

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

Leeds University Business School

International Business Division

Aspect	Progress with actions in response to 2009-10 feedback and indication of impact	Issues raised in 2010-11 feedback	Planned response in 2011-12
Overall satisfaction	<p>To put forward a proposal to LUBS for the Module Review questions to be made uniform and brought into line with the NSS questions.</p> <p><i>Completed</i></p>	<p>The overall satisfaction levels of Year 1 students on BSc International Business and BSc International Business and Finance programmes were at 94% and 75% respectively.</p> <p>Year 2 students' overall satisfaction was at 83% (based on BSc International Business and Finance).</p> <p>We were delighted to see that 100% of our Home/EU students and 89% of International Students were satisfied with our MSc International Business programme. This is a result of continuous improvements implemented to the programme since it was launched in 2006.</p>	<p>Following on the success of the Head of Year 1 post, the Division has introduced in 2011-12 the Head of Year 2 who is in charge of personal tutoring of Year 2 students and for students personal development overall.</p> <p>The Division continues to hold regular teaching meetings and UG, PG and PhD student representatives are invited to attend and to contribute to these meetings as well.</p> <p>A student focus group is being piloted on BSc IB to inform the programme review process. This elucidated student views that were not captured by other types of inputs.</p> <p>Furthermore, meetings took place between Divisional Director of Student Education and UG and PG student representatives to gain further insights into how their satisfaction with the programmes could be further improved. All these views will contribute directly to any future actions undertaken on our programmes.</p> <p>The IB Division was selected by the School as a pilot division to redesign the MSc International Business programme in preparation for AACSB accreditation. As a result of this redesign, we have increased emphasis on transferrable skills in our programme (e.g., LUBS5213 new for 2011/12). This includes implementing a wider range of assessment means in order to evaluate students' skills-set relevant to the workplace.</p>

<p style="text-align: center;">Teaching</p>	<p>Divisional efforts to adhere to a new process for module and programme review in a timely manner.</p> <p><i>Ongoing</i></p> <p>Communicating to students how our research enhances their learning and the Division members' contribution to a textbook "International Business" by Oxford University Press (forthcoming in 2012).</p> <p><i>Ongoing</i></p> <p>An on-line business simulation game ProSim Advanced on BSc IB programmes and an on-line international strategic management exercise on LUBS5230 module.</p> <p><i>Implemented</i></p> <p>The apprenticeship approach in LUBS1145 and LUBS5234 to use the theoretical frameworks taught in Semester 1 to critically assess received knowledge in international business and debate it in class. LUBS5217 classes divided into 4 'firms' (or groups) of 6 students and they are assigned a real world task to prepare.</p> <p><i>Implemented</i></p>	<p>Based on the UG programme survey, overall, the students registered on our BSc International Business programmes are very satisfied with the quality of our teaching. They seem to be particularly impressed with teaching staff's enthusiasm about what they teach as well as the intellectually stimulating programme content. These positive results are shared by both Year 1 and Year 2 students.</p> <p>Review of the BSc IB programmes identified a number of issues around assessment waves, overlap of syllabus content across modules, and recommended module electives.</p> <p>MSc IB students were highly satisfied with teaching staff's enthusiasm and they found the programme intellectually stimulating.</p>	<p>We are considering how to integrate more widely the use of on-line business simulations as a learning opportunity across the BSc IB programmes.</p> <p>On LUBS1145 care was taken to incorporate lecture and class sessions on climate change, international labour issues and fair trade. These topics encompass issues of business ethics and sustainability, and the social and environmental dimensions of sustainable development, all from the perspective of international business studies. The teaching team for LUBS1145 will look to develop further sessions and materials on sustainable development issues, possibly working with colleagues from the School of Earth and Environment, some of whom have expressed an interest in becoming more involved in teaching these types of topics in the Business School.</p> <p>In order to address the issues raised in the BSc IB programme review the following items will be discussed at the nearest teaching/programme meeting in the division: (1) Coordinating the timing of mid-term assessments in such way that they are distributed more widely across the teaching term, (2) Further reducing overlap and duplication of content across IB modules, and better integrating and relating the topics covered in individual modules (especially across levels) to the overall aims and objectives of the programmes. Following students' feedback, we will no longer strongly direct students towards taking PIED1151 as a recommended elective.</p> <p>On the MSc International Business we recorded the best ever student performance with 25% of the cohort awarded a distinction. This is as a result of continuous improvement in teaching delivery and a revamp of the curriculum in 2010/11. The greater proportion of students from within the EU in 2010/11 contributed to such a high level of performance and we will be requesting the School to redirect marketing activities away from China and India towards countries of the EU, which represent a quality market the School</p>
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<p>Assessment and feedback</p>	<p>Divisional efforts to meet the requirement of normal turn around period for returning marks and feedback within three weeks and where this is not possible the planned turnaround time to be made clear in advance to students.</p> <p><i>Ongoing</i></p> <p>Managing student expectations with regard to feedback and assessment by reminding them that feedback is not just in terms of a mark and written comments on an assignment, but it can also be delivered in other ways, e.g. comments in seminars, answers to questions in lectures, VLE, etc.</p> <p><i>Ongoing</i></p> <p>Feedback sheets on VLE (LUBS3800, LUBS3250), model answers and essay writing guides</p>	<p>The feedback scores leave room for improvement on both UG and PG programmes. Talks with student representatives have confirmed that students and staff viewed feedback differently (i.e., students only recognising that feedback was given if it was in a written form and if it had given them an indication of a grade they would potentially receive).</p>	<p>Work continues at the Divisional level on how to improve quality of the feedback given to students registered on our programmes. In particular, we need to place much more emphasis on how we communicate feedback opportunities to students, and where appropriate, to be much more specific on giving students a tangible indication of their progress.</p> <p>Work continues on a number of IB modules: feedback sheets on VLE (LUBS3800, LUBS3250), model answers and essay writing guides (LUBS3800), comment sheets on verbal presentations (LUBS3805), suggested responses to case study questions (LUBS3800, LUBS3250, LUBS5268). Written feedback for case studies has been implemented on LUBS1140. We have also introduced mid-term exams on LUBS1140 to give the students an opportunity to self-monitor progress and identify areas for further improvement.</p> <p>In terms of promptness of feedback every effort continues to be made to reiterate to staff the importance of delivering feedback to students on time, and where this is not possible, to clearly communicate to students when they can expect to receive it, and the reasons for a delay.</p>

