

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

Faculty of Business-Marketing 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		88		87		87		85		85		85	88	85	85	87	79	84
Teaching		90		89		90		85		85		84	84	86	84	87	81	85
Assessment & feedback		71		71		69		62		59		61	72	71	74	75	63	69
Academic support		82		81		80		73		72		72	83	82	81	85	78	80
Organisation & management		85		84		83		75		73		74	86	81	83	85	78	80
Learning resources		91		90		88		83		81		78	83	85	80	86	78	83
Personal development		82		81		81		72		69		68	81	77	76	77	73	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)

Abbreviations Used: UG - undergraduate, PG - postgraduate, AM - MA Advertising and Marketing, IMM - MSc International Marketing Management

Headline achievement in 2013-14	<p>A record number of PG students successfully completed Marketing programmes</p> <p>The revised programme structures for MA Advertising and Marketing and MSc International Marketing Management came into effect which introduced options for the first time and supported directly professional skills and employability through a dedicated module.</p> <p>The newly developed BSc International Business and Marketing ran for the first time</p>
Main actions for 2014-15	<ol style="list-style-type: none"> 1. Module leaders to communicate more directly with students about anticipated delays in the return of marks and feedback. 2. Reflect on the impact of iPads and lecture capture in relation to the student learning experience overall. 3. For UG second years have one careers/personal development talk per semester aimed only at Management with Marketing and International Business and Marketing students. To explore the possibility of ring-fencing a small number of marketing placements for the above students in future.

Summary of student involvement in the production of this Action Plan	Two meetings were held on 6 th November: one with three PG student Reps and one with two UG student Reps.
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AGREED ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2014-15

School: LUBS

Faculty: Marketing

Aspect	Progress with 2013-2014 actions and indication of impact	Agreed Issues/Actions for 2014-2015	Responsibility/Expected completion date
Overall satisfaction	Revised programme structures on IMM and AM were successfully introduced. Diversity was discussed and a strategic response developed using additional targeted scholarships. Levels of overall satisfaction were high. Given the PG numbers this is a significant achievement. Satisfaction of second year students could be enhanced.	Action: Enhancement of the second year UG student experience to be addressed by personal development actions.	
Teaching	The Direct, Digital and Interactive Marketing module was delivered by an external specialist in a block format as the tutor was unable to deliver weekly. The module leader was accorded AACSB duties and was unable to teach on the module. The block format was not popular with students but overall there were less issues than in the previous session and students were engaged with the assignment. On AM there was some disruption to teaching due to staff illness and related issues and this was reflected in module evaluation scores. It is not anticipated that this will reoccur.	Action: The module leader to deliver this module in the standard format.	Module leader. Semester 2.
Assessment and feedback	At PG level no specific actions were required. At UG level more feedback was given on the non-assessed draft essay via Personal Tutorials for Marketing. Students felt more confident in semester 2 about their basic academic skills. At PG level there was some positive evaluation of	Actions: Module leaders to communicate more directly with students about anticipated delays. Also Programme teams will continue to review and refine feedback mechanisms for large cohorts	Module leaders to action during marking periods. Programme teams to consider. Ongoing action.

	assessment and feedback. However one area for action is the timeliness of feedback. Due to an unanticipated increase in numbers on AM and IMM marking loads were extremely heavy for academic staff and there was increased work for the PG office staff. As a result not all work was returned by the published deadline.		
Academic support	At UG level heads of Year were appointed at level 2 and final year which enhanced general academic support. The Professional Skills and Employability module introduced on IMM and AM also contributed to academic support at PG level in relation to academic writing and critical analysis in particular.	Action: To continue to reflect on academic support mechanisms, given student numbers and resource constraints.	Programme teams. Ongoing.
Organisation and management	8 targeted scholarships were offered across the PG programmes to encourage more diversity and this was achieved, although international students still represent a majority. UG social events including a final year ball were organised for marketing students which helped to foster a clearer identity for these students.	Action: Timely return of marks discussed under Assessment and Feedback will contribute positively to programme organisation and management.	
Learning resources	The lecture capture resource was discussed at length. Video capture was not adopted for the 2014/15 session by the division but audio capture with slides was adopted by some staff. iPads were discussed and relevant apps identified for recommendation to PG marketing students. The book voucher scheme was withdrawn and printing credits reduced to a nominal amount in order to support the School goal of paperless delivery.	Action: Reflect on the impact of iPads and lecture capture in relation to the student learning experience overall.	Programme teams. Ongoing.
Personal development	At PG level the Professional Skills and Employability module made a significant impact on student's interest in professional development and their ability to apply for positions and be successful at interview. At UG level the Head of Year role directly supported personal development. At level 2 student feedback in this area highlighted some	Action: For UG second years have one careers/personal development talk per semester aimed only at Management with Marketing and International Business and Marketing students. To explore the possibility of ring-fencing a small number of marketing placements for the above students in future.	Divisional Director of Student Education and Head of Second year. End of semester 1

	negatives and suggested there are areas for improvement.		
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