

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2012-13

Faculty of Medicine and Health: Institute of Psychological Sciences

EXECUTIVE SUMMARY																		
Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate Programme Experience Survey					
	2011-12		2010-11		2009-10		2011-12		2010-11		2009-10		2011-12		2010-11		2009-10	
	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	86	87	83	86	75	82	84	85	77	83	79	84	85	84	92	82	86	78
Teaching	92	90	87	88	81	85	79	84	79	83	78	83	88	85	95	84	88	81
Assessment & feedback	60	69	51	65	46	61	62	61	53	56	56	57	70	69	68	68	69	63
Academic support	72	80	65	77	59	74	69	72	60	68	61	68	82	80	88	79	85	76
Organisation & management	91	83	85	82	91	79	88	74	82	83	77	73	82	80	88	77	90	73
Learning resources	79	88	88	87	91	85	78	78	71	77	79	76	87	83	82	82	90	81
Personal development	70	81	70	78	61	76	59	68	49	65	49	63	64	71	73	70	75	68
Sector position	82/114	51/150	77/111	46/150	88/102	75/154												

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 2010-11 actions	Last year's actions contributed to an increase (or equalling) of satisfaction scores in six NSS aspects. We are particularly pleased with the improved scores in the UG PES where all areas increased (or equalled) scores from the previous year. Assessment and Feedback was our major focus and we are pleased that our scores have increased by 9 points on both the NSS and UG PES. The redesigned feedback coversheets highlighting the published marking criteria, giving student access to some exam scripts and the introduction of tutorials to examine and critique past student exam essays have been successful initiatives to address some of the concerns regarding feedback. The careers events have all received positive feedback and the introduction of an industrial variant of our BSc programme has been even more attractive to students than we anticipated.
Achievements in 2011-12	In line with the core programme threads we organised employability and careers events for all students covering CV and interviewing tutorials, organised talks on volunteer opportunities and career options was very well received by students. We also made changes to the tutorial system in order to improve the student experience and the issue of perceived contact time. We added an additional group tutorial at Level 3 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. The Level 3 reading party helped galvanise student-staff relations and we are planning two further events this academic year.
Main actions for 2012-13	Following the success of reverting to hard-copy feedback coversheets in 2011-12 we have developed our marking criteria to make the requirements for high quality work more apparent. These new criteria form the basis of new marking coversheets which we believe will improve the quality and consistency of feedback. In response to repeated requests we are introducing a range of new tutorials at Level 1 based on module content and requiring students to think more deeply about material they have as well as increasing small group contact time. Two new Level 2 tutorials per semester are being introduced that are linked to Level 2 modules and require presentation and critique of relevant research work. These tutorials are designed to develop students' range of skills but also to build on the critical essay work conducted at Level 2 in order to better prepare students for essay based examinations. IPS has streamlined its provision of TPG programmes, now focussing on the MSc in Psychological Approaches to Health; consequently any actions identified below relate to the PATH programme. This has allowed greater focus on the continuing programmes within IPS (both PG and UG). We are exploring the development of an integrated degree of Bachelor and Masters in which we hope will enable students to study for a fourth year with funding.

