

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2017-18

FACULTY OF ARTS, HUMANITIES AND CULTURES

EXECUTIVE SUMMARY								
Aspect	Undergraduate Programme Experience Survey				National Student Survey		Postgraduate Programme Experience Survey	
	2016-17				2016-17		2016-17	
	School		University		School	University	School	University
	Year 1	Year 2	Year 1	Year 2				
Overall Satisfaction	94	81	89	86	92	89	77	88
The teaching on my course	88	86	84	84	91	89	77	85
Learning opportunities	74	75	79	80	87	84	84	86
Assessment and feedback	73	62	72	65	76	75	78	79
Academic support	86	78	78	77	85	82	76	85
Organisation and management	88	87	80	78	91	82	75	82
Learning resources	87	89	86	86	89	91	97	90
Learning community	69	81	76	75	87	79	71	83
Student voice	68	63	67	68	78	75	71	77

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 2016-17	<p><i>Provide a single, concise headline achievement for the School from 16-17 which can be included in further communication to students.</i></p> <p>92% overall satisfaction in the NSS – an improvement for the 3rd year running, and Music's highest ever rating.</p>
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Aspect	Progress with 2016-2017 actions and indication of impact	Agreed Issues/Actions for 2017-2018 (from where did the action arise, i.e. NSS, module evaluation, programme review?)	Responsibility/Expected completion date
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<p>Key strategic actions for 2017-18</p>	<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"> 1. Development of the range of ‘student voice’ opportunities for you to allow your opinions to be heard and responded to 2. Greater emphasis on promoting and maintaining learning communities within the School of Music 3. Continue to work with you to help you get the most out of, and understand, the assessment process 		
<p>Evaluation of main actions from 2016-17</p>	<p><i>Brief update on the 3 main actions identified from the previous session</i></p> <ol style="list-style-type: none"> 1. Extensive review of our UG curriculum resulting in greater module choice and increased contact time in several core modules. 2. Feedback methods discussed at SSF, and a TES strand established to work with students to understand their feedback needs and develop innovative feedback methods to meet these. 3. Continued to develop and expand initiatives to enhance students’ professional and personal development, including peer mentoring scheme, Employability events, and Student Showcase event (Student EXPO). 		
<p>Good practice examples from 2016-17</p>	<p><i>Innovative practice and developments, of wider interest across the University</i></p> <ol style="list-style-type: none"> 1. Our work in supporting employability contributed to a 13% increase in our students achieving graduate-level employment within 6 months of graduation. We are currently the highest scoring School in the Faculty of Arts, Humanities and Cultures! 2. The use of the Teaching Enhancement Scheme to address areas for development within our practice (many of which arising from student suggestions) 3. The fostering of student-staff relationships, leading to a record number of nominations for Partnership Awards (and the shortlisting of one student and one staff member for awards) 		

Aspect	Progress with 2016-2017 actions and indication of impact	Agreed Issues/Actions for 2017-2018 (from where did the action arise, i.e. NSS, module evaluation, programme review?)	Aspect
<p align="center">Overall satisfaction</p>	<p>We conducted an extensive review of our UG curriculum and, in consultation with students, made a number of changes to free up module choice within the curriculum. These changes will be coming into effect in 2017-18.</p> <p>Student experience at Level 1 was evaluated as one of our Teaching Enhancement Scheme (TES) strands in 2016/17. One of the recommendations from the strand was to explore ways of ensuring consistency among the contributions of Postgraduate Teaching Assistants (PGR TAs), and provide closer guidance to both you and visiting staff on how work should be assessed.</p> <p>As part of the TES strand mentioned above, we evaluated the role of PGR TA and visiting lecturers. Following this, we developed a teaching assistants' handbook, set up a mentoring scheme and regular support meetings for TAs, and are supporting tutors through the Higher Education Academy (HEA) assistant fellowship programme.</p> <p>We continued to closely monitor the implications of Brexit, and began to explore possibilities of partnerships with organisations in the UK and beyond to mitigate any potential disruption to our existing partnerships.</p> <p>Following a consultation process (including with students), the Foyer has been extensively redeveloped as a performance venue, including lighting rig, 4-meter widescreen, Steinway grand piano, live steaming facility, and new performance opportunities for students in the form of the 'Foyer Stage' platform.</p>	<p>Continue to monitor the support mechanisms for TAs and visiting tutors. Use PGR TA forums as a means of addressing and supporting PGR TA concerns and issues.</p> <p>Continue to monitor the developing situation with Brexit.</p> <p>To continue to work with partner organisations to develop initiatives that will enhance the student experience.</p> <p>We are continuing to work with students to further enhance performance opportunities.</p>	<p>DSE, Programme Leaders, SSF, STSEC, PGR student reps, ongoing.</p> <p>HoS, DSE, Programme Leaders, ongoing.</p> <p>HoS, DSE.</p> <p>Programme and module leaders, SSF, Dan Merrick.</p>
<p align="center">The Teaching on my Course</p>	<p>One of our TES strands evaluated the implementation of the Leeds Curriculum within our Music programmes. The strand focussed on staff awareness and engagement with the Leeds Curriculum, and</p>	<p>Monitor Discovery modules taken by you.</p>	<p>Programme Leaders, Personal Tutors, Semester 2</p>

