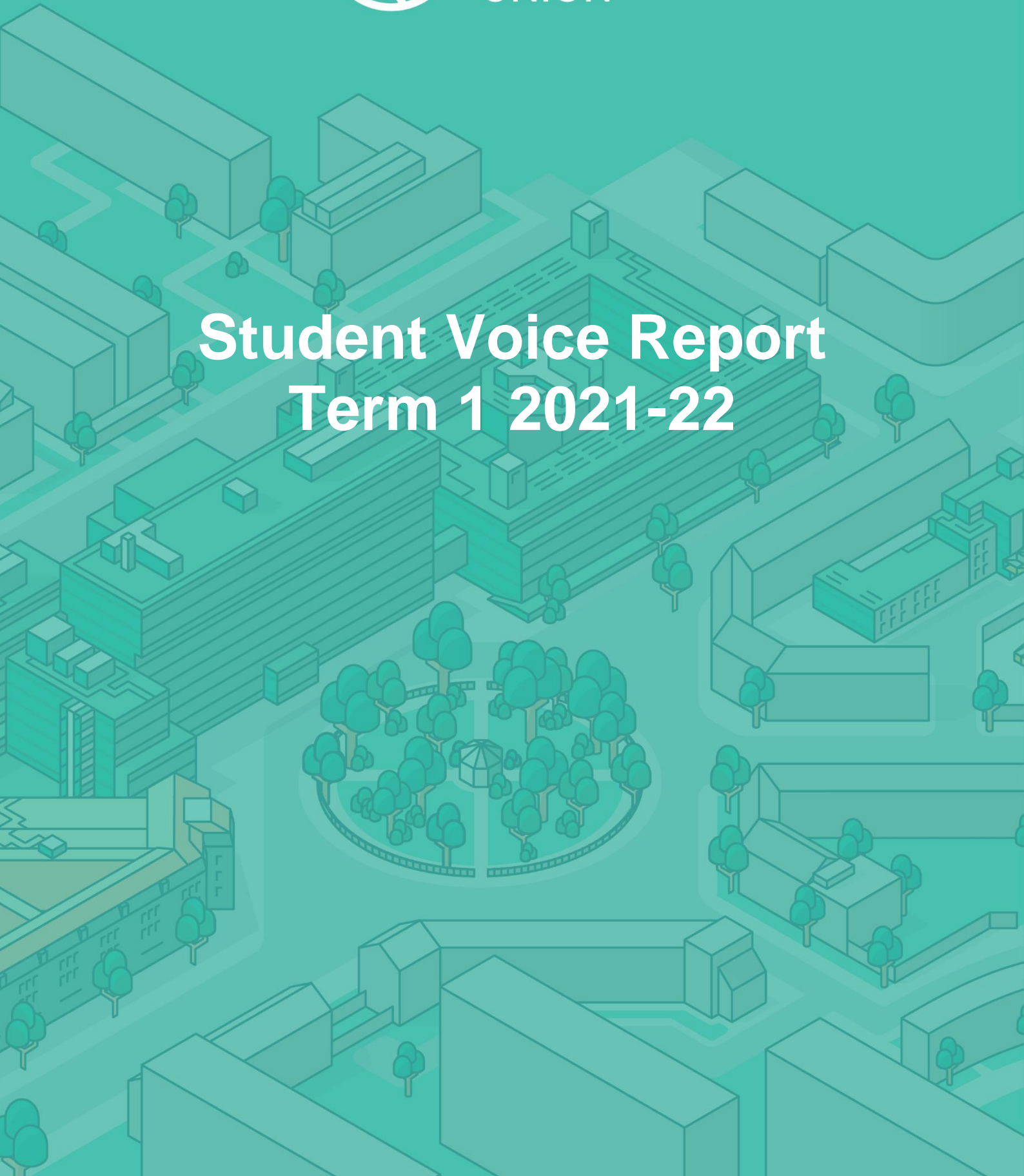




CITY
STUDENTS'
UNION

Student Voice Report Term 1 2021-22



Foreword

Dear Schools and other Departments,

Yet another Term 1 Student Voice Report has come around and we are hoping that this report is as useful as the previous reports, which have been well received by Schools. It is an understatement to say that this academic year, and indeed the past few years, have been challenging for students. Thank you to Schools and other departments for providing the updates about changes that have been implemented because of our report, these updates have been listed in the first section of this report. We will be happy to relay these improvements back to students, most importantly to our Programme Representatives who were instrumental in collecting this feedback from their peers.

