

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2016-17

Lifelong Learning Centre

Aspect	National Student Survey						Undergraduate Programme Experience Survey					
	Response rate 63% (n 46)						Response rate 66% (n 292)					
	2015-16		2014-15		2013-14		2015-16		2014-15		2013-14	
	LLC	Uni	LLC	Uni	LLC	Uni	LLC	Uni	LLC	Uni	LLC	Uni
Overall satisfaction	87	90	97	90	97	88	95	87	91	87	93	85
Teaching	95	91	99	92	97	90	95	87	94	86	95	85
Assessment & feedback	82	73	89	74	93	71	90	63	87	63	89	62
Academic support	84	84	98	85	93	82	92	75	90	74	92	73
Organisation & management	91	85	91	85	98	85	95	78	89	76	96	75
Learning resources	85	91	89	92	87	91	91	84	90	84	89	83
Personal development	82	85	88	85	88	82	90	73	88	72	89	72
Satisfaction with Student Union	73		77	92	77	91						

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 from 2015-16	<i>Provide a single, concise headline achievement for the School from 2015-16 which can be included in further communication to students.</i> The LLC trialled electronic marking across all its programmes with the aim of integrating the system into marking practice. Overall feedback from both staff & students has been positive.
Main actions for 2016-17	<i>List 3 actions – to be included on the posters to be produced for each School</i> 1. We will be increasing awareness of the ways in which we support personal development through your course of study. 2. We will be reviewing our assessment and feedback practices to ensure you are getting appropriate feedback to help you improve. 3. We will promote opportunities to engage with the students' union.

<p>Good practice examples from 2015-16</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"> 1. <i>Careers on-course guidance interviews increased from 77 in 2014-2015 to 139 in 2015/16.</i> 2. <i>Academic skills development is embedded in all programmes and Kickstart, a pre-entry blended learning programme, has been extended to all LLC programmes.</i> 3. <i>The use of the document camera to enhance teaching and learning for Arabic language teaching and Science.</i>
<p>Summary of student involvement in the production of this Action Plan</p>	<p>The National Student Survey and Undergraduate Programme Experience Survey results, together with the progress with 2015-16 actions, were shared with student representatives at the LLC Student Staff Forum. In small groups students and staff discussed the feedback and raised issues for future actions. The LLC School representative was invited to comment on the final draft.</p>

AGREED ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2016-17

Aspect	Lifelong Learning Centre	Cross Institution	Responsibility/Expected completion date
	Progress with 2015-2016 actions and indication of impact	Agreed Issues/Actions for 2016-2017	
<p>Overall satisfaction</p>	<ol style="list-style-type: none"> 1. Arts & Humanities Team to continue to explore how subject specialist interests can be supported within modules and the wider programme. Respond to changes in the subject interests of subsequent cohorts by tailoring content where possible. Implement further structured support for personal development and preparation for progression by piloting individual 'development planners' for each learner. <i>There is an ongoing emphasis on supporting learners to develop subject specialist interests via exploring bespoke content where possible. A focus on subject mapping and making interdisciplinary connections continues to be built into the programme. The 'development planners' were piloted but engagement was low. We hope to develop this into a more interactive format in the future, but have decided not to focus on this during the current academic year due to the large cohort numbers.</i> 	<p>The survey question 'I am satisfied with the Students' Union (Association or Guild) at my institution' received a low score in the 2015/16 NSS results and attracted some discussion at the student staff forum. It was felt that more attention could be given at induction to exploring the university outside of the LLC particularly for part-time learners. It was suggested that a campus tour including LUU should be offered to all students during induction and the LLC should look for further opportunities to promote the students' union.</p> <p>Actions:</p> <ol style="list-style-type: none"> 1. A campus tour will be offered to all students. 2. LUU will be promoted through induction. 3. The student newsletter will look for further opportunities to promote LUU activity. 	<p>All programme teams <i>Inductions 2017</i></p> <p>All programme teams <i>Inductions 2017</i></p> <p>Jenny Jones <i>Ongoing</i></p>

