

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

Faculty of Business: Economics Division

EXECUTIVE SUMMARY																		
Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate Programme Experience Survey					
	2015-16		2014-15		2013-14		2015-16		2014-15		2013-14		2015-16		2014-15		2013-14	
	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	88	90	92	90	89	88	93	87	86	87	86	85	93	86	90	85	97	85
Teaching	84	91	89	92	85	90	88	87	82	86	80	85	87	86	90	85	91	86
Assessment & feedback	70	73	74	74	66	71	55	63	51	63	56	62	78	73	78	71	78	71
Academic support	81	84	88	85	84	82	78	75	73	74	69	73	91	84	92	82	91	82
Organisation & management	91	85	84	85	91	85	84	78	71	76	78	75	86	82	89	82	94	81
Learning resources	90	91	95	92	91	91	83	84	79	84	81	83	82	87	89	87	89	85
Personal development	81	85	87	85	77	82	76	73	65	72	70	72	79	77	89	76	91	77
Sector position		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)

Headline achievement from 2015-16	<i>We ranked 4th in the Russell Group for students going into employment or further study.</i>
Main actions for 2016-17	<ol style="list-style-type: none"> 1. <i>Assessment and feedback methods will be reviewed to improve our performance in these areas.</i> 2. <i>We will explore further innovative teaching methods, particularly for large modules.</i> 3. <i>We will strengthen support for students looking to improve their academic performance.</i>

<p>Good practice examples from 2015-16</p>	<p>List examples of innovative practice and developments which are of wider interest across the University</p> <ol style="list-style-type: none"> 1. We have introduced early diagnostic writing assessment for all Masters entrants to help identify those in need of ongoing support. 2. Increased use of Technology Enhanced Learning (TEL) and blended learning: our staff used iPads, Baiboard, Explain Everything, Box of Broadcasts, MQlicker, Nearpod, Textwalls, Padlet, MyMediasite short videos, Socrative, Grademark/Turnitin, and tests and quizzes within the VLE. 3. Again, nearly half of our second year (46%) went on to a year in industry or a study year abroad.
<p>Summary of student involvement in the production of this Action Plan</p>	<p>This action plan was distributed to the School Rep in advance of the meeting of the Divisional Taught Student Education Committee on 30 November. The School Representative has subsequently offered detailed comments and suggestions, many of which have been incorporated in the Plan. The Plan also went through the Divisional meeting of 9 December.</p>

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

School: Economics Faculty: LUBS

Aspect	Progress with 2015-2016 actions and indication of impact	Agreed Issues/Actions for 2016-2017	Responsibility/ Expected completion date
Overall satisfaction	<p>Action: review research training within the Economics programme(s).</p> <p>Outcomes: Meeting held 17 June 2016 to review the research skills pathway.</p>	<p>Monitoring and further exploration of pathways, order of modules and module content will continue.</p>	<p>DSE Ongoing</p>
	<p>Action: help students get started on their dissertation early.</p> <p>Outcomes: Introductory session provided to both SH and JH students in Semester 2 of their second year.</p>	<p>Develop a new module on research methods for joint honours students for delivery in 2018. We will continue to develop ways to support students in their dissertation.</p>	<p>DSE, PDs January 2017</p>
	<p>Action: develop a new module in final year econometrics.</p> <p>Outcomes: Module Applied Econometrics (LUBS3370) was delivered and is now running in Semester 1, 2016/17.</p>	<p>Monitor LUBS3370 module.</p>	<p>Module leader, PDs Ongoing.</p>
	<p>Action: ensure consistency with new LUBS guidelines on supervision.</p> <p>Outcomes: Supervisors were instructed to factor dissertation supervision into marks. Supervisor practice discussed with Faculty DSE. Produced new guidelines and guidance on supervision at UG and PG to improve consistency and reduce inequity.</p>	<p>Continue to work with Faculty DSE to monitor dissertation supervision.</p>	<p>DSE Ongoing</p>
	<p>Action: Increase integration with "OPEN" student society to support economic and political debates.</p> <p>Outcomes: Continued to support OPEN with Student Engagement</p>	<p>We will continue to support OPEN.</p>	<p>DSE, PDs Ongoing</p>

