

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

**Faculty of Business: Accounting and Finance Division**

<b>EXECUTIVE SUMMARY</b>																			
<b>Aspect</b>	<b>National Student Survey</b>						<b>Undergraduate Programme Experience Survey</b>						<b>Postgraduate Programme Experience Survey</b>						
	<b>2015-16</b>		<b>2014-15</b>		<b>2013-14</b>		<b>2015-16</b>		<b>2014-15</b>		<b>2013-14</b>		<b>2015-16</b>		<b>2014-15</b>		<b>2013-14</b>		
	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	
<b>Overall satisfaction</b>	97	90	97	90	94	88	93	87	90	87	90	85	92	86	93	85	93	85	
<b>Teaching</b>	93	91	95	92	89	90	94	87	90	86	85	85	91	86	90	85	90	86	
<b>Assessment &amp; feedback</b>	83	73	89	74	79	71	67	63	63	63	71	62	83	73	82	71	84	71	
<b>Academic support</b>	95	84	92	85	89	82	87	75	78	74	82	73	91	84	88	82	85	82	
<b>Organisation &amp; management</b>	92	85	92	85	89	85	84	78	89	76	84	75	94	82	91	82	92	81	
<b>Learning resources</b>	95	91	97	92	92	91	87	84	87	84	83	83	93	87	94	87	90	85	
<b>Personal development</b>	92	85	87	85	78	82	80	73	81	72	79	72	82	77	85	76	88	77	
<b>Sector position</b>		20/146		21/145		50/146													

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)

<b>Headline achievement in 2015-16</b>	Highest ranked BSc (Sunday Times, Guardian): highly rated BSc (NSS) and MSc (Programme Survey)
<b>Main actions for 2016-17</b>	<i>Review Advanced Finance (UG), to consider creating two modules with the Bloomberg element becoming optional. Consider making Financial Analysis (UG) a 30 credit module to align the two final year research project modules. Consider the word limits and possible further integration between the PG Research Methods and Dissertation modules.</i>
<b>Good practice examples from 2015-16</b>	<i>UG: Over the last three years the programme team have introduced an 'improving academic performance' session at the start of semester one for those students entering the second and final years whose GPA for the previous year was equivalent to a 2:2 or below. These hour long workshop sessions focus on the students themselves identifying barriers to more successful academic performance and drawing up individual action plans which are then discussed at their next personal tutor meeting with their respective Head of Year. The initiative has proved successful in demonstrating to students the range of support available</i>

	<p><i>and also in improving individual motivation and attainment. This is discussed in more detail in the Programme Review documentation.</i></p> <p><i>PG: The MSc programmes offer complementary Professional Trading training by qualified practitioners and through the use of relevant technologies, which enables real time news feeds and live market trading.</i></p>
<p><b>Summary of student involvement in the production of this Action Plan</b></p>	<p><i>UG: Divisional Student reps will be consulted in the First Semester 2016/17.</i></p> <p><i>The first UG meeting was held in early November attended by the DSE/Programme Director and Heads of Year.</i></p> <p><i>PG: Divisional plans were discussed with student representatives during a dedicated meeting in November 2016. Student reps were overall in agreement with the Division's vision and plans and agreed to support these actions and maintain their involvement in divisional decisions.</i></p>

UNDERGRADUATE PROGRAMMES:

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

School:

Faculty:

Aspect	Progress with 2015-2016 actions and indication of impact	Agreed Issues/Actions for 2016-2017	Responsibility/Expected completion date
Overall satisfaction	<p>The division to continue to conduct 'Returners Meetings' at the start of each semester for Year 2 and 3.  <b>[Status: Complete. These were specifically scheduled and appeared on student timetables which resulted in much higher attendance]</b></p>	<p>The division to continue to conduct 'Returners Meetings' at the start of each semester for Year 2 and 3.</p>	<p>Programme Team. Beginning of semesters one and two 2016/17</p>
Teaching	<p>The programme team will make LUBS2225 Credit and Financial Analytics compulsory for A&amp;F students from 2016/17.  <b>[Status: Ongoing. LUBS2225 Credit and Financial Analytics ran for the first time as a second year option in 2015/16 and it was agreed with the module team that it be given another year to 'bed down' as an optional module]</b></p> <p>The module team for LUBS3650 Critical Cases for Accounting and Finance will measure critical thinking and ethical awareness and global and cultural insight during 2015/16  <b>[Status: Now Complete]</b></p> <p>The module team for LUBS865 Financial Analysis and LUBS3315 Dissertation for Accounting and Finance will measure research skills during 2015/16  <b>[Status: Now complete]</b></p> <p>The module team for LUBS2215 Business Skills for Accounting and Finance will measure team working skills and oral communication during 2015/16.  <b>[Status: Now Complete.]</b></p> <p>The module team for LUBS3630 Advanced Accounting Theory will measure written communication during 2015/16.  <b>[Status: Now Complete]</b></p>	<p>The programme team will make LUBS2225 Credit and Financial Analytics compulsory for A&amp;F students from 2017/18.</p> <p>During 2016/17 the module and programme teams will review LUBS3865 Financial Analysis to consider whether this should become a 30 credit module so that the two final year research project modules carry equivalent credits. This review will include assessment methods and submission dates.</p>	<p>Programme Director. December 2016.</p> <p>Module Team and Programme Director. December 2016.</p>
	<p>The division to continue the policy that students are told in first lecture how formative feedback is provided for each module.  <b>[Status: Complete]</b></p>	<p>The division to continue the policy that students are told in first lecture how formative feedback is provided for each module.</p>	<p>Module Teams 2016/17.</p>

<p><b>Assessment and feedback</b></p>	<p>The DSE to continue to review the assessment programme to identify 'bottlenecks' etc in order to plan for marking workload spikes utilising additional resources where necessary. <b>[Status: Complete]</b></p> <p>The division to continue to conduct a 'marking exercise' in at least one module each year to ensure students are clear on the assessment criteria and what is expected of them. For example, marking exercises take place in LUBS1045 Personal Tutorials, LUBS2205 Corporate Finance, LUBS3690 Principles of Taxation and LUBS 3470 Financial Accounting Theory <b>[Status: Now Complete]</b></p> <p>The division to continue to keep assessment loads under review especially when considering module changes etc. <b>[Status: Completed. Assessment load considered reasonable and fit for purpose and no specific further action required.]</b></p>	<p>The DSE to continue to review the assessment programme to identify 'bottlenecks' etc.</p> <p>The division to continue to conduct a 'marking exercise' in at least one module each year to ensure students are clear on the assessment criteria and what is expected of them.</p> <p>The division to continue to keep assessment loads under review especially when considering module changes etc.</p> <p>The nature and variety of feedback will be discussed with year groups in the returners' meetings at the start of semester 2.</p>	<p>DSE 2016/17.</p> <p>Module Teams 2016/17.</p> <p>DSE/Programme Director/Module Teams 2016/17</p> <p>Programme Director and Heads of Year January/February 2017.</p>
<p><b>Academic support</b></p>	<p>The division to continue to conduct a Festive Staff/Student social to facilitate informal staff/student networking and interaction. <b>[Status: Actioned]</b></p> <p>The HOD/DSE to continue to attend 'Returners Meetings' for Year 2 and 3 to reinforce the message that the division welcomes and is concerned about student feedback <b>[Status: Actioned]</b></p> <p>The respective Heads of Year to work with the second and final year students who have a classification average of less than 5.90 at the end of their first and second years to establish what additional support the students feel they need in order to improve their overall degree classification (see Good practice section above). <b>[Status: Actioned.]</b></p> <p>The Programme Director/Head of First Year will continue to hold a 'Drop In' session during Induction week to help new students with</p>	<p>The division to continue to conduct a Festive Staff/Student social to facilitate informal staff/student networking and interaction.</p> <p>The HOD/DSE to continue to attend 'Returners Meetings' for Year 2 and 3.</p> <p>The respective Heads of Year to continue to work with the second and final year students who have a classification average of less than 5.90 at the end of their first and second years.</p> <p>The Programme Director/Head of First Year will continue to hold a 'Drop In' session during</p>	<p>Programme Director. December 2016.</p> <p>HOD/DSE Beginning of Semester one and two 2016/17</p> <p>Heads of Year/Programme Director. October 2016.</p> <p>Head of First Year/Programme Director. October 2016</p>

