

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2014-15

Faculty of Medicine and Health – School of Psychology

EXECUTIVE SUMMARY																		
Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate Programme Experience Survey					
	2013-14		2012-13		2011-12		2013-14		2012-13		2011-12		2013-14		2012-13		2011-12	
	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	87	88	87	87	86	87	77	85	77	85	84	85	92	85	96	87	85	84
Teaching	92	90	87	89	92	90	82	85	76	85	79	84	84	86	96	87	88	85
Assessment & feedback	55	71	62	71	60	69	60	62	54	59	62	61	91	71	77	75	70	69
Academic support	77	82	72	81	72	80	65	73	59	72	69	72	97	82	91	85	82	80
Organisation & management	89	85	90	84	91	83	82	75	77	73	88	74	76	81	87	85	82	80
Learning resources	93	91	88	90	79	88	79	83	77	81	78	78	87	85	88	86	87	83
Personal development	78	82	67	81	70	81	65	72	56	69	59	68	75	77	84	77	64	71
Sector position		50/146		57/147		51/150												

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)

Headline achievement in 2013-14	<i>Driving your development from entry to exit and beyond</i>
Main actions for 2014-15	<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"> 1. Increased focus on feedback procedures, new feedback forms and more checking of quality / quantity to improve quality and consistency for all students 2. LeedsforLife fully integrated into the personal tutoring system to encourage focus on personal development 3. Targeted additional elements of coursework to afford increased opportunities for feedback and personal development

Summary of student involvement in the production of this Action Plan

The draft action plan will be circulated to student reps for a wider consultation process among students prior to the agreed final version of the plan.

AGREED ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2014-15

School:		Faculty:	
Aspect	Progress with 2013-2014 actions and indication of impact	Agreed Issues/Actions for 2014-2015	Responsibility/Expected completion date
Overall satisfaction	<p>Undergraduate Many areas of the NSS showed improvements, namely: Teaching, Academic Support, Learning Resources and Personal Development, while Organisation and Management remained stable. UGPES scores show overall improvements in all areas, with some particularly large improvements at Level 1. Closer examination shows that assessment and feedback remains a problematic area, and will be the focus of much of this year's action plan. The review of assessment across the UG programmes, as suggested by external examiners, continues though this has already increased and amended assessments at Levels 1 and 2 in response to student feedback with further changes planned for 2014/15. The School continues to review its assessment process and procedures and initiatives to improve these are outlined elsewhere in the action plan.</p> <p>Postgraduate</p>	<p>Undergraduate Some assessment changes at Levels 1 and 2 have already been implemented, and more will follow. A review of Level 3 is currently underway in order to ensure the suitability and equality of assessments used between and within modules. The review team (DoSE, Year Co-ordinators, Programme Leaders and the SESM) will propose amendments to module leaders for discussion where appropriate. The School of Psychology has agreed a set standard of written feedback for coursework with redesigned coversheets and second marking processes to facilitate consistency, with student input coming via representation at STSEC.</p> <p>Postgraduate There was a small drop here this year, but from a very high starting point (96 – 92) so while we have identified a number of areas for action in relevant sections below, we remain largely happy with the performance here.</p>	<p>Undergraduate All module changes are required to be submitted to STSEC by February 2015, with changes beginning in academic year 2015-16. Staff responsible: DoSE, Year co-ordinators, module leaders. Done – September 2014</p> <p>Postgraduate Listed in relevant sections below.</p>
Teaching	<p>Undergraduate Scores in this area increased for both the NSS and UGPES, which was pleasing to see.</p>	<p>Undergraduate To implement thorough training for PGs who teach as outlined in the relevant documentation</p>	<p>Done – October 2014</p>

	<p>The Professional Skills module has been replaced with Exploring Animal Behaviour, adding psychology specific content to the programme while skills are now delivered through the extended induction process. The addition of the EAB module allows a smoother transition from Level 1 to Level 2 modules.</p> <p>The module review committee identified a potential solution to module review response rates and trialled 'Speedwell' for data collection and analysis. The trial proved successful and SMT supported funding this system.</p> <p>A document with examples of good practice has been circulated to staff and discussed at SMT. The School of Psychology has recently made 3 more academic appointments of research active staff, with student education a high priority in the appointment process</p> <p>Some staff use the lecture capture system, but as yet there is little feedback on its usage.</p> <p>Postgraduate</p> <p>There were no plans outlined in the previous action plan due to the very high nature of the scores last year</p>	<p>Roll out the Speedwell module review system</p> <p>As part of the Teaching Enhancement Scheme the School of Psychology has reintroduced a peer observation scheme.</p> <p>Peer observation has been designed as a supportive process designed to enhance development and identify good practice.</p> <p>Postgraduate</p> <p>There was a drop of 13 points here for this, which was disappointing, a drop of this nature reflects the experience of 2 students, however the programme manager will scrutinise individual module feedback to identify any problematic areas and discuss with module leaders, along with sharing good practice as identified in other modules.</p>	<p>End of modules – QAO</p> <p>Semester 2 2014-15 – DoSE , QAO, STSEC</p> <p>Postgraduate</p> <p>Ongoing - MSc Programme manager</p>
<p>Assessment and feedback</p>	<p>Undergraduate</p> <p>The 2013-14 plans were fully implemented with the appointment of the Teaching Assistant Co-ordinator, improved training for PGs who teach and increased involvement of academic staff in the moderation process with UGPES scores showed an improvement of +9 points at Level 1. However, Level 2 scores showed a disappointing decrease of -3 and the NSS -7. The NSS scores are largely attributable to issues with a Level 3 module. These issues have since been addressed and we anticipate no similar issues this coming year.</p> <p>All new MCQ exams are trialled before use to ensure suitability</p>	<p>Undergraduate</p> <p>Revised School of Psychology assessment strategy to consider assessments across the Programmes</p> <p>Revised cover sheets with increased space for written comments</p> <p>Feedback folders to keep all written feedback in have been distributed to all students. These will facilitate personal tutorial discussions on feedback and allow tailored academic support to be provided.</p> <p>Compulsory completion of feedback reflection sheets to ensure students have understood and reflected on feedback received.</p> <p>The Away Day resulted in an agreed vision of feedback for coursework and compliance will be</p>	<p>Undergraduate</p> <p>Done – September 2014</p> <p>Done – September 2014</p> <p>Currently under discussion at STSEC</p> <p>Done – September 2014</p> <p>Ongoing – MARK project team and DoSE</p>

