

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

Faculty of Leeds University Business School- Marketing 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		87		87		86		85		85		83	85	87	79	84	n/a	82
Teaching		89		90		88		85		84		83	84	87	81	85	n/a	84
Assessment & feedback		71		69		65		59		61		56	74	75	63	69	n/a	68
Academic support		81		80		77		72		72		68	81	85	78	80	n/a	79
Organisation & management		84		83		82		73		74		83	83	85	78	80	n/a	77
Learning resources		90		88		87		81		78		77	80	86	78	83	n/a	82
Personal development		81		81		78		69		68		65	76	77	73	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)

Impact of 2011-12 actions	The revised Management with Marketing programme was introduced in Year One which added a stronger undergraduate (UG) marketing dimension to our provision and began the process of developing a cohort of students majoring in marketing. This was supported by the newly created Head of First Year role. The revised programme for MA Corporate Communications and Public Relations (MA CCPR) also commenced, awarding a more specialised and dedicated focus to the division. A Professional Development Tutor was appointed to manage group work, careers and employability. This contributed very positively to the support offered to our postgraduate (PG) students and reinforced the need to place employability aspects high on our agenda.
Achievements in 2012-13	A Divisional Advisory Board (DAB) was established, comprising of employers across marketing, advertising and public relations. The inaugural meeting was held in December which provided some very useful insight and input for programme reviews. Full reviews of MSc International Marketing Management (MSc IMM) and MA Advertising and Marketing (MA AM) were undertaken during the year. These involved discussions with employers via the DAB, divisional staff and students. As a result a new credit bearing module in professional skills and employability was developed and options introduced in semester 2 on both these programmes. Assurance of learning for Association of Advanced Collegiate Schools of Business (AACSB) was also undertaken in

	<p>addition to the mapping of learning outcomes across the programme. This resulted in the option of a group dissertation/project being withdrawn as part of the review changes.</p> <p>A new UG programme – International Business and Marketing was approved and marketing to students. In February the division staged a specialised session for Super Open Day, involving staff, students and practitioners. The interactive nature of the session garnered very positive feedback and appears to have led to a good conversion rate by attendees.</p>
Main actions for 2013-14	<p>Heads of Second Year and Final Year to be appointed in order to support UG students on the new programme structure for Management with Marketing which will run into the second year.</p> <p>International Business and Marketing to be integrated with our UG marketing teaching and some reflection on management of the two programmes side by side.</p> <p>The revised MSc IMM and MA AM programme structures to be rolled out and on-going reflection on these to be undertaken.</p> <p>Consideration of admissions processes to be given in preparation for the 2014/15 recruitment cycle.</p> <p>Discussion of how best to integrate iPads with teaching and the student experience overall will take place.</p> <p>Consideration of minor changes to Personal Tutorials for Marketing in response to student feedback</p>
Summary of student involvement in the production of this Action Plan	<p>Meeting with the first year Management with Marketing Student Representative took place.</p> <p>The final year Representative met with the Management Divisional Director of Student Education (DDSE) who has incorporated comments into their divisional plan.</p> <p>PG representatives consulted selectively on some specific issues including personal development, teaching and resources.</p>

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School:

Faculty:

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
Overall satisfaction	<p>The strategic reviews for MA AM and MSc IMM were successfully undertaken and changes made ready for introduction in September 2103. These include options in semester 2 and an assessed module in professional and employability skills.</p>	<p>Overall satisfaction on MA CCPR rose by 32% to reach a score of 97%. This high increase is felt to be a direct result of the changes introduced which students commented favourably on.</p> <p>Satisfaction on MSc IMM increased by 3% to a score of 82%, following a slight</p>	<p>The effects of the new structures and in particular the new Professional Skills and Employability module will be monitored and reflected upon. The introduction of options on taught PG programmes is a new phase for the division and hence there is no precedent for predicting</p>

	<p>Modifications were made to MA CCPR in response to student feedback in order to create a more public relations focused programme of study and to contextualise the development of professional skills for these students.</p> <p>Preparations for the new UG module in Marketing Research were undertaken. To ensure delivery of both a theoretical and an applied module the assessment was changed slightly to allow for students to work on group live research projects with clients. Eight projects were sourced to support this module, including two with the Marks and Spencer Archive.</p>	<p>reduction in the previous year. On MA AM there was a marginal 2% reduction in satisfaction to produce a score of 83%. Qualitative comments did not raise areas of major concern for students. However on both programmes there was some reference by students to the number of Chinese students on the programmes. Both programmes have seen a steady increase over the past few years. The overall score for Management with Marketing was 94%, one of the higher UG scores in Leeds University Business School (LUBS) , although a decrease from the previous year. A number of assessment and feedback related issues were raised in the programme comments (see below) although there were many positive comments about modules, in particular the marketing modules.</p>	<p>numbers on modules.</p> <p>In order to encourage as much diversity as possible on the programmes in terms of nationalities, the admissions process will be given further consideration for the 2014/15 recruitment cycle.</p>
Teaching	<p>Delivery of the Relationship and Direct Marketing module was reviewed during semester 1. The teaching team from the previous session (both Associate Faculty) were not assigned to the module again. The Module Leader took lectures and a different Associate Faculty specialist delivered seminars and additional assignment support. This appeared to be a satisfactory arrangement.</p>	<p>At PG level there were no major causes for concern in relation to the teaching provision with many modules scoring highly in student evaluations. At UG level the teaching score was again among the higher scores, although some students appeared less engaged with some non-marketing subjects.</p>	<p>We will continue to explore innovative and creative ways to improve teaching quality and engage students. We continue to forge relationships with practitioners in order to further enhance the teaching experience via the delivery of discrete guest lectures and insight. In addition we support Associate Faculty members who make a valuable contribution to our provision. Related to this is the mentoring of our PhD students who wish to pursue further opportunities in teaching.</p> <p>In line with the LUBS initiative the division will also explore the opportunities for</p>

