

## ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2015-16

### Faculty of Medicine and Health – School of Psychology

EXECUTIVE SUMMARY																		
Aspect	National Student Survey						Undergraduate Programme Experience Survey						Postgraduate Programme Experience Survey					
	2014-15		2013-14		2012-13		2014-15		2013-14		2012-13		2014-15		2013-14		2012-13	
	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni	School	Uni
Overall satisfaction	*	90	87	88	87	87	82	87	77	85	77	85	94	85	92	85	96	87
Teaching	*	92	92	90	87	89	83	86	82	85	76	85	98	85	84	86	96	87
Assessment & feedback	*	74	55	71	62	71	61	63	60	62	54	59	85	71	91	71	77	75
Academic support	*	85	77	82	72	81	63	74	65	73	59	72	94	82	97	82	91	85
Organisation & management	*	85	89	85	90	84	80	76	82	75	77	73	87	82	76	81	87	85
Learning resources	*	92	93	91	88	90	79	84	79	83	77	81	94	87	87	85	88	86
Personal development	*	85	78	82	67	81	65	72	65	72	56	69	91	76	75	77	84	77
Sector position		21/145		50/146		57/147												

cores 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>Headline achievement in 2014-15</b>	<p><i>Provide a single, concise headline achievement for the School from 14-15 which can be included in further communication to students</i></p> <p><i>Psychology at Leeds is for Life</i></p>
<b>Main actions for 2015-16</b>	<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"> <li><i>1. Provide high quality feedback to facilitate student learning</i></li> <li><i>2. Introduce peer observation of teaching to share good practice</i></li> <li><i>3. Provide more opportunities for students to develop employability skills</i></li> </ol>

\* No NSS data available

<p><b>Good practice examples from 2014-15</b></p>	<p><i>List examples of innovative practice and developments which are of wider interest across the University</i></p> <ol style="list-style-type: none"> <li>1. <i>Equitable assessments across modules in all levels developed from review of assessment strategy</i></li> <li>2. <i>Development of School specific LfL tutorial documents to enhance personalised tutorial system and students career planning</i></li> <li>3. <i>Use of paper-based module review system delivered in class to gain more student feedback</i></li> </ol>
<p><b>Summary of student involvement in the production of this Action Plan</b></p>	<p>Action plan has been discussed twice at the Student-Staff forum. Additional discussions were held with student representatives from each level of study. Ongoing student focus groups from each level of study are providing further explanations of the programme survey data and ideas about how to improve the student experience</p>

**AGREED ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2015-16**

<b>Aspect</b>	<b>Progress with 2014-2015 actions and indication of impact</b>	<b>Agreed Issues/Actions for 2015-2016</b>	<b>Responsibility/Expected completion date</b>
<p><b>Overall satisfaction</b></p>	<p><b>School:</b></p> <p><b>Undergraduate</b> Level 1: overall satisfaction at 90% is good and consistent with UoL scores, however Level 2 is low at 73% with no improvement since last year. Key areas for improvement are identified below.</p> <p><b>Postgraduate</b> Overall satisfaction is high at 94% and well above the UoL score.</p>	<p><b>Faculty:</b></p> <p><b>Undergraduate</b> Undergraduate programmes of study are responsive to student and staff feedback. STSEC will consider proposed module changes. Other actions noted below.</p> <p><b>Postgraduate</b> Listed in relevant section</p>	<p><b>Undergraduate</b> STSEC – Feb 2016</p>
<p><b>Teaching</b></p>	<p><b>Undergraduate</b> Level 1: in general scores are high and substantial improvements are seen from previous years. Responses to “The programme is intellectually stimulating” have improved but remain low. Comments provided indicated that students would like more contact hours. Level 2: there is little change in scores from the previous year, but scores are lower than level 1 scores. Responses to “Staff have made the subject interesting” remains low.</p>	<p><b>Undergraduate</b> Introduction of peer observation of teaching to facilitate development and the sharing of good practice.</p> <p>Arising out of discussions with UG students STSEC will consider of the introduction of subject specific PG led seminars for level 1 students.</p>	<p><b>Undergraduate</b> QAE Officer (MB) &amp; DSE (AH) - Semester 2 2015-16</p> <p>STSEC – February 2016</p>