	<p>recommended that future module proposals and revisions should include discussion of the Leeds Curriculum. The strand also recommended that we should monitor the Discovery Modules that you take in order to understand better how the School participates in the 'broadening' aspect of the Leeds Curriculum.</p> <p>We continued to engage with you in a variety of ways (module and programme surveys, interviews, student reps etc.) in our implementation of blended learning techniques this year, in particular in the light of introducing sessions in the Collaborative Lecture Spaces in 2016-17. We have collated positive responses and noted areas of concern, and shall continue to monitor blended learning as part of our overall suite of teaching and learning methods.</p> <p>We met with existing level 2 and 3 students to understand better your experience of study skills training in the curriculum. These discussions informed our review of study skills provision across all levels of the programme in order that you feel better prepared for your Dissertation (see also 'Academic support', below). We continued to work with other Schools to explore ways of enhancing final-year projects for Joint Honours (JH) students. In particular, one of our TES strands looked at good practice within the School in order to help develop a system to share best practice across the Faculty.</p> <p>During 2016-17 we reviewed our teaching provision and revised modules in order to increase contact hours in a number of core modules for 2017-18, including Music in Context (MiC). We will be increasing contact hours on Music Research Skills (MRS) in 2018. We added Studying in a Digital Age (SDA) to provide online support for study skills in university and to assist with the transition to university for incoming students. We have added additional contact time to the Dissertation module. We have restored academic staff to every Performance masterclass in Levels 2 and 3. We have increased</p>	<p>We will continue to explore and reflect upon the role of digital and blended approaches for learning and teaching, especially flipped classrooms and the use of collaborative teaching spaces. A TES strand has been set up to look at your use of online resources, and we also have two ongoing University Student Education Fellowship (USEF) projects that can inform strategic developments in this area.</p> <p>We will reflect upon and review the role of Professional Studies within our Taught Postgraduate (TPG) programmes.</p> <p>We will work with partner schools and students on Joint Honours (JH) programmes to develop further support mechanisms for JH students in Music, including discussions at Faculty level about how to best implement the Final Year Project in JH programmes.</p>	<p>TES strand, USEF Fellows, all staff making use of such resources, SSF, STSEC, DSE, ongoing</p> <p>Programme and module leaders, SSF, STSEC, DSE, February 2018.</p> <p>JH tutor, DSE, staff with research interests that overlap with partners schools, SSF, STSEC</p>
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	<p>contact time in music psychology and music technology by introducing new Level 1 modules in these areas. We continue to remind you to make good use of staff drop-in hours as an additional means of obtaining contact time with staff.</p>		
Learning opportunities	<p>The Student Showcase event was repeated successfully for a second year. In the light of experience of organising it, we shall approach you to start planning for the event earlier in the academic year.</p> <p>Music continued to develop and expand its peer mentoring scheme.</p> <p>We continued to put on a range of Employability events within the School. In addition to the Student Showcase and presentations within lectures, we also hosted other ad hoc careers sessions (available to all students), many of which arose through your requests for focus on particular areas. We've also allocated a pot of money for visiting speakers targeted at the Music and Management programme which will also be open across the school.</p>	<p>We will continue to explore ways of support the journey from research-led teaching (where staff research informs the topics taught) to research-based learning (where you learn by conducting your own research) within our programmes.</p> <p>We will continue to highlight opportunities for funded undergraduate research where these exist (such as the extracurricular research and conference attendance fund: see https://leedsforlife.leeds.ac.uk/Home/TheFoundation), and to work with module tutors to ensure that final year research projects are appropriately scoped so that any financial implications are manageable.</p> <p>We will continue to explore opportunities for performance master classes, and to encourage you to attend these when they do happen.</p> <p>We will continue to provide a wide variety of careers events in response to student demand. We shall also trial an employability tool to help students and work with our student interns to put on further events. We shall continue to represent music at Faculty events and reflect the diverse range of careers that you can enter upon graduation.</p>	<p>DSE, Programme Leaders, STSEC, ongoing</p> <p>DSE, Module leaders, ongoing</p> <p>Performance staff, ongoing.</p> <p>HoS, DSE, Student interns dealing with careers events, ongoing</p>
Assessment and feedback	<p>Our ongoing commitment to maintaining robust and transparent assessment procedures continued in 2016/17 and our External Examiner noted that 'the quality of ... assessment methods is high'. Assessment was also looked at as part of two of our TES strands (Level 1 Experience, and Best Practice) (see comments in the 'Overall Satisfaction' and 'Teaching' sections above for the ways in which recommendations from these strands have been taken up.)</p> <p>Module leaders have been working with staff to ensure greater consistency in feedback within and across modules, drawing on the feedback guidelines</p>	<p>We will set up a TES strand to explore potential innovative assessment and feedback methods. As part of this process, we will trial an alternative approach to providing feedback on some assignments in MiC, which will involve you receiving an annotated script with personal comments (related to the individual submission), and a timetabled feedback session, where general issues (e.g. problems encountered by all or most students taking the assignment) can be discussed in an open forum. We hope that this 'two tier' approach to providing feedback will allow individual feedback to be more focussed, rather than focussing on generic issues that may be less helpful to you individually.</p> <p>We will continue to develop further suitable examples of student</p>	<p>TES strand, module leaders trialling plenary feedback methods, SSF, STSEC, 2017/18.</p> <p>DSE, STSEC, module</p>

