

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2013-14

Faculty of Leeds University Business School- Management Division

EXECUTIVE SUMMARY																		
Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate Programme Experience Survey					
	2012-13		2011-12		2010-11		2012-13		2011-12		2010-11		2012-13		2011-12		2010-11	
	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	91	87	94	87	n/a	86	86	85	76	85	n/a	83	83	87	75	84	n/a	82
Teaching	89	89	87	90	n/a	88	81	85	78	84	n/a	83	82	87	79	85	n/a	84
Assessment & feedback	67	71	64	69	n/a	65	51	59	68	61	n/a	56	72	75	65	69	n/a	68
Academic support	85	81	76	80	n/a	77	75	72	75	72	n/a	68	80	85	79	80	n/a	79
Organisation & management	94	84	85	83	n/a	82	70	73	78	74	n/a	83	85	85	71	80	n/a	77
Learning resources	91	90	84	88	n/a	87	74	81	79	78	n/a	77	88	86	85	83	n/a	82
Personal development	89	81	81	81	n/a	78	78	69	76	68	n/a	65	77	77	71	71	n/a	70
Sector position		57/147		51/150		46/151												

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)
n/a where comparison with previous years not possible

<p>Impact of 2011-12 actions</p>	<p>For student education a great deal of effort was devoted to improving the quality of our programmes to reflect our mission 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'. The move towards AACSB accreditation with the focus on assurance of learning and the appointment of new Programme Directors on the BA Management and MSc Management has provided a welcome opportunity to refresh the curricula. In 2012-13 a revised BA Management and associated programmes and a revised MSc Management were developed for introduction in 2013-14. The programme designs and curricula were expressly informed by the 2011-12 actions.</p>
<p>Achievements in 2012-13</p>	<p>The undergraduate programme was completely overhauled and revised, changing the modules and the overall themes of the programme to better reflect professorial expertise, the nature of our main competitors, and to create a more cohesive narrative through the programme. In particular a greater emphasis was placed on personal development and academic support (areas below 90% in NSS). The Exploring and Developing Your Potential modules run alongside and link to subject specific learning in years 1 and 2, providing academic and professional skills development embedded in the discipline of Management. As the programme progresses students hone the employability skills they have learned in earlier years by working on their 'graduateness' with their personal tutor, including reflective practice and personal development planning, and also enhance their employable skills through the independent nature of the dissertation. A final year module in leadership will help students contextualise what they have learned on both academic and personal development modules into a deep understanding of their responsibilities and opportunities as workplace leaders. For MSc Management similar issues were addressed through the introduction of a core Management in Practice module and the appointment of a Professional Development Tutor. A full complement of undergraduate Heads of Year has now been assembled and a Programme Director for Cross-disciplinary Programmes has been appointed.</p>
<p>Main actions for 2013-14</p>	<p>The main priority for 2013-14 is to transform the action plan in a living document rather than a once per year snapshot. Towards this end monthly meetings of UG and TPG Student Experience Groups are to be implemented with a standing item to discuss the evolving action plan. More significantly it is proposed to introduce a Student Advisory Board (SAB) to enhance the role of the student voice in the development and implementation of the action plan. The SAB will encourage student leadership and provide a genuine means of promoting a co-produced student experience. The SAB will be central in enabling BA Management to become 'best in class' among the Russell Group by 2016.</p> <p>The main underperforming category in NSS remains Assessment and Feedback. A personal review of feedback will be introduced to support students' engagement with written feedback and help them develop a more positive learning relationship using feedback.</p> <p>For Teaching the main focus will be a review of the use of group work. Students have indicated that their degree mark includes several marks from group projects where their own individual mark may be affected by the behaviour or input from others.</p> <p>For Academic Support a Head of Year for MSc Management is being piloted in 2013-14.</p> <p>For Professional Development a series of engagement activities have been developed to promote our strategic commitment to develop our students as "Future Leaders" and to match the theory we teach with real world expertise.</p>
<p>Summary of student involvement in the production of this Action Plan</p>	<p>A number of meetings took place with the Union representative to explore the potential of a Student Advisory Board as a vehicle for enhancing student involvement in the formulation and monitoring of the Action Plan. The idea was endorsed at a meeting of course representatives on 20 November 2013. The Director of Student Education outlined the plan for the SAB to create an effective and efficient two-way channel of communication and to shift the action planning process from being backward looking and reactive to being proactive and happening in real time. The ultimate aim is to foster a 'you asked, we did' culture without which we will not achieve our goal to become the premier Management programme in the Russell Group. In terms of feedback on this year's action plan the proposal for a personal review of feedback was welcomed although the third year representatives suggested that the meeting for them would be better timed to take place at the start of Semester One. The issue of group work was underlined by the representatives. A number of suggestions by the student representatives were incorporated into the action plan.</p>

