

# City Students' Union | Term 1 Wrapped Survey Report

## Introduction

The Term 1 Wrapped survey was published at the end of term 1 and aimed to capture student feedback on their experiences in term 1. There were a total of 488 responses from students. The survey was incentivised to encourage students to respond. Students were asked to rank their satisfaction of various aspects of their academic and wider student experience using a Likert scale. Students were also given the opportunity to provide qualitative responses to how their academic and wider student experience at City could be improved.

Most students who completed the survey were undergraduate students with 28% of respondents first year, 18% middle year students and 14% final year. A further 33% of respondents were postgraduate taught students and 3% were postgraduate research students.

The majority of survey responses came from students in the School of Art and Social Sciences (28%) and The Bayes Business School (28%). This was followed by The City Law School (17%), SHS (15%) and the School of Maths, Computer Sciences and Engineering (15%).

A breakdown of all results by school can be found in the appendix.

## Academic experience

Academic Experience	Satisfaction
In person teaching	83.08%
Quality of teaching	82.26%
Academic Support	75.63%
Communications from your programme	75.57%
Study space on campus	74.94%
Communications from your school (SASS, SMCSE, SHS, Bayes, Law)	72.30%
Assessment and Exam Feedback	69.32%
Online learning	65.12%
Module selection for the next academic year	58.63%
Personal Tutoring	52.74%

Overall, students were incredibly positive about **in person teaching**. This was clear across all schools, particularly The City Law School (Law) where 89% of students were satisfied with the in-person teaching they received. Overall, students were satisfied with the quality of teaching they received. Students in The Bayes Business School (Bayes) were most satisfied with 88% in comparison to students in the School of Maths, Compute Science and Engineering (SMCSE) who were the least satisfied with 72.7%.

**Personal tutoring** was the area of the academic experience where students were least satisfied. This was prominent across most schools other than the School of Health Sciences (SHS) where 75% of students were satisfied with the personal tutoring they experienced. Students in Bayes were notably dissatisfied with only 36% of students satisfied with personal tutoring. This highlights that despite students being least satisfied with personal tutoring, their experiences vary across the schools.

### How could the academic experience be improved?

An increase in **exam and assessment support** was one of the most frequently suggested improvement. Students commented on the need, on some courses, for content to make more direct links to upcoming assessments and exams. Some students felt that academics could provide more guidance on the format of assessment and the content and materials that would be required. To support revision and preparation for assessments some students requested essay writing classes. Students frequently requested access to past papers and mock questions in order to be able to prepare effectively for exams and assessments.

Many students were critical of their experiences with **personal tutoring**. Some students were critical of the quality of their personal tutoring sessions, requesting more of a wellbeing focus during the sessions. Other students commented that they wished the sessions would be longer and more frequent. Other students reflected on not having had a personal tutoring session yet or that their personal tutor has not been in contact with them.

The quality of teaching and of **online teaching** were raised frequently by students. Students in particular asked for more interactivity during online and face to face teaching. The quality of sound for online lectures was a particular issue raised by students. Some students were critical of recordings of lectures from previous years being used for this academic year. Some students suggested that moving online lectures in person would increase the quality of the teaching they received. However, students notably commented that having access to lectures online for revision and further study outside of teaching was useful.

Students requested having more **feedback** on assessments they have submitted. Students reflected on having received few comments on assessments or that the comments were of a poor quality to be able to make constructive changes to assessments in the future. Other students requested reducing the wait time to receive feedback on their assessments.

Students in SMCSE, Bayes and Law were critical of **clustered deadlines** during the exam and assessment period. Students criticised clustered deadline as they created more pressure and suggested that spaces out deadlines would be more preferable. Lack of study space on campus to study other than the library.

### Wider student experience

Wider student experience	Satisfaction
Communications from City	73.23%
Communications from your Students' Union	67.86%
Social space on campus	65.88%
Careers/employability support	62.74%
Representation of students' views students' union, programme reps, student feedback)	62.53%
Student welfare/non-academic support	57.39%
Student community/sense of belonging	57.11%
Extra-curricular activities (societies, clubs, sports, etc)	46.33%

Students' satisfaction of the wider student experience overall was lower than the academic experience. Positively, 72.2% of students were satisfied with the communications they received from City. Similarly, students were largely satisfied with the communications they received from City Students' Union.

Students were fairly satisfied with the **social space on campus** and careers and employability support. However, both of these were areas students provided large amounts of free text responses on how their wider student experience could be improved.

