

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

School of Sociology and Social Policy (Faculty of Education, Social Sciences and Law)

EXECUTIVE SUMMARY																		
Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate Programme Experience Survey					
	2014-15		2013-14		2012-13		2014-15		2013-14		2012-13		2014-15		2013-14		2012-13	
	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	87	90	87	88	88	87	86	87	83	85	85	85	50	85	69	85	72	87
Teaching	91	92	89	90	91	89	84	86	85	85	87	85	69	85	80	86	79	87
Assessment & feedback	78	74	69	71	70	71	67	63	66	62	61	59	45	71	59	71	68	75
Academic support	80	85	74	82	75	81	72	74	69	73	69	72	59	82	64	82	76	85
Organisation & management	87	85	85	85	89	84	73	76	68	75	78	73	58	82	61	81	76	85
Learning resources	88	92	85	91	83	90	77	84	82	83	75	81	82	87	81	85	78	86
Personal development	75	85	73	82	75	81	65	72	60	72	59	69	38	76	52	77	52	77
Sector position (Social Policy)	13/44	21/145	5/24	50/146	7/26	57/147												
Sector position (Sociology)	52/116		48/92		53/91													

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 in 2014-15	<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><i>'Sociology In Action' launch signals beginning of exciting new curriculum engaging with the city of Leeds</i></p>
Main actions for 2015-16	<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"> <i>1. Development of Taught Postgraduate provision</i> <i>2. Redevelopment of the Level 2 curriculum</i> <i>3. Continue success of the dissertation modules at Level 3.</i>

<p>Good practice examples from 2014-15</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. Roll out of online marking across all levels with more modules to follow 2. Intensive teaching at Level 1 involving all staff 3. Developing links with organisations external to the University to embed the sociological imagination in the City 4. A programme of events to celebrate Sociology and Social Policy – coinciding with the reopening of the building
<p>Summary of student involvement in the production of this Action Plan</p>	<ul style="list-style-type: none"> • Circulation to School and Course Representatives; • Discussion at Student Focus Groups; • Consideration by Student: Staff Forum 25 November 2015.

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

Aspect	Progress with 2014-2015 actions and indication of impact	Agreed Issues/Actions for 2015-2016	Responsibility/Expected completion date
<p>Overall satisfaction</p>	<p>The School's return to the Social Sciences Building was managed seamlessly by the School Support Team and reactions to your student study space and in-house computer cluster have been extremely positive.</p> <p>Research seminars, SSP Film Club and other events were held in the seminar rooms and these were received and attended very well.</p> <p>Continued work to improve the TPG student experience occurred during the year.</p>	<p><i>Developments in the building include the creation of a Postgraduate common room space to help develop the community.</i></p> <p><i>We will continue to embed the PG and UG community in to the research culture of the School.</i></p> <p><i>The CRISSP (Current Research in Sociology and Social Policy) seminar series will run throughout the year and be widely advertised to students and staff. Postgraduate students will also be invited to present.</i></p>	<p><i>School Support Manager and Head of School (January 2016)</i></p> <p><i>PGR Tutor and Director of Research (2015/16)</i></p> <p><i>Dr Lisa Buckner (2015/16)</i></p>
<p>Teaching</p>	<p>"Optional Extra" sessions for Level 3 dissertations were received well.</p> <p>The Friday afternoon drop-in for newly arrived and all Level 1 students helped to continue the induction throughout semester 1 and helped students to settle in and ask questions in relation to modules.</p>	<p><i>Redevelopment of the Level 2 curriculum will take place during 2015/16 aligning the module developments with the Level 1 changes made last year.</i></p> <p><i>Q steps agenda – make a step change in the provision of quantitative methods offered across the UG curriculum in line with Q Steps funding</i></p>	<p><i>Level 2 Director & Level 3 Director & DSE (March 2016)</i></p> <p><i>Q Steps Lead and DSE (incremental 5 year plan)</i></p>

