

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

**FACULTY OF ARTS, HUMANITIES & CULTURES  
SCHOOL OF PERFORMANCE & CULTURAL INDUSTRIES**

EXECUTIVE SUMMARY								
Aspect	Undergraduate Programme Experience Survey				National Student Survey		Postgraduate Programme Experience Survey	
	2016-17				2016-17		2016-17	
	School		University		School	University	School	University
	Year 1	Year 2	Year 1	Year 2				
<b>Overall Satisfaction</b>	86%	68%	89%	86%	82%	89%	80%	88%
The teaching on my course	84%	74%	84%	84%	86%	89%	82%	85%
Learning opportunities	83%	80%	79%	80%	87%	84%	78%	86%
Assessment and feedback	<u>82%</u>	56%	72%	65%	77%	75%	79%	79%
Academic support	82%	70%	78%	77%	85%	82%	81%	85%
Organisation and management	<u>91%</u>	72%	80%	78%	81%	82%	77%	82%
Learning resources	89%	92%	86%	86%	91%	91%	83%	90%
Learning community	84%	76%	76%	75%	88%	79%	70%	83%
Student voice	69%	59%	67%	68%	73%	75%	72%	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)

<b>Headline achievement from 2016-17</b>	<i>We have extended student choice across the all areas of the School, allowing you to personalise your programme experience better, gain more control over your learning, and prepare more confidently for future employment or continuing study.</i>
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<p><b>Key strategic actions for 2017-18</b></p>	<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"> <li><i>1. We will listen closely to the student voice and take real action in response to your feedback, doing so transparently and in continuing collaboration with you.</i></li> <li><i>2. We will continue to enhance our assessment and feedback processes, experimenting with new approaches to give you prompt and useful feedback that allows you to develop your academic and creative work.</i></li> <li><i>3. We will enrich your programme experience through continuing programmes of events focusing on employability and your future ambitions, making best use of the School’s connections across the creative industries.</i></li> </ol>
<p><b>Evaluation of main actions from 2016-17</b></p>	<p><i>Brief update on the 3 main actions identified from the previous session</i></p> <ol style="list-style-type: none"> <li><i>1. We will communicate effectively and in a timely way, enriching your learning experience at module, course and School levels.</i></li> </ol> <p>Academic and Student Education Service (SES) staff worked together to develop Induction+, a support programme that enables undergraduate students to fully understand and meet the challenges involved in the transition to Higher education; this has now been incorporated into a new module Studying Theatre &amp; Performance. The Induction programme for taught postgraduate students was similarly revised to provide a more comprehensive introduction to life at Leeds and within PCI, starting earlier and and better timetabled to allow more student-focused activities across the Induction period and into the initial weeks of teaching.</p> <p>Communications with students continue to be vigorously pursued through the Student Staff Forum, School Representatives and student representatives. We have grown the size of the Student Staff Forum by increasing the number of representatives per year group so that we can broaden the conversations about the student experience; we have also created more opportunities for student representatives to consult with their peers, for example in the development of the attendance policy for 2017/18.</p> <ol style="list-style-type: none"> <li><i>2. We will enhance choice at all levels through an on-going process of course development.</i></li> </ol> <p>We completed two rounds of Curriculum Development meetings for the undergraduate programme, and a number of proposals were approved for the 2017/18 session. The general focus of the team remains on how we might better support large and diverse cohorts with varied learning styles and entry qualifications. New module options were offered at Levels 1, 2 and 3 including the extension of the Induction+ programme into a new 5-credit module Studying Theatre &amp; Performance; the integration of the cross-Faculty Studying in a Digital Age module into the core programme; Performance Design &amp; Space; Contemporary Theatre Makers;</p>

