

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

**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					
	2015-16		2014-15		2013-14		2015-16		2014-15		2013-14		2015-16		2014-15		2013-14	
	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	92	90	87	90	87	88	86	87	86	87	83	85	86	86	50	85	69	85
Teaching	95	91	91	92	89	90	88	87	84	86	85	85	90	86	69	85	80	86
Assessment & feedback	74	73	78	74	69	71	62	63	67	63	66	62	73	73	45	71	59	71
Academic support	82	84	80	85	74	82	72	75	72	74	69	73	81	84	59	82	64	82
Organisation & management	88	85	87	85	85	85	81	78	73	76	68	75	78	82	58	82	61	81
Learning resources	88	91	88	92	85	91	81	84	77	84	82	83	88	87	82	87	81	85
Personal development	72	85	75	85	73	82	57	73	65	72	60	72	65	77	38	76	52	77
Sector position		20/146		21/145		50/146												

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>Headline achievement from 2015-16</b>	<p><i>Provide a single, concise headline achievement for the School from 15-16 which can be included in further communication to students.</i></p> <p>The School is pleased to have achieved really strong student satisfaction scores: it is ranked 1<sup>st</sup> for Social Policy and 3<sup>rd</sup> for Sociology within the Russell Group universities</p>
<b>Main actions for 2016-17</b>	<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"> <li>1. “Beyond the University” module launches –students undertake research placements with external partners based within Leeds.</li> <li>2. The new Level 2 curriculum will be rolled out embedding and enhancing learning from Level 1 curriculum.</li> <li>3. A programme of events and activities for Taught Postgraduate Students will be delivered to further enhance the student experience of our postgraduate students.</li> </ol>

<p><b>Good practice examples from 2015-16</b></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"> <li>1. <i>Dissertation tutors were invited to attend the CSER8000 Work Placement presentations of their supervisees.</i></li> <li>2. <i>Students on the Sociology In Action Programme extended their volunteering roles into dissertation projects.</i></li> <li>3. <i>Conducting surveys with key stakeholders to review the SES provision across the Faculty by the ESSL Student Education Service Evaluation intern</i></li> </ol>
<p><b>Summary of student involvement in the production of this Action Plan</b></p>	<ul style="list-style-type: none"> <li>• Circulation to Course Representatives;</li> <li>• Discussion at STSEC with Student Representatives;</li> <li>• Consideration by Student: Staff Forum meetings.</li> </ul>

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

**School: Sociology and Social Policy**

**Faculty: ESSL**

<b>Aspect</b>	<b>Progress with 2015-2016 actions and indication of impact</b>	<b>Agreed Issues/Actions for 2016-2017</b>	<b>Responsibility/Expected completion date</b>
<p><b>Overall satisfaction</b></p>	<p><i>Developments in the building included the creation of Postgraduate common room and teaching spaces to help develop the community.</i></p> <p><i>We continued 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 ran throughout the year and was widely attended by students at all levels and staff.</i></p>	<p>The TPG Tutor will use the common room and teaching spaces to further enhance the TPG student experience through collective work, interaction, Q and A and so forth.</p> <p>Building on the CRISSP series, you will be invited to attend Wednesday lunchtime research seminars in the School.</p>	<p>Angharad Beckett: Taught Postgraduate Tutor (2016/17)</p> <p>Dissertation Tutor UG</p>
<p><b>Teaching</b></p>	<p><i>The redevelopment of the Level 2 curriculum took place during 2015/16, aligning the module developments with the Level 1 changes made last year.</i></p> <p><i>The 5 year incremental plan related to the Q steps agenda was begun, making a step change in the provision of quantitative methods offered across the UG curriculum in line with Q Steps funding.</i></p>	<p>The redeveloped Level 2 curriculum will roll-out in 2016/17 and the DSE and Exams Officer will consider student feedback via module review forms.</p> <p>During 2016 we will start the provision of quantitative methods within the Level 1 curriculum and continue to plan Level 2 provision, with a view to implementation in 2017/18.</p>	<p>Sarah Irwin: DSE; Simon Prideaux: Exams Officer (August 2017)</p> <p>Albert Varela: Q Steps Lead Sarah Irwin: DSE (incremental 5 year plan)</p>

	<p><i>The School Introduced the compulsory Social Policy Quant Global SP Module.</i></p>	<p>Module review forms will be considered relating to this module to monitor student feedback.</p>	<p>Level 2 Key Debates Module Convenor (January 2017)</p>
	<p><i>During 2015/16 new modules in Global Terrorism were developed and have been introduced for academic year 2016/17.</i></p> <p><i>Internationalise &amp; Diversify the Curriculum</i></p> <p><i>The aligning of Level 2 and Level 3 modules means there is more choice available to you when picking modules.</i></p> <p><i>Following the successes for UG dissertation students, we allocated a dedicated Dissertation Tutor role at TPG level also.</i></p>	<p>New MA programmes and new modules at Level 2 and Level 3 will champion our diversification and internationalisation of the School's curriculum. Impact will be considered by the School's International Lead.</p> <p>Teaching staff (academic and TA) came together for a 'Best Practice Teaching' meeting; minutes were also circulated</p>	<p>Adrian Favell: International Lead Angharad Beckett: TPG Tutor MA Programme Leaders</p> <p>(14/12/16; and minutes 11/1/17). We will review and likely run this again at least annually. (SI:DSE)</p>
<p><b>Assessment and feedback</b></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>Online marking was successfully implemented for all assessments on level one modules and there was improved turnaround times on marked work being returned to students where online marking was used.</i></p> <p><i>We developed online marking across other modules at Levels 2 and 3.</i></p> <p><i>We created a 'baseline' template for module handbooks to be used by all module convenors.</i></p>	<p>Following the reduction of Level 1 assessments, the School will consider feedback in relation to this via module feedback forms and the Student: Staff Forum.</p> <p>The School will extend online marking for all Foundation Year and level 2 modules. In addition we are also encouraging online marking for level 3 modules.</p>	<p>Shona Hunter: Director of Level 1 Sarah Irwin: DSE Emma Nelson: Student Experience Manager (August 2017)</p>
<p><b>Academic support</b></p>	<p><i>We offered writing retreats for TPGs to help develop their academic skills.</i></p>	<p>Extra-curricula and co-curricula contact for TPG students continues and extends with coffee</p>	<p>Angharad Beckett: Taught Postgraduate Tutor (2016/17)</p>