	<p>We have reduced the assessment requirements and increased contact hours at Level 1.</p>	<p><i>Introduction of compulsory Social Policy Quant Global SP Module</i></p> <p><i>During 2015/16 we will develop new modules on Global Terrorism for introduction in 2016/17.</i></p> <p><i>Internationalise & Diversify the Curriculum</i></p> <p><i>The aligning of Level 2 and Level 3 modules will mean there is more choice available to you when picking modules.</i></p> <p><i>Following the successes for UG dissertation students, we have allocated a dedicated Dissertation Tutor role at TPG level also.</i></p>	<p><i>Q Steps Lead, DSE and HoS (March 2016)</i></p> <p><i>Dr Paul Bagguley and Dr Yasmin Hussain (completed)</i></p> <p><i>Professor Adrian Favell; International Lead (ongoing); Dr Alison Sheldon Equality and Inclusivity Officer (ongoing)</i></p> <p><i>DSE and Directors of Level 2 and Level 3 (2015/16)</i></p> <p><i>DSE, MA Tutor and MA Dissertation Tutor (2015/16)</i></p>
<p>Assessment and feedback</p>	<p>Grademark pilot was expanded to include core Level 2 module</p> <p>Online marking is now in place across all Level 1 modules.</p> <p>Student Education Service has developed method for returning all feedback electronically which means feedback can be received via your desktops remotely.</p>	<p><i>The reduction in Level 1 assessment will impact during 2015/16 and we will seek feedback from you and tutors regarding this.</i></p> <p><i>We will develop online marking across other modules at Levels 2 and 3.</i></p> <p><i>We will look at creating a 'baseline' template for module handbooks to be used by all module convenors.</i></p>	<p><i>Director of Student Education, Level 1 Director, Student Experience Manager (Semester 2)</i></p> <p><i>Module Convenors (2015/16)</i></p> <p><i>SESM and Student Experience Manager (2015/16)</i></p>
<p>Academic support</p>	<p>Personal tutors were encouraged to attend SDDU training to further support their roles.</p> <p>The circulation of Leeds for Life guidance training to all personal tutors helped them make better use of the system to better support you.</p> <p>The School's TPG Team reviewed support offered to students, with a particular focus on Distance Learning and part-time students.</p>	<p><i>We will be offering writing retreats for TPGs to help develop their academic skills.</i></p> <p><i>Core TPG staff will host coffee mornings and brown bag lunches in the hope of enhancing the sense of community and inclusion for the TPG students.</i></p> <p><i>Dedicated Level 1 personal tutors will help students to settle in more quickly.</i></p>	<p><i>MA Dissertation Tutor and Deputy DSE (2015/16)</i></p> <p><i>MA Tutor (2015/16)</i></p> <p><i>Level 1 Director and L1 Tutors (Completed)</i></p>

<p>Organisation and management</p>	<p>The return to the Social Sciences building and the creation of a clear Student Education Service office has helped to further establish the Service's presence in the School to staff and students.</p> <p>The School' Executive 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><i>The Faculty has employed a Student Education Service Evaluation intern to consider how the organisation and management of School's learning and teaching takes place and in order to share best practice. An induction questionnaire will be given all incoming students to consider how useful the programmes are.</i></p> <p><i>We will collate the information from the above and consider any amendments to the Induction processes with Programme Leads.</i></p>	<p><i>SESM and Student Experience Manager (completed)</i></p> <p><i>DSE, SESM, Student Experience Manager, UG Programme Leads, MA Programme Leads, MA Tutor (by Sept 2016)</i></p>
<p>Learning resources</p>	<p>All module convenors were reminded about the digitalisation of resources and made these as widely available as possible.</p> <p>There has been improvement in the VLE provision across modules including the further development of reading lists and the engagement with blended learning and the new lecture capture technology has been a great success.</p> <p>The University's investment in online resources and IT systems for students has also helped improve satisfaction overall.</p>	<p><i>A more efficient use of the VLE and a blended approach to learning</i></p> <p><i>We will encourage the voluntary use of desktop recording for lectures where applicable as an alternative when staff are absent through illness or engaged on prior commitments which clash with the timetable</i></p>	<p><i>All academic staff</i></p> <p><i>DSE and Programme Leaders (2016)</i></p>
<p>Personal development</p>	<p>New in-School opportunities in the form of internships, research centre interns and Student Ambassador roles continued to improve personal development opportunities for students.</p> <p>The 'Sociology in Action' project received funding and was launched, giving you the opportunity to engage with local voluntary and third sector organisations in and around the Leeds area.</p>	<p><i>The Faculty Student Support Manager is overseeing a Portal Survey to better understand your future careers aspirations. We will use this information in order to send you targeted employability and personal development information that is relevant to your interests and aspirations.</i></p> <p><i>Work on enhancing your employability across all Schools in the Faculty of ESSL with a more integrated team to help you improve and articulate your transferable skills and become more</i></p>	<p><i>Faculty Student Support Manager (2016/17)</i></p> <p><i>Faculty Student Support Manager (2016/17)</i></p>

	<p>We conducted a joint research project with the Careers Centre to ensure the most productive use of resources. The outcome and findings from this project will allow us to provide students with a more individually tailored service.</p> <p>Our Student Placement Officer and Study Abroad coordinator continued to support those of you interested in applying for either of the third year schemes available.</p> <p>The successful Graduation employability questionnaire was carried out again and was used to help recent graduates to make use of careers information and to increase the School's DLHE stats.</p> <p>The Student Placement Officer has successfully increased Work Placement students to 20 in 2015/16.</p>	<p><i>employable. For example, workshops and events offered in other Schools are now available to SSP students, Employability Officers are sharing knowledge, best practice and ideas.</i></p> <p><i>The successful launch of Sociology In Action at the end of 2014/15 means that we have research projects in place for those of you in Level 2 to volunteer on during 2015/16 with the potential to develop this research for your dissertation in 2016/17. In addition this will help you to consider Leeds beyond the campus as well as developing your core research and transferable skills.</i></p> <p><i>We will continue to increase and promote the Student Opportunities around the University and beyond, including Study Abroad and Work Placements.</i></p>	<p><i>Deputy Head of School; Student Experience Manager; Sociology In Action Intern</i></p> <p><i>Student Experience Manager and Student Placement Officer</i></p>
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