



CITY
STUDENTS'
UNION

Student Voice Report End of Year Report 2021- 22



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Foreword

A crucial part of the Student Voice Report is Schools providing written updates on what progress they have made on the recommendations from the previous report. We hope that this feature adds another layer of accountability and openness for both students and staff. It has been great to see the School of Health Sciences (SHS) and School of Mathematics, Engineering and Computer Science (SMCSE) complete all their assigned recommendations, and to see Bayes, the Law School and the School of Arts and Social Sciences (SASS) making progress on the recommendations.

Some of the overarching themes are persisting with the previous report, with the new addition of students being vocal about the impact that strikes have had on their education. As much as I would hope that strikes do not reoccur in future years, it is important to learn from how things have been handled in the past. We have noted in the feedback raised by Reps across Schools, that students are easing with the transition to blended learning and that certain issues faced in Term 1 have naturally fallen due to greater face-to-face contact in their learning.

As always, we hope that the Student Voice report is beneficial and that the recommendations seem clear, relevant, and realistic to implement.

On a personal note, this is my last Student Voice report as the VP Education at the Students' Union, and I would like to take the opportunity to thank all of the colleagues that I have had the privilege of working with over the past 2 years as a Sabbatical Officer, especially those who have taken our Student Voice reports on board and implemented positive changes in their Schools and for their students. I would also like to thank the SU Representation Team for their continued hard work in compiling these reports.

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Introduction

The Student Voice Report is a termly report produced by the Union offering analysis of student feedback from across City, University of London. This report draws its data primarily from the following sources:

- Student Staff Liaison Committee (SSLC) minutes of 85 programmes
- Student Experience Committee (SEC) feedback
- Union Advice Service's case management system

City's Student-Staff Liaison Committees are responsible for engaging with students; considering their views on the quality of programmes; seeking views on strengths, areas for improvement and responding to issues raised.

This is the Union's sixth report and the second of the academic year. The report aims to reflect the student voice and feedback from Term 2 of the current academic year of 2021/22. To compile this report, the Union acquired in total 85 copies of minutes from the SSLCs from School's (we note that we were not able to obtain SSLC minutes for every meeting held during Term 2 in the academic year to date and also note that in some cases it was not possible to perform analysis at the course level due to incomplete recording on minutes); drew on data from the Union Advice Service's case management system, and further supplemented analysis using feedback from Student Experience Committees.

To support the development of this report, the Union has sought feedback from Schools on the ways that reporting could be improved and continue to provide summative termly student feedback under one report. As part of the School's feedback we received, with only one School responding, this edition of the Student Voice report draws on recurring items collated from SSLC's and SEC's that highlight both positive areas of good practice and areas of student concern. We are planning to develop a more succinct timeline for future Student Voice reports that is able to capture more timely and regular feedback to Schools and that will avoid duplication of pre-existing action plans of already identified issues.

In this report the Union have completed the following:

- Analysed issues raised as feedback from Programme Representatives (Reps) and responses and actions taken as a result of feedback.
- Recorded issues raised by Programme Representatives, reduced to summary, and grouped by theme.
- Highlighted the most prevalent issues by School including analysis from SU Advice data.

Impact of previous report

Schools and departments have collaboratively worked with the Union in tracking the implementation of City-wide and School Specific recommendations that were informed by the previous Student Voice report. The table below explores the progress made by Schools for each School-specific recommendation. Most Schools have responded with an update and status as defined by Schools.

[Appendix 2](#) details updates from the University on the City-wide recommendations since the last Student Voice report

Recommendation	Status	Update
Bayes Business School Update		
1.1 The introduction of reading weeks for UG programmes should be explored and finalised for the academic year of 2023/24.	<i>Ongoing</i>	<p>The overwhelming feedback from students is that they would like a reading week consistently applied. The School have already piloted a reading week on one of the courses and a few module leaders have chosen not to teach in week 6. This has been well received and the principal negative comment (apart from concern about being able to fit in revision content) has been that we don't do it across the programme.</p> <p>For the forthcoming academic year there are some concerns about timing because of the teaching term starting late and ending close to Christmas so in autumn term 2022 it would be difficult to include a reading week and additional revision sessions between the end of term and exams.</p>
1.2 The School should expand the use of "Surgery Hours" across more modules and programmes, to provide opportunities for content to be recapped, provide a forum for student discussion and support the pace of learning.		In addition to offering pre-recorded revision material, we would consider holding live (probably online) revision sessions after the end of the teaching term for students who want them – in cases where teaching staff are happy to deliver them.
City Law School Update		
1.1 Programme delivery staff should explore with Academic Skills Team and Library Services on producing resources for students on adjusting to digital resources (e.g. how to effectively access, view and annotate) and for these guides to be shared with students via Moodle.	Ongoing	In response to this item the Student Experience Team in conjunction with our Library staff will be happy to produce guides showing students how to access, view and annotate on sources such as Law Trove, Westlaw, Lexis+ and any other digital resources they might use via the library. Presently it is something that we run through the library in 1-to-1s with students as well as in library workshops although we don't have any guides at the moment. We will produce guides so students can access on Moodle.
1.2 The School should work with the Library Services to deliver more physical	Ongoing	In response to this feedback our understanding is there is an agreed ratio of books to be purchased for reading lists (for

<p>copies of agreed course texts for Law students.</p>		<p>essential books it is 1 copy per 15 students) and that e-books are purchased in preference to print as they allow 24/7 access and also enable remote use and distance learning – those policies are set out in the library collection development policy. However our library staff always purchase a number of print copies of essential and recommended books on reading lists even if they're also available as unlimited e-books (for example via Law Trove), and if there is high demand for a particular print book we usually buy extra copies of it.</p> <p>The collection development policy is reviewed on an annual basis by the library leadership team and endorsed by the library committee (which consists of the library director and senior management and academics from different schools) so is this something the SU can take forward on behalf of our students.</p> <p>Whilst we appreciate the feedback related to physical copies all our students get their own (ebook) copies of core texts free either from Kortext or Bibliu. One major advantage of the ebooks is that students can access them via the relevant app and continue to access updated versions after leaving the course. In addition, it is a more sustainable option that saves space in the library.</p>
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School of Health Sciences Update

