

**ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2013-14**

**Faculty of Medicine and Health – Institute of Psychological Sciences**

<b>EXECUTIVE SUMMARY</b>																		
<b>Aspect</b>	<b>National Student Survey</b>						<b>Undergraduate Programme Experience Survey</b>						<b>Postgraduate Programme Experience Survey</b>					
	<b>2012-13</b>		<b>2011-12</b>		<b>2010-11</b>		<b>2012-13</b>		<b>2011-12</b>		<b>2010-11</b>		<b>2012-13</b>		<b>2011-12</b>		<b>2010-11</b>	
	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>
<b>Overall satisfaction</b>	87	87	86	87	83	86	77	85	84	85	77	83	96	87	85	84	92	82
<b>Teaching</b>	87	89	92	90	87	88	76	85	79	84	79	83	96	87	88	85	95	84
<b>Assessment &amp; feedback</b>	62	71	60	69	51	65	54	59	62	61	53	56	77	75	70	69	68	68
<b>Academic support</b>	72	81	72	80	65	77	59	72	69	72	60	68	91	85	82	80	88	79
<b>Organisation &amp; management</b>	90	84	91	83	85	82	77	73	88	74	82	83	87	85	82	80	88	77
<b>Learning resources</b>	88	90	79	88	88	87	77	81	78	78	71	77	88	86	87	83	82	82
<b>Personal development</b>	67	81	70	81	70	78	56	69	59	68	49	65	84	77	64	71	73	70
<b>Sector position</b>		57/147		51/150		46/151												

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>Impact of 2011-12 actions</b>	<p>NSS scores remained largely static in 2012-13 (a small decrease in Teaching and an increase in Resources). However, the UG programme survey scores have dropped back to previous levels following a successful previous year which saw all but one area increase.</p> <p>Our emphasis has continued to be on Assessment and Feedback, Personal Development and Learning Resources and our environment. Assessment and Feedback and Learning Resources both showed NSS improvements but there were decreases in both these areas for the UG survey, which was disappointing. We believe that our processes for Assessment and Feedback are robust and continually improving but there is scope for us to better communicate to students how they can best benefit from these processes.</p> <p>Acting on last year's Action Plan, IPS continues to work to enhance Personal Development, Academic Support and Assessment and Feedback through an expanded tutorial system and curriculum development. In accordance with plans previously outlined, IPS has now developed, advertised and recruited to the integrated MPsys in Advanced Psychology with the first intake in September 2014.</p> <p>We are particularly pleased with the outstanding results of the TPG survey.</p>
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<p><b>Achievements in 2012-13</b></p>	<p><b>September 2012:</b> Rollout of coursework coversheets incorporating refined marking criteria and new requirement for students' self-assessment. The coversheet was redesigned to promote consistency of feedback for all students across all work while the self assessment form aimed to develop students' capacity to assess the quality of their own work as well as to enable staff to respond to specific areas of concern for the student.</p> <p><b>September 2012:</b> We implemented the planned new Level 2 tutorials involving a presentation incorporating critical evaluation of academic papers.</p> <p><b>Feb / March 2013:</b> As planned we explored and developed an integrated Bachelor and Masters programme (MPsyc in Advanced Psychology), which was approved by Faculty and advertised in time for the 2014 recruitment cycle. To date interest in this programme has been strong.</p> <p><b>Feb / March 2013:</b> Working to capitalise on the synergy between Teaching, Academic Support, Personal Development, Assessment and Feedback we designed new coursework for Levels 1 which promotes skill development in literature searching and evaluation, critical thinking, argument and communication. Linking with LeedsforLife the feedback on this new coursework would be delivered in personal tutoring sessions specifically designed to promote student engagement with feedback. In direct response to student feedback we planned to replace an essay examination at L2 with a coursework essay. This coursework provides an additional opportunity for feedback and aims to reduce examination anxiety by allowing students to practice their essay writing skills nearer the examination period.</p> <p><b>Feb / March 2013:</b> In response to concerns about consistency of student experience and coursework feedback, as well as the alignment of teaching and practice based learning, we redesigned the teaching of research skills at both levels 1 and 2. The redesign included: revised curriculum with new content and scheduling; increased timetabled support sessions; more training for postgraduates who support some of the teaching; better communication systems between research skills lecturers and postgraduates; and closer monitoring of feedback provided by postgraduates.</p> <p>Also at Level 2, two 10 credit modules were amalgamated into one 20 credit module to encourage synthesis of related material, as recommended in the last Annual Health Check meeting. We have re-introduced a Developmental Psychology module at Level 2 to better meet the benchmarking requirements of our accrediting body.</p> <p>At Level 3 we designed, and received approval for, five new modules which reflects the expertise of new staff as well as developments within the discipline. These provide students with access to wider subject knowledge, more choice and smaller class sizes.</p> <p><b>August 2013:</b> We produced a report writing guide for students which also supports PGs / staff in marking. To complement this, we will introduce an online MCQ test which assesses student understanding of the principles of report writing and assesses their understanding of the standards expected in this type of coursework.</p> <p><b>September 2013:</b> Additional training provided for all staff by LfL ambassadors to ensure full engagement with the system and promotion of benefits to tutees. The University's employability strategy has been closely aligned with LfL in IPS, alongside personal tutoring, academic support, feedback and personal development.</p>
<p><b>Main actions for 2013-14</b></p>	<p>We are appointing leaders of the various fields within Psychology to undertake a review of our curriculum to ensure better coordination of teaching and assessment within and across the years of study. As part of this exercise we will map the core skills that our graduates will attain.</p> <p>We have increased the emphasis placed on LeedsforLife within our personal tutoring system and will highlight how this increases access to academic support, feedback and personal development.</p> <p>We will implement and monitor the learning and teaching developments planned and designed in 2012, for delivery in 2013-14.</p> <p>A priority is to understand students who are the least engaged, or are at risk of disengaging, from the programme, to guide us in how better to support them and to identify how we might realistically improve their experience.</p> <p>Our TPG survey was very pleasing again this year and consequently we plan no changes to provision. Our focus will be the development of our MPsyc programme material.</p>
<p><b>Summary of student involvement in the production of this Action Plan</b></p>	<p>The Action Plan has been circulated to all student reps and the Psychology Society for input and approval from the student body. A draft was also reviewed at the Student-Staff Forum.</p>

