

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

Faculty of Education, Social Sciences and Law: School of Sociology and Social Policy

EXECUTIVE SUMMARY																		
Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate Programme Experience Survey					
	2013-14		2012-13		2011-12		2013-14		2012-13		2011-12		2013-14		2012-13		2011-12	
	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	87	88	88	87	86	87	83	85	85	85	86	85	69	85	72	87	86	84
Teaching	89	90	91	89	87	90	85	85	87	85	90	84	80	86	79	87	91	85
Assessment & feedback	69	71	70	71	69	69	66	62	61	59	69	61	59	71	68	75	70	69
Academic support	74	82	75	81	71	80	69	73	69	72	66	72	64	82	76	85	83	80
Organisation & management	85	85	89	84	84	83	68	75	78	73	72	74	61	81	76	85	86	80
Learning resources	85	91	83	90	75	88	82	83	75	81	69	78	81	85	78	86	78	83
Personal development	73	82	75	81	69	81	60	72	59	69	62	68	52	77	52	77	64	71
Sector position (Social Policy)		50/146	7/26	57/147	14/25	51/150												
Sector position (Sociology)			53/91		32/84													

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	<p>Building Your Future Together</p> <ul style="list-style-type: none"> • Our return to the Social Sciences Building • Our successful student internships • Our vibrant student and staff community
Main actions for 2014-15	<ol style="list-style-type: none"> 1. Strengthening our Partnership and working together 2. Delivering a range of Student Opportunities to enhance your employability and personal development 3. Feedback: providing online marking and feedback for all UG Levels with clearer marking criteria

Summary of student involvement in the production of this Action Plan

- Circulation to School and Course Representatives;
- Consideration by Student: Staff Forum 26 November 2014;
- Discussion at Student Focus Groups.

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

School: Sociology & Social Policy

Faculty: ESSL

Aspect	Progress with 2013-2014 actions and indication of impact	Agreed Issues/Actions for 2014-2015	Responsibility/Expected completion date
Overall satisfaction	<p>The FY programme has been developed and 'strands' have been identified so students have a clearer vision of the programme. Additionally the tutor for the politics strand will conduct both lecture and tutorials to provide consistency.</p> <p>The modules have been further developed to build on existing student satisfaction and to streamline some elements of the modules.</p> <p>The Level 1 Strand 2: Research Skills within SLSP1145 module helped students when going on to undertake the Level 2 Research Methods module. In addition both modules embed within the curriculum the core programme threads, including ethics and responsibility and employability.</p> <p>Ongoing initiatives within the School to uphold and improve the overall student experience were well attended by students and staff.</p> <p>Staff and student socials and the 'Who's Who' video interviews which were posted to the SSP Student Facebook page were particularly well received.</p>	<p>We will work to ensure the School's return to the Social Sciences Building will be of huge benefit to both staff and students.</p> <p>The School will use the space to hold research seminars, SSP Film Club and to enhance a better sense of School community. Your study and social space, together with the teaching rooms located in the building will help nurture a sense of belonging and shared ownership within the School.</p> <p>In line with the University's strategic aim to improve the experience of the taught postgraduate student, we will continue to work closely with our TPG cohorts. We plan to improve resources for Distance Learning programmes and for support generally across TPG.</p>	<p><i>All staff and students (ongoing)</i></p> <p><i>All staff and students (ongoing)</i></p> <p><i>TPG Tutor and TPG team and students (ongoing)</i></p>
Teaching	<p>Work done on coordination of the dissertation modules by the Dissertation Tutor during 2013/14</p>	<p>The Dissertation Tutor will introduce "Optional extra" sessions for those of you who are</p>	<p><i>Dissertation Tutor (2014/15)</i></p>

	<p>have resulted in an increase in satisfaction on the module reviews (from 65% to 71% overall satisfaction). Additional sessions via these modules have also been well attended by students.</p> <p>Contact time at Level 2 was increased on the core module Research Methods with weekly rather than fortnightly tutorials introduced in 2013/14. This was well received by students who can often find this module challenging.</p> <p>The School's full programme development and review is ongoing.</p>	<p>undertaking a Level dissertation.</p> <p>Our module leaders will draw out the links between School research seminars and their specific modules and encourage you to engage further with the research in the School.</p> <p>Our key Level 1 team will be available for an informal Friday afternoon session to help with induction and contact time for newly arrived and all Level 1 students.</p>	<p><i>Module leaders (2014/15)</i></p> <p><i>Level 1 staff (Semester 1)</i></p>
<p>Assessment and feedback</p>	<p>The School Taught Student Education Committee requested volunteers from Level 2 to take up online feedback as it is likely that students who experienced Level 1 online marking will want equivalent level of feedback at Level 2.</p> <p>The successful 'F Word' leaflets for improving student's ability to interpret and recognise feedback are an ongoing initiative.</p>	<p>Our Grademark pilot will be expanded to include a core Level 2 module. Consideration will be given to include further modules in the future with the aim that at all UG Levels you will receive some feedback and marking on-line.</p> <p>Further work on the clarification of marking criteria will be undertaken at all levels to help you to more clearly understand what is required of you in terms of assessment and how to improve your marks.</p> <p>We will look at creating an assessment and style guide to help you to understand more fully the requirements of assessment submission.</p> <p>Our Student Education Service Manager is designing an improved feedback form to more closely align your assessment feedback with our marking criteria.</p>	<p><i>DSE and Module Leaders (Sem 1 and Sem 2 2014/15)</i></p> <p><i>Level Directors (by Semester 2)</i></p> <p><i>SESM, DSE and Student Experience Manager</i></p> <p><i>DSE and SESM</i></p>
	<p>Students each received a personalised email</p>	<p>Personal tutors have been encouraged to attend</p>	<p><i>Personal Tutors – 2014/15</i></p>

