

**ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2011-12**

**School:** Music

**Faculty:** Performance, Visual Arts and Culture

**EXECUTIVE SUMMARY**

Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate Programme Experience Survey					
	2011-12		2010-11		2009-10		2011-12		2010-11		2009-10		2011-12		2010-11		2009-10	
	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	88	87	78	86	79	82	96	85	89	83	89	84	100	84	57	82	80	78
Teaching	90	90	86	88	85	85	94	84	89	83	89	83	96	85	76	84	90	81
Assessment & feedback	71	69	63	65	66	61	74	61	58	56	57	57	78	69	54	68	74	63
Academic support	79	80	82	77	78	74	77	72	80	68	77	68	93	80	71	79	80	76
Organisation & management	82	83	84	82	82	79	81	74	79	83	79	73	88	80	55	77	77	73
Learning resources	86	88	88	87	88	85	87	78	84	77	79	76	100	83	86	82	87	81
Personal development	76	81	78	78	76	76	74	68	70	65	62	63	86	71	79	70	63	68

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>Impact of 2010-11 actions</b>	<ul style="list-style-type: none"> <li>We attempted to improve our feedback and assessment score by setting feedback deadlines; our score improved by 8 points in this area.</li> <li>Our Year in Industry student numbers have increased from 5 students in 2010-11 to 10 in 2011/12.</li> <li>Following successful level 1 module choice meetings, we extended these to level 2 students.</li> <li>We now have a full complement of support staff, and emails sent to <a href="mailto:music@leeds.ac.uk">music@leeds.ac.uk</a> can be swiftly answered.</li> </ul>
<b>Achievements in 2011-12</b>	<ul style="list-style-type: none"> <li>We're delighted to see that our overall satisfaction rating has gone up 10 points from last year on the NSS; results for BA/BMus are 96% for overall satisfaction. PES survey results for level 2 students put us at the top of the University for overall satisfaction at 97%, and our level 1 results have also increased to 94%. Our PGT results are at 100% satisfaction this year, top in the University.</li> <li>We launched our new programmes, including the BA International programme.</li> <li>We published office hours for academic staff, so students can drop in for extra help or advice with or without an appointment.</li> <li>With the help of SSF representatives, we sought to make our VLE provision clearer and more consistent.</li> <li>Our careers programme was enhanced, and attracted greater student numbers.</li> </ul>
<b>Main actions for 2012-13</b>	<ul style="list-style-type: none"> <li>Though our assessment and feedback score has improved significantly, we still need to improve further in this area; we intend to make our feedback return clearer and consistently prompt across the School for both undergraduates and taught postgraduates.</li> <li>Our student-staff ratio should improve in 2012-13, which means we'll be able to continue to improve our academic support.</li> <li>We'll continue to try to make our facilities as comfortable, secure, available, and easy to use as we can. All students have free access to our concert series from 2012-13.</li> <li>We need to place greater emphasis on personal development in academic and personal tutorials, as well as through our teaching.</li> <li>We plan to improve our advice about module choices by creating a "module map" and podcasts describing each module; this will facilitate student academic planning (particularly for those who are away from Leeds). We also intend to consider postgraduate programme revision.</li> </ul>

**ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2011-12**

**School:** Music

**Faculty:** PVAC

<b>Aspect</b>	<b>Progress with actions in response to 2010-11 feedback and indication of impact</b>	<b>Issues raised in 2011-12 feedback</b>	<b>Planned response in 2012-13</b>
<b>Overall satisfaction</b>	Our overall satisfaction score has improved significantly from 78 in 2010-11 to 88 in 2011-12. The PWM programme is no longer recruiting; the (continuing) BA/BMus programmes show improvements in all categories.	BA/BMus programmes in particular showed very pleasing improvements in the NSS survey with scores of 96% overall satisfaction. Our PES survey results for level 1 students show a 3% increase to 94%, and our level 2 results put us at the top of the University with 97% overall satisfaction. →  Online module evaluation questionnaires (piloted this year) had a poor return rate, though we did get some useful feedback on some modules. →	We need to continue to improve on assessment and feedback, academic support, and personal development; though our overall satisfaction scores are good, these questions show scores in the 70-80% range, which could be improved. Detailed responses and module reviews have helped us to tailor our actions (see below).  We'll continue to seek feedback by a variety of methods, and reassure students about anonymity of VLE online feedback .
<b>Teaching</b>	NSS scores have improved by four points: PES level 1 and 2 are at 89 and 98% respectively.  Dissertation preparation starts at the end of level 2 now, with meetings and statements of intent handed in before the summer holiday, and tutors allocated earlier in the process.  All students are offered instrumental/vocal lessons on campus now. Students may study off- campus if they wish, however. Level 1 performance students were offered classes in 11/12. Students (c. 20) without the grade 8 pre-requisite for L1 Performance were auditioned to allow them to be considered for the module; this will continue.  L3 Composition assessment has been streamlined.	Feedback on first-year performance classes was very positive. →  We have better student feedback on the dissertation module now that we have piloted online module evaluation questionnaires. →  There was a very positive response to offering two PWM projects in each year; the Gamelan project recruited well in 2011-12. →  Students sometimes request clarification about how they should spend their time on each module. →  Earlier access to the VLE would be welcomed by first-years, and earlier availability of reading lists was requested. →	These will become a regular feature of the level 1 module.  The dissertation coordinator and DSE will look closely at this feedback to discuss changes to this module.  We are running our first Band project in 2012-13, and have recruited a new Gamelan director so that we can continue to offer this activity.  All staff will provide detailed written guidance on how students will spend their time preparing for each module; this was welcomed by SSF reps.  Staff will be encouraged to produce material for the VLE as early as possible.
<b>Assessment and feedback</b>	Though our assessment and feedback scores have improved in all 3 surveys (by 23 points, at level 2), we still have further work to do to raise our scores in this area.  We instituted more staggered hand-in deadlines and trialled electronic-only submission.  Our external examiner attended Performance examinations in 2011-12.	SSF debated how to encourage students to pick up their feedback sheets following assessments →  The score on NSS Question 7 (feedback on my work helped me clarify things I did not understand) is lower than others. →  Due to some problems with Turnitin, we may not go over to all-electronic submission in 12/13. →	Provisional grades for a piece of work will now be provided on feedback sheets instead of on lists on notice boards, which should encourage collection.  We'll reiterate the location of our detailed assessment criteria on the VLE this year.  We'll continue to review our submission processes to make them as efficient and stress-free as possible.

		Despite a big improvement in promptness of feedback return, we could be more consistent. →	We hope to improve further; students have requested that we publish feedback dates on the VLE. SSF reps reported that knowing when they can expect their feedback is important.
<b>Academic support</b>	We've instituted a system of office hours for academic staff so that students can drop in for help and support if they need it with or without an appointment.	We need to improve our score on NSS question 12: good advice was available when I needed to make study choices. →  Students asked us to publicise all staff office hours in a central location on the VLE, and we will do this.	We're investigating the use of podcasts for lecturers to introduce their modules at level 2 and 3.  We will create a "module map" which shows pathways and choices clearly, and a series of emails to encourage students to think about module choices earlier; this idea has been welcomed by students.  We've introduced the Flying Start programme for incoming students in 2012-13.
<b>Organisation and management</b>	We now have a full complement of administrative staff; queries sent to <a href="mailto:music@leeds.ac.uk">music@leeds.ac.uk</a> can be dealt with quickly and efficiently.	There were some problems with timetabling early in 2011-12. →  Attendance monitoring was successful in identifying students having difficulties in 2011-12. →	Timetabling should run more smoothly in 2012-13.  Processes will continue to be streamlined this year.
<b>Learning resources</b>	Our VLE pages were reviewed with the help of SSF reps, and improvements were made.  Improvements were made to computer clusters and security for percussion facilities.	Comments were received through SSF about noise penetration in practice rooms, and noise in computer clusters when others are trying to work →  Discussions in SSF resulted in an extension (to 4 hours daily) for practice room bookings for those preparing for final recitals. Weekend access to the rehearsal hall was requested in SSF. →  First-years were issued with free concert passes (they attend concerts as part of the Music in History and Culture module). →	This situation will continue to be monitored; if students feel that intervention is needed please note the date and time of the problem and pass this information to staff .  Weekend access to the rehearsal hall involves portering staff, but this will be planned for busy times (i.e. the run-up to exams). Cluster access will be improved at busy times. Percussion practice arrangements will be improved.  All students will now get free access to School of Music events in the concert series.
<b>Personal development</b>	We've used the VLE and other resources to promote Personal Development opportunities and the Year in Industry; students gave very positive feedback on the programme.  Careers interns helped to advertise events, which were timetabled.	Our score for Personal Development could be improved. →  Students requested more personal reminders of careers events--in lectures, for instance. →  Final year students indicated that they might welcome mentoring by PhD students. →  The new BA international programme has been launched. →	We need to make it clearer how study at Leeds enhances personal development. Staff members will do their best to ensure students engage with LfL and continue with the LfL intro given to all new students this year.  We'll continue to use careers interns and social networking to publicise events widely.  Peer mentoring is offered for new students; research student mentoring can be discussed.  We'll continue to expand our range of exchange partners for outgoing students.

