

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2017-18

FACULTY OF MEDICINE AND HEALTH

SCHOOL OF PSYCHOLOGY

EXECUTIVE SUMMARY								
Aspect	<i>Undergraduate Programme Experience Survey</i>				<i>National Student Survey</i>		<i>Postgraduate Programme Experience Survey</i>	
	2017-18				2017-18		2017-18	
	School		University		School	University	School	University
	Year 1	Year 2	Year 1	Year 2				
Overall Satisfaction	87%	86%	89%	86%	83%	89%	96%	88%
The teaching on my course	81%	85%	84%	84%	88%	89%	84%	85%
Learning opportunities	66%	69%	79%	80%	77%	84%	82%	86%
Assessment and feedback	71%	67%	72%	65%	70%	75%	68%	79%
Academic support	79%	77%	78%	77%	80%	82%	82%	85%
Organisation and management	90%	87%	80%	78%	89%	82%	89%	82%
Learning resources	85%	87%	86%	86%	93%	91%	92%	90%
Learning community	61%	65%	76%	75%	79%	79%	75%	83%
Student voice	60%	63%	67%	68%	67%	75%	64%	77%

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)

<p>Headline achievement from 2016-17</p>	<p><i>Provide a single, concise headline achievement for the School from 16-17 which can be included in further communication to students</i></p> <p><i>Supporting students to develop academic and employability skills</i></p>
<p>Key strategic actions for 2017-18</p>	<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"> <i>1. Review and develop undergraduate programmes that excite , challenge and prepare students for graduate opportunities</i> <i>2. Support professional development in student education</i> <i>3. Develop and implement our strategy for increasing the international appeal of our programmes</i>
<p>Evaluation of main actions from 2016-17</p>	<p><i>Brief update on the 3 main actions identified from the previous session</i></p> <ol style="list-style-type: none"> <i>1. Provide more opportunities for academic discussion and support – completed, tutorials have been added to all core level 2 modules, a feedback session about the students first level 2 essay for students provided the opportunity to seek clarification about their essay writing prior to their first essay-based examination.</i> <i>2. Restructure Level 2 modules- completed, students appreciate the change to these modules which now run throughout a semester rather than in short five week blocks.</i> <i>3. Provide more opportunities to discuss feedback with markers – completed</i>
<p>Good practice examples from 2016-17</p>	<p><i>Innovative practice and developments, of wider interest across the University</i></p> <ol style="list-style-type: none"> <i>1. The implementation of a dedicated pastoral support officer</i> <i>2. Careers guidance and support to prepare students for graduate opportunities</i> <i>3. Supporting staff to provide high quality feedback to students.</i>

Aspect	Progress with 2016-2017 actions and indication of impact	Agreed Issues/Actions for 2017-2018 (from where did the action arise, i.e. NSS, module evaluation, programme review?)	Responsibility/Expected completion date
Overall satisfaction	<p>Undergraduate: Level 1: 87% Level 2: 86% NSS: 83%</p> <p>Postgraduate: PATH: 96%</p>	<p>Undergraduate: <i>Level 1 and 2 results are high however, the NSS score remains below the 85% criterion. The School is reviewing the UG programmes in response to student feedback. See below for specific actions.</i></p> <p>Postgraduate: <i>The School scores very highly on overall satisfaction in the PGTS. Specific points are addressed below.</i></p>	All staff (Review Oct 2018) BPS accreditation (Mar 2019)
The Teaching on my Course	<p>Undergraduate: Re-design of the level 1 & 2 tutorial systems in response to student feedback. Providing more opportunities for small groups of students to discuss/ debate key subject areas with staff. Completed: The new level 2 tutorials have been met with mix responses from students with variable degrees of student engagement in these small group learning opportunities.</p> <p><i>Good practice is being shared in staff development events and the re-introduction of a teaching briefing day at the start of the academic year.</i></p> <p>Postgraduate: No action</p>	<p>Undergraduate: <i>The School is reviewing the UG programmes in response to student feedback, BPS accreditation report and SAER report. This process is likely to take a year and any changes will need to be approved by the BPS to ensure accreditation is maintained.</i></p> <p>Encourage and support applications to access innovation funding.</p> <p><i>Further staff development events are planned including those to support personal tutoring and assessment practice.</i></p> <p>Postgraduate: <i>201718 is the first year of a revised programme for the PATH programme and the first year of delivery of the CDAD programme. The School will closely monitor these programmes throughout the year.</i></p>	<p>All staff (Review Oct 2018) BPS accreditation (Mar 2019)</p> <p>SMT & DSE to arrange (June 2018)</p> <p>DSE to arrange (Sept 2018)</p> <p>Programme leaders (July 2018)</p>
Learning opportunities	New Category	<p>Undergraduate: <i>In response to UGPS and NSS the review of UG programmes will closely consider the range of opportunities for students to apply what they have learnt and to bring ideas together from different topics.</i></p>	DSE and level co-ordinators (Oct 2018)