As you will read in the Report, the main consistent issues raised by students across Schools included the **Course Organisation and Blended Learning, Learning Resources, Student Experience, Assessment and Technology**. Once again, the non-academic aspects of a students' course such as course organisation (e.g. timetabling) and student communications about on-campus activity were amongst the most impactful issues to the student experience. This is something to be reflected on, in both strategic and operational plans currently being made by the University. Anticipating some of the comments have been made by Schools in the past, I will restate that these headings represent the overarching themes raised by City students and exist with varying prominence in the different Schools - the details of this can be found in the School specific section towards the end of the report.

Some of the above are unfortunately persisting issues dating back to the last academic year, but some are new challenges that will require the University to be agile and innovative to solve these problems and improve student satisfaction within the current cohort, before the NSS results are due.

We hope that future Student Voice Reports will be enhanced by the changes to our democratic structure, including the move from less voluntary to more paid roles for student representatives, which should improve the commitment given by the students that we work with and therefore the quality of feedback that they gather from their peers.

When thinking about future Student Voice Reports, we anticipate that industrial action will be a prominent feature for Term 2's Report. We strongly urge the University and Schools to do what they can now to minimise negative comments from students for the next report. This recent commencement of industrial action is the last thing that students want to experience right now, and their education has been impacted in a way that no student cohort has ever experienced before, with both the pandemic followed by industrial action. As a Students' Union, we have been lobbying the University to put in the necessary mitigations to protect students' education and the wider student experience.

As always, please contact the Students' Union should you have any enquiries or comments about the Report via our email studentrep@city.ac.uk or myself at vpeducation@city.ac.uk.

Kind regards,

Ruqaiyah Javaid

VP Education, Students' Union
vpeducation@city.ac.uk

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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.

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 over 80 programmes
- Student Experience Committee (SEC) feedback
- Union Advice Service's case management system
- City, University of London, Students' Union [Wrapped Survey report](#)
- City, University of London, Students' Union Academic Societies feedback 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.

The Union expects the sources upon which it draws and the analysis it is able to provide, to change as the report goes through new iterations, and widens its data capture apparatus. This will enable the Union to report more precisely according to the remit of differing committees.

This is the Union's fifth report and the first of the academic year. The report aims to reflect the student voice and feedback from term 1 of the current academic year of 2021/22. To compile this report, the Union acquired copies of minutes from the SSLCs from each School (we note that we were not able to obtain SSLC minutes for every meeting held during Term 1 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, and feedback from the SU Term 1 Wrapped Survey Report and Academic Societies.

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 the SU Term 1 Wrapped Survey Report and the Academic Societies feedback survey.

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. Each School has 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		
Providing students with revision resources that reflect the level of knowledge and understanding required.	<i>Completed</i>	Both of these relate to online assessments and the ability of students to prepare for them effectively. We will certainly reinforce our messaging to module leaders that there should be sample assessments available to students that are in the same form (and style) as those that they will face in the coming exam period. It is certainly true that in some areas, assessment style has changed in the move to online examinations as these tend to be open-book in nature and any sample assessments should reflect any change in style.
Bayes should conduct research to understand why there is a difference in expectations on assessment format and content.	<i>Completed</i>	
Support for finding placements should be increased and staff should aim to diversify the choice of placements available to students.	<i>Completed</i>	
City Law School Update		
Careers calendar should be made available on Moodle so that students are updated and informed on upcoming networking events and support activities.	<i>Completed</i>	The links requested by students have been added to Moodle and will take students to the Events section of CareersHub. We have also included them as RSS feed on the side of the module. This will show the event details with links on our Moodle page. In addition careers events are shared on Social Media and Lawbore Events website.
Pre-recorded material should be no longer than 2 hours and this should be consistent across all law modules.	<i>Completed</i>	The teaching team have been encouraged to follow best practice from both LEAD and the wider academic community. Content should be recorded in manageable chunks of no more than 15 to reduce cognitive overload . Staff are encouraged to begin each lecture video by providing an outline for students, noting the importance of the topic as well as the video's scope and organization. Clearly setting out introduction, transitions, and conclusion.
Live tutorials should be more frequent and longer than 1 hour to increase engagement.	<i>Completed</i>	Since September 2021 for pedagogic reasons all tutorials have been extended to 2 hours in duration. This allows for in-depth module coverage and student discussion. They play an important part of all modules and are central to supporting our cohort's study. Feedback has been positive both informal and formal.
All books in the Law library should be made available online.	<i>Completed</i>	Where possible every book which is on a law reading list has been purchased as an e-book, and certainly every core/essential reading list book, as well as a huge range of other law books which aren't on reading lists. As you will appreciate it isn't possible to purchase every book as an e-book because either the publishers haven't made that

