

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2015-16

Faculty of Business: Economics Division

EXECUTIVE SUMMARY																		
Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate Programme Experience Survey					
	2014-15		2013-14		2012-13		2014-15		2013-14		2012-13		2014-15		2013-14		2012-13	
	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	92	90	89	88	86	87	86	87	86	85	78	85	90	85	97	85	79	87
Teaching	89	92	85	90	82	89	82	86	80	85	76	85	90	85	91	86	82	87
Assessment & feedback	74	74	66	71	56	71	51	63	56	62	45	59	78	71	78	71	76	75
Academic support	88	85	84	82	76	81	73	74	69	73	67	72	92	82	91	82	83	85
Organisation & management	84	85	91	85	87	84	71	76	78	75	74	73	89	82	94	81	89	85
Learning resources	95	92	91	91	87	90	79	84	81	83	84	81	89	87	89	85	86	86
Personal development	87	85	77	82	75	81	65	72	70	72	67	69	89	76	91	77	72	77
Sector position		21/145		50/146		57/147												

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 2014-15	With 92% overall student satisfaction, we rank third in the Russell Group.
Main actions for 2015-16	<ol style="list-style-type: none"> 1. Our team will review research training, to support even better the capstone Dissertation module. 2. We will clarify pathways through our undergraduate programmes, for internal and external audiences. 3. Personal and employability development mechanisms will be strengthened, especially for postgraduates.

<p>Good practice examples from 2014-15</p>	<p>1. We have again achieved high numbers of students (45% of our parented second years) going on placement and study abroad. Of all LUBS students going on a year abroad in 2015/6, 56% of them are from Economics Division degree courses. For placements, 33% of all LUBS outgoing students are Economics students (we accounted for 37% of all LUBS UG year 2 last year).</p> <p>2. LUBS1290 Economic Controversies showcases our state of the art research to students in their first year in ways accessible to them.</p> <p>3. Differentiated streaming within our first maths and stats modules supports students with a diverse range of skill levels.</p>
<p>Summary of student involvement in the production of this Action Plan</p>	<p>Student representatives from years 1 and 2 attended Divisional Taught Student Education Committee on 17 November at which programme reviews (including findings from a focus group of final year students) were discussed. The student representatives fed into this discussion and helped formulate the Action Plan.</p>

AGREED ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2015-16

School: Economics

Faculty: LUBS

Aspect	Progress with 2014-2015 actions and indication of impact	Agreed Issues/Actions for 2015-2016	Responsibility/Expected completion date
<p>Overall satisfaction</p>	<p>Students now encouraged to begin the dissertation process at the end of year 2. Students on placement will receive advice on the dissertation.</p>	<p>Further refinement of research training provision needed. Review of research skills pathway to be undertaken. Develop more detailed plans of how students can be helped to start dissertation early. Particular attention is needed to ensure that co-taught students will not be disadvantaged if completing a final year project in Economics. Develop a new module in final year econometrics to boost research skills (and employability). We will ensure consistency with new LUBS guidelines on supervision.</p>	<p>PDs/DSE (June 2016)</p>
		<p>Increase integration with "OPEN" student society to support economic and political debates. It was noted that student reps were not currently aware of this society</p>	<p>PDs/DSE (ongoing)</p>
	<p>Options added from health and environment. LUBS5116M – Economics of Globalisation moved to semester 2. A new module in development economics is being developed. Options choices are being changed at next PAG to remove paired modules.</p>	<p>We will continue to monitor this situation. Look at current offering of optional modules with a view to increasing the number of available optional modules and student uptake. Continue diversification strategy to broaden programme appeal, which should help stabilise recruitment on Economics. We will monitor conversion rates of applicants and work with Admissions to seek ways to improve them.</p>	<p>PD/PG Office (Admissions) (ongoing)</p>