<p>1.1 Notwithstanding any changes to the teaching and learning model for 22/23, SHS should review existing feedback from students, and where necessary seek new feedback, on the timetabling arrangements for blended learning and length of contact time during practical labs.</p>	<p><i>Completed</i></p>	<p>The plan for 2022/23 is to have most teaching delivered in person, with online sessions arranged to support learning around these activities.</p> <p>Activities have been planned to maximise time spent in practical sessions (labs, clinics etc) especially in the areas where feedback indicated this was desirable for students (eg in Optometry).</p>
<p>1.2 The School should work to improve more timely communications around placements, including regular updates on placement allocations.</p>	<p><i>Completed</i></p>	<p>The impact of COVID on the clinical environment has eased and so the number of short notice changes to placement allocation has decreased. The Placements Team have been working to achieve their standard of communicating placement allocation at least 4 weeks in advance and have successfully met this target for most allocations. When challenges to allocation have occurred for cohorts of students, we have met the group of students to discuss the issues and find agreeable solutions.</p>
<p>1.3 The School should review the allocation and support provided by personal tutors within the School per term and ensure that students have at least one</p>	<p><i>Completed</i></p>	<p>The AD EQSE meets the senior personal tutors monthly. This month the focus was on reviewing record and ensuring that all students have seen their personal tutor this term and that this has been recorded. The Senior Student Welfare Officer also attends these meetings and there is an opportunity to discuss areas of concern.</p>

termly meeting with their personal tutor.		
School of Mathematics, Computer Science and Engineering Update		
1.1 The School should introduce and facilitate booster sessions for students at the start of each term to catch up on foundational topics expected to be covered in the term's modules and discuss challenging topics.	<i>Completed</i>	These comments relate to only one subject in the school. We are already planning, as we did last year, to provide extra support for some topics for next year. However, we do note that the addition support did not have much uptake from the student body.
1.2 Ensuring that each module distributes at least one mock test that aligns to the course content and assessment criteria.	<i>Completed</i>	We note that comment only comes from one rep in one subject area. All students in the school do receive past exam papers as 'mock' papers for the exam, which is the principal assessment for modules in the subject. We are aware there is a variety in views within the student body on mocks for tests and how close they should be to the actual test. We will continue to look for better ways to support students and the school has been planning for several months to help with their preparation for tests.
School of Arts and Social Sciences Update		
1.1 The School should clarify the SEAM process to students and how it impacts attendance monitoring.		<i>No updates provided.</i>
1.2 The School should clarify the attendance expectations of students for in person and online tutorials and ensure that students are able to access online tutorials.		<i>No updates provided.</i>

City Wide Recommendations

The following recommendations have been set out by the Union based on the key themes identified across all five Schools. These are intended as improvements that every School could implement to improve students' academic and wider student experience.

1.0. Course Organisation

1.1. Timetabling system review:

Schools should undertake research of the current restrictions and pressures to timetabling and allocate more resources to ensure that timetables are more student focused.

1.2. Module selection process information:

The content outline and timetabling availability of module electives to enrolled students should be communicated to students at least a term in advance.

2.0. Learning Resources

2.1. Lecture Capture:

Lecture Capture should be retained for future academic years and made more widely available in teaching classes to enhance the blended learning experience.

2.2. Engagement in asynchronous materials:

There should be more interactive elements of teaching in pre-recorded materials such as incorporating quizzes and recap segments in pre-recorded materials. Asynchronous resource provisions should be made more accessible with the option of viewing 5-minute short interval learning videos.

3.0. Assessment and Feedback

3.1. Staggered deadlines:

As recommended in the previous report, there should be better coordination between module leaders to set spaced out coursework and exam deadlines that is communicated to students early in the term.

3.2. Feedback turnaround time:

In order to ensure a timely release of assessment feedback, there should be greater accountability for delayed feedback that exceeds the 4-week turnaround time.

3.3. Quality of Feedback:

In all marked assessments, a high quality of feedback should be met with more personalised and detailed feedback to each individual submission.

4.0. Strikes

4.1. Mitigations of strikes:

In any future event of strikes, students should have clear guidelines on the possible mitigation strategies of strikes. They should have detailed and clear information about their compensation rights.

4.2. Tuition fee refund:

The University should consider partial tuition fee refunds to City students due to the loss of teaching and campus closure affected by the strikes in March and April 2022.

Overview of Term 2 – Academic Year 2021/22

As shown in Appendix 1.1, feedback from at least 85 different programmes across Schools has been captured from Term 2 SSLC minutes, forming the foundation of this report. This is in addition to student feedback gathered from SEC minutes that has allowed for a diversity of programmes and levels to be reflected across Schools.

Based on the original 12 coded themes, there were four overarching themes or areas that were consistent across Schools including: **Course Organisation**, **Learning Resources**, **Assessment and Feedback** and **Strikes**. Appendix 1.2 provides a list of the original thematic categories that were used to code SSLC minutes.

Course Organisation

Course organisation was raised as the most prevalent area of concern in the majority of Schools. Feedback on course organisation ranged from student's learning experiences in blended learning, structure of lectures, tutorials and labs and course content. Course organisation feedback from Reps provided insight into more modular experiences on their course including the module selection process and the variety of electives; Reps from Bayes¹ and SHS² indicated that the module selection process can be restrictive, highlighting that choices can be limited by timetable availability and clashes; while Reps from SASS³ and SMCSE⁴ indicated students would like more awareness and diversity of the range of modules being offered.

During Term 2, there were significantly less issues flagged with the blended learning approach as highlighted in the previous Student Voice report. While most students across programmes are indicating that they are enjoying the versatility in their week in current blended learning, there are continuing requests from students across all Schools for more cohesive timetable arrangements with single online teaching days and onsite days instead of a combination of both on the same day⁵. Student feedback on hybrid class settings which mainly drew on the experiences of Bayes students were mixed; students from Bayes highlighted that the hybrid mode approach is an isolated experience where there is less impetus for students online to fully engage and participate in this approach and more likelihoods of technology related issues disrupting classes⁶, while Reps in other Schools

¹ *Master of Business Administration*: Why shouldn't students be allowed to take any set of electives they desire instead of picking one versus another? Some students were told it was OK to have overlap if the teachers agreed upon it, some have been told no overlapping is allowed at all. Need clear communication on electives in general.

² *Advanced Practice in Health and Social Care*: Selecting modules is opaque, stressful and incredibly frustrating as a student each and every year. Trying to work out which module we can take when and where is incredibly challenging. The standard response is to check the timetables, but they are quite frankly awful and far from being user friendly. This year they weren't even updated so were of no use.

³ *BSc Music, Sound and Technology, Year 2*: Some students wished they had had more knowledge around the electives before they took them. They hope to have an Elective Mart brought back for future years.

⁴ *MSc Software Engineering with Cloud Computing*: The cohort would like a wider range of electives being available to SECC students as the course is broad and versatile so students are able to take different paths and module from other programmes that should be made available too.

⁵ *BEng Civil Engineering, Stage 1*: Reps asked if it was possible to arrange the timetable so that students would only have online activities or only campus activities rather than a combination of both on the same day.

⁶ *BSc Business Management, Stage 3*: The hybrid approach was actually worse than the two options of wholly in-person or wholly online. In terms of content and delivery, hybrid learning felt like a more isolated experience as those students aren't a part of either group, a solely online session would've been better, more focused. As setting up of the technology for hybrid learning takes time, it is a lot of multi-tasking for the lecturer and it was felt that there should be another way of dealing with the issue rather than just relying on the microphone adjustments.

highlighted that hybrid teaching may be suitable for students unable to attend in person classes⁷.

Learning Resources

Retaining the use of Lecture Capture in live lectures was a consistent request from Reps across all Schools and encouraged for all lectures for the purposes of reviewing class content and being available for online students⁸.

