

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2016-17

Faculty of Arts, Humanities and Cultures: School of Music

EXECUTIVE SUMMARY																		
Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate Programme Experience Survey					
	2015-16		2014-15		2013-14		2015-16		2014-15		2013-14		2015-16		2014-15		2013-14	
	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	91	90	85	90	80	88	88	87	88	87	90	85	80	86	72	85	75	85
Teaching	96	91	88	92	87	90	93	87	90	86	89	85	79	86	75	85	79	86
Assessment & feedback	81	73	68	74	72	71	64	63	74	63	65	62	76	73	70	71	69	81
Academic support	90	84	80	85	84	82	83	75	86	74	86	73	80	84	79	82	76	82
Organisation & management	90	85	78	85	78	85	95	78	84	76	80	75	72	82	66	82	61	81
Learning resources	92	91	90	92	88	91	85	84	82	84	87	83	88	87	82	87	85	85
Personal development	86	85	81	85	70	82	70	73	73	72	73	72	81	77	68	76	73	77
Sector position		20/146		21/145		50/146												

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 from 2015-16	<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>Continued improvements in student satisfaction with teaching across all surveys including 96% in the NSS</p>
Main actions for 2016-17	<p><i>List 3 actions – to be included on the posters to be produced for each School</i></p> <p>1.Re-evaluate our curriculum to ensure you continue to experience the best possible education. 2.Continuing to work with you to ensure you understand the way that we assess your work.. 3.Continued attention to your professional and personal development, culminating with the Student Showcase event (Student EXPO).</p>

<p>Good practice examples from 2015-16</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"> 1. <i>Module handbooks have been redesigned to put a digest of most important material on the cover;; in response to the findings of the Teaching Enhancement Scheme.</i> 2. <i>Celebrated the breadth and quality of student work through our public-facing EXPO.</i> 3. <i>Closer working with LUBS, and appointment of a Music and Management Specialist, has lead to significant improvement in student satisfaction on the MA Music and Management programme.</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 2016-17

Aspect	Progress with 2015-2016 actions and indication of impact	Agreed Issues/Actions for 2016-2017	Responsibility/Expected completion date
<p>Overall satisfaction</p>	<p>The specific dates for feedback return are now given in module handbooks: these are (with few exceptions) 15 working days after the submission date. We now draw your attention to these dates in lectures and provide a list of dates in the spreadsheet in the VLE Music Organisation > Key Documents.</p> <p>We've created a website that lists all optional modules and provides podcasts to assist you in choosing modules when applying for taught postgraduate programmes. The website also contains other supporting information such as suggested reading.</p> <p>We now collect interim data (mid-module) for year-long modules so that we can make any necessary improvements during the year; this supplements the end-of-module data which helps to plan for the following year.</p>	<p>We have dedicated one strand of the Teaching Enhancement Scheme in 2016–17 to capturing the student experiences of Level 1. This will look at the curriculum, but also at the way we deliver and assess.</p> <p>We will examine the way we support teaching assistants and Visiting Lecturers: through the Teaching Enhancement Scheme.</p> <p>We will closely monitor the implications of Brexit for student opportunity and experience, and our partner institutions outside the UK.</p> <p>We will continue developing the foyer as a venue to offer a wider range of performance opportunities for students and visiting artists.</p>	<p>Teaching Enhancement Scheme strand members, Director of Student Education (DSE), level-1 module leaders, June 2017</p> <p>Teaching Enhancement Scheme strand members, Director of Student Education (DSE), level-1 module leaders, June 2017</p> <p>School Management Committee (SMC), ongoing</p> <p>School Operations Manager, SMC, ongoing</p>