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2012-13

School: Institute of Psychological Sciences

Faculty: Medicine and Health

Aspect	Progress with actions in response to 2010-11 feedback and indication of impact	Issues raised in 2011-12 feedback	Planned response in 2012-13
Overall satisfaction	<p>Undergraduate</p> <p>The NSS and UGProg survey scores for overall satisfaction have increased by 3 and 7 points respectively.</p> <p>We are particularly pleased with the improved scores in the UG programme experience survey in which all of the seven aspects have yielded increased (or equal in one area) scores from the previous year. The greatest improvement (+10) on the overall satisfaction question (Q22) has been in Year 2. We welcome this as we have focussed our efforts on this year group who had raised a number of concerns in previous years.</p> <p>Taught Postgraduate</p> <p>Overall satisfaction for TPG programmes was down this year at 85% (-7). This may, in part, be due to the increase in student numbers on the programmes. This was a little disappointing and our focussed attention on one programme is designed to help address this immediately.</p>	<p>Undergraduate</p> <p>Overall satisfaction was up by 3 points this year, Although a modest increase this does suggest that changes made are beginning to be effective on overall evaluations.</p> <p>The UG programme Experience Survey also showed positive results this year, particularly at Level 2 which we are continuing to develop.</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>External Examiners have reported extremely favourably on the standards of work and the marking that they have examined and the processes followed. It was also noted that enhancement of learning and student experience was receiving a great deal of positive attention under new management.</p> <p>Taught Postgraduate</p> <p>Overall satisfaction remains slightly higher than the University average, but is down on the previous year.</p>	<p>Undergraduate</p> <p>IPS has piloted a number of initiatives in recent years that have proved to be successful in relation to Assessment and Feedback, including student access to examination scripts and self reflective feedback forms. These will be rolled out more widely in the student body in the coming year and their success monitored.</p> <p>In terms of Academic Support and Personal Development IPS has reworked tutorial provision and has developed a scheme for encouraging uptake of LeedsforLife through partnership with the LUU student representative. The Student Enterprise Scheme is also developing well and is clearly aimed at Personal Development.</p> <p>Taught Postgraduate</p> <p>Our aim is to arrest the drop in satisfaction for the TPG course, with a focus on a few areas that require further development (see below).</p>

<p>Teaching</p>	<p>Undergraduate</p> <p>The scores on the three questions in the teaching category all improved in the NSS survey with an overall score of 92.</p> <p>The scores in this aspect remained at 79 for the UG survey.</p> <p>Taught Postgraduate</p>	<p>Undergraduate</p> <p>In Year 2 of the UG programme survey scores increased for the first two questions but slightly declined for '<i>staff are enthusiastic about what they teach</i>'. This aspect was the weakest for Year 1 of the UG survey which perhaps reflects our focus on years 2 and 3 of the programme in the previous year.</p> <p>Taught Postgraduate</p> <p>Teaching scores declined a little this year (from 95 to 88), while remaining above the University average.</p>	<p>Undergraduate</p> <p>The work in this area is ongoing and should continue to effect improvements for future cohorts. In particular, the content of tutorials at both levels 1 and 2 has been improved in 2012/13 with an increased emphasis on core subject-related academic activities. Changes to the Year 1 professional skills modules are taking effect this current year. Current work in IPS is focussed on improvements to teaching delivery in Level 2, particularly with regard to integration of material across the year.</p> <p>Taught Postgraduate</p> <p>The streamlining of the TPG programmes as outlined above was designed to improve the overall student experience due to increased staff time / availability.</p>
<p>Assessment and feedback</p>	<p>Undergraduate</p> <p>Assessment and Feedback was a primary focus last year and we are pleased that our scores in this category have increased by 9 points on both the NSS and UG programme surveys. We improved in each of the five NSS questions in this category.</p> <p>Taught Postgraduate</p>	<p>Undergraduate</p> <p>In the UG survey scores increased in all areas for both years of study with the exception of '<i>Feedback on my work has been prompt</i>' in Year 2 where the score declined by 5 points. We are not aware of any difficulties reported in terms of timeliness of providing feedback but will be seeking further student feedback on this. We follow a three week turnaround period for marking and feedback on assessed work.</p> <p>Students have commented on having too much exam based assessment, that marking of exams provides little feedback and that there could be a clearer outline of marking schemes, and expected criteria to access the higher grades.</p> <p>Taught Postgraduate</p>	<p>Undergraduate</p> <p>We have redesigned our feedback coversheets highlighting the published marking criteria for students. Student feedback on this development was positive. The student self-reflection form has been trialled and is now incorporated into our standard feedback forms for all students.</p> <p>We ran a pilot providing students with access to some of their exam scripts and an opportunity to discuss these with the module leader. Feedback from those students who participated was positive and this will be rolled out across Levels 2 and 3.</p> <p>The tutorials to examine and critique past exam essays has continued to be a worthwhile experience for students and we will continue to offer this session.</p>

