

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2012-13

School: Lifelong Learning Centre

Reporting to: Faculty of Education, Social Sciences and Law

Aspect	National Student Survey								Undergraduate Programme Experience Survey								
	2011-12		2010-11		2009-10		2008-09		2011-12			2010-11		2009-10		2008-09	
	LLC	Uni	LLC	Uni	LLC	Uni	LLC	Uni	ISFY	LLC	Uni	LLC	Uni	LLC	Uni	LLC	Uni
Overall satisfaction	94	87	75	86	100	82	91	84	96	98	85	95	83	92	84	94	82
Teaching	91	90	85	88	98	85	94	86	93	98	84	96	83	92	83	97	82
Assessment & feedback	84	69	62	65	86	61	79	61	83	92	61	84	56	80	57	81	54
Academic support	91	80	75	77	87	74	83	75	93	89	72	87	68	77	68	83	66
Organisation & management	87	83	81	82	92	79	89	79		87	74	81	83	77	73	75	70
Learning resources	83	88	85	87	89	85	79	86	89	85	78	79	77	77	76	76	77
Personal development	81	81	69	78	90	76	81	78	89	86	68	83	65	73	63	71	62
Satisfaction with Student Union	49	90															

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)

Impact of 2010-11 actions	<ul style="list-style-type: none"> • <i>Bespoke LeedsforLife forms have been developed for part-time students and have led to an increase in use of the website as a resource for tutorials. Levels of student engagement with the site have still to rise significantly if they are to begin to reflect the tutorial support that they receive.</i> • <i>Development of VLE resources has continued, notably in the Business Management, PHE and Arabic and Islamic Studies programmes.</i> • <i>Planning for the move to the LLC of the Interdisciplinary Science Foundation year has led to the introduction of new approaches to student support during 2011/12. This has resulted in higher rates of completion and progression as well as a marked rise in student satisfaction.</i>
Achievements in 2011-12	<ul style="list-style-type: none"> • <i>Support for part-time and foundation level students in their development of academic skills has increased with a greater volume of one-to-one as well as group sessions and closer integration of skills and subject learning.</i> • <i>A strategy has been generated for each programme to improve the resources available to students for career planning and development.</i> • <i>A number of programmes have been revised for 2012/13 to ensure that they remain current and provide an outstanding student experience. A suite of new foundation programmes has also been developed.</i>
Main actions for 2012-13	<ul style="list-style-type: none"> • <i>Enhance the students' learning experience through improvements in Technology Enhanced Learning led by a project group with dedicated staff time.</i> • <i>Introduce diagnostic processes that help students to identify and make progress with skills development and ensure that support from tutors is well focussed.</i> • <i>Deliver support for career planning and development on a programme by programme basis.</i>

The School's full action plan may be accessed via the following link: www.leeds.ac.uk/respondingtoyourfeedback/school.html

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2011-12

School: Lifelong Learning Centre

Reporting to: Faculty of Education, Social Sciences and Law

Aspect	Progress with actions in response to 2010-11 feedback and indication of impact	Issues raised in 2011-12 feedback	Planned response in 2012-13
Overall satisfaction	<ol style="list-style-type: none"> 1. Work with University colleagues has ensured the accuracy of the 2011/12 NSS sample. 2. Further efforts to increase response rates have had a positive impact: NSS up from 35% to 65%, Programme Survey from 37% to 55%. 3. New arrangements for academic leadership and student support on Interdisciplinary Science have been introduced and made a difference: overall satisfaction up from 63% to 96%; 100% progression to HE of students completing the year. 4. Regular student staff meetings have been held at programme level to enable timely feedback and sustain the Partnership. 	<ul style="list-style-type: none"> • Overall levels of satisfaction are strong and consistent with scores in previous years (NSS for 2010/11 was based on a limited and flawed sample). • It is particularly encouraging to see the increased levels of satisfaction across all categories for Interdisciplinary Science which came to the LLC in 2011. • 100% satisfaction was recorded on the Programme Survey for 4 out of 6 programmes (year 1) and 2 out of 3 (years 2+). 	<ol style="list-style-type: none"> 1. Ensure that a high quality student experience is provided on new programmes (Earth & Environmental Sciences, Foundation Business Studies). Evaluate through regular student feedback including mid-module reviews. 2. Design high quality new / revised programmes for 2013/14(BA Contemporary & Professional Studies; Arts & Humanities Foundation Year; revised Interdisciplinary Science).
Teaching	<ol style="list-style-type: none"> 5. Feedback from each module has been discussed at the Student Education Committee. Any issues are identified and follow-up action agreed. 6. Staff have continued to develop the VLE to support learning e.g. online tests for formative assessment; virtual dissections and simulations in PHE Biology, Pen Pad in Financial Resources module 7. Tutors have been supported in their own scholarship to ensure that teaching is grounded in current research and educational practice e.g. professional and academic conferences, research degrees. 	<ul style="list-style-type: none"> • Scores for the quality of teaching are consistently high and supported in qualitative feedback which is typified by terms such as “brilliant”, “exciting”, “excellent”, “supportive”. • External Examiners all commend the high quality of teaching and commitment of lecturers. • Specific issues in relation to teaching are raised in relation to occasional individual modules. In particular we note lower levels of satisfaction with tutor input on project and dissertation modules. 	<ol style="list-style-type: none"> 3. Initiate a development project, with dedicated staff time, to enhance the students’ learning experience through improvements in Technology Enhanced Learning. 4. Review and improve tutor support for project/research modules, including greater use of group sessions where appropriate. Evaluate through mid and end module reviews. 5. Continue to support scholarship in programme staff to ensure that teaching is grounded in the latest research and educational practice.
Assessment & feedback	<ol style="list-style-type: none"> 8/9. Careful monitoring of the return of feedback to students seems to have had some success in preventing unnecessary delays. Scores for the “prompt feedback” question are up on all previous years for both NSS (86%) and Programme Survey (89%). Some issues remain e.g. those arising from block teaching on the BA Early Childhood Studies. 10. The decline in the perceived effectiveness of feedback after year 1 has been discussed with students but this has not identified factors that could inform development of our practice. 11. More attention has been given to the provision of constructive feedback to help students to develop their use of English. 12. Moderation meetings have been introduced for Interdisciplinary Science and an External Examiner 	<ul style="list-style-type: none"> • Overall scores for assessment and feedback are comparatively strong. However, the surveys show that there are still some instances where feedback has not been prompt (Interdisciplinary Science, Early Childhood Studies). • Although the NSS gives a 75% rating for the question on the helpfulness of feedback in clarifying understanding, Programme Survey Scores are consistently higher with a satisfaction range between 83% and 100%. • External Examiners all praise the quality of feedback. They commend the structured feedback forms, commentary on scripts and outstanding work of some individual tutors. 	<ol style="list-style-type: none"> 6. Ensure that re-structuring of the timetable for Early Childhood Studies is used as an opportunity to speed the return of feedback. Work with Leeds City College to improve feedback times for Interdisciplinary Science. 7. Review assessment criteria and feedback forms in the light of the University’s Assessment and Feedback principles and in conversation with students. Identify and implement any desired developments. 8. Establish more consistent, developmental ways of providing feedback on use of English.

