

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

Faculty of Business: Work and Employment Relations 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	100	90	100	88	85	87	95	87	100	85	96	85	73	85	78	85	83	87
Teaching	96	92	91	90	92	89	75	86	99	85	96	85	77	85	84	86	84	87
Assessment & feedback	83	74	71	71	71	71	88	63	90	62	73	59	71	71	71	71	69	75
Academic support	95	85	86	82	87	81	76	74	93	73	89	72	84	82	78	82	76	85
Organisation & management	90	85	88	85	82	84	93	76	87	75	95	73	76	82	81	81	75	85
Learning resources	100	92	85	91	82	90	77	84	94	83	89	81	89	87	90	85	85	86
Personal development	97	85	95	82	77	81	78	72	95	72	97	69	72	76	76	77	74	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	<p><i>Provide a single, concise headline achievement for the School from 14-15 which can be included in further communication to students.</i></p> <p>Data from the NSS was outstanding from WERD students. This programme achieved 100% for the ‘overall satisfaction’ group of questions for the second year in a row. It was once again the only degree in the University of Leeds to do so, and the only HRM degree in the Russell Group to do so.</p>
Main actions for 2015-16	<p><i>List 3 actions – to be included on the posters to be produced for each School</i></p> <p>1. At u/g level: focus on the inclusion in teaching of more contemporary examples of HR issues.</p>

	<p>2. At p/g level: increase the level of detail in assessment</p> <p>3. At p/g level: Focus on improving the communication skills of students.</p>
<p>Good practice examples from 2014-15</p>	<p><i>List examples of innovative practice and developments which are of wider interest across the University</i></p> <ol style="list-style-type: none"> 1. Postgraduate: Ipad use: In Industrial Relations Jane Holgate and Ian Greenwood have been using Ipad in most sessions for the last couple of years. Flipboard is used to gather readings and materials for each of the lecture/seminar topics. Baiboard (electronic whiteboard) is used working in groups to make notes on the key seminar questions. Mind mapping and quiz apps are also used. 2. The WERD Divisional Advisory Board has more active employers on-board, we have increased the meetings from two to three and in order to maximise participation, meetings will now take place in both London and Leeds and will take place at breakfast, lunch and evening. We will be involving the employers more with our programmes and one aspect of this at both PG and UG level is encouraging employers to offer dissertation topics and access. We will also publicise dissertation topics and requests for access through the Leeds CIPD. 3. In order to strengthen the signalling around the importance of feedback to overall academic development and how to use it constructively, focused discussions with students of academic feedback and timeframe of returned coursework grades to students was continued at undergraduate levels 2 and 3, and was introduced at level 1. This was implemented by heads of year/personal tutors in 1-1 tutorial meetings, as well as module leaders across the WERD suite of modules. 4. At masters level, besides practice (formative) essays immediately following induction, a practice seminar has been introduced which encourages seminar participation and oral communication. This begins with a lecture in Induction week in which the relevance and importance of seminars is emphasised. PriceWaterhouseCooper has attended the second half of the lecture in order to demonstrate the importance of oral communication in seminars, as a process of networking. The majority of master's level students are international and both these initiatives, the Division believes, help greatly, students to hit the ground running in what is an intense year of study. 5. A new initiative aimed at supporting undergraduates' transition to the world of work (WOW) was initiated. . Student feedback was very positive and the WOW Programme has been accepted for showcasing at the University Student Education Conference on 7 and 8 January 2016. WOW 3 will be running on 21 and 22 January 2016. The focus of WOW is to provide students with the necessary knowledge, skills and confidence to make a positive start in a new job or placement. Through a range of practical team exercises topics covered include making a positive first impression, planning projects and delivering tasks against tight deadlines, managing customer expectations, negotiating and influencing, preparing and making a business presentation and using effective questioning and listening techniques

