%
Student voice	56%	69%	67%	68%	78%	75%	76%	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	We have maintained our 95% student satisfaction record. Our consistency of provision is the best in sector in the Russell Group.
Key strategic actions for 2017-18	*List 3 actions – to be included on the posters to be produced for each School* *1.* Continue working toward greater transparency and understanding around student assessment and feedback. *2.* To develop enhanced mechanisms for listening to the 'student voice' EG: Town Hall meetings *3.* To embed and enhance skills and employability training across the School.
Evaluation of main actions from 2016-17	*Brief update on the 3 main actions identified from the previous session* *1.* Personal tutoring continues to be sporadic. More focus will be established at induction. *2.* Marking and assessment criteria are now included in all VLE and handbook areas. *3.* A new student leader programme has been developed.
Good practice examples from 2016-17	*Innovative practice and developments, of wider interest across the University* *1.* Professional practice and a new employability module have been developed. *2.* Our community building through newsletters has been supplemented by allowing Open Access in the school to all students. *3.* Rationalising programmes alongside the development of 'pathway' models.

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	The overall key indicators suggest a very good degree of happiness within the school. This is however mirrored by concerns over contact time, types of contact, particularly over TAs, and moderation.

Assessment, although becoming more transparent, remains a concern and we will continue with developing forms of assistance.

Access to the building and cohort building across the programme have been raised as issues. | We will actively look at those modules with high PGR TA numbers. We will look to moderation processes and their dissemination. We will work with PGR training to make sure that there is a consistency of provision.

We will continue to develop Assessment criteria and transparency across the school.

We continue to develop student facing activities and programmes of extracurricular activity. | DSE/PGRT/SES staff – all staff with TAs.

DSE/Dep.DSE/SES staff

SES Staff /School Reps/All Staff |
| **The Teaching on my Course** | Developing programme pathways has seen the development of programmes to more clearly reflect the potential interests of incoming students | Concerns about contact hours are made clear in student forum and module evaluation. We will look to enhance teaching practice and programme development to better reflect these concerns.

We will look to use digital processes (VLE and Lecture capture) more clearly and in addition to standard teaching forms. | DSE/Digital learning leader/ All staff. |
| **Learning opportunities** | School trips and visits have developed. We still look for greater availability of staff members.

Appointment of technical staff. | Developing greater clarity and use of VLE and lecture capture.

Reshaping of professional development –embedding this into teaching.

Open access to FA Building and extension of resource facility (Mac suites, darkrooms etc.) to all students. | HoS/DSE/Dep DSE/ |
| **Assessment and feedback** | We have embedded criteria in all module handbooks and published to the VLE.

We developed staggered forms and times of assessment. | We continue to look at assessment and prioritise this as a discussion in student forums.

We will continue to explore, describe and innovate in regard to the relationship between feedback and | DSE/ Programme Leaders/All Staff |

		assessment. We look to develop programmes that combine a balance of both in truly original fashion.	
Academic support	We continue to develop programmes of support for academic learning.	We will increasingly embed academic support into learning programmes. Study skills will become a regular part of the learning experience.	DSE/Programme Leads
Organisation and management	We have developed the student facing aspects of school administration. We now timetable to the building and are looking to use of text and other digital mechanisms of dissemination.	We continue to develop the VLE area. We are proactively timetabling. Induction will be continually developed with more emphasis on personal need. Fine Art have dedicated inductions and continual refresher sessions.	SES/DSE/Programme Leaders/All Staff
Learning resources		We continue to respond to equipment and resource demand, where we can. Increasing use of Lecture Capture. Where possible we will continue to develop and explore external partners and their resources.	*HoS/School Manager*
Learning Community	We have proactively listened to feedback on learning community. We are looking across all programmes to actively develop a 'one school' model.	We now provide open access to all students We work with the Collaborative arts society on a number of learning events, including 'one off' lectures and film screenings.	*Student Leaders/DSE/SES*
Student voice	We are acutely aware that this is an area in which improvements can be delivered. We look to develop our listening and hearing in relation to both cohort and individuals.	We now have a dedicated student representative and leadership scheme. We are actively exploring digital interaction and social media We are arranging student events as both social and instructive.	HoS/DSE/Dep DSE/Programme Leaders/SES
additional headings can be added as appropriate, i.e inclusive learning and teaching practice, personal development, Leeds Curriculum			