

**ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2016-17**

**Faculty of Medicine and Health**

**School of Psychology**

<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>2015-16</b>		<b>2014-15</b>		<b>2013-14</b>		<b>2015-16</b>		<b>2014-15</b>		<b>2013-14</b>		<b>2015-16</b>		<b>2014-15</b>		<b>2013-14</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>	83	90	*	90	87	88	84	87	82	87	77	85	82	86	94	85	92	85
<b>Teaching</b>	87	91	*	92	92	90	84	87	83	86	82	85	91	86	98	85	84	86
<b>Assessment &amp; feedback</b>	58	73	*	74	55	71	63	63	61	63	60	62	76	73	85	71	91	71
<b>Academic support</b>	76	84	*	85	77	82	64	75	63	74	65	73	76	84	94	82	97	82
<b>Organisation &amp; management</b>	93	85	*	85	89	85	71	78	80	76	82	75	79	82	87	82	76	81
<b>Learning resources</b>	89	91	*	92	93	91	84	84	79	84	79	83	88	87	94	87	87	85
<b>Personal development</b>	82	85	*	85	78	82	63	73	65	72	65	72	77	77	91	76	75	77
<b>Sector position</b>		20/146		21/145		50/146												

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)

\* No NSS data available

<b>Headline achievement from 2015-16</b>	<p><i>Provide a single, concise headline achievement for the School from 15-16 which can be included in further communication to students.</i></p> <p>Successfully preparing students for graduate opportunities</p>
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<b>Main actions for 2016-17</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>1. Provide more opportunities for academic discussion and support</li> <li>2. Restructure Level 2 modules</li> <li>3. Provide more opportunities to discuss feedback with markers</li> </ol>
<b>Good practice examples from 2015-16</b>	<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. Providing opportunities to develop employability skills</li> <li>2. Bespoke Leeds for Life tutorials to facilitate students career planning</li> <li>3. Providing new students with peer mentors</li> </ol>
<b>Summary of student involvement in the production of this Action Plan</b>	The action plan has been thoroughly discussed at Student-staff forum and STSEC, where student members have contributed to discussions about how to improve the programmes of study.

**AGREED ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2016-17**

**School:**

**Faculty:**

<b>Aspect</b>	<b>Progress with 2015-2016 actions and indication of impact</b>	<b>Agreed Issues/Actions for 2016-2017</b>	<b>Responsibility/Expected completion date</b>
<b>Overall satisfaction</b>	<p><b>Undergraduate:</b> NSS overall satisfaction dropped 5 points to 83% Level 2: increased by 4% to 77% Level 1: increased by 1% to 91%</p> <p><b>Postgraduate:</b> Although overall satisfaction has decreased, the small number of students on this programme means that one student response (9%) can have a major impact on the scores.</p>	<p><b>Undergraduate:</b> <i>Undergraduate programmes of study are responsive to student and staff feedback. STSEC will consider proposed module changes. Other actions noted below.</i></p> <p><b>Postgraduate:</b> <i>Listed Below</i></p>	<p><b>Undergraduate</b> STSEC – Feb 2017</p> <p><b>Postgraduate:</b> STSEC – Feb 2017</p>
<b>Teaching</b>	<p><b>Undergraduate:</b> NSS: Teaching continues to achieve high levels of satisfaction although there is an overall drop of 5%. The main area of concern is “Staff have made the subject interesting” which dropped from 90% to 80% Level 2: two main areas for improvement are “staff have made the subject interesting” and “The</p>	<p><b>Undergraduate:</b> <i>Re-design of the level 1 &amp; 2 tutorial systems in response to student feedback. Providing more opportunities for small groups of students to discuss/ debate key subject areas with staff.</i></p> <p><i>Peer observation of teaching is being introduced this year to facilitate the sharing of good practice.</i></p>	<p><b>Undergraduate:</b> STSEC - Feb 2017</p> <p>DSE (AH) – Semester 2 2016-17</p>

