

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2017-18

FACULTY OF BUSINESS
ACCOUNTING AND FINANCE DIVISION

EXECUTIVE SUMMARY								
Aspect	Undergraduate Programme Experience Survey				National Student Survey		Postgraduate Programme Experience Survey	
	2017-18				2017-18		2017-18	
	School		University		School	University	School	University
	Year 1	Year 2	Year 1	Year 2				
Overall Satisfaction	96%	88%	89%	86%	98%	89%	94%	88%
The teaching on my course	90%	82%	84%	84%	96%	89%	89%	85%
Learning opportunities	79%	79%	79%	80%	91%	84%	90%	86%
Assessment and feedback	68%	73%	72%	65%	82%	75%	86%	79%
Academic support	82%	84%	78%	77%	90%	82%	89%	85%
Organisation and management	83%	86%	80%	78%	91%	82%	91%	82%
Learning resources	83%	88%	86%	86%	94%	91%	91%	90%
Learning community	83%	79%	76%	75%	88%	79%	86%	83%
Student voice	75%	71%	67%	68%	90%	75%	84%	77%

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>Headline achievement from 2016-17</p>	<p>2016/17 was a year of remarkable achievements for A&F Division: At the UG level we achieved Number 1 status in all 3 main league tables in the UK (Complete University Guide, Guardian and Times/Sunday Times League Table). In addition, the overall student satisfaction score in the NSS was 98% which was in the top 3 programmes in the University, top 3 in the discipline (including over 100 institutions) and number 1 in the discipline in the Russell Group. Similarly, at the PG level, results from the PGT Programme Survey were exceptional with scores above 75 per cent in all of the programme-specific questions with a mean of 90 per cent across all questions</p>
<p>Key strategic actions for 2017-18</p>	<ol style="list-style-type: none"> 1. Explore the possibility of providing students with generic feedback from assessment performance in the previous cohorts as part of the revision sessions for selected modules. 2. Trail a series of events in 2017/18 designed to strengthen our PG students sense of community 3. 'Stress test' our workload allocation model to identify pinch points and systemic weaknesses in order to ensure resilience and flexibility in timetable delivery in the face of increasing student numbers on both the PG and UG programmes.
<p>Evaluation of main actions from 2016-17</p>	<ol style="list-style-type: none"> 1. Review Advanced Finance (UG), to consider creating two modules with the Bloomberg element becoming optional <i>Status: Now complete. This module has been split in to two modules: LUBS3645 Advanced Finance is a compulsory module in Semester 1, and LUBS3655 Professional Portfolio Management is an optional module in Semester 2. The latter module has proved popular with 44 students having registered so far.</i> 2. Consider making Financial Analysis (UG) a 30 credit module to align the two final year research project modules <i>Status: Now complete. Both the Dissertation and Financial Analysis now carry 30 credits. The submission deadlines have remained the same but this is to be considered further going forward.</i> 3. Consider the word limits and possible further integration between the PG Research Methods and Dissertation modules <i>Status: Now complete. These changes have been agreed and were implemented during 2018/18.</i>
<p>Good practice examples from 2016-17</p>	<ol style="list-style-type: none"> 1. All our PG programmes provide professional market trading training by qualified practitioners using real world technologies incorporating real time news feeds and participants receive an official training certificate from Amplify Trading. 2. PG Induction includes a 'Professionalism' session designed to help students understand what is expected of them as a finance student at PG level and introduces concepts of employability and skills development. 3. The PG Personal Tutorial sessions include information about additional support available including personal support, employability support and support with study and academic life.