

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

School of Sociology and Social Policy

Faculty of ESSL

EXECUTIVE SUMMARY																		
Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate Programme Experience Survey					
	2011-12		2010-11		2009-10		2011-12		2010-11		2009-10		2011-12		2010-11		2009-10	
	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	86	87	90	86	76	82	86	85	85	83	86	84	86	84	87	82	72	78
Teaching	87	90	92	88	85	85	90	84	86	83	84	83	91	85	88	84	85	81
Assessment & feedback	69	69	64	65	48	61	69	61	64	56	56	57	70	69	79	68	70	63
Academic support	71	80	74	77	70	74	66	72	63	68	61	68	83	80	84	79	88	76
Organisation &	84	83	89	82	84	79	72	74	83	83	83	73	86	80	81	77	73	73
Learning resources	75	88	74	87	71	85	69	78	65	77	66	76	78	83	81	82	57	81
Personal development	69	81	71	78	68	76	62	68	55	65	55	63	64	71	65	70	55	68
Sector position	Social Policy 14/25 Sociology 32/84	51/150	Social Policy 8/24 Sociology 34/86	46/151	Social Policy 10/22 Sociology 71/83	75/154												

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>Impact of 2010-11 actions</b>	<ul style="list-style-type: none"> <li>• Level 1 students delivered increased scores in academic support following embedding and establishment of wide-range of 'student experience' initiatives.</li> <li>• You responded positively to the timetabled, group personal-tutoring sessions we ran for all Levels with information-specific themes.</li> <li>• Feedback scores have increased across surveys following the promise to return marks and feedback to you within 3 weeks of assignment submission.</li> <li>• We have worked together on employability-related projects and initiatives to help you when you graduate.</li> </ul>
<b>Achievements in 2011-12</b>	<ul style="list-style-type: none"> <li>• You fed-back that the timetabled, directed sessions for the SLSP dissertation modules were well received and useful.</li> <li>• On-line marking and feedback for Level 1 SLSP1022 Sociological Thinking module improved your ability to use feedback.</li> <li>• We are working closely with you through SocSoc, Course and School reps to gain and respond to peer-to-peer feedback.</li> <li>• We have designed the 'We Listened ... We Did...You Said' posters to better communicate the results of our collaborative relationship with you.</li> <li>• Following the review of current timetabled hours and module structure, we have increased contact time at Level 1 to allow you greater access to research staff in the school and to encourage you to develop as 'early career' researchers.</li> <li>• We continue to work with you on our 'Partnership in Action' strategy to take forward student/school led initiatives.</li> </ul>
<b>Main actions for 2012-13</b>	<ul style="list-style-type: none"> <li>• We will continue to work to improve assessment and feedback by making greater use of on line assessment, marking and return of feedback</li> <li>• Your responses indicate that you would like to feel that your personal development was given greater attention. We will be working in partnership with SocSoc to make opportunities available to students to enhance personal development and employability. We will make the personal development embedded within your programmes more explicit to you.</li> <li>• We will work with SocSoc and provide activities to help all Levels of students feel part of the School</li> <li>• We will increase contact time for Level 2 during 2012-13.</li> <li>• We have recruited a Student Placement Officer who will work with staff and students to develop internship and work placement opportunities.</li> </ul>

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<b>Aspect</b>	<b>Progress with actions in response to 2010-11 feedback and indication of impact</b>	<b>Issues raised in 2011-12 feedback</b>	<b>Planned response in 2012-13</b>
<b>Overall satisfaction</b>	<p>Good progress in working with MA students to enhance their experience.</p> <p>Partnership progressing with Soc Soc</p> <p>Employability Champion and employability and fund raising events</p>	<p>Students felt that some staff members did not respond to emails and missed their open doors.</p> <p>Students want to know that their feedback will be acted on.</p> <p>Some disappointment from JHs students in relation to co-teaching schools.</p> <p>You wanted to feel more integrated into the culture of the School and to meet other students and peers.</p>	<p><i>We have an expectation that staff will reply to emails with two working days. Where staff are unavailable 'out of office' messages will be used and if open doors are cancelled due to unforeseen circumstances we will notify students promptly.</i></p> <p><i>We want to work with students to develop an effective communications strategy.</i></p> <p><i>We have increased the number of dedicated JHs tutors to provide specialist guidance and advice to students and to liaise with other Schools.</i></p> <p><i>We will continue to work in partnership with SocSoc to develop and co-host social opportunities in the School.</i></p>
<b>Teaching</b>	<p>We have increased contact time, creatively at Level 1 and we are extending this to Levels 2 and 3 in future years.</p> <p>We have introduced more online assessment and marking and seen exams.</p>	<p>TPG students widely appreciated the knowledge and teaching styles of tutors. They would welcome a peer discussion group.</p> <p>Level 3 students would like to see an increase in the assessment options, particularly in Semester 2 where modules are predominantly assessed by essay.</p>	<p><i>The School will work with all students across Levels to establish space and time for peer discussion groups.</i></p> <p><i>Plans for 'programme leaders' to look across assessment at all Levels to ensure a balance of choice and options.</i></p> <p><i>We will increase contact time at Level 2 to help students at that Level to develop their research skills further which will positively enhance your skills and benefit your future dissertation work.</i></p>
<b>Assessment and feedback</b>	<p>Work done to improve your understanding of feedback has been reflected in a 16 point increase between 2010 and 2011 in NSS results.</p> <p>You have responded well to the School's commitment and success in returning marks to you within 3 weeks of assignment submission.</p>	<p>Responses to the UG Programme Survey shows that work in the School on improving timely and quality feedback has been successful (+4 increase at Level 1; +9 at Level 2).</p> <p>However, you would like more help with using feedback to improve your work.</p>	<p><i>The Level 1 Skills for Today and Tomorrow module will continue to help students use feedback effectively to improve their learning. Students will carry out exercises within workshops to actively consider feedback alongside their assignments.</i></p> <p><i>Further encouragement for students to use Open</i></p>

