

**ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2015-16**

**Lifelong Learning Centre**

<i>Aspect</i>	<i>National Student Survey</i>						<i>Undergraduate Programme Experience Survey</i>					
	2014-15		2013-14		2012-13		2014-15		2013-14		2012-13	
	LLC	Uni	LLC	Uni	LLC	Uni	LLC	Uni	LLC	Uni	LLC	Uni
Overall satisfaction	97	90	97	88	92	87	91	87	93	85	99	85
Teaching	99	92	97	90	94	89	94	86	95	85	97	85
Assessment & feedback	89	74	93	71	88	71	87	63	89	62	92	59
Academic support	98	85	93	82	96	81	90	74	92	73	93	72
Organisation & management	91	85	98	85	97	84	89	76	96	75	90	73
Learning resources	89	92	87	91	84	90	90	84	89	83	92	81
Personal development	88	85	88	82	93	81	88	72	89	72	87	69
Satisfaction with Student Union	77	92	77	91	66	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)

<b>Headline achievement in 2014-15</b>	<p><i>Provide a single, concise headline achievement for the School from 14-15 which can be included in further communication to students.</i></p> <p><b>Lecture capture has been introduced in all programmes to improve our learning resources.</b></p>
<b>Main actions for 2015-16</b>	<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><b>1. Electronic submission introduced as standard for all text-based coursework.</b></li> <li><b>2. Electronic marking and feedback extended to more assignments and modules.</b></li> <li><b>3. Major curriculum developments prepared for autumn 2016 to enable flexible delivery of the Foundation Degree in Child and Family Studies and refresh the BSc Business Management.</b></li> </ol>

<p><b>Good practice examples from 2014-15</b></p>	<p><i>List examples of innovative practice and developments which are of wider interest across the University</i></p> <ol style="list-style-type: none"> <li>1. Kickstart has been revised and implemented across all programmes.</li> <li>2. A Careers Guide for mature and p/t students has been published.</li> <li>3. A new Foundation Degree in Healthcare for Assistant Practitioners has been developed in partnership with professional stakeholders.</li> </ol>
<p><b>Summary of student involvement in the production of this Action Plan</b></p>	<p>Key points for the Action Plan were discussed thoroughly at the November Student-Staff Forum and students asked for their comments and feedback. A copy of the full draft text was sent to all Student Representatives for comment.</p>

**AGREED ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2015-16**

**School: Lifelong Learning Centre**

<b>Aspect</b>	<b>Progress with 2014-2015 actions and indication of impact</b>	<b>Agreed Issues/Actions for 2015-2016</b>	<b>Responsibility/Expected completion date</b>
<p><b>Overall satisfaction</b></p>	<ol style="list-style-type: none"> <li>1. <i>Interdisciplinary Science Team to address issues with feedback &amp; develop strategies to engage students in the feedback process.</i> Actions taken in 2014-15 led to improved overall feedback scores.</li> <li>2. <i>Arts &amp; Humanities Team to customise the programme in relation to student progression goals</i> Learners have been supported to reflect on their subject specialist interests via subject mapping, reflection on their personal development and an emphasis on approaching subject-content within assignment briefs.</li> <li>3. <i>Child &amp; Family Studies Team to address issues identified with one particular module</i> The module was discussed with the tutor and an action plan agreed. The result was an improvement in student feedback on this module.</li> </ol>	<ol style="list-style-type: none"> <li>1. Redesign BSc Business Management as a bespoke part-time programme for experienced practitioners with delivery by the LLC at all levels.</li> <li>2. Maintain close evaluation of programme delivery, especially for newly designed provision (FD Healthcare for Assistant Practitioners; BA Professional Studies) to inform continued development in the light of student experience and feedback.</li> <li>3. Continue to develop our offer of Optional and Discovery modules in consultation with students and external professional stakeholders.</li> </ol>	<p>PM and Business Management team. Proposal ready for Spring 2016 delivery to start Autumn 2016.</p> <p>PMs and PLs. Throughout the year.</p> <p>Relevant PMs and PLs</p>
<p><b>Teaching</b></p>	<ol style="list-style-type: none"> <li>4. <i>Development of FD Healthcare for Assistant Practitioners in association with Leeds Teaching Hospitals Trust to start September 2015</i></li> </ol>	<ol style="list-style-type: none"> <li>4. Plan for a step-change in blended learning delivery of the Child &amp; Family Studies programme to allow choice and greater</li> </ol>	<p>PM and Child &amp; Family Studies team. Materials for the first year of</p>

