

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2013-14

School: Lifelong Learning Centre

Reporting to: Faculty of Education, Social Sciences and Law

Aspect	National Student Survey						Undergraduate Programme Experience Survey						
	2013-14		2012-13		2011-12		2013-14		2012-13		2011-12		
	LLC	Uni	LLC	Uni	LLC	Uni	LLC	Uni	LLC	Uni	ISFY	LLC	Uni
Overall satisfaction	97	88	92	87	94	87	93	86	99	85	96	98	85
Teaching	97	90	94	89	91	90	95	85	97	85	93	98	84
Assessment & feedback	93	71	88	71	84	69	89	62	92	59	83	92	61
Academic support	93	82	96	81	91	80	92	73	93	72	93	89	72
Organisation & management	98	85	97	84	87	83	96	75	90	73		87	74
Learning resources	87	91	84	90	83	88	89	83	92	81	89	85	78
Personal development	88	82	93	81	81	81	89	72	87	69	89	86	68
Satisfaction with Student Union	77	91	66	90	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)

Headline achievement in 2013-14	Improving Assessment and Feedback
Main actions for 2014-15	<p>1. Lecture Capture: we will be trialling Lecture Capture across all programmes and evaluating the value this can add to your learning by enabling you to revisit teaching sessions</p> <p>2. Assessment and Feedback: we have customised the assessment criteria to ensure they are applicable to assessment which requires reflection. We are also developing and implementing strategies to address concerns about assessment and feedback on the science programme</p> <p>3. Career Development: we are enhancing future career opportunities by developing career-focused pathways through our</p>

	Professional Studies degree, and developing new degrees in Special Educational Needs and Disabilities (SEND), and Healthcare for Assistant Practitioners
Summary of student involvement in the production of this Action Plan	'Your say in our planning...' document posted on VLE for all programme areas for student comment. Also sent to student representatives for comment. Meeting with School Reps. Draft action plan discussed at Student-Staff Forum November 2014

AGREED ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2014-15

School: Lifelong Learning Centre

Faculty: Education, Social Sciences and Law

Aspect	Progress with 2013-2014 actions and indication of impact	Agreed Issues/Actions for 2014-2015	Responsibility/Expected completion date
Overall satisfaction	<p>1. <i>Ensure that an excellent student experience is achieved in programmes that are new in 2013/14(i.e. revised Science Foundation, Arts & Humanities Foundation Year; Business Studies Level 1; BA Contemporary & Professional Studies)</i></p> <p>Overall satisfaction rate of 97% but variations across programmes. Feedback was identified as a particular issue on the Interdisciplinary Science programme & to a lesser extent on FY Arts & Humanities & FD/BA Child & Family Studies</p>	<ol style="list-style-type: none"> 1. Interdisciplinary Science Team (ISFY) to address issues with feedback & develop strategies to engage students in the feedback process 2. Arts & Humanities(FY A & H) Team to customise the programme in relation to student progression goals 3. Child & Family Studies (CFS) Team to address issues identified with one particular module 	<p>Interim DSE/Science Team Autumn 2014</p> <p>Interim DSE/Arts & Humanities Team Summer 2015</p> <p>Interim DSE/PM Child & Family Studies (CFS) Begun Oct 2014/delivery Sem. 2 2015</p>
Teaching	<p>2. <i>Undertake further development of the use of technology to enhance learning (e.g. extend the scope and variety of online materials, specific initiatives such as the use of clickers in science modules to promote interactive learning)</i></p> <p>A range of technologies being used on LLC programmes were demonstrated in the monthly Learning Forum meetings. These are now included in a Technology Toolkit which will be updated after each Learning Forum.</p> <p>3. <i>Strengthen and, where necessary extend, opportunities for students to engage with each</i></p>	<ol style="list-style-type: none"> 4. Development of FD Healthcare for Assistant Practitioners in association with Leeds Teaching Hospitals Trust to start September 2015 5. Provision and evaluation of professional pathways through the BA Professional Studies 6. Development of FD/BA Learning and Teaching (SEND) for September 2015 start 	<p>Interim HoS/DSE/PM CFS September 2015</p> <p>Interim DSE/Programme Managers for BA Contemporary & Professional Studies (CAPS, CFS, L & T, BM) Year 1 cohort – July 2015</p> <p>PM Learning & Teaching Sept. 2015</p>

	<p><i>other in learning (e.g. on-line learning communities or freeing of class time through more on-line teaching)</i> PHE Facebook group is active & currently has 90 members; now Facebook group set up for FD/BA Learning & Teaching. On research methods modules learners encouraged to share their research by using online tools such as 'Mendeley' & 'Evernote' Discussion forums set up on the VLE (peer to peer learning)</p> <p><i>4.Promote the engagement of students and staff with the research strengths of the University (e.g. through participation in seminars, visiting lecturers)</i> FY Arts & Humanities employed visiting lecturers from departments students progressing to. Staff attendance at <i>Talking about Teaching</i> sessions</p>	<p>7. Lecture Capture trialled & evaluated across LLC programmes</p>	<p>Interim DSE/teaching staff July 2015</p>
<p>Assessment and feedback</p>	<p><i>5.Implement new assessment criteria and feedback forms. Evaluate via student-staff meetings, programme team meetings and through discussion with External examiners. Revise in the light of practice and feedback</i> Feedback on new assessment criteria was very positive from students, staff and External Examiners. A need to customise criteria to take account of different types of assessment, e.g. reflective accounts, was identified</p> <p><i>6.Improve feedback times where concern has been flagged via low scores in the Programme Survey</i> Feedback times are still an issue for Science programmes</p>	<p>8. Implement and evaluate a variant of assessment criteria for Reflective Work</p> <p>9. Identify & implement strategies for improving feedback times on the Science programmes</p>	<p>Interim DSE Programme Managers/Leaders July 2015</p> <p>DSE/PLs ISFY/EEFY Autumn 2014</p>
<p>Academic support</p>	<p><i>7.Integrate diagnostics and engagement with resources for development of English and mathematical skills into the Year 1 skills modules of all programmes to ensure consistency of good practice across the LLC's provision</i></p>	<p>10.Develop workshops that integrate building students' academic skills and confidence drawing on staff from across the LLC's support teams</p>	<p>Academic Skills Development Manager/Guidance Team September 2014</p> <p>Academic Skills Development Team</p>