	<p>that have been circulated to all staff and students. We hope that this has resulted in improvements in the usefulness of tutor comments. We also continue to encourage you to make good use of staff drop-in hours to clarify any questions that you may have about feedback that you have received.</p> <p>We continued to monitor assessment on Ensemble Performance. The module leader worked with tutors on the module to ensure that assessment criteria were referred to in feedback. During the induction lectures for the module, each of the assessment criteria was presented and discussed in detail, to communicate to you how they will be assessed in the module, in a bid to make the process more transparent and to instil more confidence in it.</p> <p>Although there are still occasional (and unforeseen) problems that result in the return of feedback being delayed, we have taken a number of measures to ensure that this is minimised, that you are informed as soon as possible, and that the return of feedback on assessed coursework follows a standard protocol and timeframe.</p> <p>We discussed in SSF ways in which alternative forms of feedback might be presented. Student representatives expressed concerns about such methods. In response, we have established a TES strand for 2017-18 that will look more closely into ways in which various forms of feedback might be presented.</p>	<p>sample work, and to explore the best ways to present this to you.</p> <p>We will continue to emphasise the importance of you making yourselves familiar with our published assessment criteria, and to clarify how it applies to specific assignments within modules. We will also consider ways in which to communicate more explicitly and more clearly the processes and purposes of assessment and feedback</p> <p>We will consider the ways in which online (Minerva based) exams are used across modules and discuss ways to reduce technical issues.</p> <p>We will introduce new measures to ensure that part-time staff are able to meet deadlines, as sometimes feedback return deadlines had been set on days when part-time staff do not work, causing delays. We hope that this will further improve our timeliness in returning feedback on coursework to you.</p>	<p>leaders, ongoing.</p> <p>Assessment Lead, module leaders, ongoing.</p> <p>Members of staff with modules that make use of such exams; DDSE/DSE, Digital Education Academic Lead, ongoing</p> <p>DSE, Module leaders, ongoing</p>
<p>Academic support</p>	<p>We built upon our UG induction week activities in the light of feedback from the previous year. We used Semester 1 tutorials in Oct 2017 to get more insight on the impact of these activities. Feedback was positive, singling out for praise many of the activities on offer, and indicating that (a) we should continue to provide a large number of activities to help foster a sense of identity and (b) consider ways to involve Joint Honours students more in these activities (subject to events in their parent Schools).</p>	<p>We will provide stronger guidance and support to students who are experiencing stress and anxiety. Staff will have a training session from the University Student Counselling and Wellbeing team, further guidance will be distributed by the disabilities support officer, and staff are always available to discuss your concerns during drop-in hours.</p> <p>We will explore ways to provide better support for Joint Honours students, such as holding regular meetings with you, setting up Facebook groups, and providing better signposting opportunities for discussion of concerns with the Joint Honours tutor in Music</p>	<p>Personal tutors, module leaders, Terri Watkins, Student Counselling and Wellbeing, ongoing</p> <p>Joint Honours tutor, ongoing</p>