	We have a BAPAM (British Association of Performing Arts Medicine) representative, and free access to consultations with a leading expert in the field of musicians' health.	Students have asked to be made aware of extra-curricular opportunities; this is normally done via email forwarded by staff. →	We've created a personal development noticeboard to showcase all available opportunities in the School and further afield.  There is a new PVAC forum which should facilitate collaborative projects in our Faculty.  Representatives of our industry partner companies will give presentations in the School.
		<b>TAUGHT POSTGRADUATE</b>	
<b>Aspect</b>	<b>Progress with actions in response to 2010-11 feedback and indication of impact</b>	<b>Issues raised in 2011-12 feedback</b>	<b>Planned response in 2012-13</b>
<b>Overall satisfaction</b>	Our overall satisfaction rating was 100%; a 43 point increase from 2010-11. The response rate was 35%, which was also an improvement. However, most of the responses came from only one programme – Applied Psychology of Music.	You commented positively on variety, ability to pursue research interests, intellectually rigorous course work and assignments, and “superb “ teaching staff. Module feedback is scarce, however. →	We hope to keep the positive elements of these programmes in mind as we embark on revisions of our programmes. We're going to be more proactive at seeking feedback from students mid-year and also on an on-going basis.
<b>Teaching</b>	The score for this aspect of the survey has increased 20%, to 96%. Students valued the variety of challenges and opportunities.	Some students felt that sections of the Intro to Musical Scholarship module, as well as the seminar series, were less relevant to their subject area than others. →	We are discussing a revision of this module (as well as the TPG programme suite as a whole). Seminar attendance will be discussed at STSEC and with programme managers.
<b>Assessment and feedback</b>	This category on the survey has increased by 23 points overall, though it shows room for further improvement.	Promptness of feedback varies from module to module. →	We will aim to make feedback more consistently prompt in 2012-13, and to make it clear when students can expect to receive it. We'll draft assessment criteria for taught postgraduate disciplines.
<b>Academic support</b>	93% of students gave this a positive rating, which showed an increase of 21 points on the 2010-11 results.	Sometimes personal meetings seemed difficult to arrange, despite staff publishing office hours in 2011-12. →	We'll aim to provide clear and consistent avenues for academic support in 2012-13, and to formalise personal tutoring arrangements for TPG students.
<b>Organisation+ management</b>	This area showed a 33% rise to a score of 88%.	There was concern about deadlines for one module after a semester change. →	We'll try to avoid last-minute changes where possible.
<b>Learning resources</b>	This question rose to 100% in the current survey, with an increase of 14%.	Isolated problems were reported, but but online and library resources were praised by other students. →  Concern was raised about summer practice room hours for students with exams in early September.	Students can request learning materials from the library team. Equipment in lecture theatres, conference and seminar rooms has been upgraded. This will be discussed, with a view to extending opening hours, if possible.
<b>Personal development (PD)</b>	This rates 86%, with a rise of 8% on the previous survey.  Our new Music and Management MA programme has been given full approval.	You commented on training in helpful practical skills, presentations, extra-curricular opportunities, and valued the interaction and debate in stimulating group tutorials. →	There will be a new programme of careers events for postgraduate students in 2012-13. We're also going to invite TPG students to be involved in research events, such as the twice-yearly PGR study day. We will use LfL to promote PD.

