

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2013-14

Faculty of Leeds University Business School-Economics Division

EXECUTIVE SUMMARY																		
Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate Programme Experience Survey					
	2012-13		2011-12		2010-11		2012-13		2011-12		2010-11		2012-13		2011-12		2010-11	
	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	86	87	82	87	n/a	86	78	85	82	85	n/a	83	79	87	59	84	n/a	82
Teaching	82	89	79	90	n/a	88	76	85	78	84	n/a	83	82	87	75	85	n/a	84
Assessment & feedback	56	71	58	69	n/a	65	45	59	51	61	n/a	56	76	75	72	69	n/a	68
Academic support	76	81	68	80	n/a	77	67	72	67	72	n/a	68	83	85	82	80	n/a	79
Organisation & management	87	84	88	83	n/a	82	74	73	73	74	n/a	83	89	85	53	80	n/a	77
Learning resources	87	90	86	88	n/a	87	84	81	76	78	n/a	77	86	86	100	83	n/a	82
Personal development	75	81	71	81	n/a	78	67	69	66	68	n/a	65	72	77	69	71	n/a	70
Sector position		57/147		51/150		46/151												

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)
n/a where comparison with previous years not possible

Impact of 2011-12 actions	<p>The increase in option modules at levels 2 and 3 and the lifting of caps has resulted in more students taking their first choice modules</p> <p>Appointment of Heads of Year at level 2 and 3 – NSS survey shows a 4 point increase in overall satisfaction; 8 point increase in academic support and 4 point increase in personal development</p> <p>A rise in the number of students choosing either the Year in Industry or the Study Abroad year.</p>
Achievements in 2012-13	<p>We now have Programme Director for our Joint Honour programmes. The same person is also the link tutor for our non-parented Joint Honour programmes. Open days continue to be popular and the 'super open day' received very positive feedback. The result has been another substantial rise in student enrolments with 185 first year students enrolled on parented Economics' programmes.</p> <p>Final year student study group worked well with 86% students gaining a 2.1 or 1st</p> <p>Masters and PhD scholarships also proved popular resulting in greater diversity in our student intake at PG level.</p> <p>We have also appointed a Head of Year for Master students who will work closely with the new Programme Director.</p> <p>Currently 64 students (40 Year abroad and 24 Year in Industry) have transferred to the 4-year UG programme.</p> <p>The Economics Student Ball was a great success</p> <p>LUBS1240 – Maths and Stats revised to allow the Maths element to be assessed in the January exam period</p>

	<p>2nd year Econometrics module assessment load reduced 9 new TAs received training Student focus groups established Option briefing sessions held for level 2 and 3 options Office hours re-named Academic Support Hours – this better reflects the purpose Divisional Advisory Group met PPE programme developed in collaboration with Philosophy and Politics The single honours Programme Director involved in outreach recruitment activities 82% of graduates (within 6 months of graduation) are in Graduate employment or further study</p>
Main actions for 2013-14	<p>Assurance of Learning on all programmes 6 Heads' of Year (2 per year UG) required as numbers have increased. Establishment of a Quantitative Strategy Group Reform of the Maths and Stats curriculum in year 1 Overhaul of the First Year curriculum to provide option modules and ensure the provision of a sound foundation for further study. New modules planned in Economic History and Economic controversies. Economic debating society to be established Pilot the use of Assistant Assessors on a level 1 module in order to improve the timeliness of feedback Pilot Group feedback on a core 2nd year module with over 350 students Pilot the use of feedback portfolios in Personal Tutor meetings Online marking pilot Appointment of an Ipad champion Ipad training in advance of the issue of I pads to Masters' students.</p>
Summary of student involvement in the production of this Action Plan	<p>A panel of students (including the Economics School Rep) met with the DSE and Programme Directors to participate in the Programmes' reviews. A further meeting was held with students, the DSE and the Programme Directors to put together the action plan. At PGT the programme reps for Economics and Economics and Finance contributed to the Programme Review and subsequent action points. Their views and comments have been taken into account when putting this action plan together.</p>

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School: Economics Faculty: LUBS

Aspect	Progress with actions in response to 2011-12 feedback and indication of impact	Issues raised in 2012-13 feedback	Planned response in 2013-14
Overall	The Programme Director's budget subsidised a student ball with an external speaker. This proved	Students who transfer into the 2 nd year (from non-parented joint honours programmes) feel at a	Ensure that the relevant course materials from year 1 modules – especially LUBS1610 Research

