

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2014-15

Faculty of Business-Economics Division

EXECUTIVE SUMMARY																		
Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate Programme Experience Survey					
	2013-14		2012-13		2011-12		2013-14		2012-13		2011-12		2013-14		2012-13		2011-12	
	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	89	88	86	87	82	87	86	85	78	85	82	85	97	85	79	87	59	84
Teaching	85	90	82	89	79	90	80	85	76	85	78	84	91	86	82	87	75	85
Assessment & feedback	66	71	56	71	58	69	56	62	45	59	51	61	78	71	76	75	72	69
Academic support	84	82	76	81	68	80	69	73	67	72	67	72	91	82	83	85	82	80
Organisation & management	91	85	87	84	88	83	78	75	74	73	73	74	94	81	89	85	53	80
Learning resources	91	91	87	90	86	88	81	83	84	81	76	78	89	85	86	86	100	83
Personal development	77	82	75	81	71	81	70	72	67	69	66	68	91	77	72	77	69	71
Sector position		50/146		57/147		51/150												

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)

Headline achievement in 2013-14	<p>We have increased student overall satisfaction with 97% PG students (an increase over 3 years of 38 points) and our UG results of 89% places us 4th in the Russell Group.</p> <p>With positive destinations of 86% for our graduates we have attained the 3rd highest result, for our students, in Leeds University Changes to our assessment and feedback in the first year has resulted in a 19 point rise in this category of the first year UG Survey</p>
Main actions for 2014-15	<p><i>List 3 actions – to be included on the posters to be produced for each School</i></p> <ol style="list-style-type: none"> 1.PG programmes will enhance the options choices and address the issue of semester imbalance in option modules 2. Design an assessment and feedback system that is holistic and will support and inform students' development of their academic and employability skills. 3. Restructure the Business Economics programme so there is a clear distinction between this programme and our other programmes. This should make the programme more attractive and increase enrolments.

<p>Summary of student involvement in the production of this Action Plan</p>	<p>Action meeting held on the 4th November 2014 attended by Heads of Year, Programme Directors and the DSE. The School representative and course representatives attended the meeting and engaged with the discussion and helped formulate the action plan. Minutes of the meeting are available.</p>
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AGREED ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2014-15

Aspect	Progress with 2013-2014 actions and indication of impact	Agreed Issues/Actions for 2014-2015	Responsibility/Expected completion date
<p>Overall satisfaction</p>	<p>Relevant course materials from year 1 modules – especially LUBS1610 Research Skills are now available to 2nd year transfer students Students are able to start research for the dissertation module from the end of year 2</p> <p>The assessment actions are carried forward to 2014-15. Greater co-ordination between both PG Econometric modules has helped to increase satisfaction with teaching and organisation and management. New compulsory/option modules are now incorporated into the first year curricula.</p>	<p>Students do not feel that they are over-assessed but at both UG and PG they did feel that there are too many modules with 100% exams. The PG external reviewer also mentioned the lack of variety in assessments We will audit the programmes and review assessments with the objective of broadening the range and variety of assessments. The end of year timing of many assessments means that feedback is made available over the summer. Students felt that this was too late and that the deadlines tended to fall in revision periods. Earlier deadlines with feedback available before the start of exams would be more beneficial and more likely to be picked up by the students. The division will aim to implement this where practicable</p>	<p>Programme Teams/July 2015</p>
<p>Teaching</p>	<p>Quantitative strategy implemented Two new modules for level one – 1. Economic Controversies module. 2. Economic & Global History. Audit of pre-reqs carried out and simplified where possible Pilot assessing seminar participation in order to increase student engagement is ongoing. Pilot group essays with feedback on a module with 350 students. This will involve the module leader meeting groups of 5 students (60 groups)</p>	<p>Still some consideration to be given to pre-reqs and mutually exclusive qualifications.</p> <p>Business Economics restructure to ensure a 'distinct' programme in our portfolio.</p>	<p>Programme team/January 2015</p> <p>Director of UG admissions, programme Director and DSE/ November 2014</p>

	for 30 minutes. Ongoing and awaiting feedback		
Assessment and feedback	<p>Division reps are on the assessment and feedback committee</p> <p>The use of pre-issued exam material and open book exams (using computer clusters) has been approved and will be trialled during 2014-15</p> <p>Online marking piloted successfully in a first year module. Report made to the division.</p>	<p>A group established to audit assessment</p> <p>Pilot feedback portfolios</p> <p>Feedback training for the teaching team.</p> <p>Find a (better) way to provide written feedback for exams.</p> <p>Make sure generic written feedback is put on the VLE.</p>	Programme Team/July 2015
Academic support	<p>The faculty SES is reviewing timetabling</p> <p>The Division's teaching group to look at the efficiency of weekly seminars and consider use of resources</p>	These actions still ongoing	SES/HOD/DSE/September 2015
Organisation and management	<p>All module handbooks are available on the VLE</p> <p>Continue to provide lecture slide handouts.</p> <p>Students have stated a preference that these be provided in a block of 4-5 lectures</p>	Construct a matrix of all assessments in compulsory and optional modules in economics to reduce cumulative stress, too many assessments done or due at the same time	PDs
Learning resources	<p>iPad champion appointed.</p> <p>Give careful consideration as to how the division will use lecture capture</p>	Lecture capture will be revisited at the next Divisional meeting	Division/Dec 2014
Personal development	<p>Liaise with firms who offer internships/graduate employment such as the GES and the Bank of England. A member of the Division has undertaken training as an Economic Assessor for the GES</p>	<p>Work with the Professional Development hub and Andy Ross to develop employability on PGT programmes</p> <p>Input into the development of LeedsforLife for PGT students</p> <p>Audit programmes to ensure that students also have the opportunity to acquire employability skills</p>	PD/DSE/Professional development Hub/A. Ross/September 2015