

FINAL2012-2013 ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE FROM SESSION 2011-12

Leeds University Business School - Work and Employment Relations Division (WERD)

National Student Survey 2012									
NSS2 - Detailed results per School									
School:	Work & Employment Relations								
Response rate:	91%								
Number of respondents:	20								
					80% or more agree				
					65% to 79% agree				
					Less than 65% agree				
Distribution across response options (2012)									
Question category	Definitely agree	Mostly agree	Neither agree nor disagree	Mostly disagree	Definitely disagree	% agree			
						2010	2011	2012	Change between 2011 and 2012 (percentile points)
Teaching (Q1 to Q4)	26%	61%	9%	4%	0%	n/a	n/a	88	n/a
Assessment & feedback (Q5 to Q9)	18%	53%	14%	10%	4%	n/a	n/a	71	n/a
Academic support (Q10 to Q12)	47%	42%	7%	5%	0%	n/a	n/a	88	n/a
Organisation & management (Q13 to Q15)	43%	43%	3%	8%	2%	n/a	n/a	87	n/a
Learning resources (Q16 to Q18)	37%	43%	12%	8%	0%	n/a	n/a	80	n/a
Personal development (Q19 to Q21)	40%	45%	8%	7%	0%	n/a	n/a	85	n/a
Overall satisfaction (Q22)	20%	70%	5%	5%	0%	n/a	n/a	90	n/a
Satisfaction with Students' Union	55%	35%	10%	0%	0%	n/a	n/a	90	n/a

Impact of 2010-11 actions	Through Heads of Year and Activity Groups, pastoral support and activity on employability has been increased and become more focused for both UGs and PGs. The issues of feedback now centre stage and discussed at Divisional meetings
Achievements in 2011-12	Activity Groups at PG level have been solidified and acted to both support students, provide a better personal tutor experience and help with employability. AACSB mapping has been embedded. NSS data provided to help focus support for UGs. Programme teams established
Main actions for 2012-13	CIPD reaccreditation. Implementation of the requirements of the Curriculum Enhancement Project. Work to improve feedback. Streamline the dissertation experience of PGs

Aspect	Progress with actions in response to 2010-11 feedback and indication of impact	Issues raised in 2011-12 feedback	Planned response for 2012-13
Overall Satisfaction	<p>UG: 2012 was the first year that NSS data was available. Heads of Year, in combination with resources from the School, are now the locus of the Employability agenda at this level.</p> <p>PG; The planned Activity Groups have been implemented with considerable success. These now act as foci for Personal Tutorial type discussions and group-work.</p>	<p>UG: NSS data showed an overall satisfaction score for the WERD division of 88%.</p> <p>Weaker performance was reported around the quality and speed of feedback and the availability of campus computers. Especially high satisfaction was reported for teaching quality, academic support and overall satisfaction.</p> <p>PG: Module feedback is generally very positive; students agree or strongly agree that they are satisfied with the quality of their modules, that the content is intellectually stimulating and that the teaching is of a high standard.</p> <p>Some adverse comments on the size of classes were received from previous years.</p>	<p>UG: Satisfaction levels are discussed at all Divisional meetings Discussion will aim to identify and disseminate good practice as well as addressing 'problem' issues.</p> <p>In light of the NSS data, increased effort will be made to ensure timely feedback to students on assessed work. Suggestions are, that in the case of time consuming marking, general feedback could be communicated to a group in advance of individual marks being returned.</p> <p>PG: Action has been taken to reduce some of the seminar group sizes. This will be under continual review. Physical space and staff numbers are, however, ever present problems.</p> <p>In response to requests from student reps and feedback from students that more support was provided to assist in integrating students from diverse backgrounds, an</p>