		Review the Microeconomics streams in UG programmes with an aim to provide better integration for second and final year modules.	PDs (June 2016)
		Incentivise students to take discovery modules external to LUBS. Revise progression rules to reduce taking Econ modules as insurance.	PD (June 2016)
Teaching	New Business Economics programme structure approved and implemented.	Student numbers on this programme need to be monitored.	PD (ongoing)
	LUBS2670 (intermediate statistics) removed as pre-requisite for multiple level three modules in consultation with individual module leaders.	Still some consideration to be given to pre-requisites and mutually exclusive qualifications. Audit continuing.	PDs (June 2016)
	Pilot assessing seminar participation in order to increase student engagement. LUBS3330 LUBS2675 and LUBS2680 are awarding 10% of marks for class participation.	We will continue to explore possible uses of this method.	PDs/DSE (ongoing)
Assessment and feedback	In response to PG external reviewer there is now greater variety in assessments, partly through new modules from Health and Environment.	In response to qualitative feedback from students: audit assessment criteria clarity or lack of clarity within MSc programmes.	PD (June 2016)
		Define measurement points for AACSB (Assurance of Learning).	PDs/DSE/UG Office (March 2016)
	Design an assessment and feedback system that is holistic and will support and inform students' development of their academic and employability skills. Some modules have implemented but not a holistic approach as yet.	Continue to develop. New LUBS Feedback policy document will aid this process.	PDs/DSE (ongoing)
	Informal audit carried out. Programmes quite exam heavy. UG - LUBS3430 and LUBS3330 changed to coursework based assessment. For PG programmes the introduction of new option modules has broadened the range on Masters. One area where programmes are 'light' – group work.	We are developing a formal assessment grid to aid decision-making on assessment types. We continue to work towards a more balanced pattern of assessment types across the programmes, specifically a shift away from exams.	PDs/DSE/Programme team (March 2016)
	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.	Ongoing process. We will continue to monitor this aspect.	PDs/DSE (ongoing)
	Pilot group essays with feedback on a module with 350 students. This innovation was developed in response to feedback that students felt under-prepared for writing essays in exams. This	Will discuss possibility to spread this good practice.	PDs/DSE (ongoing)

	involves the module leader meeting groups of 5 students (60 groups) for 30 minutes. This has been undertaken this on LUBS2610 and continues with success.		
	Use of pre-issued exam material and open book exams. This was introduced this on LUBS3330, but ran into operational problems. It has now been replaced by coursework.	We will continue to investigate this and other innovative methods.	PDs/DSE/Programme team (ongoing)
	Online marking piloted successfully in LUBS 1060/1070 and LUBS2860. Report made to the division.	We will continue to investigate this method.	PDs/DSE/Programme team (ongoing)
	Pilot feedback portfolios. In first year personal tutorials, meeting 2, second semester, tutors discuss feedback with students. Students asked to bring copies of feedback received so far.	We continue to explore the effective use of this method.	PD (ongoing)
	Feedback training for the teaching team was arranged.	Continue to support innovation in feedback and assessment. We continue to seek (better) ways to provide written feedback for exams. LUBS feedback policy/process will aid discussion.	DSE (ongoing)
	Make sure generic written feedback is put on the VLE. Completed. UG office upload to the VLE.	We will continue to explore better ways of offering generic feedback and its value. Student focus group reported low value of generic feedback.	PDs/DSE (ongoing)
Academic support	The Division's teaching group to look at the efficiency of weekly seminars and consider use of resources.	Discussion ongoing.	PDs/DSE/Programme team (ongoing)
Organisation and management	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.	Timetabling issue which needs considering each year. See earlier actions regarding assessment grids and decision making on assessment strategy.	PDs/DSE/Programme team (ongoing)
Learning resources	Lecture capture has been revisited at Divisional meetings. Collective opt-out relaxed. Some staff opted in.	Discussion ongoing, particularly in light of feedback from students. Training needed for staff who opt to use lecture capture eg. in editing.	PDs/DSE/Programme team (ongoing)
	Greater use of iPads where appropriate.	iPad training in specific uses to be delivered in the division.	DSE/Programme team (March 2016)
Personal development	Audit programmes and work with the Professional Development hub and relevant academics to ensure that students can develop employability on PGT programmes. Discussions held with relevant academics. Discussions have also taken place	We are exploring the value of a Professional Development Tutor. We need to conduct research into student intentions on entry.	PDs/DSE/Programme team (June 2016)

	between PD PG programmes and the Professional Development Hub Co-ordinator about personal development at M level.		
	Input into the development of LeedsforLife for PGT students. University led. LeedsforLife not considered as suitable for PG students. University working group established to consider customising for PG.	We will continue to monitor and inform where useful.	DSE (ongoing)