

**ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2012-13**

**LEEDS UNIVERSITY BUSINESS SCHOOL**

**ACCOUNTING & FINANCE DIVISION**

<b>Aspect</b>	<b>Progress with actions in response to 2010-11 feedback and indication of impact</b>	<b>Issues raised in 2011-12 feedback</b>	<b>Planned response in 2012-13</b>								
<b>Overall satisfaction</b>	<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. <i>Implemented</i></p> <p>Focus Group sessions with final year students for A&amp;F and across LUBS are currently being planned. <i>Implemented</i></p>	<p>The NSS results are again very encouraging with a significant rise in the overall student satisfaction to 94%. The overall satisfaction result puts the programme 2<sup>nd</sup> in the discipline amongst the Russell Group institutions.</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>								
<b>Teaching</b>	<p>The division to conduct briefing/training sessions for postgraduates teaching for the division <i>Implemented</i></p> <p>Division to review teaching structures and especially the two hour lecture format across the programme <i>Implemented with some modules moving to one and a half hour lectures e.g. Foundations of Finance, Principles of Taxation, Financial Derivatives.</i></p> <p>Division to review Year 2 modules using a 'workshop' seminar format with a view to replacing them with classes. <i>Implemented, with changes made to Management Accounting 2.</i></p> <p>Division to make changes to some module teaching teams to address specific issues identified from previous feedback. <i>Implemented</i></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. <i>Implemented</i></p> <p>The division to further co-ordinate these</p>	<p>The teaching scores for A&amp;F have improved further and are above LUBS average. The programme also performed well on the other parts of the questionnaire compared to previous years.</p> <table border="1" data-bbox="931 794 1496 890"> <thead> <tr> <th>Section</th> <th>2011</th> <th>2012</th> <th>Diff</th> </tr> </thead> <tbody> <tr> <td>Teaching (Q1 to Q4)</td> <td>85%</td> <td>91%</td> <td>+6%</td> </tr> </tbody> </table> <p>The improvement in scores for teaching (6% over one year, 9% since 2010) reflects the work done in this area, and the scores reflect a 5 percentage points increase in teaching 'enthusiasm' scores since 2011 (15% since 2010).</p> <p>However, points that continue 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.</p>	Section	2011	2012	Diff	Teaching (Q1 to Q4)	85%	91%	+6%	<p>Division to make changes to some module teaching teams to address specific issues identified from previous feedback.</p> <p>The division to continue with 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 implement a Divisional Advisory Forum to formalise and strengthen these contacts.</p> <p>Further work will be undertaken on preparing the two new Year 2 modules to be delivered for the first time in 2013/14 (Commercial Skills for Accounting and Finance and Corporate Finance).</p> <p>Preparatory work towards the two new Year 3 modules to be delivered for the first time in 2014/15 (Advanced Finance and Critical Cases in Accounting and Finance) will be undertaken.</p>
Section	2011	2012	Diff								
Teaching (Q1 to Q4)	85%	91%	+6%								