	<p>Postgraduate We agreed to highlight the importance of feedback and to integrate new staff more fully into the marking progress, with the guidance of a more experienced staff member. This has led to further improvements this year, with a rise of 12 points to 91 in this area, reflecting the increased importance being placed on assessment and feedback in the school.</p>	<p>verified via the second marker's form. Presentation to all staff by the MARK project team to facilitate understanding of the purpose and usefulness of written feedback. Postgraduate Due to the high nature of the scores here there are no direct plans to explicitly address feedback at this time.</p>	<p>Postgraduate No timescale necessary.</p>
<p>Academic support</p>	<p>Undergraduate Revised tutorial provision with emphasis on and integration with LeedsforLife has impacted scores: NSS (+5) and UGPES (+6), but they remain lower than the University average. The proposed project allocation system was implemented, and ran smoothly with fewer difficulties being experienced. Postgraduate We agreed to highlight the role of tutors in the handbook and this is explicitly covered here with students receiving a lot of one-to-one or small group support, this resulted in another increase in scores in this area from 91-97.</p>	<p>Undergraduate LeedsforLife has been tailored for Psychology and is fully integrated with personal tutoring. These revised tutorial provision, feedback initiatives and personalised academic support that result will result in improved scores in this area. Postgraduate Due to the high nature of the scores here there are no direct plans to explicitly address this issue. However, there is currently work ongoing in Psychology to develop the LeedsforLife system for a postgraduate population as many of the current web forms are not suitable for this constituency.</p>	<p>Undergraduate Bespoke LeedsforLife system now in place Revised LeedsforLife tutorial provision in place Assessment and feedback initiatives – covered elsewhere Postgraduate Ongoing - Careers Officer and MSc programme Director</p>
<p>Organisation and management</p>	<p>Undergraduate Scores here remained stable (NSS, -1) or improved (UGPES, +5). The proposed project allocation system has now been implemented with no problems reported. New coursework elements have been timetabled sensitively with regard to existing assessment requirements, avoiding 'bottle neck' assessment periods but also allowing for feedback to be effectively utilised. Postgraduate There were no explicit plans to address this issue</p>	<p>Undergraduate Scores here remain buoyant and we have no immediate plans to address any issues. However, we will continue to monitor the issue of project allocation. Postgraduate There does appear to have been an issues here,</p>	<p>Undergraduate Project co-ordinator – Ready for 2015-16 project allocation Postgraduate Semester 1 – MSc Programme Manager</p>

	outlined last year.	with a drop of 14 points (though this represents the experience of only two students), which appears to specifically relate to the reading list for one module. This will be addressed for this year.	
Learning resources	<p>Undergraduate No major issues were identified in last year's action plan for this area, but it is noted here that the social space continues to be well used by students and provides a well needed facility for all students, as does the 24 hour computer cluster. Scores improved in this area for both the NSS and the UGPES.</p> <p>Postgraduate There were no plans outlined for development in this area</p>	<p>Undergraduate The psychology building continues to undergo development, with a link building currently under construction, this will facilitate undergraduate student access to PGs who deliver level 1 Research Skills seminars. Integration of VLE and turnitin to enable ease of submission of coursework</p> <p>Postgraduate Scores here remained stable at a pleasing 87%, so there are no direct plans to develop this area specifically in relation to PGT students, but they will, of course benefit from the general improvements to the Psychology building.</p>	<p>Undergraduate Resources Committee – Summer 2015</p> <p>Done – September 2014</p> <p>Postgraduate No timescale necessary.</p>
Personal development	<p>Undergraduate Scores here improved across the board with the NSS +11 and UGPES +9, including an impressive +21 at Level 1. Last year saw a large effort to improve scores in this area and that has clearly been successful, with revised tutorials, embedding of LeedsforLife in the system and increased branding of tasks as relevant to personal development all contributing towards an improvement here.</p> <p>Postgraduate This area improved dramatically last year, with a rise of 20 points, so there were no specific plans outlined in the previous plan.</p>	<p>Undergraduate It is envisaged that the bespoke form of LeedsforLife now used in Psychology, the feedback folders, 'personal development' labelled skill development, increased feedback opportunities and individually tailored academic support will continue to lead to improvements in this area. As LeedsforLife becomes the norm and its role in tutorials clearly defined there should be continued improvements.</p> <p>Postgraduate A disappointing drop of 13 points this year. It is hoped that the developments taking place around LeedsforLife as outlined in Academic Support) will help to arrest and reverse this slide.</p>	<p>Undergraduate As outlined elsewhere in this plan, these initiatives have already been implemented.</p> <p>Postgraduate Ongoing - Careers Officer and MSc programme Director</p>