<p>Academic support</p>	<p>containing information in relation to their personal tutor. In addition the School sent out a 'What is a Personal Tutor?' explanation via email and VLE announcement to help clarify some of the confusions that students experience.</p> <p>The School has now established a new TPG team bringing together all the MA programmes providing a more cohesive experience for students and helping to establish a community. TPG students were invited to a focus group and to air any issues via Course Reps in early Semester 2. Nothing was raised at the time.</p>	<p>SDDU training to further support their roles.</p> <p>We have circulated Leeds for Life guidance training to all personal tutors so that they may use the system to better support you.</p> <p>The School's TPG Team will review support offered to students, with a particular focus on Distance Learning and part-time students.</p> <p>Tutors and the School's Taught Student Education Committee will explore ways in which Open Door times can be used in more structured ways, perhaps extending to discussion groups on specific topics.</p>	<p><i>Student Experience Manager (completed)</i></p> <p><i>TP Tutor; Disability / Distance Learning team (Sem 1 and 2 2014/15)</i></p> <p><i>STSEC</i></p>
<p>Organisation and management</p>	<p>The School continues to work with the Faculty and the University to review the Student Education Service structure with an aim to maintain and improve the management of the organisation of all programmes within current University procedures and policies.</p> <p>The temporary relocation to the Worsley building and subsequent upheaval to students at Levels 2 and 3 inevitably had some impact on the perception of the School's organisation and management of programmes.</p>	<p>How and who communicates to students (particularly in case of cancelled or rearranged lectures) will be clarified.</p> <p>Our return to the Social Sciences Building will make it easier for you to access key members of staff and encourage more partnership working.</p>	<p><i>SESM (completed)</i></p> <p><i>All SSP Staff</i></p>
<p>Learning resources</p>	<p>All module convenors were reminded about the digitalisation of resources and to make these widely available where possible.</p> <p>Staff were encouraged to engage with blended learning and the new lecture capture technology arriving in 2014/15.</p> <p>The University's investment in online resources and IT systems for students will also have helped improve satisfaction overall.</p>	<p>We will monitor your engagement with lecture capture during 2014/15 and work with you to review and develop a strategy to further embed blended learning within the curriculum.</p>	<p><i>DSE; Student: Staff Forum; STSEC</i></p>

<p>Personal development</p>	<p>New in-School opportunities in the form of internships, research centre interns and Student Ambassador roles improved personal development opportunities for students.</p> <p>The Employability Student Intern recruited in 2013/14 worked with students to see what areas they still require help with.</p> <p>The ESSL Careers Week in March 2014 was an initiative undertaken by all employability SES staff in the Faculty. The aim was to assist students who are still unsure about where to begin with careers guidance and employability options. The week had minimal attendance but maximum impact on those who were present.</p> <p>Statistics from the registration survey on students' stage of 'readiness' for careers engagement were used to target more effectively opportunities already available but the data did arrive too late in the academic year for this to be as successful as planned.</p> <p>The core programme thread of employability has been embedded into the curriculum within the Research Methods module at Level 2 where students are encouraged to conduct a practical exercise via the Careers Centre.</p> <p>The successful Graduation employability questionnaire was carried out again in July 2014 and will be used to help recent graduates to make use of careers information.</p> <p>Students will be encouraged to recognise skills embedded in curriculum as contributing to their personal and professional development.</p>	<p>We will provide you with existing and new student opportunities in the form of ambassadorships and internships in the School.</p> <p>We will consider a 'Sociology in Action' project - Giving you the opportunity to engage with local voluntary and third sector organisations in and around the Leeds area.</p> <p>We will conduct a joint research project with the Careers Centre to ensure the most productive use of resources. This will allow us to provide students with a more individually tailored service.</p> <p>Our Student Placement Officer and Study Abroad coordinator will continue to support you if you are interested in applying for either of the third year schemes available.</p>	<p><i>Student Placement Officer; Student Experience Manager; Admissions Team</i></p> <p><i>HoS; DSE; Student Experience Manager (2014/15)</i></p> <p><i>DSE; Careers Centre; Student Experience Manager; Students (2014/15)</i></p> <p><i>Student Placement Officer and Study Abroad Coordinator (2014/15)</i></p>
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