

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2010-11

School: Music

Faculty: Performance, Visual Arts and Communications

EXECUTIVE SUMMARY																		
Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate Programme Experience Survey					
	2010-11		2009-10		2008-09		2010-11		2009-10		2008-09		2010-11		2009-10		2008-09	
	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	78	86	79	82	88	84	89	83	89	84	83	82	57	82	80	78	75	80
Teaching	86	88	85	85	92	86	89	83	89	83	84	82	76	84	90	81	96	81
Assessment & feedback	63	65	66	61	70	61	58	56	57	57	55	54	54	68	74	63	58	62
Academic support	82	77	78	74	86	75	80	68	77	68	73	66	71	79	80	76	88	76
Organisation & management	84	82	82	79	87	79	79	83	79	73	78	70	55	77	77	73	67	75
Learning resources	88	87	88	85	89	86	84	77	79	76	81	77	86	82	87	81	79	82
Personal development	78	78	76	76	74	78	70	65	62	63	65	62	79	70	63	68	66	67

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)

Impact of 2009-10 actions	<ul style="list-style-type: none"> We introduced new assessment criteria and feedback forms, which have led to greater consistency of feedback, but there is still more to do. The Year in Industry got off to an excellent start, with five students having had very successful placements in a variety of Music organisations. We have a strong commitment to LeedsforLife; our Personal Development scores have improved. We ran a “module choice” advice session for level 1 students, to help them choose modules, this was well-received by students. You find the quality of our teaching to be excellent, and your tutors extremely knowledgeable and passionate about what they do.
Achievements in 2010-11	<ul style="list-style-type: none"> We’ve increased and varied the way we seek feedback, using mid-semester comments and the box at reception to gather views. Many of you have commented on the dedication and passion of staff in the School of Music, and our NSS score in this category has improved. We extended the April/May module choice meeting to second year students after it was well-received by level 1 students. Careers opportunities were timetabled; this and a Facebook group improved attendance at events.
Main actions for 2011-12	<ul style="list-style-type: none"> We still have work to do on assessment and feedback. Our focus will be on providing consistent, informative and, above all, prompt feedback this year. TPG results are disappointing, and we need more feedback. We’ll attempt to clarify how and where you can seek help when you need it, and to make this more consistent over the School. We have two new support staff in the School, and we’ll improve reception cover and student support. We have new 11 “student interns” to assist with careers, induction, admissions, helpdesk, AV/IT, editing, etc. We’ll strive to make the VLE more useful and consistent. We’ll focus on your development through careers events, our new careers interns, highlighting employability skills on the VLE and in personal tutorials through LeedsforLife.

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2010-11

School: Music

Faculty: PVAC

Aspect	Progress with actions in response to 2009-10 feedback and indication of impact	Issues raised in 2010-11 feedback	Planned response in 2011-12
Overall satisfaction	In partnership with the Student:Staff Forum, we did some major student consultation with mid-year evaluation across in most classes, personal tutorials for finalists, and a new comments box at reception.	<p>Programme experience surveys are very positive, with improvements in many areas. →</p> <p>We conducted a “feedback survey” at the start of the year to find out what the key issues were for you. →</p>	<p>We’ll look at areas in which we can improve, such as feedback, assessment, personal development, organisation and management.</p> <p>Promptness of feedback will be the focus of our attention this year. We’d also like to know how to encourage students to be more pro-active in collecting their feedback when it’s available.</p>
Teaching	<p>We started working with you on your dissertations at the end of your second year, just after your May work submission.</p> <p>Some of you disliked instrumental and vocal lessons off campus, so we encouraged teachers to teach on campus from semester 2 last year.</p> <p>You felt too many pieces were required in third-year composition; this has been revised.</p> <p>You requested more masterclasses; In 2010/11 several Erasmus colleagues contributed to performance classes at level 2 and 3 and gave free concerts and classes.</p> <p>You wanted more popular styles in the Performance syllabus; We now allow grade 8 merit pre-requisites from a variety of exam boards. You requested more staff contributing to performance classes.</p> <p>The Sciences of Music lecture has been reduced to one hour from 11/12 following feedback.</p>	<p>You felt that all dissertation classes weren’t relevant to all students. →</p> <p>Instrumental/vocal teachers are normally expected to teach on campus, from September 11/12. →</p> <p>→</p> <p>First-year students would like more performance opportunities. →</p> <p>Though a classically-based syllabus remains, you have freedom to choose quite a lot of your repertoire, which you value. →</p> <p>Some finalists appear to be concerned about contact hours. →</p>	<p>We have made some classes optional this year.</p> <p>We do aim to be flexible, however, and let students use their lesson allowance to study off-campus with alternative teachers if they wish .</p> <p>Composition students now have the option of doing a double submission to reduce the total number of pieces.</p> <p>We plan to introduce some class opportunities for first-year students this year.</p> <p>Students are welcome to play in different genres, and to work with alternative instrumental teachers We’ll have more staff involved in performance, this year, both for teaching and assessment.</p> <p>We hope to address student concerns in this area by articulating what it is that students can expect in each final-year module.</p>

