

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2010-11

School: Psychology

Faculty: Medicine and Health

EXECUTIVE SUMMARY																		
Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate Programme Experience Survey					
	2010-11		2009-10		2008-09		2010-11		2009-10		2008-09		2010-11		2009-10		2008-09	
	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	83	86	75	82	87	84	77	83	79	84	81	82	92	82	86	78	71	80
Teaching	87	88	81	85	88	86	79	83	78	83	76	82	95	84	88	81	88	81
Assessment & feedback	51	65	46	61	54	61	53	56	56	57	54	54	68	68	69	63	60	62
Academic support	65	77	59	74	70	75	60	68	61	68	60	66	88	79	85	76	81	76
Organisation & management	85	82	91	79	86	79	82	83	77	73	78	70	88	77	90	73	64	75
Learning resources	88	87	91	85	88	86	71	77	79	76	76	77	82	82	90	81	86	82
Personal support	70	78	61	76	73	78	49	65	49	63	53	62	73	70	75	68	71	67

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)

Impact of 2009-10 actions	<p>The overall impact of the 2009-10 actions has been positive in relation to NSS scores, resulting in an improvement in five out of the seven NSS areas with an overall satisfaction score of 83 (increased from 75). Scores in two of our exceptionally high scoring areas from last year's survey have declined from 91 to 85 and 88. We aim to have a greater impact this year and to improve our position in relation to other Universities.</p> <p>The results in the ug programme survey were disappointing, with scores for half of the areas improving slightly and half declining, with an overall satisfaction score of 77 (decreased from 79). Level 2 students remain the least satisfied.</p>
Achievements in 2010-11	<p>The focus groups in 2010/11 helped us gain more insight into areas where students feel we could improve. These sessions were also a positive experience for staff in learning which aspects of our work that students appreciate and enjoy.</p> <p>The new tutorial session with all level 2 students to critique past exam papers in order to help them familiarise themselves with the marking criteria and explore how to achieve an excellent exam grade received extremely positive verbal feedback after the sessions, however this is not reflected in the poor ug survey scores we received. Some of our actions from the previous session began to materialise a little too late in the year to have a major impact for students but we hope to develop these alongside new initiatives to further effect improvements for our students.</p>

**Main actions
for 2011-12**

- 1) We aim to improve the feedback that we provide to the students and that they understand what feedback means and what it is for. This has resulted in a range of new initiatives that are designed to impact directly on this aspect of our provision (full details provided below in the feedback section).
- 2) We are organising a range of employability and careers events for all students covering CV and interviewing tutorials, joint student/staff organised talk on volunteer opportunities and we are considering reviving a former careers module and are piloting an industrial variant of our main degree programme (see personal development section in full Action Plan for details).
- 3) We have begun to implement changes to our teaching provision in response to student feedback. For example, we have made changes to the tutorial system in order to improve the student experience with regard to feedback that they receive from academics as well as helping to address the issue of perceived contact time. We have already added an additional group tutorial for Level 3 students to look at past examination papers and answers to help unpack the marking criteria used by staff and to better equip students to perform in their final examinations. We are acting to ensure that we continue to implement improvements to tutorials and hold events that provide additional support for our students.
- 4) We are organising a series of strategic events for Level 3 students such as reading parties where the cohort will spend a weekend away from the University where academics will present some of their current research and engage with students to discuss contemporary research, theory and psychological literature as well as issues around employability, assessment and feedback.
- 5) The Institute has developed a Student Enterprise Scheme that has the goals of improving relationships between staff and students, engaging students in Institute business so as to improve their employability and is an example of the Partnership in action. Current activities under this banner include, but are not limited to, the involvement of students in open days, establishing a pre-arrival team, production of an Institute newsletter and involvement in volunteering schemes in the community.

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Aspect	Progress with actions in response to 2009-10 feedback and indication of impact	Issues raised in 2010-11 feedback	Planned response in 2011-12
Overall satisfaction	<p>Undergraduate</p> <p>The overall impact of the 2009-10 actions has been positive in regard to the NSS scores, resulting in an improvement in five out of the seven areas with an overall satisfaction score of 83 (increased from 75). Scores in two of our exceptionally high scoring areas from last year's survey have declined from 91 to 85 and 88 respectively.</p> <p>The results in the ug programme survey were disappointing, with scores on half of the areas improving slightly and half deteriorating with an overall satisfaction score of 77 (decreased from 79).</p>	<p>Undergraduate</p> <p>We improved by 8 points on the overall satisfaction question (Q22).</p> <p>In general our focus will be on our three weakest areas in both the NSS and the UG programme survey:</p> <ul style="list-style-type: none"> • Assessment and Feedback • Academic Support • Personal development <p>A focus for our attention must be at level 2 of our programme where the UG programme survey results are particularly disappointing.</p> <p>External Examiners have reported extremely favourably on the standards of work and the marking that they have examined and the processes followed. They drew some attention to the high number of first class degree awards made in 2011 but noted that the marking standards were appropriate.</p> <p>Taught postgraduate</p> <p>We are pleased to note that overall satisfaction scores for TPG courses were very high, at 92 (10 higher than the University average and an increase of 6 points on the previous year).</p>	<p>Undergraduate</p> <ul style="list-style-type: none"> • The away day generated a large action plan with a series of radical changes that we are confident will lead to significant improvements in the student experience. • We have begun the process of communicating our shared vision to the whole student body and ensuring the students are our partners in delivering teaching and research excellence. We are acting to make sure that the partnership is a continual process and is adopted by all staff members. <p>Taught postgraduate</p> <ul style="list-style-type: none"> • Our aim is to maintain the high rate of satisfaction for the TPG courses, with a focus on a few areas that require further development (see below).