Students were least satisfied with **extracurricular activities** at City. This was notable across all schools however Bayes had the lowest satisfaction with 42% whilst SMCSE comparatively had the highest with 50%. The free text responses from students suggest that they are satisfied with the quality of activities on offer, particularly societies, however there needed to be more activities/ events in order to create community and allow them to meet other students.

Student's **sense of community and belonging** was another notably low area of satisfaction for students at 57.1%. Students clearly linked increasing the sense of community with increasing the number of events on offer to enable them to meet other students and the number of spaces to socialise with friends. Students' satisfaction with their sense of community/belonging was notably highest in SHS with 67% whilst it was lowest in SMCSE with 51%.

### **How could the wider student experience be improved?**

Increasing the number of **social events and activities** on offer for students was the most raised theme on the wider student experience. 24% of students who responded to this question suggested that more activities and events would improve their student experience. Students commented that events should be provided for student both online and in person to create a sense of community. There was particular emphasis on in-person activities being delivered that allow students from across different programmes and schools to connect with each other. In particular, students suggested these could take place in the form of school and/or programme mixers. Students suggested social events beyond the societies currently on offer as well as some opportunities to get involved in social sports.

Increasing the amount of **social space** was the second most commonly raised way to improve the wider student experience. Students across all schools were critical of the lack of spaces on campus to socialise and meet with their friends and peers. Students often wanted spaces to socialise with other students from their programme or school. Many students referenced CityBar, particularly the bars reduced opening hours and the desire to be able to use the space more. As well as more space to socialise, students also requested more spaces for group study as well as more spaces to conduct individual study besides the library.

16.3% of students suggested that increasing the amount of **employability support** on offer would increase their wider student experience. Some student suggested that programmes should link content to employability skills or potential career paths. There was an emphasis on having access to services that support students into further employment through schools. Students suggested that more visible careers events and activities would be useful. Students suggested inviting employers to campus to give student the opportunity to network such as panel events and careers fairs. Students also suggested the need for more guidance on when they should be taking steps to increase their employability such as applying for internships, volunteering, or applying for jobs.

Some students emphasised the need to improve the catering on offer at City. Students suggested that cafes on site should stay open later to ensure students have access throughout the day. The cost of the catering on campus was criticised whilst others were critical of the range of catering outlets on offer to them. Some students suggested that student run catering outlets would be preferable.

## Recommendations

### Academic Experience

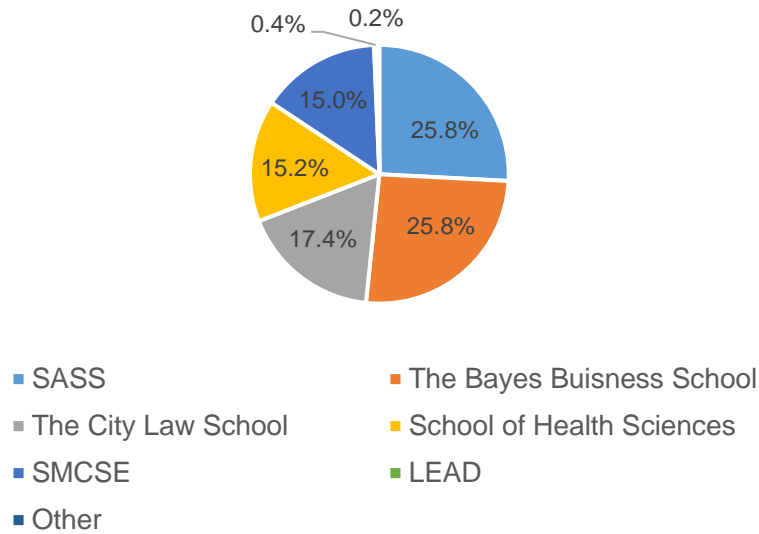
1. Following on from the recommendation in the Union's *Student Voice Report Term 2 2021*, clustered deadlines should be avoided; there should be better coordination between module leaders to set staggered deadlines.
2. Following on from the recommendation in the Union's *Student Voice Report Term 2 2021*, 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.
3. Technical training should be offered for teaching staff to maintain and increase quality of online teaching.
4. Schools to evaluate personal tutoring from term 1 to ensure students who are yet to receive a personal tutoring meeting do so in term 2.

