

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

School: Leeds University Business School

Marketing 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>Even though the overall satisfaction at ug level has gone down by 14% feedback related areas have all improved significantly. At pg level, overall satisfaction has gone up by 82% to 86%. Particularly MSc IMM has seen a rise from 83% to 100% for home/EU category and 71% to 87% for International students. For MAAM also a rise has been recorded, with CCPR recording a 75% overall satisfaction for home/EU category and 91% for International students.</p>	<p>The key issue raised consistently was inadequate feedback and also slow turnaround of marks and feedback.</p>	<p>We have identified areas such as giving clearer details about assessment and improving teaching quality. We will not only give more clarity to assessment criteria on paper but also explain the assessments verbally to students at the very beginning of module teaching. We will also make efforts to shorten the turnaround of marks as much as possible and where it is not practical (e.g., due to very large groups), communicate to the students when realistically marks would be made available. We will seek to improve on teaching quality by organising ourselves to give more methodical and structured lectures and seminars supported by effective use of the VLE.</p>
Teaching	<p>At ug level, teaching scores have made slight improvement in 2010/11 in comparison to the previous year. In all our three pg programmes, an improvement has been recorded for teaching.</p>	<p>The need to update teaching material, and to better integrate research with marketing teaching.</p>	<p>We will continue to closely monitor teaching scores and explore how teaching quality can be improved and make teaching more 'intellectually stimulating'. Issues related to teaching will be identified without delay and corrective action taken promptly. Where developmental needs are recognised, staff will be encouraged to get additional training and shadow senior staff of the division. We will pair up new staff with our best and most experienced teachers.</p>
Assessment and feedback	<p>At ug level, generally assessment and feedback area has seen an improvement with feedback scores going up by up to 23%. At pg level, feedback scores have dropped slightly</p>	<p>As noted above, a core issue raised was inadequate feedback and slow turnaround of marks and feedback.</p>	<p>We have explored further improvements in this area, particularly making marking criteria clearer and more detailed. Staff will be encouraged to give annotated feedback on assessments, and more detailed written feedback on assessment forms. Also, we will</p>

			provide general feedback on overall module performance on a fail, pass, merit and distinction basis.
Academic support	At ug level, academic support has gone down by 5%. In 2010 it increased from 60 to 74%. At pg level, no significance change has been recorded.	The need to make improvements via compulsory student consultation hours, and communications through VLE and discussion forums	We have appointed a level 1 Tutor in Marketing for the ug programme, in the 2012/13 session. And we will phase in gradually level 2 and level 3 tutors. Also, we have increased marketing content (modules) on a 1,2,3 model from level 1 to level 3, in a progressive manner to make marketing a distinctive feature of the MwM programme. At the ug and pg levels for 2011/12, we have ensured the availability of staff for a minimum of 2 hours every week for student consultations and improved liaison between module lecturers/tutors and personal tutors.
Organisation and management	In this area a 14% improvement has been made at ug level, in comparison to 2010. At pg level, programme organisation has recorded higher levels of satisfaction even though in the CCPR a substantial disparity was found between home/EU (13%) and International (78%).	Congratulations to the ug programme management support teams for their hard work and the improvement recorded in organisation and management of the undergraduate programme. At pg level, it would be useful to look into ways of making improvements in this area.	We will continue the good work by liaising better among ug teaching and administration staff. At pg level, programme management has already started work on diagnosing reasons for the poor scores in teaching organisation and management, on the basis of which significant improvements are planned. Overlaps in module content will be identified and corrected. Better co-ordination and communication among the teaching teams will be ensured. CCPR is being reviewed with the purpose of taking on board feedback (e.g., pertaining to the module line-up).
Learning resources	A 9% improvement at ug level has been recorded from previous year. At pg level, on average, an improvement has been recorded both in library resources and IT resources. However, the lack of enough books in the library has been commented upon by CCPR students.	Issues concerned the effective and comprehensive use of VLE, annual review of library stock, and providing students with a session by session guide to reading and reference material.	Again, we will continue the progress already made in order to make further gains in this area. Library stocks will be reviewed, and areas where we need to build our stocks will be identified in order to meet the gaps. More effective use of VLE will be explored and best practice demonstrated in certain areas shared among the Faculty of the Division.

<p>Personal development</p>	<p>Overall this has seen a 5% improvement over 2010. At pg level, increases in personal development scores have been recorded with MSC IMM recording a 25% increase to 83%.</p>	<p>The need to increase the guest lecture contribution, and improve on student experience in real world marketing and thereby enhance employability prospects of our graduates.</p>	<p>We have given priority to integrate practical business and marketing skills via more real world and semi real world cases and projects and expose students to opportunities in building career aspirations. We will make effective use of guest lecturers, where possible, to bring real world experience into our modules. The Division now has a policy of investing in good quality practitioner speakers.</p>
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