

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

Faculty of Business: Work and Employment Relations 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	100	90	100	90	100	88	93	87	95	87	100	85	88	86	73	85	78	85
Teaching	96	91	96	92	91	90	88	87	75	86	99	85	86	86	77	85	84	86
Assessment & feedback	95	73	83	74	71	71	66	63	88	63	90	62	80	73	71	71	71	71
Academic support	100	84	95	85	86	82	84	75	76	74	93	73	87	84	84	82	78	82
Organisation & Learning resources	97	85	90	85	88	85	93	78	93	76	87	75	88	82	76	82	81	81
Personal development	97	91	100	92	85	91	81	84	77	84	94	83	87	87	89	87	90	85
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	<p><i>Provide a single, concise headline achievement for the School from 15-16 which can be included in further communication to students.</i></p> <p>In the National Student Survey BA-HRM achieved 100% for 'overall satisfaction' for the third year in a row.</p>
Main actions for 2016-17	<p><i>List 3 actions – to be included on the posters to be produced for each School</i></p> <p>1.To provide work experience funding for 10 HR placements for four week's with local employers for MA students 2. Continue to develop the e-mentoring scheme through student 'e-mentors' to improve student experience, expand networks and online communication skills. 3. In response to student feedback, look to simplify and standardise assessment</p>

<p>Good practice examples from 2015-16</p>	<p><i>List examples of innovative practice and developments which are of wider interest across the University</i></p> <p>1. We have worked very closely with the University English Language Centre over the last twelve months and this is showing considerable benefits to students. We took part in a pre-sessional English language classes pilot scheme with the ELC and we have had the first tranche of students through this programme. We have seen a significant improvement in students' written and spoken English as a result.</p> <p>2. We undertook a review of feedback across all modules in the MA HRM programme. Each of these was assessed to see similarities and differences. Overall there was a fair degree of consistency and good quality of feedback for students. Following this review, we are working towards a more standardised approach to assessment feedback.</p> <p>3. LUBS3850 Contemporary Management Consulting secured level 5 accreditation with the Chartered Management Institute (CMI). On successful completion of the module, eligible students are entitled to apply for a Level 5 Certificate in Professional Consulting. In the first year of the module's existence 25 students, out of 42 who were eligible, decided to apply for the certificate. This highlights the Division's strengths in enhancing student enhancement and employability</p>
<p>Summary of student involvement in the production of this Action Plan</p>	<p>Through staff student forum meetings students are encouraged to contribute to Divisional teaching strategy throughout the year. Ongoing student feedback has therefore informed the construction of this report. Student representatives have had the opportunity to comment on the Plan's content and conclusions both by email and through a meeting specific to the Action Plan</p>

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

School:

Faculty:

Aspect	Progress with 2015-2016 actions and indication of impact	Agreed Issues/Actions for 2016-2017	Responsibility/Expected completion date
<p>Overall satisfaction</p>	<p>Undergraduate: Satisfaction ratings continue to be outstanding. This reflected hard work by a number of colleagues; the work of the director and deputy programme directors is outstanding.</p> <p>Postgraduate: At post graduate level student satisfaction increased across all assessed criteria other than Learning Resources, leading to an improvement in the specific satisfaction criterion. Activity</p>	<p>Undergraduate: Feedback against this factor continues to be outstanding. Continued effort will be made to continue the impressive run of results.</p> <p>Postgraduate: It is our intention to explore the possibility of introducing an overseas employability challenge, in collaboration with past alumni of the Business School. Through this, students will develop</p>	<p>Ongoing both undergraduate and postgraduate teaching teams and PDT's</p>

	<p>Teams, trial essays and the work of the Professional Development Tutors (PDTs) were all likely implicated in this positive news.</p>	<p>commercial awareness and employability skills such as networking (both online and in person). This will give them opportunity to broaden their network with the view to uncovering 'hidden' job, work experience and make them more competitive in the graduate labour market. This offering also increases the attractiveness of the programme as a whole.</p> <p>In addition to the work placement scheme discussed below, it increases the attractiveness of the programme for us.</p> <p>The division continues to run an e-mentoring scheme to improve overall student experience. In 2016/17, we have successfully matched all students who requested an e-mentor with a former student mentor from last year's cohort. This provides a great opportunity to expand networks, practice online communication skills, and develop knowledge.</p> <p>All: Survey data indicates that students are increasingly satisfied with their experience. We will, nonetheless, continue to focus on improving feedback, and pastoral care.</p>	
<p>Teaching</p>	<p>Undergraduate: Given the somewhat disappointing performance of BA-Mgt+HR students on LUBS1225, Accounting for Managers in the previous year, the head of first year was asked to pay close attention to the year 1 students' experiences of LUBS1225. In addition, they liaised with the cohort's Peer Assisted Study Scheme (PASS) leaders to increase awareness of any issues as early as possible. The module redesign and the efforts of the PASS leaders were reflected in the excellent</p>	<p>Undergraduate: Survey results indicate good performance in this factor. Effort will be made to bring feedback from the Undergraduate Programme Experience Survey up to the level of the NSS.</p> <p>Postgraduate: A very small number of MA HRM students expressed their aversion to group presentations and assessment. The overwhelming majority of students are however very happy with group</p>	<p>Ongoing both undergraduate and postgraduate teaching teams and the DTSEC</p>