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**School: Psychology**

**Faculty: Medicine and Health**

<b>Aspect</b>	<b>Progress with actions in response to 2011-12 feedback and indication of impact</b>	<b>Issues raised in 2012-13 feedback</b>	<b>Planned response in 2013-14</b>
<b>Overall satisfaction</b>	<p><b>Undergraduate</b> Progress with actions in response to 2011-12 feedback has been good. Indication of a positive impact has been clear against some measures (e.g. student performance, external examiner's comments, staff engagement, student engagement) and less against others (i.e. some UGPES item scores). Given the turbulence experienced in IPS up to 2011, we are pleased that we have been able to reengage staff commitment to student education (and invariably increased teaching obligations). We initiated a training programme for LeedsforLife, but with limited success. We felt the mechanisms were not quite fit-for-purpose and both staff and students were somewhat frustrated. We saw a small improvement in NSS scores, although UGPES scores decreased by 7, following an improvement of 7 points last year. Of concern to us are responses to items relating to Assessment and Feedback and Personal Development; these are addressed elsewhere in the action plan.</p> <p><b>Postgraduate</b> Overall satisfaction rose 11 points to 96, which was a very pleasing outcome. The streamlining of our TPG provision as outlined last year does seem to have had the desired effect and scores have improved across all areas.</p>	<p><b>Undergraduate</b> Although the NSS scores were stable, the UG survey scores were disappointing. Comments suggest that contact time, feedback and practice at different forms of assessment remain a concern for students across all levels of the programme.</p> <p><b>Postgraduate</b> A small number of comments related to group work.</p>	<p><b>Undergraduate</b> IPS has reacted quickly and we are already addressing a number of these issues in the current academic year. We have again reviewed tutorial provision and forms of assessment to tackle the concerns raised by students (these are addressed in other sections of the action plan). The DoSE, year co-ordinators and other staff will undertake a review of the programme to ensure better coordination of teaching and assessment within and across the years and improved mapping to core skills. This review will examine all aspects of provision including delivery, content and assessment.</p> <p><b>Postgraduate</b> Module leaders will be asked to evaluate the usefulness and fairness of group work during semester 2 modules.</p>
<b>Teaching</b>	<p><b>Undergraduate</b> All three NSS questions showed a decrease in scores and an overall drop of 5 points. UGPES also showed a small drop in this area.</p>	<p><b>Undergraduate</b> While many students are <i>very</i> happy with the quality of the teaching provided in IPS (finding it interesting, stimulating and well</p>	<p><b>Undergraduate</b> Module review data suggest that the drop in NSS score was likely due to problems in one particular L3 module. This module is now discontinued and reoccurrence of the</p>