	<p>(LUBS3800), comment sheets on verbal presentations (LUBS3805), suggested responses to case study questions (LUBS3800, LUBS3250).</p> <p><i>Implemented</i></p> <p>Restructuring of peer reviewing process.</p> <p><i>Ongoing</i></p>		<p>On the MSc International Business greater emphasis is being placed onto providing our students with timely feedback and monitoring opportunities, for example through the widespread implementation of mid-term exams (LUBS5214, LUBS5268, LUBS5219) and assignment and greater emphasis on skills development during seminars. Students are always encouraged to submit practice essays and assignments in their own time for feedback but very few (less than 5 per cent) take advantage of such opportunities.</p>
<p>Academic support</p>	<p>Informing the students at the beginning of every module how comments from students from the last year have led to changes in that module this year.</p> <p><i>Ongoing</i></p> <p>Piloting an extra mid-semester module evaluation on LUBS3800, LUBS3250, LUBS2875, LUBS5212 and in addition to the end of module evaluation.</p> <p><i>Implemented</i></p> <p>Our other initiatives include: promoting office hours and appointments to students and encouraging them to use them and clearly communicating to students opportunity to submit practice essays.</p> <p><i>Ongoing</i></p>	<p>Both undergraduate and postgraduate students were generally happy with academic support received, and we are implementing actions in the Division to further improve it.</p>	<p>Both UG and PG students were welcomed by all IB teaching staff at the introductory sessions to their respective programmes as well as at an informal lunchtime socials. To further facilitate informal interaction between staff and students, the Division held Staff/MSc International Business Students Quiz on 15th of November 2011.</p> <p>As a part of the new LUBS5213 Professional and Research Skills module we have introduced a non-assessed generic essay in which the students are being asked to write about their background and to identify their personal strengths and weaknesses. This document serves as a basis for discussion during personal tutoring meetings. Based on the initial feedback from staff and students this teaching innovation has transformed the dynamic of personal tutorial meetings into very productive discussions about students personal and professional goals and how the staff can support them in their endeavours. Within the same module, we have also introduced a final 1,500 words long assignment in which the students are being asked to reflect on their personal and professional development objectives and to what extent they achieved them.</p> <p>Personal tutoring on the MSc International Business</p>