<p style="text-align: center;">Teaching</p>	<p>2. Development of BSc Business Management Programme <i>This is now running.</i></p> <p>3. Development of a blended learning approach to delivery of the Child & Family Studies programme which will allow the programme to be more flexible with the times the students can attend the university, offering them afternoon or evening and weekend seminars and lectures <i>This is now in place beginning A/Y2016-17 and affecting the new A/Y intake of students. Research has been undertaken into this area of learning. The proposed model that has evolved for the LLLC C&FS programme is a 'flipped' model that complements the applied nature of the Child and Family Studies for the Children's Workforce sector.</i></p> <p>4. The student experience and planning of the pathway provision will continue to be evaluated by the Professional Studies Programme Leader in collaboration with the relevant programme teams and in consultation with the students taking the pathways.</p> <p>5. <i>The administration and effectiveness of the 3 pathways continued to be monitored, with the welcome help of the new Deputy Programme Manager when she started in May. This option for professional specialisation continues to be a key part of the degree's recruitment strategy and seems to be working well from the students' point of view and according to the programme teams of the relevant areas.</i></p>	<p>The quality of teaching receives excellent feedback across the LLC. Staff are enthusiastic about what they teach and continue to look for ways of providing interesting learning experiences and supporting students.</p> <p style="text-align: center;">Action:</p> <p>4. To continue to develop new and interesting material both within lectures and seminars and also through the VLE.</p> <p>5. Continue to transfer existing content 'online' in incremental semesters so that Child and Family Studies is fully blended/flipped by A/Y 2019-20.</p> <p>6. All programmes to further develop blended learning resources as appropriate.</p> <p>Some feedback refers to inconsistency in presentation on the VLE.</p> <p style="text-align: center;">Action:</p> <p>7. To improve consistency on VLE – so that learning resources, assessment guidelines, and blended learning activities are easily accessible by student, support tutors and others accessing the programme.</p> <p>On foundation year programmes a small number of written comments indicated that some learners considered the content and pace of learning to be of insufficient challenge. For some students this is because they have studied the subject at A level and for others our perception is that students feel they are not intellectually engaged because some of the content does not always map directly onto their</p>	<p>All programme teams <i>July 2017</i></p> <p>Nathan Loynes <i>Ongoing</i></p> <p>All programme teams <i>Ongoing</i></p> <p>All programme teams <i>July 2017</i></p>
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		<p>subject specialist interests, rather than that the work is not challenging enough for them.</p> <p>Action:</p> <p>8. The teams will look at building 'stretch' activities into the Foundation Level curriculum where appropriate for those students wishing to engage with more challenging work and continue to encourage focus on bespoke interests.</p> <p>Where individual module reviews highlight problems with the student experience on the module, teaching teams will review and respond to student feedback.</p> <p>Action:</p> <p>9. Where issues have been highlighted teams will conduct mid-module reviews and consider appropriate adaptations.</p>	<p>David Gilding, Madeleine Newman and Sheryl Meskin <i>July 2017</i></p> <p>All programme teams <i>Semester one and two mid-points.</i></p>
<p>Assessment and feedback</p>	<p>6. Electronic marking will be trialled by all teaching staff. <i>The LLC trialled electronic marking across all its programmes with the aim of integrating the system into marking practice. Some modules were not marked electronically, mostly because of the limitations of the system e.g. mathematics, statistics, accounting and finance, physics and languages.</i></p> <p>7. Ongoing review of number & timing of coursework assessments during the year by Science Team <i>Assessment loads were monitored and appropriate adjustments were incorporated for the Earth and Environment Foundation Year students.</i></p> <p>8. Ongoing formative assessment will be used in the online content element of the FD Child &</p>	<p>On-line submission and on-line marking received very positive feedback.</p> <p>Action:</p> <p>10. On-line submission and on-line marking to be continued wherever appropriate.</p> <p>Some students were unsure about how to use Turnitin and/or view feedback.</p> <p>Action:</p> <p>11. Programmes to provide an introduction to Turnitin and opportunity for students to try out the system before formal submission is required.</p>	<p>Teaching teams <i>In line with assessment deadlines.</i></p> <p>Teaching teams <i>Prior to first assignment submission.</i></p>