<p style="text-align: center;">Teaching</p>	<p>Undergraduate</p> <p>Our NSS score for teaching increased by 6 points to 87.</p>	<p>Undergraduate</p> <p><i>'Staff are enthusiastic about what they teach'</i> and <i>'staff are good at explaining things'</i> scored particularly highly in the NSS survey (90 and 92 respectively)</p> <p>We have received feedback via tutor groups that the two Professional Skills modules in year 1 are too large a component of the programme. In addition students would prefer more of the psychology discipline modules (rather than skills) early on in year 1. Some students have reported via tutor groups that 'Psychology at Leeds' is an interesting module but the various lectures could 'hangs together' better and some students do not find it particularly demanding.</p> <p>External Examiners questioned the appropriateness of Year 2 students studying a level 1 Psychology elective module, noting that students tend to score particularly highly on this. This was mentioned in the context of the high number of first class awards in 2011.</p> <p>Taught postgraduate</p> <p>Teaching scores improved again for 2010-11, to 95 (up 7 points on 2009-10, and 11 points above the University average).</p>	<p>Undergraduate</p> <ul style="list-style-type: none"> • Year Coordinators plan to examine the module content of the degree to examine where cohesion can be improved. • Plans are in place to collapse the Professional Skills modules into one module. • We plan to alter the timetable to bring the psychology subject area modules to the start of the year • We will work up some changes to the Psychology at Leeds module based on the feedback received. • We aim to replace the level 1 elective at level 2 with a more appropriate module for year 2 students. <p>Taught postgraduate</p> <ul style="list-style-type: none"> • We intend to consolidate our performance and maintain this high standard.
<p style="text-align: center;">Assessment and feedback</p>	<p>Undergraduate</p> <p>The tutorial to critique past exam papers for level 2 students received particularly positive verbal feedback from our students and from the staff delivering the tutorials, however, this is not reflected in the ug programme survey scores.</p> <p>The general group feedback which staff issued to students immediately after their marking rather</p>	<p>Undergraduate</p> <p>Our score on the NSS for this aspect improved slightly but is still well below the University average. Our greatest improvement (+11) was on the question <i>'I have received detailed comments on my work'</i> which is pleasing but the actual score remains particularly low (47).</p> <p>Our score declined by 1 point on the question <i>'The</i></p>	<p>Undergraduate</p> <p>This area remains our primary focus.</p> <ul style="list-style-type: none"> • We have made changes to the tutorial system in order to improve the feedback that students receive from academics as well as helping to address the issue of perceived contact time.

	<p>than after the exam results appears to have been helpful for students as the exam they had completed was still at the forefront of their mind.</p>	<p><i>criteria used in marking have been clear in advance</i>'. Although the criteria have always been published in the student handbook and the VLE we hope to address this further by detailed discussion of the marking criteria in the new level 3 tutorial (outlined in the action column – to the right).</p> <p>Our scores for assessment and feedback from the year 2 students are particularly concerning eg. On the question <i>'Feedback on my work has helped me clarify things I did not understand'</i> we received a score of 28.</p>	<ul style="list-style-type: none"> • We have already added an additional group tutorial for Level 3 students to look at past examination papers and answers to help unpack the marking criteria used by staff and to better equip students to perform in their final examinations. • We are acting to ensure that we continue to implement improvements to tutorials and hold events that provide additional support for our students. • For the first time we intend to allow the students to see their marked exam papers. Again this is designed to improve the level of feedback that students receive. Module leaders will be present to supervise the process and explain marks to students. We will trial this with Year 3 students following the sem 1 exams. • We plan to return to reporting marks and feedback on paper (but not on Turnitin) where the marker has marked on paper. We are certain that this will increase the uptake of students collecting their paper copies of feedback. • We have redesigned our feedback coversheets for coursework which directly relate to the published marking criteria. • We are currently piloting a student-driven feedback form where students reflect on previous feedback and say how it has influenced their current work • We plan to provide students with a feedback folder at the start of level 1 to retain all their written feedback to facilitate reflection and improve performance.
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<p>Academic support</p>	<p>Undergraduate</p> <p>The changes we made to the content of some of our tutorials appears to have improved the academic support for students, as reflected in improved NSS scores in this area.</p> <p>Last year, as a result of our action plan discussions, we implemented changes to how staff communicate their availability to help students improve their understanding of how to contact staff. This appears to have effected some change as the NSS score for <i>'I have been able to contact staff when I needed to'</i> has increased by 5 points to 81.</p>	<p>Undergraduate</p> <p>Our overall NSS score has increased in this area (from 59 to 65) which is pleasing but we intend to improve further.</p> <p>Taught postgraduate</p> <p>Scores remain high at 88, a small increase (3</p>	<p>Undergraduate</p> <ul style="list-style-type: none"> We are organising a series of strategic events for Level 3 students the most obvious of which are the reading parties. The aim is for staff to engage with students to discuss contemporary research, theory and psychological literature as well as issues around employability, assessment and feedback. At level 2 an additional tutorial will be introduced in semester 2 which will be a group session on essay writing and presentation skills. Students will read a paper and make a group presentation based on their understanding of the work. We have a strong focus on improving staff morale in the institute which we expect will enhance staff' interactions with students and the support we provide. <p>Taught postgraduate</p>

