

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

**Faculty of Business: Management 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>	93	90	95	90	89	88	89	87	85	87	85	85	84	86	83	85	84	85
<b>Teaching</b>	88	91	87	92	85	90	83	87	85	86	77	85	84	86	80	85	87	86
<b>Assessment &amp; feedback</b>	63	73	77	74	73	71	65	63	64	63	56	62	70	73	63	71	57	71
<b>Academic support</b>	86	84	91	85	84	82	82	75	75	74	75	73	85	84	80	82	79	82
<b>Organisation &amp; management</b>	87	85	95	85	86	85	86	78	78	76	76	75	79	82	85	82	75	81
<b>Learning resources</b>	91	91	93	92	80	91	88	84	81	84	81	83	84	87	84	87	85	85
<b>Personal development</b>	87	85	86	85	82	82	79	73	82	72	76	72	78	77	79	76	80	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)

<p><b>Headline achievement from 2015-16</b></p>	<p>Ranked in the world top 100 for the full-time MBA (Financial Times 2016)</p>
<p><b>Main actions for 2016-17</b></p>	<ol style="list-style-type: none"> <li>1. <i>Embed networking, engagement and leadership skills across all levels of Management students</i></li> <li>2. <i>Continue to develop teaching innovation group for the benefit of the Division</i></li> <li>3. <i>Work towards developing a smarter assessment regime that focuses on increasing the range of assessment types while reducing the overall number of assessments, in UG and PG programmes</i></li> </ol>
<p><b>Good practice examples from 2015-16</b></p>	<ol style="list-style-type: none"> <li>1. <i>Embedding of ethical awareness modules in all UG and PG programmes</i></li> <li>2. <i>Expansion of leaders in residence programme</i></li> <li>3. <i>Introduction of academic team with special focus on teaching innovation and quality</i></li> </ol>
<p><b>Summary of student involvement in the production of this Action Plan</b></p>	<p>Student reps were asked for their input on what we should work to add or improve, and of their experience of their programme generally, before the plan was written. They were then re-consulted on the draft version and final version.</p>

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

**School: LUBS Faculty: LUBS**

<b>Aspect</b>	<b>Progress with 2015-2016 actions and indication of impact</b>	<b>Agreed Issues/Actions for 2016-2017</b>	<b>Responsibility/Expected completion date</b>
<b>Overall satisfaction</b>	<p>The creation of DTSEC, to consolidate inputs on teaching improvements, has been supported by Faculty and is now up and running. This should enable smoother and faster minor module changes and a more responsive system. We are now ensuring that module and programme changes are holistically reviewed before putting forward and exam scripts are checked by more people to eliminate errors.</p> <p>A new DDSE and UG programme director are in place and are working in tandem to ensure the smooth running of student feedback groups, and provide regular open door access for students. A launch event for the NSS is being organised to raise awareness about it, encourage students to participate in the survey, and help them reflect on their experiences at Leeds.</p> <p>For the past few years we have held end of exams celebrations for finalists, helping them finish their studies with good wishes from their teaching team. This has received excellent feedback and is a boost to the alumni association and leads for life schemes, as it offers a chance to promote these links.</p>	<p>Ongoing improvements such as exam scripts scrutiny, regular DTSEC meetings and encouraging more lecture capture and online marking, should create small but incremental improvements.</p>	<p>DDSE, PDs, SGLs, HoD Ongoing, impact to be evident at production of the next year's scores</p> <p>DDSE, PD and TIG group</p> <p>HoYs and DDSE</p>
<b>Teaching</b>	<p>Management Practice Subject Group has now been formed as Teaching Innovation Group (TIG). This provides a forum for expert teachers and pedagogic researchers to share good practice with each other and with the Division as a whole. Participation in Leeds and national conferences, and enhancing work on the leaders in residence scheme and head of year support, has resulted.</p> <p>We have two new modules in ethical awareness, helping to expand this thread in the curriculum in</p>	<p>We are working with module leads to improve the quality of modules where identified in student feedback surveys.</p>	<p>TIG group, DDSE, all staff</p>