	<p>Training for PG seminar leaders has helped to provide greater consistency of support for practical writing at level 1. The new module review system has greatly enhanced student engagement with this process and is providing useful feedback to the module leaders.</p> <p><b>Postgraduate</b> Teaching is receiving excellent feedback from students with an increase of 14 points.</p>	<p><b>Postgraduate</b> Introduction of peer observation of teaching to facilitate development and the sharing of good practice.</p>	<p><b>Postgraduate</b> QAE Officer (MB) &amp; DSE (AH) - Semester 2 2015-16</p>
<p><b>Assessment and feedback</b></p>	<p><b>Undergraduate</b> Consistent with UoL scores, Psychology scores are low. Level 1: small improvements are seen for questions related to quality of feedback in comparison to the previous year, however, there are large reductions in scores related to the clarity of the marking criteria and the timely return of feedback to students. Level 2: Although scores remain low large improvements have been made related to the clarity of the marking criteria and the provision of detailed feedback. There is little improvement in scores related to fairness of assessment and marking arrangements and the provision of prompt feedback.</p> <p>Revision of assessment strategy has resulted in more equitable assessment across modules at all levels, with a balance between coursework and examination. The introduction of feedback folders/ feedback reflection sheets has resulted in students being engaged with the feedback provided and they are using this to inform their future work. Revised cover sheets facilitated better quality of feedback being provided but this does vary between staff.</p>	<p><b>Undergraduate</b> Staff development workshop: Workshop about how to provide constructive/ developmental feedback and models of feedback</p> <p>Introduction of more rigorous internal quality assurance processes related to the provision of feedback– more robust second marking activity</p> <p>Monitoring of timely return of feedback to students. Timely reminders sent to staff about return dates to second markers and students.</p> <p>Marking criteria are being sent to students prior to coursework submission dates with reminders about how they are used to assess students work.</p> <p>Explanations of the marking criteria will be provided to all levels at the start of each academic year.</p>	<p><b>Undergraduate</b> DSE (AH) to organise – April 2016</p> <p>DSE (AH) &amp; Second markers- ongoing</p> <p>DSE (AH) &amp; Level administrators (AT, KM, LG) - ongoing</p> <p>Level coordinators (RH, MF, ES) – ongoing</p> <p>Level coordinators (RH, MF, ES) – Sept. 2016</p>

	<p><b>Postgraduate</b> In general high scores for assessment and feedback were received. However there was a 15 point decrease for fairness of assessment arrangements and marking.</p> <p>No actions from previous year.</p>	<p><b>Postgraduate</b> 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><b>Postgraduate</b> MSc Programme manager (CL) - ongoing</p>
<p><b>Academic support</b></p>	<p><b>Undergraduate</b> Scores are low in this category in comparison to UoL scores Level 1: There are reductions in scores related to being able to contact academic staff when needed, the provision of good advice about choosing modules and quickly feeling part of the School community. Level 2: Although scores have improved they remain low. Once again advice about module selection is needed.</p> <p>The adoption of LfL tailored tutorial forms is improving scores but last year level 2 students were not fully engaged because they had not used this system in their level 1. This year, in their final year, they appear more engaged and focused on career development, and using LfL to do this.</p> <p><b>Postgraduate</b></p>	<p><b>Undergraduate</b> Introduction of Student-Staff sports activities and working with PsycSoc early in the year to offer events to embed level 1 students in the School community.</p> <p>Introduction of new Schools newsletter providing timely information about opportunities and events available to students</p> <p>Peer mentoring program to be available to all level 1 students in 2016</p> <p>Introduction of new level 1 induction event to provide opportunity for students to meet academic staff and PsycSoc committee members</p> <p>Module choice advice: Level 1: additional information will be provided in letters to successful applicants and this will again be addressed more thoroughly in the welcome meeting with new level 1 students. Level 2: An afternoon event for level 2 students to meet with level 3 module coordinators, the level 3 coordinator and current level 3 students to discuss their choice of modules.</p> <p><b>Postgraduate</b> Introduction of LfL tutorials for PGT students</p>	<p><b>Undergraduate</b> Level 1 coordinator (RH) &amp; Richard Harris – ongoing</p> <p>Student education Support Officer (JR) – ongoing first publication Dec 2015</p> <p>Careers tutor (GK) – Sept. 2016</p> <p>Level 1 coordinator (RH) – Sept. 2016</p> <p>Level 1 coordinator (RH) &amp; administrator (AT) – Sept. 2016</p> <p>Level 2 &amp; 3 coordinators (MF &amp; ES) &amp; Level 3 module leaders – April 2016</p> <p><b>Postgraduate</b> Careers tutor (GK) – completed Sept. 2015</p>

