

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

**FACULTY OF BUSINESS  
WORK AND EMPLOYMENT RELATIONS DIVISION**

<b>EXECUTIVE SUMMARY</b>								
<i>Aspect</i>	<i>Undergraduate Programme Experience Survey</i>				<i>National Student Survey</i>		<i>Postgraduate Programme Experience Survey</i>	
	<b>2017-18</b>				<b>2017-18</b>		<b>2017-18</b>	
	<b>School</b>		<b>University</b>		<b>School</b>	<b>University</b>	<b>School</b>	<b>University</b>
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 1</b>	<b>Year 2</b>				
<b>Overall Satisfaction</b>	86%	95%	89%	86%	80%	89%	94%	88%
The teaching on my course	77%	80%	84%	84%	80%	89%	81%	85%
Learning opportunities	71%	79%	79%	80%	70%	84%	86%	86%
Assessment and feedback	74%	64%	72%	65%	70%	75%	86%	79%
Academic support	79%	86%	78%	77%	83%	82%	85%	85%
Organisation and management	85%	84%	80%	78%	80%	82%	82%	82%
Learning resources	78%	96%	86%	86%	87%	91%	92%	90%
Learning community	86%	92%	76%	75%	65%	79%	81%	83%
Student voice	74%	78%	67%	68%	73%	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)

<p><b>Headline achievement from 2016-17</b></p>	<p><i>Provide a single, concise headline achievement for the School from 16-17 which can be included in further communication to students.</i> Student feedback for the MA HRM modules is exceedingly positive, this is particularly so in relation to the University's gold measure questions. It is clear that students find the programme team to be engaging, enthusiastic and approachable and the module resources to be of a high quality</p>
<p><b>Key strategic actions for 2017-18</b></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"> <li>1. The programme teams continue to reflect on assessment, thinking through and taking seriously changes to assessment at the programme level</li> <li>2. We are continuing to monitor and discuss feedback, by understanding and setting expectations for the students about feedback and hence attempting to increase satisfaction</li> <li>3. At UG level, heads of year will be encouraged to keep students informed of wider opportunities to apply what they have learned in shadowing/mentoring/work experience openings which abound within LUBS and the university more broadly</li> </ol>
<p><b>Evaluation of main actions from 2016-17</b></p>	<p><i>Brief update on the 3 main actions identified from the previous session</i></p> <ol style="list-style-type: none"> <li>1. <b>To provide work experience funding for 10 HR placements for four weeks with local employers for MA students ...</b> Funding was secured through FEG to pilot a work placement scheme for MA HRM students in 2016/17. The PDT worked with external organisations to source 9 placements opportunities offering programme-specific work experience at a host organisation. Of these, 7 were 4 week (full-time) placements during the Easter break and 2 were part-time placements which took place during term time. This scheme generated a lot of student interest, attracting over 60 applicants. The placements were also very successful, with students and placement hosts giving very positive feedback. In terms of wider benefit, all applicants gained application and interview experience and received feedback to assist them in future applications. Prior to the placement application deadline, a CV / application writing skills session was also offered to all students.</li> </ol>

	<p><b>2. Continue to develop the e-mentoring scheme through student 'e-mentors' to improve student experience, expand networks and online communication skills.....</b> The e-mentoring scheme was continued in and we were able to meet all requests (13 students) from new students for a mentor from the previous year's cohort. These are self-managed relationships, but students were matched by country in which they planned to work so that mentors could advise on job market conditions as well as provide information on the course, opportunities and life in Leeds. Feedback from student mentees during the year was positive about the mentoring support they received and most of the mentees have volunteered to be mentors to new students in 2017/18,</p> <p><b>3. In response to student feedback, look to simplify and standardise assessment ...</b> At TPG level we still feel that we over assess and we have kept this under review and we will discuss assessment throughout the year. In this year we have made two assessment changes: LUBS 5330 removing 2500 word individual assessed coursework so that there is now a presentation (20%), reflexive log (20%) and exam (60%; and to LUBS 5337 reduce to 1x3000 word essay (75%) plus class participation (10%) and group presentation (15%). We will continue to review feedback across the programme in order to reduce over assessment in time for the 2018/19 academic year. At UG level, Assessments for LUBS1755 were simplified and made the same for those students taking the 1-semester and 2-semester versions of the modules. This resulted in a good level of satisfaction for students in terms of module review, and students indicated a very high level of satisfaction with the teaching on the module (89%).</p>
<p><b>Good practice examples from 2016-17</b></p>	<p><i>Innovative practice and developments, of wider interest across the University</i></p> <p><b>1.</b> We are continuing to monitor and discuss feedback, by understanding and setting expectations for the students about feedback and hence attempting to increase satisfaction. We cover expectations in the induction period in a lecture setting out to all students what we provide in relation to feedback for example essay plans for assignments and summative feedback after marking. We have emphasized how important it is to take advantage of the practice essay we set at the start of term which personal tutors use to guide students in terms of academic writing and essay structure.</p>

