

Leeds University Business School

Action Plan in Response to Student Feedback from 2010/11 academic year

Introduction

This action plan has been developed from the detailed divisional action plans (attached) and feedback and reflections from students. As well as the NSS, programme surveys and module reviews, this includes student input into programme reviews and divisional action plans, start of term meetings with returning students and a series of focus groups with final undergraduate students run by the communications interns.

The action plan identifies the enhancements that the staff and students of the Business School will be making over the next year in order to meet our responsibilities under the Partnership Agreement. The Faculty Level plan is supported by Divisional level plans which identify how each division is implementing the Faculty's mission for Student Education:

To enable individuals to develop their academic potential, their employability, their global and cultural insight and their ethical awareness to enhance their potential to benefit business and society.

Authors:

Student Representatives

Pro-Dean for Student Education

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

Faculty: Leeds University Business School

EXECUTIVE SUMMARY																		
Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate Programme Experience Survey					
	2010-11		2009-10		2008-09		2010-11		2009-10		2008-09		2010-11		2009-10		2008-09	
	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	86	86	84	82	86	84	84	83	83	84	75	82	84	82	81	78	77	80
Teaching	83	88	78	85	79	86	80	83	80	83	69	82	83	84	79	81	75	81
Assessment & feedback	64	65	59	61	57	61	59	56	56	57	48	54	69	68	62	63	58	62
Academic support	79	77	73	74	72	75	70	68	74	68	60	66	78	79	77	76	70	76
Organisation & management	90	82	86	79	87	79	78	83	80	73	73	70	78	77	75	73	75	75
Learning resources	85	87	80	85	84	86	76	77	74	76	76	77	83	82	83	81	83	82
Personal development	80	78	71	76	76	78	72	65	72	63	63	62	73	70	70	68	68	67

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)

Impact of 2009-10 actions	The integration of Leeds for Life into our personal tutoring system so all our students as evidenced by the high take up rates of students completing the personal tutorial forms and accessing LfL opportunities.
Achievements in 2010-11	<p>The revision of our Mission for Student Education provides clear direction for the developments in our programmes and the student experience which we will be taking forward over the next few years:</p> <p><i>To enable individuals to develop their academic potential, their employability, their global and cultural insight and their ethical awareness to enhance their potential to benefit business and society.</i></p> <p>The recruitment of student interns and the restructuring of student representation has helped us improve communications between students and staff The A&F Division have introduced Heads of Upper Years and has achieved excellent results in the NSS.</p>
Main actions for 2011-12	<p>Other divisions are in the process of recruiting Heads of Upper Years.</p> <p>At postgraduate level we are implementing a strategy for employability support.</p> <p>All of our programmes are being reviewed as part of the Curriculum Enhancement Project and AACSB accreditation to ensure that we embed the core threads of employability, global citizenship and ethical responsibility in ways that are relevant to the needs of each discipline specialism.</p> <p>Continue to work on improving staff/student communication.</p>

Leeds University Business School Faculty Action Plan

What we can expect from each other

Familiarity with course content and assessment	Staff will work on providing students with clear marking criteria for all assessments. Student reps will work with students to encourage them to make use of these criteria.
That we seek, give and act on timely, relevant and effective feedback	Staff will continue our efforts to provide high quality feedback across our all learning and teaching in ways that are useful for students. Student reps will communicate to students the importance of using the feedback that is provided.
Ensure all spaces are fit for purpose	The Faculty recognizes that is operating under severe space constraints and is in dialogue with the University for the development of additional teaching space.
Fair and equal treatment	The Faculty has recently appointed two staff with subject expertise as Diversity Champions. They will work with staff and students over the next year to engage the whole School in embedding a culture of fairness and celebrating diversity.
Active engagement in the creation of innovative academic content that reflects current research	As part of the Curriculum Enhancement Project, programme directors will use the Healey matrix to audit and enhance the research based nature of our programmes with a particular emphasis on impact and skills development so that this is relevant to students.
Preparation for, attendance at and engagement with all learning opportunities	Student reps to lead on communicating with students expectations and responsibilities under the Partnership Agreement
Fulfilment of all our commitments	The Faculty is committed to excellence in student education and in research and to ensuring that our focus on these is balanced and integrated. This integration will be

	made explicit via the work on research based learning teaching through the Curriculum Enhancement Project and AACSB accreditation.
Open, effective and timely communication	The Faculty will make clear the channels of communication between students and staff. Student reps and the Communications Interns will work with staff on improving communications.
Critical and independent thought	Some students have raised concerns about the theoretical nature of our programmes. Staff, however, see the theoretical base as fundamental to developing critical and independent thought in a research led university. Staff and student reps will work on communicating the value and relevance, of our approach, particularly with regard to employability, to students.
Constructive engagement	Students are represented at all levels in the Faculty structure, up to and including Faculty Executive Group. Student reps and staff will work to continue to ensure that this engagement is constructive and effective in ensuring the student voice is heard in policy setting and strategic decision making.
Access to sufficient learning resources	Students are generally highly appreciative of the learning resources provided by the Faculty and the University. The School will raise with the University the potential impact of the VLE outage at the beginning of this academic year on students' perceptions of access to learning resources.
Open and proactive responses to change	The Faculty has been open and proactive in responding to student requests for change. We acknowledge, however, that we have not been as strong on communicating resulting changes back to students. Staff and student reps will work on this over this academic year.

What students can expect from staff

Expectation	Response to Student Feedback
An excellent and varied learning experience, prepared and delivered in an inspiring way	As part of the Curriculum Enhancement Project and the Faculty's bid for accreditation by the Association to Advance Collegiate Schools of Business (AACSB) programme directors will use the Healey matrix to audit and enhance the research based nature of our programmes and so relevant to students, with a particular emphasis on impact and skills development.
Constructive contact time with personal tutees	The appointment of heads of upper years at undergraduate and specialist tutors at postgraduate level should enhance personal tutoring across all years in the way that has been achieved on the first year of the undergraduate programmes.
Clear information about the contact time and format for each course as well as opportunities for additional discussion	<p>Staff note the request for "advice" rather than "information" on module choices and students and staff are working together on a project aiming to provide advice from one cohort to the next. The Accounting and Finance Division's Option Fair was greatly appreciated by students and other divisions will seek to offer similar events at pre-enrolment in 2012.</p> <p>We will review the accessibility of office hours.</p>
An indication of the likely costs of participating fully in a course	Not raised as an issue in student feedback.
Use of technology to assist learning outside of contact time	We will ask the Faculty Executive Group to consider the feasibility of locating an IT resource for undergraduate students in the Business School.
Encouragement to engage with co-curricular activities	Staff will continue to use Leeds for Life to encourage students to engage with co-curricular activities. This is already done very well in the first year and the planned

	developments in personal tutoring and support should make for improvements at the upper and postgraduate levels.
Advice and guidance on opportunities after graduation	Through AACSB accreditation and the Curriculum Enhancement Project we are reviewing our programme aims to ensure they incorporate key employability skills and measuring students' achievement of these. The Faculty is planning a significant investment in providing advice and guidance on opportunities after graduation for postgraduate students.
Access to high quality support services	Feedback from students indicates that they are generally satisfied with and highly appreciative of the quality of the support offered within the School and centrally.

What students can expect from students

Broadening each others' learning experience	Student reps to lead on communicating with students expectations and responsibilities under the Partnership Agreement
Fair and effective teamwork	Student reps to lead on communicating with students expectations and responsibilities under the Partnership Agreement