	<p>In line with the 2011-12 action plan, tutorials have shifted to greater emphasis on academic activity and the Professional Skills module has been reworked.</p> <p>There is also greater integration of L2 module material through the amalgamation of 2 x 10 credit modules into 1 x 20 credit module, thus increasing the emphasis on integration and decreasing the assessment load.</p> <p><b>Postgraduate</b> Teaching scores improved by 8 points to 96, a very satisfactory outcome.</p>	<p>delivered), there are some issues about delivery and content.</p> <p><b>Postgraduate</b> Overall comments were very positive, some issues relating to the use of group work as outlined under overall satisfaction.</p>	<p>fundamental issue is unlikely. We have introduced a number of new L3 modules giving improved choice and smaller class sizes.</p> <p>IPS has acted swiftly and already initiated a range of changes including shifting more academic content to the front of L1 to ensure immediate engagement with core psychology, greater integration of material at L2 and changes to forms of assessment at L1 and L2, giving greater preparation for L3. There has also been a major review of research skills teaching delivery as this forms a significant aspect of IPS teaching (40 credits at L1, 30 at L2 and 30 at L3).</p> <p>The module review committee have been asked to: address response rates, highlight concerns to management group; bring examples of good practice to MG for reward and sharing amongst staff. Outcomes will be fed back to students.</p> <p><b>Postgraduate</b> No plans for major changes here as feedback remains very high and positive.</p>
<p><b>Assessment and feedback</b></p>	<p><b>Undergraduate</b> NSS scores here increased by 2 points, but still have room for improvement. UGPES scores dropped 5 points. This is disappointing given the improvements made in this area last year.</p> <p>As agreed in the last action plan, IPS has made access to examination scripts more widely available and we have continued to use the self-reflective feedback forms as part of assessment, encouraging students to take responsibility for responding to feedback and allow them to request feedback on specific areas of their work,. Thus enhancing individual personal development.</p> <p><b>Postgraduate</b> Scores here showed an improvement of 7 points, again another pleasing result for the Institute. Discussions as a result of last year's feedback have improved here, although some students would still like to see more, but this appears to relate specifically to times when lower marks are awarded. There is scope for more care when integrating new staff into the marking process.</p>	<p><b>Undergraduate</b> UG PES scores are mixed with L1 students claiming that all areas in assessment and feedback are poor. However, L2 students' scores showed an improvement in promptness of feedback, helpfulness of comments and detailed comments.</p> <p><b>Postgraduate</b> Some comments from the survey mentioned that there was, at times, scope for a little more feedback, although only 2 respondents explicitly mentioned this.</p>	<p><b>Undergraduate</b> The appointment of a Teaching Assistant Co-ordinator (TAC) as a link between PGs and staff teaching on L1 research skills has been designed to ensure that issues regarding feedback are dealt with swiftly. Academic staff that deliver practical classes are required to moderate reports for accuracy and consistency of marking and comments. Any issues are to be raised with the TAC. The newly introduced report writing guide has also been linked to this process and brought to the attention of all PGs who teach. Access to examination scripts has been rolled out to all levels (where appropriate) and we will continue to provide this, which many students find a useful process. We are planning to develop a more detailed document to explain our assessment strategy to students and external examiners.</p> <p><b>Postgraduate</b> The programme manager and DoSE to remind staff to provide full feedback that will encourage future improvement, especially in relation to the lower grade points. There will be a review of how new staff are integrated into marking and how their marking is checked by</p>