	<p>6. Masters supervisions are now structured around five meetings; with paperwork to fill out after each one to ensure that students understand the feedback they have been given. Each supervision is based around a written piece of work. This has had the effect of making supervision much fairer and more transparent for both students and staff and providing an improved process for two way feedback.</p>
<p>Summary of student involvement in the production of this Action Plan</p>	<p>Student involvement in the production of this Action Plan has been considerable. Programme Directors have discussed issues relating to programmes and modules therein. The result of this feedback/discussion was then reflected in Programmes Reviews that fed into this Action Pan. For master’s students, Staff student forums took place four times during the year, providing strong qualitative feedback on the programme. Before the Action Plan was finalised, the DSE convened a meeting with student representatives from the undergraduate and postgraduate programmes and the wider Faculty. At this meeting, the Action Plan was discussed and feedback reflected in the final Plan.</p> <p><i>Additional Student Representative Feedback: Combined undergraduate and postgraduate :</i></p> <p>In general, student reps consider that their effectiveness would be increased by a higher profile. Course reps would like their contact details to be available in the VE alongside those of the Faculty reps. Reps would also like opportunities to be made available for students to meet with their reps. Such meetings, reps consider, would provide a positive occasion for feedback to be obtained that currently seems to be hidden or withheld. Reps also believe that students need to be more explicitly informed about the role of reps, perhaps meetings with students as soon as reps are elected, and that reps can act as important means of feedback for issues that students might feel too nervous or awkward in otherwise providing.</p> <p>Again of general salience but in specific reference to their experience in WERD, reps believe that the more those lecturers actively elicit engagement from students the better their learning experience. At master’s level, reps consider that lecturers must adopt a master’s level mind-set. This involves not treating students as undergraduates but as already highly educated ‘social scientists’. Involved here is pushing students hard to engage with underlying concepts and pushing them to engage in discussion.</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
Overall satisfaction	<p>At undergraduate level, overall satisfaction scores continue to be excellent and higher than those of the university average.</p> <p>Feedback has improved at both undergraduate and postgraduate levels but feedback detail at postgraduate level needs consideration.</p>	<p>Continue to focus on improving feedback. 1 to 1 tutorial arrangement at undergraduate level has improved feedback experience. At post graduate level, overall satisfaction on the course remained relatively stable with the previous year (73%); international students appear to be more satisfied than Home/EU students. Although timeliness for feedback has improved, the level of detail provided will be given more consideration.</p>	<p>Ongoing both undergraduate and particularly postgraduate teaching teams.</p>
Teaching	<p>Undergraduate: More contemporary examples were incorporated into in the lectures and seminars and to make these more interactive often using multi-media and videos.</p> <p>Postgraduate: A session on critical thinking was included in induction and it is reiterated in lectures and seminars throughout the programme. A session on essay formatting and refresher of plagiarism and referencing session is provided ahead of first submissions. In addition to the session in induction, we also provide another session in week 6 prior to first assignment submissions.</p> <p>A practice seminar has been introduced which encourages seminar participation and oral</p>	<p>Undergraduate: Last year’s programme review again identified that lectures and seminars needed to draw on more contemporary examples as well as to replace difficult articles with more accessible and shorter articles on similar topics. Lectures were identified as needing to be more interactive and to use more blended learning. Qualitative feedback regarding these changes was broadly positive, with one student comment noting that teaching staff “draw my interest in the topics by delivering quality lecture, materials and videos” However action to reinvigorate lecture and seminar content with more</p>	<p>Teaching teams and DSE: ongoing</p>

