

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

Leeds University Business School

Management Division

Aspect	Progress with actions in response to 2009-10 feedback and indication of impact	Issues raised in 2010-11 feedback	Planned response in 2011-12
Overall satisfaction	<p>Create a group within the division, primarily centred around teaching Fellows in the first instance and specifically those who have an undergraduate contribution, to examine the practicalities of improving the student experience in such a manner that this will then be reflected in improved scores.</p> <p><i>This was developed and has contributed to the piloting of assessment and feedback initiatives.</i></p> <p>Initiate a wider investigation of the issues around student satisfaction and the development of processes to address the issues identified making use of good organisational development practice.</p> <p><i>Initial discussions held which have provided a framework within which the specific developments have been managed. This will revisit issues this year in the light of the new programme at UG level.</i></p>	<p>The programme area of management in the UG stats show the provision at 27 of 74 in the Russell Group with an 85% overall score. This is a fall in overall satisfaction despite rises in almost all of the individual indicator areas.</p> <p>At PG the figure is 88%. This is a rise of 14% and now very close to the business school average.</p>	<p><i>UG. Post it feedback exercise (trialled in A & F and used for returners) to be implemented and results fed back to the division / programme team as well as via the SSF.</i></p> <p><i>Increased contact with student representatives by DDSE – invitations to meet after each set of exam results to discuss progress and issues.</i></p>

<p>Teaching</p>	<p>Extend the existing heads of first-year to head of second year and prepare for this to follow through to head of third-year.</p> <p><i>Currently advertised</i></p> <p>Highlight the revised BSc structure to students and encourage them to develop effective study habits to support their experience within the programme.</p> <p><i>Implemented via PT module and via direct tutorial questioning.</i></p> <p>Ensure that all members of the division are attached to one of the research centres and actively involved in the agendas which those centres have and are evolving. This includes teaching fellows not so far attached to such centres.. The intention is that all members of the division will be made more aware of, and thus able to make better use of, the research agendas and projects which are being delivered by research centres.</p> <p><i>Implemented.</i></p> <p>Review the content of the suite of new modules which form part of the current revision to the undergraduate programme to</p>	<p>Management UG provision is at 83 % satisfaction with teaching. This is a 2% increase on the previous year.</p> <p>Specific module level issues raised which covered areas such as size of classes and language issues.</p> <p>At PG level the figure is 81%. This is a rise of 5% although it remains 2% below the business school average.</p>	<p><i>Module level staff changes made to allow for revision of the modules concerned. Personal development to be addressed via SRDS process</i></p> <p><i>Guest lectures and external input to be extended in co-operation with the GET and by individual staff.</i></p> <p><i>Increase use of research based staff to inform / support the delivery and articulation of research in class settings.</i></p> <p><i>Work with the elearning team to further develop the use of the VLE and evaluate the use of complementary tools such as Twitter / Facebook.</i></p> <p><i>Pilot an audio feedback project in collaboration with the elearning / blended learning groups</i></p> <p><i>Participate actively in the RAISE initiative as a Division</i></p>
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	<p>ensure that these continue to reflect current areas of research.</p> <p><i>In progress for the Y2 modules – to be developed for the Y3 (2013 start) modules.</i></p>		
<p>Assessment and feedback</p>	<p>Staff within the division have been asked, as an initial measure, to indicate if they are likely to have any problems with meeting the return dates for marking at the earliest possible stage so that assistance can be provided by either reducing other areas of workload or, where possible, providing additional resource.</p> <p><i>Request made and mark deadlines re-iterated.</i></p> <p>Clearly indicate to students when they are getting feedback in settings, such as tutorials or within class sessions, which they may not normally perceive as being formal feedback. Whilst this does not change the nature of activities undertaken it should help to ensure that students explicitly recognise instances of formative feedback and ongoing feedback provided through teaching.</p> <p><i>Integral part of the re-development of the UG PT modules</i></p>	<p>The 2011 NSS data show the Management subject area as 63% satisfaction – a fall of 2%. Detailed question area feedback revealed this to be attributable almost in whole to Question 9 – clarifying areas not understood. All other areas were static or showed an improvement.</p> <p>At PG the figure is also 63%. This is a rise of 9% but remains 6% below the business school average.</p>	<p><i>Pilot additional assessment and feedback opportunities via the Personal Tutorial Modules to emphasise the opportunities for and use of feedback.</i></p> <p><i>Monitor the turnaround times in assessments to identify areas where assessment method changes could provide more / more timely feedback to students.</i></p> <p><i>Pilot the inclusion of specific 'feedback' spaces within the VLE on 2 core modules.</i></p> <p><i>Increase the proportion of PG students applying for and using projects with companies</i></p>