Reps reported that the accessibility of asynchronous materials like pre-recorded videos in addition to lectures has been helpful although the general expectation from students is that a level of engagement must be maintained so that students can maximise these resources and feel confident in their pre-work ahead of classes⁹. Students from Bayes¹⁰ and SMCSE¹¹ highlighted that there should be clear linkage of pre-recorded video content to content covered in class while also minimising content duplication. There were significantly less time related issues raised on the upload times of pre-materials and lecture recordings compared to in Term 1, although Reps noted inconsistencies between modules not following a standardised timeframe of material upload time before and after class¹².

Students commented on the benefit of having learning resources on their application of skills and knowledge; across Schools, this ranged from greater access to lab equipment with printed lab manuals¹³, solutions and past papers provisions¹⁴.

Assessment and Feedback

Reps reported that among their peers, there is a general feeling of overwhelmingness with the volume of materials to cover and number of assessments in Term 2¹⁵. Assessment and exam pressure was wide across all Schools where some students felt this was due to the work intensity from clustered deadlines and exams dates¹⁶, and not having a breadth of assessment resources available for revision; depending on the type of assessment, Reps highlighted that students would feel better equipped in their assessment preparation by

⁷ *DPsych Counselling Psychology, Year 2*: Some reported feelings of unfairness that they could not join a class remotely e.g. if in Covid isolation as this is presently counted an absence.

⁸ *MSc Finance*: The reps did say that the recordings were very useful for revision and enabled students to learn at their own pace.

⁹ *LLB, Year 1*: Students felt that the pre-recorded lecture materials could be monotonous and made it less easy to learn as the materials were less engaging.

¹⁰ *MSc Management*: There seems to be a large overlap in the pre-recorded video materials and the live lectures. This could be good to really ensure understanding but also it feels repetitive and could discourage students from engaging in either the material or the lectures.

¹¹ *BSc Mathematics, Stage 1*: The in person lectures in some modules are usually based on PowerPoint slides. There isn't much difference between the recorded videos and the in person lectures.

¹² *MSc Temporary Works and Construction Method Engineering*: Rep mentioned that PowerPoint presentations were not uploaded to Moodle with sufficient notice in Term 1, but there has been much improvement in Term 2 and therefore access to the electronic resources has been much better.

¹³ *BSc Optometry, Year 2*: Students would like practice sessions for dispensing to be timetabled as they can only use focimeters for this and there aren't that many. They understand that they need to share the lab with ITO and Yr1 so will have less slots available if it's timetabled but students feel that they don't need long to practice for focimetry.

¹⁴ *MSc Finance*: It was reported that although students were provided with past papers, they were not given the answers and the lecturer did not go through problems in class which meant many students felt they did not have the necessary tools to answer the exam questions sufficiently.

¹⁵ *BA History, Year 3*: There is an issue amongst students with feeling overwhelmed with high number of assessments. There are around 20,000 words worth of assessments that students have to submit this term.

¹⁶ *BEng Civil Engineering, Stage 4*: Rep said there were too many coursework deadlines with 4-5 deadlines in one week and felt that student health was not taken into consideration when deadlines for coursework were set. There were only 1-2 deadlines in Term 1, and 10-11 deadlines in Term 2 plus group reports. They did not believe the workload was equally transferred, finding it difficult to adapt to the process and the level of deadlines.

accessing model exam and coursework answers, MCQ's, past papers and solutions and academic skills preparation. A large part of assessment-based concerns related to challenges with the format of online exams; Reps commented on the timeframes of online timed assessments as not offering enough time to fully complete their assessments¹⁷ and that there was a lack of clarity in the structure of the online exam¹⁸. Students alternatively undertaking physical exams were apprehensive of in person exam formalities and the challenges of readjusting to physical exams¹⁹.

Based on their cohort's experiences on assessment feedback, Reps in all Schools consistently reported that the quality of feedback in some assessments has been disappointing. In particular, concerns on inconsistent grading between dual markers²⁰ and across class submissions²¹, as well as a receiving a vague level of detail in feedback²² were flagged by Reps. Issues with delays in receiving feedback was also prominent in Term 2 from some Term 1 assessments with little or no communication²³.

Strikes

Across Schools, there was uncertainty and concerns among students on the impacts that the strikes will have on their learning and assessments. Most students were concerned about feeling disadvantaged by the loss of teaching on content and skills that sum up a part of their degree²⁴. Additionally, Reps noted that module responses to mitigate lost teaching on a modular basis didn't meet student's expectations, with some stating in their SSLC's at the time that extension requests won't be put in place²⁵ or missed lectures not being rescheduled²⁶. We note that some of the Rep concerns may have been shared in SSLC's before mitigations were put in place on teaching that was affected. Generally, students were apprehensive about losing teaching time and the outcomes on their grades, with some Reps from CLS²⁷ and Bayes²⁸ favouring a no-detriment policy to be implemented.

¹⁷ *MSc Human-Computer Interaction Design*: Students very overwhelmingly expressed that they felt they did not have enough time on the exams. This was true regardless of how much time student's self-reported that they spent referencing notes/readings during the exam.

¹⁸ *MSc Finance*: The only complaint reported was that the students were unclear regarding the use of certain applications in the exams. Reps requested more clarity on what they are and are not allowed to use in the exam instructions. They would also like more information on the structure of the exam beforehand.

¹⁹ *BEng Aeronautical Engineering, Stage 3*: Rep mentioned that students felt the communication around exams could be improved and asked if something could be done to take out the stress for students, as they found it hard to deal with moving from online exams to in-person exams.

²⁰ *LLB, Year 3*: It was noted that some students had concerns over inconsistency of marking where multiple markers are on a module.

²¹ *MA Television Journalism*: Marks were kind of conflicting person to person, because I know I got a higher mark than someone when we had both like the exact same bibliography and referencing but then the student had points taken off for that, so it was like it was very conflicted on how each person was marked.

²² *BSc Psychology, Year 1*: Students also reported that feedback given for assessments was not adequate, and did not demonstrate how students might improve going forwards.

²³ *LLB, Year 2*: Students had been concerned at the extent and detail of recent communication between staff and students regarding the delay to a specific module's results being issued. The primary concern being that there had been no set time and date given as to the revised release of that module's marks.

²⁴ *MA Television Journalism*: Disappointing and frustrating as due to the strikes we will only get a total of 3 sessions, one of which was an introduction where we did not learn anything about audition. We've barely been taught at all for this module.

²⁵ *MSci Data Science with Placement, Stage 3*: Rep takes their own examples of how 3 out of 4 of their modules have been affected by the strikes which lasted 4 weeks. They explains how none of their affected modules have had a deadline pushback on Stage 3.

²⁶ *BSc Adult Nursing, Year 2*: Rep explains lectures have been cancelled due to the recent strike and they have been put in a disadvantaged position as they have not been rescheduled.

²⁷ *LLB, Year 3*: The LLB3 Reps asked whether, in terms of the industrial action and plans for mitigation, this rules out a programme wide "no detriment" policy.

²⁸ *BSc Finance Cluster programmes (BIF/IFRM), Stage 3*: Students would like a non-determinacy policy to be implemented this year in the same way as it was last year given the challenges faced.

Many sourced their overall anxiety during the strike period to feeling a lack of support and there being a lack of certainty about what measures will be taken²⁹. Students expressed a collective concern on the industrial action, especially those from a PG January intake, where queries for refunds were raised by Reps in SASS and SMCSE³⁰.

