

**ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2010-11**

**LEEDS UNIVERSITY BUSINESS SCHOOL**

**ACCOUNTING & FINANCE DIVISION**

<b>Aspect</b>	<b>Progress with actions in response to 2009-10 feedback and indication of impact</b>	<b>Issues raised in 2010-11 feedback</b>	<b>Planned response in 2011-12</b>								
<b>Overall satisfaction</b>	<p>A post-it feedback exercise to get a more specific picture of student satisfaction to be conducted with final year A&amp;F students in class. 'We're listening' message to be circulated to all level three students the following week. <i>Implemented – The idea is now being extended across the Business School</i></p> <p>Focus Group sessions with final year students for A&amp;F and across LUBS. <i>To be fully implemented across the business school 2011/12</i></p>	<p>The NSS results are very encouraging with a significant rise in the overall student satisfaction to 92%, the highest in the Business School. The overall satisfaction result puts the programme 4<sup>th</sup> in the discipline amongst the Russell Group institutions and 3<sup>rd</sup> across the University as a whole.</p>	<p>The division to conduct 'Returners Meetings' for Year 2 and 3 incorporating a post-it feedback exercise. Feedback on the specific responses to be provided at a Semester 2 'Returners Meeting' for Year 3 students.</p> <p>Focus Group sessions with final year students for A&amp;F and across LUBS are currently being planned.</p>								
<b>Teaching</b>	<p>More briefing for postgraduates teaching staff and/or 'team teaching' with more experienced teaching staff on some of the more problematic modules <i>Implemented</i></p> <p>Changes to some module teaching teams to address specific issues identified from previous feedback. <i>Implemented</i></p> <p>The A&amp;F programme will be subject to a comprehensive review. <i>Implemented</i></p> <p>The division extend successful 'guest lectures' by A&amp;F alumni and other experts to contribute to the 'real world' relevance of the subject. <i>Implemented</i></p> <p>The division to introduce additional level three modules. <i>Implemented</i></p>	<p>The teaching scores for A&amp;F are above LUBS average. The programme also performed relatively well on the other parts of the questionnaire compared to the previous year.</p> <table border="1" data-bbox="929 847 1498 962"> <thead> <tr> <th>Section</th> <th>2010</th> <th>2011</th> <th>Diff</th> </tr> </thead> <tbody> <tr> <td>Teaching (Q1 to Q4)</td> <td>82%</td> <td>85%</td> <td>+3%</td> </tr> </tbody> </table> <p>The improvement in scores for teaching reflects the work done in this area, and the scores reflect a 10 per cent increase in teaching 'enthusiasm' scores. However, points that appear to be of concern to students include: Teaching structures – especially two hour lectures; Lack of interaction in formal lectures; The relationship between class activities and lecture content; Assessment balance, especially in Year 2 Some student concerns about tutor accents/language skills; and The use of postgraduate students rather than</p>	Section	2010	2011	Diff	Teaching (Q1 to Q4)	82%	85%	+3%	<p>The division to conduct briefing/training sessions for postgraduates teaching for the division</p> <p>Division to review teaching structures and especially the two hour lecture format across the programme</p> <p>Division to review Year 2 modules using a 'workshop' seminar format with a view to replacing them with classes.</p> <p>Division to make changes to some module teaching teams to address specific issues identified from previous feedback.</p> <p>The division to extend successful 'guest lectures' by A&amp;F alumni and other external experts to reinforce the 'real world' relevance of the subject.</p> <p>The division to further co-ordinate these contacts through a Divisional Advisory Forum..</p>
Section	2010	2011	Diff								
Teaching (Q1 to Q4)	82%	85%	+3%								

