



CITY
STUDENTS'
UNION

Student Voice Report End of Year Report 2020-21

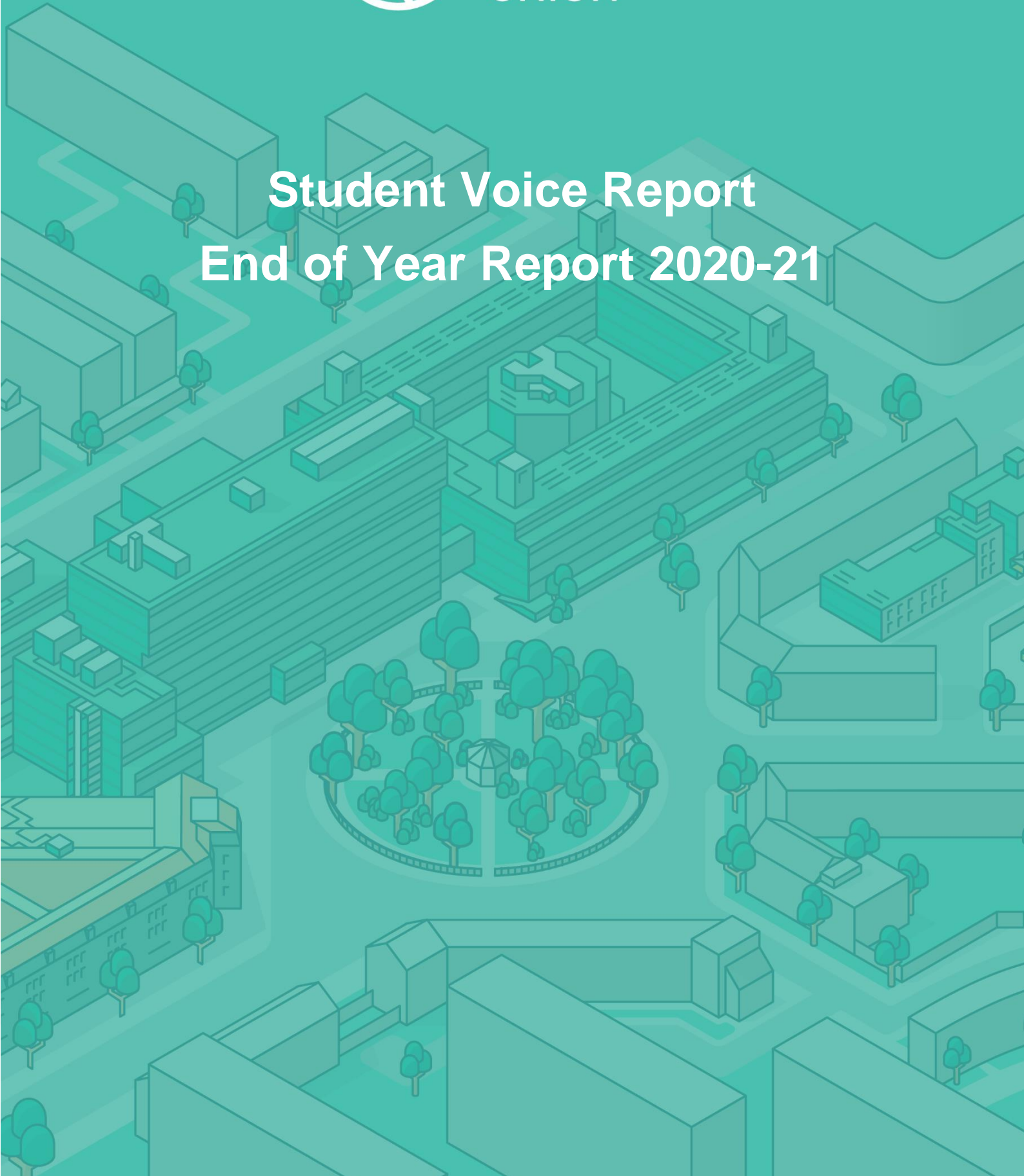


Table of contents

Foreword	4
Introduction	5
City Wide Recommendations	6
Overview of Term 2 – Academic Year 2020/21	9
Summary of Issues Raised in Term 2 by School – 2020/21 School of Arts and Social Sciences	16
Summary of Issues Raised in Term 2 by School – 2020/21 Bayes Business School	18
Summary of Issues Raised in Term 2 by School – 2020/21 City Law School	19
Summary of Issues Raised in Term 2 by School – 2020/21 School of Health Sciences	20
Summary of Issues Raised in Term 2 by School – 2020/21 School of Mathematics, Computer Science and Engineering	21
Appendix 1: City Wide Recommendations – Term 1 2020-2021 Report	22
Appendix 2: SASS Implementation Update	23
Appendix 3: Bayes Business School Implementation Update	24
Appendix 4: City Law School Implementation Update	26
Appendix 5: School of Health Sciences Implementation Update	28
Appendix 6: School of Mathematics, Computer Science and Engineering Implementation Update	29
Appendix 7: Student Voice Report – Themes	30
Appendix 8: Themes (most popular in each school)	31

The Students' Union encourage all readers to read the report in full, however, you can click on the hyperlinks above to view the page of your choosing.

Tables and Figures

List of Tables

Table 1: Number of cases in Term 2 per advice category	13
Table 2: Number of cases per School	13
Table 3: Number of Extenuating Circumstances cases advised on per School	14
Table 4: Number of students Union Advice signposted to different support services in Term 2	14
Table 5: Number of Academic Misconduct cases advised on per School	15
Table 6: Number of Complaint cases advised on per School	15
Table 7: Description of Themes	30
Table 8: Coding of themes per School	30
Tables 9a-9e: Most popular theme per School:	
Table 9a: SASS	
Table 9b: Bayes School	
Table 9c: City Law School	
Table 9d: SHS	
Table 9e: SMCSE	
	31

Foreword

City, University of London runs on a School system: School of Health Sciences (SHS), School of Arts and Social Sciences (SASS), Bayes Business School (BBS), City Law School (CLS) and School of Mathematics, Computer Science and Engineering (SMCSE). In this paper and indeed in how the Students' Union manages students' issues, we try to mimic that structure. We also have consideration of the different challenges that Undergraduate (UG) students will have in comparison to Postgraduate (PG). You will see that there are issues that are raised from students across all Schools, and then issues that are raised by students in a particular School.

The move to online learning was challenging to say the least, for both students and staff. The circumstances required creativity, empathy and determination from us all. As we reach the end of Term 2, it has become clear that lessons have been learned and improvements have been made. It has also become increasingly apparent in this academic year that a students' perception of their experience at University and/or satisfaction with their overall teaching is often impacted by either a very good or very bad experience with only one or two modules. This becomes more interesting if a student shares module across another Programme, or another School. Therefore, we have requested further access to that data so that future Student Voice Reports can be more insightful. In our lobbying with the University, we have also been encouraging academics to strive for excellence and consistency in the quality of how teaching is delivered, across modules, Programmes and Schools.

The Students' Union prides itself on having a strong relationship with our students, primarily due to the strong Programme Rep system we have developed over the last five years. We benefit hugely from these good relationships in terms of gathering student feedback and want Schools to also fully utilise these talented students. We are encouraging Schools to financially reimburse these students where possible as we are in a pandemic that has hit our students hard, and reimbursement does seem to positively influence the quality of their contributions.