		points) on 2009-10, and 9 points higher than the University average.	<ul style="list-style-type: none"> This is not a primary focus for our action plan but we aim to maintain this high level in this aspect of our provision.
Organisation and management	<p>Undergraduate</p> <p>This area was not a focus for action last year as we were receiving exemplary satisfaction scores on this aspect.</p>	<p>Undergraduate</p> <p>Despite scoring 85 on this section in the NSS, this represents a decline in satisfaction from last year's score of 91. The question with the greatest decline was <i>'The course is well organised and is running smoothly'</i></p> <p>Taught postgraduate</p> <p>This area remained sound, at 88 - a slight reduction of 2 points on the previous year, but 11 points above the University average.</p>	<p>Undergraduate</p> <ul style="list-style-type: none"> The Student Enterprise Scheme has flourished this year. This scheme promotes the involvement of our students in aspects of departmental life eg. open days. This is a new route for students to play a direct role in shaping how events are organised and managed. This provides us with an additional source of feedback from students with real life experience of working with us. Management group have approved the production of a collaborative staff student newsletter produced via the Student Enterprise Scheme. <p>Taught postgraduate</p> <ul style="list-style-type: none"> While not an area of primary focus, we will work to ensure that changes in management structure on the TPG courses facilitates efficient organisation and management for the year 2011-12 and beyond. We are currently in discussion with the new Faculty Marketing Manager about developing our pro-active marketing strategy for both courses.
Learning resources	<p>Undergraduate</p> <p>We scored well on learning resources in the previous year and this was not central a focus for our action plan.</p>	<p>Undergraduate</p> <p>The learning resources questions largely relate to central resources eg. Library and IT however we received a lower score than previously on access to specialist equipment, facilities and rooms.</p>	<p>Undergraduate</p> <ul style="list-style-type: none"> We have embarked on a major project to develop and utilise our space more effectively in the Psychology building. We are engaged in a consultation process with architects and estates services to invest a substantial amount of our 'student experience' funds in this refurbishment which

		<p>Taught postgraduate</p> <p>This area declined from 90 to 82 for 2010-11, though remains equivalent to the University average. This slight decline might be seen as surprising, given the new provision of a dedicated MSc common room.</p>	<p>will result in increased and more attractive space for student' use.</p> <p>Taught postgraduate</p> <ul style="list-style-type: none"> • See action plan for UG above.
<p>Personal development</p>	<p>Undergraduate</p> <p>We placed an emphasis on increasing use of Leeds for Life in our plan last year and initiated some additional CV development sessions. Our overall score on this aspect has improved by 9 points so these initiatives are worth continuing as we develop our plans further.</p>	<p>Undergraduate</p> <p>We improved our NSS scores in all of the questions on this aspect but will continue to seek feedback from students on what will help them further.</p>	<p>Undergraduate</p> <p>We are organising a range of employability and careers events for all students including:</p> <ul style="list-style-type: none"> • A talk on volunteer opportunities jointly organised between staff and students from the Psychology Society. • A careers evening event bringing in applied psychologists (as requested by students) including an educational psychologist, a health psychologist and a forensic psychologist. • A workshop on interviewing, a tutorial on developing CVs and a number of guest lecturers (from industry and workplaces) are also planned. • We are currently in discussion with the Careers Service about reviving a former careers module offered in Psychology • In response to student requests for work experience opportunities we have developed, and are currently piloting, an Industrial degree variant. Sixty three Level 2 students

		<p>Taught postgraduate</p> <p>This area scored (73), similar to the previous year (75) and to the University average (70).</p>	<p>attended the promotional event to learn more about this exciting option and they gave very positive feedback about this initiative.</p> <ul style="list-style-type: none"> • The Head of Institute will be hosting a session for all Year 2 students in semester 2. The session will focus on CV development. • The Student Enterprise Scheme, a partnership between students and the Institute, has established an Inspire and Reward Scheme this year. The awards to both students and staff for various achievements will be presented at an end of year annual awards meeting. <p>Taught postgraduate</p> <ul style="list-style-type: none"> • One way in which we could improve this score would be through increased access to and/or provision of careers guidance for our TPG students. This could be achieved through integration with UG provision, or increased dedicated support for TPG students.
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