

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

FACULTY OF BUSINESS
ECONOMICS 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	94%	91%	89%	86%	93%	89%	90%	88%
The teaching on my course	82%	79%	84%	84%	88%	89%	88%	85%
Learning opportunities	82%	79%	79%	80%	83%	84%	84%	86%
Assessment and feedback	63%	58%	72%	65%	79%	75%	83%	79%
Academic support	78%	75%	78%	77%	86%	82%	87%	85%
Organisation and management	82%	81%	80%	78%	89%	82%	85%	82%
Learning resources	91%	90%	86%	86%	93%	91%	90%	90%
Learning community	76%	63%	76%	75%	77%	79%	79%	83%
Student voice	71%	60%	67%	68%	82%	75%	83%	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)

Headline achievement from 2016-17	<i>Again, more than half of our second year students have gone either into industry or study abroad.</i>
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<p>Key strategic actions for 2017-18</p>	<p><i>List 3 actions – to be included on the posters to be produced for each School</i></p> <ol style="list-style-type: none"> <i>1. We will seek to work with our students to create a greater sense of community among economists across the university</i> <i>2. Review and refresh our core foundational module (LUBS1950) to be run on a flipped basis</i> <i>3. Review the structures and credit weightings within our undergraduate and postgraduate programmes</i>
<p>Evaluation of main actions from 2016-17</p>	<ol style="list-style-type: none"> <i>1. Our NSS score for assessment and feedback raised, to 79, which is higher than the university, continues a trend of improvement, and is approaching the university target of 85.</i> <i>2. We have deployed many teaching innovations, including flipped teaching methods, in-class polling and other methods of active student participation, and the use of film and video.</i> <i>3. We ran ‘academic improver’ sessions for returning second and third year students in semester 1 (and 2) of AY2016/17. This practice is continuing.</i>
<p>Good practice examples from 2016-17</p>	<ol style="list-style-type: none"> <i>1. We have implemented a diagnostic writing test for Masters students. Consequently, we have offered language support to more students than before.</i> <i>2. In collaboration with our students and our newly established Advisory Board, we have reviewed our curriculum and the skills of our graduates.</i> <i>3. We use the divisional taught student education committee as a forum for discussing scholarship, teaching innovations and the wider student experience.</i>

Aspect	Progress with 2016-2017 actions and indication of impact	Agreed Issues/Actions for 2017-2018 (from where did the action arise, i.e. NSS, module evaluation, programme review?)	Responsibility/Expected completion date
Overall satisfaction	<p>Action: Monitoring and further exploration of pathways, order of modules and module content will continue. Improve information on modules available and the pathways through the programme, partly via a programme map.</p> <p>Outcome: We have built a programme map to allow greater clarity to programme teams and also to students.</p>	We will develop the programme map further. We hope to make it interactive, so as to aid student option choices.	PDs
	<p>Action: A new module on research methods for joint honours students to go to PAG in February 2017. We will continue to develop ways to support students in their dissertation.</p> <p>Outcome: Module approved (LUBS2430) and will run in 2018/19</p>	Action completed.	N/A
	<p>Action: Monitor the new LUBS3370 module.</p> <p>Outcome: The module failure rate was less than 2% and the average mark was 72.</p>	Action completed.	N/A
	<p>Action: Continue to work with Faculty DSE to monitor dissertation supervision.</p> <p>Outcome: Guidelines have been agreed.</p>	Continue to monitor to ensure consistency of supervision at UG and PG. Review delivery and credit structure of M level dissertation.	DSE, PD
	<p>Action: We will continue to support OPEN.</p> <p>Outcome: we continue to work with OPEN. We co-organised and supported an event with them on May 5th, a talk by Guy Standing.</p>	Continue to work with OPEN to help build an engaged Economics community.	DSE, PDs Ongoing
	<p>Action: Consider development of a new module at level 1.</p> <p>Outcome: new module postponed pending review of level 1.</p>	Review level 1 and then design new module(s) where we see fit.	DSE, PDs, HoYs Ongoing

