

Sydney Conservatorium Operational Plan for Teaching and Learning

Report on Progress in 2005

The report on progress is indicated by Column 3, “Progress in 2005.”

Objective 1: Attract and support the progress of high-achieving students from diverse backgrounds

Strategies	Procedures/Targets for 2005	Progress in 2005	Responsibility
1.1 Improve the first year experience through implementing Conservatorium First Year Experience Program	<p>*Improved communications with and support for first year students</p> <p>*Sustain reduction in cases of academic dishonesty</p>	<p>* Mentor program successfully initiated. Many staff and students commented on the usefulness of this initiative. Support for the program also seen in the large number of students volunteering to mentor in 2006</p> <p>* Successful application for a TIF grant to establish an electronic mentor network and first year information site that will support the University's general first year electronic sites</p> <p>* Expanded Orientation Day. The initiatives in this area led to further consultation with Conservatorium Students Association and plans for further revisions/extensions to the 2006 Orientation-Day</p> <p>* First Year Adviser/Coordinator appointed</p> <p>* First year students participated as test group in the development of CHASS Write Site and this support facility widely promoted among first year students</p> <p>* The year was not free of cases of academic dishonesty but only a very small number of first year cases were reported. This small increase may reflect increased attention given to detection within first year courses.</p>	<p>Learning and Teaching Committee/ Associate Dean (Learning and Teaching)</p> <p>Learning and Teaching Committee, Associate Dean (Learning and Teaching)</p>
1.2 Enhance opportunities for high-achieving students	<p>*Increase the quality of students enrolling in Conservatorium programs-</p> <p>*Increase innovation in delivery of Conservatorium programs</p>	<p>* Increase in enrolments in all Post-Graduate programs except Diploma. This includes almost a third increase in PhD enrolments and over a third increase in Masters Coursework</p> <p>* Undergraduate pass and Honours enrolments also showed notable increase with the quality of students remarked on during interviews and auditions</p> <p>* Innovative new Undergraduate courses introduced across a range of programs (eg. Sound Recording (Composition), Writing Skills</p>	<p>Head of School and Dean Honours Co-ordinator, Associate Dean (Undergraduate Studies) Associate Dean (Learning and</p>

	<p>*Improved support for and preparation of Honours students especially in the performance stream</p> <p>*Greater sense of integration of high achieving students into the University as a learning community</p>	<p>for Music Professions (Musicology). The latter course, for example seeks to enhance the professional preparation of Conservatorium students by focussing on skills associated with areas such as music journalism, reviewing, program and cover notes etc</p> <p>*Concert Practice revised and replaced by new Performance Workshop to create a more valuable public performance experience</p> <p>* In 2005 the Conservatorium built on the earlier review of the Honours program with the introduction of special Honours preparatory workshop at the Greenway campus run by the University Learning Centre. Performance students were the main cohort in this course</p> <p>* New written guidelines prepared and approved re Composition Honours course expectations and processes</p> <p>* Extensive revision of focus of Graduate Diploma in Performance and Master of Music Studies to attract and better align degree structures with learning needs of professional musicians and high achieving performance students</p> <p>* First full year appointment of Associate Dean (Graduate Studies) facilitated improved quality assurance in graduate student experience</p> <p>* Communication flows notably improved in 2005. Associate Dean (Graduate Studies) initiated post-graduate email lists through which students notified of conferences, research developments etc.</p> <p>* Postgraduate noticeboard introduced and regular liaison with facilities administration re facilities for postgraduate study</p> <p>* Annual review of graduate students regularised and made responsibility of Associate Dean (Graduate Studies). This has resulted in excellent feedback from students</p> <p>* Preparation and adoption of document explaining processes for post-graduate thesis submission and examination</p>	<p>Teaching), Associate Dean (Undergraduate Studies), Chairs of Units</p> <p>Honours Coordinator, Associate Dean (Learning and Teaching), Chair, Composition</p> <p>Associate Dean (Graduate Studies)</p>
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	<p>*Improved SCEQ results for chamber music</p> <p>*Strengthening of quality and number of Post-Graduates</p> <p>*Improved international recognition of Conservatorium as a centre of excellence in music pedagogy</p>	<p>* Due to extensive and on-going reorganisation of chamber music, there were no specific evaluations of this program in 2005</p> <p>* Post-Graduate enrolments increased in all areas except among Diploma students. PhD enrolments increased from 21 in 2004 to 30 in 2005, Masters Research from 65 to 72, Masters Coursework from 18 to 31</p> <p>* National Musicology conference successfully hosted by Conservatorium in September 2005 with over 170 delegates including many from overseas</p> <p>* As a result of the conference, several post-graduate Conservatorium students are now in contact with Dr Ian Cross of Cambridge University and several international students have applied to enter Conservatorium Masters and PhD programs</p> <p>* Numerous faculty members provided workshops, master classes at international music schools</p> <p>* Workshops at Conservatorium by leading international musicians and ensembles</p>	<p>Chair, Chamber Music, Associate Dean (Learning and Teaching) Dean</p> <p>Marketing Manager, Associate Dean (Graduate Studies)</p> <p>Dean, Marketing Manager, Chair, Musicology, Individual staff members</p>
<p>1.3 Attract and support more students from equity target groups</p>	<p>*Increase the number of students from regional NSW and equity groups</p> <p>*Improved communication with equity target groups</p>	<p>* Continuation of instrumental teaching teams and outreach project to students in remote areas of New South Wales. There was no evidence of a significant increase in enrolments from other equity groups.</p> <p>* Conservatorium students participated in extremely successful regional music festival at Mungindi in September 2005. The festival allowed for excellent promotion of Conservatorium and University to remote students</p>	<p>Director of regional instrumental teaching program</p> <p>Director, Outreach Program, Associate Dean (Undergraduate)</p>