		<p>'professional' tutors in class sessions Lack of class/workshop sessions in some modules</p>									
<b>Assessment and feedback</b>	<p>Students to be advised in first lecture how formative feedback is provided for each module. <i>Implemented</i></p> <p>The DDSE to review the assessment programme for the period to identify 'bottlenecks' etc in order to plan for marking workload spikes utilising additional resources where necessary. <i>Implemented</i></p> <p>The A&amp;F programme review to be mapped to the assessment methods across the programme to assess its continuing appropriateness. <i>Implemented as part of programme review</i></p>	<p>The assessment and feedback scores are above the average for LUBS and reflect a continued focus on providing more timely feedback.</p> <table border="1"> <thead> <tr> <th>Section</th> <th>2010</th> <th>2011</th> <th>Diff</th> </tr> </thead> <tbody> <tr> <td><b>Assessment &amp; feedback (Q5 to Q9)</b></td> <td>68%</td> <td>69%</td> <td>+1%</td> </tr> </tbody> </table> <p>However, it is clear that students want more formative feedback, particularly on the qualitative aspects of their studies (e.g. essays)</p>	Section	2010	2011	Diff	<b>Assessment &amp; feedback (Q5 to Q9)</b>	68%	69%	+1%	<p>The division to consider how formative feedback opportunities (which are already documented in the module handbook and in the VLE) can be better publicised to increase student awareness.</p> <p>The division to continue the policy that students are told in first lecture how formative feedback is provided for each module.</p> <p>The DSE to review the assessment programme to identify 'bottlenecks' etc in order to plan for marking workload spikes utilising additional resources where necessary.</p> <p>The division to conduct a 'marking exercise' in at least one module each year to ensure students are clear on the assessment criteria and what is expected of them.</p> <p>The division to continue to monitor assessment methods across the programme to assess its appropriateness.</p>
	Section	2010	2011	Diff							
<b>Assessment &amp; feedback (Q5 to Q9)</b>	68%	69%	+1%								
<b>Academic support</b>	<p>The division to arrange a Festive Staff/Student social to facilitate informal staff/student networking and interaction. <i>Implemented</i></p> <p>Division to arrange a 'Professorial Question Time' to allow students to raise questions with the senior academic team within the division. <i>Deferred due to bad weather. Still under active review</i></p> <p>DSE and UG PD to meet with returning 2<sup>nd</sup> and final students at the start of the Semester to reinforce the message that the division welcomes and is concerned about student feedback. <i>Implemented</i></p>	<p>Again the division has scored relatively well compared to LUBS in relation to the academic support questions.</p>	<p>The division to conduct a Festive Staff/Student social to facilitate informal staff/student networking and interaction.</p> <p>Division to consider holding a 'Professorial Question Time' to allow students to raise questions with the senior academic team within the division.</p> <p>The HOD/DSE to attend 'Returners Meetings' for Year 2 and 3 to reinforce the message that the division welcomes and is concerned about student feedback.</p> <p>The division to consider how staff 'office hours' can be more effectively publicised to students and made as accessible as possible.</p> <p>The division plans to review the 'Heads of Year'</p>								

	<p>The division to consider how staff 'office hours' can be more effectively publicised to students and made as accessible as possible <i>Implemented</i></p> <p>Division to recruit 2 'Heads of Year' for the second and final years that will be specifically charged with providing personal tutor support for all students in the cohort as well as managing the overall student experience. <i>Implemented</i></p>		<p>initiative to identify any problem areas and share best practice.</p>
<b>Organisation and management</b>	No specific action planned	The division is reasonably well placed in terms of Student feedback in this area.	No specific action planned
<b>Learning resources</b>	<p>Division to consider establishing a common policy or 'minimum expectations' in terms of VLE content and the provision of supporting materials etc. <i>Still under active review</i></p>	Although limited there is some evidence from the feedback that students appreciate the resources on the VLE but that these could be expanded in some cases	Division to consider establishing a common policy or 'minimum expectations' over and above the Faculty policy in terms of VLE content and the provision of supporting materials etc.
<b>Personal development</b>	<p>Professor Bill Gerrard to run a series of extracurricular sessions on 'Aspiring to Excellence' including leadership skills etc <i>Implemented</i></p> <p>The Festive Staff/Student social to include an interactive lecture on the use of critical thinking skills in interview situations and in assessments <i>Implemented</i></p> <p>Trading/business simulation games to be held on an extracurricular basis to help students develop and demonstrate their commercial awareness. <i>Implemented</i></p> <p>Within the A&amp;F programme review the development of commercial skills can be more explicitly embedded into the curriculum. <i>Implemented – Two specific modules approved and in development</i></p>	The post-it feedback indicated that students remained concerned about the development of generic employability skills	<p>Division to run a series of 'Employability Skills' workshop sessions run by an external consultant to improve Year 3 awareness of the recruitment process and the skills they need to demonstrate</p> <p>Division to run a 'post graduate Information Event' to advise Year 3 students of opportunities for further study and the application process.</p> <p>Professor Bill Gerrard to run a series of weekly Forum sessions as part of the Year 1 Personal Tutorial module to reinforce programme coherence, motivation and personal development.</p> <p>The Festive Staff/Student social to include an interactive lecture on the use of critical thinking skills in interview situations and in assessments</p> <p>Division to run a business simulation game for Year 2 students on an extracurricular basis to develop the new Business Skills module and help students develop and demonstrate their commercial awareness.</p>