	<p><i>Core TPG staff hosted coffee mornings and lunches to enhance the sense of community and inclusion for the TPG students.</i></p> <p><i>Dedicated Level 1 personal tutors helped students to settle in more quickly.</i></p>	<p>mornings; discussion groups; cinema, museum and other activities taking place.</p> <p>In addition research skill 'drop ins' will take place for you and, building on the success of last year's event, a further MA Conference will be held.</p> <p>The recruitment of a full-time Student Support Officer in the School will supplement and enhance the academic support and personal tutoring you receive.</p> <p>The DSE team (SI, TC, EN) are staffing a weekly open door / drop in session for ALL students (in conjunction with invited year reps)</p>	<p>Debbie Westmoreland (SESM); Sarah Irwin (DSE); Emma Nelson (Student Experience Manager); SSO 2016/17</p> <p>Ongoing since Dec 2016</p>
<b>Organisation and management</b>	<p><i>The Faculty 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 was given to all incoming students to consider how useful the programmes are. The results informed future provision.</i></p> <p><i>We collated the information from the above and implemented minor amendments to the Induction processes with Programme Leads.</i></p>	<p>The attendance monitoring processes have been streamlined.</p> <p>The creation of a dedicated Student Support Officer role will help to simplify processes when you apply for extensions as well as offering dedicated and professional pastoral support.</p> <p>During the year we will review the reports completed by the Student Education Service Evaluation intern. This will help us to further enhance the exceptional service we currently deliver to you.</p>	<p>Debbie Westmoreland (SESM); Sarah Irwin (DSE); Emma Nelson (Student Experience Manager) 2016/17</p>
<b>Learning resources</b>	<p><i>We implemented a more efficient use of the VLE and a blended approach to learning</i></p> <p><i>We encouraged 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>Consulting teaching colleagues in the School, we will pull together best-practice in relation to seminar teaching resources and delivery. This will then be used to enhance and develop teaching practices and learning resources for all teaching staff but particularly for new Teaching Assistants. This will ensure your seminar spaces are as vibrant and engaging as possible.</p>	<p>Sarah Irwin (DSE); Tom Campbell (Deputy DSE); Emma Nelson (Student Experience Manager) Dec 2016 – May 2017</p>

<p><b>Personal development</b></p>	<p><i>The Faculty Employability team delivered a Portal Survey to better understand your future careers aspirations. We used 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 continued on enhancing your employability across all Schools in the Faculty of ESSL. A more integrated team-approach helped you improve and articulate your transferable skills and become more 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 meant that we had 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 helped you to consider Leeds beyond the campus as well as developing your core research and transferable skills.</i></p> <p><i>We continued to increase and promote the Student Opportunities around the University and beyond, including Study Abroad and Work Placements.</i></p>	<p>During 2015/16 the Portal Survey gave us valuable information on the career readiness of our students. The Survey will be rolled out again during 2016/17 and we will use the information to better target you in relation to events, signposting and specific career consultations.</p> <p>The team of employability officers in Law, Education, POLIS and SSP are now meeting regularly and sharing best practice in relation to employability. During 2016 the team will develop further initiatives to help you develop transferable skills.</p> <p>The Beyond the University module will begin in January 2017 and 30 students will be allocated to Leeds based research projects via Leeds City Council; Foundation UK and other local community projects. The module will help students focus their research skills, put sociology into practice and develop their dissertation skills for 2017/18.</p> <p>The introduction of Dissertation Tutors attending the Level 2 CSER800 Work Placement presentations in 2015 was a success and will be continued in 2016. There are plans for the Study Abroad Tutor to develop this practice for returning SA students also.</p> <p>Design and development of new modules and programmes at MA level will include a focus on opportunities for taught postgraduate students to develop their employability skills.</p> <p>The MA Conference will run again in 2016/17 and this will help you to further develop and</p>	<p>Emma Nelson: (Education Service Functional Manager (Employability)) Clair Souter: (Faculty Careers Consultant (ESSL)) 2016/17</p> <p>Emma Nelson: (Education Service Functional Manager (Employability)) Clair Souter: (Faculty Careers Consultant (ESSL)) ESSL Employability team 2016/17</p> <p>Suzanne Hallam: (Sociology In Action Lead and Module Convenor); Katy Wright (Module Tutor); Adam Formby (Module Tutor); Emma Nelson: (Student Experience Manager) Semester 2 2016/17</p> <p>Amanda Gannon: (Work Placement Officer) 2016/17 Rodanthi Tzanelli: (Study Abroad Tutor) 2017/18</p> <p>MA Programme Leaders Angharad Beckett: (MA Tutor) Sarah Irwin: (DSE) 2016/17</p> <p>Simon Prideaux: Conference Organiser MA Students</p>
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		strengthen your personal and transferable skills, including presentational skills, researching, organisational skills, confidence and problem solving.	Semester 2 2016/17
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OCTOBER 2016 / JANUARY 2017