	<p>*Improved access to on-site support structures for equity groups throughout student degree programs</p>	<p>* The theme of the 2005 Musicology Conference was 'Music and Social Justice'. The conference attracted several indigenous speakers and performers. The conference was followed by several inquiries by indigenous students about enrolment in Conservatorium programs</p> <p>* Beginning of on-site visits from a representative of the University Counselling unit provided more accessible support for students in equity groups</p> <p>* Workshop on critical reading and writing organised for NESB students. The workshop was run by a member of the University Learning Centre</p> <p>* Support for students with disabilities improved through on-site visit of University Disabilities Support Officer and reorganisation of disabilities support within the campus. This involved transferring disability responsibilities from the Associate Dean (Learning and Teaching) to a new staff member better placed to deliver support services</p>	<p>e Studies), Chair. Musicology Unit</p> <p>Associate Dean (Learning and Teaching)</p>
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Objective 2: Ensure Sydney Conservatorium of Music Students enjoy an outstanding experience as part of a community of learners

Strategies	Procedures/Targets for 2005	Progress in 2005	Responsibility
2.1 Support the development of ICT in teaching and learning.	<p>*Expansion of Units of Study which contain significant on-line modules by 12/05</p> <p>*Staff development through attendance at IT workshops and presentations</p>	<p>* On-line modules designed to support unit content and assessment introduced into Sound Recording Fundamentals, Music Technology. Electronic Music and some Music Education Courses.</p> <p>* Development and planning for implementation in 2006 of Web CT module in String Pedagogy program</p> <p>* Appointment of Associate Dean (ICT). This facilitated ICT policy and information flows between the Conservatorium and main campus</p> <p>* IT workshops widely publicised throughout Conservatorium and some staff attend Web-CT and other IT workshops</p> <p>* Major presentation by Associate Dean (IT) and faculty IT network manager at annual Teaching Day re ICT</p>	<p>Dean, Associate Dean (ICT), Associate Dean (Teaching and Learning), Network Manager, Chair, Strings</p>

	<p>*Improved support for and learning autonomy of students</p> <p>*Improved flexibility in delivery of courses</p>	<p>developments at the Conservatorium</p> <p>* Extensive progress on total revision of Conservatorium website. Among many benefits, this will enable more efficient support for student autonomy in learning</p> <p>*Conservatorium students participate as trial group in CHASS on-line learning (Write Site) initiative designed to enhance student learning autonomy</p> <p>*Development of IT course modules outlined above to encourage student learning autonomy</p> <p>* Vocal Unit Staff member received Conservatorium Teaching Award to assist study in North America of on-line voice and language teaching</p> <p>* The total reconstruction of the Conservatorium website, begun in 2005, will provide a basis for later specific innovations</p>	
2.2 Improve the international experience of all Sydney students	<p>*Increase the number of students involved in international experiences</p> <p>*Improve flexibility in course delivery</p> <p>*Improved cultural sensitivity among students</p> <p>*Enhanced sense of students as global citizens</p>	<p>* In 2005, the Greenway String Quartet, Sydney Conservatorium Brass Consort and New Sydney Wind Quintet, ensembles comprising or including Conservatorium students toured China including visits to Hong Kong, the Shanghai Conservatory and Beijing</p> <p>* Staff encouraged to provide opportunities for students to utilize cultural diversity when designing curriculum and assessments</p> <p>* <i>What's Expected: The Conservatorium Guide to Academic Writing and Thinking</i> expanded to include a section titled 'The Shock of the New: Learning in an unfamiliar educational environment'. The section discussed Australian academic culture from the perspective of international or NESB students</p> <p>*<i>Common Concerns</i>, Conservatorium Learning and Teaching Newsletter for May 2005 included section on 'Cross Cultural Learning at the Con: Towards a More Inclusive and Supportive Experience'</p> <p>*Purchase of Conservatorium Gamelan with a view to providing students with direct experience of a non western musical practice</p> <p>* Where appropriate, staff encouraged to expand global</p>	<p>Dean, Development Manager</p> <p>Associate Dean (Learning and Teaching), individual staff members</p> <p>Learning and</p>