			<i>Doors to gain further insight and clarification into returned feedback.</i>
<b>Academic support</b>	<p>Your group personal tutoring meeting in intro week helped make relevant Leeds for Life.</p> <p>The PGT Tutor encouraged you to make contact with him if you are experiencing ongoing problems with contacting other tutors and contact has increased.</p> <p>Timetabled group personal tutoring sessions helped deliver information on careers, 'tips for success', improving grades, dissertations, module choices and general academic support.</p>	<p>Joint Honours students in 2011-12 surveys felt the impact of the closure of the Centre for Joint Honours and the integration into parent schools. The one-to-one service provided by the Centre was greatly missed and resulted in a downward turn of satisfaction amongst this cohort.</p> <p>You didn't feel the personal tutoring system was particularly useful and were unclear about how to make best use of it.</p>	<p><i>The School has increased JHs tutoring and liaison with co-teaching Schools. Specialist induction sessions for this cohort will be increased.</i></p> <p><i>During 2012-13 we will develop dedicated and personalised personal tutor flyers for incoming students. The flyers will include photograph, contact details of their tutor including guidance on how to get the best out of the advising system.</i></p>
<b>Organisation and management</b>	<p>The introduction and organisation of noticeboards within the Common Room area of the School has helped provide students with clearer information on, for example, who their personal tutor is; events that are taking place; successes within the School; academic and timetabling information and general notices.</p>	<p>Again, the integration of JH students into the School has impacted on satisfaction rates in this area. Students felt confused and unclear about their programmes.</p>	<p><i>The increase in JH tutors should help to alleviate any confusion and misunderstandings.</i></p> <p><i>From January 2013 the support staff within the School will move over to the Student Education Service. Further co-ordination and streamlining of processes will facilitate better communication and management of School functions to both staff and students</i></p>
<b>Learning resources</b>	<p>Resources continued to be digitised and made available on the VLE. However, access to resources remains an issue. Strategy review for empowering you to make full use of all resources available.</p>	<p>Limitations on available learning resources remains an issue for you across Levels.</p>	<p><i>The School will continue to work with the library to ensure readings are digitised where possible.</i></p> <p><i>Proposals have been put forward to the School Management Team for coordination and synchronisation of learning resources (module handbooks, lecture slides) during the Summer of 2013.</i></p>
<b>Personal development</b>	<p>During 2010/11 your Student Experience Manager worked with Careers to offer you a wide range of social science specific workshops and information sessions across the Education, Social Science and Law Faculty.</p> <p>One to one personal development support continued to be offered to you as well as workshops and training.</p> <p>Funding from the University allowed students from SocSoc to carry out some student-led research which led to a careers session run by students for</p>	<p>Those of you at Level 2 felt that your personal development had increased significantly with the initiatives run during 2011-12 (+17 points).</p> <p>Level 1 and Level 3 students felt they would benefit from further work around personal development.</p>	<p><i>The Level 1 Skills for Today and Tomorrow module will continue to help students develop personally by incorporating research and critical thinking skills in to the module. You will be encouraged to look at how these skills can help you both during your degree and within future careers.</i></p> <p><i>We have recruited a dedicated Student Placement Officer who will work with your Student Experience Manager and your Careers Advisor to continue to help you plan, decide and ultimately compete in the further study and job</i></p>

	<p>students in 2010/11 "Employing Me, Employing You".</p> <p>Student interns initiated contact with local businesses with the aim of securing and offering placements for students undertaking the Industrial Placement Year.</p> <p>SSP Researchers have been discussing options for offering research placements to you on a range of projects being run by the School.</p>		<p><i>marketplaces.</i></p> <p><i>A new 'student employability ambassador' will work in partnership with the School to increase your awareness of existing opportunities to develop your employability and transferable skills.</i></p> <p><i>Proposals have been put forward to the School Management Team for the creation of a student internship to develop and synchronise learning resources.</i></p> <p><i>CIRCLE has worked with the charity Carers Leeds to create 2 ongoing voluntary placements in Leeds city centre to offer you the opportunity to develop research skills.</i></p>
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