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Management Division

Faculty: Business

Aspect	Progress with actions in response to 2011-12 feedback and indication of impact	Issues raised in 2012-13 feedback	Planned response in 2013-14
<p>Overall satisfaction</p>	<p>UG A Head of Second Year was appointed for the first time in 2012/3. The second years on Geography & Management in 12/13 were parented by LUBS and supported by the Head of Year.</p> <p>During 12/13, two new modules were successfully implemented on the MWM programme.</p> <p>The parenting of Economics and Management was transferred to the Economics Division from 12/13</p> <p>PG Professional Development Tutor appointed for 12/13</p> <p>General A divisional student education group was established to develop and review SE strategy and to share good practice.</p>	<p>Still room for improvement on overall satisfaction</p>	<p>Programme team meetings to take place to review continuously progress on improving student satisfaction on BA Management and associated programmes. The team is to meet three times per year with the core group meeting for the first two and all who teach on the programme to meet in September.</p> <p>Establish a Student Advisory Board to engage in the formulation and implementation of the Student Experience Action Plan. Work with student representatives to establish the constitution, terms of reference and membership of the Student Advisory Board.</p> <p>Explore the feasibility of introducing a Student Advisory Board at TPG level.</p> <p>Organise a “welcome back” session for final year students. The aim is to introduce to each other three distinct groups of finalists: those who were in year 2 last year, those returning from year studying abroad, and those returning from a year in industry.</p>

Teaching	<p>UG The revised BA Management designed to increase of increasing interest and intellectual stimulation during the second year and introducing optional modules to reflect the research interests of the newly formed subject groups within the division.</p> <p>A new commercial awareness module (Developing your Potential) was created for Management programme.</p> <p>A new Global Management Challenges module was introduced in 13/14 to stimulate thinking and to increase professorial contact.</p> <p>PG MSc Management redesigned for 13/14 start.</p>	<p>The scope for improving our teaching provision was explicitly taken into account during the redesign of our undergraduate and postgraduate programmes. The renewed curricula were informed by developing academic potential through research-based teaching.</p> <p>The issue of the over-utilisation of group work was raised by student representatives.</p> <p>Some general issues were raised by Management with Marketing representatives about the first year personal tutorial module.</p>	<p>In year 1, students are guided in accessing and using a range of sources of information and writing in the discipline area so that they start to appreciate and understand scholarship in Management and to be able to assemble coherent arguments within a range of assessments. The Global Business Challenges module is led by those professors in the division researching aspects of these challenges and the module as a whole provides an interdisciplinary introduction to the programme, one which will enable students to make early choices with respect to selection of their onward specialisms. In year 2, students are introduced to the dominant research philosophies, strategies and techniques used to research the discipline of Management to provide them with a solid thorough foundation in social science research methods, and specifically research in Management. The programme culminates in a research project whereby students undertake an original piece of research in their chosen area of Management research. Working with a specialist supervisor from among faculty, they will design, undertake, evaluate and report on a piece of work which represents an original contribution to the discipline. This major piece of assessment is worth 40 credits, and represents the student's first production as an independent scholar. Skills of time management, motivation and initiative will be needed in addition to their analytical and communication skills.</p> <p>Discuss solutions in the Student Advisory Board.</p> <p>Liaise with Marketing Division and report back to SAB.</p>
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<p>Assessment and feedback</p>	<p>UG & PG Reasons for low satisfaction were explored using student focus groups. Issues revolved around the quality and timing of feedback. The newly formed PG and UG Student Education Groups were tasked with developing an assessment and feedback plan for 13/14</p> <p>General The division has appointed a representative on LUBS Assessment & Feedback Group</p>	<p>The continued underperformance on assessment and feedback demands a strategic intervention.</p> <p>Student representatives raised an issue around the consistency of assessment ratings and suggested the introduction of a standard feedback form.</p>	<p>Each Head of Year will introduce a personal review of feedback for each student. The aim is to raise student awareness of the range of feedback they receive and help them to understand and interpret the meaning of the feedback and identify any commonalities that can be drawn across the range of feedback they receive.</p> <p>This will take place in February, after the publication of semester 1 assessment results. Students will be asked to collate and reflect upon the feedback they have received (test results, assignment feedback, exam marks) and bring it all to their tutor. The tutor and tutee will go through it together, identifying common patterns and agreeing objectives for the coming term. This will ensure that students have feedback brought to the front of their minds and help them see recurring issues that they may not have spotted. It will thus help students to devise strategies to improve their grades. It will also help the personal tutor to develop an understanding of their tutees' academic development and enable the tutor to work more closely with the student to construct strategies that will assist with their progress on the programme.</p> <p>Again a major item for in-depth discussion by the Student Advisory Board.</p> <p>Take the issues for consideration by the Student Education Group and report back to SAB.</p>
<p>Academic support</p>	<p>UG Head of Second Year in place for the first time 2012/3. New Head of First Year has been appointed for 2012/3. Head of Third Year in place for 2013/14.</p> <p>PG Professional Development Tutor appointed for 12/13</p>	<p>The issue of lack of notification of office hours was raised by student representatives</p> <p>Owing to an increase in postgraduate numbers a review of postgraduate personal tutoring was undertaken in 2012.</p>	<p>Ensure that all members of academic staff notify students of their office hour availability.</p> <p>PG A Head of Year for MSc Management is being piloted in 2013/14. The HoY will work with the Programme Director and Professional Development Tutor to ensure that each student receives the appropriate academic, developmental and pastoral tutoring.</p>