		<p>content in core courses (eg. Historical and Cultural Studies 1 and 2)</p> <ul style="list-style-type: none"> * Development and promotion of Conservatorium Graduate Attributes, including emphasis on students as musical global citizens * Conservatorium Unit of Study template amended to include section on gradual attributes 	Teaching Committee
<p>2.3 Strengthen the on-campus social and educational experience for all Conservatorium students.</p>	<p>*More extensive and transparent support structures</p> <p>*Improvement in SCEQ 'Learning Community' results</p> <p>*Improved communication lines between staff and students within the Conservatorium</p> <p>*Greater sense of student engagement with the University as a learning community</p> <p>*Greater valuing of diversity within the Conservatorium</p>	<ul style="list-style-type: none"> * Major revision and enlargement of Conservatorium Performance Assessment policy to create much more transparent and supportive guide to processes and assessment criteria in this area * Learning and Teaching Committee develop a set of generic grade descriptors for performance and academic units * Mentor program introduced at first year level *Appointment of year advisers in 2005 *Appointment of International student adviser in 2005 * Workshops provided on-campus by University Learning Centre *On-campus visits from a member of the University Counselling Service commenced in 2005 *Survey of first year concert going and student learning culture at the Conservatorium by Learning and Teaching Committee * Five point improvement in SCEQ 'Learning Community' results in 2005 compared to 2003 * Appointment of designated year advisers and international adviser * Continuation of <i>Common Concerns</i>, Conservatorium learning and teaching newsletter begun in 2004 * Continuing efforts to attract student representation on Conservatorium committees * Five point improvement in 'Learning Community' SCEQ score * Marked increase in representation of University support facilities at the Greenway campus (eg. Learning Centre, International Student Support Centre) * Value of diversity promoted through Conservatorium 	Teaching Committee/Associate Dean (Teaching and Learning), Pro-Dean/Head of School

	as a learning community	<p>fora (eg. Teaching Day, learning and teaching newsletter)</p> <p>* Increased support for international students eg. appointment in 2005 of an International Student Adviser, first international student Orientation Day held in 2005 at the Greenway campus</p> <p>* Learning and Teaching sub-committee investigated enhancement of minor stream. This resulted in a 2005 TIF grant to support innovation in minor stream</p>	
2.4 Continue to promote and implement integration of revised graduate attributes within the Conservatorium learning community	<p>*Improved results on SCEQ survey re generic skills</p> <p>* Improved preparedness of students for professional life and leadership roles</p>	<p>* Four point improvement in 'Generic Skills' factor in 2005 SCEQ compared to 2003</p> <p>* Discussion of relationship of graduate attributes to student professional development integrated into curriculum of some courses and made explicit in revised Unit of Study template</p>	Learning and Teaching Committee, Associate Dean (Learning and Teaching)
2.5 Ensure that all Conservatorium teachers are using methods supported by research on teaching	*Improved results on Good Teaching Scale	* There was a one point decline in SCEQ 'Good Teaching' scale results in 2005 compared to 2003. This was a minimal variation and the Conservatorium's results on this scale remain 10 points above the CHASS average and 12 points above the University average. The Conservatorium also notes that all CHASS faculties, except Economics and Business, experienced a decline in the Good Teaching Scale in 2005. This may well reflect the increasing fiscal pressures brought to bear on faculty staff/student ratios.	Learning and Teaching Committee

Objective 3: Continue to develop a research-intensive teaching and learning environment

