

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

FACULTY OF BUSINESS
MANAGEMENT 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	89%	82%	89%	86%	83%	89%	77%	88%
The teaching on my course	82%	80%	84%	84%	82%	89%	75%	85%
Learning opportunities	79%	79%	79%	80%	83%	84%	76%	86%
Assessment and feedback	78%	65%	72%	65%	74%	75%	65%	79%
Academic support	81%	85%	78%	77%	86%	82%	76%	85%
Organisation and management	81%	80%	80%	78%	81%	82%	74%	82%
Learning resources	88%	88%	86%	86%	93%	91%	86%	90%
Learning community	79%	73%	76%	75%	83%	79%	79%	83%
Student voice	69%	72%	67%	68%	72%	75%	71%	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	Latest DHLE data indicate 93% of students are either employed or in further study within six months of graduating, a significant increase on the previous year.
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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"> 1. <i>New model of personal tutoring for management UG students</i> 2. <i>Pursue balance of credits, content and cohort mix across all programmes to give all students the best experience both academically and personally</i> 3. <i>Maintain the highest standards of quality in our assessment diet</i>
<p>Evaluation of main actions from 2016-17</p>	<p><i>Brief update on the 3 main actions identified from the previous session</i></p> <ol style="list-style-type: none"> 1. <i>Embed networking, engagement and leadership skills across all levels of Management students</i> 2. <i>Continue to develop teaching innovation group for the benefit of the Division</i> 3. <i>Work towards developing a smarter assessment regime that focuses on increasing the range of assessment types while reducing the overall number, in UG and PG programmes</i> <p><i>UPDATES:</i></p> <ol style="list-style-type: none"> 1. <i>This was achieved by instigating more leaders in residence involvement through modules and events; however, we continue to seek expansion of this element in 201718. Its impact is reflected in our good DHLE scores.</i> 2. <i>Teaching Innovation Group was successfully established and is working throughout the division on mentoring, good practice, and teaching support. HEA mentoring is being pursued for colleagues who wish it.</i> 3. <i>Number of assessments have been reduced through module change. In some cases, staff have innovated fresh assessments in order to combine learning outcomes into one event. This was achieved in 201617 but there will be ongoing monitoring of assessment volume. TIG group and Dir of Enhancement continue to promote and support innovative and varied assessment types.</i>
<p>Good practice examples from 2016-17</p>	<p><i>Innovative practice and developments, of wider interest across the University</i></p> <ol style="list-style-type: none"> 1. Working with the Careers Centre to develop the graduate employment project for the Management programme (likely the cause of improvement to DHLE data figures reported above). 2. Leaders in Residence conferences; these are good practices that were expanded this year and further expansion is sought for 201718 3. New initiative developing Students as Partners, focussing on collaboration between final year students and 2nd year students on the UG Management programme.

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| | <ol style="list-style-type: none">4. Set up of divisional Strategic Planning group, researching the key challenges and opportunities shaping the future business environment for UG and PG education for LUBS Management Division over the next 10 years.5. MBA and MSc Management have achieved maximum re-accreditation by AMBA; significant improvements in feedback and ranking on fulltime MBA. |
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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	Ongoing improvements such as perfecting exam scripts, letting the benefits of DTSEC come to fruition, and encouraging more lecture capture and online marking, should create small but incremental improvements.	A major action for this year is to improve our DTSEC practice and maintain constant vigilance on exam scripts and assessment quality. We experienced a dip in NSS scores this year due to a problem with an exam paper, and this is reflected in the programme review for the UG degree. We have already instigated much more in depth review processes and meetings for our DTSEC, and this has met with good feedback from the assessment team. We intend to maintain these high standards over the year.	Exam periods
The Teaching on my Course	TIG group to respond to the incoming TEF scheme: reward for excellent teaching, and ways of supporting those staff who are struggling with teaching. We are working with module leads to improve the quality of modules where identified in student feedback surveys. This is in the context of significantly increased student numbers, so maintenance will be a success, but we aim for improvement. UPDATE: this has been successfully maintained throughout the year and continues as ongoing; TIG members are mentoring and supporting colleagues, and collating and disseminating resources to assist with maximising teaching quality. Impact measurement so far is only anecdotal but will come through in a quantifiable form in NSS scores and level of student complaints, if any, later in the year.	Ongoing/maintenance	Ongoing/community of all teaching staff
Learning opportunities	Not in the plan last year, but see Learning Community below.	Initiative to pair second and final year students together as mentors/mentees, undertaken by TIG group member. This initiative enables younger students to navigate their study journey more effectively, and older students to gain experience as mentors.	In progress over the year 201718