Academic support	<p>Continue to make use of the Leeds for Life system as providing both a level of agreed structure and timing for personal tutorial activity at UG level.</p> <p><i>Usage continues at a high level, close to if not at 100%</i></p> <p>Explore the use of this system with PG courses.</p> <p><i>PG courses now administered using the system. Compliance cannot yet be measured.</i></p> <p>Ensure that members of the division seek to show that they are accessible to students and they respond promptly and effectively to individual requests for support.</p> <p><i>Module staff make students aware of the process for contacting them and routes for support via the VLE and in class at the start of modules</i></p>	<p>The 2011 NSS data show the Management subject area as 80% satisfaction – a rise of 10%.</p> <p>At PG the figure is 84%. This is a rise of 15% and 6% above the business school average.</p>	<p><i>Promote further development of final year UG involvement in the current PG level student clubs.</i></p> <p><i>HOD / DSE to attend returners meetings and use the post it exercise to gain feedback and emphasise the use of it to develop the provision.</i></p> <p><i>Publicise routes for support and access to staff via the VLE and initial lectures on all modules.</i></p> <p><i>Extend the current HOY support from year 1 to year 2 and then in the next year to year 3.</i></p>
Organisation and management	<p>Co-operate as fully as possible with central school initiatives taken.</p>	<p>The 2011 NSS data show the Management subject area as 85% satisfaction – a rise of 3%.</p>	<p><i>Continue to support central initiatives.</i></p>

	<i>No specific initiatives.</i>	At PG the figure is 81%. This is a rise of 14% and 3% above the business school average.	
Learning resources	<p>Ensure all teaching fellows have an explicit connection to research centres in order to enhance both the quality and perceived relevance of learning resources generated for specific modules.</p> <p><i>Implemented – with specific use of staff from research centres in a number of modules to support teaching.</i></p> <p>Extend some of the activities of the recently formed student clubs at postgraduate level to include final year undergraduates.</p> <p><i>Implemented.</i></p> <p>Extend and develop the use of external speakers - already a feature of a significant number of modules to be extended as the new undergraduate program is developed and delivered</p> <p><i>Involvement has increased.</i></p>	<p>The 2011 NSS data show the Management subject area as 88% satisfaction – a rise of 3%.</p> <p>At PG the figure is 81%. This is a fall of 2% and 2% below the business school average.</p>	<p><i>Extend the contact with student clubs to final year UG.</i></p> <p><i>Further extend the use of external speakers to support CE threads.</i></p>
Personal development	Take forward the expansion of the current	The 2011 NSS data show the Management subject area as 83% satisfaction – a rise of	<i>Extend the current head of first year initiative to year 2.</i>

	<p>heads of first-year to second and, in due course, third year.</p> <p><i>Year 2 post currently out to advert.</i></p>	<p>10%.</p> <p>At PG the figure is 81%. This is a rise of 11% and 7% above the business school average.</p>	<p><i>Improve and develop links in the PT modules to the key skills which will provide support for employability and personal development.</i></p> <p><i>Promote the use of the Leeds for Life process with the PG cohort and pilot suitable changes to this with MSc Management</i></p>
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