This report follows our Term 1 Student Voice Report. You will note that we have dedicated a section within the appendix to highlighting where our recommendations have been implemented by Schools, based on the feedback provided to us. We are a small Students' Union, but we value that we have good relationships with the Schools in lobbying for improvements for our students. You will also note that some issues (e.g. clustered deadlines for assignments and exams) raised in this paper were also raised in the Term 1 paper. This indicates that students are still unhappy with how the School is managing an issue and contributes to students' frustration.

We thank and appreciate all five Schools for submitting implementation updates to our recommendations. Thank you also to all of those who have been involved in implementing our recommendations. Despite the problems that the pandemic has thrown at us, there is no doubt that the majority of University staff care about improving the student experience. There has been much collaboration and communication between the Students' Union and the University over the past two terms. We look forward to continuing to work closely with you, especially on the recommendations within this and future reports.

Ruqaiyah Javid, SU Vice President Education, 2020-2022

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 where available
- Union Advice Service's case management system
- Student Experience Committee (SEC) feedback
- City, University of London, Students' Union Academic Societies survey data

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.

As previously stated, the Union expects the sources upon which it draws and analysis it is able to provide to change as the report goes through new iterations and standardises and widens its data capture apparatus, enabling it to report more precisely according to the remit of differing committees.

This is the Union's fourth Student Voice Report and second of the academic year. This report aims to reflect the student voice and feedback from Term 2 of the current academic year. To compile this report, The Union acquired copies of minutes from the SSLCs for each School which took place during Term 2, (*we note that we were not able to obtain SSLC minutes for every meeting held 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 down data from the Union Advice Service's case management system, compiled feedback from Student Experience Committee meetings and in a first for this report, we have incorporated academic society feedback to expand our feedback gathering.

In this report the Union have completed the following:

- analysed issues raised as "Feedback from Programme 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
- analysed feedback from academic societies.

Below the Union have produced a set of university recommendations alongside school-specific feedback and recommendations.

City Wide Recommendations

These recommendations are based on themes identified across all five Schools. These are intended as improvements that every School could implement to improve students' academic experience. Based on the evidence which follows, this report recommends:

1.0 Assessment and Feedback

1.1 Staggered deadlines

Clustered deadlines should be avoided; there should be better coordination between module leaders to set staggered deadlines.

1.2 Revision resources

Students should be provided with a broad and improved bank of revision and assessment resources including but not limited to past papers, mock questions and suggested reading.

1.3 Length of Exams

If online learning is to continue, Schools should provide the opportunity for a 24 hour window of time to complete exams; where this is not possible, coursework should be considered as a substitute form of assessment.

1.4 Group work

If not mandatory in a programme, group work should be avoided under online teaching.

1.5 Quality of Feedback

In collaboration with the Students' Union, the University should form a set of feedback principles which acts as a template for all academics to follow when providing feedback; it should set out the level of detail and when feedback should be expected.

2.0 Course Delivery and Learning Resources

2.1 Asynchronous teaching

Supplementary resources to support live lectures such as PowerPoints and pre-recorded materials should be shared with students at least three to five working days prior to the lecture.

2.2 Synchronous teaching

Teaching staff should include interactive elements during live classes where possible, with consideration to student's individual circumstances. To support this, they should provide an itinerary or agenda to show when students should be expected to engage with activities.

2.3 Training of staff

Teaching staff should have the opportunity to complete training on an annual basis in online lecture delivery ahead of the next academic year. Refresher training should be optional.

2.4 Digital availability of library resources

Library services should conduct an audit to identify the digital availability of all core and further reading materials.

2.5 Online content quality control

Online content should be checked and approved before being uploaded. This should adhere to good standards of quality such as good audio and synchronized subtitles.

2.6 Face-to-face teaching

Return to face-to-face teaching in line with government guidelines, but with the retention of some of the successful aspects of online teaching, including recording of lectures and supply of pre-recorded materials.

3.0 Online Learning – Technology

3.1 Continuity of Digital Inclusion Fund

Access to the Digital Inclusion Fund should be made available in future academic years to support students who may have inadequate access to laptops and other technology resources.

3.2 Zoom and MS Teams

Schools should either use Zoom or MS Team as consistently as possible, and not use both to avoid confusion.

3.3 Access to software

Course leaders or Programme directors in Schools should ensure that students can access mandatory software's at the start of the academic year.

4.0 Support and wellbeing

4.1 Personal Tutoring

Schools should set out in the beginning of the academic year what students can expect from their personal tutor and personal tutor experience. All personal tutors should set up an introductory meeting, and arrange regular check in meetings and a refresher meeting at the beginning of Term 2.

4.2 Community events

Schools should work with the Students' Union and as part of the City Connects programme to facilitate community building events.

4.3 Connecting with peers

Schools should ensure that all students have a group platform to connect with their peers.

5.0 Student Experience

5.1 Email response

We encourage all academics and school services to acknowledge emails within 2 working days and provide an estimation of time for when student queries will be responded to. Automated responses should have clear signposting information. If a response cannot be given within this time frame, students should be told when they can be expected to receive a response.

5.2 Staff Directory

There should be clearer signposting to staff as first points of contact for specific issues. This should include who in the School students can turn to in cases where issues may need to be escalated.

5.3 A central hub for staff communications with students

Each course should use one communications hub to post course information.

5.4 Graduation

In person graduation should go ahead in adherence to government guidelines. Students should be kept informed on graduation plans and arrangements in light of any changes.

5.4 Feedback loop

All Schools should value the feedback and programme reps and at every opportunity demonstrate how they've acted on feedback e.g. completing large communication campaigns to highlight actions being taken and developing action plans in response to feedback which are discussed and agreed with student representatives.

6.0 Advice – Extenuating Circumstances, Extensions and Academic misconduct

6.1 Extensions Policy

All Schools need to make sure their extensions policy is clear and consistent across all platforms such as Moodle or Student hub. For example, the Student Hub doesn't distinguish between submitting an extension request via an EC claim or needing to submit a separate extension form directly to their School. The extensions process varies across all Schools but this isn't clear and students get confused thus submitting a request the wrong way.

Overview of Term 2 – Academic Year 2020/21

Summary of Issues Raised

There were five key themes that can be extrapolated from the discussions held between City staff and Programme Representatives who attended Student Staff Liaison Committee meetings (SSLC), Student Experience Committees (SEC), Academic Societies feedback and data collected from the Union's Advice Service. Our academic societies survey had responses across all five Schools mainly from undergraduate students.

In Appendix 1, we can see the 13 original themes used for coding the SSLC minutes. From the 13 themes, we came up with 5 areas of concern that were most consistently raised by students across all five Schools: **assessment & feedback**, **course delivery & learning resources**, **online learning** (including technology), **support & wellbeing** and **student experience**. In Appendix 1 & 2, there is a table which breaks down how prevalent themes were overall and across Schools.

Assessment & Feedback

The main theme across all Schools were difficulties with assessment and feedback. Students reported issues with clustered deadlines, assessment guidance, assessment content, group assignments, revision resources, 24 hour exams, feedback quality and feedback turnaround timings.

Once again, students highlighted the negative impact that clustered deadlines have had on their academic performance and wellbeing (deadlines during their reading week, multiple deadlines on the same day and the clash between coursework, exams and dissertation deadlines).

In preparation for assignments, students would like to have more revision resources, such as mock tests, past exams or essay questions and respective responses. During SSLC meetings, feedback was raised concerning the lack of clarity around specific assessment details¹.

In individual assignments, programme reps stated that on some occasions the exams were more complicated and longer than expected, as some students did not have time to finish². Furthermore, students strongly stated their preference for a 24 hour exam period; in situations where this is not possible, students would like double the time they currently have to take into account the external factors, such as living in busy houses, sharing rooms and inconsistent Wi-Fi access. When comparing exams with coursework, students prefer coursework³.

