

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

Faculty of Business: Marketing 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		87		90		88		90		87		85	77	86	83	85	88	85
Teaching		87		92		90		91		86		85	77	86	83	85	84	86
Assessment & feedback		63		74		71		73		63		62	60	73	61	71	72	71
Academic support		75		85		82		84		74		73	74	84	71	82	83	82
Organisation & management		78		85		85		85		76		75	75	82	81	82	86	81
Learning resources		84		92		91		91		84		83	78	87	83	87	83	85
Personal development		73		85		82		85		72		72	72	77	78	76	81	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	Ranked in the top three institutions for Marketing Education by Good Universities Guide 2016, complemented by a highly reputable centre of research in marketing.
Main actions for 2016-17	<ol style="list-style-type: none"> 1.Enhance feedback and communications to clarify assessment strategy. 2.Prioritise personal and professional development across programmes. 3.To review resource requirements in response to current student numbers and enhancing the student experience

<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. Strategic thinker competition organised by the Global Marketing Strategy module in semester 1 and Service Supporter Award in International Services Marketing Module in Semester 2. The purpose of these competitions are to push the students to think beyond the normal boundaries of subject content.</p> <p>2. Practice based modules across the three master's programmes. Examples are Marketing Research module, Company Marketing Project module, Advertising module, Media Strategy & Planning module and PR in Practice module, enhancing employability of our graduates.</p> <p>3. Divisional Advisory Panel contributing to raising employability and professional skills of our students. The Panel members provide useful advice/guidance and even contribute to specific sessions in different areas of the programme, particularly Professional Skills & Employability module.</p>
<p>Summary of student involvement in the production of this Action Plan</p>	<p>A meeting was held in November with student reps.</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>Revised programme structures on IMM, CCPR, And AM were running successfully. Diversity among the student populations remained to be a major focus of the programme management teams which received specific attention at Divisional Student Education meetings. Overall satisfaction of the programmes remain high with Advertising & Marketing recording an increase while International Marketing, and Corporate Communications and PR both recording a drop in overall satisfaction.</p>	<p>Action: Enhancement of student experience by seeking to improve on overall satisfaction across the programmes. Dissertation and Projects advice sessions to focus on giving specific instructional sessions on Dissertations and projects and quantitative and qualitative dissertations as opposed current generic advice. Dissertation and Project topics will be simplified by advising students to develop their research ideas under four broad topic areas, and work with the supervisors (who will be allocated in February/March as opposed to end of May) in developing the research plans. These proposed actions will help students to produce their dissertations and projects better with supervisor guidance starting from much earlier on than before.</p>	<p>Teaching team</p>

<p>Teaching</p>	<p>Teaching standards have been evaluated highly. At 91% by the Advertising & Marketing students while it dropped to 86% for IMM and 88% for CCPR. However individual module evaluations reports were all recording much better evaluation ratings with modules such as LUBS5465M Marketing Strategy, LUBS5460M International Marketing, LUBS5455 Marketing Communications, LUBS5422 Consumer Behaviour Across Cultures, and LUBS5472M International Services Marketing, all recording scores over 90%.</p>	<p>Action: The module leader to examine individual module evaluation reports to identify areas that need improvements.</p>	<p>Module leaders.</p>
<p>Assessment and feedback</p>	<p>At PG level assessment and feedback remains to be in the less than 75% category across the Masters programmes in marketing. In fact even though an improvement over the previous year was recorded for Advertising & Marketing overall the scores still remain low across the programmes. Criteria used in marking, adequacy of comments and feedback and feedback being helpful were the key areas of concern requiring attention of the teaching teams At UG level feedback has been better rated in Management and Marketing but less satisfactory with International Business with Marketing.</p>	<p>Actions: Module leaders to look into assessments carefully, use the scrutiny process effectively and communicate with students in providing clear and detailed and guidance once the assessments are set and providing detailed feedback to the students. Also Programme teams will continue to review and refine feedback mechanisms for large cohorts. The newly implemented Divisional Examination Scrutiny Panel (DESP) is expected to make a major impact on assessment scrutiny.</p>	<p>Module leaders to action during marking periods. Programme teams to consider ongoing action.</p>
<p>Academic support</p>	<p>At PG level, academic support in terms of providing sufficient advice and support for studies have increased across all three programmes with Advertising & Marketing now recording an 89% rating. Preparation to undertake dissertations and projects recorded a decline, implying the need to provide better guidelines on quantitative and qualitative dissertations and projects. At UG level the role of heads of Years continue to enhance general academic support.</p>	<p>Action: Review resource requirements in response to current student numbers and enhancing the student experience.</p> <p>Provide more focussed, specific guidelines on quantitative dissertations, qualitative dissertations, and projects without being repetitive on research methodology that has already been covered in Semester 1 Marketing Research module.</p>	<p>Programme teams. Ongoing.</p>
<p>Organisation and management</p>	<p>Organisation and management of the programmes continue to be a concern across the programmes with IMM and CCPR recording a fall in the ratings. But at UG level both International Business with</p>	<p>Action: Organisation and management of module delivery needs our attention, in terms of better co-ordination among teaching teams, timely marking and return of marks.</p>	<p>Programme Directors and module leaders.</p>

	Marketing and Management and Marketing, organisation and management has been evaluated highly.		
Learning resources	Ratings received have seen a drop in terms of library resources and services. Lecture capture has been adopted by a number of colleagues in the division. iPad use as a learning resource is used in a variety of ways such as for quizzes and interactive seminar delivery and as a tool for students to access teaching material at lectures/seminars. The book voucher scheme was discontinued with the introduction of the iPads, but one core text has been made available as an eBook across the three Masters programmes. All divisional colleagues use the VLE as the main learning medium across the programmes.	Action: Evaluate the impact of iPads and lecture capture in relation to the student learning experience overall. Module leaders to liaise with the library in terms of learning resources requirements for individual modules. It is also proposed that student copies of SPSS software is bought for each student across the programmes to facilitate effective running of data analysis lectures and workshops. (The Division has approved funding for SPSS software).	Programme teams. Ongoing.
Personal development	Personal development support scores in the PG Survey have declined for both CCPR and IMM programmes while Advertising & Marketing has recorded an increase. This is despite the support provided via personal tutors and the Professional Skills & Employability module. It has to be noted however, that the module ratings have significantly improved last year contradicting overall programme evaluation scores. At UG level the Head of Year role directly supported personal development.	Action: No specific new action proposed, but continue to improve student opportunities for skills and employment at both PG and UG levels.	Divisional Programme Directors and Head of Second year.