When the strikes were first announced Union Advice received numerous requests for advice on complaints across Schools. Initially students reported feeling very confused about the communication from staff and were unsure whether the proposed mitigations would be satisfactory. We reported these concerns to the University Industrial Action working group. The number of advice requests were consistent across all Schools with SASS having slightly more than others, and the lowest from Law. Our immediate advice was for students to wait until the final mitigations were outlined by their School, to take note of any lost learning and diminished experience that took place and speak to their module leaders before submitting a complaint for a fee refund. After our first response to students and the revised communication from Schools, we then started to see a decrease in strike complaints advice requests. Also, out of all the requests we did receive, we have yet to see at least one transpire into a full case which leads us to believe that students may be satisfied with how the strikes were handled for now. However, this could change after students receive their final results confirmed from the Assessment Board. This is a major contrast to the amount of complaint cases we advised on fully during the previous industrial action, and unfortunately some students we advised back then only received their outcomes recently.

²⁹ *BSc International Politics, Year 2*: Students want a clear and consistent message about how sessions cancelled due to strikes will be rearranged. Current arrangements for rescheduling strike sessions are not giving people the chance to participate.

³⁰ *MSc Human-Computer Interaction Design*: Students are hopeful that they will be able to get a refund for the courses they have missed this term, as the strikes have significantly impacted their courses since they are all at the first part of the week.

Analysis by Schools

The following section of the report highlights the most prevalent issues by School. Numerous issues have been shown to be school-specific during the analysis of SSLC & SEC meeting minutes. While Course Organisation was flagged as a prominent issue for most Schools, some themes are more prominent in some Schools than others. For example, in SMCSE, assessment was a significant theme, whilst in Bayes there were more comments on the course organisation.

Tables 1a-1e show a School breakdown of how frequent issues under each theme were noted from Term 2 SSLC minutes.

Table 1a: Bayes

Course Organisation	97
Learning Resources	46
Assessment	44
Student Experience	26
Feedback and Results	18
Technology	11
Employment and Opportunities	8
Strikes-related	6
Community and Wellbeing	3
Online Learning	1
Support Provisions	1
Placement	0

Table 1b: CLS

Learning Resources	26
Course Organisation	22
Assessment	13
Student Experience	12
Strikes-related	9
Feedback and Results	6
Online Learning	4
Technology	3
Support Provisions	0
Employment and Opportunities	0
Community and Wellbeing	0
Placement	0

Table 1c: SHS

Course Organisation	19
Learning Resources	11
Feedback and Results	5
Placement	4
Assessment	3
Technology	2
Student Experience	1
Support Provisions	1
Strikes-related	1
Online Learning	0
Employment and Opportunities	0
Community and Wellbeing	0

Table 1d: SMCSE

Assessment	22
Learning Resources	14
Course Organisation	12
Strikes-related	8
Technology	3
Online Learning	2
Employment and Opportunities	2
Community and Wellbeing	1
Feedback and Results	0
Student Experience	0
Support Provisions	0
Placement	0

Table 1e: SASS

Strikes-related	25
Course Organisation	18
Learning Resources	10
Feedback and Results	9
Assessment	8
Student Experience	7
Community and Wellbeing	5
Technology	3
Employment and Opportunities	2
Placement	2
Online Learning	1
Support Provisions	0

Bayes Business School

Quality of learning resources

Across programmes and levels at Bayes, Reps recognised that the teaching delivery in various modules was receptive to student feedback and engagingly led by academics³¹. While there was a mix of feedback on levels of engagement at a modular level, Reps noted that access to learning resources improves engagement in live classes, particularly having pre-recorded videos available to make lectures easier to follow. Reps stated that in order for students to feel engaged with pre-work, lecturers should use any pre-recorded resources as supplementary to avoid duplicating content³², clarify the order of watching pre-recorded content prior to or following the lecture³³ and ensure clear quality of recording in audio and subtitles³⁴. Bayes Reps also highlighted during the Term 2 SEC that there is a preference among students to view module pages on Moodle before the first week of teaching commences. Additionally, across programmes, Reps highlighted that learning resources that implore the use of case studies³⁵ and Moodle quizzes³⁶ can be helpful aids to apply knowledge of topics and ensure more practice opportunities.

Course organisation

Course organisation was predominately raised in the feedback relayed to Reps by Bayes students. Students correlated a large part of course organisation feedback with module arrangements including the module selection process and content overlap between modules in Term 2. PG students felt that there was a lack of information on timelines of the next selection round for elective modules³⁷ and found that there can be clashes in the elective timetables, making the selection of modules restrictive³⁸. Responses by UG and PG students on content and resources of some module electives suggested that students noticed replication between modules³⁹. In regards to tutorial support, Reps in UG Stage 2 students and PG Actuarial Science students cited the incorporation of greater support in R programming learning⁴⁰ while Reps on UG and PG Accounting and Finance programmes mentioned having tutorials more structured towards exercise based activities along with detailed solutions⁴¹.

³¹ *BSc Finance Cluster programmes (BIF/IFRM), Stage 3*: Students feel this module is very well taught and explained and are particularly happy by the regularity with which the module leader gathers feedback and makes changes to content as a result.

³² *MSc Management*: Reps stated that it could be more useful if online video materials served an introductory purpose into a particular topic and then the in-person lecture could go into that topic in more depth. Reps said that students feel as if the online materials and the lectures are a little too repetitive and it seems like the lecture is repeating much of what was stated in the video.

³³ *BSc Accounting & Finance, Stage 1*: Confusion on whether to watch pre-recorded lecture before or after lecture. Please specify each week so students know when to watch.

³⁴ *BSc Business Management, Stage 1*: Rep reported that the subtitles and transcription for pre-recorded lectures were not consistent with what had been relayed in the video causing more confusion.

³⁵ *BSc Accounting & Finance, Stage 1*: Lecturer is not engaging, just reads and explains the PowerPoint. Rep believes it might be good to add different case studies from the text book and that for all modules, it would be good to have coursework examples including some materials to revise and help with mid-terms, ability to apply knowledge, practice questions and exams.

³⁶ *BSc Business Management, Stage 2*: Reps suggest adding weekly quizzes (ungraded) to test understanding.

³⁷ *MSc Global Supply Chain Management*: Students don't have any info on process/timeline of elective rollout.

³⁸ *Master of Business Administration*: Shouldn't students be allowed to take any set of electives they desire instead of picking one versus another? Some students were told it was OK to have overlap if the teachers agreed upon it, some have been told no overlapping is allowed at all. Need clear communication on electives.

³⁹ *BSc Accounting & Finance, Stage 2*: In the Derivatives module, students know everything they've done so far. A lot of similar topics and skipped many parts – it is about 80-90% the same.

⁴⁰ *MSc Actuarial Science*: R introduction was helpful. SR said it was helpful for the basic knowledge.

⁴¹ *BSc Accounting & Finance, Stage 2*: Rep stated it would be better to go through exercise step by step but not enough time to fit everything within the hour, instead 2 additional sessions could give more time for exercises.

