

Psychology and Counselling: Data from Training

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Supporting Students

Start Doing

- **Consider Hidden Disabilities:** Be aware of less visible disabilities and make necessary adjustments.
- **Integrate More Breaks:** Particularly in long sessions, to accommodate different needs.
- **Set Up Accessible Teaching Spaces:** Ensure all teaching environments are as accessible as possible.
- **Encourage Open Communication:** Foster an environment where students feel comfortable sharing their needs.
- **Consider Reasonable Adjustments Beyond Assessments:** Apply adjustments to all aspects of the learning experience.
- **Be Knowledgeable About Pronouns:** Understand and respect the use of pronouns.
- **Acknowledge Equity and Accessibility:** Ensure students understand the difference between equity and equality from day one.
- **Peer Mentoring:** Support students emotionally and academically through peer mentoring.
- **Consider the Impact of Strict Time-Limited Tasks:** Recognize that some students need more time to start or complete tasks.
- **Read the Room:** Notice and respond to students' needs and preferences, such as seating arrangements.

Stop Doing

- **Forcing a Diagnosis:** Avoid pressuring students to get diagnosed.
- **Making Assumptions:** Don't assume all students with the same condition have the same needs or experiences.

- **Expecting Immediate Understanding:** Recognize that students may need time to understand instructions.
- **Worrying About Mistakes:** Focus on trying your best rather than fearing mistakes.
- **Assuming Coping Ability:** Don't assume that a student who appears to be coping well at one time will always cope well.
- **Assuming Similar Needs:** Avoid assuming that all students have similar needs or that a lack of an SCM (Student Care Manager) means they are fine.

Continue Doing

- **Fostering a Supportive Environment:** Maintain a respectful and supportive atmosphere.
- **Informing Students About Support Services:** Keep students aware of available support services.
- **Encouraging Engagement with Support Services:** Motivate students to use available resources.
- **Being Responsive to Feedback:** Listen to and act on student feedback.
- **Considering Alternative Assessments:** Develop assessments that are inclusive and accessible.
- **Collaboration:** Create a safe space for students to share ideas and feedback.
- **Listening and Tolerance:** Be more tolerant and listen to students' needs.
- **Basic Guidance:** Follow basic guidance for tools like Moodle to ensure accessibility.

Digital Learning

Digital Skills Development

Training and Resources

- Using more of the digital skills advisor - Not just a single session and the students forget about it.
- Plan a series of lectures to reinforce and build upon digital literacy.
- Plan ahead and ensure training is timely in relation to learning.
- Creation of banks of videos, guides, and walkthroughs that can be used repeatedly.
- Share good resources across the team.
- Look at what the university already provides before designing bespoke content.
- Build connections with colleagues from digital learning teams.
- Staff training and practice with peers.

Assessment and Feedback

- Include practical assessments on digital skills worth a percentage of the module mark.
- Use of assessment within the digital environment to provide faster feedback and ease staff time.
- Using creative methods using digital tools for assessments to help with feedback - keeps students interested.
- Practical assessments where the purpose is to test competency and ability to apply learning instead of rote learning.
- Try to use digital methods in formative assessments.
- Test banks of questions relating to module topics.
- Ideas or scenarios that can have feedback provided by AI.
- Get students to create their own questions based on topic area criteria - helps with student engagement.
- Incorporate game-based learning where students create content relevant to the topic being covered.
- Make use of student responses to feed forward further development.

Interactive Tools and Content

- Use interactive content and Moodle tools.
- Embed interactive tools throughout the program to avoid duplicate training.
- Include co-design sessions early in the term to map interactive tools.
- Use digital tools to effectively deliver interactive sessions.

- Use tools like Padlet, Flipgrid, Mentimeter, Nearpod, and Vevox.
- Experiment with AI and consider using different digital tools for engagement.

Recognition and Motivation

- Incorporate digital badges into end sessions to build up a collection of various skills.
- Reflection and rewards for students - showcasing digital learning and progression, possibly through peer mentors.
- Showcase different ways of engaging with digital skills.

Inclusivity and Accessibility

- Need to be aware of differences in digital competencies.
- Ensure students are offered support to understand their own digital proficiency.
- Accommodate different learning styles whilst using digital tools.
- Using immersive rooms as a means of developing therapeutic play.
- Ensure to apply these to different student needs e.g., visually impaired.
- Must ensure that application is evidence-based as well as locally relevant.

Planning and Preparation

- Leave plenty of prep time - year in advance.
- Allow time for trials and error.