		<p>PG: Informal feedback from PG's has indicated some student concern with 'free riders' in tutorial sessions.</p>	<p>optional academic writing skills course, provided by staff from the University Language Centre, was organised in semester 2.</p> <p>As part of ongoing discussions on the provision of part time study, we are actively addressing the nature and duration of part-time programmes with a view to increasing flexibility of study.</p> <p>Discussion in the Division has suggested this could be perception rather than reality and be related to cross cultural communication issues. Action has been taken through the work of Activity Teams and the first summative assessment to address real and potential problems associated with cross cultural learning. For 10% of marks students are required to reflect on issues arising from cross cultural learning and team-working. Further thought will be given to the creation a safe space for discussion between students where cross cultural problems can be identified and resolved. Action Teams should be able to facilitate this process</p>
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Teaching	<p>UG: Specific module performance discussed if overall satisfaction dips within the bottom quartile of modules.</p> <p>PG: The programme director speaks with the new part-time cohort regularly to check</p>	<p>UG: NSS returns produced a score of 85%.</p> <p>In terms of quantitative feedback from the individual module reviews, some of the WERD modules performed excellently. For instance at level 1, Personal Tutorials for HRM was rated extremely highly overall, and for all gold measures; at level 2 Contemporary Industrial Relations was very well received overall and for all gold measures, while at level 3, Strategic HRM scored similarly high feedback ratings. For some modules the feedback was of a less high quality, but no divisional modules evidently fell below LUBS normal standards.</p> <p>PG: This provision has been supplemented with online spaces that have been created</p>	<p>UG: Recent changes to the programme involve extending the research based teaching thread at level 2, in the 'HRM Research Practice and Personal Tutorials (2885)' module. This is a core research methodology module which prepares students for primary research in the final year dissertation module and includes lectures and practical classes on various methodological approaches in management research. The recent innovation involves active researchers presenting as 'guest lecturers' to demonstrate specific research methodologies (strengths and challenges) through their current live research.</p> <p>A similar approach is being taken at level 3 in the 'Controversies in HRM and Employment Relations (3055)' module. Again, 'guest lecturers' are invited to run sessions demonstrating their live research projects. This is focused more around the content and direction of active research. This module through research led teaching prepares students for the dissertation, and is designed to inspire and guide students for their own primary research by showcasing contemporary research on key debates in the field.</p> <p>PG: The informal Activity Groups introduced in 2010-2011 have been made</p>
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	<p>on their satisfaction levels and workload issues.</p>	<p>on the VLE via the programme organisation. These comprise of folders containing teaching materials and resources and shared group-work spaces through which team members can communicate via email and create shared resources (support materials were provided by the blended learning team).</p>	<p>a core component of student education, teaching and assessment. The 'Groups' have been renamed 'Teams' in order to emphasise their <i>modus operandi</i>. The Divisional Professional Development Tutor (PDT) has been tasked with coordinating the functioning and assessment activities of the Teams throughout the academic year.</p> <p>The Teams act as foci for personal tutorial type discussions, group-work (associated with the first summative assessment) and also as conduits for the development of the "Employability" agenda. The first summative assessment. Each team is associated with its own personal tutor.</p> <p>We will continue to think about how we can improve the experience of the part-time cohort. We are trying to flexible with their teaching and make every attempt to facilitate Activity Team meetings at a time convenient for students will full-time work commitments. The programme director speaks with the new part-time cohort regularly to check on their satisfaction levels and workload issues.</p> <p>Programme Teams at UG and PG levels have been established.</p>
<p>Assessment and Feedback</p>			

	<p>UG: In response to concerns about the speed of feedback this issue is now discussed at all Divisional meetings. The results from module surveys indicate that WERD modules are not out of line with norms, although at this level norms are not that high, so attention is ongoing.</p> <p>UG/PG: Assessment has been reviewed at</p>	<p>UG:NSS indicates there are concerns amongst some UG students about the speed and extent of feedback.</p> <p>PG: An area flagged for international students include assessment arrangements (possibly due to the introduction of new forms of assessment) and feelings of preparedness to undertake the dissertation. Areas flagged by a small number of UK/EU respondents include the timing and helpfulness of feedback and the provision of accurate information about the programme. Note that high proportions of international students (over 80%) found feedback to be helpful and agreed that accurate information had been provided about the programme so this is not an issue across the board.</p>	<p>UG and PG: The issue of feedback will be addressed on an ongoing basis and as a priority issue.</p> <p>UG: level marks are on occasion awarded for attendance at tutorials. LUBS 2885 (HRM Research Practice and Personal Tutorials module): 2 X 1% for each Leeds for Life form completed + 2 X 1% for each personal tutorial meeting attended = total 4%. The remaining 96% is scored over 2 essays and a portfolio assessment. LUBS 1080 (HRM study skills tutorials) was structured in the same way.</p> <p>PG: level, prior to their first summative assessed work, students are given a formative practice assignment (marked as if summative) which is then discussed with students prior to their first marked assessment.</p> <p>PG: These issues will be discussed and acted upon by the programme teams but action has already been taken. At present students taking the dissertation are required to submit a preliminary report which is 3,000 words in length including a draft of the introduction, methodology and an initial, working draft of the literature review.</p> <p>This practice is currently formative and used by the dissertation supervisor to check that the student is on track.</p>
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	<p>Programme level to ensure compliance with AACSB requirement.</p>	<p>PG:</p>	<p>It is proposed that this preliminary report should be assessed and should count for 20% of the final mark.</p> <p>The rationale is that the assessment would encourage students to engage earlier in the process.</p> <p>Give that this preliminary report is an early version of the introduction, methodology and literature review the student will be expected to continue develop and refine these parts of the dissertation and they will also form part of the final dissertation.</p> <p>This change follows on from the module change that was approved last year whereby plans to bring the deadline for completion of the written dissertation were brought forward (end of July/early August) to allow time for the preparation of the video presentation which now forms part of the method of assessment for the dissertation from 2012/13 onwards.</p>
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Academic Support	<p>UG: Heads of Year in place and now supporting students academically and pastorally</p> <p>PG: The new "Activity Group structure now offers more peer based support to students</p>	NSS data is very positive against this criterion (88% %)	<p>UG and PG: The promotion of office hours (Academic Support Hours) as an opportunity to obtain individual feedback will continue, although these remain underutilised by students.</p> <p>PG: The "Activity Team structure/process provides increased staff and peer based support to students. The ongoing support of students at this level will be discussed in Programme Team meetings.</p>
	PG: Activity Groups are acting to offer		

