

**FACULTY OF EDUCATION, SOCIAL SCIENCES AND LAW:  
SCHOOL OF SOCIOLOGY AND SOCIAL SCIENCES**

**Action plan in response to feedback on the student experience session 2017-18**

<b>EXECUTIVE SUMMARY</b>								
<i>Aspect</i>	<i>Undergraduate Programme Experience Survey</i>				<i>National Student Survey</i>		<i>Postgraduate Programme Experience Survey</i>	
	<b>2017-18</b>				<b>2017-18</b>		<b>2017-18</b>	
	<b>School</b>		<b>University</b>		<b>School</b>	<b>University</b>	<b>School</b>	<b>University</b>
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 1</b>	<b>Year 2</b>				
<b>Overall Satisfaction</b>	83%	88%	89%	86%	88%	89%	63%	88%
The teaching on my course	80%	89%	84%	84%	86%	89%	74%	85%
Learning opportunities	76%	87%	79%	80%	85%	84%	72%	86%
Assessment and feedback	72%	65%	72%	65%	71%	75%	68%	79%
Academic support	74%	77%	78%	77%	74%	82%	68%	85%
Organisation and management	80%	79%	80%	78%	81%	82%	66%	82%
Learning resources	85%	85%	86%	86%	87%	91%	81%	90%
Learning community	59%	62%	76%	75%	64%	79%	58%	83%
Student voice	58%	67%	67%	68%	71%	75%	58%	77%

<p><b>Headline achievement from 2016-17</b></p>	<p><i>Provide a single, concise headline achievement for the School from 16-17 which can be included in further communication to students.</i></p> <p>We successfully ran the 'Beyond the University' module which placed 30 students with third sector organisations and Leeds City Council where they undertook bespoke research projects (its value was recognised by a celebration event in the Civic Hall attended by council leaders, the Mayor and Tom Ward).</p>
<p><b>Key strategic actions for 2017-18</b></p>	<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. Consolidate our activities around internationalisation and student community</li> <li>2. Continue to enhance students' career relevant skills through placements, internships and applied project work</li> <li>3. Encourage students' engagement with feedback and assessment in meetings with personal tutors</li> </ol>
<p><b>Evaluation of main actions from 2016-17</b></p>	<p><i>Brief update on the 3 main actions identified from the previous session</i></p> <ol style="list-style-type: none"> <li>1. Beyond the University was very successful and we have continued to maintain constructive relationships with the third sector. Some of our students have already gained employment opportunities through this work.</li> <li>2. The new level 2 curriculum was rolled out successfully, and the UG programme experience results show improvement in overall satisfaction for both social policy and sociology (at 100% and 91% respectively).</li> <li>3. The programme of events for TPG students have been very well attended; notably the School/Inequalities research seminar series</li> </ol>
<p><b>Good practice examples from 2016-17</b></p>	<p><i>Innovative practice and developments, of wider interest across the University</i></p> <ol style="list-style-type: none"> <li>1. All external examiners commented on the standard of dissertations and quality of feedback provided; the dissertation module has been continually improved over recent years and this may be a contributing factor.</li> <li>2. We have enhanced the M level dissertation support through a series of tailored lectures by research active academics and other PGT activities.</li> <li>3. We have improved student pastoral support through the appointment of the Student Support and Well-being Officer</li> </ol>

