

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2014-15

Faculty of PVAC –School of Music

EXECUTIVE SUMMARY																		
Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate Programme Experience Survey					
	2013-14		2012-13		2011-12		2013-14		2012-13		2011-12		2013-14		2012-13		2011-12	
	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	80	88	85	87	88	87	90	85	74	85	96	85	75	85	83	87	100	84
Teaching	87	90	92	89	90	90	89	85	77	85	95	84	79	86	89	87	96	85
Assessment & feedback	72	71	76	71	71	69	65	62	52	59	74	61	69	81	63	75	78	69
Academic support	84	82	88	81	79	80	86	73	74	72	77	72	76	82	86	85	93	80
Organisation & management	78	85	87	84	82	83	80	75	60	73	81	74	61	81	91	85	88	80
Learning resources	88	91	93	90	86	88	87	83	88	81	87	78	85	85	83	86	100	83
Personal development	70	82	76	81	76	81	73	72	56	69	74	68	73	77	75	77	86	71
Sector position		50/146		57/147		51/150												

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 in 2013-14	<ul style="list-style-type: none"> External reviewers praised our distinctiveness, quality, skills, feedback, student work and community.
Main actions for 2014-15	<ul style="list-style-type: none"> Help to make the most of feedback opportunities; try to understand what is most useful. Explore personal development, in the context of the USEF project 'Becoming a music graduate: understanding and enhancing employability'. Explore different methods of obtaining student module evaluation feedback.

<p>Summary of student involvement in the production of this Action Plan</p>	<ul style="list-style-type: none"> • All finalists who attended the plenary Dissertation class were shown last year's action plan, and the review and planning process was explained. • Finalists at the class were asked to contribute one comment at the meeting. • The plan was taken to Student: Staff Forum for discussion by students at all levels.
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AGREED ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2013-14

School: Music Faculty: PVAC

Aspect	Progress with 2013-2014 actions and indication of impact	Agreed Issues/Actions for 2014-2015--undergraduate	Responsibility/Expected completion date
Overall satisfaction	The BA/BMus results in the NSS were 82% (PWM 74%); overall 80% for question 22. Level 2 problems were still being mentioned in NSS comments; satisfaction has increased considerably from that year's PES, however.	We're revising our method of collecting and processing student module feedback. Reminders are needed about providing feedback, and understanding how to get the most out of feedback.	DoSE, STSEC, SSF, focus groups, students, academic year 14-15
Teaching	<p>Timetabling the Dissertation ethics session and scheduling an additional tutorial meeting for this module have been helpful.</p> <p>Some of you (particularly at level 3) have queried your contact hours.</p> <p>We could perhaps make better use of the announcements tool on the Music organisation for reminders, on a regular basis.</p> <p>You've told us (particularly at level 3) that you value small group discussions. You value the new initiatives to record lectures.</p>	<p>Some writing in the interim report (such as a literature review) will be encouraged, so that staff can feed back on referencing skills.</p> <p>We're ensuring that staff office hours don't clash with the teaching timetable, and need to remind everyone that you can consult us about anything to do with your course. We hope these opportunities will be used more pro-actively.</p> <p>Opportunities for film-score creation/production skills have been introduced; we'll be looking at further opportunities in more 'commercial' areas.</p> <p>Verbal feedback can be given in seminars or group tutorials; more lecturers are considering innovative approaches to publishing content (such as 'flipping' the classroom, and podcasts) to allow more time for discussion.</p>	<p>Dissertation module leader, 2015</p> <p>Admin staff, DoSE, students, ongoing</p> <p>The composition teaching team, 2015, ongoing</p> <p>Various module leaders, ongoing</p>
Assessment and feedback	<p>We feel that there has been much more consistency in the return of feedback to stated deadlines.</p> <p>Though there have been continued reminders about assessment criteria, awareness still needs to be raised.</p> <p>The marking scheme for the MiC poster has been revised, and it is no longer compulsory to pass this element of the module. We'll continue to discuss the role of the MiC poster.</p>	<p>Better communication is needed here: reassurance that we are releasing feedback to schedule, and discussing what "timely feedback" means to all of us. If a marking task is particularly complex and falls over a holiday, making sure everyone is aware when feedback is due.</p> <p>Our School rep is helping to attempt to identify trends in positive and negative student perceptions of assessment and feedback.</p>	<p>DoSE, SSF, staff-student focus groups, module leaders, 14-15</p> <p>Module leaders, STSEC, School/student reps, 2015</p>