Organisation and Management	increased support to international students as is the extra focus on English language skills	NSS feedback is good (87 %)	Organisation and Management are areas routinely discussed at Divisional Meetings. Particular attention is devoted to part-time PG students. No acute problems have been raised or identified.
Learning Resources	UG/PG: Attempts to develop blended learning are ongoing	UG: There was some dissatisfaction (76%) with the availability of IT equipment and rooms	In order to address student concerns about the lack of available IT equipment (possibly an issue at PG level also) , awareness of the variety and abundance of facilities across campus will be more clearly communicated to students in order to manage expectations about facilities in LUBS
Personal Development	UG: HoD and DDSE are now working with new heads of year. Module changes being defined in such a way as to bring these teachers into support academic development, particularly at years 2 and 3	UG: The development of the self esteem and confidence of students, particularly amongst first year undergraduates and international students is of ongoing attention. UG feedback suggested that increased attention needs to be given to confidence building. The NSS indicated that at undergraduate level, there is some concern (76%) at the ability of the programme to develop confidence. PG: Two areas flagged up by feedback are relevant for both UK/EU and international	UG: Heads of Year (HOY) are in place and working well. Along with Divisional colleagues, HOYs will place additional emphasis on student confidence building. Individual assessed presentations of proposed dissertation topics have been introduced this year at level 3 on LUBS 3055, both in response to AACSB criteria and to develop student confidence. <i>Employability</i> The recent full academic accreditation of the BA HRM by the CIPD has augmented the employability agenda within the programme. In addition to the careers session run during level 1, students are now able to benefit from occasional additional sessions with CIPD representatives, and have the opportunity

	<p>PG: The Personal development Tutor (PDT) working with students through the Activity Groups and individually on initiatives around employability</p>	<p>student: personal development and communication skills. These will be addressed this year as the dedicated Professional Development Tutor is providing tailored group sessions and individualised support for the cohort and assessment has been changed to encompass both verbal and written communication.</p>	<p>to the join and benefit from CIPD literature and resources, while current discussions are ongoing regarding opportunities for a PG or UG student ambassador to represent at local CIPD branch meetings.</p> <p>Faculty wide innovation such as the Peer Assisted Study Support (PASS) scheme is employed on the programme, and a number of level 2 students have enrolled on the professional mentoring (linking of professional mentors with students) scheme.</p> <p>PG: As a Division we have opted not to set up a separate 'employability' or 'skills' module but to acknowledge that students develop academically, personally and professionally throughout the programmes. We use Activity Teams as vehicles through which students can develop and reflect on key skills as they complete core academic modules. This maintains the academic rigour and focus of our programmes but provides an organised and resourced 'space' for students to reflect on their development.</p> <p><i>Activity Teams:</i> Post graduate Activity Teams teams have been introduced to help develop</p>
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			<p>interpersonal skills, communication skills and team work among and between home and international students.</p> <p>The emphasis on team working and communication skills coupled with the fact that the activity teams flow through the core modules is designed to encourage a culture of active participation across the programme. This responds to student feedback that was identified during last year's review process</p> <p>The Divisional PDT has taken responsibility for the work and development of the teams and employability is making great strides in both these areas. We will continue to monitor and cultivate personal development and employability and assesses the impact of Activity Teams in these objectives.</p> <p>The Personal development Tutor (PDT) is planning a HR practitioner mentoring programme to start in September. This will be facilitated using the Activity Team format noted above and will complement the existing support for students from personal tutors and the PDT. The practitioner mentor will be a link to business and a HR practitioner that will be able to mentor and coach individuals 1-1 and in their Activity Teams.</p> <p>The PDT is working with the professional services hub to host an event for HR professionals next year to build external links with the industry. PDT running a</p>
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			<p>'summer employability school' in August. These sessions will feature CV workshops, mock interview sessions etc.</p> <p>Closer links are being developed with the CIPD (Chartered Institute of Personnel and Development) the peak membership body for HR specialists.</p>
AACSB			<p>Mapping of UG and PG to AACSB criteria has taken place. In this respect Activity Teams not only fulfil many programme objectives (oral communication, team working and global/intercultural awareness); these also map onto AACSB requirements.</p>