	<p>Family Studies blended learning pilot, the feedback will be ongoing. This will be evaluated at the end of the first module. <i>This is incorporated into the design of the blended learning materials both through automatic electronic responses to online activities and through tutor feedback.</i></p>	<p>Assessment and feedback receives mixed comments on a number of programmes.</p> <p>Action:</p> <p>12. In order to improve consistency in the organisation and practice of assessment and feedback programme teams will reflect on the assessment strategy across their programmes to think through academic and professional development and ensure students are getting appropriate feedback focused on development.</p> <p>13. The LLC will review moderation processes for all programmes to ensure greater consistency.</p> <p>14. PHE will introduce audio feedback for all students with their first assignment, complimented with a 'self-evaluation' exercise linked to the feedback form and criteria. This supports the development of metacognition and the adoption of independent learning styles.</p>	<p>Programme teams <i>July 2017</i></p> <p>Programme teams <i>Semester 1 and 2 moderation period.</i></p> <p>Lynne Cade <i>In the first assignment feedback</i></p>
<p>Academic support</p>	<p>9. FD Child & family Studies' online element will have a tutor presence to give the students support. <i>Tutor support is provided for both online and classroom aspects.</i></p> <p>10. Revised Kickstart will run again in 2016 (with further materials re-written in Spring 2016). <i>Kickstart worked well with revised materials and was extended to Assistant Practitioners.</i></p>	<p>The percentage of positive responses to the question 'Good advice was available when I needed to make study choices.' declined this year.</p> <p>Action:</p> <p>15. Establish personalised discovery module guidance for learners during the registration and induction process.</p>	<p>Programme teams with the option to discovery modules. <i>Prior to selection of discovery modules.</i></p> <p>Catherine Bates</p>

	<p>11. Skills team will continue to be involved in cross team working in development of students' academic skills & confidence <i>The skills team continue to work with programme teams to integrate academic skill development into programme delivery. This year sessions on resilience, group work and grammar have been added as part of the pdp programme.</i></p>	<p>16. BA Professional Studies will introduce discovery and pathway support. Support sessions will be offered for year 1 and 2 in particular (1 or 2 per semester), to enable people to discuss their experience on these modules – and to help them develop and implement strategies to help them get the most out of this diverse and varied learning experience.</p> <p>Academic support remains an important area of focus for the LLC and generally receives very positive feedback. There are different models of Skills provision across the programmes in the LLC (both credit bearing and non-credit bearing) and this has led to a variety of student experience in terms of time spent on skills development and the extent to which this is integrated into subject areas. Programme reviews for Skills modules suggest that there is some difficulty in engaging the students with some of the current models of provision, especially in Foundation Years for Business and Science.</p> <p>Action:</p> <p>17. To review taught Academic Skills modules and explore different models of practice in programme areas to identify how to integrate skills into the subject areas, based on sound pedagogic practice.</p> <p>18. Ongoing support will continue to be an integral part of LLC delivery and will be facilitated through Pastoral Tutorials, Leeds4life tutorials in semester 1 and 2, and ongoing dialogue between the team in response to concerns raised by learners.</p> <p>19. Embed Kickstart in new Nursing Associate Foundation Degree.</p>	<p><i>Discussions in personal tutorials, with course reps and with pathway groups in November 2016</i> <i>Whole programme meeting – by 1st February 2017</i> <i>Opportunity for second support programme meeting before May 2017 – to tie in with module choice support.</i></p> <p>Helen Bowman and Programme teams <i>June 2017</i></p> <p>Programme teams <i>Ongoing</i></p> <p>Mandy Driffield and Helen Bowman <i>January 2017</i></p>
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		20. Introduce twilight support sessions for late application part-time students.	Helen Bowman and Programme teams <i>June 2017</i>
Organisation and management	<p>12. SESM to further develop & evaluate the following processes:</p> <ol style="list-style-type: none"> Monitoring students with a DSA Temporary Leavers Attendance Monitoring Student database <p><i>Shared mailbox access ensures that there is no interruption in service due to staff absence. Consultation undertaken in summer 2015 has led to improvements in Student, UCAS and Recruit databases.</i></p> <p><i>A new folder structure has been implemented; this has aided in standardising documents and improving accessibility.</i></p> <p><i>Attendance monitoring and reporting were formalised in 2015-16. Emails were sent out promptly to students missing classes. Attendance reports were sent to programme managers on a regular basis.</i></p> <p><i>Attendance monitoring now includes university electronic attendance monitoring.</i></p> <p>13. Introduction of CRM system <i>This is a university wide system and we are awaiting further developments.</i></p>	<p>Scores for organisation and management are consistently high.</p> <p>In some cases response rates for module evaluations were low.</p> <p>Action:</p> <p>21. SESM team to administer student module evaluations from 2016/17</p>	<p>SESM team <i>End of semester 1 and 2.</i></p>
Learning resources	<p>14. The VLE will be used as a platform for the FD CFS blended learning pilot and the content of modules will be accessible to the students. This will be evaluated to identify whether it is student-friendly.</p> <p><i>Students study substantive content online in interactive tasks, and then explore the application of such content in weekly 'real life', case-study method andragogic group sessions. The experientially informed nature of these sessions also facilitates the learning experience</i></p>	<p>There were some positive comments about use of the VLE to support learning.</p> <p>Action:</p> <p>22. Reflect on scope for developing additional programme specific educational resources and blended learning tools.</p> <p>The question 'I have been able to access specialised equipment, facilities or rooms when I needed to.'</p>	<p>Programme teams <i>Ongoing</i></p>