			a more experienced member of staff.
<b>Academic support</b>	<p><b>Undergraduate</b> The overall NSS score for Academic Support has remained stable, though there was a drop in 'I have been able to contact staff when I needed to', UGPS scores in this area showed significant reductions (-6 at L1 and -11 at L2)</p> <p><b>Postgraduate</b> Another strong result here with an increase of 9 points to 91. Although the personal tutoring system remains as it was in previous years, students have plenty of small group contact and support via project and systematic review modules.</p>	<p><b>Undergraduate</b> Contact time continues to be an issue for many students, who are requesting increased amounts of small group teaching. The allocation of project supervisors has also received comment from a number of students, as has feedback, although this is addressed elsewhere in the Action Plan.</p> <p><b>Postgraduate</b> One student commented that there could have been more guidance on where to get improved support.</p>	<p><b>Undergraduate</b> The development of new tutorials has been designed to address issues of contact time and small group teaching. However, student attendance at lectures is frequently low and this makes placing additional demands on already overworked staff extremely difficult. This has been communicated to students via reps. The L2 and L3 year co-ordinators, DoSE and Director of UG projects will meet to redesign the project allocation system, taking account of good practice identified both within and outwith the University.</p> <p>The student support officer has collated staff office hours and these are available via the VLE (as well as office doors) to address perceptions of staff availability. The response that IPS has made in assessment and tutorial redesign will also impact on academic support.</p> <p><b>Postgraduate</b> Programme manager and administrator will be asked to emphasise opportunities for academic support via the personal tutoring system.</p>
<b>Organisation and management</b>	<p><b>Undergraduate</b> The NSS scores have stayed buoyant and high at 90 and we continue to engage students in IPS management activity wherever possible. The UGPS scores dropped by 10 for this area but we are not aware of any specific reasons why this might be as yet. We will continue to explore this with the year representatives.</p> <p><b>Postgraduate</b> Another improved score in this area, up 5 points to 87. A 'good practice' document was circulated as agreed in last year's plan.</p>	<p><b>Undergraduate</b> Although NSS scores remained high on this item, we are reviewing project supervisor allocation (as raised in student comments). The UGPS scores decreased by 10 in this area and we have already tightened up many of the practices here, but we will continue to review these.</p> <p><b>Postgraduate</b> Significant changes to MSc provision were made for this cohort with one of the masters programmes being withdrawn (Memory and its Disorders). However, only 1 respondent raised any concern with this. There was 2 additional comments related to Organisation and Management around module assessment and changes to the programmes.</p>	<p><b>Undergraduate</b> One issue that remains for L2 / L3 students is the project allocation system. As mentioned elsewhere a working group to develop a new project sign-up system will be established. We have reviewed assessment deadlines to ensure good spacing and use of feedback. The L2 tutorial system has been revamped to ensure that all tutorials appear on students' personal timetables in a timely manner.</p> <p><b>Postgraduate</b> Two comments related to communication of information to students. While this clearly represents a small minority of the cohort, with most students praising the administration of the programme, we will communicate via a number of routes to ensure that students are always aware of up to date information about the programme.</p>
<b>Learning</b>	<p><b>Undergraduate</b> There was an across the board improvement in</p>	<p><b>Undergraduate</b> Students have consistently raised</p>	<p><b>Undergraduate</b> IPS now has a new modern student social space as of this</p>

<p><b>resources</b></p>	<p>this category in the NSS with score rising 9 points to 88. UGPES scores show an increase at L2 of +5, but at L1 a decrease of -8.</p> <p><b>Postgraduate</b> A small rise in scores for this area. No direct actions were identified in the previous action plan.</p>	<p>concerns about the lack of printer facilities in IPS. IPS also had no social area and this made it difficult for students to get to know one another and to spend time in the building and develop a sense of belonging in IPS.</p> <p><b>Postgraduate</b> No comments related to this issue at all</p>	<p>year, complete with computers and refreshment facilities. This is already being made use of on a regular basis. We will continue to monitor usage of the area and make adjustments to facilities where necessary. We have also been able to add printing facilities to the building and 24 hour access in one of our computer clusters. IPS works closely with the library subject specialist (she attends ITSEC meetings).</p> <p><b>Postgraduate</b> No specific PG actions are required, but TPG students will, of course, benefit from the changes to the environment outlined above.</p>
<p><b>Personal development</b></p>	<p><b>Undergraduate</b> This area declined slightly in the NSS (-3); remained largely static for L2 students and declined for L1 students. We implemented a LeedsforLife training scheme with LUU, although this had limited success. The industrial and International variants of the degree continue to be successful and popular options. The careers and employability strategy in IPS continues to be outstanding.</p> <p><b>Postgraduate</b> An outstanding score improvement here and the module team are to be applauded for such an outstanding achievement as scores here rose 20 points to 84. TPG students are now invited to, and are making use of, the careers events available in IPS.</p>	<p><b>Undergraduate</b> Comments from both surveys provide little insight into why personal development is rated on the low side.</p> <p><b>Postgraduate</b> There were numerous comments that related to personal development – especially that group work and presentations had really helped to improve the confidence of the students.</p>	<p><b>Undergraduate</b> Tutorials at both L1 and L2 include increased emphasis on group work and communication skills and these are clearly branded as personal development. LeedsforLife now forms the cornerstone of the personal tutoring model and highlights how the system, when fully engaged with, increases access to and awareness of, academic support, feedback and personal development. As part of the review of the tutorial system we have implemented an approach that uses template emails to ensure that all students receive a similar and high quality tutorial experience and are aware of the opportunities available to them to work on their personal development. We will continue to work closely with the students reps via ITSEC and SSF to implement any changes possible to improve this aspect of provision. We intend to survey our students pre-Christmas in order to learn about their concerns relatively early. This should help us implement any necessary improvements for current students rather than waiting for NSS feedback which results in enhancements for future cohorts.</p> <p>We have recently developed a set of formative multiple choice questions to help students in their development; these are in addition to module specific tests.</p> <p>We are utilising the experience and enthusiasm of our student ‘ambassadors’ returning from industry and abroad to enthuse other students via presentation sessions.</p> <p>We are developing ‘academic families’ within our tutorial system to increase student support and integration across the years of study.</p> <p><b>Postgraduate</b> No formal actions needed in this rapidly improving area.</p>