AI Integration

- Embrace AI and engage students in using AI for teaching and learning.
- Arrange training sessions and ensure study skills include AI training.
- Design 'safe' uses to practice AI and help students understand boundaries.
- Need to ensure that we have a solid understanding of the university AI guidance and regulations to ensure we are guiding students correctly.
- All staff to receive training on AI guidance and then feedback to students - use AI but in the right way.
- Include more AI-related tasks.
- Embed AI into assessment tasks.
- Embed different AI uses into more staff activities and communication within the university, so it becomes more familiar.
- Learn more about and use AI.
- Embed AI exploration during team meetings and training.
- Establish time for whole team collaboration and research sector developments.

- Experiment with AI and consider using different digital tools for engagement.

Program and Staff Development

- Leave plenty of prep time - year in advance.
- Re-write MA programs to include more time for staff meetings and discussions.
- Establish time for whole team collaboration and research sector developments.

Student Engagement and Support

- Ask for feedback and reassure that not everyone will be proficient; learning takes time.
- Ensure staff and student expectations are aligned.
- Reflection and rewards for students - showcasing digital learning and progression, possibly through peer mentors.
- Ensure students are offered support to understand their own digital proficiency.
- Be mindful that for some students, assessments might be applicable.
- Accommodate different learning styles whilst using digital tools.
- Ensure to apply these to different student needs e.g., visually impaired.

Employability

Embedding Entrepreneurship

- Design module that supports creative thinking.
- Teaching principles of innovation.
- Encourage students to embrace uncertainty and adaptation.
- Developing appropriate social media presence/profile.
- Engage with careers service to develop authentic experiences.
- Invite past students to share their experiences.
- Networking opportunities with alumni and professionals.
- Formulation of innovative ideas related to psychology.
- Engage students in documenting their progress and reflections.

Future Skills & Abilities

- Appropriate use of AI to develop resilience, adaptability, and problem-solving skills.
- Digital competencies and confidence.
- Reflection on skills application to real-world complex scenarios.
- Developing appropriate social media presence/profile.
- Digital literacy.
- Managing social media presence.
- Communication skills.
- Reflective practice.
- Digital literacy and confidence.
- Use of digital tools for engagement.
- Digital literacy beyond basic skills.

Working with Careers

- Arrange for careers to attend sessions and provide support.
- Engage with careers service to develop authentic experiences.
- Invite past students to share their experiences.
- Networking opportunities with alumni and professionals.
- Engage with careers department and mycareer.
- Wider use of career services.
- Joined-up working between digital and placement services.
- Link with organizations providing placement opportunities.
- Development of suitable resources.
- LinkedIn and other professional networking tools.

Placements

- Placements - placement pools and schedules.
- Do placement activities.
- Formulation of innovative ideas related to psychology.
- Invite past students to document their placement experiences.
- Networking opportunities with alumni and professionals.
- Wider use of placement services.
- Joined-up working between digital and placement services.
- Link with organizations providing placement opportunities.
- Development of suitable resources.

PSRB Requirements

- Ensure alignment with PSRB requirements.
- Incorporate PSRB requirements into module design.
- Reflective practice to meet PSRB standards.
- Ensure evidence-based application and local relevance.
- Development of suitable resources.

Benchmark Thoughts

Absolutely Essential Content

- Research methods
- Practical work
- Information about presented perspectives of psychology
- Links between counseling theory and practice
- Different theoretical perspectives
- Theory to practice communication and networking
- Digital literacy
- Applied concepts
- Employability skills
- Analytical software usage
- Emphasis on practical work within methodologies

Specific Theories or Elements to Include

- Different perspectives in psychology
- Interdisciplinary approaches
- Programming and knowing how to use AI appropriately
- Effective communication and collaborative practice
- Experiential learning
- Applied concepts in psychology
- Interdisciplinary knowledge and its appropriate application

Skills and Abilities

- Digital skills
- Collaboration
- Effective communication
- Experiential learning
- Employability skills
- Analytical skills through the use of software
- Programming skills
- Practical work within methodologies

Teaching and Assessment Expectations

- Practical work
- Reflective practice

- Digital resources
- Group work
- Providing activities that accommodate students with physical disabilities
- Ensuring inclusivity in teaching methods
- Use of digital tools for engagement

Difficulties? Sustainability? Inclusivity?

