

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2010-11

School: Lifelong Learning Centre

Reporting to: Faculty of Education, Social Sciences and Law

Aspect	National Student Survey								Undergraduate Programme Experience Survey							
	2010-11		2009-10		2008-09		2007-08		2010-11		2009-10		2008-09		2007-08	
	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	75	86	100	82	91	84	96	85	95	83	92	84	94	82	92	81
Teaching	85	88	98	85	94	86	94	85	96	83	92	83	97	82	96	83
Assessment & feedback	62	65	86	61	79	61	81	60	84	56	80	57	81	54	65	61
Academic support	75	77	87	74	83	75	81	74	87	68	77	68	83	66		
Organisation & management	81	82	92	79	89	79	77	78	81	83	77	73	75	70	91	76
Learning resources	85	87	89	85	79	86	71	88	79	77	77	76	76	77	82	83
Personal development	69	78	90	76	81	78	89	76	83	65	73	63	71	62	80	65

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 2009-10 actions	<ul style="list-style-type: none"> • <i>Promotion of personal tutoring has increased student participation, with average levels of take-up across programmes at 80%. Promotional material has been developed and used to highlight the relevance of LeedsforLife for part-time, mature learners.</i> • <i>VLE resources continue to develop and have resulted in greater use of web and social networking technology.</i> • <i>Significant changes have taken place in some programmes to improve the student experience and address issues raised in feedback (e.g. Business Management, Preparation for Higher Education). Positive feedback on these programmes for 2010/11 indicates the success of these measures.</i>
Achievements in 2010-11	<ul style="list-style-type: none"> • <i>Initiatives to promote employability for students have included validation of LLC Business Management programmes by the Chartered Management Institute (CMI) and successful delivery of a pilot project aimed at providing support for mature students in enhancing their employment application skills (this will be embedded in future provision).</i> • <i>LLC staff have worked in partnership with the LeedsforLife team to develop tutorial web forms for 2011/12 that will function properly for part-time students and be relevant for those studying as mature learners.</i> • <i>We have continued to be proactive in developing VLE resources e.g. development of online Arabic Language materials and exercises on the VLE for Preparation to Higher Education students to develop academic skills and fill knowledge gaps.</i>
Main actions for 2011-12	<ul style="list-style-type: none"> • <i>Review and development of LLC's support for students in their development of academic skills and career enhancement.</i> • <i>Stronger academic leadership of the Interdisciplinary Science Foundation Year to enhance the students' learning experience.</i> • <i>Further development of programme student-staff meetings to elicit timely feedback from students and forward The Partnership.</i>

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Aspect	Progress with actions in response to 2009-10 feedback and indication of impact	Issues raised in 2010-11 feedback	Planned response in 2011-12
Overall satisfaction	<p>No actions were planned in relation to overall satisfaction.</p>	<ul style="list-style-type: none"> • The Programme Survey includes the large majority of LLC students. An overall satisfaction rating of 95% is in line with all previous programme and NSS surveys. • The NSS draws on a restricted sample. It reflects the views of only 12 respondents of whom at least 2 were non-LLC students included by error. • From 2011/12 the LLC has responsibility for the Interdisciplinary Science Foundation Programme (ISFY) taught primarily at Leeds City College. Scores for last year are lower than for other LLC programmes (Overall Satisfaction 63%) and reflect a low response rate of 16% (8 students). 	<ul style="list-style-type: none"> • Work with University colleagues to ensure the accuracy of the NSS sample. • Work on a programme-by-programme basis to maximise survey response rates. • Establish new arrangements for ISFY to ensure close University management and academic leadership of the programme. • Review and develop our use of programme student-staff meetings to elicit timely feedback from students and forward The Partnership.
Teaching	<ul style="list-style-type: none"> • New modules were successfully developed and delivered for PHE (with very positive feedback from the External Examiner) and Business Management (level 1 project). • VLE usage has continued to expand and diversify e.g. greater use of blogs through which tutors can gauge and give feedback on students' learning. • Links with academic schools in disciplines that relate to LLC provision have been strengthened e.g. LUBS representation on the learning & teaching committee; partnership with Arabic & Middle Eastern Studies. 	<ul style="list-style-type: none"> • "Excellent teaching", "Enthusiastic tutors", "course is contemporary, up-to-date and relevant" are typical qualitative comments from students. • 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 (including some on ISFY). 	<ul style="list-style-type: none"> • Address any module-specific issues through revisions in allocation of tutors and close working with teaching staff and students. • Continue to develop imaginative use of learning resources via the VLE including social networking and blogs as a means of charting progress and providing support and feedback to students. • Continue to support scholarship in programme staff to ensure that teaching is grounded in the latest research and educational practice.
Assessment and feedback	<ul style="list-style-type: none"> • The Family Support team has been strengthened by the appointment of a full-time Deputy Programme Manager. This has improved the availability of staff to discuss feedback with students. • The 3-week turn round time for feedback has been trialled and in most cases achieved. Where this has not happened with individual modules, the trial has enabled us to identify the reasons so that these can be addressed next year. • Blind double marking has been successfully introduced for dissertations. • Assessment criteria for Creative Writing have been 	<ul style="list-style-type: none"> • Return of feedback has been delayed in one or two modules. Although untypical, these instances have a damaging impact on student experience (reflected in some individual programme scores). • External Examiners are consistent in praising the quality of feedback. They commend the structured feedback forms, commentary on scripts and outstanding work of some individual tutors. • In common with the rest of the sector, student scoring of the value of feedback is higher in year 1 than subsequently (although we have one programme that bucks this trend). 	<ul style="list-style-type: none"> • Identify and address the specific causes of delayed return of feedback on individual modules last year to avoid repetition of problems. • Monitor return of student feedback in order to take action should unexpected delays arise. • Seek better understanding from students as to why perceived effectiveness of feedback declines from year 1. Identify any developments to existing good practice. • Ensure provision of constructive feedback to help students to develop their use of English.