2. In 2016/17 we secured funding through FEG to pilot a work placement scheme for MA HRM and MSc Management Consulting students. The PDT worked with external organisations to source 9 placements opportunities offering programme-specific work experience at a host organisation. Of these, 7 were 4 week (full-time) placements during the Easter break and 2 were part-time placements which took place during term time. Although most of the placements had an HR focus, there was a lot of student interest from both cohorts, with over 60 applicants. The placements were very successful, with students and placement hosts giving very positive feedback. In terms of wider benefit, all applicants gained application and interview experience and received feedback to assist them in future applications. Prior to the placement application deadline, a CV / application writing skills session was also offered to all students.

3. For undergraduates, the 'revolving heads of year' approach taken by WERD is increasingly being adopted by other divisions within LUBS, whereby the head of first year progresses alongside their students to second and third year. This gives a much more detailed knowledge and appreciation of the student journey from year one to year 2, and from year 2 to years 3 and 4.

**Action Plan prompts:**

*Indicator:* source of evidence initiating action, i.e. NSS results, module evaluation, external examiner report

*Curriculum reference:* If appropriate, indicate where, within the context of module/programme, the impact of the action point be evidenced.

*Reference to strategic imperative:* If appropriate, indicate where, within the context of the following strategic imperatives, the impact of the action will be evidenced: diversification of intake, simplification of portfolio, active engagement and support for students, improving graduate outcomes

*Responsibility:* Who will be responsible for ensuring the action is undertaken?

*Timescales:* When does the School expect to undertake/complete the action? i.e. report to March FTSEC

**The Teaching on my Course**

Indicator	Action Point	Reference to strategic imperative	Curriculum reference	Responsibility	Timescales
UG PES and NSS	In response to the Y1 programme experience survey, the head of first year will monitor students' experience of teaching throughout students' first year through the weekly LUBS1080 sessions, as well as PASS sessions and in 1-1 personal tutorial meetings. In response to NSS survey data, the programme team will work to identify how the Divisional result will exceed 80%. The small cohort lends itself to response volatility.	Active engagement and support for students	Across the programme	Head of Year and UG Teaching Team	Ensuing academic year

PG PES	In order to improve the PES response to Teaching, the Division has established a 'pedagogy' group to teaching practices and develop support or training for colleagues as well as enhancing student experience.	Active engagement and support for students	Across the programme	Programme team and pedagogy group	Ensuing academic year
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### Learning Opportunities

Indicator	Action Point	Reference to strategic imperative	Curriculum reference	Responsibility	Timescales
Undergraduate year 1 PES and NSS	Improve feedback on Learning Opportunities: Heads of year will be encouraged to keep students informed of wider opportunities to apply what they have learned in shadowing/mentoring/work experience openings which abound within LUBS and the university more broadly.	Active engagement and support for students, improving graduate outcomes	Across programme	Heads of Year and programme team	Ensuing academic year

### Assessment and Feedback

Indicator	Action Point	Reference to strategic imperative	Curriculum reference	Responsibility	Timescales
UG: NSS	WERD students recorded higher than average levels of satisfaction with the 'assessment and feedback' group of questions, so the former head of first year will be asked to share their best practice with other members of the UG teaching team. Nevertheless, continued improvement of satisfaction with feedback and assessment is the goal hence, the teaching	Active engagement and support for students	Across programme	The teaching team, Heads of Year and DDSE	Ensuing academic year

	team, Heads of Year and DDSE will as reflect on how assessment and feedback can be improved. Additional efforts will be made to clarify expectations of students and their assessments at the start of each semester				
PG and generally	Although at PG level, PES feedback indicates satisfaction against this criterion, continuing harmonizing of assessment and marking by reducing the number of assignments, and align the credits for same assignment types will continue.	Active engagement and support for students	Across programme	The teaching team, Heads of Year and DDSE	Ensuing academic year and ongoing.