	<p>Politics, Identity &amp; Performance. A new programme proposal was also approved for a BA Theatre &amp; Performance with Enterprise in collaboration with the Business School. <b>[PGT programmes &amp; modules to be added]</b></p> <p><i>3. We will continue to invest in your personal development and build your employability.</i></p> <p>Employability events for both undergraduates and postgraduates continued as part of a coherent programme entitled <i>The Next Stage</i>, with School Representative and course representatives helping to promote this series of seminars, talks and workshops. They have also been involved with planning <i>Dream &amp; Achieve</i>, 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. The PCI website, email and school fora such as Student Staff Forum were used to communicate with and advise students about such personal development and employability opportunities.</p>
<p><b>Good practice examples from 2016-17</b></p>	<p><i>Innovative practice and developments, of wider interest across the University</i></p> <p><i>1. We chose to develop our Attendance policy for 2017/18 in collaboration with the School Representative and student representatives, polling their year groups, as a means of improving student engagement across the broad range of the School's activities and building a shared School-wide ethos.</i></p> <p><i>2. We incorporated the extended Induction+ programme into a new 5-credit module on Studying Theatre &amp; Performance that, together with the cross-Faculty 5-credit module Studying in a Digital Age gives better attention to managing the transition into higher education and the different patterns of learning required in a fast-changing world.</i></p> <p><b><i>3. Innovations in delivery of growing taught postgraduate programmes (to be added)</i></b></p>

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
<b>Overall satisfaction</b>	<p>The Director of Student Education (DSE), Programme Leader and Student Education Service (SES) team worked together to develop the Induction+ into a new module that enables students to fully understand and meet the challenges involved in the transition into HE education. A similar programme was adapted at post-graduate level.</p> <p>DSE and Programme Leader developed a bespoke Action Plan for MA Writing for Performance and Publication (WPP), to address issues around communication and Assessment &amp; Feedback.</p> <p>The DSE and SES team maintained communications with our post-graduate students through the Student Staff Forum and School Representative for Taught Postgraduates.</p>		
<b>The Teaching on my Course</b>	<p>We continued to build a clearer understanding of the links between your module, your course and your School experience. We developed the School's communication strategy via your personal tutorials primarily, but also through scheduled drop-in sessions and our office hours. HoS and DSE augmented Staff Student Forum by additional meetings with the School Rep and the course reps. Actions from staff programme meetings were communicated to you via School and course Reps.</p>	<p><b>SSF 14/02/18</b> – Further information to be provided on nature of PGT Independent Project modules and contact time compared with regular taught modules before module choices are made.</p>	<p>PGT Programme Leaders Semester 2 2018 onwards</p>
<b>Learning opportunities</b>	<p>[new topic for 2017/18]</p>	<p>Develop new Dream &amp; Achieve for 2018 event focusing on employability.</p> <p>Extend Dream &amp; Achieve programme into 2018/19, making more of the networking elements.</p>	<p>DoSE/SES Semester 2 2018</p> <p>Start of 2018/19 session</p>

<b>Assessment and feedback</b>	The DSE and Assessment Lead continued to work with our academic staff to develop the clarity of your feedback. The DSE monitored issues on a module-by-module basis, and dealt with these with clarity and/or fairness.	<p><b>SSF 14/02/18</b> – More consistent information about feedback deadlines needed across VLE and module documentation.</p> <p><b>SSF 14/02/18</b> – Develop more consistent practices across the School for annotation and feedback on essays.</p>	<p>Semester 2 2018 and for 2018/19 session.</p> <p>Assessment Lead 2018/19</p>
<b>Academic support</b>	Induction+ (see above) has been extended into a new module (see above). The Blended Learning Lead has co-ordinated School participation in the pilot for in the supernumerary Module, Studying in a Digital Age and this has now been incorporated into the core of the undergraduate programme. The DSE focused on maintaining high levels of support through your personal tutorials.	<b>SSF 14/02/18</b> – Develop postgraduate reading group and related support further.	PGT Programme Leaders 2018/19
<b>Organisation and management</b>	The DSE worked with the programme Leaders and your School Rep to communicate with you via drop-ins and office hours. At module level we did this via email and VLE announcements. We supported School social activities via your PCI Soc and worked closely with stage@leeds to facilitate your inter-level communication.		
<b>Learning resources</b>	Programme Leaders and Module Leaders continued to work closely with stage@leeds to ensure you are fully aware of where and how to access room booking facilities. We improved the use of VLE announcements and SES updates to keep you informed of digital and online sources.		
<b>Learning Community</b>	[new topic for 2017/18]	<b>SSF 14/02/18</b> – Open Professional Perspectives events with visiting lecturers to include undergraduates as well as postgraduates – via Cultural Institute?	Leila Jancovich, start of 2018/19
<b>Student voice</b>	[new topic for 2017/18]		

<b><i>additional headings can be added as appropriate, i.e inclusive learning and teaching practice, personal development, Leeds Curriculum</i></b>			
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