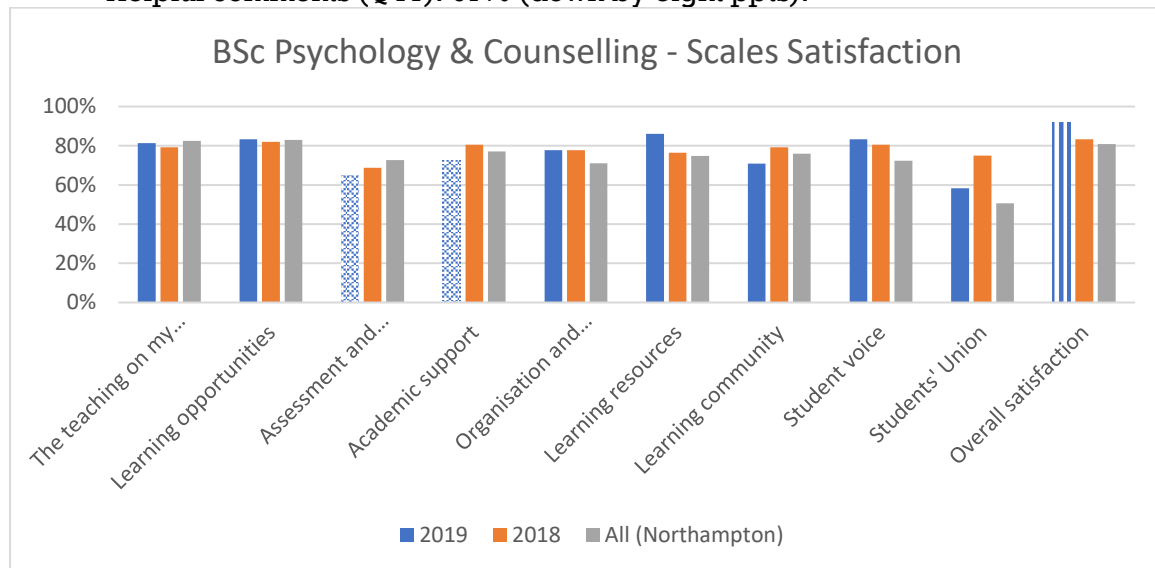


BSc Psychology & Counselling

An improvement of eight ppts has taken overall satisfaction for BSc Psychology & Counselling to beyond the University's 90% target. Course teaching has seen a slight enhancement, despite only two-thirds finding the course to be intellectually stimulating (Q3). However, both assessment and feedback, and academic support have experienced a dip, with both now below the threshold figures. For the latter, there was a 17-ppt decline for advice being available to make study choices (Q14); but, for the former, the scores were indifferent:

- Clear marking criteria (Q8): 75% (up by four ppts);
- Fair marking (Q9): 58% (down by four ppts);
- Timely feedback (Q10): 58% (down by eight ppts);
- Helpful comments (Q11): 67% (down by eight ppts).



Meanwhile, only 67% concluded that they felt part of a community (Q21, learning community scale).

Respondents praised staff for their support in the comments – one said: “Some staff were great, and it felt like they really cared about how I was doing, and wanted me to achieve a good result.” Another recognised the ‘good integration of different modules’, as well as the ‘opportunity to work in the community’. A third found it helpful to have different guest lecturers.

However, tardy marking and feedback was a problem, which ‘took months sometimes’. One explained: “[I] didn't receive a first grade back until January after having to submit a further three assignments so [I] don't know how to change or improve.” Another bemoaned the lack of communication, continuing: “We would be okay with delays in marking if we were told about them, rather than kept in the dark.” On a similar theme, a third added: “It is a shame that contacting tutors was not as easy in [the] first or second year as it is in [the] third year.” Moreover, in 2017-18, the difference in good degrees between white and BAME students was 12 ppts.

RECOMMENDATIONS: The staff email policy needs to be reintroduced and enforced, while timely feedback to work must be given. The attainment gap and issue with fair marking provide evidence for the introduction of anonymous marking across the institution, where possible – this is important given 48% of known ethnicity on the programme are currently BAME students (across stages).