## Academic Support

Indicator	Action Point	Reference to strategic imperative	Curriculum reference	Responsibility	Timescales
UG; NSS/PES	General reflection: The activities of the new 'employability and opportunity' hub at LUBS is a focus of academic support and WERD students will be made aware of all the work-based opportunities that they will have.	Active engagement and support for students	Across programme	Programme Director	Ongoing
PG and generally	MSc Consulting - positive feedback regarding introduction to external consultants. This opportunity will be extended where feasible. In order to provide support through placements and dissertation opportunities, the Division, led by a PDT will review the function of the	Active engagement and support for students	Across programme	Programme Team	Ongoing

	Divisional Advisory Board and HR Leaders Forum.				
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## Organisation and Management

Indicator	Action Point	Reference to strategic imperative	Curriculum reference	Responsibility	Timescales
UG: PES/NSS	<p>WERD first year undergraduate students recorded the highest LUBS (85%) satisfaction in LUBS for 'organisation and management'. The former head of first year will be asked to share their best practice with other members of the UG teaching team.</p> <p>In order to ensure better consistency or organisation and management for the sole core module for BA Management and the Human Resource students, LUBS3070 Strategic Management, all teaching staff will meet to ensure consistency in message, teaching, marking and content covered 2 times a semester.</p>	Active engagement and support for students	Across programme	Teaching team	Ensuing academic year
PG: General	<p>Responding to student feedback over previous years about the content of the core module (LUBS 5330), this module was substantially revised for the 2017-18 academic year. This has involved module structure, content, seminar teaching and teaching team. The impact of this change will be monitored.</p> <p>MSc Management Consulting ran for the first time in 2016/17. Its organisation and management is, hence, still evolving. New</p>	Simplification and active engagement and support for students	Across programme	Teaching team	Ensuing academic year

	optional choices and possible changes to the core modules will be considered and presented to PAG in January 2018. The word length of the dissertation/project will also be discussed.				
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## Learning Resources

Indicator	Action Point	Reference to strategic imperative	Curriculum reference	Responsibility	Timescales
UG: PES	Module reading lists to be uploaded in a timely manner and to ensure core texts remain current.	Active engagement and support for students	Across programme	Module leaders	Ensuing academic year
PG:PES	For the new MSc in Management Consulting Dissertation/project – the challenges of sourcing 60 projects for students is considerable and ways of resolving this problem have been discussed. It has been agreed that as much consulting work is of a group nature students would still submit a 12,000 word dissertation, but might be working initially in groups with an organisation, or academic, on related research areas.	Active engagement and support for students	Across programme	Programme Director and DDSE	Ensuing academic year
PG: Student Rep[s]	Students raised the issue of model answers being made available at the end of seminars. It was agreed that the key points raised in the seminar discussions could be summarised at the end.	Active engagement and support for students	Across programme	Teaching team	Ensuing academic year

## Learning Community

Indicator	Action Point	Reference to strategic imperative	Curriculum reference	Responsibility	Timescales
UG: NSS	<p>Whilst PES feedback was good and exceeded that of the university, NSS feedback was problematic. In order to improve the Divisional sense of community, the programme director will initiate a once-per-semester 'meet the rest of the cohort' networking event, utilising the divisional allocation of the student education enhancement budget to provide basic catering. The first of these events was held on 26<sup>th</sup> September 2017 and was a resounding success: students greatly appreciated the chance to meet other year groups, and to get valuable advice about modules of study as well as graduate jobs/internship applications advice.</p> <p>Two HRM students are in the process of setting up a dedicated Leeds University Union 'HRM Society': this will act to further enhance the community cohesion of the WERD UG students. Such a dedicated society should increase community cohesion further, and will hopefully bring the Work and Employment Relations division further in line with high-achieving UG programmes like Accounting &amp; Finance, whose students developed the FABSOC – finance, accounting and business society.</p>	Active engagement and support for students	Across programme	Programme Director and teaching team	Ensuing academic year
PG: General	Students reps organised 2 networking events followed by dinner for all the cohort – these were well attended and enjoyed by	Active engagement and support for students	Across programmes	Programme Director	Ensuing academic year

