

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2010-11
School: Sociology and Social Policy **Faculty: Education, Social Sciences and Law**

EXECUTIVE SUMMARY																		
Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate Programme Experience Survey					
	2010-11		2009-10		2008-09		2010-11		2009-10		2008-09		2010-11		2009-10		2008-09	
	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	90	86	76	82	87	84	85	83	86	84	82	82	87	82	72	78	93	80
Teaching	92	88	85	85	89	86	86	83	84	83	83	82	88	84	85	81	87	81
Assessment & feedback	64	65	48	61	64	61	64	56	56	57	59	54	79	68	70	63	80	62
Academic support	74	77	70	74	74	75	63	68	61	68	64	66	84	79	88	76	95	76
Organisation & management	89	82	84	79	89	79	83	83	83	73	74	70	81	77	73	73	89	75
Learning resources	74	87	71	85	76	86	65	77	66	76	70	77	81	82	57	81	90	82
Personal development	71	78	68	76	69	78	55	65	55	63	59	62	65	70	55	68	65	67

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"> • Tutors made available to you module resources on-line via the electronic library system and the VLE. • Training for all Teaching Assistants was developed and extended – including enhanced sessions on marking. • ‘The F Word’ leaflet helped show you how to use, interpret and build on markers’ feedback on your assessed work. • We expanded the successful peer mentoring scheme to the Foundation Year students. • We introduced an Industrial Placement Year across all programmes to give you better opportunities to develop your employability and enhance your personal development. • Dissertation drop-in sessions run for Level 3 students.
Achievements in 2010-11	<ul style="list-style-type: none"> • You rewarded us with increased scores in the surveys you completed, following embedding and establishment of wide-range of ‘student experience’ initiatives . • You responded positively to the timetabled, group personal-tutoring sessions we ran for all levels with information-specific themes. • We have achieved our aim of returning marks and feedback to you within 3 weeks of assignment submission. • We have worked together on employability-related projects and initiatives to help you when you graduate.
Main actions for 2011-12	<ul style="list-style-type: none"> • If you are taking an SLSP dissertation module, we will deliver timetabled, directed sessions to you. • We are trialling on-line marking and feedback for Level 1 SLSP1022 Sociological Thinking module, with a view to improving your feedback. • We are working closely with you through SocSoc, Course and School reps to gain and respond to peer-to-peer feedback. • We have designed the ‘We Listened ... We Did... You Said’ posters to better communicate the results of our collaborative relationship with you. • We will work closely with you to review current timetabled hours and module structure. • We will design a ‘Partnership in Action’ strategy to take forward student/school led initiatives.

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School: Sociology & Social Policy

Faculty: ESSL

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>The School continued to deliver the successful longer term initiatives that were introduced in previous years and remains committed to improving the student experience. Consultation with students across all levels during the academic year continued via focus groups and the Student: Staff Forum.</p>	<p>The School is delighted by its 14 point increase in percentile points in 2010-11 feedback.</p> <p>You commented specifically on the high level of support, teaching and facilities you have had access to.</p>	<p>Student Experience Manager and MA Team to liaise regarding student experience at MA level.</p> <p>Maintain, with review if necessary, the ongoing and successful UG level initiatives developed during 2008-09; 2009-10 and 2010-11.</p> <p>Consider partnership possibilities with student cohort at all levels and creation of an 'SLSP Partnership'.</p>
Teaching	<p>Training and induction of Teaching Assistants has continued with a 'minimum standard' of information from convenors created on all modules.</p> <p>The Level 1 compulsory skills module has continued to received positive feedback and in providing guidance for both transferable skills and basic study skills.</p> <p>A number of PGT students raised some concerns in relation to one module which they felt had been disorganised.</p>	<p>You reported an increase of 7 points in satisfaction of the teaching in the School.</p> <p>Some concerns remain however over the number of contact hours received.</p> <p>You expressed a desire for a broader range of assessment types at Level 3 was noted in the NSS.</p>	<p>A review of contact hours across levels has already begun and this will continue through 2011-12.</p> <p>Review of programmes and forms of assessment, starting with Level 1..</p> <p>Continued overview and re-consideration of the MA Student Experience in line with increased student numbers.</p>
Assessment and feedback	<p>The School has worked hard to increase awareness of 'how to use feedback effectively' through a number of initiatives, including the 'F Word' leaflet and the development of existing study skills resources.</p>	<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>Online marking initiative for Level 1 Sociological Thinking module to provide direct feedback.</p> <p>Reprint of 'F Word' leaflets for Level 1.</p>