Assessment and Feedback

Bayes Rep feedback on assessment highlighted that students found timed assessment challenging, in particular issues with the timeframes of completing and uploading online exams⁴². Reps consistently stated feeling less confident with the structure of their assessments and would find increased contact time on assessment recap helpful, as well as having helpful revision tools like access to MCQ's and past papers⁴³. Students from BSc Banking and International Finance programmes expressed disappointment with their January exam results for selective modules and enquired for the possibility of their marks being scaled⁴⁴.

Recommendations

1. Where pre-recorded videos are required to be completed as pre-work, videos should embed a good level of engagement in its delivery and cover introductory topics to be explored further in-depth during class. There should be minimal duplication of video content with lecture content.
2. Learning resource provisions should be expanded to increase opportunities for practise and application, including but not limited to the integration of weekly Moodle quizzes across modules and increased access to MCQ's.

⁴² *MSc Banking and International Finance*: The main challenge identified is the given timeframe to complete and upload the assessment, which led to a number of students unable to complete the test paper.

⁴³ *BSc Finance Cluster programmes (BIF/IFRM), Stage 1*: Students are happy with the module but feel that it would be beneficial to have more mcqs and exam style questions to practise and apply what has been learnt in class.

⁴⁴ *BSc Finance Cluster programmes (BIF/IFRM), Stage 2*: Students expressed concern that the January exam results were lower than was expected for several modules and requested clarification on how negative marking is being calculated for another module.

City Law School

Access to online learning resources

Reps from the City Law School indicated that students are pleased with their access to resources, particularly having Lecture Capture available as a catch-up resource⁴⁵. UG and PG Law students preferred access to extensive resources such as video resources and noted that this provision works well to further support their practice and self-learning in certain skills outside of lectures⁴⁶. The quality of learning resources however was a predominant area of concern that was flagged by LLB students, mostly referring to the engagement in pre-recorded learning resources. Students reported that some pre-recorded lecture materials can be difficult to engage with when exceeding the expected 2 hours and following a monotonous style⁴⁷. Reps stated in their Term 2 SEC meeting that in-person workshops and tutorials are helpful on expanding on the pre-recorded content. LLB and BVS students highlighted the necessity of having learning materials in advance for their preparation⁴⁸. Feedback on first year students' experiences with accessing digital reading resources via Kortext was mixed, with some students wanting access to PDF copies offline⁴⁹.

Course organisation

Although feedback on course organisation was generally modular from Reps in CLS, there was an appetite among students during Term 2 for more formative feedback opportunities to gain more practice and confidence in certain skills⁵⁰. The structure of the tripartite meetings was flagged as being particularly helpful to LLB in LPC student where Reps reported of having productive feedback sessions in supporting the progress of their portfolio's⁵¹. Reps from BVS commented on competing workloads in balancing preparation for both classes and exams during assessment periods⁵².

Assessment

Reps from CLS reported various assessment related issues and queries across Term 2 including the experience of online exams, exam timetables and dissertation support. Students from the LLB programmes raised that the release of assessment schedules during Term 2 would be helpful to have received early in the term⁵³. For BVS students and their assessment experience, Reps highlighted troubleshooting issues with logging into proctored online exams⁵⁴, as well as feeling a lack of direction

⁴⁵ *GELLB*: Students expressed that they would welcome Lecture Capture to continue for 2022/23 as it would be helpful for revision purposes.

⁴⁶ *LLB in LPC*: Rep explained that some modules have extensive resources and videos such as LC3003 Criminal Litigation, whereas other modules ask students to read chapters from the manuals. Some students have expressed a preference for more videos in some modules.

⁴⁷ *LLB, Year 2*: Students have had issues with some modules where pre-recorded lecture materials go beyond the 2 hours expected weekly, and as such it feels harder to engage with the materials.

⁴⁸ *Bar Vocational Studies*: Reps requested if the learning materials in content-heavy subjects like Civil and Criminal Litigation could be made available earlier, so that students can juggle their work more effectively. It is appreciated that tutors are often in the process of updating and reviewing the materials.

⁴⁹ *LLB, Year 1*: Some students had enquired about the possibility of accessing PDF copies of textbooks for access offline.

⁵⁰ *Bar Vocational Studies*: Reps raised concerns over the teaching of Opinion Writing. The students in the group were particularly keen for more opportunities for formative feedback, as they felt that their time in class has not always been productive or allowed them to refine the skill.

⁵¹ *LLB in LPC*: Rep noted that from their personal experience the meetings have been very helpful for all parties involved and they have received helpful feedback regarding making progress with their portfolio. It was the most structured tripartite meeting so far and gave employers a better understanding of how they can provide support and an understanding of support that the university can provide.

⁵² *Bar Vocational Studies*: Reps raised an issue with the amount of material they have to learn and are expected to complete during exam periods, alongside having to complete pupillage applications.

⁵³ *LLB, Year 2*: Students were eager to know when the summer assessment timetable would be made available.

⁵⁴ *Bar Vocational Studies*: Reps raised issues with the Proctoring system used for the Professional Ethics exam as it did not perform smoothly for a few students. One student was refused access to the portal because of password failure and had to start the exam 20 minutes late. For another student, the portal did not recognise their

and support in their dissertation without having met their supervisors⁵⁵. As part of the online experience of exams, Reps highlighted in their SSLC's and SEC's concerns of experiencing problems during online exams that may affect the completion of exams, with Reps stating prompt contact with the exams team will be helpful. Across UG and PG Law programmes, many reps from programmes who may have lost more teaching than other groups additionally flagged strike-related concerns and its impact on assessments and exams, including concerns of content of lost teaching potentially being covered in assessment questions⁵⁶.

Recommendations

1. The length of pre-recorded videos should have a standard recording time limit that doesn't exceed 2 hours and embeds a good level of engagement in its delivery to ensure maximum engagement with learning resources.
2. Digital e-book platforms that are used by Law programmes should explore making e-books accessible offline and in downloadable formats.

Identification document and they could not start the exam on time. None of these problems were present during the onboarding/trial stage last week.

⁵⁵ *Bar Vocational Studies*: Rep explained that there was some confusion about writing plans and research of a large part of the dissertation without having met the tutor. General consensus was if they had met their tutor earlier then the tutor could have pointed in them the right direction or advised if the question is viable.

⁵⁶ *LLB, Year 2*: Students felt this was further amplified with concerns that studies are behind due to teaching missed due to industrial action and that Term 2 assessments may cover material that would have been covered in lectures/tutorials that did not take place.

School of Health Sciences

During Term 2, placement students cited the noticeable improvements in the organisation of placement allocations compared to last term where an appropriate amount of notice was given to students⁵⁷. Staff responses to emails have been prompt with Reps noting that there is an easy line of communication between staff and students⁵⁸.

Access to online and physical learning resources

Rep feedback on accessing learning resources was the highest flagged issue in SHS; this varied between accessing physical lab equipment and online materials on Moodle. Optometry Reps cited a strong case of students wanting increased access to lab instruments and facilities, with Reps also reporting that the full use of equipment by students was hindered across term due to equipment being misused⁵⁹. SHS students reported that their experience on Moodle has generally improved since last term i.e. having available synopses for each modules and weekly guidance for preparation, although accessing resources online remained difficult when navigating through pages on Moodle without a clear layout⁶⁰. UG and PG level Reps from Nursing particularly highlighted issues in accessing campus facilities such as group room bookings⁶¹ and booking library appointments⁶².