	students and staff in attendance, but there was great concern that these events were no longer allowed to take place off campus and University regulations were making these events too difficult to organise and not as much fun as previously. Events such as these will be arranged over the coming academic year				
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### Student Voice

Indicator	Action Point	Reference to strategic imperative	Curriculum reference	Responsibility	Timescales
UG: Student reps and SSF	<p>On our UG programmes we appoint a student representative from each of levels one, two and three. The role of these student representatives is to convey the collective view of their year regarding any issues or problems to the programme director and heads of year. They also participate in divisional formal staff-student for a, run by the programme director every term.</p> <p>Peer Assisted Study Support (PASS) also provides a formal voice channel from level one students via the PASS leaders who are in level 2, through their regular de-briefs with the head of year 1.</p>	Active engagement and support for students	Across programmes	Programme Director; Heads of Year	Ongoing

	<p>We also have final year students who are active in faculty intern roles (employed). This is particularly evident in the admissions intern role, which employs final year students to speak at open days. We engage strongly with our students here on how best to promote the programme.</p> <p>Our typically smaller cohorts (c25 per year) allow more focussed engagement with heads of year, and a robust student voice channel through their termly personal tutor meetings.</p>				
PG; Student reps and SSF	<p>Across the two masters programmes over 2016-17, a number of SSFs were held (4 for MA HRM, 2 MSc Consulting). The importance of these fora was explained to the students it was as a forum to air any problems or difficulties students might be facing throughout the programme. It was also highlighted that they should not be afraid of speaking out about negative issues impacting the cohort and that this forum was created as a vehicle to formally address any student issues.</p> <p>We received positive feedback from the student reps regarding the MA HRM and had an opportunity to listen to concerns – both sides found the meetings very helpful.</p>	Active engagement and support for students	Across programmes	Programme Director	Ensuing academic year

	<p>Student reported that they enjoyed liaising between their peers and staff and found this a rewarding experience.</p> <p>A number of the reps (we had 6) contributed to open days by talking to potential students about the benefit of the MA HRM programme – we were very appreciative of their efforts in relation to this as student voices provide a greater authenticity when promoting the programme.</p> <p>SSF will continue to be prioritised.</p>				
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### Blended Learning

Indicator	Action Point	Reference to strategic imperative	Curriculum reference	Responsibility	Timescales
UG: All sources	Exploration of flipping lectures	Active engagement and support for students	Across programmes	Teaching team	Ensuing academic year
PG: All sources	Investigation of the increased utilisation of iPad technology for lecture and seminar work and exploration of flipping lectures.	Active engagement and support for students	Across programmes	Teaching team	Ensuing academic year

### Inclusive Learning and Teaching practice

Indicator	Action Point	Reference to strategic imperative	Curriculum reference	Responsibility	Timescales
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UG: All sources	University and LUBS Inclusive Learning strategy has been briefed out and implemented by the Division. This will receive ongoing monitoring	Active engagement and support for students	Across programmes	Teaching team	Ongoing
PG: All sources	University and LUBS Inclusive Learning strategy has been briefed out and implemented by the Division. This will receive ongoing monitoring	Active engagement and support for students	Across programmes	Teaching team	Ongoing

### Leeds Curriculum

Indicator	Action Point	Reference to strategic imperative	Curriculum reference	Responsibility	Timescales
UG: All sources	The three dimensions of the Leeds Curriculum, RBL, incorporation of Programme Threads and Broadening, are incorporated into programmes and their presence will continue to be monitored.	Active engagement and support for students, improving graduate outcomes	Across programmes	Programme Director	Ongoing