	<p>programme is intellectually stimulating” both with scores just below 75%  Level 1: All areas of teaching show improved scores, however “The programme is intellectually stimulating” remains low at 80% agreement (an increase of 7%)</p> <p><b>Postgraduate:</b>  Scores for teaching remain high</p> <p>The introduction of peer observation of teaching was delayed last year, but is being introduced this year</p>	<p><b>Postgraduate:</b>  <i>No action</i></p>	
<p><b>Assessment and feedback</b></p>	<p><b>Undergraduate:</b>  NSS: All areas of assessment and feedback have improved scores, however, all scores remain low. In particular “I have received detailed comments on my work” and “Feedback on my work has helped me clarify things I did not understand.” Are very low.  Level 2: Although scores have improved, all areas have room for improvement.  Level 1: Scores have improved. Although feedback is prompt the quality of feedback remains an issue</p> <p>Explaining the marking criteria to students and reminding them about these prior to coursework deadlines has improved scores in this area.</p> <p>The introduction of more rigorous mark and feedback checking through the second marker process has helped provide more consistent levels of feedback on student work. However, there remains more work to be done in this area.</p> <p>Monitoring the timely return of feedback to students has improved scores in this area</p>	<p><b>Undergraduate:</b>  <i>Providing opportunities for students to seek one-to-one clarification about feedback for coursework</i></p> <p><i>Further guidance for second markers to be provided, about detailed feedback requirements, and consistency of overall mark with circled grades for specific aspects of the work. Awarding hours in the workload model for increased demands on second markers.</i></p> <p><i>Staff development workshop about the provision of feedback; More guidance for staff to be provided.</i></p>	<p><b>Undergraduate:</b>  DSE (AH) to organise these opportunities, All staff to participate – Dec 2016</p> <p>DSE (AH) – Dec 2016</p> <p>DSE (AH) and SHJ- Semester 2 2016-17</p>

	<p><b>Postgraduate:</b> Although scores are higher than the University average they have decreased by 9% since last year.</p>	<p><b>Postgraduate:</b> <i>Feedback from the External Examiner about the quantity and quality of feedback provided for each module have been forwarded to the module leaders with guidance about providing additional feedback on student scripts. This will be monitored by the second markers.</i></p>	<p><b>Postgraduate:</b> Programme manager (CL) - completed</p>
<p><b>Academic support</b></p>	<p><b>Undergraduate:</b> NSS: Scores are relatively stable in this area, there remains a need for more / better advice and guidance about their studies. Level 2: Scores are low in this area, in particular students need more advice and support with their studies Level 1: Scores relating to advice and support with their studies have greatly improved, however, there remains an issue with level 1 students not feeling part of the School community.</p> <p>Although the School offered to host a module selection advice session for level 2 students, PsycSoc the student-led society took ownership of this event.</p> <p>The new level 1 induction event in Sept 2016 was well received.</p> <p>Additional information about module choice was provided to 2016 entrants.</p> <p>The new newsletter is published twice each semester and is providing students with useful information about opportunities and events.</p> <p>All new level 1 students were offered a peer mentor in Sept 2016. All those wanting peer mentors were provide with them to support their transition to University life.</p> <p><b>Postgraduate:</b></p>	<p><b>Undergraduate:</b> <i>Improving communication between staff and students about the structure of their programme and the timely development of academic skills to prepare students for the academic demands of each level of study. This will done through the new tutorial system.</i></p> <p><i>Level 2 and 3 co-ordinators will organise and host an information and guidance event for level 2 students about selecting their level 3 modules.</i></p> <p><i>Students were provided with advice about discovery module options at the start of the year.</i></p> <p><i>PsycSoc held events for level 1 students at the start of the year to welcome the new students.</i></p> <p><i>A Facebook group was set up for new incoming students in Sept 2016 to encourage them to engage with the School community.</i></p>	<p><b>Undergraduate:</b> STSEC development of tutorial system - Feb 2017 All tutors to participate – Sept 2017</p> <p>ES and MF – March 2017</p> <p>Level 1 administrator (AT) and co-ordinator (RH) – completed Sept 2016</p> <p>PsycSoc – completed Sept 2016</p> <p>School representative (OC) and RH – completed Sept 2016</p>