	<p>their option and discovery module choices.  <b>[Status: Actioned.]</b></p>	<p><i>Induction week to help new students with their option and discovery module choices.</i></p>	
<p><b>Organisation and management</b></p>	<p><i>The programme team will review the delivery structure of LUBS3650 to meet the ACCA professional body exemption assessment method during 2015/16.</i>  <b>[Status: Actioned. The module will be extended over two semesters to cover some case study examples from 2016/17]</b></p>	<p><i>During 2016/17 The module team will review the delivery of LUBS3640 Advanced Finance with a view to splitting it into two modules so that the Bloomberg element in the second semester can become optional for those students wanting to specialise in Finance.</i></p>	<p><i>Module Team/Programme Director. December 2016.</i></p>
<p><b>Learning resources</b></p>	<p><i>Division to keep learning resources under review and respond to any needs identified. Bloomberg introduction to be incorporated into LUBS2205 Corporate Finance</i>  <b>[Status: Partially actioned and ongoing. For 2016/17 BMC is being introduced in Foundations of Finance]</b></p>	<p><i>Division to keep learning resources under review and respond to any needs identified. BMC will be introduced in Foundations of Finance in 2016/17 and Bloomberg introduction to be incorporated into LUBS2205 Corporate Finance in 2017/18.</i></p>	<p><i>Modules Team Semester two 2016/17 and 2017/18</i></p>
<p><b>Personal development</b></p>	<p><i>Division to run an enhanced series of workshop sessions run by the Careers Service to improve awareness of the recruitment process and the skills students need to demonstrate.</i>  <b>[Status: Actioned and ongoing]</b></p>	<p><i>Division to continue to run a series of workshop sessions run by the Careers Service to improve awareness of the recruitment process and the skills students need to demonstrate.</i></p>	<p><i>Heads of Year Semester one 2016/17</i></p>

POSTGRADUATE PROGRAMMES:

AGREED ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2016-17

Aspect	School: Progress with 2015-2016 actions and indication of impact	Faculty: Agreed Issues/Actions for 2016-2017	Responsibility/Expected completion date
<p><b>Overall satisfaction</b></p>	<p><i>For the next year we aim to further raise awareness to the participating PG students and actively pursue higher response rates. Following the launch of the survey in the summer of 2016, the programme team will seek to organise a specific activity, during which the students will be asked to take the time and complete the survey</i></p> <p><i>Actioned. The programme team sent fortnightly email reminders during the period of the survey and also organised a scheduled activity to offer the students the opportunity to complete a paper version of the survey. The result was a tremendous increase in responses (137 up from 70 last year) and in response rate (86%, up from 44% last year)</i></p> <p><i>Since the new format for tutorials was deemed successful, the PG team plans to adopt it on a regular basis. Personal Tutors will work specifically on student engagement, managing expectations and developing learning and critical employability skills</i></p> <p><i>Actioned. The PD and the Employability tutor met twice during the year with all students in small groups.</i></p> <p><i>Following the success of the Accounting Refresher Lectures for MSc A&amp;F and the “Quants Refresher Lectures” for the other 3 programmes during the Induction week, the programme team will repeat this for next year.</i></p>	<p><i>Following the success of this year, the programme team will seek to organise again a specific activity during summer 2017, during which the students will be asked to take the time and complete the survey</i></p> <p><i>Maintain the same format for personal tutorials</i></p>	<p><i>Programme Team. Beginning of the summer semester 2016/17</i></p> <p><i>Programme Director and PG Tutor, during Semesters 1 &amp; 2</i></p>

	<i>Actioned</i>		
<b>Teaching</b>	<p><i>Review whether certain modules can be withdrawn, to further streamline the programmes, ensure student workload balance and gradual development in the depth and complexity of the programmes.</i></p> <p><i>Actioned: The new structure of all programmes includes a reduced number of PFA modules (3 down from 4) and grants students 15 credits for the module 'Critical Skills for Finance Professionals' (previously non-credit bearing), resulting in more reasonable requirements for student time and effort.</i></p> <p><i>Rationalise student workload, modules and assessment on all programmes</i></p> <p><i>Actioned: The research methods and dissertation modules were reviewed giving consideration to the length of the research methods assignment and the word limit for the dissertation. Students and student representatives were consulted on this and consideration was given to subject norms (i.e. in A&amp;F journals and scholarly articles) and approaches being adopted by direct competitors (i.e. Warwick). In addition, consideration was given to allowing students to focus on the quality of the content, rather than the length of the assignment and reduce risks of similarity, self-plagiarism and poor academic practices.</i></p>	<p><i>Following the review, consider merging the two research modules, to further streamline the programmes, ensure student workload balance and gradual development in the depth and complexity of the programmes. Proposals for changes to the word limits will also be forthcoming.</i></p>	<p><i>Programme Director, DDSE, the Division and the Programme Team. November- December 2016.</i></p>
<b>Assessment and feedback</b>	<p><i>The division to continue the policy that students are told in first lecture how formative feedback is provided for each module.</i></p> <p><i>Actioned.</i></p> <p><i>A marking and feedback exercise and a diagnostics test to be repeated next year during</i></p>	<p><i>The division will continue to monitor assessment across all programmes. The review of all</i></p>	<p><i>Programme Director and the Programme Team. Semesters 1 and 2 during 2015/2016</i></p>

