

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2015-16

Faculty of Performance, Visual Arts and Communications

School of Music

EXECUTIVE SUMMARY																		
Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate Programme Experience Survey					
	2014-15		2013-14		2012-13		2014-15		2013-14		2012-13		2014-15		2013-14		2012-13	
	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	85	90	80	88	85	87	88	87	90	85	74	85	72	85	75	85	83	87
Teaching	88	92	87	90	92	89	90	86	89	85	77	85	75	85	79	86	89	87
Assessment & feedback	68	74	72	71	76	71	74	63	65	62	52	59	70	71	69	81	63	75
Academic support	80	85	84	82	88	81	86	74	86	73	74	72	79	82	76	82	86	85
Organisation & management	78	85	78	85	87	84	84	76	80	75	60	73	66	82	61	81	91	85
Learning resources	90	92	88	91	93	90	82	84	87	83	88	81	82	87	85	85	83	86
Personal development	81	85	70	82	76	81	73	72	73	72	56	69	68	76	73	77	75	77
Sector position		21/145		50/146		57/147												

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 2014-15	<p><i>Provide a single, concise headline achievement for the School from 14-15 which can be included in further communication to students.</i></p> <p>Significant improvements in areas surrounding personal development in the NSS.</p>
Main actions for 2015-16	<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"> <i>1. Comprehensive review of assessment and feedback in the school</i> <i>2. Continued attention to professional and personal development to culminate with the Student Showcase event</i> <i>3. Increased utilisation of blended learning across the curriculum</i>

<p>Good practice examples from 2014-15</p>	<p><i>List examples of innovative practice and developments which are of wider interest across the University</i></p> <ol style="list-style-type: none"> <i>1. Our use of staff projects (e.g. the Teaching Enhancement Scheme) to improve aspects of teaching and learning in response to student surveys and the Action Planning process has been praised by external reviewers.</i> <i>2. Our proactive and integrated approach to working with students is an excellent example of The Partnership in practice.</i> <i>3. The support for and approach to a wider variety of blended learning approaches has been praised by students and external reviewers.</i>
<p>Summary of student involvement in the production of this Action Plan</p>	<p>The plan was taken to Student: Staff Forum for discussion by students at all levels. There was an additional meeting with student reps and the Director of Student Education where the plan was discussed in full. Student reps who were unable to attend the meeting were also emailed the document and invited to comment.</p>

AGREED ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2015-16

School:

Faculty:

Aspect	Progress with 2014-2015 actions and indication of impact	Agreed Issues/Actions for 2015-2016	Responsibility/Expected completion date
<p>Overall satisfaction</p>	<p>The Teaching Enhancement Strand (TES) is now well established within the School. This programme of activities supports teaching staff to develop their knowledge and address issues of shared concern. As a result of one TES strand we revised our method of collecting and processing student module feedback by introducing mid-semester paper questionnaires, supported by Student Education Service (SES) staff. This led to an increase in responses in certain modules.</p> <p>SES staff sent academic staff reminders about feedback deadlines. Guidance was given to you about how to get the most out of feedback.</p> <p>We continued to develop the range of optional modules for taught postgraduate (TPG) students, and added more meaningful summaries for web pages.</p> <p>We implemented peer-mentoring for TPG students.</p>	<p>We will consider efficient ways of processing data from module evaluations, and how to relate this data to programme issues and outcomes in greater depth.</p> <p>We will consider ways of integrating responses to feedback in personal tutorials and to provide clearer documentation on VLEs on how you should respond to feedback. We will discuss with you how best to implement such changes.</p> <p>The dates for feedback return to be given in module handbooks where possible. We will draw your attention to these dates.</p> <p>We will consider how we can adapt conversion activities in the application cycle in order to help manage TPG expectations of modules and module pre-requisites. We will talk to current TPGs about your experiences and how we might have helped you prepare for your studies.</p>	<p>Director of Student Education (DoSE), School Taught Student Education Committee (STSEC), SES, ongoing</p> <p>DoSE, personal tutors, Student-Staff Forum (SSF), focus groups, academic year 2015-16</p> <p>Module leaders, module tutors, already in effect</p> <p>DoSE, TPG Admissions Tutor, TPG programme leaders, focus groups, ongoing</p>