**PG PROGRAMMES**

<b>Aspect</b>	<b>Progress with actions in response to 2009-10 feedback and indication of impact</b>	<b>Issues raised in 2010-11 feedback</b>	<b>Planned response in 2011-12</b>
<b>Overall satisfaction</b>		<p>PGT Programme Survey results for the programmes offered by the division were encouraging with regards to "Overall Satisfaction". Individual programme scores on average went up (from +9% for MSc International Finance to +30% for MSc Accounting &amp; Finance) while the score for MSc Banking &amp; Finance went marginally down (-1%). Overall, for the 4 finance programmes that we have information about (excluding MSc Financial Risk Management) the average overall satisfaction is above 80% agree, with some of the programmes scoring 100%. However, response rates were rather low, which somewhat reduces the informative value of these results...</p>	<p>For the next year we aim to raise awareness to the participating PG students and actively pursue higher response rates. The importance of student feedback will be highlighted on a number of occasions (from as early as the induction week to the end of semester 2) so as to achieve the required response rates.</p> <p>Formal and informal meetings with the PG programmes director will be conducted throughout the year with the programme reps and each student in one on one meetings.</p>
<b>Teaching</b>		<p>The teaching scores for PG A&amp;F programmes on average improved marginally since last year. There appears to be room for improvement, especially in MSc Banking &amp; Finance, which performed below school average, unlike MSc Accounting &amp; Finance, which performed well above school average (90%) in this element. Specific comments regarding teaching referred to the often fast pace of lectures and the difficulty of some international students to understand their lecturers.</p>	<p>The division to conduct briefing/training sessions for postgraduates teaching for the division</p> <p>The division to introduce a "Study Skills" elective, non-assessed module, to help international students develop better listening skills.</p>
<b>Assessment and feedback</b>		<p>The scores on assessment and feedback for the PG programmes of the A&amp;F division are well above the school average and have shown a dramatic increase from last year, ranging from +9% for MSc IF to +33% for MSc A&amp;F. However, overall scores vary among programmes and the low response rates do not allow us to draw more meaningful conclusions.</p>	<p>The division to continue the policy that students are told in first lecture how formative feedback is provided for each module.</p> <p>The DSE to review the assessment programme to identify 'bottlenecks' etc in order to plan for marking workload spikes utilising additional resources where</p>

			<p>necessary.</p> <p>A marking and feedback exercise to take place during induction for all PG students.</p> <p>The division to continue to monitor assessment methods across the programme to assess its appropriateness.</p>
<b>Academic support</b>		The division's programmes average 83%, slightly above school level scores with some remarkable improvement at the MSc A&F.	<p>The division to conduct a Festive Staff/ PG Student social to facilitate informal staff/student networking and interaction.</p> <p>The programme director to meet with each student on one on one meetings during both semesters and after exam results are out.</p> <p>The division to employ a dedicated divisional assistant to streamline the academic support process and act as a liaison between students and academic staff and the PG director.</p>
<b>Organisation and management</b>		The programmes are overall well-organised and well-run. The average score for the division was just below the overall school score.	<p>The division to merge all responsibilities under one individual PG programme director, who will coordinate all activities and manage all programmes</p> <p>The division to employ a dedicated divisional assistant to assist with organisation and management</p>
<b>Learning resources</b>		The division PG programmes average 86% agree, which is below the overall school levels and has also slightly dropped from last year.	Division to consider establishing a common policy or 'minimum expectations' in terms of VLE content and the provision of supporting materials etc.
<b>Personal development</b>		PTG Programme Survey indicates that on average PG programmes scored around 73% agree, which was below the school average.	<p>Division to run a series of 'econometric seminars for PG students' with the aim to improve quantitative and research skills.</p> <p>Division to introduce a new "Study skills" module, with the aim to improve learning,</p>

			<p>listening, presentation and communication skills.</p> <p>The Festive Staff/PG Student social to include a interactive lecture on the use of critical thinking skills in interview situations and in assessments</p> <p>Division to run a series of trading simulation competitions throughout the year, from the induction week, to the end of second semester on an extracurricular basis.</p>
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