<p>funds. Worked with them to ensure succession. Division co-organised event with OPEN (Robert Skidelsky, 5 May). We consistently allow OPEN to pitch their events to students at lectures, for example.</p>		
<p>Action: continue to monitor module option choice with a view to increasing the number of available optional modules and student uptake.</p> <p>Outcomes: Level 1 review meeting and research strand meeting (both June) considered option choice in these areas. Overall, students commented very favourably in the NSS2016 on the variety of modules available to them. Some students commented that they would have liked more information on options, and the need to do pre-requisites. We have created a programme map. Small modules with low demand have been rested (for example LUBS2300).</p>	<p>Consider development of a new module at level 1.</p> <p>Develop new module in Behavioural Economics. Remove LUBS3250 as an option.</p> <p>We will improve information on modules available and the pathways through the programme. Completion of the programme map will assist on this.</p>	<p>PDs</p> <p>PAG January 2017</p> <p>Start of 2017</p>
<p>Action Continue diversification strategy to broaden programme appeal.</p> <p>Outcomes: Recruitment into Economics is currently very strong. This was aided by a very strong NSS performance in 2014/15.</p>	<p>We will continue to monitor recruitment and conversion.</p>	<p>PDs</p> <p>Ongoing</p>
<p>Action: Review the Microeconomics streams in UG programmes with an aim to provide better integration for second and final year modules.</p> <p>Outcomes: Discussions have taken place on this integration. Student performance on these modules remains good as is student satisfaction on them.</p>	<p>We will continue to monitor the Microeconomics modules. We will also consider micro-themed modules and overlap between them.</p>	<p>PDs</p> <p>Ongoing</p>
<p>Action: Incentivise students to take discovery modules external to LUBS. Revise progression rules to reduce taking Econ modules as insurance. Consider to pre-requisites and mutually exclusive qualifications.</p> <p>Outcomes: Progression rules revised: the number of PFP modules reduced. This action will also improve retention and progression rates.</p> <p>We have examined pre-requisites. Some were removed (eg on LUBS2665, LUBS1950 was removed). LUBS1525 was made mutually exclusive with LUBS1270 because of overlap. We also widened the variety of discovery modules available by adding LUBS3560 and LUBS3435.</p>	<p>We will examine PFP rules to explore whether these can be reduced further. We will monitor retention and progression rates closely. We will continue to monitor pre-requisites.</p>	<p>PDs, HoYs</p> <p>End of AY 2017</p>

Teaching	<p>Action: continue to explore possible uses of student participation in class and assessment.</p> <p>Outcomes: Several modules now use lecture response systems to increase participation. This year staff have used extensively TEL: <i>iPads, Baiboard, Explain Everything, Box of Broadcasts, MQlicker, Nearpod, Textwalls, Padlet, MyMediasite short videos, Socrative, Grademark/Turnitin, and tests and quizzes within the VLE.</i> LUBS3330 introduced a new assessment scheme which incentivises student participation. LUBS2675 already assesses formally class participation.</p>	<p>We will continue to explore ways of increasing student participation, for instance through flipped classrooms.</p> <p>We will work with the Enhancement group within LUBS to develop new methods, particularly on large modules.</p>	<p>PDs Ongoing</p> <p>By end AY2017</p>
	<p>Action: audit assessment criteria clarity or lack of clarity within MSc programmes. Look at assessment variety.</p> <p>Outcomes: The Programme Director has reviewed evidence from the Programme Survey. Results for 2016 show a significant improvement in this regard. On both programmes at least 80% of respondents agreed that the marking criteria had been clear in advance, which represents an increase in satisfaction of at least 20% over 2014-15.</p>	<p>We will encourage further good practice at a modular level (e.g. provision of worked solutions to students, discussion of marking criteria in class, etc).</p>	<p>PD Ongoing</p>
Assessment and feedback	<p>Action: Define measurement points for AACSB (Assurance of Learning).</p> <p>Outcomes: We have confirmed our single honours AoL assessment points; and informed LUBS SES of our proposed assessment points for joint honours programmes. Our postgraduate assessment points are well-established and have been measured successfully.</p>	<p>We are awaiting confirmation from LUBS on joint honours.</p>	<p>PDs End of 2017</p>
	<p>Action: develop 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.</p> <p>Outcomes: An assessment grid has been created. LUBS2570 reverted to a coursework element in response to student feedback. LUBS2680 now has an iterative formative assessment scheme involving providing feedback on an initial essay idea, a proposal, a presentation and the final essay itself.</p>	<p>Create an assessment officer role to improve exam scrutiny and audit assessment methods and practice.</p>	<p>DSE, PDs, Assessment Scrutiny Officer (ASO) Ongoing</p>
	<p>Action: explore means to offer earlier feedback.</p> <p>Outcomes: Several modules (eg LUBS1940) moved to online tests</p>	<p>Work with students to understand better good feedback.</p>	<p>DSE, PDs Ongoing</p>