<p>Teaching</p>	<p>A written component was added to the Dissertation interim report.</p> <p>Where possible, staff office hours were scheduled to avoid clashes with the teaching timetable.</p> <p>A module addressing film-score creation/production skills was developed and ran; a Music in Practice module on stylistic orchestration and composition was written, but staffing workloads made it impossible to run. You are reminded that it is possible to explore such skills as part of the Applied Project Module.</p> <p>Facilities for Lecture Capture were added to Lecture Theatre 1. Staff are continuing to employ innovative approaches to publishing content (such as 'flipping' the classroom, and podcasts) to allow more time for discussion.</p> <p>The changes made to the Professional Studies received positive feedback from you.</p>	<p>We will continue to monitor ways of supporting large-scale undergraduate (UG) and TPG projects throughout the year, consulting with you about how best to manage this.</p> <p>Office hours are to be renamed 'drop-in hours' to help remind you that you can consult us about anything to do with your course. We hope these opportunities will be used more pro-actively. Drop-in hours will be advertised more prominently in the Reception area.</p> <p>Staff will continue to explore opportunities for maximising contact hours and for providing opportunities to discuss your work verbally with you.</p> <p>Staff are continuing to explore ways of enhancing the teaching experience through the use of Blended Learning, and will consult with you about your experiences of using it.</p>	<p>DoSE, STSEC, SSF, various module leaders, focus groups, ongoing</p> <p>Academic staff, SES staff, already in effect</p> <p>Academic staff, ongoing</p> <p>DoSE, Academic staff, Faculty Blended Learning Champion, focus groups, ongoing</p>
<p>Assessment and feedback</p>	<p>Systems were put in place to remind you and staff of feedback deadlines, and to encourage staff to let you know if there would be a delay in returning work.</p> <p>We discussed the role of the Music in Context poster and trialled alternative forms of assessment. It was agreed to maintain the poster element for now.</p> <p>One of our Teaching Enhancement strands looked at the consistency of our feedback, and ways of making sure that the links between it and marking criteria are uniformly clear.</p> <p>We also looked at submission deadlines as part of our Teaching Enhancement Scheme in order to try to spread, where possible, assessment points more evenly throughout the year.</p>	<p>Dates for the return of feedback will be discussed with the SES staff and placed in the module handbook; SES staff will monitor feedback return and maintain lines of communication between you and staff.</p> <p>Suggestions for good practice in giving feedback on your work will be circulated amongst staff; you will be given clear guidelines for what to expect from written feedback. We shall work with student focus groups to monitor the ways in which feedback is given to ensure consistency and clarity in the feedback that is provided. This will be one of the 2015-16 Teaching Enhancement Strands</p> <p>We will emphasise the connection between marking criteria/aims and assessment, and to clarify how these relate to learning outcomes. We</p>	<p>Academic staff, SES staff, SSF, academic year 2015-16</p> <p>DoSE, Academic staff, Personal tutors, SSF, focus groups, TES strand participants, ongoing</p> <p>DoSE, Academic staff, Personal tutors, SSF, focus groups, TES strand participants, ongoing</p>