	<p>SSF reps said they would value a sentence on feedback sheets as a reminder that office hours can be used to discuss anything unclear.</p> <p>It's felt to be helpful when staff members illustrate marking criteria with examples of real work and feedback.</p>	<p>One of our Teaching Enhancement strands will be to look at the consistency of our feedback, and make sure the links between it and marking criteria are uniformly clear. We plan to hand out a reminder sheet about feedback, explaining its uses and values.</p>	<p>TES strand participants, admin/module staff, all students, 2015</p>
Academic support	<p>New UG/PGT/Study Abroad handbooks have been updated and are available.</p> <p>We are introducing a new standardised module outline template in 14-15 to improve consistency across modules.</p> <p>Our module choice meeting is supported by podcasts, and tutorial support is available.</p>	<p>Year in Industry documentation and support for students abroad and on placement is being revised, with a new working group to identify good practice and develop consistent guidelines for staff and students.</p> <p>We'll continue to encourage use of office hours for academic as well as personal development. SSF reps wondered if using the term "drop-in" for office hours would make it clearer to students that they don't need an appointment to come and chat at those times.</p>	<p>Programme managers, DoSE, students on placements and abroad, 2015</p> <p>Personal tutoring staff, students, 2015</p>
Organisation and management	<p>Positive comments were received about Reception and particular modules. Though there were some negative comments, these appear to be targeted at specific issues.</p>	<p>Absence monitoring and disability support is being standardised across the Faculty.</p>	<p>Admin staff, module leaders, 2015</p>
Learning resources	<p>Before deadlines, computer clusters are open evenings and weekends. Studios are available until 10PM on weeknights. We have extended practice room opening times.</p> <p>There were both positive and negative comments about practice and studio facilities. Practice room space for kit/percussion players has been increased, and instruments refurbished.</p> <p>Our concert series is free to all students; you've said thanks! Some modules make extensive use of VLE resources.</p>	<p>We need to explain that we can't give 24-hour access to the building; this is due to health and safety considerations.</p> <p>Reception and the Helpdesk will be open 9-5, in response to our Academic Experience Review, as well as student feedback.</p> <p>Though digitised texts will be made available when possible, we'll try to give you plenty of notice if not, and encourage you to explore buying used texts if appropriate.</p>	<p>SSF, resources manager, student reps, 14-15</p> <p>Admin staff, already in effect</p> <p>Module leaders, 2015</p>
Personal development	<p>We have more work to do in this area, though the new tutorial structure has enabled us to have earlier conversations (with those in the second year, particularly) and to think sooner about career planning.</p> <p>Our DoSE is running a USEF project in this area. New module handbooks emphasise employability skills and clearly articulate how they are acquired and assessed.</p>	<p>We'll engage alumni in our careers programme, as suggested in our Academic Experience Review and student feedback; events will be more focussed by year group.</p> <p>SSF reps felt that at least one compulsory session (with careers staff) about skills and how they transfer from coursework to employment would be very helpful.</p> <p>We need to talk more about confidence gained by students throughout their programme.</p>	<p>Careers team, all students, ongoing</p> <p>DoSE, module leaders, 14-15</p> <p>Personal tutors, students (LFL engagement), ongoing</p>

