

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

**Leeds University Business School**

<b>EXECUTIVE SUMMARY</b>																		
<b>Aspect</b>	<b>National Student Survey</b>						<b>Undergraduate Programme Experience Survey</b>						<b>Postgraduate Programme Experience Survey</b>					
	<b>2011-12</b>		<b>2010-11</b>		<b>2009-10</b>		<b>2011-12</b>		<b>2010-11</b>		<b>2009-10</b>		<b>2011-12</b>		<b>2010-11</b>		<b>2009-10</b>	
	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>
<b>Overall satisfaction</b>	90	87	86	86	84	82	83	85	84	83	83	84	81	84	84	82	81	78
<b>Teaching</b>	86	90	83	88	78	85	81	84	80	83	80	83	83	85	83	84	79	81
<b>Assessment &amp; feedback</b>	69	69	64	65	59	61	61	61	59	56	56	57	68	69	69	68	62	63
<b>Academic support</b>	79	80	79	77	73	74	73	72	70	68	74	68	78	80	78	79	77	76
<b>Organisation &amp; management</b>	89	83	90	82	86	79	77	74	78	83	80	73	78	80	78	77	75	73
<b>Learning resources</b>	88	88	85	87	80	85	79	78	76	77	74	76	84	83	83	82	83	81
<b>Personal development</b>	81	81	80	78	71	76	74	68	72	65	72	63	73	71	73	70	70	68
<b>Sector position</b>		51/150		46/151		75/154												

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)

<b>Impact of 2010-11 actions</b>	Some improvements on satisfaction in relation to assessment feedback and fairness in marking. Some excellent feedback on individual tutor delivery and a Dean's Teaching Award.
<b>Achievements in 2011-12</b>	Developments at level one UG level have been implemented with the appointment of a Head of Year on Management with Marketing and the introduction of two first year marketing modules: Fundamentals of Marketing and Personal Tutorials for Marketing Changes to CCPR have also been implemented from September 2012. These have increased the specialised focus of the programme and reduced reliance on more general marketing modules. Appointment of a divisional Professional Skills Tutor.
<b>Main actions for 2012-13</b>	Undertake five year strategic review on MA AM and MSc IMM and develop relevant documentation including an assessed module in professional and employability skills. Negotiate additional in-session support from the language centre. Monitor the impact of changes introduced on CCPR. Review the delivery arrangements for Relationship and Direct Marketing. Appoint a Head of Second Year for Management with Marketing.

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

**School: Marketing**

**Faculty: LUBS**

<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>An area flagged in the previous year was assessment and feedback. Issues such as clarity in assessment criteria and guidance on performance were discussed at a Divisional level. As a result there has been some improvement in scores for questions relating to the level of detailed comments and the fairness of assessment and marking. However scores remain mixed across the programmes (see below).</p>	<p>Overall satisfaction on MA AM increased by 7% demonstrating a positive year. On MSc IMM overall satisfaction fell by 10% although to put this in context this represents a rate of 79% and the previous year saw a significant increase.</p> <p>The CCPR average however fell by 22% to an overall level of 65%. It is felt that this is a reflection of the fact that the programme included some more general modules and lacked a fully specialised focus.</p> <p>Overall satisfaction for final year UG Management with Marketing students was 100%, representing a highly positive outcome.</p>	<p>Both MA AM and MSc IMM will undergo a five year strategic review this academic year. Feedback in specific areas (see below) will be reflected upon as part of this process.</p> <p>Changes to CCPR were developed for introduction in September 2013. These will add a clearer focus on public relations and mean that students are not required to study modules which have been perceived as not directly relevant to the programme. It is anticipated that these changes will improve the overall level for 2012/13.</p> <p>In 2013/14 the year 2 Management with Marketing will run. This includes Marketing Research for the first time. It is envisaged that this will further enhance satisfaction with this programme in level 2.</p>
<b>Teaching</b>	<p>Teaching scores were monitored closely and in a number of modules subsequent action was taken including the mentoring of less experienced staff via shadowing arrangements and provision of guest speakers to support modules.</p> <p>Across the division there was some excellent feedback on individual tutors and one member of staff was awarded the Dean's Award for Teaching</p>	<p>There were no significant issues raised at UG level in relation to the teaching provision.</p> <p>At PG level there were issues with the teaching on the Relationship and Direct Marketing (R&amp;DM) module. This runs twice in semester 2 and two experienced Associate Faculty members were employed to deliver this and support the group assignment. Unfortunately one of the individuals received poor teaching scores which fell below norms for the division.</p>	<p>We will continue to explore innovative and creative ways to improve teaching quality and engage students. We are also forging close relationships with committed Associate Faculty members in order to enhance our teaching provision.</p> <p>A plan is to be put in place for the delivery of the R&amp;DM module. This will address the teaching issue in addition to support for the assignment.</p>