		<p>Scores in this area remained stable but with room for improvement still.</p>	<p>The level 2 year Co-ordinator and DoSE are currently developing ideas for Level 2 including exploring other methods of assessment such as tutorial presentations contributing to module marks and reducing the reliance on MCQs in examinations.</p> <p>Taught Postgraduate</p> <p>The assessment and feedback ratings remain lower than we would like. The DoSE will discuss amendments to the feedback process with the Programme Manager, possibly through implementation of a modified version of some of the changes introduced to feedback provision at UG level.</p>
<p>Academic support</p>	<p>Undergraduate</p> <p>The NSS and UG programme survey scores for academic support have increased by 7 and 9 points respectively. The 12 point increase in '<i>have received sufficient advice and support with my studies</i>' was pleasing and we aim to improve further on this area.</p> <p>Our score in the UG prog survey at Level 2 on the question: '<i>Good advice was available when needed to make module choices</i>' was extremely poor in 2011. This has increased by 21 points in the 2012 survey. In 2012 we worked in partnership with the student Society PsycSoc on additional ways of advertising the following year's level 3 options to the Year 2 cohort. This initiative appears to have borne fruit.</p> <p>Many of the additional tutorials developed in last year's plan will be delivered in 2012/13 and should improve academic support scores further.</p> <p>Taught Postgraduate</p>	<p>Undergraduate</p> <p>Students have repeatedly requested more contact time and academic support via small group tutorials.</p> <p>Feedback on a session run in association with PsycSoc regarding module choice at Level 3 suggest that this has been successful.</p> <p>The Level 3 reading parties, where the cohort spent a weekend away from the University where academics presented and discussed contemporary research, theory and psychological literature, issues around employability and social activities were a great success and helped staff engage more fully with the students. Feedback from both staff and students was very positive.</p> <p>Taught Postgraduate</p> <p>Scores in this area dropped 6 points this year to 82 (2 higher than University average).</p>	<p>Undergraduate</p> <p>The Level 3 reading party helped galvanise student-staff relations and we are planning two further events this academic year.</p> <p>The addition of more tutorials at Levels 1 and 2 is also designed to address this issue and to increase contact time with students.</p> <p>We will continue to work with PsycSoc to deliver a session on Level 3 module choices to our Level 2 students and to give earlier guidance on selecting a project supervisor.</p> <p>Taught Postgraduate</p> <p>The TPG team will examine changes that could be made to improve academic support, such as potential modification of the personal tutoring system.</p>