Course organisation

Issues stemming in course organisation were highlighted by Reps from both the Nursing and Optometry divisions including on timetabling arrangements and delivery of lab classes. PG Nursing Reps relayed that students were concerned for timetabling of their modules selections, with the current system of selecting modules based on various module timetables and reportedly being a stressful process that can lead to timetables for some modules being changed multiple times⁶³; Reps across PG programmes have raised in their SSLC meetings that there are ongoing disruptions with delays in receiving timetables⁶⁴ and receiving incorrect timetables⁶⁵. Feedback on course organisation raised by Reps from UG Optometry related to staff capacity and support during labs. Students from the Optometry department felt that they needed more opportunities to practice outside of labs with additional supervisors⁶⁶ due to chunks of practice time in labs going towards waiting for staff help under current staff-student ratio arrangements⁶⁷.

⁵⁷ *BSc Adult Nursing, Year 2*: Reps comment to say they are very impressed with placement, particularly the fact they were allocated to these 4 weeks in advance.

⁵⁸ *BSc Optometry, Year 2*: Module leaders respond promptly and are approachable. Groups find the list of things to complete for the week on Moodle useful. There was good communication between staff and students both.

⁵⁹ *BSc Optometry, Year 2*: Group D commented that a lot of the equipment is faulty, such as slit lamps and Non-Contact Tonometers.

⁶⁰ *BSc Optometry, Year 1*: Group D commented that there is disorganisation on Moodle and students not sure when or where things have been uploaded.

⁶¹ *BSc Adult Nursing, Year 2*: Students would like to use more of the university's facilities as rooms are very difficult to book. Specifically, timetabling will not allow students to book rooms. A few students were unable to find adequate library space to have discussions in for their presentations.

⁶² *MSc Adult Nursing*: Students do find it difficult to make appointments in the library. Reps ask how they can arrange to book sessions with him in relation to data base searches.

⁶³ *Nursing Associate*: Most students are concerned about the timetables for their upcoming modules, especially when a new Programme Director takes over. The students' managers use the timetables given to them from previous year which leads them to having to change the timetable multiple times for other modules. Rep asks if a plan could be taken into place so that students don't have to keep requesting new timetables for the next module.

⁶⁴ *MSc Adult Nursing, Year 2*: Students are also receiving timetables only a week in advance, and this is an issue as many students need to sort out childcare responsibilities.

⁶⁵ *MSc Mental Health Nursing, Year 2*: Modules appear on students' personalised timetables, however certain lectures do not.

⁶⁶ *BSc Optometry, Year 2*: Group A are enjoying labs, but some students feel need more practice outside of labs. They would also like more supervisors as often they have to wait for help.

⁶⁷ *BSc Optometry, Year 1*: Group D asked for more Supervisors during the labs as some students have been left waiting for help and getting anxious.

Assessment feedback

Across programmes in SHS, students flagged their concerns on the level of detail in feedback on their assessments. Students stressed the value of receiving individualised feedback for their progression and ability to improve their work⁶⁸. Reps raised in the Term 2 SEC meeting issues with accessing mental health and neurodiversity support with students stating a lack of clear signposting directory to support services and the length of time in accessing support.

Recommendations

1. Timetabling of classes should be confirmed and short noticed changes to teaching schedules should be avoided during the module selection process. Any changes to the timetabling of classes should be communicated to students before teaching of the academic term begins.
2. SHS should review continued feedback from students on the staff supervisor to student ratio during practical labs and widen the availability of lab equipment provisions.

⁶⁸ *BSc Adult Nursing, Year 2*: In addition, there is a huge concern on the feedback provided to students. Students have realised that the work feedback they have received is the exact same general feedback as others (copy-pasted) and they do not see how they can improve their work for next time. They want more specific and detailed feedback.

School of Mathematics, Computer Science and Engineering

Learning resources

Across departments and levels, students from SMCSE were pleased with the organisation of their course including having structure and interactive engagement integrated into teaching⁶⁹. Notwithstanding students highlighted the impact of accessing learning resources on the overall organisation of their course. In particular, SMCSE Reps from across all departments consistently reported that having example step by step solutions provided would be a better approach to consolidate the application of knowledge required for completing exercises⁷⁰. It was also noted that other learning resources students requested included having available formula sheets ahead of classes and a library of past papers for old and newly developed modules⁷¹, in addition to the continuity of accessing recordings of lectures⁷².

Assessment

Reps from SMCSE predominately raised issues relating to assessments in Term 2; student concerns were based on the return to in person exams, the spread and deadlines of coursework across Term 2 and assessment preparation during strikes. SMCSE students repeatedly cited in their SSLC's and SEC the challenges of moving from online exams to in person exams including the disparities in accessing similar resources for in person summer resits as in the first sit exam⁷³, a lack of clarity in communications among Engineering Reps from module leaders on the resources that will be allowed during exams⁷⁴, and generally adapting to in-person exams after a long period of time⁷⁵. In regards to coursework, UG and PG students have noticed that the spread of coursework has been disproportionately higher in Term 2⁷⁶ with multiple deadlines clustering in short intervals⁷⁷; this caused many students in the Engineering department to feel a pressure in keeping up with the intense

⁶⁹ *MSc Data Science*: They do appreciate the break out rooms, interaction and level of detail and structure the module leader puts into teaching.

⁷⁰ *MSc Artificial Intelligence*: Students also expressed concerns over the structure of the labs for both modules. The current expectations are that most of the code is given and that students try various exercises. Many feel that this doesn't facilitate learning and would prefer that actual tasks to attempt be given. Both modules have suggested exercises for which solutions are not released. Many are discontent with this approach as while they may attempt a solution, they cannot verify the accuracy of their solutions.

⁷¹ *BEng Civil Engineering, Stage 3*: Rep asked for formula sheets in advance to prepare themselves for all modules and requested for past exam papers to be made available on Moodle.

⁷² *BSc Computer Science, Stage 2*: Online activities such as online tutorials and Lecture Capture have not been functioning properly. Students are wondering if this will be rectified by the next year. It gives students the ability to still get their education if for any reason they cannot attend lectures.

⁷³ *MSc Cyber Security*: Rep raised a concern regarding resit exams from students. If the resit exams will be in person there will be an unfair disadvantage so if students have access to the same resources in person, then it should be viable.

⁷⁴ *BEng Civil Engineering, Stage 3*: Regarding data sheets, Rep added that they had been talking with Stage 3 module leaders who had informed them that they would need to learn everything by heart. Rep requested a formula sheet as the logs contained five to six formulas, but this was denied.

⁷⁵ *BEng Aeronautical Engineering, Stage 3*: Rep mentioned that students felt the communication around exams could be improved and asked if something could be done to take out the stress for students, as they found it hard to deal with moving from online exams to in-person exams.