	<p>revised for 2011/12 with additional criteria for poetry.</p> <ul style="list-style-type: none"> • Moderation meetings have been introduced for the Business Management Programme • Tutors have sought to make opportunity for discussion of feedback both informally and in tutorials. 	<ul style="list-style-type: none"> • ISFY respondents indicate serious dissatisfaction with the extent to which feedback has helped them to develop their understanding. • One Examiner has noted the inadvertent identification of research subjects by students in otherwise properly anonymised work. 	<ul style="list-style-type: none"> • Introduce moderation meetings for ISFY, appoint an External Examiner and work with tutors and students to improve the usefulness of feedback on assignments. • Return work to students for correction where an assignment fails to comply fully with LLC policy on the anonymity of research subjects.
Academic support	<ul style="list-style-type: none"> • Improvements have been made to the study skills module in Family Support and further developments are planned for 2011/12. • The relevance of <u>LeedsforLife</u> for mature, part-time learners has been highlighted through promotional materials and in tutorials. Bespoke tutorial web forms have been developed with the LfL team ready for 2011/12. 	<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. The question on advice with module choice receives an equivocal response since several part-time programmes have no, or very limited, provision of optional modules. • ISFY respondents indicate low satisfaction with academic support and the programme information made available to them. 	<ul style="list-style-type: none"> • Assign teaching of skills modules to core programme staff to improve articulation with the subject discipline. • Review academic skills support once the new full-time Support Tutor is in post to identify and begin to implement further developments. • Improve support for ISFY students via regular surgeries and tutorials from University staff and timely follow-up to any issues with students. • Promote and monitor use of the bespoke tutorial forms on the LfL website
Organisation and management	<ul style="list-style-type: none"> • The LLC has regular meetings with Schools to improve the experience of part-time, Faculty-based students. We have also addressed specific issues as they have arisen. • Standard templates have been introduced for Programme & Module Handbooks. 	<ul style="list-style-type: none"> • Feedback on organisation and management of programmes is generally positive. • Students taking part-time routes through full-time programmes are the exception and report issues with timetabling and a sense of being disadvantaged in comparison with their full-time counterparts. 	<ul style="list-style-type: none"> • 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.
Learning resources	<ul style="list-style-type: none"> • We have continued to represent the interests of part-time learners in relation to the library and increase digital resources available via the VLE. 	<ul style="list-style-type: none"> • Feedback scores for library and ICT resources have improved steadily although individual issues are raised in some qualitative comments. • 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. 	<ul style="list-style-type: none"> • Continue to work with the library to support part-time learners & increase digital resources available via the VLE. • Promote use of University resources by College based students on ISFY. • Continue to work within the constraints of University timetabling to ensure the most appropriate accommodation for LLC classes.
Personal development	<ul style="list-style-type: none"> • Personal development plans are now introduced in the compulsory skills modules and followed-up periodically in tutorials. 	<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. The Programme Survey score of 83% reflects steady improvement over the years. 	<ul style="list-style-type: none"> • Strengthen the provision of on-course advice and guidance and extend this to ISFY students. • Identify and begin to implement strategies for improving the support that students receive in career planning and development.