<p>satisfaction</p>	<p>very popular but rule changes may prevent a repeat. The Econometrics timetable changed in response to student feedback. Introduction to the 3rd year dissertation module brought forward to the end of semester 2, year 2. Research Internship successfully completed. Divisional staff-student forum established</p>	<p>disadvantage as not had the benefit of the Personal tutorials module or the Research skills module. Dissertation – timing Assessments – Feedback and variety Econometrics – insufficient on UG programme. Lack of co-ordination between 2 Econometric modules on PG. Support for those students wishing to use Econometrics in dissertation Lack of options on 1st year UG programme</p>	<p>Skills - made available to 2nd year transfer students To review the dissertation module with a view to allowing students to start their research from the end of year 2 Students do not feel that they are over-assessed but at both UG and PG they did feel that there are too many modules with 100% exams. The PG external reviewer also mentioned the lack of variety in assessments We will audit the programmes and review assessments with the objective of broadening the range and variety of assessments. The end of year timing of many assessments means that feedback is made available over the summer. Students felt that this was too late and that the deadlines tended to fall in revision periods. Earlier deadlines with feedback available before the start of exams would be more beneficial and more likely to be picked up by the students. The division will aim to implement this where practicable. Quantitative Strategy Group to assess the viability of a 20 credit UG Econometric module (currently 10 credits) which would allow for coursework as part of the assessment. Greater co-ordination between both PG Econometric modules. Once again the external reviewer mentioned this. New compulsory/option modules to be incorporated into the first year curricula.</p>
<p>Teaching</p>	<p>Module reviews available online Stage one of LUBS1240 reform completed Quantitative Strategy Group established 6 new modules offered Non-A level maths students offered optional 3-day summer school</p>	<p>Maths and Stats LUBS1240 – issues arise due to diverse mathematical background of students Students would like a forum (or module) to discuss current economic issues Query as to whether pre-reqs for 2nd and 3rd year modules always relevant. Also need to emphasise the limiting role of pre-reqs If engagement in seminars assessed would this be motivating for students</p>	<p>Quantitative Strategy Group to provide a reformed curriculum which takes into account the diverse academic backgrounds of students. Debating society to be established and the division will develop two new modules for level one – 1. Economic Controversies module. 2. Economic History and ensure a synergy between the latter and the existing Economics of Industry modules. Audit pre-reqs Pilot assessing seminar participation in order to increase student engagement.</p>

			Pilot group essays with feedback on a module with 350 students. This will involve the module leader meeting groups of 5 students (60 groups) for 30 minutes. Add an innovation strand to the Masters' programmes.
Assessment and feedback	The division has representatives on the Assessment and Feedback group John Smith, Accounting and Finance, attended a Division meeting and gave a presentation on reforms to assessment and feedback made by the Accounting and Finance Division Drafts accepted, in some modules, for preliminary feedback	Variety of assessments Number of assessments Co-ordination of assessments across modules and schools to avoid 'Feast and Famine' Deadlines Timeliness of feedback. Also great disparity within the division and compared to other divisions. Feedback on exam performance Depth of feedback	A group established to audit assessment Division reps on the assessment and feedback committee Pilot feedback portfolios Consider the use of pre-issued exam material or open book exams Pilot online marking
Academic support	Office hours renamed Academic Support Hours Head of 2 nd , 3 rd Masters Year appointed Joint Honours programme Director and link tutor established PASS leaders recruited Study Group established	More one-to-ones with Tutors Waiting lists for 'full' modules Timetables review More guidance during Dissertation period Weekly seminars on core modules Suggestion by students that final year students could provide one-to-one meetings for First Years – possibly paid.	The faculty SES is reviewing timetabling The Division's teaching group to look at the efficiency of weekly seminars and consider use of resources
Organisation and management	Module handbooks online only to ensure 'one point of truth' Programme Directors, DDSE and Heads of Year work closely with each other and with the relevant services within the Faculty	Ensure VLE up to date Work with SES to ensure a 'students first' approach	All module handbooks to be available on the VLE Continue to provide lecture slide handouts. Students have stated a preference that these be provided in a block of 4-5 lectures
Learning resources	VLE established as a repository of course materials Ipad to be distributed to PGT students in 2014 Work closely with the library to ensure efficient provision of relevant resources Computer cluster now available to UG as well as PG	Increased availability of electronic resources Issues with the compatibility of electronic devices with University software Students would like us to give considerable thought to the use of lecture capture	Develop Ipad strategy. Give careful consideration as to how the division will use lecture capture
Personal development	Continue to work with Careers at all levels of UG Heads of Year – include in personal tutorials Leeds for Life embedded in personal tutoring Collaboration with the professional development hub Work with student reps	Appointment of further Heads of Year so that at UG 2 Heads of year per level. Employability at Masters level – especially with an International perspective Students suggest that a general module which looks at 'working as an economist' would be helpful	Work with the Professional Development hub and Andy Ross to develop employability on PGT programmes Strengthen links with Alumni who may be able to provide mentoring/internship opportunities. Liaise with firms who offer internships/graduate

	PASS leaders pro-active in working with Heads of First Year 2 nd year module 'working as a successful Policy Economist' to develop practical application of Economics in Government service	in year 1.	employment such as the GES and the Bank of England. Also NHS England has moved HQ to Leeds which might provide further opportunities for employer involvement
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