Concerns around the productivity of group work recalls feedback from the previous report, where students continue to find it difficult to work in larger groups in the online context⁴.

The quality of feedback received and feedback turnaround timings remains to be an issue among students. Student would like more in-depth personalised feedback which enables them to improve in future assignments⁵. In terms of feedback turnaround timings, in some

¹ "Programme reps reported that often assignments are nonspecific and open to interpretation".

² "Programme reps reported that not many students were able to finish the end of term test. Test was 3 hours."

³ "Students have an anxiety around the online 24h exams, has this moved to coursework wherever possible?"

⁴ "When we are assigned group work, there are lots of students who struggle to make contact with members of their group and end up working in much smaller groups as half their members are not engaging."

⁵ "Programme reps reported that feedback on assignments have in some cases been very poor, often little indication is given to where the student has dropped marks or how they could have achieved a higher grade".

courses, feedback arrived later than initially predicted (depending on the course, the feedback should be expected three to four weeks after submission)⁶. Programme reps complained about the delays in getting feedback on formative assignments, in some cases students found it very hard to improve or perform well as the feedback only arrived after the deadline for the summative assessment⁷. In the SSLC minutes, students were told that some of these delays were due to the high volume of extension requests.

Course Delivery and Learning Resources

Consistent across all five Schools, students reported issues with teaching delivery, synchronous and asynchronous resources, group work in class, break-out rooms, learning resources and recordings.

Continuing issues around teaching delivery highlight that students feel the delivery of the classes is rushed, difficult to follow making it challenging to understand the content⁸. Additionally, programme reps highlighted that some academics could be quite intimidating in the language they use during class and as consequently students don't feel confident to ask questions⁹.

Where asynchronous teaching is being delivered, students continue to feel that due consideration isn't being given for preparation of live classes. Students reported the delay in receiving the PowerPoints or pre-recorded materials and requested for the standard to be three to five days prior to a lecture to allow students to prepare in advance to the live class. Other students also flagged issues with subtitles and problems with audio. Despite some of the issues mentioned, there were a strong number of students who were very appreciative of the material provided, rating them as excellent and very interesting.

Reports of the synchronous learning environments show that students were particularly worried about the low attendance¹⁰ and the lack of interaction during the live lectures. Programme reps stated that students are mostly silent in some live lectures, either because there is no opportunity to interact in class or because they do not contribute to the in-class activities¹¹.

Programme reps noted that group work can be challenging in class, when other students don't cooperate. In regards to break-out rooms, the opinion among students is divided depending on the interaction with other peers; if students are active and collaborating in the activities, the experience is well-received.

However, when this doesn't happen, one programme rep suggested having the activity with the whole cohort instead, so they could listen to each other's questions and responses from the lecturer¹².

⁶ "Programme Rep raised concerns surrounding feedback turnaround time and said it was often exceeding the three-week deadline."

⁷ "Students reported that receiving formative assessment marks & feedback after the deadline of the actual assessment made them feel like the formative assessment was useless"; "

⁸ "Programme reps felt that teaching of the module had been rushed and not enough opportunities to practice were provided, leaving students feeling inadequately prepared for the assessment.

⁹ "Students feel scared to ask questions in class and when they do, have not found the module leader's responses very helpful."

¹⁰ "Programme rep was concerned that there are about 16 students registered on the module but only 3 students have been attending the live sessions."

¹¹ "Programme reps noted tutorials were not engaging, as students are silent, and nobody gives input."

¹² "It was noted that many students were against breakout rooms due to lack of interaction and would prefer cohort to be together, so they were able to listen to each other's questions and responses from the lecture".

Furthermore, programme reps stated they would like recording of classes to be standard practice, even when classes go back to normal. Students find the recordings very useful for revision.

Finally, as a consequence of the second lockdown and not being able to visit the library, more students reported the lack of digital availability of some library books¹³, which was particularly challenging for modules that used these books as core reading for the classes¹⁴.

Although preferences for the return to face-to-face teaching vary among students, some programme reps stated that due to the issues such as Zoom fatigue and student isolation, they would like more face-to-face teaching and other activities, such as networking events, when possible.

In our Academic Communities' survey, the vast majority of students were excited at the prospect of a return to face-to-face learning. However, there were some concerns around returning to in person exams and losing the open book and 24 hour period of online exams and not being able to return to in person teaching as they are international students. Overall, students were keen to keep certain elements of online teaching, such as recorded lectures, even once things have opened up.

Online Learning - Technology

Emerging from the difficulties of online learning, access to technology continues to be a concern among students, as some students may be vulnerable to accessing hardware, IT equipment or a stable internet connection to complete their assignments. Students stated that issues with internet connect had sometimes interfered with synchronous teaching, in one situation the programme rep stated the lecture only lasted 20 minutes due to problems with internet connection (from the lecturer)¹⁵. Students were wondering if lecturers could be given more live support from the IT department¹⁶.

During Term 2, programme reps highlighted the difficulty in accessing software remotely, such as STATA, Gitlab and SPSS¹⁷, and the issues with the new VPN, as it was slowing down computers and causing a few other issues¹⁸.

Furthermore, some courses continue to use both MS Teams and Zoom for asynchronous teaching and online resources which can sometimes be confusing for students.

Support and Wellbeing

There were complaints regarding personal tutor support, as some student were confused as to what support they should expect¹⁹. Programme reps also raised the lack of support

¹³ "However, the availability of textbooks/online work (e.g. research papers) was somewhat a gamble, and not being able to easily go to the City library and take out a book during covid was difficult."

¹⁴ "ECM158 International Macroeconomics work is done chapter by chapter every week, but the book is not available online."

¹⁵ "Student rep mentioned that previous lecture (SMM464 Advanced Corporate Finance) only lasted 20 minutes due to problems with internet connection."

¹⁶ "Sometimes it has taken 20 minutes getting the lectures going and then there have been subsequent audio difficulties."

¹⁷ "Overall it has been good. I had some trouble connecting to SPSS and there were times when Moodle wouldn't let me log in."

¹⁸ "Complaints had been received from a few students regarding the new VPN. The Pulse Secure was slowing down their computers and was causing a lot of issues."

¹⁹ "SR were not aware about meetings with personal tutors, and students not always aware when these take place or if they are compulsory."

received and the delay in receiving responses to their queries²⁰.

More prominent than before, programme reps noted the lack of community, feelings of isolation and mentally burnout due to Zoom fatigue²¹ and workload²² created a big impact on the mental health and general wellbeing of many students. Students would appreciate staff or students to organise more regular meetings so that there are more opportunities to get to know each other²³.

Student Experience

Student Experience refers to all non-academic aspects that can impact the students' experience at university, such as access to facilities, timetabling, staff communications, graduation and careers. During term 2, programme reps noted issues with staff communications, course feedback, access to the library, graduation and tuition fees.

Feedback mentioning the quality of staff communications via email showed that students were unhappy with the slow responses to assessment and general queries from staff, module leaders and personal tutors, especially during the assessment period²⁴. However, feedback from our academic communities' showed students were satisfied with the support received, stating it was easier to access support while online.

A number of students found it difficult to track the changes in their timetables; in some situations, the timetable platform was not up to date and instead students were only notified about timetable changes via email²⁵. Students believe that sometimes communication can get lost because there are so many different places that staff post (such as Moodle, MS Teams). It would be beneficial for all staff to be consistent across the course in where they post information.