<p>Assessment and feedback</p>	<p>You disliked the assessment bottlenecks, so we extended some deadlines last year. You may now submit work early by arrangement.</p> <p>Though you valued the variety of ensemble opportunities, you had some concerns about Performance assessment.</p> <p>More time was provided between MiC posters & essays in Semester 2.</p>	<p style="text-align: center;">→</p> <p>Though many of you commented positively on ensemble modules, and we are again able to offer two Popular/World Music options, there have been some negative comments about assessment. →</p> <p>Promptness of feedback is a recurring theme in the electronic surveys and also in our "feedback survey" that was conducted in intro week. →</p>	<p>We are trialling some staggered deadlines and trialling electronic-only submissions in response to your feedback.</p> <p>We plan to offer feedback midway through all Project ensembles, and will consider your comments in future planning. More staff will be involved in Performance assessment this year.</p> <p>We are planning to continue to refine our feedback forms to make them more useful, make a schedule of feedback return, and stick to it. If we cannot, for any reason, we'll write to you and tell you why, and when you can expect it.</p>
<p>Academic support</p>	<p>The module choice meeting for first year students was positively received, and the meeting was extended to level 2 students in 10-11.</p> <p>JH and MME students did not always feel part of the Music community; our first School Rep in 10/11 was a joint honours student.</p>	<p>We have received positive comments on the availability of extra support from staff when students ask for it. →</p> <p>We have retained some tutorial support in Music, following the changes in parenting arrangements for JH students. →</p> <p>Some of you say you find attendance monitoring intrusive and unnecessary. →</p>	<p>We are intending to make mechanisms for seeking academic support clearer to students, so that they know where and how to find help when they need it.</p> <p>We will continue to encourage JH students to contribute to the Music Student:Staff Forum.</p> <p>Good attendance is a key feature of successful performance; identifying absent students helps us to improve their chances of success.</p>
<p>Organisation and management</p>	<p>Some students were worried about Music Technology; modules have been reorganised.</p> <p>We now offer priority practice room booking for pianists and pg students.</p>	<p style="text-align: center;">→</p>	<p>Modules have been revamped, with location recording, studio recording, sound design, and more online tutorials and other resources.</p> <p>We have appointed 11 student interns to help with key areas and events in the School.</p>
<p>Learning resources</p>	<p>You sometimes found it hard to get key texts; through Student:Staff Forum students were advised about requesting popular texts so that they can be put on high-demand section, or more copies acquired.</p>	<p style="text-align: center;">→</p> <p>You can't always find the information you need easily on the VLE. →</p> <p>You requested WiFi access in the basement and improvements to the computer clusters .</p> <p>Percussion room problems were raised . →</p>	<p>Our subject librarian regularly attends School meetings, and we'll continue to try to respond proactively to your feedback.</p> <p>We intend to review our VLE pages to ensure that they are easy to use; we may ask for help from the Student:Staff Forum for this.</p> <p>We now have new computers in the School clusters, and WiFi access in the basement.</p> <p>A new security system has been put in place.</p>

	Helpdesk provision was reviewed.	→	We now have a student intern to assist with the helpdesk, as well as AV and IT.
Personal development	<p>You told us in Student:Staff Forum that careers events need to be better advertised; a group was formed to consider programming and advertising Careers events now appear on students' timetables.</p> <p>We've used the VLE and other resources to promote Personal Development opportunities and the Year in Industry; this year there are 10 students on placements, following very positive feedback from students on the programme.</p> <p>We planned to include more employability in modules e.g. the new 'Music into Schools' module, which was very popular; all the places were allocated.</p>	Third years would like to discuss Careers options more specifically in their personal tutorials. →	<p>The VLE will show more clearly which employability skills are being developed in each module. We now have 2 careers interns as well as drop-ins and a programme of events in Music.</p> <p>Personal tutors are encouraged to discuss career/skills links in tutorials, using the tools on the VLE.</p> <p>We'll continue to develop further links and opportunities, and are planning to introduce an "international variant" to the BA programme, which will allow BA students to study abroad in their third year.</p>
		TAUGHT POSTGRADUATE	
Aspect	Progress with actions in response to 2009-10 feedback and indication of Impact	Issues raised in 2010-11 feedback	Planned response in 2011-12
Overall satisfaction		Concerns were raised about specific issues; we address these below.	We'd like to gather more feedback if possible, as the return of feedback was low (27%).
Teaching	Changes to Musical Scholarship were discussed, to cope with the additional number of disciplines in the MMus.	→	The Semester 1 lectures are more generic, now incorporating sessions on 'writing about your research' and designing posters and handouts.
Assessment and feedback		You'd like feedback on your work more promptly. →	We are planning to rectify this in 2011/12.
Academic support	Personal tutoring arrangements for postgraduates were clarified.	Performers would like more advice about final recitals. →	Performance classes are now organised weekly, and a greater number of staff involved to provide a variety of feedback.
Organisation and management		If lectures were cancelled due to illness sometimes the arrangements weren't clear. →	We'll try to improve this situation this year.
Learning resources		Some part-time postgraduate students felt that they were disadvantaged because they weren't here at the beginning of the week to book rooms. →	Postgraduate students are given priority booking for practice rooms during the week before.
Personal development	You felt your time-management skills and independence developed.		There are plans to introduce an MA Music and Management programme.