	<p>This was done and commenced in Sept 2015 with 27 students in the first year.</p> <p>5. <i>Provision and evaluation of professional pathways through the BA Professional Studies</i> Three professional pathways have been provided (Learning &amp; Teaching, Child &amp; Family, Business). The new Programme Leader has liaised with the relevant programme teams to ensure students are offered the best modules for their own career development.</p> <p>6. <i>Development of FD/BA Learning and Teaching (SEND) for September 2015 start</i> This was done and 2 students enrolled in 2015 for this variant of our Learning &amp; Teaching provision.</p> <p>7. <i>Lecture Capture trialled &amp; evaluated across LLC programmes</i> This has taken place across all LLC programmes with positive feedback from students e.g. lecture capture has supported students who have had to miss session through illness or work commitments. It did not affect attendance.</p>	<p>flexibility in the times when students are in face-to-face sessions.</p> <p>5. Continue to improve student's learning experience across LLC programmes through effective blended learning and lecture capture.</p>	<p>study developed throughout 2015/16 ready for delivery to the next cohort of incoming first years.</p> <p>PMs and PLs. Throughout the year.</p>
<b>Assessment and feedback</b>	<p>8. <i>Implement and evaluate a variant of assessment criteria for Reflective Work</i> This has begun – evaluation continues.</p> <p>9. <i>Identify &amp; implement strategies for improving feedback times on the Science programmes</i> This has been done and a number of changes introduced. Programme Survey scores for prompt feedback on Interdisciplinary Science have risen by 33 points to 88%. Further work is planned in consultation with students and staff.</p>	<p>6. Develop expertise in electronic marking through a trial involving all teaching staff.</p> <p>7. Continue to review the number and timing of coursework assessments on the science foundation programmes.</p>	<p>DSE/All teaching staff. End Semester 2</p> <p>PLs and Science Team. June 2016</p>
<b>Academic support</b>	<p>10. <i>Develop workshops that integrate building students' academic skills and confidence drawing on staff from across the LLC's support teams</i> This has taken place and a programme of personal &amp; professional development delivered by staff from across the LLC.</p>	<p>8. Run the revised <i>Kickstart</i> in 2016 with further materials re-written in spring 2016.</p> <p>9. Continue to involve the skills team in cross team working to support the development of students' academic skills &amp; confidence.</p>	<p>Skills Team. Spring/Summer 2016</p> <p>Skills Team. Throughout 2015-16</p>

	<p>11. <i>Review and, if necessary, replace Kickstart</i> The Skills Team revised <i>Kickstart</i> in 2014/15 and the new version ran in summer 2015. The review led to some revising of existing material and a changed plan for the face to face session. Lunch was included for each session and the day was extended to include more group activities and input from teaching staff, where possible.</p> <p>12. <i>Review of the strategic plan for academic support in order to develop provision further</i> Strategic Plan reviewed and agreed by Strategy Group in February 2015.</p>	10. Enable better targeted support for Foundation Year progressions through development of a student database and systematic tracking of interventions.	Guidance Support staff & Programme Teams Review end of academic year
<b>Organisation and management</b>	<p>13. <i>Review and develop SES support in view of the LLC's growing portfolio</i> This was reviewed by the new SESM and revised working structures put in place.</p> <p>14. <i>Pilot interim student database to support tracking of students with disrupted patterns of study, e.g. temporary leave</i> The student database pilot was successful in enabling effective tracking and support for students and will be continued.</p>	<p>11. Evaluate and further develop processes for: supporting students with disabilities; temporary leavers; attendance monitoring; tracking and record keeping.</p> <p>12. Identify ways in which introduction of the University's customer relations systems (CRM) can enhance students' experience in the LLC.</p>	<p>SESM End Semester 2</p> <p>SES Team July 2016</p>
<b>Learning resources</b>	<p>15 <i>Improve social accommodation for students and increase capacity for one-to-one tutorial space in the LLC</i> The Student Common Room has been refurbished and provision made for 2 more tutorial rooms.</p> <p>16. <i>Evaluate the use of Lecture Capture in supporting student learning.</i> Students' responses were very positive across all courses</p> <p>17. <i>Search@Library &amp; visit to Library integrated into all skills delivery on programmes</i> Done.</p>	<p>13. Increase the capacity and flexibility of the LLC's resource area through sound-proof screening from the main atrium.</p> <p>14. Maximise the benefits for part-time and mature students of the new facilities in the Laidlaw Library.</p>	<p>Centre Manager January 2016</p> <p>Support Staff / Programme Teams Induction and throughout the year.</p>
<b>Personal development</b>	18. <i>Produce Careers Guide for mature/part-time students</i> Published in October 2015.	15. Encourage more faculties and departments to highlight the LLC's education guidance service to prospective non-standard mature	Actions 15-20 all to be addressed by Guidance Support

	<p>19. <i>Offer staff-escorted trips to all Careers Fairs (information from students indicates that going alone may be a barrier)</i> Done for all Careers Fairs; uptake limited but offer will remain.</p> <p>20. <i>Invite Careers Centre staff to LLC to lead visit to Careers Centre (again, break down barriers)</i> Offered in May 2015 but with limited take-up; revisit January 2016</p> <p>21. <i>Support students and staff to use Leeds for Life and LinkedIn as part of PDP</i> Sessions for students introducing Social Media and LinkedIn were offered as part of the personal and professional development programme. LinkedIn was introduced to staff at a Learning Forum with opportunity for individual follow-up in a cluster.</p> <p>22. <i>Investigate sources of financial support to enable LLC students to take up summer internships and other work experience activities</i> LLC Summer Opportunities Bursary Fund set up and advertised to students in summer 2015.</p> <p>23. <i>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.</i> The Science Team has developed a timeline and agreed outcomes with LLC Guidance Team to support students on Healthcare, Dentistry, and Medicine progressions who have additional requirements. Additional support provided to students who missed progression or needed career guidance.</p>	<p>undergraduate applicants.</p> <p>16. Further promote graduate opportunities through pre-entry guidance, on-course support and partnership provision with Careers and LUU.</p> <p>17. Further develop and implement ways in which the LLC can help to build the social and cultural capital of students to enable them to compete for graduate roles.</p> <p>18. Widen the remit of new Summer Opportunities Bursary Fund to enable it to support students throughout the year.</p> <p>19. Further develop activities with alumni which support current students' personal and professional development and provide opportunities for networking.</p> <p>20. Encourage students to consider progression to postgraduate study and support them in following this through.</p>	<p>staff/Programme Teams Review end of academic year</p>
--	---	---	--