		<p><i>In response to student and staff feedback a review of the new level 2 tutorial system will be conducted to further develop these learning opportunities for students.</i></p> <p><i>In response to NSS and SAER the School is developing a new level 3 module allocation model to maximise the number of students studying their preferred modules.</i></p> <p>Postgraduate: <i>The revised and new PGT programmes provide more opportunities for students to understand the application of their studies in the real world.</i></p>	<p>DSE and Level 2 co-ordinator (July 2018)</p> <p>DSE and Level 3 co-ordinator (Apr 2018)</p> <p>Programme Leaders (completed)</p>
<p>Assessment and feedback</p>	<p>Undergraduate: Providing opportunities for students to seek one-to-one clarification about feedback for coursework Completed: Students now understand and appreciate that if they want further clarification about feedback provided on their work they can seek this on a one-to-one basis from the marker</p> <p>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. Completed: guidance for second markers is now available on the vle and second markers are being more rigorous in this role.</p> <p>Awarding hours in the workload model for increased demands on second markers. Completed: staff are now allocated time in the workload model for second marking.</p>	<p>Undergraduate: <i>Although the results from UGPS and NSS have greatly improved as a result of the School's recent actions there remains room for improvement in this category. Further support for staff developing appropriate assessments and providing useful feedback will be available. Staff development events will be provided during the year and during the teaching briefing day at the start of the academic year.</i></p> <p><i>Post-graduate students who support the Research Skills1 module will be supported in their role as markers of practical reports with a development session about how to provide useful and constructive feedback to students.</i></p> <p><i>In response to LEAF and SAER the review of the UG programmes will carefully consider assessment methods and number of assessments and their appropriateness for assessing the learning outcomes of the programme.</i></p>	<p><i>DSE to arrange (Sept 2018)</i></p> <p><i>SHJ (completed Oct 2017)</i></p> <p><i>Module Leaders (Sept 2018)</i></p> <p><i>Ongoing</i></p>

	<p>Staff development workshop about the provision of feedback; More guidance for staff to be provided.</p> <p>Completed: this was part of the teaching briefing day at the start of the year. Staff appreciated the session run by Dr S Hugh-Jones.</p> <p>Postgraduate: 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.</p> <p>Completed: see above comments about guidance provided during the teaching briefing day to all staff.</p>	<p><i>The School will consider opportunities to diversify assessment methods used in the programmes and monitor the success of these changes.</i></p> <p><i>The School will further develop the specific assessment criteria and grade descriptors for practical report assessments</i></p> <p>Postgraduate: <i>In response to the PGTS results the School will review the amount, weighting and methods of assessment for PG modules to improve fairness of assessment and parity of workload.</i></p> <p><i>Last year there were some issues with the timely return of feedback. These issues will be addressed with reminders of deadlines for the return of work being communicated clearly to staff and the timely return of feedback being monitored.</i></p>	<p><i>Research Skills Working Group (Feb 2018)</i></p> <p><i>Programme leaders (completed)</i></p> <p><i>Programme Leaders/ DSE (completed)</i></p>
<p>Academic support</p>	<p>Undergraduate: 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.</p> <p>Completed: this information is also provided by the Level co-ordinators in the introductory talks at the start of the year.</p> <p>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.</p>	<p>Undergraduate: <i>In response to module reviews the level 1 Psychology at Leeds module will be revised to provide support for students to develop critical analysis of academic literature skills.</i></p> <p><i>In response to SSF, UGPS, NSS and SAER clear information will be provided about how to contact staff, either through the implementation of dedicated office hours or through email contact or module discussion boards. Staff will be asked to explicitly tell students how best to contact them.</i></p>	<p><i>Module Leader (completed Sept 2017)</i></p> <p><i>DSE to remind staff (completed Sept 2017)</i></p>