⁷⁶ *MSc Construction Management*: So many assessments put a lot of pressure on students to just keep up with completing the coursework and does not leave room for students to immerse themselves in the learning. 1 or 2 bigger pieces of coursework would have been better. Owing to this, module leaders also had to push deadlines.

⁷⁷ *BEng Civil Engineering, Stage 2*: Rep said the main issue was the coursework and how difficult it was for students for Term 2, who had six coursework deadlines scheduled, and three with the same deadline within the same week. She mentioned students were finding it difficult to prepare themselves for lectures and tutorials, and to focus on the same time, and therefore felt they could not attend everything.

workload while also preparing for lectures and tutorials, making them feel less engaged in the rest of their learning experience.

Concerns surrounding strikes were prevalent among students on Computer Science programmes. Many felt disadvantaged by a lack of mitigations put in place for classes affected by strikes with no safety nets, including feeling unprepared with significantly less contact hours for upcoming coursework deadlines⁷⁸.

Course organisation

The issues that were flagged on course organisation were modular and invited concerns from students about engagement in lectures. Students highlighted that they would benefit from a more interactive lecture delivery style with one that is open to raising questions during the lectures⁷⁹. Other suggestions pointed to the delivery style of in person classes differing to pre-recorded videos and being more participative than online learning⁸⁰.

Recommendations

1. The allocation of coursework and exams should be reviewed, and proportionality set across terms for the academic year. For this, the maximum amount of time that a student should spend on assignments in a term should be standardized and should not be exceeded.
2. Ensuring that students feel supported in the application of their knowledge with extensive learning resources provided including access to detailed solutions, formula sheets where possible and past papers.

⁷⁸ *MSc Human-Computer Interaction Design*: Students were concerned about the strike action affecting the preparation time for exams and coursework deadlines to the point some were asking for potential refunds being issued due to the impact. Students were also seeking more guidance and clarity during the strike action.

⁷⁹ *BSc Mathematics, Stage 1*: In some lectures, when students ask questions they are asked to come to office hours, which is helpful, but students feel lost for the rest of the lecture. Explaining on the spot would be better.

⁸⁰ *BSc Mathematics, Stage 1*: The in person lectures in some modules are usually based on PowerPoint slides. There isn't much difference between the recorded videos and the in person lectures.

School of Arts and Social Sciences

Course organisation

Students from SASS expressed that they are pleased with the return of in person teaching and as a result the level of face-to-face engagement they are receiving⁸¹. Reps highlighted that student's preferences for in person classes depended on their on campus timetable arrangement, where factors like commute⁸² and shorter teaching days⁸³ may discourage students to attend classes physically. Issues on timetabling arrangements persisted during Term 2 among SASS students: students from the International Politics and the Psychology department preferred classes to be condensed on the same day⁸⁴, in addition to Reps raising that they would find it helpful to have lecturers and seminars spaced out⁸⁵.

Strikes

While some Reps flagged that email communication with academics was better this term and was helped by reviving the Moodle Forum feature in some programmes⁸⁶, others cited difficulties in reaching lecturers with the office hour booking system⁸⁷. Communications around strikes announcements similarly reflected mixed feedback from students. Strike-related issues were a predominant area of concern in SASS, with Reps highlighting the extent of disruptions on their cohort's studies and student experience. Most of the Rep feedback consisted of mitigations to the strikes needing to be communicated clearer and more sympathetic with longer extensions to final deadlines, as well as there being a sense of feeling unprepared for assessments among students⁸⁸. Where teaching continued during the strikes and with campus closure, Reps from International Politics and Journalism reported that the remote experience lacked a similarity with face-to-face teaching and that this bolstered low morale and low attendance⁸⁹. Reps also highlighted the underwhelming student experience of international students this year as a result of not receiving the full course⁹⁰.

Assessment and feedback

Issues on the quality of assessment feedback were also flagged from Reps across departments in SASS. Reps highlighted that their cohorts complained about a noticeable decline in the standard of marking where marking was inconsistent between similar quality assessment submissions⁹¹ and that

⁸¹ *BSc Psychology, Year 2*: Reps reported that students really appreciated the positivity and enthusiasm of the lecturers, and said students found it much easier to engage and stay focused in this environment.

⁸² *BA English, Year 3*: With content being available online and with the commute taking roughly 1.5 hours to go into campus a lot of students feel it is unnecessary to attend physically. Rep believed that due to blended learning, less people feel the urge to physically attend.

⁸³ *MSc Economics*: Teaching delivery preferences varied for each student, some were not happy with hour long in-person tutorials being scheduled on different days which involved coming into campus for only an hour.

⁸⁴ *DPsych Counselling Psychology, Year 1*: Gaps in timetabling, students would prefer a condensed day.

⁸⁵ *BSc Psychology, Year 1*: Some lectures and seminars were being held too close to each other. They asked whether it was possible to have them further spaced out next year.

⁸⁶ *MA/MFA Creative Writing*: Academic staff are very responsive to students' emails, this is really helpful. Good communication across the board.

⁸⁷ *BSc International Politics, Year 3*: Reps mentioned issues with access to speak with lecturers. Noted that the system for booking office hours has not been working in some instances.

⁸⁸ *BA History, Year 3*: There is an issue amongst students with feeling overwhelmed with high number of assessments, SC noted there are around 20, 000 words worth of assessments that students have to submit this term. Students feel there is not enough support, particularly with strikes.

⁸⁹ *BSc International Political Economy, Year 3*: Third year IPE students reported feeling very frustrated by the strikes and building closures. The transition from online classes in the 2020/21 academic year could be responsible for the low attendance this year.

⁹⁰ *MA International Politics and Human Rights*: Many students wished for financial compensation because of the impact on their studies and in particular international students who felt that they were not getting the student experience and content that they had paid for.

⁹¹ *MA Television Journalism*: Marks were kind of conflicting person to person, because I know I got a higher mark than someone when we had both like the exact same bibliography and referencing but then the student had points taken off for that, so it was like it was very conflicted on how each person was marked.

feedback and comments from markers was lacklustre and didn't provide substantial advice on how students can improve going forwards⁹².

Recommendations

1. The School should review continued feedback from students on the timetabling arrangements of tutorials under the current blended learning approach.
2. The international student experience should prioritise delivering social and community events for international students in SASS.

⁹² *BSc Criminology and Psychology, Year 1*: Students received their grades, but with no comments in the feedback to explain why they had received a particular mark. They were not being advised on how to improve.

Appendix 1

Table 1.1: Total number of programmes from Term 2 SSLC minutes

Table 1.1 gives a breakdown of the number of SSLC minutes received by Schools by levels. In total, an analysis of 85 programmes from SSLC minutes were completed, with 35 programmes representing UG level and 50 programmes representing PG level.

