

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

FACULTY OF BUSINESS
MARKETING 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	na	na	89%	86%	na	89%	85%	88%
The teaching on my course	na	na	84%	84%	na	89%	82%	85%
Learning opportunities	na	na	79%	80%	na	84%	84%	86%
Assessment and feedback	na	na	72%	65%	na	75%	71%	79%
Academic support	na	na	78%	77%	na	82%	79%	85%
Organisation and management	na	na	80%	78%	na	82%	79%	82%
Learning resources	na	na	86%	86%	na	91%	85%	90%
Learning community	na	na	76%	75%	na	79%	77%	83%
Student voice	na	na	67%	68%	na	75%	74%	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	Maintaining top ranking in marketing education with multiple staff receiving teaching awards across both undergraduate and postgraduate levels, complemented by a world reputable centre of research in marketing.
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<p>Key strategic actions for 2017-18</p>	<ol style="list-style-type: none"> 1.Enhance feedback and communications to clarify assessment strategy. 2.Prioritise personal and professional development across programmes. 3.Reflect on resourcing in the context of increasing student numbers.
<p>Evaluation of main actions from 2016-17</p>	<ol style="list-style-type: none"> 1. Too early to receive student feedback on this 2. Initial employment statistics from recent graduates is looking good 3. There have been less pressure on teaching staff last semester as a result of restructuring some of the teaching allocation
<p>Good practice examples from 2016-17</p>	<ol style="list-style-type: none"> 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. 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. 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.

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	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.	Action: Enhancement of student experience by seeking to improve on overall satisfaction across the programmes. Programme management teams to work on ways of over-representation of students from particular nationalities and make use of the scholarships to attract more UK, European and North and South American students. Since the Division believes that very high student numbers on our programmes lead to drop in student satisfaction, the Division is to manage the student intakes by such means as early closure of applications for programmes such as IMM. 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 five 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.	Teaching team
The Teaching on my Course	With few exceptions, Individual module evaluations reports were all recording good 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%.	Action: The module leader to examine individual module evaluation reports to identify areas that need improvements.	Module leaders.
Learning opportunities	Learning opportunities are reflected in the highly evaluated teaching in the courses. The variety of assessment styles across the programmes and	Action: The module leader to examine individual module evaluation reports to identify areas that need improvements.	Module leaders.

	the optional modules create additional learning opportunities for students with varying subject interests and learning styles.		
Assessment and feedback	At PG and UG level assessments and feedback remains to be in the less than 75% category across the programmes in marketing. 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	Actions: Module leaders to look into assessments carefully, use the scrutinisation 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.	Module leaders to action during marking periods. Programme teams to consider ongoing action.
Academic support	At PG level academic support in terms of providing sufficient advice and support for studies have increased across all three programmes Preparation to undertake dissertations and projects recorded decline implying the need to provide better guidelines on quantitative and qualitative dissertations and projects. The earlier allocation of supervisors might be helpful in this regard.	Action: Review academic support mechanisms in the context of increasing student numbers and resource constraints. 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.	Programme teams. Ongoing.
Organisation and management	Organisation and management of the programmes continue to be a concern across the programmes with IMM and CCPR recording a further decline in the ratings. But at UG level both International Business with Marketing and Management and Marketing, organisation and management has been evaluated highly.	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.	Programme Directors and module leaders.
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. However, the divisional policy is to	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	Programme teams. Ongoing.

	<p>restrict it to only audio capture, while a number of colleagues have opted out from lecture capture completely. iPad use as a learning resource is patchy, with some colleagues using it for quizzes and interactive seminar delivery and others using it just 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 MINERVA as the main learning medium across the programmes.</p>	<p>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).</p>	
<p>Learning Community</p>	<p>Within community Personal development support has declined for both CCPR and IMM programmes while it has gone up for Advertising & Marketing. This is in spite of the support provided via personal tutors and the Professional Skills & Employability module. At UG level the Head of Year role directly supported personal development.</p>	<p>Action: No specific new action proposed, but continue to improve student learning communities and opportunities for skills and employment at both PG and UG levels.</p>	<p>Divisional Programme Directors and Heads of year.</p>
<p>Student voice</p>	<p>Student voice is performing better on PG level as opposed to UG. The personal tutors and professional development tutors might have been helpful in this regard.</p>	<p>Action: The division is considering a redesign of the head of year system for UG with multiple heads of year and overlapping years. This might give the students better report with their HOY throughout their education.</p>	<p>Divisional Programme Directors and Heads of year.</p>