	<p>line with accreditation and industry trends. In addition, a senior staff member has been awarded a national teaching fellowship from the HEA, highlighting the excellence of the learning and teaching provision in management division.</p>		
<b>Assessment and feedback</b>	<p>Online marking has increased, but serious marks return delays have led to our scores slipping. Every comment about this in the NSS and programme surveys involved the long waits to get marks back, a direct result of increased student numbers.</p> <p>Many staff are teaching modules that have assessments designed for fewer students, with a late increase meaning that it is too late to change assessment style to accommodate the larger numbers. As a result staff are being encouraged to think more contingently about assessments and build in more flexibility (such as, changing to coursework so that deadlines can be staggered, as opposed to exams which are conducted in a short, focussed timeframe).</p>	<p>Rationalisation of assessment volume (a faculty initiative) has taken place; this should mean a reduction in turnaround times. Staff in management are being asked to review assessments on their modules to reduce where possible, or alter the format so that bottlenecks in mark processing can be reduced.</p>	<p>DDSE, HoD, MSc PD Assessment group chair All staff to consider assessment reduction (ongoing)</p>
<b>Academic support</b>	<p>The new TIG group has as one of its top priorities a review of how academic support in terms of personal tutoring and academic skills is provided, in the face of increasing student numbers. The TIG group creation has meant that students can be more easily managed this year, but a strategic development in the nature of personal tutoring is required to make this sustainable longer term.</p> <p>A lack of research training in second year for joint honours students was identified last year, and a new compulsory element has been introduced into their second year suite of modules to support them in future dissertations. This involved a programme level change but the feedback so far is that students on JH programmes have found the new module challenging, but full of content they would have struggled with at third year otherwise.</p>	<p>A review of academic support (personal tutoring) is planned for January. TIG members have been asked to gather ideas for this review. We will look at resources and ways to work smarter with personal tutoring without losing quality.</p>	<p>TIG group January 2017</p>

<p><b>Organisation and management</b></p>	<p>The creations of DTSEC has meant subject groups and other stakeholders have better oversight of continued development in the programmes. Module changes are now put through a wider set of discussions before being sent forward for approval.</p> <p>Staff have been encouraged to be more holistic in their development of changes. During module review period (summer 2016), it was suggested to staff that any need for change identified in the module review, should generate a proposal for module change as part of the same activity. This means module changes are considered as part of the review and can be proposed earlier in the year, leading to less of a backlog at PAG.</p>	<p>We are reviewing areas where staff time is being duplicated or unnecessarily laborious. The head of division has sent round a survey asking individuals to identify sticking points in their daily work so they can be examined for potential improvement.</p>	<p>DDSE, HoD, all staff Faculty leads Ongoing</p>
<p><b>Learning resources</b></p>	<p>More staff have agreed to do lecture capture in 2016-17. Several people who had previously been wary have been encouraged by the example of others and decided to try lecture capture this year.</p> <p>Instigation of a Faculty learning innovation group with funding and programmes to encourage staff to develop their provision here, promises to be helpful here. A number of staff are considering piloting or exploring projects as a result of this support.</p> <p>We are developing more bespoke online textbooks with publishers, particularly for Masters students, in response to comment that they would appreciate more content on their iPads.</p> <p>A workshop for UG students in creativity has been proposed as a joint venture between marketing and management divisions; we intend to put this on in spring term to boost extra-curricular learning opportunities.</p>	<p>Encourage staff to access funding and sources of good practice from the faculty innovation group; staff to be encouraged to take up this support in all forms. Other workshops or one off learning events could be supplied through this route.</p> <p>Promote HEA membership as an easy win for staff to take up to improve learning and teaching profiles.</p>	<p>Faculty EGHED group DDSE, HoD Ongoing</p> <p>Logistics Information Operations Networks group (LION)</p> <p>DDSE and Management with Marketing head of third year</p>
<p><b>Personal</b></p>	<p>Formation of the TIG group has developed this area, as members are responsible for student</p>	<p>We are developing a module in third year (optional) designed to help students without industry experience develop their career readiness.</p>	<p>TIG group, DDSE Faculty Quality lead</p>

<p><b>development</b></p>	<p>personal development and include the Director of Student Opportunities, Engagement Lead and the Professional Development Tutor. The TIG group also organises the Leaders in Residence events which have encouraged students to engage with personal and career development. We have a large number of students entering the Nurturing Talent programme. Feedback from some of these students indicates that it has made a material change to their expectations and ambitions, and confidence in how to achieve them.</p>	<p>Leadership events currently in first and second year to be expanded to include levels 3, 4 and 5, to spread the benefits out and to encourage students about to become alumni to network with each other</p>	<p>TIG member with responsibility for this</p>
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