

Teaching and Learning

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New Staff Induction Day
September 2025

Our Student Community

- Annual intake around *normally* around 1500 UGs, but experienced significant increases in numbers between 2019/20 and 2021/2022.
- School wide degrees: BAEcon degree (500), BASS degree (200) and BA PPE (90), and also Law with Criminology and Law with Politics.
- Specialist degrees: Law LLB; BSc Economics; BSocSc Politics & IR; BSocSc Sociology; BSocSc Social Anthropology; BA Philosophy; BA Criminology.

Our Student Community

- We have also a portfolio of PGT degrees (including DL) – about 1000 students.
- Around 7000 students in total, heavily skewed towards UG and a high proportion of overseas students. Largest cohort of students in any UoM School.
- Over 70% of School's income from student fees (which vary from £9250-£30000+ per annum)
- Large and diverse student body.
- Unusual feature of SoSS teaching: large multi-disciplinary programmes run at School level:
 - BA(Econ) Economic and Social Studies
 - BA Social Sciences
 - BA Politics Philosophy and Economics (PPE)
 => Challenges in providing an outstanding teaching and learning experience

Strategic Vision

- To provide an **outstanding teaching and learning experience**, for staff, UG and PGT students, which challenges students to acquire knowledge and understanding of the key challenges that confront **societies globally**.
- A key feature of a social science perspective is to teach students to **critically engage** with theoretical ideas and empirical evidence and the relationship between the two.
- We are all committed to a learning environment that creates **highly employable graduates** and embraces the latest developments in **e-Learning**.
- Considerable importance is attached to good **communication with students** and their **engagement in the discipline(s) they study**. All staff are expected to care about students' progression during their studies at the University, and their future employment, after they leave the institution.

Current projects and initiatives

- Academic Advising and Student Support
- Moving from Blackboard to Canvas
- Experiential Learning / Employability
- AI and Assessments
- Enhancing International Students' Experience
- Curriculum reviews/Teaching Sustainability (including BASS Refresh)
- [SoSS T&L Website](#), Professional Development and Scholarship Funds

Measures of Performance

- Student Satisfaction (Course Unit Surveys, [National Student Survey](#)) including TEF.
- Employability ([Graduate Outcomes](#))
- “Good degrees”, retention, intake quality, widening participation.
- But also:
 - Staff Survey
 - External Examiners Reports
 - Awards, publications, professional accreditation

National Student Survey

- Very important to the University as it feeds into: fees (TEF and student choice), league tables, prestige and status of institution, professional pride.
- NSS Action Plan for 25/26: outlines how student satisfaction will be managed and improved. Will prioritise Assessment and Feedback, Student Voice, and Organisation and Management.

NSS SoSS

Section	SoSS		
	2024	2025	+/-
Teaching on my course	82.6	85.5	3.0
Learning opportunities	76.7	80.8	4.1
Assessment and feedback	63.9	70.3	6.4
Academic support	82.3	85.2	3.0
Organisation and management	73.4	81.3	7.9
Learning resources	80.0	85.7	5.8
Student Voice	64.44	73.2	8.9

Student Experience: What can you do?

- Give teaching due weight – **it is every bit as important as your research.**
- High quality teaching.
- Innovative teaching – use of eLearning, SoSS T&L website, learn from best practice, talk to the T&L leads in your departments and your mentors.
- Participate in initiatives around the student experience run by School/Departments.
- Be open and friendly in your dealings with students, it is two-way communication.
- Student engagement: draw them into our community of scholars.

Assessment and Feedback

- Evidence suggests learning happens when students get feedback on their work.
- Many forms of feedback: in-class, verbal and written, online.
 - Summative
 - Formative
- Important that feedback is **timely, detailed** and **improves student performance**.
- Marking criteria/rubrics, make sure students know how to access and understand those.
- Make students aware of when/where they actually are getting feedback.
- Ongoing challenges due to AI, but also opportunities.