	New ways to assess students have been introduced including tutorial contribution and poster presentations and this has proved popular.	We committed to and succeeded in returning marks to you within 3 weeks of assignment submission.	Level 3 modules – anonymous spreadsheet of all marks made available so you can track progress in comparison to other students on the module.
Academic support	<p>Students commented positively on the approachability, availability and support offered by tutors across levels.</p> <p>Some concerns from PGT students about availability of some staff.</p>	<p>Your group personal tutoring meeting in intro week helped make relevant Leeds for Life.</p> <p>The PGT Tutor will encourage those of you at PGT level to make contact with him if you are experiencing ongoing problems with contacting other tutors.</p> <p>Timetabled group personal tutoring sessions will help to deliver information on careers, 'tips for success', improving grades, dissertations, module choices and general academic support.</p>	<p>Liaison in partnership with Leeds for Life Ambassadors to highlight usefulness of site – to staff and students.</p> <p>Review academic support provision at PGT level, given limited staffing and increased student numbers.</p>
Organisation and management	The support staff was commended for efficiency, availability and friendliness.	The introduction and organisation of noticeboards within the Common Room area of the School will 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>Communication methods with students reviewed in partnership with UG and PGT School Reps.</p> <p>The School's support staff has been reorganised and clearer functional responsibilities across all cohorts have been established.</p> <p>Plasma screen to be installed in the Common Room area to provide a platform for prompt dissemination of messages, event information and general notices.</p>
Learning resources	<p>The School has persisted in its commitment to make electronic information and resources available via the VLE and this has proved effective and useful for students.</p> <p>The lack of available resources in the library and computer clusters remains a concern for students. That said, the School and students</p>	Access to learning resources remains an issue for you across cohorts.	<p>Resources continue to be digitised and made available on the VLE.</p> <p>Access to resources remains an issue.</p> <p>Strategy review for empowering you to make full use of all resources available.</p>

	continue to value its contact and the contribution received from Faculty Library Staff.		
Personal development	<p>Students commented that transferable skills integrated into tutorials and module assessments had been useful for future careers.</p> <p>Additionally personal development opportunities within the School were praised including SocSoc, peer mentoring and Student Ambassadors.</p>	<p>During 2010/11 the Student Support Officer worked with Careers to offer you a wide range of social science specific workshops and information sessions across the ESSL Faculty.</p> <p>One to one personal development support will continue to be offered to you as well as workshops and training.</p> <p>Funding from ADF/TESS has allowed students from the SocSoc to carry out some student-led research which will lead to a careers session run by students for students in 2010/11.</p> <p>It is planned to develop contacts with businesses with the aim of securing and offering placements for students under the Industrial Placement Year.</p> <p>Researchers will also offer research placements for students during the summer of 2011 on a range of projects being run by the School.</p>	<p>Partnership initiative with PGT and UG School Reps, Director of Student Education and Student Experience Manager to gain feedback on the concept of personal development and what it means to students. Focus groups and surveys will be used.</p> <p>'Employing Me, Employing You' event revisited with SocSoc and available to ESSL students.</p> <p>CV Builders available for compulsory modules at Levels 1, 2 and 3.</p> <p>Continued development of industrial placements, work experience and work shadowing opportunities.</p> <p>Student Experience Manager to network with local businesses to create links and possible opportunities for placements and work experience.</p> <p>Provision of information and resources to facilitate individual's research on work shadowing opportunities, in conjunction with the Careers Centre.</p> <p>Student Career Ambassadors to be recruited at all levels to help peer-promote initiatives, events and personal development awareness.</p>