

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

**Faculty of Business: International Business 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>          | 91                             | 90         | 96             | 90         | 97             | 88         | 91   | 87         | 89             | 87         | 92             | 85         | 89  | 86         | 80             | 85         | 84             | 85         |
| <b>Teaching</b>                      | 91                             | 91         | 90             | 92         | 89             | 90         | 91   | 87         | 87             | 86         | 89             | 85         | 87  | 86         | 79             | 85         | 83             | 86         |
| <b>Assessment &amp; feedback</b>     | 71                             | 73         | 71             | 74         | 63             | 71         | 54   | 63         | 53             | 63         | 67             | 62         | 71  | 73         | 68             | 71         | 68             | 71         |
| <b>Academic support</b>              | 86                             | 84         | 90             | 85         | 85             | 82         | 77   | 75         | 69             | 74         | 75             | 73         | 85  | 84         | 77             | 82         | 85             | 82         |
| <b>Organisation &amp; management</b> | 93                             | 85         | 83             | 85         | 77             | 85         | 90   | 78         | 79             | 76         | 90             | 75         | 82  | 82         | 75             | 82         | 79             | 81         |
| <b>Learning resources</b>            | 90                             | 91         | 93             | 92         | 89             | 91         | 87   | 84         | 85             | 84         | 90             | 83         | 86  | 87         | 90             | 87         | 90             | 85         |
| <b>Personal development</b>          | 89                             | 85         | 91             | 85         | 85             | 82         | 82   | 73         | 77             | 72         | 83             | 72         | 87  | 77         | 84             | 76         | 86             | 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)

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| <b>Headline achievement from 2015-16</b> | Ranked 2 <sup>nd</sup> in the world for MSc International Business (FT Masters 2016)  |
| <b>Main actions for 2016-17</b>          | <ol style="list-style-type: none"> <li>1. Review and design strategy for improving assessment and feedback in both BSc and MSc IB programmes</li> <li>2. Oversee the dissertation supervision/personal tutorial system to ensure they are working effectively for both BSc and MSc IB programmes</li> <li>3. Implement employability initiatives and events that provide students access to businesses</li> </ol> |

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| <p><b>Good practice examples from 2015-16</b></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"> <li>1. Successful establishment and official registration of the first student society for IB programmes, International Business Student Society (IBSoc).</li> <li>2. Guest speaker and employability events tailored for IB students under the auspices of the IBSoc.</li> <li>3. Integration of undergraduate and postgraduate IB students during events, networking opportunities and subject competitions</li> <li>4. Global Economy Dinner as an educational platform for students to network with businesses, academics and alumni.</li> </ol>  |
| <p><b>Summary of student involvement in the production of this Action Plan</b></p> | <p>Both BSc and MSc IB annual programme review documents reflect how feedback from students during 2015/16 was taken into account to form the programme level action points and these programme level actions have fed into this divisional action plan.</p> <p>At the programme level, the programme management team worked very closely with students to proactively seek student feedback, e.g., through staff-student focus groups, regular divisional SSF meetings (attended by student reps). The UG PD worked closely with student reps and student ambassadors actively seeking feedback about induction week, open days, pre-enrolment meetings and returners meetings and actions were taken accordingly. The PG programme director met regularly with the student reps in order to enhance the programme's curriculum and individual modules where necessary, and improve student experience. Programme review action points and divisional action plan take into consideration such student feedback as well as programme and module survey results.</p> |

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

**School: LUBS**

**Faculty: International Business Division**

| <b>Aspect</b>               | <b>Progress with 2015-2016 actions and indication of impact</b>  | <b>Progress</b> | <b>Agreed Issues/Actions for 2016-2017</b>   | <b>Responsibility /Expected completion date</b>          |
|-----------------------------|--|-----------------|--|--|
| <b>Overall satisfaction</b> | <p><u><b>UG level</b></u></p> <p>The division is very pleased with the high level of student satisfaction rates but recognizes areas for improvement and has agreed to take actions to further enhance the following aspects: teaching, assessment and feedback, academic support, and personal development.</p> <p>The operationalisation of the new supervision/personal tutorial system received mixed feedback from staff and students. Within the IB division, all academic staff who are not on leave are UG personal tutors. Feedback from UGPES and NSS also shows that a small number of students, though they were satisfied with teaching and academic support provided by many lecturers/tutors, were not satisfied with the personal tutors and prefer the separation of the two roles. On the other hand, some students were happy to have the same personal tutors over two years and felt that they could develop better relationship with their tutors. IB division shall carry on with the system and reflect its operation again in the next round of programme review.</p> | <b>ONGOING</b>  | <p>With the exception of assessment and feedback, we have achieved improvement in all categories. The division shall review and design strategy for improving assessment and feedback in both BSc and MSc IB programmes.</p> <p>The division is to continue with the current personal tutorial / supervision system and reflects its operation during 2016/2017 through consultation with staff and students.</p> <p>An IB programme-level strategy for the next 3 years will be developed to make long-term proactive adjustments to the IB programmes. This will be done through student and staff consultation during 2016/2017</p> | <p>DSE 2017/18</p> <p>PD 2017/18</p> <p>PD 2017/2018</p> |



