

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

Faculty of Business: Marketing 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		90		88		87		87		85		85	83	85	88	85	85	87
Teaching		92		90		89		86		85		85	83	85	84	86	84	87
Assessment & feedback		74		71		71		63		62		59	61	71	72	71	74	75
Academic support		85		82		81		74		73		72	71	82	83	82	81	85
Organisation & management		85		85		84		76		75		73	81	82	86	81	83	85
Learning resources		92		91		90		84		83		81	83	87	83	85	80	86
Personal development		85		82		81		72		72		69	78	76	81	77	76	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	<ul style="list-style-type: none"> Ranked 1st in the UK among 77 institutions for Marketing Education by Good Universities Guide 2016. In the recent REF results the REF committee has specifically recognized particular concentration of research strength in <u>marketing</u> at LUBS. Masters programmes in marketing and undergraduate programmes in Management with Marketing and International Business and Marketing both recorded very high student satisfactions of the marketing content in the programmes.
Main actions for 2015-16	<ol style="list-style-type: none"> Enhancing communications with students with regard to assessments and feedback mechanisms. Explore better integration of blended learning to enhance student experience. Prioritise professional skills and employability across our programmes.

<p>Good practice examples from 2014-15</p>	<p>1. Strategic thinker competition organised by the Marketing Strategy module teaching team in semester 1 - The purpose of this competition is to push students to think beyond the normal boundaries. The subject of “critical thinking” has been a matter of controversy and debates.</p> <p>2. Practice based modules across the three master’s programmes such as LUBS5450 Marketing Research, enhancing employability of our graduates.</p> <p>3. Divisional Advisory Panel contributing to raising employability and professional skills of our students. The Panel members provide useful advice and even contribute to specific sessions in different areas of the programme, particularly Professional Skills & Employability module.</p>
<p>Summary of student involvement in the production of this Action Plan</p>	<p>A meeting were held in November with six student reps.</p>

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

School:

Faculty:

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>Revised programme structures on IMM, CCPR and AM were running successfully. Diversity among the student populations remained to be a major focus of the programme management teams which received specific attention at Divisional Student Education meetings. Overall satisfaction of the programmes remained high. However, assessments and feedback were seen as an area of priority requiring attention of the teaching teams, while recognising the pressures staff experience due to high student numbers particularly in IMM and AM programmes.</p>	<p>Action: Enhancement of student experience by seeking to improve on overall satisfaction across the programmes.</p>	<p>Teaching team</p>
<p>Teaching</p>	<p>Teaching standards have been evaluated highly by the students across both Masters and ug programmes with the majority of the module evaluated at 90% or above for teaching standards. However, LUBS5488 Company Marketing Projects which received a score of 78% need specific attention of the relevant</p>	<p>Action: The module leader to explore how teaching standards could be improved in line with the teaching standards across the other modules.</p>	<p>Module leader. Semester 2.</p>

	module leader. No major disruption to teaching was identified during the year.		
Assessment and feedback	At PG level assessments and feedback remains to be in the less than 75% category across the Masters programmes in marketing. Criteria used in marking, adequacy of comments and feedback and feedback being helpful were the key areas of concern requiring attention of the teaching teams At UG level feedback has been better rated in Management and Marketing but less satisfactory with International Business with Marketing.	Actions: Module leaders to communicate with students in providing clear details and guidance at the beginning of semester, providing more detailed feedback on each criteria of assessment, and in relation to large programmes any delays to marking and feedback communicated via the pg and ug offices to students.. 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.
Academic support	At pg level academic support for personal development has declined at pg level for home/EU students while it remained the same for Internal students. At UG level Management with Marketing students rated support for personal development quite satisfactorily, but International Business with Marketing students rated academic support much lower. At UG level the role of heads of Years is expected to enhance general academic support.	Action: To continue to reflect on academic support mechanisms, given student numbers and resource constraints.	Programme teams. Ongoing.
Organisation and management	Organisation and management of the programmes went down slightly at pg level, but at ug level both International Business with Marketing and Management and Marketing, organisation and management has been evaluated highly with International Business and Marketing evaluating this at 100%. However, at pg level, particularly Home/EU students' evaluation of organisation and management is relatively lower.	Action: Organisation and management of module delivery needs our attention, particularly when more than one staff teaching the module and when guest speakers are employed. Timely return of marks discussed under Assessment and Feedback will contribute positively to programme organisation and management.	Programme Directors and module leaders.
Learning resources	The lecture capture has been adopted by a number of colleagues in the division. However, the divisional policy is to restrict it to only audio capture, while a number of colleagues have opted out from lecture capture completely. iPad use as a learning resource is patchy, with some colleagues using it for quizzes and interactive seminar delivery and others using it just as a tool for	Action: Continue to reflect on the impact of iPads and lecture capture in relation to the student learning experience overall.	Programme teams. Ongoing.

	<p>students to access teaching material at lectures/seminars.</p> <p>The book voucher scheme was abandoned with the introduction of the iPads, but one core text has been made available as an eBook across the three Masters programmes. All divisional colleagues use VLE as the main learning medium across the programmes.</p>		
<p>Personal development</p>	<p>Professional Skills and Employability module makes a significant positive impact on personal and professional development of students at pg level. Programmes also include practice based modules enhancing personal development and raising career preparation and career development opportunities. At UG level the Head of Year role directly supported personal development.</p>	<p>Action: No specific new action proposed, but continue to improve student opportunities for skills and employment at both pg and ug levels.</p>	<p>Divisional Programme Directors and Head of Second year.</p>