		<p>particular book available as a library use e-book, or (particularly in the case of older books) that book doesn't exist as an e-book.</p> <p>If students are looking for an e-book version of something, they should always ask library staff as they can find out whether they have it and if not, and check whether it's available as an e-book. This message has been shared with students at SEC.</p>
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School of Health Sciences Update

<p>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.</p>	<i>Completed</i>	<p>SHS have submitted 3 proposals for City Connects funding to create the opportunity for academic communities and their members to feel more connected to each other:</p> <ul style="list-style-type: none"> - An across SHS initiative to co-design education research based on inclusivity - A staff-student led series of extra-curricular community building events in Midwifery - A PG staff-student-alumni event for MSc Food Policy. <p>Regarding plan to create a digital community for students on placement, SHS have created a new Professional Services post of an "Online Experience Officer" to co-ordinate activities with Personal Tutors and Directors of Study and to create an effective integrated support system for students. This will include support for students on placements.</p>
<p>Schools should work with the Alumni department to put on more alumni events to inform students on the prospects of their degree.</p>	<i>Completed</i>	<p>Programme Directors have been working with the Careers Service to enhance employability modules and teaching within their modules. This includes working with Alumni. In addition, some programmes are planning specific Alumni-Student-Staff events (eg MSc Food Policy) to inform students on the prospects of their degree.</p>
<p>Provide better access to marked exam papers for students to understand where improvements can be made.</p>	<i>Completed</i>	<p>All students are provided feedback on their written exams. Students may request further individual feedback if required to understand where improvements can be made.</p>

School of Mathematics, Computer Science and Engineering Update

<p>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.</p>	<i>Completed</i>	<p>Since the student comment and recommendation was made, we have moved back from a pure online delivery mode to a blended model that includes lots of teaching/lectures being done on campus where students can ask questions at any point in the class.</p>
<p>Further support sessions should be set up during the week in order to consolidate students' understanding from pre-recorded content.</p>	<i>Completed</i>	<p>This issue was raised by students during the 2021/22 year where the mode of delivery was different and where we provided pre-recorded content that was used. This year we have been able to return to having blended teaching with face-to-face delivery, rather than pre-recorded material, where students can ask questions to aid their understanding in class. There is also support available from staff via office hours, e-mails etc.</p> <p>We have provided extra mathematics support for students in year 1 this year to help them get extra support alongside their studies after a very challenging time studying A-levels/BTEC.</p>
<p>Providing more industry specific careers support; this should be accompanied by professionals employed by notable companies related to STEM.</p>	<i>Completed</i>	<p>We deliver three credit bearing employability modules in SMCSE; Professional Development in IT (CompSci), Professional Development & Employability (Engineering & Maths). All three modules are delivered by a combination of employability staff from the school employability team (Professional Liaison Unit [PLU]) and industry. We invite recent graduates and senior professionals to deliver talks across all three modules. STEM</p>

		<p>professionals are embedded within the core sessions of these modules.</p> <p>Each student in SMCSE is allocated a professional development and employability tutor (from the PLU). The tutors role is to work, coach and support each student with their professional development and to help the students secure relevant industry experience (year-long placements, summer internships, extracurricular projects, industry partners for dissertation projects and team projects).</p> <p>We deliver a range of events (speed networking, tech@city recruitment fair, SME fair) where senior STEM professionals and recruitment professionals present opportunities within their organisations.</p> <p>We have recently secured funding to help students establish a student STEM Society, students will be allocated funds and supported by the PLU to help them engage with STEM professionals to organise talks and other opportunities.</p> <p>We are also currently developing new credit bearing modules delivered in partnership with Accenture, Google and others.</p> <p>The above support is in addition to the range of industry events offered by the Central Careers and Employability service.</p>
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School of Arts and Social Sciences Update