		<p>will make this clearer in module handbooks. This will be one of the Teaching Enhancement strands in 2015-16, working closely with you to find suitable means of clarifying such connections.</p> <p>One of the Teaching Enhancement Strands will focus on the organisation of team-taught modules, and particularly ways of maintaining consistency in assessment and feedback between tutors.</p> <p>We shall continue to review the distribution and nature of assessment points across the UG and TPG curriculum. A Teaching Enhancement Strand will work with you to explore alternative timings and forms of assessment in order to enhance the delivery of programmes and your overall experience.</p>	<p>DoSE, Academic staff, Personal tutors, SSF, focus groups, TES strand participants, ongoing</p> <p>DoSE, Academic staff, Personal tutors, SSF, focus groups, TES strand participants, ongoing</p>
Academic support	<p>The documentation and support systems for students on the Year in Industry and Year Abroad were revised with guidance from a new working group.</p> <p>We continued to encourage use of office hours for academic as well as personal development; staff office hours were advertised on the VLE and on School noticeboards</p> <p>We revised our TPG tutoring arrangements in 14-15 to make them clearer</p> <p>We made the Individual Project module work better across subject areas by changing the pre-requisite advice given to you.</p>	<p>We will develop the range of events held during Induction week to help incoming level 1 and TPG students to settle in the School, as well as provide clearer and earlier guidance about optional modules and their requirements.</p> <p>We will continue to reflect on ways to support the re-integration of those of you returning at level 4.</p> <p>We will work with TPG students to revise and develop the TPG handbook to help address your requirements and to help clarify further tutoring arrangements.</p>	<p>DoSE, Admissions tutors, focus groups, ongoing</p> <p>TPG Admissions tutor, TPG Programme Leaders, SES staff, TPG students, academic year 2015-16</p>
Organisation and management	<p>Absence monitoring and disability support was standardised across the Faculty.</p> <p>The handbook for the Music and Management project was extensively revised, and additional modules were added to semester 1 to help balance workload for that programme. Pairing of</p>	<p>We shall continue to work with LUBS in order to try to address the timetabling of modules, and to resolve clashes and imbalance of workload.</p> <p>Greater support will be given to the Music Management project through dedicated sessions in semester 1.</p>	<p>DoSE, Music and Management Programme Leader, SES, ongoing</p> <p>Music and Management Project Module Leader, already in effect</p>

	project supervisors and students happened earlier in the academic year to facilitate project development.	The appointment of a Music Management specialist will help address curriculum issues.	Music and Management Project Module Leader, already in effect
Learning resources	<p>We explained to you that we can't give 24-hour access to the building due to health and safety considerations.</p> <p>In response to our Academic Experience Review and your feedback, we now keep Reception and the Helpdesk open 9-5.</p> <p>We tried to give plenty of notice when digitised texts were not available for modules, and encouraged you to explore buying used texts if appropriate.</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) addressed professional development more. The seminar series has increased, with more choice available.</p> <p>All basement and lecture theatre pianos have been re-tuned / the CCCH Steinway has had its annual maintenance by Steinway themselves</p> <p>Electronic Studio 1, Electronic Studio 2 and ProTools studio have all been completely updated</p>	<p>We are adding a compulsory lecture on Hearing Health to address health and wellbeing.</p> <p>We will work with you to help identify and respond to issues with access to texts</p>	<p>DoSE, STSEC, academic year 2015-16</p> <p>Module tutors, ongoing</p>

<p>Personal development</p>	<p>We engaged alumni in our careers programme, as suggested in our Academic Experience Review and your feedback; we arranged an Alumni event and set up an Alumni network to help support personal engagement</p> <p>We used personal tutorials to talk more about the confidence you have gained throughout your programme.</p> <p>We provided more careers information in the Professional Studies module.</p> <p>Employability skills are clearly articulated in the new module handbook template.</p>	<p>Alumni will contribute to the Arts Expo event</p> <p>We will set up a Careers Hub in the Foyer</p> <p>We will run a Student Showcase event to highlight your achievements to other students, alumni, and industrial partners</p> <p>We will work with the Careers Centre to set up online booking to meet subject specialists. A member of staff from the careers centre will provide regular weekly drop-ins within the School.</p> <p>All taught students will receive a compulsory careers session in core modules</p> <p>We will continue to stress personal development in personal tutorials; issues relating to personal development have been added to the agenda</p>	<p>DoSE, alumni, already in effect</p> <p>DoSE, Head of School (HoS), academic year 2015-16</p> <p>DoSE, HoS, academic year 2015-16</p> <p>DoSE, already in effect</p> <p>DoSE, Careers Centre, ongoing</p> <p>Personal tutors, ongoing</p>
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