SSLC minutes highlighted comments about feedback not being taken seriously during these meetings, which lead to students feeling disheartened about the feedback process.

During SSLC meetings, SEC and SU Focus groups, programme reps complained about the library closure (Law and Business libraries) and the reduced access to the Northampton Square library during the lockdown period²⁶. Students were mainly unhappy about not being able to access a few books (that were not available online), as well as not having a study space for longer hours (each slot was only available for three hours).

In regards to Graduation, students enquired if the University has any future plans for graduation and if there could be a socially distant event at the end of the academic year. Finally, programme reps raised complaints regarding tuition fees, including the desire for lower tuition fees, given the current student experience, not being able to access the

²⁰ "MZ commented that students felt there was a lack of communication between staff and students poor e.g. personal tutor not responding for a few days"

²¹ "Programme reps reported that the online classes in term two caused an extra psychological element – zoom is creating a mental burnt out on the students"

²² "Programme reps highlighted that students feel far more stressed this term than last due to higher workload"

²³ "They also highlighted the difficulty in getting to know their peers. They find it difficult having conversations with people they've not spoken to before. They suggested monthly meetings to feel more connected to each other."

²⁴ "Student Rep commented that students felt there was a lack of communication between staff and students, e.g. personal tutor not responding for a few days or when exams were released didn't know where to find the paper and responses were not quick."

²⁵ "Timetables are sometimes not accurate as lab sessions are not mentioned and just an email telling students that they have lab isn't sufficient due to the many emails we receive from the university."

²⁶ "Programme reps noted some issues with library resources and services that, no notice given that library couldn't be used and they needed the university computers."

facilities and the disparities in experiences and costs of online teaching vs face-to-face teaching.²⁷

Advice Section (Extenuating Circumstances, Complaints and Academic Misconduct)

In this section, the Union's Advice Service have attempted to cross reference relevant data to the key themes mentioned in this report summary. It should be noted that not all students who raise issues at SSLC will request advice, and therefore Union Advice data is unable to give a full representation of students escalating issues.

Table 1: Number of cases advised on in Term 2 per advice category

Advice Category	Number of Cases
Not Specified	3
Academic Misconduct	37
Appeals	25
Changing/Leaving Course	4
Complaints	13
Extenuating Circumstances	73
Fitness to Practice	1
Other	1
Other Academic Issue inc Disciplinary	3
Progression/Assessment	1
Money Advice Signposting	4
Student Housing Matters	1

Table 2: Number of cases per School

School	Number of Cases
Business School	37
School of Arts and Social Sciences	31
School of Health Sciences	27
School of Mathematics, Computer Science & Engineering	43
The City Law School	23

In comparison to our last report, a significantly higher number of students in SASS, Law and SMCSE asked about the Extenuating circumstances procedure, as well as scaling and the no-detriment campaign during their SSLC and SEC meetings.

During the SSLC and SEC meetings, students had questions about the Extenuating Circumstances procedure (deadlines and the resit period), the number of resits they could take, the Zero Weighting policy and a few concerns regarding possible delays to graduation.

From the comments, we could see that some students used the extensions to space out their deadlines²⁸.

²⁷ "The students raised the issue of tuition fees being too high for an online learning service and indicated that some students have expressed a desire for lower fees. It was suggested that the cost to the university teaching online was lower and should be reflected in fees."

²⁸ The chair noted that students have been advised that extending deadlines into late April will give students less opportunity to study for exams

Some students The Union Advice advised expressed frustration with different Schools having different extension policies, with some having to fill out a form and some having to submit an extension request via an EC claim.

At the moment Union Advice records extension requests under the Extenuating Circumstances category as they fall into the same policy category. However, after seeing the SSLC comments on extensions we may include a separate sub category so we can better analyse these cases in the future.

Table 3: Number of Extenuating Circumstances cases advised on per School

School	Number of Cases
Business School	21
School of Arts and Social Sciences	11
School of Health Sciences	10
School of Mathematics, Computer Science & Engineering	20
The City Law School	13

Extenuating Circumstances was the category Union Advice advised the most cases on, with 73 in total (a **35% increase** from this time last year). We believe this is due to the new EC policy being introduced and students needing further guidance to understand the changes. As part of City's Covid-19 mitigations students are also able to submit EC's up until the Assessment Board publishes their final results. This has meant that we have been advising many students on submitting EC claims well pass the usual 7-day EC deadline.

Of the 73 EC cases we advised on, 20 were related to Covid-19 and 21 were mental health related.

We advised on 4 EC cases that related to students experiencing IT issues.

In the SSLC minutes, students added that in some occasions, better signposting to the relevant services, such as the Academic Skills team, Counselling and Mental Health or Personal Tutor Support should be in place in addition to the extension.

Table 4: Number of students Union Advice signposted to different support services in Term 2

Service Name	Number students signposted
Academic Skills	6
Citizens Advice	1
MAS - Housing Advice	1
Student Finance England	1
Togetherall (online)	3
University Academic Skills	1
University Counselling Team	8
University Digital Inclusion	1
University Mental Health Team	4
University of London Housing Service	1
University Student Funding team	3

We recorded 30 signposted students in total, which is 19% of the total amount of students we advised in this term. This arguably evidences the need for further signposting in Schools.

During Term 2, students felt that the second, more recent lockdown had been extremely hard on them, and hoped for a no-detriment policy to be confirmed. During the SEC meeting, students were confused about the term 'no-detriment', but were appreciative of the measures in place.

From the SSLC comments, students were concern about plagiarism and collusion. Programme reps asked if a session on collusion and plagiarism could be implemented, so that students are taught the difference between collusion and having a study group. Furthermore, programme reps asked a few questions regarding Turnitin, in specific whether it would be possible to access Turnitin reports prior to submitting assignments and if there was an acceptable Turnitin percentage for summative coursework.

Academic Misconduct cases were spread across all Schools, but the highest amount came from the School of Mathematics, Computer Science & Engineering.

Table 5: Number of Academic Misconduct cases advised on per School

School	Number of AM Cases
Business School	8
School of Arts and Social Sciences	9
School of Health Sciences	4
School of Mathematics, Computer Science & Engineering	14
The City Law School	2
Total	37

38% of the Academic Misconduct Cases we advised on were relating to collusion and 39% plagiarism.

Of the 13 Complaint cases Union Advice advised on this term, 12 were course related with the students involved expressing dissatisfaction for how their course was being conducted. These complaints all included issues relating to the standard of online learning delivery.

Table 6: Number of Complaint cases advised on per School

School	Number of Complaint Cases
Business School	3
School of Arts and Social Sciences	2
School of Health Sciences	2
School of Mathematics, Computer Science & Engineering	5
The City Law School	1

As the numbers above are low, we will not be filtering the data by course department in order to protect confidentiality.

Summary of Issues Raised in Term 2 by School - 2020/21

In this part of the report, we highlight the most prevalent issues by School. Though we have offered university-wide recommendations and analysis above, numerous issues have been shown to be school-specific during the analysis of SSLC & SEC meeting minutes, as well as feedback provided by Academic Communities. For example, the delivery of electives and career opportunities were more prevalent in the Bayes Business School, whilst in CLS students were more concerned about access to learning resources. Though we will be dealing with school-specific issues, we will identify concerns even in the case that they intersect with concerns in other Schools or all Schools. This approach allows us to properly gauge the severity and specificity of issues in the student body. In Appendix 2, there is a table which breaks down how prevalent themes were in each School.

School of Arts and Social Sciences

Regarding assessment and feedback, students continue to raise concerns around clustered deadlines²⁹, assessment guidance not being clear (both for coursework and exams)³⁰ and the late release of grades and feedback (exceeding the three-week standard)³¹.

