

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

Faculty of Leeds University Business School- International Business 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 | 79 | 87 | n/a | 87 | n/a | 86 | 91 | 85 | 94 | 85 | n/a | 83 | 89 | 87 | 86 | 84 | n/a | 82 |
| Teaching | 88 | 89 | n/a | 90 | n/a | 88 | 87 | 85 | 89 | 84 | n/a | 83 | 92 | 87 | 85 | 85 | n/a | 84 |
| Assessment & feedback | 73 | 71 | n/a | 69 | n/a | 65 | 55 | 59 | 57 | 61 | n/a | 56 | 77 | 75 | 71 | 69 | n/a | 68 |
| Academic support | 77 | 81 | n/a | 80 | n/a | 77 | 76 | 72 | 81 | 72 | n/a | 68 | 88 | 85 | 74 | 80 | n/a | 79 |
| Organisation & management | 85 | 84 | n/a | 83 | n/a | 82 | 81 | 73 | 86 | 74 | n/a | 83 | 89 | 85 | 73 | 80 | n/a | 77 |
| Learning resources | 84 | 90 | n/a | 88 | n/a | 87 | 86 | 81 | 82 | 78 | n/a | 77 | 89 | 86 | 84 | 83 | n/a | 82 |
| Personal development | 77 | 81 | n/a | 81 | n/a | 78 | 80 | 69 | 81 | 68 | n/a | 65 | 91 | 77 | 84 | 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 | <ul style="list-style-type: none"> As a result of the introduction of compulsory iPads on the MSc IB programme last year, the delivery of digital learning in student education is now underway in the Business School and it will be rolled out in teaching delivery across all Masters programmes in 2014/5. As a result of a recruitment of a Personal Development Tutor on MSc IB programme our scores in the Postgraduate Programme Experience Survey in the area of personal development have increased by 16 percentage points (from 73% to 89%). In February 2013 the Programme Team organised a Super Open Day event, with outside speakers, current students and teaching staff present to speak and promote the BSc IB programmes. Attended by more than 100 Post-Offer applicants and parents this proved a great success, and it is likely to have contributed at least in part to the strong student intake in 2013/14 in terms of both numbers and entrance qualifications. |
|----------------------------------|---|

| | |
|--|---|
| <p>Achievements in 2012-13</p> | <ul style="list-style-type: none"> • We have introduced new BSc International Business and Marketing programme which, despite a relatively short period in which it was advertised, recruited well. • We have introduced (jointly with the School of Modern Languages and Cultures) a suite of 12 new Joint Honours BA International Business and Modern Languages programmes to start in 2014/15. • We have introduced the Peter J. Buckley Achievement Scholarship and the International Business Student Achievement Scholarship to enhance undergraduate application and conversions rates, and to reward and strengthen the student experience while attending Leeds. • We were accredited by the Institute of Export for both our BSc IB and MSc IB programmes. • Our MSc International Business has been ranked for the second consecutive year in the Financial Times 2013 Masters in Management rankings at number 58, up 12 places from the year before. International Business was ranked in the "Top 10 for International Business" as 4th in the world and 1st in the UK. • MSc International Business Team has been shortlisted for a Prospects Postgraduate Award, which recognises and rewards excellence and innovation in postgraduate education. The Awards are run by Graduate Prospects, the UK's leading postgraduate education publisher, which also operates prospects.ac.uk and the official postgraduate course database. |
| <p>Main actions for 2013-14</p> | <ul style="list-style-type: none"> • Improving our NSS overall satisfaction scores on our BSc IB programmes (case studies on translating research into teaching; active engagement of staff in the Staff Student Forums; introducing Deputy Programme Directorship; International Business Society) • Improving "Personal Development" scores on BSc IB programmes (International Business Society; employability expert as Head of Year 3; the Institute of Export accreditation; the IB Advisory Board; Emotional and Social Competency Inventory test) • Improving our "Assessment and Feedback" scores on both BSc and MSc IB programmes (through restructuring of personal tutorials with focus on feedback; full integration of "Feedback Leaflet" into personal tutorials; rationalising the sequence of different types of assessment; reviewing deadlines of assessment at a programme level). • Further improving student overall satisfaction on the MSc IB programme (case studies on translating research into teaching; active engagement of staff in the Staff Student Forums; introducing Deputy Programme Directorship; further integration of iPads into teaching; Emotional and Social Competency Inventory test; International Business Society) |
| <p>Summary of student involvement in the production of this Action Plan</p> | <p>This action plan document has been discussed with student representatives of our International Business programmes from both BSc and MSc level during a meeting which took place on 20th November 2013. The meeting was also attended by the relevant programme directors and it was chaired by the Divisional Director of Student Education. As a result of this discussion a number of amendments were made to this document (e.g., example of good practice on LUBS5224M Economics for Business 1 module in dealing with large cohort on MSc IB; including current students in meetings with Divisional Advisory Board; MSc IB Society; etc.) and a number of suggestions will be taken into considerations in our future activities (e.g., continuity of the Head of Year role within the BSc programmes; the timetabling of lectures and tutorials for the seminars to follow the relevant lecture; more attention to detail on the part of personal tutors during personal tutorials, etc.). We wish to add that we are in regular contact with our students and student reps (within teaching activities on the programme and via Student Staff Forums) and these interactions have also shaped the content of this action plan.</p> |