			iPads to support learning and teaching opportunities in order to maximise the potential contribution of issuing every PG student with a device.
Assessment and feedback	We continued to give marking and feedback a high priority across the division. The assessment strategy for Relationship and Direct Marketing was changed to remove the interim assignment. In the previous session it was felt that, although no delays in giving feedback on this were reported, students expected a quicker turnaround as it fed into the final assignment significantly.	At PG level scores relating to assessment and feedback were very positive. For example significant increases in relation to promptness were reported (27% MSc IMM, 27% MA AM and 13% MA CCPR). At UG level this was the only area where scores fell into the lower banding. Areas for concern highlighted in student comments were: amount and quality of feedback and amount of group work.	We will continue to prioritise marking to meet student expectations and communicate in detail any delays to them. We will also reflect on our feedback processes to ensure a good balance between scores and annotation/commentary. It would be useful to establish a minimum level of feedback within the division and it is envisaged that The Assessment and Feedback Group will shape further guidance on this. Some of the issues at UG level relate to non-marketing modules and have been addressed in the Management Division Action Plan. However discussions with the first year student representative led to the conclusion that the first individual student/tutor meeting in Personal Tutorials for Marketing could include discussion and feedback on the draft (non-assessed) essay as this would significantly help students to progress with the main essay. It was also concluded that the focus of the essay could be more directly related to marketing. Comments relating to the amount of group work on the programme overall will be discussed with Management.
Academic	National Student Survey feedback on the	No major issues raised at PG level. MA	It is anticipated that the dedicated Head

<p>support</p>	<p>personal tutorial system following the appointment of a Head of First Year was very positive. Heads of Second and Final Years were put in place for September 2103.</p> <p>The division ran a pilot Golden Ticket scheme to help support PG students in the dissertation process, prior to the allocation of supervisors. Programme scores relating to dissertation support all increased which suggests this was a success</p>	<p>CCPR feedback relating to support, which was flagged in the previous session increased in all areas.</p>	<p>of Year system at UG level will help the division to meet student expectations in relation to support.</p> <p>Following an increase in student numbers at PG level in September 2013 on MSc IMM and MA AM we will continue to reflect on ways in which we can support such a high volume of students.</p> <p>The Golden Ticket scheme will be used again to support the dissertation/project process</p>
<p>Organisation and management</p>	<p>Targeted scholarships were offered by the division during the year to help recruit strong programme ambassadors and representatives. Staff/student social events remained an important aspect of programme management and these are seen as instrumental in creating individual course culture and identity.</p>	<p>No specific issues were flagged.</p>	<p>Programme Directors and Head of Years will continue to work closely with respective offices and to resolve any temporary organisational issues in a proactive manner.</p> <p>Staff/student social events will be supported on each programme, including UG level, to help foster a marketing student community and identity.</p> <p>We will offer a number of targeted scholarships again this session.</p>
<p>Learning resources</p>	<p>The book voucher scheme was once again offered by the division. We did explore tying this in with an eBook option but the main publisher was unable to arrange this provision for this academic year. Audio recording for the vle was trialled with some success. However some staff did report problems with the digital recorders.</p>	<p>Some scores for resource related questions showed a slight decline but overall feedback in this area was satisfactory with no major cause for concern.</p>	<p>The dedicated PG common room should help to meet PG student expectations in relation to resources.</p> <p>eBooks of main texts should be available for iPads in September 2104.</p> <p>Rooms within LUBS will be issued with dedicated audio and video recording equipment for 2014/15. The division will consider how best to use this facility across modules.</p>
<p>Personal development</p>	<p>Programme Directors on MSc IMM and MA AM worked with the Professional</p>	<p>Feedback on personal development was positive at UG level with a score among</p>	<p>It is envisaged that the assessed module at PG level will strengthen significantly</p>

	<p>Development Tutor to develop a 15 credit module in professional skills and employability. This will directly support and enhance personal development. Additional sessions by the Language Centre were planned during Induction and in session.</p>	<p>the highest. At PG level feedback on MA CCPR demonstrated a big increase in this area which would appear to directly reflect the programme changes that were introduced. In general no major issues here except on MSc IMM there was a significant decrease in the number of students who felt their communication skills had improved.</p>	<p>our provision for personal development. We will monitor progress of this module and make any incremental changes if necessary. Other core modules on MA CCPR will continue to deliver personal development opportunities. In addition we will reflect on staffing provision in this area, given our high PG numbers and the teaching/marking requirements related to the module.</p> <p>At UG level the Heads of Year, will play an important role in supporting students in relation to employability and personal development.</p>
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