Aspect	Progress with 2013-2014 actions and indication of impact	Agreed Issues/Actions for 2014-2015—Taught postgraduate	Responsibility/Expected completion date
Overall satisfaction	<p>There is little in the way of module feedback; overall programme feedback is less positive than 12/13, though this is traceable to some specific problems in two programmes. MMus Musicology was positively received, however.</p> <p>Because we are recruiting more students, we need to recognise their contribution, how we meet needs and enhance the student experience.</p>	<p>As in our UG modules, we are reviewing the collection of module feedback, as little e-feedback is generated through the VLE. This is one of our TES strands for 14-15.</p> <p>We'll continue to think about the range of optional modules, and meaningful summaries for web pages. We are considering implementing peer-mentoring/social events, perhaps with PGRs and level 3 students, in the future.</p>	<p>SSF reps suggested that students give feedback in a plenary session for all modules/programmes. DoSE, module leaders, TES strand participants, students; 14-15 academic year and ongoing</p>
Teaching	<p>Teaching was generally rated highly across all the programmes.</p> <p>There were generally positive responses to the first 2 questions about staff enthusiasm and intellectual stimulation across all programmes.</p>	<p>The Professional Studies module was run for the first time in its new format (previously 'Introduction to Musical Scholarship'), but we'll continue to look at this module in detail, as it's compulsory across all programmes. There are more compulsory modules on our new programmes to improve focus of studies.</p>	<p>DSE, programme and module leaders (any significant changes must be taken to February 2015 STSEC)</p>
Assessment and feedback	<p>Assessment and feedback are areas we'd like to focus on, though it's difficult to identify trends from the variety of student comments.</p>	<p>We need to emphasise the connection between marking criteria/aims and assessment, and look at submission deadlines as part of our Teaching Enhancement Scheme.</p>	<p>Module leaders, personal tutors, students, 14-15 and ongoing</p>
Academic support	<p>Academic support scores highly on four of the programmes, though there were some issues raised in two programmes. We encourage all new students to complete the Academic Integrity Test, and personal tutors will be monitoring participation. We are screening candidates for Applied/Project modules.</p>	<p>We'll be clearer about our TPG tutoring arrangements in 14-15. Office hours have been scheduled so that they don't clash with teaching.</p> <p>We're considering how to make the Individual Project module work better across subject areas.</p>	<p>DSE, Programme managers/intro week and ongoing, module changes to February 2015 STSEC</p>
Organisation and management	<p>We'd like to improve this across the majority of the programmes. There were particular problems for Music and Management, where there were some unforeseen credit imbalance issues.</p>	<p>Teething problems for a new programme should now be resolved; there is a new handbook for the major project module and some additional modules in semester 1 to help balance workload for that programme. Pairing of project supervisors and students has happened earlier, this year.</p>	<p>DSE, programme/module leaders, most already completed, but will continue to monitor</p>
Learning resources	<p>In general, this section received positive reactions across most of the programmes, though there was some variation. We are continuing to offer Sibelius music processing software in 24-hour clusters on campus. In-session English language training is offered for international students. PGR students helped to design the seminar series.</p>	<p>Computer clusters and reception are now open until 5PM. Professional speakers continue to be arranged for the Music and Management programme. The Thursday seminar series (for all programmes) addresses professional development more, this year. The seminar series has increased, with more choice available.</p>	<p>DSE, module leader, support staff, already in place</p>
Personal development	<p>In 14-15, the compulsory module was re-named Professional Studies, which reflects an increased emphasis on further career planning.</p> <p>Scores in this area were positive for four of the programmes, but less so for the other two.</p>	<p>There is more careers information in Professional Studies, and a new, targeted TPG careers programme drawing on central Careers events.</p> <p>Employability skills are clearly articulated in the new module handbook template.</p>	<p>Careers officer, DSE, students, ongoing</p>

Glossary of Abbreviations:

BA/BMus: Bachelor of Arts, Bachelor of Music (Performance)
DoSE: Director of Student Education
LfL: Leeds for Life
MiC: Music in Context
NSS: National Student Survey
PES: Programme Experience Survey
PGR: Postgraduate research (students)
PWM: (Bachelor of) Popular and World Musics
PVAC: (Faculty of) Performance, Visual Arts and Communications
SSF: Staff:Student Forum
STSEC: School Taught Student Education Committee
TES: Teaching Enhancement Scheme
TPG: Taught postgraduate (students)
UG: Undergraduate (students)
USEF: University Student Education Fellowship
VLE: Virtual Learning Environment