	<p>Take-up of BKSB maths & English development tool varied by programme. BKSB not seen as relevant or appropriate for some courses given previous experience of students. All programmes took up some element of the tools.</p>	<p>11. Review and, if necessary, replace Kickstart</p> <p>12. Review of the strategic plan for academic support in order to develop provision further</p>	<p>Sept – Dec 2014</p> <p>Academic Skills Development Team Dec 2014-Jan 2015</p>
<p>Organisation and management</p>	<p>8. <i>Revise programme Handbooks to provide clearer standard text across LLC programmes and articulate research-led learning and curriculum threads</i> This has been done.</p> <p>9. <i>Map the distribution of assignment deadlines to ensure that there is no unnecessary clustering</i> Where possible this has been done. It is not always possible to avoid clustering towards the end of the academic year.</p>	<p>13. Review and develop SES support in view of the LLC's growing portfolio</p> <p>14. Pilot interim student database to support tracking of students with disrupted patterns of study, e.g. temporary leave</p>	<p>Interim HoS/DSE/SESM Autumn 2014</p> <p>Interim DSE/SESM/PM/PLs & course administrators/SEO Ongoing from October 1 2014</p>
<p>Learning resources</p>	<p>10. <i>Continue to work with the Library to support part-time learners & increase digital resources available via the VLE</i> Online texts added to reading lists where possible; digitised texts on the VLE</p> <p>11. <i>Work with the University's timetabling systems to ensure that classes that run on from each other are allocated to the same or nearby rooms</i> As far as possible this has been done</p> <p>12. <i>Monitor and evaluate the effectiveness of laboratory provision in the first year of delivery of the Interdisciplinary Science Foundation Year on campus</i> Done</p>	<p>15. Improve social accommodation for students and increase capacity for one-to-one tutorial space in the LLC</p> <p>16. Evaluate the use of Lecture Capture in supporting student learning</p> <p>17. Search@Library & visit to Library integrated into all skills delivery on programmes</p>	<p>Centre Manager Autumn 2014</p> <p>Centre Manager Winter/spring 2015</p> <p>DSE/All academic staff Ongoing during the 2014-15 year</p> <p>Academic Skills Tutors Ongoing during the 2014-15 year</p>

Personal development	<p>13. <i>Extend, and increase awareness of, opportunities for career planning and development, e.g. through LLC wide as well as programme-focused activities and continuing partnership with the Careers Service</i> Careers area established for each year group in each programme to enable communication of bespoke information e.g. material specific to finalists/particular subjects. Some careers education delivered within programmes but on a bespoke, on-demand basis according to programme need. Programme of group-based careers/employability events/activities for mature and part-time undergraduates devised and delivered in semester two and summer 2015.</p> <p>14. <i>Extend opportunities for students across LLC programmes to meet with each other and share activities that broaden skills and experience</i> Pre-entry welcome activities took place to ensure that new students had the opportunity to meet each other before the start of the Academic year; monthly Mature Student Café sessions took place throughout the year as well as end of term lunches for all LLC students. A rolling programme of social activities included standalone visits to places such as the Henry Moore Institute. Regular focus group sessions enabled students to share experiences on topics such as being a student parent or life as a mature student.</p>	<p>19 Produce Careers Guide for mature/part-time students</p> <p>20 Offer staff-escorted trips to all Careers Fairs (information from students indicates that going alone may be a barrier)</p> <p>21 Invite Careers Centre staff to LLC to lead visit to Careers Centre (again, break down barriers)</p> <p>22 Support students and staff to use <i>Leeds for Life</i> and LinkedIn as part of PDP</p> <p>23 Investigate sources of financial support to enable LLC students to take up summer internships and other work experience activities</p> <p>24 Work with colleagues on ISFY programme to devise more systematic way of providing progression support to students including exploring alternative pathways should progression not be secured.</p>	<p>Careers Education & Guidance Officer Summer 2015</p> <p>Careers Education & Guidance Officer Ongoing 2014-15</p> <p>Careers Education & Guidance Officer/Careers Centre staff Ongoing 2014-15</p> <p>Careers Education & Guidance Officer/Marketing & Recruitment Manager Ongoing 2014-15</p> <p>Careers Education & Guidance Officer/.LLC Centre Manager Ongoing 2014-15</p> <p>Careers Education & Guidance Officer/ISFY/Earth & Environment (EEFY) team Ongoing 2014-15</p>
LUU	<p>15. <i>Continue to work in partnership with the LUU to raise its profile amongst LLC students</i> Satisfaction score with the Student Union has increased from 66% to 77%. Joint working with LUU & their 'Give it a Go' programme of events which saw LLC students</p>	<p>26. Continue to work in partnership with the LUU to further raise its profile amongst LLC students</p> <p>27. Support the LUU career peer mentoring scheme</p>	<p>SEO/Student Reps July 2015</p>

	<p>take part in a range of activities from learning sign language to helping local asylum seekers to develop their English language skills.</p> <p><i>16.Promote use of LUU student representative structures</i></p> <p>There are now 3 students representing the LLC as School reps on a job share basis</p>		
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