	UG programmes	PG programmes	Total number of programmes
BAYES	12	24	36
CLS	6	4	10
SHS	6	4	10
SMCSE	5	7	12
SASS	6	11	17
Total	35	50	85

Assessment	Timing for assessments, Method of assessment, Guidance/preparation, Deadlines, Extensions
Feedback and Results	Assessment feedback and Grading, Turnaround time and Feedback quality, Resits
Student Experience	University Communications, Facilities, Providing Feedback, Societies, Graduation
Course Organisation	Lesson types, Contact time, Blended learning, Hybrid learning, More sessions, Content of lectures, Course content, Module choices, Timetabling
Learning Resources	Uploading resources to Moodle, quality of recordings, no subtitles etc, assessment guidance, digital textbooks
Online Learning	Items specifically relating to problems created or increased by online learning, including synchronous teaching, cameras on/off and breakout rooms
Technology	Connectivity problems, Software access, Zoom and Teams, Moodle
Support Services	Personal Tutor support, Academic Skills, Wellbeing services
Employability and Opportunities	Careers, Employability modules, Skills, Networking
Community and Wellbeing	International Students, Campus and online activity, Wellbeing concerns, Mental health, Socialising with other students
Placements	Placement communications, Support, Clearance
Strikes-related	Tuition fees, Impact on teaching, Resources, Communications

Table 1.2: Coding of themes per School

Table 1.2 below lists the 12 original themes used for the coding of SSLC minutes with descriptions cited above. Issues flagged from SSLC minutes were mainly based on Course Organisation, Learning Resources, Assessments and Feedback and Strikes across all five Schools. The coding part of the SSLC minutes analysis had allowed us to extrapolate four of the wider themes that were experienced across City, including: **Course Organisation, Learning Resources, Assessments and Strikes**.

	Assessment	Feedback and Results	Student Experience	Course Organisation	Learning Resources	Online Learning	Technology	Support Services	Employment and Opportunities	Community and Wellbeing	Placement	Strikes-related
BAYES	44	18	26	97	46	1	11	1	8	3	0	6
CLS	13	6	12	22	26	4	3	0	0	0	0	9
SHS	3	5	1	19	11	0	2	1	0	0	4	1
SMCSE	22	0	0	12	14	2	3	0	2	1	0	8
SASS	8	9	7	18	10	1	3	0	2	5	2	25
Total	90	38	46	168	107	8	22	2	12	9	6	49

Appendix 2

Response to City wide recommendations in Student Voice report Term 1 2021/22

Recommendations from the Student Voice 21-22 Term 1 report have informed [Learning, Teaching and Assessment Principles for 22-23](#) which were agreed by Education and Employability Board. The implementation of a City-wide approach to ensure that students are ready to study in term 1 will be overseen by Term 1 Study Ready Task and Finish Group. The new City strategy has students at the centre and work on student experience, education and support will take forward these recommendations beyond 22-23. Below there is an update on the status of individual recommendations set from the prior report.

Recommendation	Status	Update
Course Organisation and Blended Learning		
1.1 Face-to-face teaching Ensure face-to-face teaching and support is available for students, particularly for content deemed challenging by students or staff, as part of the agreed teaching and learning model for 22/23.	Complete	Learning, teaching and assessment principles for 22/23 agreed by EEB based on feedback from term 1. Majority of teaching for 22/23 in person
1.2 Timetabling arrangements Schools should aim to collaboratively coordinate with the Timetabling team to avoid inconsistencies in the length of teaching days across the span of multiple days.	In progress	Student Focused Timetabling Group have met to take collaborative approach to produce student focused timetable to address points raised but noting that there are estate constraints including increase of small group teaching and return to campus of large group lectures.
1.3 Alternating teaching delivery modes The scheduling arrangements of lectures and tutorials should consider the alternation between online and in-person classes, and the order of classes with lectures occurring before tutorials.	In progress	As above two points – principles and timetable group have taken this into consideration
2.0 Learning Resources and Online Learning		
2.1 Availability of asynchronous materials The uploading of preparatory materials including lecture notes, lab notes and reading lists should follow a standardised framework of at least 1 week in advance of live classes. This framework should also commit to the prompt uploading of lecture recordings within the same teaching day.	No progress	No stipulation to 1 week as this was not practical to enforce institution wide
2.2 Moodle format Programme delivery staff and module leaders should ensure the course formatting on Moodle is designed in an accessible way to allow a more streamlined experience.	Complete	Teaching Online Toolkit for moving your teaching online (city.ac.uk) updated Moodle module checklist updated.

		Moodle module consistency discussed at Student Experience and Evaluation Forum (January 2022) and a paper about options is being drafted by LEaD. Service provision to be discussed as part of this.
3.0. Wider Student Experience		
3.1 Community building events Schools should facilitate building communities within the student body by providing regular social events at course-level and across the wider School.	In progress	City connects £70k funding for 12 projects to build community in year. New strategic plan with priority around community building and sense of belonging. Focus for term 1 of 22/23 and building community on programme as part of pre-arrival and induction as well as university wide Welcome to City Activity
School x SU collaborative events City, Schools and the Union to collaborate to deliver End of Term 3 social activity for students, particularly final year's post completion of dissertations and final assessments.	In progress	350 students attended an end of term celebration event run by SU in June.
4.0. Assessment		
4.1 Staggered deadlines As recommended in the previous Student Voice Report Term 1 and Term 2, City should commit to removing clustered deadlines across modules for all courses and ensure better coordination between module leaders to set staggered deadlines.	In progress	For 22-23 City has agrees ' <i>We will ensure that all assessments are led by learning outcomes, are authentic and appropriate to the students' graduating discipline. This means that we will continue to reduce the overall assessment load and reduce the reliance on examinations as part of our assessment strategy.</i> ' Examples SMCSE reduction in assessment load as part of programme redesign SASS mapping assessments across modules to ensure better coordination
Assessment guidance provisions Module leaders should aim to provide further guidance on assessments including course prerequisites that is expected to be assessed, and finalised dates of exams and coursework announced as early as possible at the start of Term.		LeAD continue to support colleagues with best practice Assessment Toolkit City, University of London
4.3 Assessment practice materials Schools should commit to expanding assessment practice provisions including access to mock exam questions or exemplary coursework that apply course		May exam period opportunity for students in SMCSE taking in person assessments to take mock exam, 282 signed up and about 50% attended. In some programmes students had opportunity to practice online

content and align to the assessment criteria.		assessments throughout the academic year to prepare them for online assessment
5.0 Technology		
5.1 Online recording guidance LEaD and Programme Reps to collaborate to produce a best practice guide for online lecture recordings to be adopted by each school and shared with teaching staff.	Complete	LEaD has several guidance pages available to support staff: Live online teaching guide Zoom staff guide Teams for teaching Using Lecture Capture Using multimedia in teaching In addition, the Online Teaching Materials & Lecture Recordings Policy was approved by Senate in October 2021 and provides information to staff about expectations around making and distributing recordings.
Staff digital skills training In line with the recommendations from the Union's last Student Voice Report, training in online and hybrid lecture delivery should be facilitated for teaching staff ahead of the next academic year. Refresher training should be optional.	Ongoing	In 2021/22, the Digital Education team have provided a range of training in online and hybrid learning. This includes: 50 workshops with 220 staff attendances. 66 one to one sessions with individual members of staff The Digital Education team will continue to run training sessions for staff in 22/23. Guidance and recordings of workshops are also available for staff via the Educational Technology staff guides . Note: attendance at training workshops is optional for staff. Details of upcoming workshops are promoted regularly via City communication channels such as CityWire and the LEaD briefing sent via ADEs.