	High scores in this area last year (88) meant to actions were in place.		
Organisation and management	<p>Undergraduate</p> <p>The NSS and UG prog survey scores for organisation and management have both increased by 6 points.</p> <p>Our scores have returned to their consistently high position in all questions under this aspect. The involvement of students in Institute activities via the Student Enterprise Scheme has been successful in integrating them better into the running of Institute affairs.</p> <p>Taught Postgraduate</p> <p>This was not identified as an area for action last year.</p>	<p>Undergraduate</p> <p>Level 3 project allocation was seen as problematic by a number of students.</p> <p>A student also noted that sometimes deadlines are not planned in coordination with each other with a number coming at once.</p> <p>Taught Postgraduate</p> <p>Scores dropped from 88 to 82 this year (still remaining above the University average).</p>	<p>Undergraduate</p> <p>Project meeting will be moved earlier in semester</p> <p>We take an overview of deadlines and tabulate them in the student handbook at the start of the year. Many module leaders require their main assessment to take place at the end of their teaching. We have identified where some improvement can be made to achieve a more even spread across the semester.</p> <p>The Director of Quality Assurance and management has produced a document of 'good practice' which has been made available to staff to ensure that we are repeating successful initiatives across modules.</p> <p>Taught Postgraduate</p> <p>It is envisaged that the streamlining of the programmes should help scores to improve in this area and we will continue to monitor the views of students as the course progresses.</p> <p>A similar 'good practice' document (as above) is circulated for Masters programmes.</p>
Learning resources	<p>Undergraduate</p> <p>Unlike the previous year this is the one area where our NSS scores have declined by 9 points. In the UG programme survey the score has, however, increased by 7 points.</p> <p>It is difficult to identify the reasons for this uneven pattern amongst the different year groups of students. We have received recurrent student requests for printing facilities in the Institute</p>	<p>Undergraduate</p> <p>A number of NSS comments suggested that access to library books and journals was challenging as well as difficulties accessing printing facilities.</p> <p>Taught Postgraduate</p> <p>Scores in this area improved from 82 to 87 (4 above University average).</p>	<p>Undergraduate</p> <p>Subject Specialist Librarian is now invited to both ITSEC and attending SSF to try and address issues around resources, although the current student reps have been unable to identify the source of this problem.</p> <p>More guidance on accessing materials to be included in relevant modules (Professional Skills, and Research Skills modules).</p>

	<p>computer labs which is a matter we need to address.</p> <p>The NSS score for the library has decreased by the greatest amount. Our Subject Specialist Librarian is currently exploring reasons for the decline and will be participating in one of our student/staff forums to help us and her better understand any concerns the students may have.</p> <p>Taught Postgraduate Not identified for action.</p>		<p>Resources committee and technicians are exploring the possibility of providing printing facilities in IPS.</p> <p>Phase one of our plans for refurbishing the student support and reception areas of the Psychology building is complete. Phase two should deliver the greatest improvements for students but will not be completed until Summer 2013. During the current year some key student support staff are located in temporary locations which is a sub-optimal but unavoidable situation.</p> <p>IPS has appointed as new student support officer with dedicated time for managing resources such as the test library and booking rooms for students.</p> <p>Taught Postgraduate</p> <p>Due to the improved scores here we have no direct plans to address this area, but we expect that the refurbishment plans will have a similarly positive impact as outlined above for UG students.</p>
<p>Personal development</p>	<p>Undergraduate</p> <p>The overall personal development score has remained constant in the NSS survey and has increased by 10 points in the UG programme survey.</p> <p>Our emphasis over the last year has been on career development. The uptake and feedback on the numerous events we organised has been extremely positive and is reflected in a 12 point increase on this question on the UG programme survey for level 2 students. Last year's pilot of the industrial variant of BSc Psychology was particularly successful 14 students elected to transfer onto the programme in 2012/13.</p> <p>Taught Postgraduate</p>	<p>Undergraduate</p> <p>There have been some inconsistent experiences in the past with regard to personal tutoring and development of the students and uptake of LeedsforLife by students has been moderate.</p> <p>Students continue to be very positive about the Industrial variant of the degree.</p> <p>Taught Postgraduate</p> <p>Scores here dropped from 73 to 64, suggesting the need for some swift remedial action.</p>	<p>Undergraduate</p> <p>IPS continues to work on its personal tutoring system and is about to launch a training scheme for LeedsforLife in conjunction with the LUU student representative who will train a representative of <i>each</i> tutor group who in turn will train their own group of tutees. It is hoped that this will improve uptake and focus on Personal Development.</p> <p>The Student Enterprise Scheme in IPS continues to develop and this is equipping students with a number of skills which support their personal development. (and ensuring that these skills are audited)</p>

	TPG students are welcomed to relevant careers events as planned.		Taught Postgraduate It is proposed that there could be more advertising of the careers events to TPG students to improve personal development. The Student Enterprise Scheme could be widened to include TPG students and that potential changes to personal tutoring may also have an effect here.
--	--	--	---