Aspect	Progress with 2016-2017 actions and indication of impact	Agreed Issues/Actions for 2017-2018 (from where did the action arise, i.e. NSS, module evaluation, programme review?)	Responsibility/Expected completion date
<b>Overall satisfaction</b>	<p>UG: we continued to embed the research culture of the school into teaching opportunities.</p> <p>The TPG Tutor worked to further enhance the TPG student experience through collective work, interaction, Q and A sessions, which were well attended. TPG students benefited widely from participation in Wednesday lunchtime research seminars in the School.</p>	<p>UG: practice here has been commented on very positively by externals</p> <p>TPG: Continue / build on these activities</p>	<p>Ongoing (TPG Tutor/ School seminar coordinators)</p>
<b>The Teaching on my Course</b>	<p>The redeveloped Level 2 curriculum was rolled-out in 2016/17 and the DSE and Exams Officer and student feedback via module review forms suggests this was well received.</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>Implemented new level 3 Advanced Quantitative Methods module 2017-18</p> <p>Peer observation of PGRs will be implemented this session.</p>	<p>Ongoing work; new module being run;</p> <p>TA manager implementing new PGR peer observation protocols in semester 2 (2017-18)</p>
<b>Learning opportunities</b>	<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>We have an international team led by Prof. Adrian Favell; they continue to review opportunities here.</p> <p>TA handbook is being overhauled and the TA manager and Deputy HoS regularly meet with TAs to improve student experience.</p>	<p>Ongoing; Favell; STSEC</p> <p>TA Manager/ DHoS, report to STSEC</p>

<p><b>Assessment and feedback</b></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>We are continuing to review practice and seek to reduce the overall assessment.</p> <p>Online marking has been extended to all modules and helped speed up the return of feedback.</p>	<p>DSE team / STSEC</p> <p>Policy implemented</p>
<p><b>Academic support</b></p>	<p>Extra-curricula and co-curricula contact for TPG students continues and extends with coffee mornings; discussion groups; cinema 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>All academic support actions were successfully implemented and we will continue with them.</p> <p>The new student reps have undertaken to offer more student drop in / support sessions.</p> <p>MA students have been pro-active in reviewing taught provision and the school welcomes this partnership working.</p>	<p>PGRT, reports to STSEC</p> <p>Student reps/ report on this to STSEC</p> <p>New role in place</p> <p>DSE team, ongoing but devolve to programme and year/ function leads as appropriate. DSE</p>
<p><b>Organisation and management</b></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 service we deliver to you.</p>	<p>The student intern surveyed students about SES and we are in the process of reviewing these suggestions.</p>	<p><i>SESM, report to STSEC</i></p>

<p><b>Learning resources</b></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 seminars are as vibrant and engaging as possible.</p>	<p>The revised TA handbook will have lots of good practice examples. The new TA manager is implementing a mentoring scheme on specific modules</p>	<p>TA Manager; report to STSEC</p>
<p><b>Learning Community</b></p>	<p>The Portal Survey gave us valuable information on the career readiness of our students, and the 2016/17 could help tailor the provision of information around events, signposting and specific career consultations.</p> <p>The Beyond the University module ran from January 2016 and 30 students were allocated to Leeds based research projects via Leeds City Council; Foundation UK and other local community projects. The module helped 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 was 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 school is looking forward to engaging with the new faculty employability officer to develop student opportunities here.</p> <p>We plan to for the HoS to write to high achieving students to congratulate them and invite them to consider study abroad, year in industry and masters level study.</p> <p>We are engaging students in critically reflecting on the concept of employability in the level 3 Education module through an assessed blog.</p> <p>We plan to continue supporting CERS presentations as it has been very useful (especially in writing references for students)</p> <p>We are running MPA project labs and an MSc Applied Project modules which will enhance career relevant skills.</p> <p>The MA Conference will run again in 2017/18 and this will help you to further develop and strengthen your personal and transferable skills, including presentational skills, researching, organisational skills, confidence and problem solving.</p>	<p>New employability officer</p> <p>SES / HoS</p> <p>Module convenor</p> <p>Dissertation tutor</p> <p>Implemented</p> <p>PGRT</p>

<b>Student voice</b>		We have enhanced the staff student forum with a dedicated workshop discussion, in which topics are agreed in advance through discussion with students and student reps. Student reps chair SSF and set the agenda. They are also running a new drop in.	DSE team/ student reps
<b>Leeds Curriculum (Broadening, Research-Based Learning and Employability)</b>		In preparation for the SAER we undertook a full mapping of our programmes against the Leeds Curriculum objectives and students were involved in this.	
<i>additional headings can be added as appropriate, i.e. inclusive learning and teaching practice, personal development</i>			