

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

Faculty of Business- Work and Employment Relations 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	100	88	85	87	90	87	100	85	96	85	100	85	78	85	83	87	84	84
Teaching	91	90	92	89	88	90	99	85	96	85	91	84	84	86	84	87	84	85
Assessment & feedback	71	71	71	71	71	69	90	62	73	59	75	61	71	71	69	75	70	69
Academic support	86	82	87	81	88	80	93	73	89	72	86	72	78	82	76	85	78	80
Organisation & management	88	85	82	84	87	83	87	75	95	73	88	74	81	81	75	85	74	80
Learning resources	85	91	82	90	80	88	94	83	89	81	89	78	90	85	85	86	84	83
Personal development	95	82	77	81	85	81	95	72	97	69	90	68	76	77	74	77	61	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><i>Provide a single headline for the School from 13-14 – to be included on the poster produced for each School</i></p> <p>The NSS data was outstanding. This programme achieved 100% for the 'overall satisfaction' group of questions – the only degree in the University to do so, and the only HRM degree in the sector to do so.</p>
Main actions for 2014-15	<p>List 3 Actions – to be included on the posters to be produced for each School:</p> <p>1. At both under and post graduate levels, ways of improving assessment feedback and manage student expectations about feedback and explaining more clearly what feedback looks like will be developed. Clear timeframes stating when students can expect assessed work to be returned will be explained for all assessments. Timeframes need to be reasonable for the assessors, need not be 2 weeks, but will be honoured.</p>

	<p>2. At PG level, the “Activity Team structure/process is providing increased and beneficial staff and peer based support to students. This does not seem to be reflected in feedback data and will be the subject of regular review in Divisional meetings.</p> <p>3. MA Dissertation supervision will become more formalised. Staff will ‘Opt In’ to supervision and will be expected to take a minimum of five students. Supervisions will be structured around five meetings and recorded to ensure that students understand the feedback they have been given. The dissertation preliminary report will no longer be summatively assessed.</p>
<p>Main Outcomes from 2013-2014</p>	<p>3 Outcomes:</p> <ol style="list-style-type: none"> 1. A concerted effort was made to select seminar groups for diversity of background 2. At PG a trial essay prior to the first summative assessed work and discussed with students prior to their first marked assessment proved a positive initiative which will be continued. 3. At UG, key action was agreed to introduce clearer communication of timeframes for return of assessed work to students. This was in response to slightly below par results on the NSS for assessment and feedback items across the faculty, and was implemented across all modules. We also implemented agenda items for final year PT meetings to discuss feedback in an attempt to encourage students to use and engage positively with feedback. While the NSS feedback item did not improve significantly, overall programme satisfaction did by a huge margin, and comments from the student forums were that it was a useful exercise. We will continue this academic year.
<p>Summary of student involvement in the production of this Action Plan</p>	<p>Meetings and discussions were held with undergraduates and post graduates plus email feedback obtained. Feedback from staff student forums was also utilised.</p>

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

Division: WERD

Faculty: LUBS

Aspect	Progress with 2013-2014 actions and indication of impact	Agreed Issues/Actions for 2014-2015	Responsibility/Expected completion date
<p align="center">Overall satisfaction</p>	<p>UG/PG Increased effort was made to ensure timely feedback to students on assessed work. General feedback was communicated to a group in advance of individual marks being returned.</p> <p>PG Action was taken to reduce some of the seminar group sizes. Physical space and staff numbers are, however, ever present problems.</p> <p>Seminar groups were selected on the basis of diverse backgrounds</p>	<p>UG Excellent feedback at undergraduate level. Somewhat disappointing at postgraduate level with turnaround times an issue.</p> <p>UG/PG The feedback process will be clarified to all concerned. There is a sense that students are not recognising informal-formative feedback. In order to respond to this, the programme team will 1) be clearer about timeframes from the outset, setting reasonable goals for the return of work, depending on student numbers and other responsibilities 2) communicate clearly if these will not be met and communicate new timeframes 3) emphasise the multiple forms of feedback that students receive throughout the programme.</p> <p>PG It is possible that the feedback for satisfaction might have reflected the high number of students and capacity problems of LUBS. This is an area that the Division will attempt to understand and address.</p>	<p>Programme Teams: Ongoing</p>
<p align="center">Teaching</p>	<p>UG In the 'HRM Research Practice and Personal Tutorials (2885)' active researchers presented as 'guest lecturers' to demonstrate specific research methodologies.</p>	<p>UG Efforts will be made try to incorporate more contemporary examples in the lectures and seminars to make the theory more relevant; to replace difficult articles with more accessible and shorter articles on the similar topics; to make the</p>	<p>Programme Teams: Ongoing</p>

	<p>A similar approach is being taken at level module. Again, in the level three 3055 'guest lecturers' ran sessions demonstrating their live research projects.</p> <p>Continued concerted efforts have been made to ensure AOL measures are taken on the relevant modules, particularly with introducing measures for ethical reasoning and global and cultural insight. Commentary on these measures is included in the report.</p> <p>PG</p> <p>New sessions on critical thinking, research and essay writing in induction were well received.</p> <p>The role of activity teams appears to have led to an improved experience for students this year.</p>	<p>lectures more interactive using more often media and videos.</p> <p>PG</p> <p>There has been a substantial improvement in terms of integrating research into the programme, with its early introduction, the use of a methodology case study and the direct flow of the research methods assessment into the dissertation. Changes to the structure of dissertation supervision will also improve students' own experience of understanding research. This activity will continue</p>	
<p>Assessment and feedback</p>	<p>UG</p> <p>Action was taken to introduce clearer communication of timeframes for return of assessed work to students. This was in response to slightly below par results on the NSS for assessment and feedback items across the faculty, and was implemented across all modules. Also implemented were agenda items for final year PT meetings to discuss feedback in an attempt to encourage students to use and engage positively with feedback. Comments from the student forums were that it was a useful exercise. This was continued</p>	<p>UG and PG</p> <p>The issue of feedback will be addressed on an ongoing basis and as a priority issue.</p> <p>At both under and post graduate levels, explore ways of improving assessment feedback and manage student expectations about feedback/explaining more clearly what feedback looks like.</p> <p>Informal tutorials where feedback is explicitly discussed might be developed.</p> <p>UG</p> <p>Discussions of academic feedback to students is to be continued at levels 2 and 3, and is to be introduced at level 1 in order to strengthen the signalling around the importance of feedback to</p>	<p>Programme Teams: Ongoing</p>