	<p>As a result of feedback from 2016-17, the TPG induction week was moved back a week earlier to help foster and support a sense of TPG identity. A number of additional activities, such as a walking tour of Leeds, were introduced to the postgraduate induction day, to help TPG students to acclimatize.</p> <p>We monitored the personal tutor support for TPG students in the light of changes made in 2016-17 (designed to ensure that students had multiple points of contact across the School). No issues arose from this change, and we shall continue to adopt this approach where possible.</p> <p>To address your concerns about the Dissertation module, as well as to help you develop as individual researchers, we have made some alterations to earlier modules at Level 1 (Music Research Skills) and Level 2 (Music in Context). These have been designed, in part, to ensure that students have the necessary skills and confidence to succeed in writing their final year Dissertation. One specific change is the addition of a Literature Review assignment in the Level 2 Music in Context module.</p>	<p>and relevant support staff.</p> <p>In order to check-in on your progress and wellbeing, personal tutors will make additional contact with their personal tutees during weeks 6 and 9 each semester.</p> <p>We will continue to encourage you to make best use of staff drop-in hours.</p> <p>We will continue to develop welcome back activities for study abroad students to include incoming international students and prospective out-goers from Leeds</p>	<p>Personal tutors, SES staff, ongoing</p> <p>DSE, all teaching staff.</p> <p>Study abroad coordinator Welcome week</p>
Organisation and management	<p>We have listened to your concerns in relation to student representatives, and taken these into account when appointing new ones. We hope that this will help to facilitate better communication between Staff-Student Forum and the various Teaching Enhancement Scheme strands and other activities in the school.</p>	<p>In consultation with you, we will consider ways in which student representatives can be given a stronger voice within the School.</p>	<p>DSE, SSF, STSEC, Student Reps, Programme Leaders, ongoing.</p>
Learning resources	<p>We worked with the library to ensure that key course readings are available as scanned documents on many module Minerva pages. We have an 'online resources' task group that will consult with students about how effective this, and other online provision is, as part of our Teaching Enhancement Scheme in 2017/18.</p> <p>Module tutors have been encouraging students to make best use of Library facilities for accessing</p>	<p>We will review building access, to explore the possibility of extending access hours to studios and other facilities.</p> <p>We will trial an online practice room booking system.</p> <p>We will explore the viability of your suggestions for purchases, and evaluate student opinion and use of the new Mac computer suite.</p>	<p>SMC, Dan Merrick, ongoing</p> <p>Dan Merrick, SSF, STSEC, ongoing</p> <p>Dan Merrick, SSF, STSEC, ongoing</p>

	<p>materials.</p> <p>We have looked at ways in which you can be best supported in Professional Studies and shall continue to gauge the impact of our teaching practices in this module.</p> <p>We trialled the extension of Sibelius 8 software licences to composition and analysis students. There are cost implications for rolling this service out to the wider student body and at the moment there are no plans to do so.</p>		
Learning Community	<p>[This area was introduced in 2016/17: there are no actions from previous years to report on]</p>	<p>We will explore ways of enabling final year students to share their successes and insights with second-year students who are struggling with coursework.</p> <p>We will trial extended, weekday opening hours for the Windows and Mac clusters, Lecture Theatres (bookable for group work) and Concert Hall Foyer will be accessible until 20:00, five days a week. To support extended access, the Clothworkers Bar will be open, serving refreshments from 17:00-20:00.</p>	<p>SSF, STSEC, ongoing.</p> <p>Dan Merrick</p>
Student voice	<p>[This area was introduced in 2016/17: there are no actions from previous years to report on]</p>	<p>We will implement a range of measures in order to ensure that the student voice is better heard and our responses better publicised. These include collating suggestions in induction week, trialling 'town hall' meetings, better publicising opportunities for feedback in modules, online suggestions box.</p>	<p>DSE, SSF, STSEC, Module leaders, Programme leaders, Student reps, ongoing</p>