	<p>progression rates for first year BA-Management and the Human Resource students: only one student had to retake the exam, and they were successful at their second attempt.</p> <p>In response to feedback that student value interactive teaching and the use of more blended learning methods; the teaching team endeavoured to further develop both approaches. The programme director for the BAHRM has become adept at iPad teaching methods.</p> <p>Postgraduate: In response to similar feedback at postgraduate level, the MA HRM programme team actively worked to create a constructive learning environment where debate and interaction reflect seminar activity.</p> <p>Additional support and teaching has been provided to masters students on the construction of reflexive logs.</p> <p>Across all modules, teaching continues to be informed by colleague's research.</p>	<p>work. This possibly reflects cultural issues that are reflected within the MA cohort. The Division is interested to identify and examine any cultural barriers to student learning and their experience. To this end one of the Divisional PDTs is working on a university wide inter cultural ambassador's project to better understand and share cultural experiences that can feed into an improved learning experience.</p> <p>In response to Divisional discussion about the difficulties international students often have with the notion of critical thinking, a session on critical thinking is now included in the induction programme. This is designed to encourage students to develop their critical analysis from the outset of the programme. The programme team will continue to consider the best ways to further facilitate the development of critical thinking skills.</p>	
<p>Assessment and feedback</p>	<p>Undergraduate At undergraduate level, although NSS responses have demonstrated an increase in satisfaction in assessment and feedback, the opposite trend from Undergraduate Programme Experience Survey data continues to raise concern and the teaching team and DDSE continue to try to understand and rectify this phenomenon.</p> <p>Postgraduate: In response to student feedback that students valued consistent feedback across assessments, the Division reviewed feedback across all modules. . Overall there was a fair degree of</p>	<p>Undergraduate: In response to the UPE survey response on assessment the assessments for LUBS1755 will be simplified and made the same for those students taking the 1-semester and 2-semester versions of the modules. The module change form has already been submitted to PAG.</p> <p>Postgraduate: The MA programme team will continue to review assessment, thinking through and taking seriously changes to assessment at a programme level. We are continuing to monitor and discuss the quantity and form of assessment and feedback, by</p>	<p>Teaching teams and DDSE: ongoing</p>

	<p>consistency and good quality of feedback for students. To develop a consistent approach, it was been agreed that colleagues would attempt to adopt a similar format and amount of comment on assessment scripts.</p>	<p>understanding and setting expectations about feedback and hence attempting to increase satisfaction.</p> <p>Over the next year we will consider introducing role play instead of standard Power point presentations in some modules.</p> <p>A 'farewell to students' event to improve feedback on the MA HRM and bolster relations with students is to be introduced.</p> <p>The Division believes that the formative assessment in the form of a trial essay for MA HRM students continues to bear fruit and through its association with personal tuition offers pastoral support. The MA HRM trial essay will continue.</p> <p>Following discussion at a teaching away day, a sub group has been established to review and attempt to further standardise and simplify assessment</p>	
<p>Academic support</p>	<p>Undergraduate Personal tuition, enhanced at level 1, continues to be supportive and effective</p> <p>Postgraduate: In response to doubts about student confidence particularly in relation to the dissertation experience, it was decided to have a session in the Research Methods Module where recent students present their experiences of undertaking a MA Dissertation. The aim here was to reassure students about the process and offer them the opportunity to hear first- hand about the experience, to ask questions and assuage any concerns students might have. The students focused on their initial fear and challenges and how they overcame these. Students have responded positively to this initiative.</p>	<p>Undergraduate: The head of first year will continue to liaise with PASS leaders to aid smooth transition of first years into the university environment, particularly with regard to the quants-based modules LUBS1940 and LUBS1225.</p> <p>Postgraduate: We are aware that part time students who are in full time employment find the MA HRM programme difficult to manage. The programme is not as flexible as they would like in terms of attendance on modules – something we continue to have discussions about. One measure we have implemented to address these concerns is to ensure that part time students are all allocated the same personal tutor (the Programme Director) who can ensure that their particular needs are</p>	<p>Ongoing both undergraduate and postgraduate teaching teams and DDSE</p>