	<p>Completed.</p> <p>Students were provided with advice about discovery module options at the start of the year.</p> <p>Completed.</p> <p>PsycSoc held events for level 1 students at the start of the year to welcome the new students.</p> <p>Completed: a new format level 1 social event was very popular with the students and provided opportunities for them to meet members of School committees and groups such as PsycSoc, PsycU, Psynapse and also to hear from the LUU representative.</p> <p>A Facebook group was set up for new incoming students in Sept 2016 to encourage them to engage with the School community.</p> <p>Completed.</p> <p>Postgraduate: 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.</p> <p>Completed.</p>	<p>Research Skills 1 module will include additional support for students to develop practical report writing skills thus increasing students readiness for assessment on this module.</p> <p>The School will introduce student feedback regarding personal tutoring to monitor the usefulness of this system to the students.</p> <p>Postgraduate: No Action</p>	<p>Module Leader (completed Sept 2017)</p> <p>DSE and GK to arrange (June 2018)</p>
<p>Organisation and management</p>	<p>Undergraduate: 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.</p> <p>Completed: students appreciate the new format of level 2 modules which now run throughout a semester.</p> <p>Postgraduate:</p>	<p>Undergraduate: The School scores highly on this category of questions relating to UGPS and NSS. In response to SAER the School will consider the dual role of the DSE who is also Programme leader for the UG programmes.</p> <p>Postgraduate: No Action</p> <p>UG and PG:</p>	<p>SMT (Sept 2018)</p>

	<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. Completed.</i>	<i>The School will develop and implement an international student recruitment strategy to diversify the cohort mix.</i>	<i>Deputy HoS and Business Manager to develop strategy (May 2018)</i>
Learning resources	<p>Undergraduate: 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. Completed: the students now have an extensive number of rooms in which to run their projects and to engage with research groups and the related specialised lab equipment.</p> <p>Postgraduate: No action</p>	<p>Undergraduate: No action <i>The School scores highly in this category in student survey results.</i></p> <p>Postgraduate: No Action</p>	
Learning Community	New category	<p>Undergraduate: <i>The Peer Mentoring scheme in the School will be available to all level 1 students to support their transition to university.</i></p> <p>Postgraduate: <i>In response to the PGTS programme leaders will work with students to promote opportunities for students to interact with each other and with staff.</i></p> <p>UG & PG: <i>In response to PGTS, NSS and UGPS the School will work with student Reps in SSF to determine how they define “community” and wish to promote this.</i></p>	<p><i>Peer Mentor Tutor (Sept 2018)</i></p> <p><i>Programme Leaders (ongoing)</i></p> <p><i>DSE, Level Co-ordinators programme leaders and Student Reps (June 2018)</i></p>
Student voice	New Category	<p>Undergraduate: <i>The School will support the student reps to encourage engagement of the students in providing feedback through the student - staff forum e.g. reminders in lectures before SSF meetings.</i></p>	<i>DSE to arrange (ongoing)</i>

		<p><i>You said- we did posters will be visible in the School indicating how student feedback is informing the development of the programmes of study.</i></p> <p><i>Year co-ordinators will explain the role SSF to students at year start meetings and highlight the changes to their programme that have been implemented in response to student feedback.</i></p> <p><i>The DSE and HoS will meet with the student reps twice a year to provide opportunities for the reps to speak directly to senior management about issues raised by the students and to provide further opportunity for students to influence the development of the programmes.</i></p> <p><i>The SSF will have a student co-chair for the first time this year.</i></p> <p>Postgraduate: <i>In response to PGTS the School will work with our PGT student representatives to ensure that the resolutions to issues brought to the staff student forum are communicated back to the students more effectively (e.g. via the you said/we did initiative).</i></p> <p><i>Approximately half of the students felt that the students' union effectively represents students' academic interests. The School will encourage PGT students to act as School Reps and seek to develop further links with LUU</i></p>	<p><i>Level Co-ordinators (completed Oct 2017)</i></p> <p><i>Year Co-ordinators (Sept 2018)</i></p> <p><i>DSE & HoS (first meeting completed)</i></p> <p><i>Deputy HoS and LUU student rep (completed Sept 2017)</i></p> <p><i>Programme Leaders (ongoing)</i></p> <p><i>Programme Leaders to facilitate (ongoing)</i></p>
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