Our academic communities' survey flagged concerns with the quality of feedback, indicating that the programme which most significantly reflected on results not being detailed enough was Psychology, with all psychology respondents stating that their feedback lacked detail. This wasn't the case for English and Publishing students who stated that their feedback was informative.

Additionally, students would benefit from having more revision materials available, such as mocks, journals, excel help links or formative assignments for some modules³².

A number of students were particularly concerned about the impact of lockdown in their learning. UG Music students felt that the learning outcomes for their assessment were compromised by the latest lockdown; it prevented students from accessing the studios and use the equipment to apply the methods they previously learnt theoretically³³. Students also requested more access to cameras and equipment, as well as microphones for podcasting.

Students raised issues with accessing software remotely, especially with the introduction of the new VPN. In PG Economics, students had to figure out how to use the VPN themselves in order to complete ECM308 Econometrics coursework as unfortunately IT support was closed over the holiday³⁴. Furthermore, programme reps would like additional support with SPSS.

²⁹ Student Rep said a lot of the coursework where due on the same date and not staggered.

³⁰ Clear questions and guidance needed for how to answer question in exam; Lack of clarity around specific assessment details; Increased clarity on assessment criteria (this issue was identified specifically in relation to assessment component 1 of MS&T); EC2016 Assignment 1 instructions could have been clearer.

³¹ SR received feedback that there was a delayed in the release of some marks. For example, EC3017 Applied Econometrics was very late.

³² Students asked for more mocks or formative assignments particularly in regard to the MU1073 exam; More resources for assessments would be liked, for example, journals or excel help links.

³³ MU1073 Sound Recording and Studio Techniques, portfolio 1: students felt that the learning outcomes for this assessment were compromised by the latest lockdown as it prevented students from accessing the studios and use the equipment applying the methods they learnt theoretically.

³⁴ H A-G Students were not informed that new VPN was to be used. It was needed to access STATA to complete ECM308 coursework over the winter assessment period. Open VPN was being used but stopped working over the holidays. New Pulse Secure VPN instructions for use were not sent out to students until after Christmas. Students had to figure out how to use it themselves in order to complete ECM308 Econometrics coursework to

Where careers support was of focus, it is highlighted that programme reps would like more support on how to write a cover letter and learn how to market themselves to employers. Additionally, they felt there was not enough support on careers or further studies and were wondering if compulsory meetings could be used to discuss next steps.

Postgraduate students have requested if teaching, support sessions or activities could happen on campus, Covid-19 permitting.

Lastly, a recurring theme in SASS, students flagged the lack of staff diversity³⁵. In previous reports students flagged the lack of curriculum diversity, it would be valuable if the university moved to address diversity across the school.

Recommendations:

- Working with the Careers department, programme leads should demonstrate how the course content could contribute to students' employability and future careers.
- The Student Attainments Project's school action plan should include an aim to improve the diversity of staff across the school, in addition to the curriculum content as mentioned in the Term 1 report.
- In the anticipation of future lockdowns, there should be a plan which allows students who rely on resources on campus to have remote access to them. If inaccessible from home, other arrangements should be made, for example but not limited to Music and Journalism students.

the deadline as IT support was closed over the holiday. Cloud Paging Player (needed to run STATA) was no longer validated on Apps Anywhere on Open VPN over Christmas.

³⁵ Programme reps reported a lack of non- white teaching staff.

Bayes Business School

Concerns from students about assessment reflected that students felt there was not enough support provided during the examination period; students stated the exams were harder and the questions more complicated than expected, in addition to the challenging time constraints when completing the online timed assessments. Similar to the feedback from other Schools, students raised issues with collaborating within groups and whether there is an easier way to facilitate group meetings like being added to timetables so students have it in their calendars.

Pertaining to UG Careers opportunities, programme reps would like to see a wider variety of placements available³⁶, as some students are on placement course but still find it very difficult to find a placement. As for Careers events, students noted the online Alumni events organised this year were not as good as the in-person events. On the other hand, PG students shared positive feedback on PG professional development sessions during the SEC meetings.

Programme reps raised concerns about the availability of electives, as some were not available anymore due to the low demand, as well as delivery of international electives³⁷. Students would like to get an early plan of elective briefings.

In regards to international electives during this academic year, students enquired if there would be a refund due to non-delivery of International Electives, the switch to online classes and diminished overall MBA experience. Overall, tuition fee refunds were once again mentioned in the Business School due to the disparities in experiences³⁸.

Similar to other Schools, programme reps were concerned about accessing library resources from home³⁹ and raised questions about accessing library spaces during Term 2⁴⁰.

One programme rep asked for clarification on the BMP extension procedure.

Recommendations:

- Providing students with revision resources that reflect the level of knowledge and understanding required.
- Bayes should conduct research to understand why there is a difference in expectations on assessment format and content.
- Support for finding placements should be increased and staff should aim to diversify the choice of placements available to students.

³⁶ "Programme reps reported that the attendance from Corporate Finance and Finance businesses at the careers fair were quite poor and those that were there had very limited availability."

³⁷ Programme reps raised concerns on how some international modules and electives will be delivered; Some reps again enquired about the viability of international electives in 2021. At present, we were not able to offer any information about Term 3 and what might be feasible.

³⁸ Programme reps raised concerns of the disparities in experiences and costs of online teaching vs face-to-face teaching.

³⁹ An SEC rep then asked if it was possible to increase the limit on downloading book chapters per day.

⁴⁰ SEC reps did comment that some students were unaware of the services and provision the library offered.; Another issue raised was the apparent lack of study spaces currently available.

City Law School

A number of students raised concerns during SSLC meetings, SEC and SU focus groups regarding the access to hard copy books⁴¹, in particular the delay in receiving the copies⁴². Students were worried about not being able to access books only available in the Law Library during the lockdown period⁴³.

Students in the BVS course complained about the lack of clarity in exam guidance, in particular the instructions for filmed assessments and level of monitoring in the proctored assessments.

Issues raised in LLB3 SSLC meetings discussed the untimely communication as affecting stress among LLB third year students⁴⁴. In addition to this, a programme rep offered the opinion of replacing online 24 hour exams with an alternative method of assessment such as coursework⁴⁵.

Similar to feedback collected at Law SEC, some students prefer live classes whilst others prefer the pre-recorded material. Students agreed that pre-recorded materials should be no longer than 2 hours and this should be consistent across all modules. In terms of live tutorials, students agreed that 1 hour tutorials do not allow students to engage and can feel rushed – students would like tutorials to be 2 hours long or to happen more frequently.

In light of student's comments on Careers, more support is desirable for students who are not yet working in the legal field⁴⁶. During the SSLC meeting, the students were signposted to the networking events hosted by the Law School, as well as the existing online resources provided by the Careers team. From the data collected at SSLC and SEC meetings, it seems that students are not aware of some of the events organised by the School or what support is already available online.

Recommendations:

- Careers calendar should be made available on Moodle so that students are updated and informed on upcoming networking events and support activities.
- Pre-recorded material should be no longer than 2 hours and this should be consistent across all law modules.
- Live tutorials should be more frequent and longer than 1 hour to increase engagement.
- All books in the Law library should be made available online.

⁴¹ Programme reps raised a concern that students were not informed beforehand that they will only be receiving a few hard copy textbooks.

⁴² Programme reps raised concern over the delays in receiving hard copies of Blackstone's Criminal Practice.

⁴³ "We did not have digital textbooks and access to the law library was almost non-existent."