	<p>contacts through a Divisional Advisory Forum. <i>In process. Approaches have been made to potential Forum members and discussions are ongoing.</i></p>										
<b>Assessment and feedback</b>	<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. <i>Implemented. Staff draw attention to formative feedback opportunities.</i></p> <p>The division to continue the policy that students are told in first lecture how formative feedback is provided for each module. <i>Implemented.</i></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. <i>Implemented. Marking and feedback completed within agreed timeframe.</i></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. <i>Implemented</i></p> <p>The division to continue to monitor assessment methods across the programme to assess its appropriateness. <i>Implemented</i></p>	<p>The assessment and feedback scores have improved markedly and are well 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>2011</th> <th>2012</th> <th>Diff</th> </tr> </thead> <tbody> <tr> <td>Assessment &amp; feedback (Q5 to Q9)</td> <td>69%</td> <td>82%</td> <td>+14%</td> </tr> </tbody> </table>	Section	2011	2012	Diff	Assessment & feedback (Q5 to Q9)	69%	82%	+14%	<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 continue 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	2011	2012	Diff								
Assessment & feedback (Q5 to Q9)	69%	82%	+14%								
<b>Academic support</b>	<p>The division to conduct a Festive Staff/Student social to facilitate informal staff/student networking and interaction. <i>Implemented</i></p>	<p>Again the division has scored well compared to LUBS in relation to the academic support questions, with the score for the Division rising by 8 percentage points to 88%.</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><i>Considered, but decision taken that it not be implemented as students have many other means to raise issues within the Division.</i></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><i>Implemented</i></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><i>Implemented – in line with Business School policy office hours have been renamed "Academic Support Hours"</i></p> <p>The division plans to review the 'Heads of Year' initiative to identify any problem areas and share best practice.</p> <p><i>Implemented – the initiative is deemed to have worked well.</i></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>
<b>Organisation and management</b>	<p>No specific action planned</p>	<p>The division is well placed in terms of Student feedback in this area, with a score of 92% (up 4 points over the last two years).</p>	<p>Further refinement will be undertaken to the Programme Aims and Intended Learning Outcomes in the light of the ongoing AACSB accreditation process.</p>
<b>Learning resources</b>	<p>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.</p> <p><i>After consideration, no changes have been made over and above the Faculty policy.</i></p>	<p>The division is also well placed in terms of Student feedback in this area, with a score of 93% (up 15 points over the last two years).</p>	<p>Division to keep issue under review (e.g. in relation to datasets) and respond to any needs identified.</p>
<b>Personal development</b>	<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>The post-it feedback indicated that students are generally very pleased with the extra emphasis on the development of generic employability skills</p>	<p>Division to run an enhanced series of 'Employability Skills' workshop sessions run by an external consultant to improve awareness of the recruitment process and the skills they need to demonstrate for both second and</p>

	<p><i>Implemented</i></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><i>Implemented</i></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><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</p> <p><i>Implemented</i></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> <p><i>Implemented</i></p>	<p>The new degree structure (from entry 2012) places more emphasis on personal development through specially designed modules at levels two and three.</p>	<p>third year students.</p> <p>Division to run a further 'post graduate Information Event' to advise Year 3 students of opportunities for further study and the application process building on its success last year. This was especially popular with international students and has improved the flow through of UG to PG students in the Division.</p> <p>Professor Bill Gerrard to run a further 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 annual Festive Staff/Student social to include an interactive lecture on the use of critical thinking skills in interview situations and in assessments</p> <p>As mentioned above:</p> <p>(i) Further work will be undertaken on preparing the two new Year 2 modules to be delivered for the first time in 2013/14 (Commercial Skills for Accounting and Finance and Corporate Finance).</p> <p>(ii) Preparatory work towards the two new Year 3 modules to be delivered for the first time in 2014/15 (Advanced Finance and Critical Cases in Accounting and Finance) will be undertaken.</p> <p>Work on reviewing and mapping the programmes professional body exemption content will be reviewed again in 2012/13</p>
--	---	--	--

**PG PROGRAMMES**

<b>Aspect</b>	<b>Progress with actions in response to 2010-11 feedback and indication of impact</b>	<b>Issues raised in 2011-12 feedback</b>	<b>Planned response in 2012-13</b>
<b>Overall satisfaction</b>	<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.  <i>Implemented. Although the response rate was still disappointing, the number of responses rose from 48 to 85.</i></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.  <i>Implemented</i></p>	<p>PGT Programme Survey results for the programmes offered by the division were encouraging with regards to "Overall Satisfaction". Overall, for the 5 finance programmes that we have information about the average overall satisfaction rose from 81% agree, to 87%. While there were variations between individual programmes, the sample sizes for each programme are relatively small.</p>	<p>Further efforts will be made 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).</p> <p>Formal and informal meetings with the PG programme director/postgraduate tutor will be conducted throughout the year with the programme reps and each student in one on one meetings.</p> <p>A more rigorous induction programme to be designed so as to set student expectations from an early stage in the process and communicate the expectations of the faculty from the students more effectively.</p>
<b>Teaching</b>	<p>The division to conduct briefing/training sessions for postgraduates teaching for the division  <i>Implemented</i></p> <p>The division to introduce a "Study Skills" elective, non-assessed module, to help international students develop better listening skills  <i>Implemented and to be extended in 2012/13</i></p>	<p>The teaching scores for PG A&amp;F programmes on average improved again last year from 79% to 85%. A small number of specific comments regarding teaching referred to the timing of lectures (too close together) and the difficulty in understanding expectations for students new to the UK system.</p>	<p>The division to extend the "Study Skills" module, to help all students, including international students develop better study and research skills and understand expectations more clearly.</p> <p>The structure of the programmes is changing for 2012/13 to ensure greater differentiation between programmes and new modules will run to increase student choice.</p>
<b>Assessment and feedback</b>	<p>The division to continue the policy that students are told in first lecture how formative feedback is provided for each module.  <i>Implemented.</i></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 scores on assessment and feedback for the PG programmes of the A&amp;F division are slightly above the school average at 69%. 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 again review the assessment programme to identify 'bottlenecks' etc in</p>