Academic Advising

- Most of you will be allocated a number of (probably) UG years 2 and 3 students for whom you will act as Academic Advisor.
- Main elements of this role:
 - Provide academic advice (e.g., how to study, improve marks, choose modules)
 - Pastoral support (in SoSS typically act as a gateway to services provided by others)
 - Employability (discuss life after University, offer advice on CVs, provide a reference)
- You will be provided with training and resources to help you with this role.
- Important to meet regularly with students, to maintain contact with them.
 - Key part of building relationships between us and a large and diverse student body.

Humanities New Academics Programme (HNAP)

- Those of you registered on this will already have started.
- Encourage you to engage fully with HNAP.
- Passing HNAP (not just attending it!) is a condition for passing **probation**.
- Think also about **professional accreditation**!

Final Thoughts

- Mentors, Departmental T&L Leads, Programme Directors will also advise on T&L matters.
- You have joined a hugely ambitious, world-class institution. An outstanding teaching and learning experience is integral to the University's vision.
- Enjoy your teaching!

SoSS Departmental T&L Leads

Anthropology

Sonja Dobroski

Philosophy

Joel Smith

Criminology

Emily Turner

Politics

Andreja Zevnik

Economics

Ralf Becker

Social Stats

Simon Rudkin

Law

Amber Darr

Sociology

Andrew Balmer

Key Contacts in SoSS T&L

BA (Econ)

Programme Director: Panos Sousounis

BA (PPE)

Programme Director: Stephen Ingram

BA (SS)

Programme Director: Tatjana Kecojevic

Teaching, Learning and Student Experience (TLSE)



Led by Paul Rowbotham
(Head of TLSE)
SoSS Professional Services
staff that support all taught
programmes across the
School



Senior managers in the
TLSE Teams
Sofia Parker (Teaching &
Learning)
Rachid M'Rabty
(Student Service Support
and Development)



TLSE functional teams:

Teaching & Learning

- Assessments and Progression (A&P)
- Curriculum and Programmes (C&P)

Student Service Support and Development

- Student Support & Wellbeing (SSW)
- Information, Advice and Guidance (IAG)



TLSE office and
Student Support Hub ,
based on ground floor
Arthur Lewis building.

Teaching, Learning and Student Experience (TLSE)

Examples of activities include

- Timetabling
- Appeals, complaints, and academic misconduct
- Placements
- Assessment and progression
- Course unit selection
- Programme setup and amendments
- Academic Advising
- Start of year support (welcome, induction/registration)
- Student Support and wellbeing
- Change of circumstances (interruptions/withdrawals)
- Attendance and engagement monitoring
- Student satisfaction surveys

Working in Partnership with

- Director of T&L in SoSS (Nadim Mirshak)
- Head of School Operations (Darien Rozental)
- Head of TLSE (SoSS) (Paul Rowbotham)
- Head of Faculty TLSE (Hannah Cousins)
- School PS Leadership team
- HoDs, Heads of T&L across the Schools
- University's Directorate for the Student Experience
- Across Faculties (FSE and FBMH)

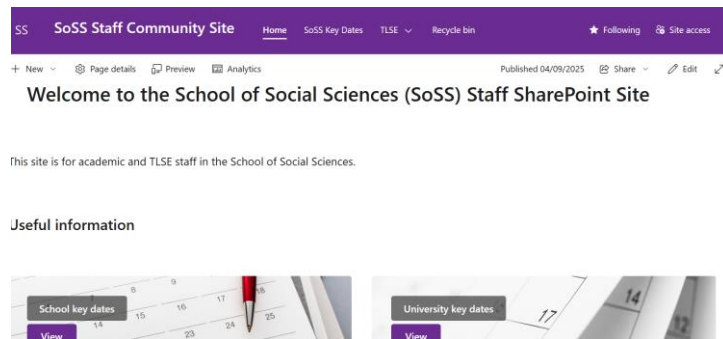
TLSE Priorities

Deliver continual improvements around:

- Student experience, wellbeing and support
- Service excellence in delivery of TLSE activities
- TLSE processes – increased efficiency, automation
- Bringing together T&L teams across the School/Faculty/University
- Policy alignment, consistency/sharing of good practice
- Supporting flexible learning
- TEF (inc. NSS)
- Student Experience Action Plans (SEAPs)
- Student mobility (placements, study abroad)

Useful TLSE resources

SoSS Staff Community SharePoint



SoSS Student Community Sharepoint