- Anxiety linked to IT or ICT
- Supporting students with financial issues (e.g., cost of laptops)
- Providing activities that accommodate students with physical disabilities
- Inclusivity in group work
- Different levels of digital literacy among students
- Ensuring equity and considering the diverse needs of students

Inclusivity

Start

- Introducing new technologies/teaching strategies.
- Sessions that bring students together.
- Be more open to new ideas and ways of working.
- Baby steps in terms of digital literacy training.
- Set clear expectations from the start - consistency across modules/disciplines.
- Increase digital literacy.
- Keep playing with AI.
- Find time to share good tools.
- More confidence with AI and digital technology.
- Flexible seating arrangements.
- Be aware when resources are white Eurocentric.
- Emailing students with visual difficulties any tasks or activities in advance.
- Working closely with student support services to support individual student development.
- Group work with reflexive exercises as review.
- Signpost students to appropriate further services as relevant.
- Including small group discussions to consider different viewpoints and diversity.
- Signposting research-based modules to allow development of skills and collegiality.
- Include time for regular practice/what works.
- Embed authentic assessments relating to topic areas into modules.
- Greater consideration for alternative assessments.
- Move beyond restrictive/traditional assessments - encourage student choice.
- Assessment training days - e.g., presentations.
- Incorporate explicit sustainability content into assessment and practice.
- CPD for staff.
- Embed entrepreneurship mindsets.
- Sharing good practice within the team and outside of the team.
- Bring in guest speakers or organize events that connect students with diverse community members.
- Use appropriate terms of reference.
- Continue to be brave in testing out new ways of doing things that allow students more freedom.
- Including a diverse range of papers from other cultural psychologies.
- Ensuring information is easy to find and not too text-heavy.
- Using AI to synthesize information.

- Microsoft Loop.
- Continue multiple options for seating.
- Seek feedback from colleagues who have expertise in certain areas.
- Time set aside for staff to meet and chat.
- Engaging with staff development to enhance our awareness and skills related to inclusivity.
- Engaging with students and allowing them to feel like they belong in the environment.
- Using assessments where an option/choice of topic can be included.

Stop

- Assessments that are too resource-heavy that haven't been prepared.
- Being cross about students who don't engage.
- Asking for feedback and then not following through on it.
- Stop insisting that people have to work in groups - allow people to do a task on their own.
- Stop prepping last minute because we cannot then meet all the accessibility requirements.

Continue

- Working within groups (maybe not for assessments but for in-class activities).
- Signpost students to appropriate further services as relevant.
- Going beyond those with specific needs - bring services in for further talks to the student.
- Manage expectations (realistically) in terms of students with anxiety.
- Including small group discussions to consider different viewpoints and diversity.
- Signposting research-based modules to allow development of skills and collegiality.
- Include time for regular practice/what works.
- Embed authentic assessments relating to topic areas into modules.
- Greater consideration for alternative assessments.
- Move beyond restrictive/traditional assessments - encourage student choice.
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UDL

Multiple Means of Engagement

- Allow students to select topics and materials that interest them.
- Work collaboratively, both individually and in groups.
- Involve students in the design of assessments, allowing for innovation and creativity.
- Encourage and praise students to help them remain motivated.
- Encourage playfulness and exploration.
- Break down complex tasks (e.g., reports) into manageable chunks.
- Peer support groups managed on MS Teams.
- Allow more co-design and co-production.
- Allow discussion around a topic, letting students choose their specific focus of interest.
- Peer seminars.
- Optional modules.
- Peer mentoring.
- Student-led activities, such as podcasting.
- Feedback that emphasizes effort, improvement, and achieving goals rather than relative performance.
- Study buddies.
- Embed reflection in assessment tasks.
- Scaffolding information initially taught in Level 4 modules regarding emotional capacity and coping.

Multiple Means of Representation

- Ensuring links between previous knowledge and new learning across modules and levels.
- Provide glossaries of terms on Moodle pages and in assessments.
- Provide recordings with subtitles.
- Provide information via text and audio formats.
- Scaffold learning across levels.
- Set clear goals for learning.
- Use plain English with clear goals.
- Encourage students to connect topics to real-life examples.
- Consider role-play activities to help students see things from others' perspectives.
- Embed storytelling approaches, including different narrative styles.
- Provide opportunities to communicate understanding through various formats.

Multiple Means of Action & Expression

- Provide recordings with subtitles.
- Provide information via text and audio formats.
- Scaffold learning across levels.
- Set clear goals for learning.
- Use plain English with clear goals.
- Allow students to convey information through their preferred medium.
- Use multimedia tools for different tasks (e.g., quizzes, H5P, polls, Kahoot).
- Provide alternative assessment methods.
- Link assessments to real-world scenarios.
- Allow students to create content (e.g., posters) using various tools.
- Use AI summaries of module content.
- Use quizzes at the start and end of each module.
- Consider the hidden curriculum and address it at the outset.