	<p><i>and participation of experienced and mature professional learners.</i></p> <p>15. Ongoing liaison with Professional Advisory Board in order to help employment chances for students of both Foundation Degrees, and to keep the programme content in line with national and local development</p> <p><i>A professional advisory board (PAB) annual meeting took place on 25th November 2015. The two new modules (Mental Health & Working with Others) that were suggested by the PAB in the previous meeting were now up and running.</i></p>	<p>scored lower than other questions on a number of programmes.</p> <p>Action:</p> <p>23. Programme teams to highlight to students the specialised equipment, facilities or rooms appropriate to their study.</p>	<p>Programme teams <i>Ongoing</i></p>
<p>Personal development</p>	<p>16. Careers Group to review KPIs for careers <i>Complete and will be further reviewed in the light of new University employability strategy.</i></p> <p>17. Encourage more faculties and departments to highlight the LLC education guidance service for adults and non-standard entry to prospective non-standard mature undergraduate applicants. <i>IAG publicity sent to all Admissions tutors on University mailing list 32 Referrals were received from departments across the University.</i></p> <p>18. Enhance further the pre-entry guidance and on course support provided to BA Professional Studies applicants and CAPS students towards graduate opportunities</p> <p><i>All applicants were made aware, in greater detail than before, about the content and aims of the degree – through pre-application discussion, in the interview, and after interview when they</i></p>	<p>Personal development scores high for the programme survey although less well on the NSS results. This is an important area for the LLC to support widening participation students and we will continue to develop our provision. The LLC has developed PDP workshops which include skills based sessions about confidence building, public speaking, IT skills and problem solving; students are regularly signposted to these sessions. Students are encouraged to build professional experience through the learning champion, student hosts and course rep schemes, and through external volunteering and employment opportunities.</p> <p>Action:</p> <p>24. To continue to provide outstanding support for students and consider further opportunities to enhance personal development.</p> <p>On Preparation for Higher Education some students were concerned about the holiday periods being too long and tutors felt this impacted on levels of engagement.</p>	<p>All LLC staff <i>Ongoing</i></p>