Strategies	Procedures/Targets for 2005	Progress in 2005	Responsibility
<p>3.1 Encourage staff awareness of research-based teaching</p>	<p>*Improvements in SCEQ results related to research-led teaching by a minimum of 5 points by 12/06</p> <p>*More flexible assessments</p> <p>*Increased student autonomy in learning</p> <p>*Increased innovation in teaching and learning</p>	<p>* 2005 SCEQ research-led undergraduate teaching scale indicates Conservatorium exceeded results of most University faculties and all faculties in CHASS except Education and Social work</p> <p>* Wider range of assessment procedures introduced into some performance streams (see next point)</p> <p>* New assessment methods introduced into some performance streams (eg. woodwind) with emphasis on student self assessment and autonomous learning</p> <p>* Appointment and report from special Research Task Force led by Associate Dean (Research). The Task Force especially addressed the challenges posed for the Conservatorium by the Research Quality Framework</p> <p>* Special video presentation at Annual Teaching Day to promote research-led teaching</p>	<p>Dean, Pro-Dean/Head of School, Learning and Teaching Committee, Associate Dean (Teaching and Learning), Associate Dean (Research), Associate Dean (Graduate Studies), Chairs of Units</p>
<p>3.2 Encourage the development of modules and units of study based on inquiry-based approaches to teaching and learning</p>	<p>*Web site on inquiry-based approaches to teaching and learning at the Conservatorium by 6/06</p> <p>*More explicit incorporation of inquiry-led approaches into learning programs</p> <p>*Improved professional development of students</p> <p>*Increased innovation in teaching and learning</p>	<p>* Not achieved</p> <p>* Conservatorium Unit of Study template revised to incorporate section on the research/teaching nexus</p> <p>*New courses in 2005, eg. Writing Skills for Music Profession, utilise variety of inquiry-led assessments</p>	<p>Teaching Committee, Associate Dean (ICT), Chairs of Units, individual course directors</p>

Objective 4: Recognise, support and reward teaching experience

Strategies	Procedures/Targets for 2005	Progress in 2005	Responsibility
4.1 Continue the Conservatorium Teaching Award	*At least 2 awards presented by 12/05	* Teaching Awards widely advertised and one award conferred in 2005. * Award reviewed by Learning and Teaching Committee with a view to encouraging increased staff applications	Dean, Associate Dean (Teaching and Learning), Learning and Teaching Committee
4.2 Encourage staff to apply for University Teaching Awards.	*At least one member of faculty to apply for University Teaching Award by 2005/6	* One faculty member applied for a University Teaching Award in 2005	Associate Dean (Teaching and Learning)
4.3 Encourage staff to take ITL 'Principles and Practices of University Teaching and Learning' course and the Graduate Certificate course.	*Increase in numbers of Conservatorium staff taking ITL courses	* No staff enrolled in the course in 2005	Associate Dean (Teaching and Learning)
4.4 Improve support for casual staff	*Enhanced engagement of casual staff with Conservatorium learning community	* Conservatorium learning and teaching newsletter continues to specifically target casual staff * All casual staff contacted re Forum for 2006 Teaching Day on 'Casual Teachers and the Conservatorium: Can You Be Casual and Belong?' and call for expressions of interest from casual staff. Very high level of response from casual staff.	Associate Dean (Learning and Teaching)

Objective 5: Continue to improve the management of teaching and learning

Strategies	Procedures/Targets for 2005	Progress in 2005	Responsibility
5.1 Develop benchmarking of teaching and learning outcomes and processes..	*Have in place a benchmarking agreement with appropriate performance institution by 12/05	* Benchmarking agreement in place with Royal Northern College of Music, Manchester * Preliminary benchmarking agreement with Griffith University	Dean, Benchmarking Project Manager
5.2 Improve the Conservatorium's performance on the University's Teaching Performance indicators	*Improved outcomes in Undergraduate and Post-Graduate performance indicators *Attract and retain international Post-Graduate students	* Conservatorium third highest faculty rating in University in 2005 SCEQ on overall satisfaction indicator * Conservatorium retains equal highest position within CHASS on good teaching scale * International Post-Graduate student numbers increased in 2005	Dean, Pro-Dean/Head of School, Associate Deans
5.3 Examine and improve current unit of study evaluation instruments and procedures	*More flexible and effective evaluation procedures *More responsive delivery of learning and teaching *Improved quality of teaching and learning	* Unit of study evaluation procedure made more effective through development of written guidelines for students explaining role of USE within the faculty and University. These guidelines displayed before each unit survey * USE results circulated in Conservatorium learning and teaching newsletter and annual teaching day and faculty discussion of evaluation procedures encouraged. *Conservatorium Unit of Study template revised to include section on feedback to students from USE * First year concert going surveyed with view to creating a more participatory student culture * New undergraduate and postgraduate courses introduced (see earlier sections) to better cater for student and professional demand * In 2005 the Conservatorium retained its position as one of the leading faculties within the University in terms of overall satisfaction	Dean, Pro-Dean/Head of School, Associate Deans, Learning and Teaching Committee

		with teaching and learning. The four point improvement in the SCEQ 'generic skills' scale also indicates continued improvement in teaching quality – as does the overall increase in undergraduate and graduate enrolments in 2005	
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