	<p>You are encouraged to speak to your personal tutor and module leaders to gain additional clarity on their feedback, using their published drop-in hours.</p> <p>We have rewritten module handbooks to emphasise how learning, assessment, and feedback work together to support your learning. We continue to draw your attention to the different forms of feedback that you can expect.</p>		
<p>Teaching</p>	<p>We have reviewed and continue to monitor how students on large-scale undergraduate and taught postgraduate projects are supported.</p> <p>Office hours have been renamed 'drop-in hours' to help remind you that you can consult us about anything to do with your course. Drop-in hours are listed on the student notice boards, and advertised more prominently on VLE and at the front of module handbooks.</p>	<p>One Teaching Enhancement Scheme strand will focus on the integration of the Leeds Curriculum within our modules and programmes. We will try to develop ways of integrating the Leeds Curriculum into our modules as we revise and develop modules and lecture content.</p> <p>We continue to develop approaches to blended learning, including use of the new collaborative learning spaces, and sharing good practice. We will discuss these approaches with you and use your feedback to shape implementation.</p> <p>We continue to work with other schools to share good practice in the implementation of Final Year Project (FYP) modules: in music, this is the Dissertation module. Joint-honours parent schools are working with Music to consider how best to structure programmes that will include a joint FYP. The joint honours tutor in Music is working closely with colleagues in relation to the FYP for the Liberal Arts programme.</p> <p>We are reviewing the undergraduate curriculum, and maximising contact hours will be taken into account in this process. We are looking at the ways in which blended learning tools can be used to help deliver content so that staff can maximise contact time to benefit your learning.</p>	<p>Teaching Enhancement Scheme strand members, DSE, June 2017</p> <p>DSE, School Taught Student Education Committee (STSEC), Blended-Learning Champion, focus groups, Student Staff Forum (SSF), Ongoing</p> <p>STSEC, DSE, Joint-Honours Tutor, ongoing.</p> <p>DSE, School Taught Student Education Committee (STSEC), Blended-Learning Champion, focus groups, Student Staff Forum (SSF), Ongoing</p>

		We will consult with you across this year to better understand how curriculum changes benefit you, and to inspire further developments in this area.	
Assessment and feedback	<p>All staff, including visiting lecturers and postgraduate tutors, adhere to the Good Practice Guide. Suggestions for improvements are shared among all teaching staff.</p> <p>We have introduced better ways to improve formative feedback and guidance mid-module; especially in situations where assessment is largely at the end of the module.</p> <p>Module Leaders have added an additional step of check marking at the end of the module to ensure parity across markers and feedback on all components.</p> <p>We have undertaken a comprehensive review of the distribution and nature of assessment points and are now exploring how to further stagger deadlines.</p>	<p>We will continue to maintain and develop transparent and robust assessment procedures. We have a Teaching Enhancement Scheme strand tasked with consolidating the good work already done in this area, and examining areas where further improvements can be made.</p> <p>We will highlight to staff what good feedback looks like; this will consolidate good practice and assist with consistency of feedback across modules. We will consult with you about models of good feedback.</p> <p>We have introduced new assessment criteria for Ensemble Performance to increase clarity and transparency for you. We will continue to monitor this module.</p> <p>We have standardised the return of feedback so that it is provided for you consistently on the advertised date; providing parity of experience across all modules, levels and programmes.</p> <p>We will continue to explore alternative methods of providing feedback such as audio recordings of oral feedback, and marked up electronic scripts via the Turnitin Feedback Studio (formerly GradeMark) in the VLE, as appropriate to different modules and submissions.</p>	<p>Teaching Enhancement Scheme strand members, DSE, June 2017</p> <p>Assessment Lead, Teaching Enhancement Scheme Strand members, DSE, Module Leaders, focus groups. Jun 2017</p> <p>Module Leader, Assessment Lead, DSE, Ensemble Directors, ongoing.</p> <p>Assessment Lead, Module Leaders, Student Education Service team, ongoing</p> <p>DSE, blended-learning champion, academic staff, ongoing</p>
Academic support	<p>A new plan for induction week was formulated to include social and academic events.</p> <p>We've reviewed the process for taught postgraduate induction and allocation of personal</p>	<p>We have increased the range and diversity of events held during Induction week to help you to settle into the School. This year we introduced</p>	<p>DSE, Admissions Tutor, SSF, level-1 module leaders, academic year 2016–17</p>