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

| School: | | Faculty: | |
|-----------------------------|--|---|---|
| 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 satisfaction | Our detailed response to the feedback on the student experience is provided under individual headings below. | <p>BSc IB: Our NSS score of 75% in overall satisfaction is disappointing, while our overall satisfaction scores in the Undergraduate Programme Experience Survey are more encouraging (96% in Y1 and 82% in Y2)¹.</p> <p>MSc IB: Our overall satisfaction scores increased by 4% from the previous year. For 2012/13, there is a difference between Home/EU students and Home/EU students in terms of their rating: overseas students are more satisfied than Home/EU with this programme².</p> | BSc and MSc IB: We have developed a detailed response with regard to each of the categories in which students' feedback is measured (i.e., teaching, assessment and feedback, etc.) and improvements in each of these areas are expected to directly contribute to improving overall satisfaction on our programmes. The specific actions have been described in detail in the subsequent sections. |
| Teaching | <p>ALL COMPLETED:</p> <ul style="list-style-type: none"> • Introduction of a new BSc International Business and Marketing in 2013/14. • Integration of an on-line business simulation into the teaching and delivery of LUBS3860 International Strategic Management and the Induction Week of Year 1. • Individual teaching staff granted access to the VLE area for all UG and PG IB modules to avoid overlap and to strengthen programme level focus. | <p>BSc IB: Students expressed high levels of satisfaction under the teaching category (88% 'agree'). The UG Programme Experience Survey has also confirmed this with the scores ranging from 85% to 94% in related categories.</p> <p>MSc IB: no issues identified at the programme level. In the programme survey, we have registered an increase across the indicators of teaching.</p> | BSc and MSc IB: We are one of the two pilot divisions in LUBS developing a series of case studies translating their research into learning resources on the themes of employability, global and cultural insight and ethics. The case studies will be written based on the face-to-face interviews with the members of staff of IB Division and BSc IB and MSc IB students. The case studies will be available on-line and will also include a video material. |

¹ As well as identifying key areas for improvement on the programme which are within our control (and which are detailed in this document), there were a number of factors outside of our control, which might have contributed to the relatively low NSS satisfaction score. They are: (1) Our BSc IB Programmes are new; (2) The cohort that graduated in the summer of 2013 comprised only those students who had completed a three year programme of study and not a four year programme (the latter tend to report high satisfaction rates in their final year as a consequence of their Year 3 experience); (3) A relatively high proportion of BSc IB students who completed the NSS2013 survey are direct entry students who joined the programmes in 2012 (they tend to report lower satisfaction rates due to difficulties in adaptation to a new learning environment).