### Wider student experience

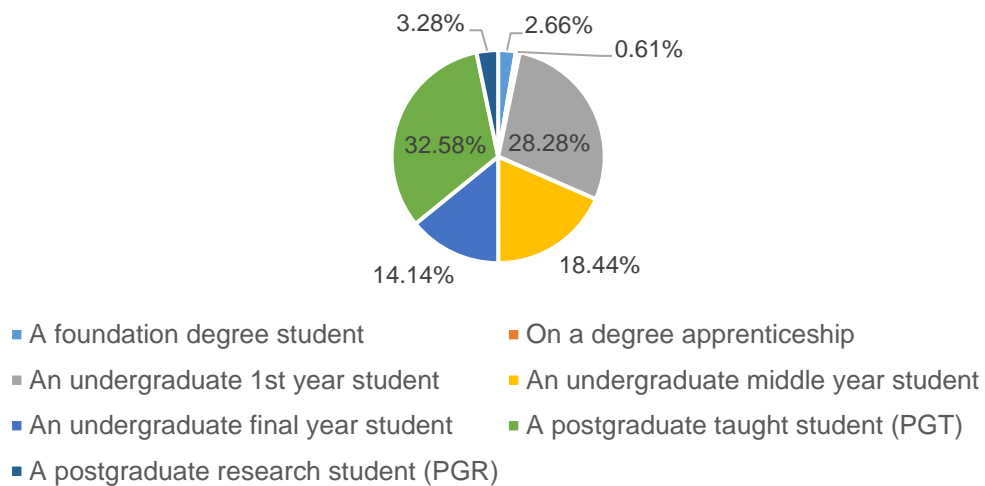
1. City and the Union to work to identify a variety of spaces across City's campus to enable students to socialise and build connections with their peers and friends.
2. The Union to deliver further school-based mixer events based on the successful programme delivered as part of Welcome 2021.
3. Schools to deliver community building events that provide students with the opportunity to feel part of a community of staff and students. Evaluation of the success and impact of these activities should be shared at City Connects to share best practise across the university.
4. City to ensure that the catering outlets on campus provide greater variety for students (e.g. vegetarian, vegan, halal, kosher, hot and cold) at competitive and affordable prices for students.

## Appendix 1- Demographic breakdown of survey respondents

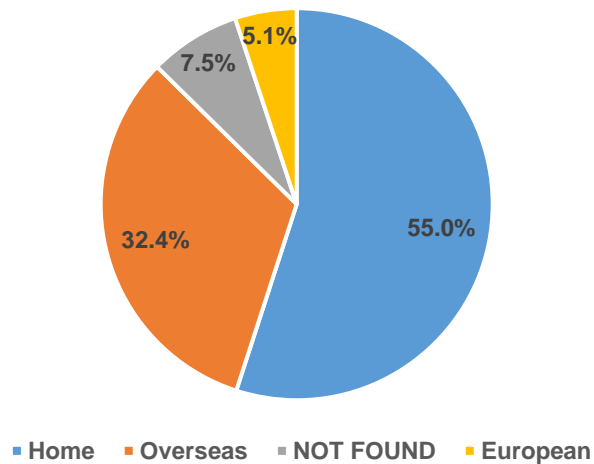
### Breakdown by school



### Breakdown by year of study/type of student



### Breakdown by fee status



## Appendix 2- Academic Experience Satisfaction

This table shows the students satisfaction of different aspects of the academic experience. The table shows the overall student satisfaction as well as the breakdown by school.

School	Assessment and feedback	Academic Support	Online learning	In person teaching	Quality of teaching	Study space	Communications from your programme	Communications from your school	Personal tutoring	Module selection
LEAD	100.0%	100.0%	100.0%	N/A	100.0%	50.0%	100.0%	100.0%	100.0%	50%
SASS	69.2%	76.9%	63.2%	84.5%	81.6%	75.4%	74.4%	70.4%	56.9%	58.6%
School of Health Sciences	78.3%	84.8%	67.2%	81.5%	83.6%	72.5%	80.6%	73.8%	75.4%	59.1%
SMCSE	50.0%	71.6%	60.0%	79.4%	72.7%	64.7%	71.6%	64.6%	52.5%	58.7%
The Bayes Business School	72.5%	77.9%	64.9%	83.0%	87.8%	70.1%	78.1%	71.7%	35.8%	61.4%
The City Law School	77.8%	75.6%	70.7%	89.1%	85.9%	69.6%	79.5%	84.2%	50.0%	58.9%
<b>Overall satisfaction</b>	<b>69.3%</b>	<b>76.6%</b>	<b>65.1%</b>	<b>83.1%</b>	<b>82.3%</b>	<b>74.9%</b>	<b>75.6%</b>	<b>72.3%</b>	<b>52.7%</b>	<b>58.6%</b>

### Appendix 3- Wider student experience satisfaction

This table shows the students satisfaction of different aspects of the wider student experience. The table shows the overall student satisfaction as well as the breakdown by school.

