

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

Leeds University Business School

Work and Employment Relations Division

Aspect	Issues raised in 2010-11 feedback	Planned response in 2011-12
<p align="center">Overall satisfaction</p>	<p>We have no breakdown of BA HRM NSS scores, which is an issue. In general, WERD modules are performing well in terms of "overall satisfaction", although there are concerns around some modules.</p> <p>At PG level overall satisfaction levels dipped for overseas students. In part this may have been due to a significant increase in the size of the cohort, which led to some larger than expected class sizes. The scores for overseas students have dipped more than part time students.</p>	<p>At UG level HoD, DDSE and Teaching Mentors will meet with staff to discuss performance, particularly where current levels of performance are well below, or above School norms. The new annual meeting which will take place with each member of staff with HOD, DSE and DOR will provide a mechanism through which teaching performance can be discussed.</p> <p>Also at UG level, the dissertation and research methods modules to be discussed in light of both new Head of Year roles and AACSB requirements. Heads of Year, in combination with resources from the School, will be the locus of the Employability agenda at this level.</p> <p>At PG level further efforts have been made to engage students and staff with collegial interaction through the establishment of "Activity Groups". These will act as foci for Personal Tutorial type discussions and group-work. This development will be piloted this year, formalised next by changing the Assessment Structure of LUBS 5330 (2012-13) and finalised the year after (2013-14), with probable changes to Research Methods teaching. This programme of change is in line with AACSB deadlines. The Activity Groups will also be conduits for the development of the "Employability" agenda.</p> <p>At PG level, given the increase in numbers on the programme by comparison with the previous year, some seminar groups were felt to be rather large. Action was taken in semester 2 to reduce some of the seminar group sizes.</p> <p>At PG level, an optional academic writing skills course, provided by staff from the University Language Centre, was organised in semester 2 in response to requests from student reps and feedback from students that more support should be provided to assist in integrating students from diverse backgrounds. A similar course is planned in 2011/12.</p> <p>In response to the part-time cohort levels of satisfaction, we have tried to make the part-time pathway more flexible, allowing students greater choice over when they take their core and optional modules and will look into providing CIPD over two years</p>

Teaching	<p>At UG level teaching was in line with expectations and few indicators suggest major underperformance, but for 1 one or two modules.</p> <p>At PG level satisfaction scores were down last year. This is likely to be a reflection of increased student numbers. However, this decline was relatively small for the majority of students and it was the part time student who had the most significant dip in positivity about this aspect of their education.</p>	<p>At UG level, specific module performance to be discussed in a collegial and developmental fashion at an appropriate level within the Division when overall satisfaction dips within the bottom quartile of modules.</p> <p>(PG) this is very much a “green light” issue, in that performance is at or better than expectations. Staff will be informed about their continuing good performance.</p> <p>We will continue to think about how we can improve the experience of the part-time cohort. We are trying to be flexible with their teaching and make every attempt to facilitate activity group meetings at a time convenient for students with 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>
Assessment and feedback	<p>At UG level, there have been some written concerns about the speed of feedback. The results from the Module survey show that WERD modules are not out of line with norms, although at this level norms are not that high, so ongoing attention is needed.</p> <p>At PG level the scores for assessment and feedback were significantly more positive than last year. In light of the increased numbers this is a positive development which should be celebrated.</p>	<p>(UG) Module leaders and teaching staff should continue to make it clear where and how feedback is delivered on modules. It will be promoted that it is general practice to offer feedback developmental feedback on short essay plans.</p> <p>(PG) This good practice will be celebrated with the group to reinforce good practice. The need to give more detailed feedback about academic practice to students who do not have English as a first language will be emphasised (see above).</p> <p>(Both) Assessment to be reviewed at Programme level to ensure compliance with AACSB requirement. This is likely to result in various Module changes in the next academic session.</p>
Academic support	<p>At UG some students commented on the lack of availability of some staff, which is a perennial issue owing to busy timetables.</p> <p>At PG level academic support dipped a little, which is expectable with the rise in student numbers. Most of this dip in perceptions of support was from amongst international students.</p>	<p>(Both) The effort to promote office hours as an opportunity to obtain individual feedback will continue, although these remain underutilised by students</p> <p>(UG) HoD and DDSE are to work with new heads of year in defining these new roles. Module changes to be defined in such a way as to bring these teachers into support academic development, particularly at years 2 and 3 where these are undeveloped.</p> <p>The new “Activity Group structure should offer more peer based support to students. These will be monitored. The ongoing support of students at this level will be discussed in Programme Team meetings.</p>
Organisation and management	<p>At UG level there is little specific feedback, owing to the lack of NSS results breakdown for the Division. This is one area in which the School is known to perform comparatively well.</p>	<p>Staff will be encouraged to engage fully with requests for materials from the UG office, as well as dealing with Module and Programme administration in a timely fashion.</p>

	<p>At a PG level perceptions of organisation and management remained significantly positive amongst part time students with a significant but small dip in the perceptions of full timers. International students felt support was significantly lower.</p>	
Learning resources	<p>At UG level there is little specific feedback, owing to the lack of NSS results breakdown for the Division. This is one area in which the School is known to perform comparatively well.</p> <p>At a PG level, and line with other scores, perceptions declined in this area. They declined most for international students.</p>	<p>The Programme team will engage with “blended learning” and the ongoing process of VLE development, including group meetings which include the VLE Officer.</p>
Personal development	<p>At UG level there is little specific feedback, owing to the lack of NSS results breakdown for the Division. This is one area in which the School is known to perform comparatively well. Historically, WERD has performed well in this area.</p> <p>At a PG level, and line with other scores, perceptions declined in this area. They declined most for international students. A particular concern is the development of self esteem and confidence amongst the international students in the cohort.</p>	<p>UG) HoD and DDSE are to work with new heads of year in defining these new roles. Module changes to be defined in such a way as to bring these teachers into support academic development, particularly at years 2 and 3 where these are undeveloped.</p> <p>CIPD accreditation has been obtained at UG level, this will be monitored on an ongoing basis to check for student engagement and satisfaction.</p> <p>At PG level the Activity Groups were introduced to develop interpersonal skills, communication skills and team work among and between home and international students. In addition to the academic writing skills sessions, introduced last year, we hope to see an improvement in scores from international students in terms of personal development. We will monitor and assess the impact of these activity groups in terms of personal development, and we hope the results of these new initiatives will be positive.</p>