⁴⁴ There was a lack of communication about the national lockdown. Students were waiting to hear from the university, however communication came a week into the exams after the lockdown was announced, causing stress.

⁴⁵ Students have an anxiety around the online 24hr exams, has this moved to coursework wherever possible?

⁴⁶ Student Rep asked whether there was any career advice for students who are not yet working in a legal field.

School of Health Sciences

Students in the SHS found distance learning particularly challenging during Term 2. They highlighted not only the online fatigue from the amount of screen time required now that the course is being carried out remotely, but also the difficulty in getting to know their peers and creating a community⁴⁷. First-year students were apprehensive about going into clinical practice and would benefit from speaking to 3rd year students.

Students felt that one supervisor in the labs was not enough in some occasions and were asking for additional supervisors to be allocated in Optometry Y2⁴⁸ and Y3⁴⁹.

Similar to the feedback received during the last term, students seemed to be worried about revision and would benefit from more revision materials being provided, such as questions & answers, past exam papers and full individual feedback for assessments/exams. Additionally, students would like further guidance on how to complete some of the assessments.

In SHS particularly, students raised a couple of times they would like to have access to marked exam papers to understand where improvements can be made⁵⁰.

A number of students raised concerns regarding the quality of the feedback received and would prefer more individualised feedback⁵¹.

Recommendations:

- Schools and the Students' Union should work together to create the opportunity for academic communities and their members to feel more connected to each other. They should also develop a plan to create a digital community for students on placement.
- Schools should work with the Alumni department to put on more alumni events to inform students on the prospects of their degree.
- Provide better access to marked exam papers for students to understand where improvements can be made.

⁴⁷ They also highlighted the difficulty in getting to know their peers. They find it difficult having conversations with people they've not spoken to before. They suggested monthly meetings to feel more connected to each other.

⁴⁸ Would also like more than one supervisor, similar to OV2004.; Positive feedback overall but would like more than one supervisor in labs if possible.

⁴⁹ Some groups feel additional supervisors are needed as one not always enough, especially in BV.

⁵⁰ "Would like to view original test papers to see where went wrong"

⁵¹ (Year 3 Diagnostic student representative) stated some students were not pleased with feedback they had received, they wanted more specific feedback to increase their grades.; Students were requesting more feedback on RD1034.

School of Mathematics, Computer Science and Engineering

A number of students were concerned about the teaching delivery for some of the modules, as students were feeling confused about the content and required more support on how to apply their knowledge when completing their assignments. Programme reps asked if there could be more engagement during the live-sessions between the lecturer and student ⁵².

Students were unhappy about the staff communications via email, as academics can take a long time to respond to queries. Furthermore, a number of students find it difficult to understand the recorded materials. The complaints were around the bad quality of some of the videos, as well as the unclear lab and software instructions⁵³.

Students in SMCSE raised issues with accessing software remotely (Gitlab), especially with the introduction of the new VPN, which was slowing down their computers and was causing a lot of issues.

Where revision for assessments was concerned, students would appreciate if academics could provide solutions for tutorials⁵⁴. Students raised concerns about the guidance provided for some assignments⁵⁵, as well as the time constraints when completing online timed exams⁵⁶.

Similar to other Schools, students would like to have more industry specific careers support⁵⁷.

Recommendations:

- There should be time allocated throughout a live lecture for students to ask questions of their academic. At a minimum, it should be mid-way through the lecture and towards the end.
- Further support sessions should be set up during the week in order to consolidate students' understanding from pre-recorded content.
- Providing more industry specific careers support; this should be accompanied by professionals employed by notable companies related to STEM.

⁵² Request for a change in the way lectures were delivered was raised, encouraging more class engagement between the lecturer and student. He said students had a lot of questions, and because it could take two to three days to receive a response, it delayed their learning.

⁵³ Fellow students raised the issue with lab instructions being difficult to understand. He also reported that videos used for EX2010 Mathematics II synchronised lectures were of bad quality and very unclear to students.

⁵⁴ Concerns with CV3501 Geotechnical Engineering were raised by the Programme Rep, who mentioned that the lack of solutions for tutorials was not an ideal preparation for assessments.

⁵⁵ Students were informed to make a poster but were given vague and non-specific instructions

⁵⁶ The two hour duration (plus 45 minutes scanning and uploading time) of the EE2701 Introduction to Biomedical Engineering exam in January 2021 did not provide students enough time to answer all questions.

⁵⁷ Programme Rep raised the cohort needs more support with professional guidance which is industry specific.

Appendix 1: City Wide Recommendations – Term 1 2020-2021 Report

Recommendations

1. No assessment be held with a completion window less than 24 hours.
2. All schools develop and make permanently available:
 - a. resources which clarify for students the use, safe operation, expectations, and management of remote learning platforms including Zoom, Teams, and Moodle, and other essential software such as is appropriate.
 - b. resources which clarify for lecturers, staff, and other users, the optimum use, best practice around, and standardised implementation for remote learning platforms including Zoom, Teams, and Moodle, and other essential software.
3. All schools make available and accessible on a permanent basis, resources which aid study, revision, and learning for the purposes of assessment, including but not limited to past papers, mark schemes, FAQs, worked answers, exemplary answers, and assessment criteria
4. All schools conduct full reviews of online, remote, and blended learning approaches with a view to improving quality, logistics, timetabling, and workload with the expectation for delivering the highest possible quality education in a sustainable way for students with these as the primary modes of delivery for at least the 21-2 academic year.
5. All group assessment be abandoned for the duration of remote learning.
6. The proportion of hours dedicated to non-assessed peer-to-peer learning is increased such that no less than half current synchronous study time may be represented as dedicated peer-to-peer learning for the promotion of academic community and a more collegial study environment.

Appendix 2: SASS Implementation Update

Term 1 School based Recommendations

1. For course officers to liaise with the Academic Skills team to organise a larger number of support sessions for different courses.
2. To reconsider the value of group assessments in the context of online learning and abandon group assessments if necessary.
3. To deliver school specific careers fairs targeted at the needs of specific student groups based on course of study.
4. To convene a meeting with SU EDI ambassadors and systematically develop an ongoing plan of action to understand and deliver what students want in terms of a diverse curriculum.

Updates on School based recommendations:

- Literacy sessions piloted; SASS Academic Skills Staff agreed to do a pilot project within economics department.
- Student support team is being developed
- School specific careers fairs haven't happened.
- There is a newly reported EDI dean, however, there are lots of working groups, and things are not yet coordinate.
- An EDI Project was launched this academic year. The Associate Dean will look through what can happen and taking the suggestions forward to the right places

Updates on City wide recommendations

School update:

- SASS Generally are holding 24 hour exams, there is debate on what is acceptable within Economics due to collusion concerns.
- SU is doing an Academic Misconduct campaign, a senior staff member has supported to produce that information.
- On recommendation 2 - Sass have been working hard to work with LEaD to produce online learning support materials
- The School needs to check that it is making available and accessible on a permanent basis, resources which aid study, revision, and learning for the purposes of assessment, including but not limited to past papers, mark schemes, FAQs, worked answers, exemplary answers, and assessment criteria.
- On School has a quick turnaround on feedback about online learning platforms used.
- On 5 group assessment (summative) has totally been abandoned unless PSRB, and Group assessments now have the option to submit individual submissions for their assessments.