	<p>The Division has also worked very closely with the English Language Centre and this is showing considerable benefits to students. We took part in a pre-sessional English language class's pilot scheme with the ELC and we have had the first tranche of student through this programme. We have seen a huge improvement of students' written and spoken English as a result.</p>	<p>looked after more closely.</p> <p>In response to student feedback specific to the development of this Action Plan, discussion will take place on how to provide additional support to international students in their ability to read academic articles more efficiently in preparation for seminar activities.</p>	
<p>Organisation and management</p>	<p>Undergraduate: No acute problems were raised or identified.</p> <p>Postgraduate: Due to issues with disappointing student engagement and attendance during self-directed seminar sessions for a number of MA HRM seminars, these were replaced with traditional taught seminars.</p> <p>Student feedback indicated the title of the Industrial Relations module was off-putting for students as they seem to think the topic was about engineering. The title of the module was changed to Employment Relations and recruitment to this module has increased</p>	<p>Undergraduate: A concern was raised by the LUBS1755 teaching team, in light of student confusion over assessment types. In response to this, a module change has been put in place so that the students are undertaking the same assessment (an essay). This is expected to have a considerable and positive impact on the student experience.</p> <p>Postgraduate: The MA HRM programme team considers more work needs to be done to demonstrate greater understanding of different ethical perspectives and concepts and how to evaluate these. The programme team will explore how and where to increase understanding of these issues in the research methods module in order that student have a better knowledge how to apply this to their own research.</p> <p>The MA HRM programme team is investigating the possibility of linking up with the Geography department (whose students are mainly from the UK and Europe) for a joint lecture/seminar on work and employment. We think this would be helpful in understanding the subject from different cultural and discipline perspectives but would also provide the opportunity to compare examples</p>	<p>Division, teaching teams: ongoing.</p>

		<p>across countries taking a more holistic global view of employment practice.</p> <p><i>Activity Teams</i> were introduced a couple of years back to engender group/team working. The use of team-based work throughout improves team working skills and their presentation skills. For a tiny number of students there have been a few tensions in working together as a team as students prepare for the group presentations. We will consider ways to address the issue of imbalances in terms of language and cultural background with groups.</p> <p>Monitor and assess the provision of the new masters in Management Consulting</p>	
Learning resources	<p>Undergraduate: Although verbal feedback did not indicate a problem, feedback on learning resources was disappointing. This issue was the focus of detailed investigation and feedback has improved.</p> <p>Masters: The use of iPad apps to enhance the learning experience and interaction of students was continued.</p>	<p>Postgraduate: Over the last two academic years there has been a slight downward trend in feedback on learning resources. The Division does not consider there is an issue here, but will investigate this development.</p> <p>All students: It has been agreed that at both undergraduate and postgraduate levels, the attempt will be made to further develop a blended learning approach to teaching. This subject is now discussed routinely at Divisional meetings and Divisional Teaching and Student Education Committee Meetings.</p> <p>The Division has responded to increased student numbers through the employment of additional Teaching Fellows.</p>	Ongoing: Division and both undergraduate and postgraduate teaching teams.
Personal development	<p>Undergraduate: The prestigious CIPD Level 5 accreditation was successfully secured for the BA – Management and the Human Resource degree. Both of the</p>	<p>Undergraduate: In light of the disappointing return rate last year, the importance of the DLHE survey will be reiterated to finalist students. The head of third</p>	Ongoing: DDSE, DTSEC, PDT's

	<p>WERD-parented undergraduate degree programmes are accredited by the professional body for HR and people development, and upon successful completion of the BA programmes, students will be entitled to upgrade their student membership of the CIPD to associate (level 5).</p> <p>Postgraduate: The extensive work undertaken by the Personal Development Tutor (PDT) continues to bear dividends. The PDT has been active in developing the Divisional Advisory Board and initiatives for student employability.</p>	<p>year will be responsible for this, and it will be emphasised during personal tutorial sessions.</p> <p>The UG Programme survey has suggested that focus needs to be given on helping students to present themselves with confidence.</p> <p>Postgraduate: The Division considers employability and pastoral support for its students to be of high importance. The divisional Professional Development Tutor (PDT) who is intimately involved in both these areas will be away for a year. We have, hence, acted immediately to recruit two individuals with complementary skills to replace her. Both of these staff will be working to further develop employability skills through specific career guidance.</p> <p>One of the most frequently asked questions from MA HRM students, particularly those from overseas, is whether there are opportunities for them to experience work alongside their studies. As such a proposal for the School to fund 10 HR placements of four week's duration with local employers has been put forward to the LUBS FEG.</p> <p>The placement scheme will provide an opportunity for all HRM students to apply for HR work experience. This will not only benefit the successful applicants; it will provide all applicants with valuable experience of applying for and receiving feedback on a job application for an HR position. The PDTs also plan to offer a skills development workshop to help students with future job applications.</p>	
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