Postgraduate Student Satisfaction Survey 2014

Our student satisfaction scores were high, with a particularly pleasing headline of 100% satisfaction with the quality of teaching.

- The teaching on my degree 100
- Assessment and feedback 96
- Academic support 90
- Organisation and management 97
- Learning resources 88
- Personal development 79

Overall 89

This puts a higher rating for overall satisfaction (last year 87%) but this is still something we would like to raise into the 90s.

What is particularly pleasing is that the score for assessment and feedback, which has historically not been very high, is now at a very healthy 96%. Staff are always striving to make feedback timely, constructive and helpful.

It is evident that course organisation continues to improve, with closer attention to keeping students fully informed at all times of course developments. This focus is continuing with our administrative and academic staff working hard to create robust and reliable infrastructures for all our courses.

The improvement in the scores for the quality of teaching is very welcome. The content of many seminars has been reviewed in order to improve further both the relevance and the coherence of modules. Staff learn about best practice from one another and a system of peer review is being developed. This should further enhance our teaching quality and ensure that we are always seeking to improve. More staff are currently, or in the near future, embarking on the Fellowship of the Higher Education Academy which should also support our aim of increasing excellence in teaching.

It is striking that on degrees essentially to do with personal development, this does not get a particularly high score. With a view to improving this we continue to include more student presentations and other exercises to enhance the active engagement of students with the learning materials and to promote confidence. Further thought will be given to how to promote communication skills and confidence in presentations.

In the past year, students have expressed concerns in Student Staff Liaison Committees and other venues. We always take student feedback seriously and endeavour to address any issues that students have raised. Examples of responses are:

- Students on Psychoanalysis of Groups and Organisations (PA927) are from a wide range of courses and for some there is a need to marshal the learning from the module in ways particular to their own degree. Course-specific group tutorials have been set up to address this difficulty.
- Students appreciate the teaching strategy of providing questions in advance to help them focus in their reading. This method is being used increasingly widely in the centre.
- Students have requested greater clarity on requirements for written work, placement and supervision requirements (MAPC) and more opportunities for reflective work. These have been responded to, with reflective groups included in the timetable and all practicalities clarified. Issues over accreditation have been fully responded to with greater support being offered to assist with the route to personal accreditation.
- Students on part time courses felt that the quality of information about their return for their second year was not sufficient. This has led to a general overhaul of how returning PGT students are handled, with a clearer series of actions to make sure they are kept informed, fully included in welcome events on return, and incorporated in pre-term communications.

We would like to thank our students for taking the time to complete the survey. We are always looking for ways to improve the teaching provision and student experience. Students are strongly encouraged to approach the Centre and discuss any issues during the academic year either through the Student Staff Liaison Committee or by raising them directly with module co-ordinators, Course Directors, or the Director of the Centre.