<p>Assessment and feedback</p>	<p>Maintain high entry standards on all programmes to prevent further increase; we are investigating methods of maximising quality on MSc conversion programme.</p> <p>Reduction and rationalisation of assessment volume (a faculty initiative) has been embraced; this should mean reduction in turnaround times, particularly if others follow our lead. Staff in management are being asked to reconsider assessments on their modules – reduce where possible, or alter the format so that bottlenecks in mark processing can be lessened.</p> <p>UPDATE: Numerous modules have undergone assessment reduction, and some modules with smaller numbers have been suspended to further reduce the burden on academics and office processes. We are monitoring the effect of this, in particular keeping a close eye on whether formative feedback opportunities (now replacing a proportion of summative assessments) are being taken up by students.</p> <p>High quality MSc conversion was undertaken by several programme leaders who personally engaged with applicants (through the marketing team) to encourage them to ask questions and consider Leeds first choice. Some good conversions were made, though the turn up rate was still not what we would wish it to be on some smaller programmes. A higher rate on MSc Management compensated for this, but we would seek to rebalance this in future intakes.</p>	<p>New programme directors are in place on the GIM, ISIM, SMGE and Management MSc programmes, bringing on board staff who are highly engaged and committed to the courses. Several staff members are involved in overseas recruitment trips this year. Numbers of international applications are improving and it is our aim to keep up this momentum, engage in high quality conversion activity, and improve intake numbers for September 2018. A higher international number on some programmes is particularly desired, in line with our wish to promote a global outlook and intercultural awareness in our cohorts. At the same time, programme directors have identified the need for a strategic vision for programmes. We feel that having a well articulated and visible strategy will be useful in marketing, in helping students choose, and in communicating the strengths of the programme to all stakeholders.</p>	<p>PDs, by mid sem 2</p>
<p>Academic support</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>A major action for this year is the renewed model of personal tutoring. Personal tutoring was reviewed by the TIG group in June 2017, following feedback from students in the form of surveys and comments to tutors, and from staff who felt quality would be eroded with large tutor group numbers.</p>	<p>TIG group Completed and in place by Sept 2017</p>

		<p>A new model of numerous tutors each taking a small cohort forward through their student journey, was agreed and implemented. We will gather feedback on its success from tutors and students as part of our ongoing satisfaction surveys, though it should be noted that the true feedback will not be felt until these students have progressed through at least two years of studentship. The novel item of the new model is that the tutor stays with the same students as they progress, rather than each year of student life having a fresh tutor. Our aim here is to: respond to student requests for consistency of tutor; to be better equipped to advise and refer students due to greater knowledge, and to be more able to spot and quickly respond to any problems due to better knowledge of the student.</p>	
<p>Organisation and management</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>UPDATE: some issues were identified and resolved, but the majority were personal to staff members and did not result in a major action for the division.</p>	<p>An action for 201718 regarding the organisation of teaching is around the distribution of credits. Currently there are five exams for most second year students in January due to module distribution; although it looks balanced on paper, there are midyear exams in some modules that mean there are a lot of assessment events in a short space of time for second years. We have proposed moving a module to second semester to alleviate this, and are working on whether another module might have its midyear exam altered.</p> <p>An additional action is to bring in the 40 credit dissertation and 20 credit research methods module for our joint and co-taught UG programmes, and bring the MSc dissertation up to 45 credits/15 credit research methods, in line with competitors and in response to student feedback.</p> <p>As well as creating better balance of credit throughout programmes, changes on the management with marketing UG degree will enable us to seek CIM accreditation for the course, further enhancing our students' prospects.</p>	<p>UG PD and DSE, in process at the time of writing</p>

<p>Learning resources</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>UPDATE: new initiatives have been promoted by the Director of Enhancement and circulated to staff.</p>		<p>Ongoing, DoE and enhancement team</p>
<p>Learning Community</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>UPDATES: this has been successfully expanded and events are planned in for the coming year. We will seek student feedback on the effectiveness of these events.</p>	<p>Continue and expand leadership events.</p>	<p>Already planned in for 201718 by engagement team</p>
<p>Student voice</p>	<p>Not requested in plan last year; however, we have a robust system for student voice which we will make even better this year.</p>	<p>This year we have new personnel attending staff student forum, and a returners meeting planned for January to help finalist students navigate their last months of studentship and transition into the graduate world.</p> <p>An intention of the renewed personal tutoring model is that students will feel more at ease with consulting their tutors about any on course issues, and things can be raised and resolved more efficiently.</p> <p>MSc Management students have raised a request for more employability support on course. Their PD is working with the PDT to assimilate resources.</p>	<p>Ongoing, UG PD and DSE</p> <p>Ongoing, MSc PD and PDT</p>

<i>additional headings can be added as appropriate, i.e inclusive learning and teaching practice, personal development, Leeds Curriculum</i>			