	on the VLE.		
	Action: explore the good practice of pilot essays. Outcomes: This practice continues with success on LUBS2610. Several modules offer formative feedback on practice essays/essay introductions (eg. LUBS1610, LUBS2300, LUBS3300)	We will continue to explore methods of formative feedback.	DSE, PDs, ASO Ongoing
	Action: investigate innovative methods of assessment Outcomes: Several modules changed their assessment schemes: LUBS3330 has a modified assessment scheme to encourage student attendance and participation. LUBS1610 assessment now includes an explicit literature review element. Assessment on LUBS1060 was rationalised. In response to student feedback the mid-term exam on LUBS2570 was replaced by coursework.	We will continue to investigate innovative methods of assessment	DSE, PDs, ASO Ongoing
	Action: investigate online marking. Outcomes: In 2015/16 the only coursework handed in as hard copy was LUBS3300 the Economics Dissertation. Support for staff using online marking has been made available, both from within the Division and from the LUBS blended learning team.	We will continue to support colleagues who wish to use Grademark.	DSE, PDs, ASO Ongoing
	Action: explore the effective use of feedback portfolios. Outcomes: This was investigated and it was decided that we should not adopt these.	We will explore using a <i>Personal Development Plan</i> approach in personal tutorial meetings.	PDs, HoYs By start of AY2017/18
	Action: continue to explore better ways of offering generic feedback and its value. Outcomes: Student focus group reported low value of generic feedback. Other informal feedback reinforces this conclusion.	We will investigate thoroughly ways to improve the type and quality of feedback to students.	DSE, PDs Ongoing
	Action: Explore further weekly seminars and use of resources. Outcomes: We monitored student feedback for comments about contact time. There is not strong evidence of demand for greater time. One student suggestion was for optional extra seminars.	The issue of more contact time will be considered as part of a programme review.	DSE, PDs Ongoing
	Action: more effective timetabling of exams. Outcomes: Students did not report significant problems in this area; the one concern expressed was about Saturday exams for second years and finalists.	Work with Assessment team in SES to ensure better scheduling of exams. Explore the specific issue of Saturday exams.	DSE, ASO, PDs Ongoing
Academic	Action: investigate efficacy of lecture capture in order to inform decisions on its use.	Continue to explore lecture capture and to provide support for colleagues who want to use it, and other	DSE, PDs Ongoing

support	Outcomes: Use of lecture capture has increased. In 2015/16 it was used in 25% of undergraduate modules. Gary Slater is carrying out a LUBS-funded project to explore use of lecture capture.	learning technologies. Training needed for staff who opt to use lecture capture eg. in editing.	
Organisation and management	Action: iPad training in specific uses to be delivered in the division. Outcomes: Mike Reynolds has demonstrated use of teaching methods via iPad in Divisional meetings.	Continue to develop and support colleagues who want to use TEL.	DSE, PDs Ongoing
Learning resources	Action: Explore the value of a Professional Development Tutor. Outcomes: After careful consideration the Division decided there was insufficient value in a professional development tutor.	We will monitor the need for greater support on employability.	PD Ongoing
	Action: We need to conduct research into student intentions on entry to our postgraduate programme(s). Outcomes: Student interests and career aspirations, which were inferred from an initial survey.	We will continue this practice of gaining information on student intentions on entry to our postgraduate programme(s).	PD Ongoing
Personal development	Actions: Enhance employability coverage on PG programmes. Outcomes: Professional skills and employability have been supported via a schedule of optional events, coordinated by the Programme Director, and designed around the main student interests and career aspirations, which were inferred from an initial survey. Consequently, in 2015-16 were sessions planned to support career interests and professional development that were relevant to MSc Economics students. Additionally, the Programme Director sought engagement with LUBS Alumni to better support employability beyond the programme. For example, in 2015-16 Professor Andy Ross, formerly Deputy Director of the UK Government Economics Services and HM Treasury, ran a session for MSc students and Alumni about working as a policy economist, providing advice on the essential soft skills and preparation for the application process, along with opportunities for networking. This was supplemented by two additional networking events during the course of the academic year, where students could seek advice about the academic route from academic staff in Economics and research students at different stages of their PhD.	We will continue to support employability more broadly in future years, particularly on our postgraduate programme(s).	PD Ongoing

	<p>Action: continue to monitor and inform discussion on <i>LeedsforLife</i> for PG students where useful.</p> <p>Outcomes: Discussions have taken place. Currently <i>LeedsforLife</i> not available to PGT students.</p>	<p>We will continue to monitor and inform discussion on <i>LeedsforLife</i> for PG students where useful.</p>	<p>PD/DSE Ongoing</p>
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