Appendix 3: Bayes Business School Implementation Update

Term 1 School based Recommendations

1. To develop a suite of online guidance and training for Staff recommending best practice and optimum efficacy in the use of remote learning platforms and software.
2. To deliver dedicated summer training sessions for staff in the use of remote learning platforms.
3. For no module to be planned or presented to students, internationally or locally, for Face-to-Face delivery without a sufficient online learning alternative planned.
4. To re-evaluate any international modules planned for on-site delivery and redevelop this content for full-online delivery.
5. For no assessment to be held for a time window of less than 24 hours.

Updates on School based recommendations:

Points 1 and 2.

Across all programmes, we delivered training, via Cass Digital and LEaD, to all faculty who signalled an interest before the start of term 1 and again before the start of Term 2. These sessions described how to structure online modules and how to employ common tools for online learning. Sessions were recorded. The live sessions allowed faculty to discuss their plans and needs with the instructors.

The training includes 5 sessions for all faculty:

Session 1: Blended learning essentials: an introduction

Session 2: Creating engaging lecture recordings

Session 3: Designing activities and assessments in Moodle

Session 4: Delivering Synchronous Sessions Online (with Zoom)

Session 5: Teaching your module online (Delivering)

The specific planning varied somewhat across the programmes as the UG planned from the start to have more online material and the MBA aimed for more face-to-face teaching, while the MSc programme was in the middle.

A similar approach will be followed for the 2021/22 academic year and training courses for staff will start in the summer. However, we plan all programmes to follow a more uniform approach which emphasises hybrid delivery to improve student experience throughout the School.

Point 3:

All programmes had a clear plan for delivering online alternatives if F2F modules could not be delivered and, in fact, that plan was implemented in Term 2 as lockdown forced all activity to be online. The differences across programmes in their initial plans led to Term 2 being a greater departure from student expectations in the MBA programme (which was meant to be F2F and could not) than in the UG programme (which was meant to be mostly online and went all online).

Point 4:

This applies almost uniquely to the MBA Programme as the UG programme has no international modules and the MSc programme cancelled all its international electives from the start. The MBA Programme faced a difficult problem: the international electives are not replaceable by online equivalents as the experience to travel abroad and visit another country is a big component of the student experience. Although some of the electives were replaced by online products, many were not replaced at all and students will be given a

chance to participate to international electives in the future. Regrettably, the unpredictability of the pandemic has implied that the MBA Programme have held off cancelling international electives as late as possible and students have become frustrated at the delays in communication. Managing communication better is certainly a lesson learnt for the future.

Point 5:

we do not plan to revert to the 24 hour assessments that we ran in the emergency period in early 2020. Tightly timed online assessments will be our default for reasons that we have explained many times over. The 3 key reasons for continuing with shorter timed assessments are:

- The assessments can look much more similar to past papers which helps students prepare. A 24 hour assessment needs to be completely redesigned so students cannot use past papers for revision.
- An open book shorter timed assessment better differentiates students as though the student can look up answers or collude with others there is an associated penalty in terms of time doing this.
- Our experience in term 3 last year showed us that this approach led to a distribution of grades which was broadly similar to previous years. Our external examiners commended us on our approach and highlighted that many universities who went with the 24h approach had ended up with tightly bunched grades that ultimately had to be scaled

We acknowledge that the shorter window might cause issues for some students and contingencies were put in place.

- For time zones, any student who had an assessment outside of a 9am-9pm window was offered special arrangements
- The SYAS policy was implemented across the board.

Appendix 4: City Law School Implementation Update

Term 1 School based Recommendations

1. To guarantee student access to essential resources and textbooks (physical or virtual) through such initiatives as hardship funding and digital poverty funding.
2. To improve student-staff contact by exploring the employment of research students or short-term staff in teaching, thereby reducing the student: staff ratio.
3. To facilitate more peer to peer learning and interaction such as including a greater number of tutorials in learning schedules, and considering other sector best practice.
4. For no assessment to be held for a time window of less than 24 hours.

Updates on School based recommendations:

Access to books and other literature:

Bar and LPC students receive all core texts as part of their course fee. Due to the pandemic these texts were provided in a mixture of hard copy and eBook format, depending on the nature of the book and how they would be used in teaching and assessment. The hard copies had to be delivered to students' homes and there were significant difficulties in achieving that, particularly in relation to one publisher (OUP), who simply didn't have the necessary logistical set up to cope with it. This mostly affected BVS students who did experience some significant delays in receiving the books, although they had access to e-copies in the interim.

There were also some difficulties accessing the Library's Law collection early in the most recent lockdown due to CLSB being closed, but that this was remedied by the Library. I think there were also some issues with particular Law books (especially those published by OUP) not being readily available in electronic format which, of course, has created challenges this year. We did review all core reading on the LLM (Master of Laws) last summer and changed reading lists to ensure only books which were available electronically were included – and even supplied students with copies of one essential text which simply couldn't be accessed in e-format – but this may have limited the range of books students could access this year.

Assessments:

For the LLB and GE LLB these are now a mix of 24 hours exams (this avoids any problems for students in different time zones) and coursework. The latter is released before the assessment period to ensure students can manage their time. For COVID there has also been a very generous extension option, allowing student 2 extra weeks for coursework's. For year 1 students, with no electives we can spread the assessments out. This becomes more problematic in years 2 and 3, because of the number of electives students effectively have individual timetables. We do, however, ensure that the most popular modules are spread out as much as possible. For the professional programmes, the assessment calendar is available to students from the beginning of the academic year, but there were some significant problems around assessments prescribed by external regulators, and over proctoring of assessments, particularly on the Bar course. We worked very hard to overcome these, and the Bar Standards Board's own inquiry into the problems largely exonerates the educational providers (such as CLS). For reference, see: <https://www.barstandardsboard.org.uk/resources/bsb-publishes-independent-review-of-the-august-2020-bptc-exams.html> However we all recognise that wherever and however problems arose in assessments last summer, these had significant impacts on many of our students and that is highly regrettable.

Workload: Some of the changes to assessment which we have now introduced should make this more manageable, but we do recognise the high levels of assessment on all our

programmes. For the professional programmes, this has to do with external regulatory requirements we can do little about. For the academic programmes this is under our control and arises from structural choices in the design of the programmes which we are now reviewing. We also recognise that some of the flexibility we've introduced in order to enable students to participate in online and blended learning over the course of 2019/20 and 2020/21 can make time management more difficult. This is a difficult problem to solve, and we imagine is common to other Schools in the University.

Tutorial recording:

This is an issue which comes up regularly and it's perhaps worth nothing we would not have the facility to do this for the majority of classes if they were taught on campus. There are also significant concerns about the appropriateness of recording tutorials/seminars which are all about student participation and interaction, and, on professional programmes, practising skills. Students need to attend and participate actively in these classes. There are also concerns that students are less likely to participate actively in a class if it is being recorded. In skills classes such as Advocacy, students' individual performances and feedback are recorded so that they can review them later, but each student only has access to their own performance, it would not be appropriate to make them available to the whole group. For one particular programme (the Graduate Entry LLB), the timing of tutorials has been changed to enable participation in the students' own time zone. We have also been exploring the possibility of recording one tutorial in each set so that students can review it, and allowing more flexibility in moving between groups. But there are problems with data protection and consent of participants to recording, and with getting engagement and stimulating a sense of community and continuity within tutorial groups, which has potential adverse consequences in terms of student experience. These are difficult balances to strike.

Appendix 5: School of Health Sciences Implementation Update

Term 1 School based Recommendations

1. To avoid the scheduling of synchronous remote classes and on-site study on the same day.
2. To convene a fortnightly placement forum or meeting for placement students, to include external placement staff and facilitated by university staff to feedback and discuss issues concerning placements and offer a clear structure for feedback to be escalated to placement sites.
3. To produce a suite of online resources including past papers, worked solutions, and other revision aids available for and applicable to all assessment periods.