	<p><i>were preparing for the other conditions of their application. Adjustments were also made, with the Community and Partnerships team and the Marketing team to website and other publicity information.</i></p> <p><i>The Programme Leader worked with the IAG team to ensure all final year students were offered tailor-made careers guidance support through independent 1:1 meetings and follow up guidance.</i></p> <p>19. Publish Mature Undergraduate Careers Guide Completed October 2015.</p> <p>20. Explore ways in which the LLC can build social and cultural capital of students to enable them to compete for graduate roles:</p> <p><i>After a successful pilot year we recruited 9 new LLC Students Hosts and have expanded on the range of events and activities that they have been involved in. The LLC Student Hosts support our work with prospective students, mainly at open days, selection days and welcome events.</i></p> <p>➤ Widen remit of new Summer Opportunities Bursary Fund to enable it to support students throughout the year (possibly with funding from the University Footsteps Fund, possibly in partnership with other parts of the University) <i>Summer Opportunities Fund re-branded as Opportunities Fund. No bid to Footsteps Fund, on the advice of University colleagues – instead, LLC Fund run as a pilot for LLC students, ex-LLC students and Learning Champions</i></p>	<p>Action:</p> <p>25. Additional ‘voluntary’ sessions will be facilitated in response to concerns felt last year about the holiday periods being “too long” with students losing momentum including: Human Biology and Healthcare Admissions Information workshop, and research workshops to support the Independent research project.</p> <p>Building on previous success of the Science Foundation Year programmes to build a sense of community further activities will be developed.</p> <p>Action:</p> <p>26. Develop further activities to improve and foster a sense of community with such things as informal activities (games nights, LLC social activities) and more formal processes (student staff advisory group, module & programme reviews)</p> <p>At the student staff forum it became apparent that there were different interpretations of personal development.</p> <p>Action:</p> <p>27. Teaching teams to highlight to students how content and opportunities for skills development are designed to support personal development. Specific activities on employment and transferable skills will also be highlighted.</p> <p>Guidance, Careers Education & Employability remains an important aspect of LLC delivery to support learners from widening participation</p>	<p>Lynne Cade 31 May 2017</p> <p>Science Foundation Team July 2017</p> <p>Programme teams July 2017</p>
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	<p><i>in 2016-2107, to be used as a basis for considering an application to Footsteps Fund to support broadening the remit in 2017-2018</i></p> <ul style="list-style-type: none"> ➤ Review dissemination of publicity about 'opportunities' financial support and personal & professional development activities to identify optimum channels, timing etc. <i>Availability of LLC Opportunities Fund advertised alongside all promotions of extra-curricular activities. Personal and professional development events: overall programmes established for each semester but publicity for events 'drip-fed' on a fortnightly basis to avoid information overload. Channels: posters/leaflets, plasma, VLE, Portal, Facebook groups, teaching staff (selectively)</i> ➤ Review personal and professional development programme 2014-2015 to use as a basis for 2015-2016 programme, considering in particular which activities would help develop students' capability for graduate employment (e.g. networking, visit(s) to external sites/events) <i>Done: reviewed jointly (in the light of feedback) by guidance staff, student experience staff and academic skills staff to produce 2015-2016 programme.</i> ➤ Work with Careers and other colleagues to offer extra 'bolt on' events at Careers Fairs specifically for particular student groups e.g. networking with employers, private views of fairs etc. 	<p>backgrounds. Provision continues to be reviewed and adapted in light of feedback.</p> <p>Actions:</p> <ul style="list-style-type: none"> 28. Revive regular mature student 'Careers Cafes' as an informal way for students to consider various aspects of career and meet employers and voluntary organisations. 29. Use LLC Graduate Network to encourage alumni to provide careers support for current students (e.g. mentoring, networking, participation in personal & professional development events). 30. Conduct a review of LLC Matrix accreditation for Information Advice and Guidance standards in preparation for 3 year assessment visit. 31. Provide specialist advice and support to LLC programme leaders and admissions staff on non-standard HE admissions selection. 	<p>Mohammed Hussain and M.J. Morgan</p> <p><i>May 2017</i></p> <p><i>July 2017</i></p> <p><i>Nov 2016</i></p> <p><i>July 2017</i></p>