	<p>Action: Develop new module in Behavioural Economics. Remove LUBS3250 as an option.</p> <p>Outcome: both actions approved at PAG. New module LUBS3375 ran for the first time in 2017/18.</p>	Action completed.	N/A
	<p>Action: We will continue to monitor recruitment and conversion numbers.</p> <p>Outcome: The 2017 entry was both bigger and better than predicted and before. A higher quality applicant pool led to a higher conversion rate. We have met our proportional target for international undergraduate students.</p>	We will work with Admissions on a strategy to control numbers, maintain quality, increase the diversity of the cohort both in terms of international students and widening participation.	DSE, PDs, Internationalisation leader
	<p>Action: We will continue to monitor the Microeconomics modules. We will also consider micro-themed modules and overlap between them.</p> <p>Outcome: We introduced LUBS3375. LUBS3580 was discontinued.</p>	Driven by the revamp of LUBS1950 we will discuss the micro strand with module leaders for LUBS2140 and LUBS3005 (in ITS).	PDs, relevant MLs
	<p>Action: We will examine PFP rules to explore whether these can be reduced further. We will monitor retention and progression rates closely. We will continue to monitor pre-requisites.</p> <p>Outcome: This has been done. Changes were made to a number of modules with a view to making more available on Discovery themes.</p>	We will consider further our offer of Discovery modules and hence whether more changes to pre-requisites are needed.	DSE, PDs
The Teaching on my Course	<p>Action: We will continue to monitor numbers on the BSc Business Economics programme.</p> <p>Outcome: 18 new students registered for the module (as of 27 September 2017)</p>	We will continue to monitor numbers on the BSc Business Economics programme.	DSE, PDs
	<p>Action: We will continue to explore ways of increasing student participation, for instance through flipped classrooms. We will work with</p>	We will continue to explore ways of increasing student participation and engagement.	All staff

	<p>the Enhancement group within LUBS to develop new methods, particularly on large modules.</p> <p>Outcome: LUBS2680, LUBS5224M have moved to a flipped classroom model. LUBS1950 is being rewritten on a flipped basis. On LUBS1280 the module leader used iPads extensively in teaching. On several modules, including LUBS1610 and LUBS2280, polling software was used. A staff member obtained funding from the Faculty to explore 'student engagement'.</p>		
Learning opportunities	N/A (new category)	As part of a general continuous review of our programmes we will explore to what extent our offering does allow students the opportunities to explore ideas or concepts in depth, synthesise, and apply knowledge. At present this occurs most notably via the Dissertation.	DSE, PDs, all MLs
Assessment and feedback	<p>Action: With regard to PG assessment criteria, we will encourage further good practice at a modular level (e.g. provision of worked solutions to students, discussion of marking criteria in class, etc).</p> <p>Outcome: We have encouraged good practice in regards to assessment criteria at a modular level. For example, in the core module LUBS5134M Econometrics the range of practice questions and worked solutions has been enhanced. Additional time was allocated to explain marking criteria for examination and coursework assessments. The PGT survey in 2016-17 again suggests the problem about clarity of the marking criteria has been alleviated with more than 80% agreeing that the marking criteria have been clear in advance.</p>	We will monitor PGT assessment criteria, which had been flagged in the PGT survey. We will continue encouraging greater use of practice questions/model solutions for students and clarity of marking criteria.	PD
	Action: Re AACSB assessment points, we are awaiting confirmation from LUBS on joint honours.	We will explore Joint Honours Project weighting partly as a means to addressing AoL assessment points.	DSE, PD

	<p>Outcome: Joint Honours students do count towards AACSB. At PG, we have fully integrated all AoL rubrics since Team Work will no longer be assessed; therefore, we have effectively closed the AoL loop.</p>		
	<p>Action: Create an assessment officer role to improve exam scrutiny and audit assessment methods and practice.</p> <p>Outcome: Role created. Mike Reynolds holds the role and chairs the Divisional Examination Scrutiny Panel</p>	Action completed.	N/A
	<p>Action: Work with students to understand better what good feedback means for them.</p> <p>Outcome: we informally surveyed 1st year students to investigate this problem. We also discussed this with the Economics School Rep. We are engaged in the Faculty-wide exploration of feedback led by Angela Carroll.</p>	We will explore questions of feedback and assessment further. We bear in mind the comments from two external examiners that students need more formative feedback and low-stakes assessment.	DSE, PDs, AO, HoYs
	<p>Action: We will continue to investigate innovative methods of formative feedback and assessment.</p> <p>Outcome: Our NSS score for feedback improved, to 79%, moving us closer to the University target of 85. On LUBS3505, extensive feedback is offered on draft essays; this mechanism is being formally evaluated by the module leader. At PG level, we have allocated more students to in-session language support based on the new diagnostic test implemented during the MSc induction; the PD is also looking to provide more opportunities for student feedback on essays in economics.</p>	We will continue to encourage innovative assessment. We have developed a diagnostic test, which needs to be implemented in 2017-18. We need to review whether the proposal is effective; or if additional in-session support might be provided following the test.	DSE, PDs, AO, all staff

