***CertHE Mental Health***

Regrettably, overall satisfaction for CertHE Mental Health has collapsed by 18 ppts from last year, and, at 67%, is now comfortably below the University's threshold. Moreover, reductions were also seen on the three other, key metrics; despite teaching quality being fractionally under its threshold, that was not the case for assessment and feedback, and academic support. For the former, figures of only 57% and 62% were posted for feedback being timely (Q10) and helpful (Q11) respectively. Meanwhile, academic support struggled due to no question on its scale posting more than two-thirds contentment – for instance, being able to contact staff (Q12) dropped by seven ppts.
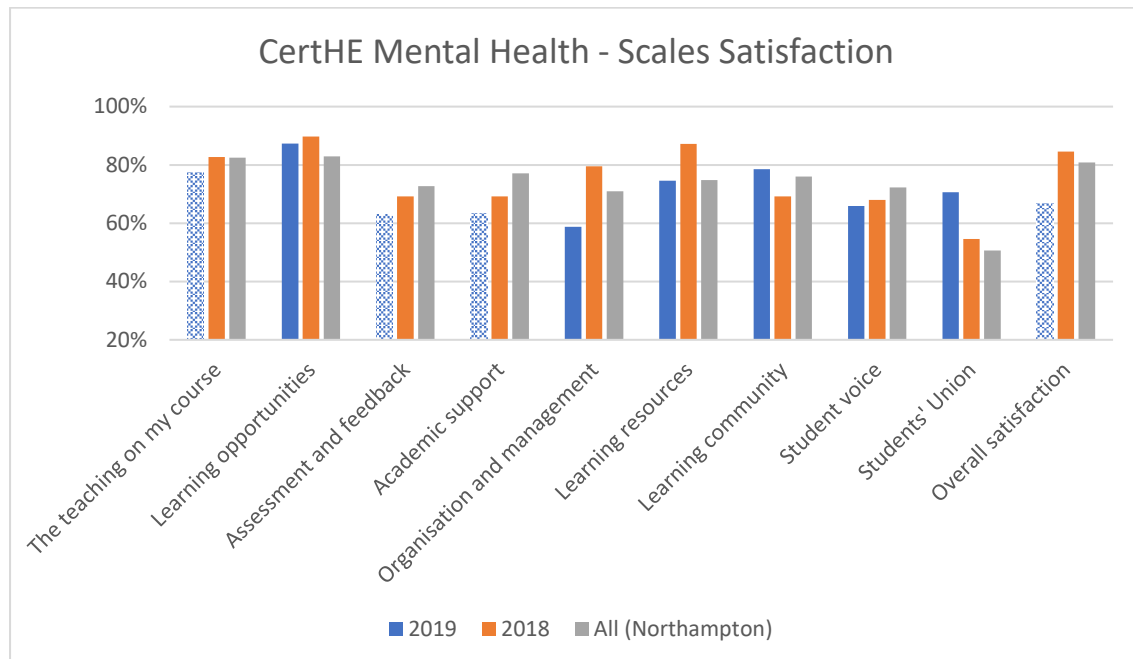
The scale which suffered the most precipitous drop was organisation and management:

- Well-organised course (Q15): 48% (down by 22 ppts);
- Efficient timetabling (Q16): 76% (down by 16 ppts);
- Communication of changes (Q17): 52% (down by 25 ppts).

Respondents were impressed by the course content, which was 'very informative and educative'. One said: "The course really made me … have more confidence in myself while working with my clinical team at work."

Yet, organisation was a problem, as lecturers 'either did not show or changed things at the last moment'. Meanwhile, one said: "During the last module, the learning outcomes were changed twice, so by the end …, we had three different learning outcomes that made the whole module confusing." Another added: "My last module was very disorganised due to changes of assignment questions a few times. This caused unnecessary hassle for the majority [of] students who had started working on their assignment." But communication with staff was also difficult – one explained: "The personal tutors assigned to us were very hard to contact and always seemed to have very limited time for the student group …, meaning I became reluctant to even try to utilise them for advice."

RECOMMENDATIONS: The staff email policy needs to be reintroduced and enforced. Timely feedback to work must be given, which should be clear and offer explanations on how students can improve. Assignment briefs/questions must not be changed after students have begun the assignment. Course changes must be communicated to students at the first opportunity.