² The gap in responses between overseas and Home/EU students is similar across all items of the programme survey, indicating a fundamental differences in terms of how they value our MSc IB. The diversity of the programme has improved significantly – a record high with 29 nationalities this year and we will aim to maintain the current degree of diversity.

| | | | |
|---------------------------------------|--|--|--|
| | <ul style="list-style-type: none"> Module level initiatives: “best group award” on LUBS2400; A Chinese Business Panel on entering and operating in the Chinese market | | <p>MSc IB: We are delighted that our students nominated the MSc International Business Team for a Prospects Postgraduate Award, which recognises and rewards excellence and innovation in postgraduate education. We are currently investigating the methodology of these awards in order to facilitate any further nominations by our students, should they wish to do so in the future.</p> <p>We plan to maintain our high quality teaching. Colleagues are encouraged to innovate in terms of delivery of seminars in response to the increased seminar class size because of high student numbers (e.g., in LUBS5224M Economics for Business 1 the student cohort is divided into 3 groups with lectures and seminars being delivered to each of these groups separately).</p> |
| <p>Assessment and feedback</p> | <p>ALL COMPLETED:</p> <ul style="list-style-type: none"> A workshop to share best practice on feedback led by a programme director from Accounting and Finance division Introduction of a ‘Feedback Leaflet’ clearly outlining to students what feedback is and what types of feedback they can expect Module level initiatives: LUBS 5217, a one hour mock exam takes place in week 7, followed by feedback session in week 8. | <p>BSc IB: The NSS score in this category was low – i.e., 74% and the Programme Survey scores in related categories were also disappointing.</p> <p>MSc IB: This area has a relatively low score in the programme survey, indicating need for improvement, especially in terms of setting clear criteria for marking, assessment arrangements and promptness and detail of feedback.</p> | <p>BSc IB: Given the low scores, an improvement in this area is our key priority and we have developed a number of actions to address it as a matter of urgency. They are detailed below.</p> <p>We have completely restructured personal tutorials meetings between Heads of Year and individual students. From this year students will be required to discuss with their personal tutors the feedback they received on the programme and the strategies for how they will use it in their further learning. This will ensure that as well as being aware of the feedback received the students will also act upon it to further improve their learning.</p> <p>We have also introduced an earlier submission of dissertations (as well as earlier allocation of supervisors, and other dissertation related assignments – e.g., a submission of a draft literature review in November).</p> |

| | | | |
|--|--|--|--|
| | | | <p>In order to strengthen and to better articulate and operationalize the role, and to share best practice and experiences, the Divisional Heads of Year will now meet two or three times each semester, with minutes of the meetings reported to the Programme Team for consideration and discussion. It is hoped that this initiative will help to improve how this role functions, and the services and support that HoYs provide to our students.</p> <p>Divisional staff have been actively engaged with the Staff Student Forums in both semesters throughout the period under review, with benefits to all involved in terms of sharing ideas, feedback, comments and suggestions for improving the learning experience of students in an informal and supportive environment.</p> <p>BSc and MSc IB: After piloting the 'Feedback Leaflet' last year (which clearly outlines to students what feedback is and what types of feedback they can expect) we have now fully integrated it into our personal tutoring system on the BSc IB and MSc IB programmes. This document is now also being used as an example of good practice and applied throughout the Business School.</p> <p>MSc IB: We are currently identifying further feedback opportunities at the module level and we are rationalising the sequence of different types of assessment. For example, the LUBS5213M Professional and Research Skills for IB will be better coordinated with LUBS5250M Dissertation (MSc IB) so that research proposal is assessed in a more efficient way. Other areas of feedback, such as more detailed written comments, discussion of exam performance, and marking</p> |
|--|--|--|--|