	<p>Action: We will continue to support colleagues who wish to use Grademark.</p> <p>Outcome: Support was offered throughout the year, in liaison with the LUBS Enhancement and Innovation team.</p>	<p>We will continue to support colleagues who wish to use Grademark.</p>	<p>DSE, PDs, all staff</p>
	<p>Action: We will explore using a <i>Personal Development Plan</i> approach in personal tutorial meetings.</p> <p>Outcome: this approach has been deployed at levels 2 and 3.</p>	<p>We will monitor the effectiveness of this approach.</p>	<p>DSE, PDs, HoYs</p>
	<p>Action: The issue of more contact time will be considered as part of a programme review.</p> <p>Outcome: Contact time is being increased in some cases. For example, on LUBS1610 we have added in Excel training and drop-in sessions. On LUBS3300 we have added in surgery hours for econometric methods help.</p>	<p>We will explore effective use of contact time. Our review of LUBS1950 is exploring a new delivery model.</p>	<p>DSE, PDs</p>
	<p>Action: Work with Assessment team in SES to ensure better scheduling of exams. Explore the specific issue of Saturday exams.</p> <p>Outcome: We made requests for better spacing. Unfortunately this did not prevent a crunch in the May exams.</p>	<p>We will explore simplifying the programme structure to make exam scheduling easier. We will also explore using fewer examinations.</p>	<p>DES, PDs, AO</p>
<p>Academic support</p>	<p>Action: Continue to explore lecture capture and to provide support for colleagues who want to use it, and other learning technologies. Training needed for staff who opt to use lecture capture eg. in editing.</p> <p>Outcome: The proportion of modules in which lecture capture is being used increases, but its use is still a contested issue as its benefits are not clear. Gary Slater is undertaking an</p>	<p>We will continue to monitor the emerging evidence on this topic, but in the meantime defend a variety of approaches to lecture capture. We will continue to provide guidance for those who do wish to use it.</p>	<p>DSE, PDs, all MLs</p>

	exploration of the use of lecture capture in his module.		
Organisation and management	<p>Action: Continue to develop and support colleagues who want to use Technology-Enhanced Learning.</p> <p>Outcome: On several modules iPads were used in teaching. Similarly, polling software was used extensively.</p>	We will continue to support staff in these efforts.	
Learning resources	<p>Action: We will continue to support employability more broadly in future years, particularly on our postgraduate programme(s).</p> <p>Outcome: The employability offering has improved considerably over the last years; however, students would like more opportunities to network and meet with leaders in industry and commerce. Employability and networking opportunities can be provided by expanding the current offering, including via the Economics Advisory Board starting in 2017-18</p>	We continue to address employability across our programmes, particularly at the PG level.	PDs
	<p>Action: We will continue this practice of gaining information on student intentions on entry to our postgraduate programme(s).</p> <p>Outcome: The PD has surveyed intentions during the MSc induction, which confirmed interest of students in conducting further research via the PhD programme; in pursuing employment in government economic services; and working in the commercial sector.</p>	We will continue looking at ways of expanding information, insights and networking opportunities to students in the main areas of interest.	PD
Learning Community	N/A (new category)	Recent NSS qualitative responses have indicated that some students ask for greater depth within their programme. We will undertake a programme review which investigates a larger number of 20 credit modules.	DSE, PDs, all MLs

		<p>Similarly, feedback has asked for greater application. We will aim to get more application into modules. LUBS1950 is being rewritten with this in mind.</p> <p>We will also investigate the use of synoptic assessment.</p> <p>We are committed to improving a sense of community among staff and students. Last year we held a social event as an opportunity for staff and students to get to know each other better. We will continue to put on such events. We aim to set up an area within Minerva to help foster a spirit of community. This will involve joint honours students.</p>	
Student voice	N/A (new category)	We will continue to work with our student representatives to improve the programmes and to build community.	DSE, PDs, HoYs