School	Extracurricular activities	Student welfare/non-academic support	Social space on campus	Representation of student's views (Students' Union, programme reps, student feedback)	Careers/Employability Support	Communications from City	Communications from your Students' Union	Student Community/Sense of belonging
LEAD	50.0%	50.0%	100.0%	50.0%	50.0%	100.0%	100.0%	100.0%
SASS	44.4%	44.9%	63.6%	63.0%	57.0%	66.4%	64.8%	61.3%
School of Health Sciences	49.0%	53.6%	71.7%	73.8%	53.8%	81.0%	75.4%	67.2%
SMCSE	50.0%	47.1%	66.1%	58.5%	68.4%	70.8%	62.5%	51.6%
The Bayes Business School	42.0%	43.6%	69.5%	63.2%	71.6%	72.9%	67.9%	56.1%
The City Law School	47.7%	54.4%	66.7%	59.2%	69.9%	81.6%	73.3%	54.1%
<b>Overall satisfaction</b>	<b>46.3%</b>	<b>57.4%</b>	<b>65.9%</b>	<b>62.5%</b>	<b>62.7%</b>	<b>72.2%</b>	<b>67.9%</b>	<b>57.1%</b>

#### Appendix 4- Academic experience free text responses

This table shows the themes of free text responses from students in response to the question 'how could your academic experience be improved?' Free text responses were coded into themes and then analysed. The table shows the overall count and % of responses overall and breakdown by school.

Academic experience (free text)	Total count	Total %	SASS count	SASS %	SHS count	SHS %	SMCSE count	SMCS E %	Bayes count	Bayes %	Law count	Law %
More in person teaching	43	10.0%	13	12.5%	11	19.3%	6	10.0%	8	7.3%	2	2.9%
Support for underrepresented students	7	1.6%	3	2.9%	1	1.8%	1	1.7%	1	0.9%	1	1.4%
Personal Tutoring	54	12.6%	10	9.6%	6	10.5%	7	11.7%	19	17.4%	10	14.3%
Less clustered deadlines	9	2.1%	4	3.8%	0	0.0%	0	0.0%	2	1.8%	2	2.9%
Improve exam feedback	26	6.0%	9	8.7%	1	1.8%	4	6.7%	7	6.4%	3	4.3%
More academic support	29	6.7%	3	2.9%	2	3.5%	3	5.0%	8	7.3%	9	12.9%
Increase/ improve study space	13	3.0%	4	3.8%	2	3.5%	3	5.0%	3	2.8%	1	1.4%
Improve quality of teaching	54	12.6%	8	7.7%	3	5.3%	10	16.7%	20	18.3%	10	14.3%
Improve online teaching	29	6.7%	6	5.8%	6	10.5%	3	5.0%	7	6.4%	5	7.1%
Exam and assessment support	61	14.2%	19	18.3%	10	17.5%	6	10.0%	9	8.3%	16	22.9%
Improve communications from programme/school	32	7.4%	8	7.7%	4	7.0%	5	8.3%	6	5.5%	3	4.3%
Other	73	17.0%	17	16.3%	11	19.3%	12	20.0%	19	17.4%	8	11.4%



## Appendix 5- Wider student experience free text responses

This table shows the themes of free text responses from students in response to the question 'how could your wider student experience be improved?' Free text responses were coded into themes and then analysed. The table shows the overall count and % of responses overall as well as a breakdown by school.

Wider student experience (free text)	Total count	Total %	SASS count	SASS %	SHS count	SHS %	SMCSE count	SMCS E %	Bayes count	Bayes %	Law count	Law %
Improve the food offering	17	5.8%	5	7%	2	6%	2	5%	3	4%	4	7%
Increase careers/employability support	48	16.3%	13	17%	2	6%	5	13%	13	19%	11	20%
More opportunities to meet people	28	9.5%	7	9%	2	6%	4	10%	7	10%	5	9%
More activities/events (online and in person)	71	24.1%	23	31%	3	9%	11	28%	19	27%	7	13%
More study space	13	4.4%	4	5%	4	12%	0	0%	0	0%	3	6%
More social spaces	61	20.7%	14	19%	10	30%	8	21%	15	21%	11	20%
Improve wellbeing/mental health support	9	3.1%	2	3%	2	6%	0	0%	1	1%	4	7%
International student events/support	5	1.7%	1	1%	0	0%	2	5%	1	1%	1	2%
More PG events/support	9	3.1%	1	1%	2	6%	1	3%	2	3%	2	4%
Other	35	11.9%	5	7%	6	18%	6	15%	9	13%	6	11%