	<p>communication. This begins with a lecture in Induction week in which the relevance and importance of seminars is emphasised. PriceWaterhouseCooper has attended the second half of the lecture in order to demonstrate the importance of oral communication in seminars, as a process of networking.</p> <p>Better embedding of research into the programme has been a key improvement across the programme in a number of areas. A new session on research was added to induction for 2013/14 and continues to run. The aim is to ensure that students are aware of the role of research informed teaching within their curriculum, of the different forms that research can take and of the role of academics within universities.</p>	<p>contemporary examples and to become more interactive will continue this academic year to increase module review scores further. LUBS2885 was a particularly strong module in terms of student feedback, with 100% of respondents indicating satisfaction with teaching on the module. This highlights students' appreciation at having research-active staff present methodological issues regarding their ongoing research. LUBS3001 and LUBS3002 both achieved the 'gold measure' in module evaluation, and their content will be refreshed with up-to-date research from the research-active staff involved in their delivery.</p> <p>Postgraduate: Several module reviews highlighted that the students valued interactive approaches to teaching, accessible lecturers and even the sense of humour of their lecturers. The programme team are actively working to create a constructive learning environment.</p> <p>All students: Student reps believe that on programmes with team teaching, there needs to be more consideration given to the ability of students to obtain information from lecturers about their specific lecture topics.</p> <p>Reps also consider that in general students would like more debate and discussion.</p>	
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<p>Assessment and feedback</p>	<p>Undergraduate: Discussions of academic feedback and timeframe of returned coursework grades to students was continued at levels 2 and 3 of the programme, and was introduced at level 1 in order to strengthen the signalling around the importance of feedback to overall academic development, and how to use it constructively. This was implemented by heads of year/personal tutors in 1-1 tutorial meetings, as well as module leaders across the WERD suite of modules. Evidence for the success of these efforts can be found in the “teaching and assessment” element of the undergraduate programme survey (UGPS): scores for Year 1 and Year 2+ cohorts in WERD are significantly above the university average, at 77% and 98% respectively. NSS data for finalists was similarly positive, with 83% of WERD finalists expressing positive sentiment regarding assessment and feedback – marking a 12% increase from the NSS 2014.</p> <p>Postgraduate: 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 has continued.</p>	<p>Undergraduate the first year WERD-parented programmes were one of only four cohorts out of the entire university to not be in the 'red' for assessment and feedback, reflecting the efforts of the UG teaching team to provide prompt, clear and useful feedback to students. Focus on prompt and constructive feedback will continue.</p> <p>Postgraduate: There was a decrease in satisfaction with the level of detail received (from 82% to 66 However, scores improved to 68% for fairness and promptness of marking.</p> <p>A special teaching meeting took place in which discussion took place on reformulating assessment in order to rationalise it, to avoid over assessment on some types of assessment, and to ensure a full range of different assessment formats.</p> <p>All students: Student reps consider that students need to be encouraged more to engage with essay plans.</p>	<p>Teaching teams and DSE: ongoing</p>
<p>Academic support</p>	<p>Undergraduate: Discussions of academic feedback and timeframe of returned coursework grades to students took place at all levels.</p>	<p>Undergraduate Personal tuition, enhanced at level 1, continues to be supportive and effective</p>	<p>Teaching teams and DSE: ongoing. Deliberation for dissertation feedback by end of December 2015.</p>

	<p>Masters: A new session on essay writing was added to induction and continues to run during each induction. This is designed to encourage students to develop their writing skills from the outset of the programme. Previously these were submitted directly to personal tutors but an innovation was to get them submitted through the VLE so we could show students the Turnitin results.</p> <p>In order to address the impact of late release of seminar readings on inclusion and diversity (particularly for students with learning impairments, or who have caring responsibilities) all seminar readings are available from the beginning of the semester, for students to access at will. All lecture slides are provided at least 24 hours before the delivery of the lecture. All programme staff are now emailed at the beginning of each term to remind them about these measures for standardising delivery.</p>	<p>Masters: The work of the Personal Development Tutor is proving highly effective as a means of personal support. To anticipate problems with high cohort numbers and increase general support, a small number of Teaching Fellows have been employed.</p> <p>The results for critical thinking this year show significant improvement amongst the cohort. The programme team will continue to consider the best ways to further facilitate the development of critical thinking skills.</p> <p>An un-assessed practice essay very early on in the first semester has proven to be a useful practice in terms of providing close academic development of students' written communication, critical thinking and analysis skills as well as raising the issue of plagiarism.</p> <p><i>Student confidence:</i> There appear to be general issues of confidence within the postgraduate cohort, as overall, fewer students felt that their communication skills had improved than last year (68%) and fewer said they felt confident tackling unfamiliar problems (66%). In many cases this may be related to confidence in English language skills. The Division will engage more proactively with the English Language Centre to raise student confidence of English language and study skills.</p> <p><i>Dissertations:</i> 68% of students said that they felt prepared for their dissertations, although Home and EU students feel significantly more prepared than International students (89% compared to</p>	
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		63%). It is not clear why this is the case as scores on the module evaluation for the dissertation remained high in relation to availability of staff, resources and guidance. It has been decided to ask previous students to present a short presentation to current students about their experiences of undertaking a master's level dissertation.	
Organisation and management	The number of Home and EU students that felt they were well prepared for the dissertation doubled (from 43% to 89%). This reflects the changes we have made to highlighting the dissertation early in the programme and making reference to possible research topics throughout modules. We also run a mini-session on the dissertation in the Research Methods modules in week 7 and a full in-depth briefing in week 14. Following this there is a seminar where students get to read and comment on 3 dissertations (pass, merit and distinction) in a seminar workshop, which allows them to identify the standard and structure of dissertations.	<p>No acute problems were raised or identified.</p> <p>At master's level, dissertation supervision is now structured around five meetings; with paperwork to fill out after each one to ensure that students understand the feedback they have been given. Each supervision is based around a written piece of work. This has had the effect of making supervision much fairer and more transparent for both students and staff. One dissertation meeting takes place a month between April and August.</p> <p>This structure has been designed so that it is quite 'front-ended' which means students get started on their dissertations early and importantly start writing early. The five meetings have worked well from the perspective of students who report feeling less stressed by getting much of the work done in advance of the final hand in deadline and pass rates remain steady.</p>	Ongoing observation and monitoring by all staff