	<p><i>Implemented. Marking and feedback completed within agreed timeframe.</i></p> <p>A marking and feedback exercise to take place during induction for all PG students. <i>Implemented.</i></p> <p>The division to continue to monitor assessment methods across the programme to assess its appropriateness. <i>Implemented</i></p>		<p>order to plan for marking workload spikes utilising additional resources where 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>	<p>The division to conduct a Festive Staff/ PG Student social to facilitate informal staff/student networking and interaction. <i>Implemented</i></p> <p>The programme director/postgraduate tutor to meet with each student on one on one meetings during both semesters and after exam results are out. <i>Implemented</i></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. <i>Implemented</i></p>	<p>The division's programmes average 80%, slightly above school level scores with some remarkable improvement at the MSc A&amp;F.</p>	<p>The division to conduct a Festive Staff/ PG Student social to facilitate informal staff/student networking and interaction.</p> <p>The programme director/postgraduate tutor to meet with each student on one on one meetings during both semesters and after exam results are out.</p> <p>The newly appointed postgraduate tutor will work closely with the Programme Director in offering enhanced academic support to students.</p> <p>The division to continue 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>	<p>The division to merge all responsibilities under one individual PG programme director, who will coordinate all activities and manage all programmes <i>Implemented</i></p> <p>The division to employ a dedicated divisional assistant to assist with organisation and management <i>Implemented</i></p>	<p>The programmes are overall well-organised and well-run. The average score for the division was up 9 percentage points to 88% and was well above the overall school score.</p>	<p>The newly appointed postgraduate tutor will work closely with the Programme Director and divisional assistant in supporting the programme.</p> <p>The division to continue 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>

<p><b>Learning resources</b></p>	<p>Division to consider establishing a common policy or 'minimum expectations' in terms of VLE content and the provision of supporting materials etc. <i>After consideration, no changes have been made over and above the Faculty policy.</i></p>	<p>The division PG programmes average 89% (up by 4 percentage points), which is 5 points above the overall school level. There were some issues concerning access to data.</p>	<p>The division to purchase licences and new databases in order to facilitate the dissertation process and address data related issues.</p>
<p><b>Personal development</b></p>	<p>Division to run a series of 'econometric seminars for PG students' with the aim to improve quantitative and research skills. <i>Implemented</i></p> <p>Division to introduce a new "Study skills" module, with the aim to improve learning, listening, presentation and communication skills. <i>Implemented</i></p> <p>The Festive Staff/PG 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>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. <i>Implemented</i></p>	<p>PTG Programme Survey indicates that on average PG programmes scored around 74% agree, which is slightly above the school average. There were some comments requesting additional support.</p>	<p>There will be additional focus on Employability and Professional Skills through a series of timetabled compulsory activities and sessions.</p> <p>Division to again run a series of 'econometric seminars for PG students' with the aim to improve quantitative and research skills.</p> <p>The division to extend the "Study Skills" module, to help all students with the aim of improving learning, listening, presentation and communication skills.</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> <p>A series of webinars about the SAS statistical software package will be made available to students.</p> <p>Amplify Trading (a company that specialises in professional education for traders) will provide a series of sessions to increase commercial awareness and help students understand practical trading strategies.</p>