	<p><i>induction for all PG students. Actioned with success.</i></p> <p><i>The division to continue to monitor assessment across the programme to assess its appropriateness. The Division to continue with the review of all assessment across the programmes.</i></p> <p><i>Actioned: The result was the rationalisation of assessment, as also described under 'Teaching' above.</i></p>	<p><i>assessment across the programmes will be aimed at achieving consistency and efficient assessment of the programme learning outcomes.</i></p> <p><i>A marking and feedback exercise and a diagnostics test to be repeated next year during induction for all PG students.</i></p>	<p><i>Programme Director. Induction Week (September 2015)</i></p>
<p><b>Academic support</b></p>	<p><i>The PG team to continue the new format for personal tutorial meetings, which focus explicitly on further student academic support and critical employability skills.</i></p> <p><i>Actioned. The new format is very successful and generated very positive feedback by students (scores up to 92 from 88)</i></p> <p><i>The division to continue employing a dedicated divisional assistant to streamline the academic support process.</i></p> <p><i>Implemented. The existence of a dedicated divisional assistant is an invaluable resource for staff and students, improving student experience and the level of support offered to students. Satisfaction rates are at the highest levels ever (92%)</i></p>	<p><i>The PG team to continue this format for personal tutorial meetings, which focus explicitly on further student academic support and critical employability skills.</i></p> <p><i>The division to continue employing a dedicated divisional assistant to streamline the academic support process.</i></p>	<p><i>Programme Director and PG Tutor, during Semesters 1 &amp; 2</i></p> <p><i>Division, 2016/17</i></p>
<p><b>Organisation and management</b></p>	<p><i>The division to consider appointing a Deputy Programme Director, to assist the PD with the continuously increasing scope of responsibilities and commitments. This will allow further streamlining of the programme management, continuity and uninterrupted service (during periods of annual leave etc) and constant presence of a divisional representative to the</i></p>		



	<p><i>various committees and forums.</i></p> <p><i>Actioned with great success. The addition of a deputy director on the programme team enabled the excellent and uninterrupted delivery of student service, resulting in record-levels of student satisfaction for the aspect 'Organisation &amp; Management' (95%)</i></p> <p><i>The division to continue employing a dedicated divisional assistant to assist with organisation and management.</i></p> <p><i>Implemented. Excellent levels of student satisfaction are evidenced by the data and further testimonials. (95%)</i></p>	<p><i>The division to continue employing a deputy director to assist with organisation and management.</i></p>	<p><i>Division, 2016/17</i></p>
<p><b>Learning resources</b></p>	<p><i>Division to continue the provision of databases/research support staff and review database subscriptions, in order to reduce costs from overlapping resources.</i></p> <p><i>Implemented. The division has retained steady levels in database investment and the dedicated database manager/research assistant for dissertations. Satisfaction remained at record high levels (93% vs 94% in 2015)</i></p>	<p><i>Division will maintain this provision and continue to offer databases/research support.</i></p>	<p><i>Division, 2016/17</i></p>
<p><b>Personal development</b></p>	<p><i>Division to continue the collaboration with Amplify Trading throughout the year, and seek ways to make the experience even more useful for all students.</i></p> <p><i>Implemented with great success. In collaboration with Amplify Trading (a London-based trading company) the division ran a full week internship programme for all students. In addition to past years' training, students were offered a 3-day hands-on experience in Investment Banking,</i></p>	<p><i>Division to continue the collaboration with Amplify Trading throughout the year, and seek ways to make the experience even more useful for all students.</i></p>	<p><i>Programme Director, Semester 3</i></p>

	<p><i>leading to very high satisfaction by the student body. Each attending student was given an official trading training certificate.</i></p> <p><i>The Division to repeat the Poster Presentation Competition focused explicitly on Commercial and Global Awareness, Presentation and communication skills</i></p> <p><i>Actioned.</i></p>		
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