	<p>Scores are substantially higher than UoL average scores. However there was an 18 point drop related to students receiving sufficient advice and support with their studies.</p> <p>The introduction of LfL tutorials was delayed last year but is in place for the current academic year.</p>		
<b>Organisation and management</b>	<p><b>Undergraduate</b> Scores are generally acceptable in this category and above the UoL average, in particular the timetable works in relation to students activities. However, the communication of changes in the programme/teaching could be improved.</p> <p>No actions from previous year.</p> <p><b>Postgraduate</b> Scores are high and above the UoL average. Substantial improvements have been related to effective and accurate communication of information about the programme and teaching. However, there was a 15 point drop related to the organisation and smooth running of the programme.</p>	<p><b>Undergraduate</b> Staff to be reminded to notify students of changes to teaching at the earliest opportunity.</p> <p>Explore other means of effectively communicating teaching changes to students in line with the University policy on cancellations.</p> <p><b>Postgraduate</b> The Programme manager will scrutinise individual module feedback to identify any problematic areas and discuss with module leaders.</p>	<p><b>Undergraduate</b> DSE (AH) - ongoing</p> <p><b>Postgraduate</b> MSc Programme manager (CL) - ongoing</p>
<b>Learning resources</b>	<p><b>Undergraduate</b> Level 1: scores are generally good with some substantial improvements related to library resources and services and access to IT services. Level 2: scores are lower than UoL average. In particular access to specialised facilities/ equipment/ rooms is an issue for students.</p> <p>Continued development of School space may have had an impact on access to rooms/ facilities.</p> <p>The integration of the VLE and turnitin has facilitated submission of coursework but has resulted in the identification of limitations of this system with word counts difficult to monitor at the present time.</p>	<p><b>Undergraduate</b> Continued development of the School facilities will provide greater access to rooms and facilities when needed</p> <p>Explore solutions to facilitate the monitoring of word counts.</p>	<p><b>Undergraduate</b> School resources team – Feb 2016</p> <p>DSE (AH) &amp; technical staff - ongoing</p>

	<p><b>Postgraduate</b> Positive feedback remains high and continues to increase from last year.</p>	<p><b>Postgraduate</b> No plans to address this issue, although students will benefit from further development of the School building.</p>	
<p><b>Personal development</b></p>	<p><b>Undergraduate</b> Level 1: scores are broadly consistent with UoL scores. Level 2: Scores remain lower than the UoL average, with decreases related to receiving advice and support to enhance personal development and feeling confident about tackling unfamiliar problems.</p> <p>The development and integration of the LfL tutorials helped to structure tutorial discussions about skills acquisition and career ambitions. Last year there were variations in the level 2 student engagement with the LfL system even though this was encouraged by staff.</p> <p><b>Postgraduate</b> Scores are substantially higher than UoL average scores, with a 16 point increase compared to last year.</p> <p>The introduction of LfL tutorials was delayed last year but is in place for the current academic year.</p>	<p><b>Undergraduate</b> Development of School LfL tutorial forms for students on international/ industrial year to maintain contact with these students and keep them engaged with developing their career plans and a self-reflection process about skills development</p> <p>More opportunities provided for level 2 &amp; 3 students to act as peer mentors developing communication, planning and organisation, time management, team working, and leadership skills.</p> <p>Introduction of PsychU – an educational outreach programme providing further opportunities for students to develop employability skills including initiative, communication skills, commercial awareness, planning &amp; organisation, team working, leadership, time management, independent working</p> <p><b>Postgraduate</b> Development of School specific LfL PGT tutorial forms to facilitate PGT student career planning and personal development.</p> <p>Introduction of programme of career events for PGT students.</p>	<p><b>Undergraduate</b> Careers tutor (GK) – completed Sept. 2015</p> <p>Careers tutor (GK) –Sept. 2016</p> <p>Careers &amp; WP tutor (GK &amp; LH) – completed Sept. 2015</p> <p><b>Postgraduate</b> Careers tutor (GK) – completed Sept. 2015</p> <p>Careers tutor (GK) – completed Sept. 2015</p>