			will be significantly improved in 2011/12 with greater emphasis on the personal nature of tutoring and a discussion between tutors and tutees that focuses on bridging the gap between the world of study and that of work. This will further enhance our ability to work with students on the programme towards the creation of an individual academic, professional and personal development plans.
Organisation and management	Working closely with LUBS on the issues of organisation and management as required. <i>Ongoing</i>	-	We will continue to work closely with LUBS on the issues of organisation and management as required.
Learning resources	The University Teaching Fellowship project to investigate the use of mobile learning technologies at the level of a module and a programme to extend the learning experience of students onto internet-connected mobile platforms. <i>Ongoing</i> The Academic Development Fund/Teaching Enhancement and Student Success and entitled: "What makes good teaching materials in international business?". <i>Ongoing</i>	Both UG and PG students were generally satisfied with learning resources on our programmes. One area where the scores were lower on the MSc IB programme pertained to access to specialised equipment, facilities or rooms when needed. We believe it could have been linked to a lack of a PG common room in the Business School which has now been made available to students. Feedback received from student representatives has also revealed that they are often not aware of learning resources available to them both in the University and in LUBS (e.g., very few PG students seem to have been aware of the Skills@Library building, student societies, etc).	Students' feedback has emphasised the need to improve how learning opportunities and resources are communicated to them, which will be addressed through disseminating this type of information during personal tutorials. Work continues on our textbook "International Business" which is to be published by Oxford University Press in 2012/13 and which builds on research strengths of our Division. This resource will benefit students from both UG and PG levels. UG and PG Programme Directors are in discussions with LUBS on the E-maturity of the VLE, as part of the on-going efforts to create incentives for academic staff to produce material that inspire our students and reconsider their teaching and learning methods in a digital age. We were delighted with LUBS5232M international Strategic Management module to be awarded gold status (one of the few modules in the School) as a result of the design and the use of innovative learning material to provide MSc International Business students with an exceptional learning experience.
Personal development	The University Teaching	BSc students registered on our programmes seem to be	Work continues within the Head of Year 1 post and a

	<p>Fellowship project to increase the level of engagement of external stakeholders in the International Business curriculum.</p> <p><i>Ongoing</i></p> <p>Including practitioners in teaching throughout international business programmes.</p> <p><i>Ongoing</i></p>	<p>happy with personal development opportunities offered during their studies so far. One point of concern was availability of advice when needed to make module choices.</p> <p>The Home and EU MSc IB students did not seem to be satisfied with personal development opportunities offered on the programme (43%) while 72% of international students thought that they were good. Hopefully our comprehensive actions undertaken this year will improve the scores in this area.</p>	<p>new Head of Year 2 post in the area of student personal development, which we hope will contribute to even higher scores next year.</p> <p>In order to improve employability of our MSc International Business students we have introduced a new 30 credits module LUBS5213 Professional and Research Skills for International Business. This module provides the students with an understanding of the main characteristics, skills sets, personality traits and possible career paths of the international business practitioner as well as the skills required for academic study. This new module is now very closely linked with personal tutorials, which have also been completely redesigned to better facilitate students' personal development. The module is being delivered by the members of staff of our Division as well as by external speakers (e.g., Workmaze, RedVoice, our alumnus currently working in McKinsey&Co). For the same module, some new seminar case studies will be introduced in semester 2 that will be relevant to research in the business environment as well as teaching students research skills for academic purposes, so that students who may not wish to pursue an academic career, can also see how research skills can be used in business.</p> <p>The Division is in a process of establishing a Divisional Advisory Forum which will consist of practitioners and policymakers who will be asked to comments on and contribute to our programme content.</p> <p>In order to further improve interaction between students and IB staff on the one hand, and with companies and other external organisations on the other the IB Division is in talks with students on the creation of an International Business Student Society.</p> <p>The IB Division is also developing the IB Careers, skills and experts database which is aimed to focus the design of our modules and assessments to link directly with particular careers and student skills as well as to identify practitioners who work in particular IB careers</p>
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