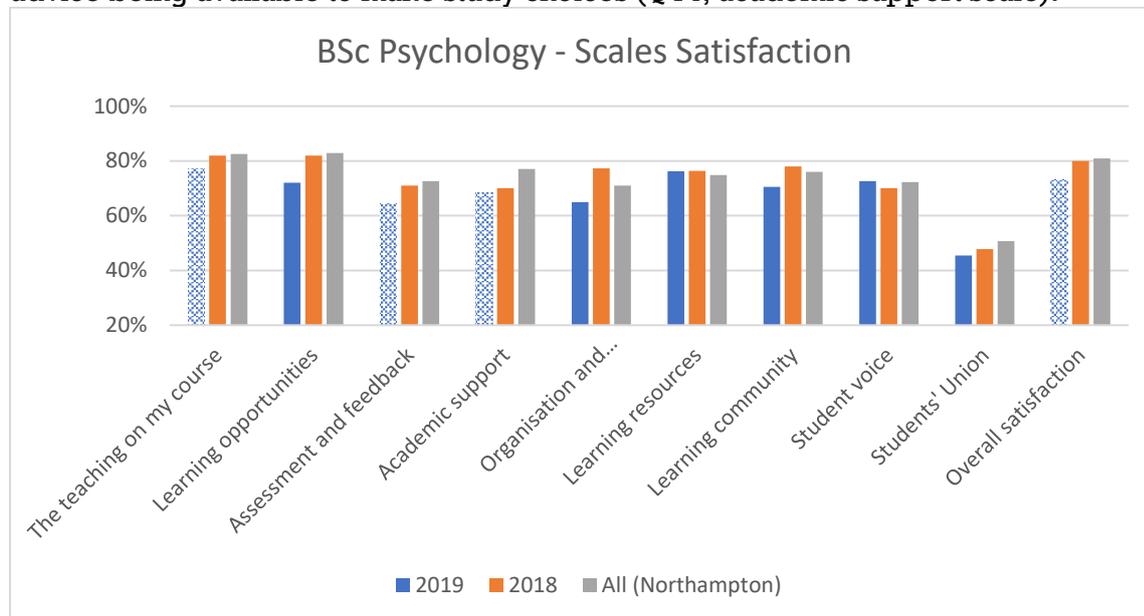


BSc Psychology

Overall satisfaction for BSc Psychology dropped below the University's threshold following a seven-ppt descent from last year. Meanwhile, teaching quality, assessment and feedback, and academic support are all beneath their respective threshold figures. No question on assessment and feedback claimed approval in excess of 70%, with clear marking criteria (Q9) plummeting by 13 ppts and timely feedback, despite an improvement, only reaching a score of 57%. Just over half expressed contentment with advice being available to make study choices (Q14, academic support scale).



With the exception of student voice, statistics decreased on every scale. This was most noticeable for organisation and management, where the figures for being well-organised (Q15) and communication of changes (Q17) fell by 15 ppts and 20 ppts respectively.

These problems were outlined in the comments, with aspects of the course seen as 'disorganised' and 'chaotic'. Many expressed their frustration about not being able to contact staff. One referred to this as 'very difficult', while another said: "When you email members of staff, it takes them a long time to reply or they don't reply at all. It is difficult to meet with a member of staff as you don't know where they are." When staff have left, the changes have not always been communicated in 'a reasonable time'. One added: "There were ... issues around [the] dissertation as a bunch of staff resigned and no-one bothered to explain what happens now to the students who lost their mentor."

Others bemoaned the marking criteria as 'considerably vague', making assignments 'confusing'. However, more significant was the 'very late' feedback to work, with 'little communication regarding the delay'. One asserted: "There were [an] instance where grade release was delayed for almost two months without any actual reason given or without an apology." Another thought the situation was 'absolutely atrocious'. Even then, the feedback was seen as being 'inadequate' and 'quite poor'. Moreover, in 2017-18, the programme had a worrying BAME attainment gap of 34 ppts.

RECOMMENDATIONS: The staff email policy needs to be reintroduced and enforced. Contingency planning for staff leaving must be considered to minimise disruptions, with prompt communications made to students. Timely feedback to work must be given, while assignment briefs should be clearly linked to learning outcomes and be distributed to students. The attainment gap provides evidence for the introduction of anonymous marking across the institution, where possible.