| | | | |
|-------------------------|--|--|--|
| | | | <p>criteria will be discussed with module leaders for improvement.</p> <p>We will be introducing changes to the internal moderation process for marking both MSc and BSc, e.g., Programme Directors will assign internal evaluators and moderators rather than colleagues managing this process themselves.</p> <p>We have completely restructured personal tutorial meetings which from this year will involve students discussing with their personal tutors the feedback they received as well as the strategies for how they will use it in their further learning. This will ensure that as well as being aware of the feedback received the students will also act upon it to further improve their learning.</p> <p>With regard to MSc dissertations we have introduced a more structured supervision and monitoring system (e.g., by defining the minimum number of supervision meetings and asking supervisees to report and evidence their progress during these meetings). We will also require students to submit their data file and any evidence of data collection along with their dissertations (to evidence that the work of the students is their own).</p> |
| Academic support | <p>ALL COMPLETED:</p> <ul style="list-style-type: none"> LUBS1140 was taught as a 5 day workshop in China to allow Wuhan University students to directly enter Year 2 of the BSc International Business (IB) programme and not the ad hoc version. LUBS5268 European Business was made available to Level 3/4 UG students in order to broaden the number of IB-specific optional modules in the final year on the BSc IB | <p>BSc IB: The NSS score in this category was 79% and in the Programme Survey we scored better in related categories at level 1 than at level 2.</p> <p>MSc IB: Scores in categories related to academic support have increased significantly in comparison with previous years. We were particularly delighted to note a score of 99% in the category “Staff are enthusiastic about what they teach”.</p> | <p>BSc IB:</p> <p>With regard to the Curriculum Enhancement Project the Programme Team will continue to work on the student-centred mapping of RBL and CPT for the BSc International Business programmes. This process will be completed during the early part of 2013/14.</p> <p>As specified in the “Teaching” category we are currently conducting a project aiming to increase</p> |

| | | | |
|---|--|--|--|
| | <p>programmes.</p> | | <p>students' awareness of the research and teaching link by producing a series of case studies on the themes of employability, global and cultural insight and ethics.</p> <p>MSc IB: We intend to maintain high quality academic support, especially through MSc IB Personal Tutoring scheme and supervision of dissertation. The changes implemented to personal tutoring have been described in detail in personal development section.</p> <p>We have introduced preparation to dissertation much earlier this year (i.e., during the induction process) to provide students with more time to consider their topics and research design, and with more opportunities to explore varied ways of carrying out dissertations.</p> |
| <p>Organisation and management</p> | <p>ONGOING: We have been continuing to work closely with LUBS on the issues of organisation and management as required.</p> | <p>BSc IB: The NSS results indicate high satisfaction rates concerning 'Organisation and management' at 83%. Similar levels of satisfaction were expressed by the Y2 students while no scores for Y1 students in this category were available.</p> <p>MSc IB: Our scores in this category have improved from 78% last year to 91% this year. While students have given many positive comments; some of them seem to have been concerned with uneven workload (semester 2 has many more assignments than semester 1).</p> | <p>BSc IB: We have introduced a new role of Deputy Programme Director to further improve efficient management of the BSc IB degrees and a smooth handover of the programmes to a new Programme Director (as the current Programme Director will be leaving Leeds at the end of 2013, with his replacement commencing her post in December).</p> <p>MSc IB: We have introduced a new role of Deputy MSc IB Programme Director role to further improve the organisations and management of the programme.</p> <p>MSc IB Programme Directors will be reviewing deadlines of assessment across the programme in order to spread the assessment deadlines more evenly across both semesters. The Programme Directors will also examine potential issues with over-assessment; these issues can be addressed</p> |