	<p>appointed. Both have ensured rigorous handling of processes for assessment and feedback.</p> <p>13. We have established a policy in which work is returned to students for correction where it fails to comply fully with LLC policy on the anonymity of research subjects.</p>		
Academic support	<p>14. Skills modules have been taught by core programme staff to ensure better integration between skills and subject learning.</p> <p>15. Appointment of a new full-time academic skills tutor has significantly increased the support available to students (e.g. doubling of one-to-one sessions; improved skills workshops) .</p> <p>16. Regular surgeries and tutorials from University staff have been introduced for Interdisciplinary Science. These have been well received (93% score for academic support) and completion and progression rates have improved on previous years.</p> <p>17. Bespoke tutorial forms for Leeds for Life and promoted. Student take-up has increased but remains low – more work is needed to address this.</p>	<ul style="list-style-type: none"> • Student feedback on academic support is generally very positive. This extends to LLC welcome and programme induction events and our study skills support. • Advice on module choices is clearly flagged as an issue for faculty-based part-time students. For other programmes the students' response is less clear since there is no, or very limited, provision of optional modules. 	<p>9. Introduce diagnostic processes that help students to identify and make progress with skills development and ensure that support from tutors is well focussed.</p> <p>10. Promote and monitor use of the bespoke tutorial forms on the LfL website.</p> <p>11. Produce an individual plan for each faculty-based part-time student that covers the duration of their studies as the basis for improved support with module choices.</p>
Organisation and management	<p>18. Practical problems associated with faculty-based part-time study have been addressed through annual meetings with Schools and work with individual students.</p>	<ul style="list-style-type: none"> • Feedback on organisation and management of programmes is generally positive. • The current pattern of block teaching on the BA Early Childhood Studies receives negative comment. • Students taking part-time routes through full-time programmes report issues with timetabling and a sense of being disadvantaged in comparison with their full-time counterparts. 	<p>12. Re-structure delivery of the BA Early Childhood Studies into weekly sessions.</p> <p>13. Continue to work with Schools and to provide additional support for part-time students in faculties to ensure that practical problems associated with part-time study are minimised.</p>
Learning resources	<p>19. Use of digitized resources has further increased. Levels of satisfaction with library resources have risen to 89% (NSS) and 92% (Programme Survey).</p> <p>20. College-based Interdisciplinary Science students have been introduced to University resources and seem to have made greater use of these than in previous years.</p> <p>21. We have worked within the constraints of University timetabling to ensure the most appropriate accommodation for LLC classes.</p>	<ul style="list-style-type: none"> • Feedback scores for library and ICT resources have improved steadily although qualitative feedback reflects the struggle that some part-time students experience in making full use of library facilities. • The question on specialist equipment and rooms receives the most negative scores. This seems to be a comment both on the quality and distribution of teaching space and on the lack of relevance of the "specialist equipment" part of the question. 	<p>14. Continue to enrich learning resources through development of technology enhanced learning and to work with the library to increase use of digital resources and ensure the best facilities for part-time learners.</p> <p>15. Continue to work within the constraints of University timetabling to ensure the most appropriate accommodation for LLC classes.</p>
Personal development	<p>22. On-course advice and guidance has continued to be available. 153 students received guidance interviews.</p> <p>23. A strategy has been identified for each programme to improve the support available to students for career planning and development. This will be implemented in 2012/13.</p>	<ul style="list-style-type: none"> • Professional development is integral to the curriculum of most LLC programmes and there is a significant investment in supporting personal development through specialist Advice Guidance and other cross-programme services. Although the Programme Survey scores reflect steady improvement over the years our sense is that neither survey reflects the extent of the personal development that takes place. 	<p>16. Deliver support for career planning and development on a programme by programme basis.</p> <p>17. Improve our understanding of students' perspectives on personal development and identify any ways in which support may be enhanced.</p>

LUU		Low LLC scores for the student union seem to reflect levels of engagement of older, part-time learners rather than being a measure of dissatisfaction.	18. Continue to work in partnership with the LUU to raise its profile amongst LLC students. 19. Promote use of LUU student representative structures.
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