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|                                | <p><b><u>PG level</u></b><br/> Student experience and satisfaction for all modules has been significantly improved from past years. At the beginning of the year all module leaders report which business cases they will use for their modules to avoid repetition and duplication across the different classes/lectures/seminars.</p> <p>A compulsory maths experience test and 3 maths/quantitative methods workshops continued to be incorporated into the induction weeks. This aimed to help students refresh their mathematical skills and get more acquainted with the compulsory module in LUBS5901M (Quantitative Methods for IB).</p> | <p><b>COMPLETED</b></p> <p><b>COMPLETED</b></p> |  |   |
| <b>Assessment and feedback</b> | <p><b><u>UG level</u></b><br/> The revised processes of assessment paper scrutinising, marking and second marking is now firmly established as the practice in the IB division (is also adopted by the MSc IB programme.)</p> <p>Dissertation supervisors were given guidelines on the level of feedback they should provide to their tutees (e.g., detailed comments on only one chapter or up to 3,000 words of the student's written work) in order to ensure consistency of supervision across all staff and students.</p>   | <p><b>ONGOING</b></p> <p><b>ONGOING</b></p>     | <p>The division will continue to work to streamline assessments across the years and programme.</p> <p>Clearer guidance needs to be developed to ensure consistency of feedback by all dissertation supervisors.</p> | <p>Division 2017/2018</p> <p>PD and MLs 2017/2018</p> |
|                                | <p><b><u>PG level</u></b><br/> A new process of assessment paper scrutinising, marking and second marking.</p> <p>Personal tutors will be also the dissertation supervisors for the 2016-2017 academic year. We will monitor students' experience with having the same member of staff guiding them for their personal development and</p>   | <p><b>COMPLETED</b></p> <p><b>ONGOING</b></p>   |  | <p>PD 2016/2017</p>                                   |

|                                    |   |                  |   |   |
|------------------------------------|---|------------------|---|---|
|                                    | <p>supervising their dissertation project throughout the year.</p> <p>The Research Methods module is streamlined with the Dissertation module. The module leaders co-deliver lectures and workshops to help students understand the transition from the taught element (1<sup>st</sup> and 2<sup>nd</sup> semesters) of the programme to the research element during the summer months.</p> | <b>COMPLETED</b> |   |   |
| <b>Academic support</b>            | <p><b><u>UG level</u></b><br/>Continuing from the previous year, a new personal tutorial meetings structure is now in action. The effectiveness of personal tutorial meetings will be closely monitored.</p>  | <b>ONGOING</b>   | <p>A review will be made to evaluate the personal tutorial / dissertation supervision system during 2015/2016. This will be achieved through consultation with students at the staff-student forum meetings, by consultation with IB staff and evaluated in the next programme review</p>   | PD 2017/2018                            |
|                                    | <p><b><u>PG level</u></b><br/>Business as usual</p>   |                  |   |   |
| <b>Organisation and management</b> | <p><b><u>UG level</u></b><br/>Business as usual</p>   | <b>ONGOING</b>   | <p>Improvements are being made to how we communicate with students. For example, through the CIBUL facebook page, IB Soc and other websites. Working with student reps we plan to launch an information-based newsletter to communicate with all UG IB students.</p> <p>A review is being undertaken of the core, optional and elective modules for the IB programmes to ensure that the offer to students is comprehensive and includes all relevant IB topic areas. The review will also ensure that module content and assessments are progressive</p> | <p>PD 2017/2018</p> <p>PD 2017/2018</p> |

|                             |   |   |  |                 |
|-----------------------------|---|---|--|-----------------|
|                             |   |   | through the years.   |                 |
|                             | <p><b><u>PG level</u></b><br/>         Good progress on the organization and management of the programme in comparison to previous years. The programme director actively engages with the module leaders, teachers and administration support staff to ensure that individual elements of the programme run smoothly.</p>                  |   |  |                 |
| <b>Learning resources</b>   | <p><b><u>UG level</u></b><br/>         Business as usual</p> <p><b><u>PG level</u></b><br/>         Business as usual</p>   | <b>ONGOING</b>                                | PD will work with module leaders to ensure best practice teaching and learning resources are used.   | PD 2017/2018    |
| <b>Personal development</b> | <p><b><u>UG level</u></b><br/>         Continuing from the previous year, the programme team will strengthen staff and student interactions outside of the classrooms, especially through the activities within the IBsoc.</p>  | <b>ONGOING</b>                                | A review of staff-student events will be undertaken to ensure an effective and timely process is in place for securing funding for events. | UG PD 2017/2018 |
|                             | <p><b><u>PG level</u></b><br/>         Following the departure of previous employability tutor, we have made an appointment of a new Professional Skills module leader who is also the dedicated careers' mentor for IB students.</p> <p>Professional guest speakers, competitions and employability events organized through the IBsoc</p> | <p><b>COMPLETED</b></p> <p><b>ONGOING</b></p> |  |                 |