<p>Organisation and management</p>		<p>No major issues raised in this area.</p>	<p>Work with Faculty Student Education Service to ensure a joined up approach to the student experience.</p>
<p>Learning resources</p>		<p>No major issues raised in this area.</p>	<p>Engage at Faculty level with the Blended Learning Futures Group.</p> <p>At postgraduate level prepare for the implementation of iPads for teaching.</p>
<p>Personal development</p>		<p>An area identified for greater investment.</p> <p>The activities of the Heads of Year are having a major positive impact on enhancing the personal development of our students.</p> <p>The employment of a Divisional Engagement Officer is a first step towards the coordination of the three elements of our activity: advancing management knowledge, developing leaders and engaging organisations'</p>	<p>Leaders in Residence (Undergraduate and Postgraduate)</p> <p>We are looking to bring leaders into structured contact with our undergraduate and postgraduate students as part of their professional skills development, which is embedded in the curriculum. The pilot will culminate in a Professional Development Conference for Management Students at the end of March 2014.</p> <p>A Day in the Life of an MD (March-April) Undergraduate and Postgraduate</p> <p>With the aim of raising the profile of local SMEs and giving students on both BA Management and MSc Management an opportunity to have real insight not only into the life of an MD but the variety of work and opportunities in SMEs.</p> <p>An undergraduate and postgraduate student will be paired together to spend one day in a local business, they "Shadow the MD", and at the end of the day they will present what they have learnt back to the MD &/ colleagues. This will be followed up by a short written report which will be submitted to the MD within one week of the shadowing.</p> <p>Students then present back to the full student group as part of their skills and development modules to share their experience and allowing for those who did not take part to learn from the experience. A matching and selection process will</p>

			<p>be developed and the timing is likely to be around March/April with flexibility for the MD to choose the most appropriate date.</p> <p>Work Shadowing Week (April) Undergraduate and Postgraduate Building on the day in the life opportunity this is a chance for students to gain a real understanding of how a business (SME to large Corporate) works and fulfils the division's aim of offering every management student a work experience opportunity. Exact deliverables and duties for the week are defined by each organisation. Unlike the project (see below) this is not connected to any academic work and is a one/two week voluntary opportunity.</p> <p>Live Case Study (Late May-June) Postgraduate By May all teaching has been completed organisations may offer a live case study for the duration of between two weeks to one month. This can be offered to an individual or a group of students. The idea is to have a real time problem for the students to tackle and complete. It is not related to their academic dissertation. Organisations decide which students they want to tackle the problem. Students will be expected to present their findings back to the organisation at the end of the case study either with a presentation or short written recommendations report. It must be noted that the students are not expected here to be taking part in work experience, they are given a case study and actively research with the aim to solve the problem. Students should not be treated like employees and are therefore not paid.</p> <p>Summer Project (June-August) Postgraduate These take place for two to three months between June-August. Students connect their academic research question to a real world problem/project with the aim to put the theory taught into practice. Unlike the above live case study we do not</p>
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