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	<p><i>Partnership with Plus Programme and DSAS established to take this forward, in view of target groups and the need to avoid duplication. Networking event and private view held before the autumn Careers Fair in October 2015 but attendance low and structure too informal; reviewed and changed for spring Fair in April 2016 which worked much better (21 attendees, positive feedback)</i></p> <ul style="list-style-type: none"> ➤ <i>Work with colleagues in the LLC to develop activities with alumni which support current students' personal and professional development and provide opportunities for networking LLC Alumni Working Group meets regularly. LLC Graduate Network branding created. Student experience staff visit the final class of each departing cohort to explain the LLC Graduate Network 'offer'. LLC Graduate Network newsletter sent out to alumni 3 times a year.</i> ➤ <i>Create and run Project Yourself personal development event; review and consider further ideas building on this (e.g. longer/off-campus/residential) Project Yourself #1 run in April 2016. Project Yourself #2 run in June 2016, to an agenda proposed by the participants in Project Yourself #1. Numbers attending low but feedback positive; will run again in 2017.</i> ➤ <i>Explore with University partners (LUU, Careers) whether there is scope for giving priority for part-time work and internships offered by the University to</i> 		
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	<p>students from widening participation backgrounds <i>This has been raised through Careers (informally) and HR channels (more formally) but is in the early stages. A group on careers support for WP students will be established in 2016-2017 and this is likely to be the best route to getting this on the University agenda.</i></p> <p>21. Encourage students to consider progression to postgraduate study by: Offering aspiration-raising events (e.g. with PG LLC alumni) <i>Workshop 'Ever thought about postgraduate study?' run twice; included PG students (but not from the LLC). Workshops also held on Routes into Teaching and Routes into Social Work. Total number of attendees: 51</i></p> <p>Offering support with PG applications <i>1:1 support offered to applicants</i></p> <p>Offering support with identifying funding (e.g. through postgraduatefunding.com) and helping with applications (including loans if new PG loan system is introduced) <i>Offered as part of 1-1 meetings above. New loans system important in assessing financial viability of PG study</i></p> <p>Working with the University to ensure that financial support for PG students from widening participation backgrounds remains a priority LLC staff on <i>Taught Postgraduate Diversity Working Group</i></p> <p>22. Develop a new research project to investigate the relationship between PT undergraduate study (recruitment, retention, achievement and</p>		
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	<p>well-being) and the offer of cash financial support to students from low-income backgrounds, including dissemination of the results within the University and more widely as appropriate</p> <p><i>Online survey of PT students completed early 2016. Follow-up focus groups offered but only 2 took place due to low interest. Results communicated via 3 conference workshops: NEON, FACE, and SCUTREA. Paper in SCUTREA Conference Proceedings.</i></p> <p>23. Enhance further the support provided for Foundation Year progressions through creation of student database and systemic tracking of interventions</p> <p><i>Done (establishment of special database overtaken by creation of new LLC student database)</i></p> <p>24. Map and do preliminary work (with external consultant) on longitudinal survey of LLC student destinations/outcomes (widely defined) in order to inform thinking about employability support. Survey to start with 2016-2017 cohort</p> <p><i>Financial support was provided to establish this. External consultant completed literature review (autumn 2015) and developed research instruments (winter 2015) which were piloted with test volunteers (spring 2016). Participants from new intake recruited (summer 2016) and first interviews scheduled for autumn 2016</i></p> <p>25. Organise UALL Student Experience Network conference for early 2016 on the theme of exploring and enhancing the experience of mature and part-time undergraduates (with possible link to LLC 10th anniversary commemoration activities and/or a 'mature student week')</p> <p><i>Complete. Conference held in Leeds on 4 February 2016. Work continuing on a second</i></p>		
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	<i>conference looking at mature students and technology.</i>		
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