Updates on School based recommendations:

Point 1:

This was actioned for all on campus teaching where possible and is being factored into planning for 2021-22.

Point 2:

Fortnightly or weekly drop forums were arranged for students on placements for Term 2 and Term 3 as per this recommendation.

Point 3:

PDs were asked to review assessment arrangements for Term 2 and Term 3 and ensure a consistent approach was being used with regards to past questions etc. In addition, a more in-depth review of assessments will take place for 2021-22 with the aim of ensuring there is enough opportunity for formative assessment and feedback, and to review the number and types of assessments used. This work is being led by the AD (EQ&SE).

N.B.

In addition to the above, this year Programme Directors and Module Leaders have been working on providing consistency in the presentation of online materials via Moodle. For the next academic year, in SHS we will be reviewing module pages for consistency and ease of use. In addition, specific activities will be arranged for induction week to orientate students to the various platforms used (e.g. Zoom and/or MS Teams)

We can also confirm that all online SHS assessments have been set with a 24hr completion window (with the exception of some PSRP regulated assessments)

To support staff, LEaD have been running weekly drop-in sessions to support staff with regards to online teaching. These have been well attended. In addition, staff have supported each other via weekly/fortnightly meetings to discuss new online teaching methods etc. This summer we will be reviewing what has worked well and where there are further training needs to support staff for 2021-22

Actions to recommendations, to be read in conjunction with Summary School Report SHS Term 2 Student Survey

Appendix 6: School of Mathematics, Computer Science and Engineering Implementation Update

Term 1 School based Recommendations

1. For academics to provide exemplary answers and worked solutions for assessment questions via Moodle or other format in good time prior to the release of assessments, or otherwise justify why such provision would not be possible.
2. To produce a suite of online guidance workshops supporting students in the use of remote learning platforms and technologies, to be permanently accessible to all students via Moodle.
3. Of particular relevance to this school, for no assessment to be held for a time window of less than 24 hours.
4. For tutors or Course Officers to ensure that students have access to the necessary equipment and software needed to study and complete assessments.

Updates on City wide and School based recommendations:

1. Study material:

we informed all Head of Department s to implement the study material expectation. We then followed it up after receiving a student/SU complaint that it is not completed. In 2-3 modules gaps were identified and then the academics were contacted to publish the material before the exam.

2. Quality of teaching:

We shall continue with the Task Force to manage the teaching quality this year as well. We are now joined by Professor Neil Audsley, Deputy Dean who is focused on improving all aspects of our Education and Learning offer. STEM Digital Studio is progressing as planned, to be ready for use in July 2021.

3. Marking of Group Working:

We shall issue a guideline to assess individual contribution in such a project/activity.

4. Clubs and Society:

We would like to work with SU to support and start more attractive Clubs and Societies. For example, we supported the Robotics Society. We are also going to launch a student chapter of Engineers with Borders UK (EWB UK) this year. We have launched a strategic partnership with EWB UK: <https://www.city.ac.uk/news-and-events/news/2021/04/city-joins-forces-with-engineers-without-borders-uk> . We are also interested in supporting online clubs in the future.

5. Online training material:

we are working on a guidance on quality assessment of the material in collaboration with LEAD. The Studio will be used to re-record any poor-quality teaching material, once identified

6. IT requirements and issues:

All systemic IT issues will be co-ordinated with IT by Sophia Hutchinson, Operations and Digital Learning Manager for the School (new) on regular basis. The IT requirements to study are already on the web here: <https://studenthub.city.ac.uk/help-and-support/studying-online>

Appendix 7: Student Voice Report – Themes

In this appendix, we can see the original 13 original themes used for coding the SSLC minutes. From the 13 themes, we came up with 5 areas of concern City-wide among students: Assessment & Feedback, Course Organisation and Learning Resources, Online Learning (Technology), Support and Wellbeing and Student Experience.

Table 7: Description of Themes

Code	Themes	Description:
ASG	Assessment (General)	Timing for assessments, method of assessment, guidance/preparation, Deadlines
RF	Results and Feedback	Assessment feedback and marks for assessments, turnaround time and feedback quality
SE	Student Experience	Communications, Socialising, Providing Feedback, Societies, Graduation
CO	Course Organisation	Lesson types, contact time, more sessions, content of lectures, course content, module choices
LR	Learning Resources	Uploading resources to Moodle, quality of recordings, no subtitles etc, assessment guidance, digital textbooks
OL	Online Learning	Items specifically relating to problems created or increased by online learning, cameras on/off and breakout rooms
TN	Technology	Connectivity problems, Software access, Zoom and Teams, Moodle
F2F	Face-to-Face	A need for face-to-face, students looking forward to face-to-face, in person exams or assessments
SP	Support Services	Personal tutor support, Academic Skills, Wellbeing services
EO	Employability and Opportunities	Careers, modules choices, skills, networking
CW	Community and Wellbeing	International Students, loss of interaction, wellbeing concerns, mental health, socialising with other students
PM	Placements	
TF	Tuition Fees	

Table 8: Coding of themes per School

	Assessment (General)	Results and Feedback	Student Experience	Course Organisation	Learning Resources	Online Learning	F2F	Technology	Support Services	Employability and Opportunities	Community and Wellbeing	Tuition Fees	Placements
SASS	48	27	19	46	37	30	8	21	9	4	19	2	1
Business	6	1	3	6	2	1	3	2	0	8	3	2	0
CLS	14	2	5	14	11	6	3	4	0	2	3	0	0
SHS	16	5	8	23	15	10	4	9	3	1	3	0	4
SMCSE	34	8	8	25	14	7	2	13	4	2	5	0	0
Total:	118	43	43	114	79	54	20	49	16	17	33	4	5

Appendix 8: Themes (most popular in each school)

In this appendix, we show the most prevalent themes for each School (from the most to the least common). As we mentioned above, Assessment & Feedback, Course Organisation and Learning Resources were the main themes in the majority of the Schools, apart from the Business School which had a heavy focus on Employability and Opportunities.

Tables 9a-e below show the most popular theme per School:

Assessment (General)	48
Course Organisation	46
Learning Resources	37
Online Learning	30
Results and Feedback	27
Technology	21
Student Experience	19
Community and Wellbeing	19
Support Services	9
F2F	8
Employability and Opportunities	4
Tuition Fees	2
Placements	1

Employability and Opportunities	8
Assessment (General)	6
Course Organisation	6
Student Experience	3
F2F	3
Community and Wellbeing	3
Learning Resources	2
Technology	2
Tuition Fees	2
Results and Feedback	1
Online Learning	1
Support Services	0
Placements	0

Assessment (General)	14
Course Organisation	14
Learning Resources	11
Online Learning	6
Student Experience	5
Technology	4
F2F	3
Community and Wellbeing	3
Results and Feedback	2
Employability and Opportunities	2
Support Services	0
Tuition Fees	0
Placements	0

Course Organisation	23
Assessment (General)	16
Learning Resources	15
Online Learning	10
Technology	9
Student Experience	8
Results and Feedback	5
F2F	4
Placements	4
Support Services	3
Community and Wellbeing	3
Employability and Opportunities	1
Tuition Fees	0

Assessment (General)	34
Course Organisation	25
Learning Resources	14
Technology	13
Results and Feedback	8
Student Experience	8
Online Learning	7
Community and Wellbeing	5
Support Services	4
F2F	2
Employability and Opportunities	2
Tuition Fees	0
Placements	0