	<p>Scores are below University average and have reduced by 18% since last year. In particular there is a large decrease related to a perceived lack of advice and support with their studies</p> <p>Several positive comments were made regarding the enthusiasm of the staff and help provided by them.</p> <p>One module was disrupted by staff illness and paternity leave and may have influenced these results.</p>	<p><b>Postgraduate:</b> <i>The School has developed a more proactive and cautious response to providing cover for illness/ maternity/ paternity leave to minimise disruption to teaching and assessment.</i></p>	<p><b>Postgraduate:</b> SMT – ongoing</p>
<p><b>Organisation and management</b></p>	<p><b>Undergraduate:</b> NSS: Scores have improved and remain high for all aspects of this area Level 2: Reductions in all areas, particularly the timetable issue. There are negative comments about the structure of level 2, 5 week long, modules.</p> <p>There is effective communication of teaching changes to all students via the vle and emails which is appreciated by the students.</p> <p><b>Postgraduate:</b> Scores are broadly similar to the University average but have decreased since last year. There are several comments about the module disrupted by both staff illness and paternity leave.</p>	<p><b>Undergraduate:</b> <i>Restructuring the level 2 lectures from short fat 5 week modules to long thin 11 week modules in response to comments from students and SSF discussions.</i></p> <p><b>Postgraduate:</b> <i>The School has developed a more proactive and cautious response to providing cover for illness/ maternity/ paternity leave to minimise disruption to teaching and assessment.</i></p>	<p><b>Undergraduate:</b> STSEC - Feb 2017</p> <p><b>Postgraduate:</b> SMT – ongoing</p>
<p><b>Learning resources</b></p>	<p><b>Undergraduate:</b> NSS: All Scores remain high in this area Level 2: There are large increases in the scores for all questions in this area. Level 1: IT resources can be readily accessed however, there is a reduction in scores for the library resources. Level 1 students do not need to access any specialist equipment.</p> <p>Phase 6 of the building refurbishment is complete and phase 7 in ongoing. The School facilities</p>	<p><b>Undergraduate:</b> <i>The completion of Phase 7 of the building work marks the end of an extensive period of disruption in the School. There will more testing cubicles available to students for their practical work.</i></p>	<p><b>Undergraduate:</b> Resources Manager (RW &amp; JH) – Feb 2017</p>

	<p>continue to improve as these works are completed.</p> <p><b>Postgraduate:</b> Score remain high in this area</p>	<p><b>Postgraduate:</b> <i>No action</i></p>	
<p><b>Personal development</b></p>	<p><b>Undergraduate:</b> NSS: All scores have improved in this area. There remains further room for improvement in supporting students to feel and present themselves with confidence. Level 2: Although there are some improved scores in this area with more students reporting they have been supported to enhance their personal development, there remains room for improvement in this area. Level 1: scores have remained relatively stable with room for improvement.</p> <p>The School has developed bespoke LfL tutorial forms to facilitate discussions between tutor and tutees regarding their personal development and scores in this area have improved. However, there are mixed comments about staff engagement with their personal tutees.</p> <p>Students now have more opportunities within the School to develop employability skills including acting as peer mentors and engaging with PsychU- the educational outreach programme.</p> <p>The DLHE data indicate that Leeds Psychology is 5<sup>th</sup> out of 21 – this is likely to be related to the extensive time and effort spent developing opportunities for students to develop their employability skills and career ambitions.</p> <p><b>Postgraduate:</b> Scores are similar to the University average, although lower than last year.</p>	<p><b>Undergraduate:</b> <i>The redesign of the level 1 and 2 tutorial systems will address the issues related to personal development, providing students with opportunities to develop a range of transferable skills.</i></p> <p><i>Students will be provided with the opportunity to provide feedback about their personal tutoring experience to allow monitoring of this system</i></p> <p><b>Postgraduate:</b> <i>The Leeds for Life bespoke tutorial forms have been further developed for 2016-17 to provide additional support for the students personal development</i></p>	<p><b>Undergraduate:</b> STSEC - Feb 2017</p> <p>DSE (AH) – semester 2 2016-17</p> <p><b>Postgraduate:</b> Career tutor (GK) – completed Sept. 2016</p>

	The introduction of bespoke Leeds for Life tutorials provides students with opportunities to discuss their personal development.		
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