| | | | |
|-----------------------------|---|--|---|
| | | | <p>through module change requests but will not impact on module delivery for the current academic year.</p> <p>In addition, we will find better way to communicate with students the arrangement of semester 1 and semester 2 learning activities and make them aware that the benefits of the arrangement in terms of helping them during the transition into an intensive study at a postgraduate level.</p> |
| Learning resources | <p>COMPLETED:</p> <ul style="list-style-type: none"> Introduction of compulsory iPads on the MSc IB programme <p>ONGOING:</p> <ul style="list-style-type: none"> Work continues on our textbook "International Business" which is to be published by Oxford University Press and which builds on research strengths of our Division. This resource will benefit students from both UG and PG levels. | <p>BSc IB: The NSS results indicate high satisfaction rates concerning 'Learning resources' (83%). The UG Programme Experience Survey has also confirmed this with the scores ranging from 85% to 94% in related categories..</p> <p>MSc IB: Students were generally satisfied with learning resources on the programme. They provided a particularly positive feedback on the integration of iPads into learning and teaching.</p> | <p>BSc and MSc IB: Work continues on our textbook "International Business" which is to be published by Oxford University Press and which builds on research strengths of our Division.</p> <p>MSc IB: We are continuing with further integration of iPads into learning and teaching on the MSc IB programme.</p> |
| Personal development | <p>COMPLETED:</p> <ul style="list-style-type: none"> Introduction of the Head of upper years to provide personal tutoring to BSc IB students and revising of LUBS1100 to better develop academic writing and other study skills. At PG level, a recruitment of a Personal Development Tutor to enhance students' employability skills. Introduction of compulsory iPads on the MSc IB programme to promote students' digital literacy skills. Inviting members to the Divisional Advisory Forum – the first meeting took place. A networking event on "Bridging the world of study with that of work", which featured 4 MSc | <p>BSc IB: The NSS score for "personal development" was disappointing and so was the score from Y2 students, while the student satisfaction in related categories in Y1 was high (89%).</p> <p>MSc IB: The area of personal development has been highly praised by students. The scores under this criterion have increased from 73% to 89%, which is a result of our heavy investment in activities related to improving students' employability.</p> | <p>BSc IB: We have introduced the International Business Society which is run by a 5-member student committee who will propose, organise and manage social events and learning and development activities with the aim of strengthening the student experience outside of the classroom (e.g., Facebook page and social activities).</p> <p>Building on our success in the area of personal development on the MSc IB programme, the post of Head of Year 3 is now held by our employability expert to further enhance students' experience in this area (e.g., introduction of Emotional and Social Competency Inventory test (ESCI-U) in the</p> |

| | | | |
|--|--|--|--|
| | <p>IB alumni from the past couple of years.</p> <ul style="list-style-type: none"> • Accreditation by the Institute of Export (IoE) of the BSc IB and MSc IB programmes. • A pilot of the Beyond Borders scheme to enable MSc IB students. <p>ONGOING:</p> <ul style="list-style-type: none"> • A focus group to identify where on modules particular individual skills are taught and practiced on the BSc IB programmes, and where gaps in provision may exist. | | <p>final year).</p> <p>BSc and MSc IB: Modules on the BSc IB and the MSc IB programmes are now accredited by the Institute of Export, the leading professional body of its type in the UK.</p> <p>We have established IB Advisory Board consisting of business people and policy makers and the first meeting took place in July 2013. The Advisory Board will help in a number of student-centric and programme-level areas, including employability, curriculum design and content, skills development, mentoring and so forth. It is intended that these meetings will take place regularly and some of them will involve our current students.</p> <p>MSc IB: We aim to maintain high quality support for personal development. Our employability tutor will continue to provide developmental support to our students and will be better integrated with the teaching on the whole programme (e.g., in LUBS5213M introduction of innovative materials in teaching/coaching, such as Emotional and Social Competency Inventory test (ESCI-U) which is then discussed by personal tutors with their tutees as a basis for their personal development plans).</p> <p>In order to further improve the linkages between dissertations and skills development we will be engaging students in company-based projects and academic-led interlocking projects. For example, company-based projects can be written as case studies and this will ensure that students' dissertations are based on company-specific problems.</p> <p>We will be establishing the International Business</p> |
|--|--|--|--|

| | | | |
|--|--|--|---------------------------|
| | | | Society on the programme. |
|--|--|--|---------------------------|