<p><b>Assessment and feedback</b></p>	<p>Scores were mixed. No significant delays were reported in returning assignment feedback. PG student feedback may have been affected by interim assessment on R&amp;DM as there were some issues with marks awarded and handling of feedback.</p>	<p>Across programmes the issues raised in this area were mixed. Specific areas which warrant further discussion are timing issues and clarification about assessment criteria. The interim assignment on the R&amp;DM module was returned after the normal three week marking period. However as the final assignment builds on this directly students may feel they need feedback sooner.</p>	<p>No particular delays in returning feedback were reported during the academic year so it is unclear if students perceive the normal three week turnaround as not prompt enough or whether scores were affected by the R&amp;DM interim assignment. We will consider the best way to handle feedback on interim pieces of work in general. In addition we will consider the role that the interim piece of work plays in the final assignment. We will also continue to inform students of any anticipated delays with the return of marks.</p> <p>We will reinforce both summative and formative feedback mechanisms to students and continue to debate how we can best meet student expectations in this area. It is envisaged that the newly formed LUBS Assessment group will also support this process directly via the establishment of clear norms.</p>
<p><b>Academic support</b></p>	<p>A Head of Year for level one Management with Marketing was appointed. The staff member will take students for personal Tutorials for Marketing, hence ensuring regular contact with the cohort. Personal tutors for levels two and three/four remained. Programme Directors continued to be actively engaged with student representatives and the division participated in staff/student forums. All staff published to students two hours per week when they are available for academic consultation.</p>	<p>Scores relating to academic support were mixed across programmes. There were some significant increases in the level of agreement reported (eg MA AM feedback) but also some decreases (eg CCPR). In relation to the latter the usefulness of project/dissertation supervision was flagged by the CCPRs.</p>	<p>Satisfaction levels for the UG programme in relation to academic support should be strengthened by the appointment of the Head of Year. From September 2013 a Head of Second Year will be in place to support the programme.</p> <p>We will continue to discuss ways in which we can balance the need to support students on modules and programmes with the volume of students, especially at PG level.</p> <p>In relation to support for dissertations/projects we plan to introduce a new system this year for consultation about topics and the proposal. This is designed to offer a fair and equitable system which ensures that every student gets one opportunity for a one to one consultation.</p>

<p><b>Organisation and management</b></p>	<p>The Programme Directors continued to work closely with the support and administrative staff. Generally organisation and management was positively evaluated. For example on CCPR there was an 88% increase for home students. The CCPR programme was reviewed by the teaching team and changes agreed to the structure for Sept 2012.</p>	<p>There was some delay in the issue of book vouchers for MSc IMM students which was flagged at the time. However this does not appear to have significantly affected feedback in this area. There was also a complaint about the suitability of a room used on CCPR where the students were scheduled for four hours.</p>	<p>We will continue to liaise as closely as possible with the respective offices in relation to issues such as timetabling and return of marks etc. We will also be as proactive as possible in resolving temporary organisational problems. Following the creation of defined programme teams we will strive for clear programme focus and co-ordination. Staff/ student social events will remain important divisional activities for engendering a community spirit and uniting our programmes. We will consider the provision of more student scholarships and by targeting selectively we hope to encourage some strong programme ambassadors.</p>
<p><b>Learning resources</b></p>	<p>Individual members of the division explored new ways of using the VLE to support teaching. The library stock for CCPR was reviewed and the subscription to WARC, the World Advertising Research Centre database which is available via the Library was renewed. Investment in an up to date version of the simulation game for Marketing Strategy was made.</p>	<p>Feedback on the provision of library resources was mixed with some students rating these quite highly (eg AM &amp; IMM) and others (eg CCPR home students) not so highly.</p>	<p>We will continue to review the library stock at a programme level to ensure that we are fully meeting the needs of students. We continue to support the book voucher initiative. In addition we will maximise the input that the VLE can make on the provision of reading and other support materials. Audio recording of lectures for the VLE will be trialled. Best practice will be shared via programme team meetings.</p>
<p><b>Personal development</b></p>	<p>A Professional Skills Tutor was appointed to the division. In a number of modules across the division guest speakers were involved in delivery in order to enhance the practitioner perspective for students. In addition on MA AM a careers session was introduced in semester 2 which focused on getting a job in advertising/marketing communications. A Divisional Advisory Forum was formed, made</p>	<p>Feedback suggested that students lack some confidence in presenting themselves and there is scope for more work on communication skills.</p>	<p>Under the planned revised programme on AM and IMM, an assessed skills and employability module will be introduced. This will directly address personal development issues and aim to support students fully in career related aspects. In addition we will consider the provision of some dedicated support from the Language Centre. This will focus on written communications in particular.</p>

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