<p>Learning resources</p>	<p>All students: The nature, extent, limits and most effective use of learning resources and use of Skills at Library, are now briefed out to all students at induction.</p>	<p>Undergraduate: Year 1 this year returned disappointing figures, particularly learning resources (61%), although the overall satisfaction of students is 92% - joint-second highest in LUBS and above the university average for first year cohorts. Verbal feedback does not indicate a problem. This issue will be the focus of detailed investigation.</p> <p>Masters: iPad use: iPads have been used in teaching for the last couple of years. Flipboard is used to gather readings and materials for each of the lecture/seminar topics. Baiboard (electronic whiteboard) is used working in groups to make notes on the key seminar questions. Mind mapping and quiz apps are also used.</p>	<p>Ongoing: All staff in conjunction with Divisional meetings, DSE and FTSEC.</p>
<p>Personal development</p>	<p>All students: The Divisional Advisory Board met in November and April, drawing on expertise from trade unions, the legal profession and business representatives. We also have further external input to the programme more broadly through the optional 'HRM In Practice' (HIP) module taught by senior practitioners from different areas of HR and through CIPD accreditation, buttressed by close links to the CIPD.</p> <p>Postgraduate: Recognition of the support available for personal development remains high (82%) this is recognised in the support given from personal tutors and in particular the professional development tutor. There was very positive feedback about the role and work of the professional development tutor. The Professional Development Tutor continues to support and develop the professional skills as part of the HRM</p>	<p>All students: In order to provide more effective connection to the world of work, the Divisional Advisory Group was reconstituted and refreshed in November 2015</p> <p>Undergraduate: The two undergraduate degree programmes parented by WERD – BA-Human Resource Management and BA-Management and the Human Resource – are both accredited by the Chartered Institute of Personnel and Development as level 5 offerings. This means that if students join the CIPD before they graduate, they will be eligible to apply for Associate Membership upon successful completion of their studies. In addition to this, LUBS3850 Contemporary Management Consulting has been accredited by the Chartered Management Institute. Students on the module who opt for the 'dual award' will receive a CMI Level 5 Certificate in Professional Consulting upon successful completion of the module.</p>	<p>Ongoing: All staff in conjunction with Personal Development Tutor and Faculty Employability group.</p>

	<p>MA.</p>	<p>Postgraduate: The MA HRM continues to offer accreditation for the CIPD.</p> <p>The extensive work undertaken by the Personal Development Tutor (PDT) continues to bear dividends. The PDT is active in developing the Divisional Advisory Board and initiatives for student employability.</p> <p>The WERD Divisional Advisory Board has more active employers on-board, we have increased the meetings from two to three and in order to maximise participation, meetings will now take place in both London and Leeds and will take place at breakfast, lunch and evening. We will be involving the employers more with our programmes and one aspect of this at both PG and UG level is encouraging employers to offer dissertation topics and access. We will also publicise dissertation topics and requests for access through the Leeds CIPD.</p>	
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