	<p>tutors. Including provision of clearer and earlier guidance about optional postgraduate modules and their requirements.</p> <p>Drawing on feedback received from previous cohorts, we continue to reflect on ways to support the re-integration of those of you returning at year 4.</p>	<p>social events such as the quiz, and an ensemble performance workshop in CCCH.</p> <p>We expanded taught postgraduate induction day — and moved it forward by a week — to provide more time for students to acclimatise to Leeds and prepare for start of their studies.</p> <p>We continue to develop the personal tutor support for taught postgraduate students: this year we have spread the students among more staff so that you have multiple points of contact in the School, not just your programme leader.</p> <p>This year we have begun to address concerns about Dissertation (for students returning for their fourth year) by including explicit direction to skills@library support materials in your Year Abroad and Year in Industry feedback. Also, in response to feedback, at the welcome back event we introduced those of you returning to peers in the lower years planning study abroad, and also invited new international students too. This was successful and we will repeat it in future.</p> <p>As part of our curriculum review we are exploring the ways in which we can best support your development as independent researchers.</p>	<p>Taught Postgrad. Tutor, Programme Leaders and students, Student Education Service staff, academic year 2016–17</p> <p>Taught Postgrad. Tutor, Student Education Service manager, academic year 2016–17</p> <p>Year in Industry, and Year Abroad coordinators, Dissertation module leader, DSE, students on relevant programmes, academic year 2016–17</p> <p>DSE, STSEC, SSF, ongoing</p>
<p>Organisation and management</p>	<p>We continue to work closely with Leeds University Business School to address the timetabling of modules. We have made improvements to reduce module clashes and workload imbalance.</p> <p>We appointed a Music Management specialist who has helped to address curriculum issues, and give greater support to Music and Management students across the duration of their programme</p>	<p>We will develop further our student-centred partnership working. We will encourage closer working between Staff-Student Forum and the various Teaching Enhancement Scheme strands and other other activities in the school.</p>	<p>DSE, STSEC, SSF, Teaching Enhancement Scheme Co-ordinator, ongoing</p>

<p>Learning resources</p>	<p>We have added a compulsory lecture on Hearing Health to address health and wellbeing.</p> <p>Module tutors will continue to check that you have necessary access to core texts.</p>	<p>We continue to work with library to digitise key texts to improve access.</p> <p>We will be proactive in reminding students to call and request books to ensure the library is aware that key resources remain widely used.</p> <p>We will create a pre-course pack for the Professional Studies module to better prepare you and support your learning when you begin one of our taught postgraduate programmes.</p> <p>We have begun to offer a 365 day license for Sibelius 8 to students. In the first instance, this is a trial focusing on those studying Composition and Analysis modules, to assess the viability of rolling this out to all students.</p>	<p>Library Rep., module leaders, ongoing</p> <p>Module tutors, personal tutors, SSF, ongoing</p> <p>Taught Postgrad. Tutor, Module Leader, Student Education Service staff, ongoing</p> <p>School Operations Manager, SMC, DSE, ongoing</p>
<p>Personal development</p>	<p>Alumni contributed to our Arts Expo event by taking part in a panel discussion, and by meeting you informally.</p> <p>A Careers Hub remains part of the ongoing foyer redevelopment plans.</p> <p>We ran a very successful Student Showcase event (Student EXPO) to highlight your achievements to other students, alumni, and industrial partners.</p> <p>We are promoting the careers centre's new 'My Careers' service which gives students a unified place to browse vacancies, and book appointments and events.</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>Careers sessions have been integrated in compulsory modules at all levels.</p>	<p>The Student Showcase event was successful and we will run this event again this year and try to increase its profile and your engagement with it.</p> <p>Building on the work of other schools, Music is now working to enhance its peer mentoring scheme.</p> <p>There will be an alumni panel in Music in History and Culture, and careers presentations have been delivered in level-2 Music and Context, and the level-3 Dissertation module. Professional development is already a key component of the Masters module Professional Studies. We will review this provision with you to enhance it further in future years.</p> <p>We will further integrate employability discussions into both module-development and other areas of student experience. This will build on employability research work carried out by the Head of School.</p>	<p>DSE, Head of School (HoS), student volunteers, academic year 2016–17</p> <p>Senior Education Service Officer</p> <p>DSE, Module Leaders., student-employability intern, SSF, ongoing</p> <p>Head of School, DSE, ongoing</p>

	<p>We have also introduced an employability mentoring scheme, and appointed a dedicated careers intern to develop an engaging careers programme based on the requests from the student body</p>	<p>We have dedicated Teaching Enhancement Scheme strands to examine and develop our partnerships with external organisations, and our relationships with other Schools in the newly formed Faculty of Arts, Humanities, and Cultures, to enhance student education opportunities.</p>	<p>Teaching Enhancement Scheme strand members, DSE, June 2017</p>
--	---	---	---