	<p>The divisional staff-student forums enabled a number of issues to be resolved throughout the year with targeted communication and feedback, particularly concerns around dissertation planning and preparation in the precursor module, LUBS3055. Concern around ‘bunching-up’ of deadlines at the end of term 1 and level 2 was addressed for the following year by moving the deadline for the LUBS2060 assessed essay.</p> <p>PG A trial essay prior to the first summative assessed work and discussed with students prior to their first marked assessment proved a positive initiative which will be continued.</p> <p>Staff asked to communicate clearly with students about timeframes for feedback. Guidelines have now been developed and communicated to all teaching staff on the programme. This emphasised the importance of communicating clear timeframes to students at multiple points during the module. Firstly, at the time of submission, tutors should take into account any potential delays to the three week turnaround and communicate when students are likely to receive assessed marks both verbally and via the VLE. Secondly, in the event of any delay, tutors have been asked to communicate likely timeframes to students via the VLE and in taught classes.</p>	<p>overall academic development, and how to use it constructively.</p> <p>Clear timeframes stating when students can expect assessed work to be returned to them should be stated for all assessments. Timeframes must be reasonable for the assessors and need not abide to the 2 week guideline, but must be honoured.</p> <p>PG At postgraduate level steps will be taken to rethink the ways in which students are assessed across the programme, thinking at programme level about spreading assessment and potentially reducing the number of assessments that students undertake.</p> <p>The use of an unassessed practice essay has proven to be a useful practice in terms of providing close academic development of students’ written communication, critical thinking and analysis skills. This will be continued</p>	
<p>Academic support</p>	<p>UG and PG: The promotion of office hours as an opportunity to obtain individual feedback will continue still remains underutilised by students.</p>	<p>UG Oral Communications is an area of assessment which a small number of students find challenging, so it is important to recognise these</p>	<p>Programme Teams: Ongoing</p>

	<p>PG The “Activity Team structure/process provides increased staff and peer based support to students was embedded into the cycle of pedagogic activities.</p>	<p>students and issues during preparatory seminar sessions to ensure that dedicated support is provided where necessary.</p> <p>PG As with the feedback data for satisfaction, It is possible that the data for academic support might have reflected the high number of students and capacity problems of LUBS. This is an area that the Division will attempt to understand and address.</p>	
<p>Organisation and management</p>	<p>No acute problems were raised or identified.</p>	<p>UG/PG Some feedback that getting across campus to consecutive lectures is difficult. This is difficult to address outside of timetabling changes.</p> <p>PG Students also felt that the programme was running more smoothly than last year (67% to 79%). Efforts will be made to further increase this metric.</p>	<p><i>Programme Teams: Ongoing</i></p>
<p>Learning resources</p>	<p>The variety and abundance of facilities across campus will be more clearly communicated to students in order to manage expectations about facilities in LUBS</p>	<p>At post graduate level there was a significant drop in the number of students who felt that library sources were sufficient (from 100% to 55%). This possibly reflected the large cohort as the library resources available have not changed significantly.</p>	<p><i>Programme Teams: Ongoing</i></p>
<p>Personal development</p>	<p>UG Our divisional professional advisory board offered its first session for student participation at both</p>	<p>UG The recent full academic re-accreditation of the BA HRM by the CIPD has augmented the</p>	<p><i>Programme Teams: Ongoing</i></p>

	<p>UG and PG level, directed towards enhancing employability, a key thread of the student education strategy. This was videotaped for the benefit of other students. Regular meetings with the board to continue.</p> <p>PG The Personal Development Tutor continues to be a popular and important member of the programme team. She has been continuing the excellent groundwork that has been laid and has developed a number of new processes and schemes. This has included cross-national mentoring schemes, a Professional Development conference, run in the summer months, internship positions and enhanced entry positions. In addition, practice essays have been introduced, giving students a one-on-one opportunity to meet with their personal tutors and improve their academic skills. Student feedback indicates a slight improvement in terms of personal development.</p>	<p>employability agenda within the programme. In addition to the careers session run during level 1, students are now able to benefit from occasional additional sessions with CIPD representatives, and have the opportunity to the join and benefit from CIPD literature and resources.</p> <p>Our divisional professional advisory board offered its first session for student participation at both UG and PG level, directed towards enhancing employability, a key thread of the student education strategy. This was videotaped for the benefit of other students. Regular meetings with the board continue this academic year.</p> <p>PG The extensive work undertaken by the Personal Development Tutor continues to improve the employability of students through opportunities in business provided through increasing corporate connections and transferable skills.</p>	
<p>AACSB</p>	<p>Mapping of UG and PG to AACSB criteria continued</p>	<p>Rearticulation of modules/programmes completed.</p>	