Working with the Careers department, programme leads should demonstrate how the course content could contribute to students' employability and future careers.	<i>Ongoing</i>	<p>We have a SASS employability working group that normally meets twice a term to discuss employability matters.</p> <p>As part of the Employability Development Plan, we have now put a whole range of modules in the curriculum to help students see how they can put their degree into practice.</p> <p>We have also appointed a Employability lecturer who is overseeing this work and create more proactive ways to engage with students employability</p>
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.	<i>Ongoing</i>	SASS have adopted a de-colonising the curriculum policy and academic staff has asked to include more diverse materials into the course content.
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.	<i>N/A</i>	<p>Whilst we worked with library to ensure as many resources have been made available. However, some things cannot be moved online – particularly the practical teaching for journalism and music.</p> <p>Departments have been working very hard to minimise the impact of Covid on these classes however.</p>

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 and Blended Learning

- 1.1. 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.
- 1.2. 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.
- 1.3. 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.

2.0. Learning Resources and Online Learning

- 2.1. 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.
- 2.2. 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.

3.0. Wider Student Experience

- 3.1. Schools should facilitate building communities within the student body by providing regular social events at course-level and across the wider School.
- 3.2. 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.

4.0. Assessments

- 4.1. 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.
- 4.2. 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.
- 4.3. Schools should commit to expanding assessment practice provisions including access to mock exam questions or exemplary coursework that apply course content and align to the assessment criteria.

5.0. Technology

- 5.1. 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.
- 5.2. 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.

Overview of Term 1 – Academic Year 2021/22

As shown in [Appendix 1](#), feedback from over 80 different programmes across Schools has been captured from the SSLC minutes that has formed the foundation of this report. This is in addition to student feedback gathered from SEC minutes, the SU Term 1 Wrapped Survey and the Academics Societies feedback survey, that have each supplemented the analysis and allowed for the diversity of programmes and levels to be reflected across Schools.

Based from the original 14 coded themes, there were five overarching themes or areas that were consistent across Schools including: **Course Organisation and Blended Learning, Learning Resources, Student Experience, Assessment and Technology**. [Appendix 1](#) provides a list of the original thematic categories with definitions that were used to code SSLC minutes.

Course Organisation and Blended Learning

Course organisation was raised as the most prevalent area of concern in the majority of Schools. Students recognised that the organisation of the current blended learning approach has implications to the quality of teaching and their learning. It was evident across SSLC minutes between Schools that face-to-face teaching drew many positives to student's experiences¹. Consistent across all Schools, Reps highlighted that students wanted increased face-to-face contact time when covering new concepts in depth for better engagement and to avoid lectures being too content heavy². Students from Bayes and SMCSE highlighted that there was a pressure to keep up with the fast-paced nature of new content in both lectures and tutorials, and some felt this pressure on their performance and attendance³. Students from SHS⁴ and SMCSE⁵ voiced in particular that extended lab time would be helpful in developing and applying practical skills with supervisory support.

Rep feedback reinforced that students are generally happy with the quality of teaching of Term 1. Consistent across all five Schools, students appreciated the efforts of their academics in generally making classes engaging and interesting under the current circumstances⁶, as well as being receptive to students' learning⁷.

Across all Schools, students have numerously cited the challenges that blended learning has presented on their timetables. As a result of the blended teaching arrangements of lectures, tutorials and labs, many students have highlighted an imbalance between intensive back-to-back online/in-person classes on some days of the week and having to commute for only a one hour class scheduled on campus on another day⁸. Reps have reported that the spreading out of online and in-person classes during the week is inconsistent and can be inconvenient especially if classes are consecutive after another, causing a clash when

¹ *BSc Mathematics Stage 2*: Reps noted that it is good to be back on campus, students are enjoying Stage 2 and the year is well received so far. Teaching is better this year and the requirement to be on campus motivates students and they are much happier with the hybrid model of delivery.

² *BSc Adult Nursing Year 1*: Reps reported that Students are asking if it is possible to have face to face lectures as there is heavy content for Biology modules.

³ *Beng EEE Stage 2*: Lecturer expects students to know topics immediately. But each student has their own speed at which they progress. This pressure has caused some students to miss classes.

⁴ *BSc Adult Nursing Year 3*: Reps reported students also feel like they are missing out on clinical SIM practice especially due to the pandemic, so would be helpful to try and make up for that this year.

⁵ *MSc Artificial Intelligence*: Reps raised there is some disconnect between labs and lectures and like other programmes the students would benefit from lab sessions being longer.

⁶ *BSc Mathematics and Finance with Foundation Stage 1*: The course has been well received by Stage 1 students, high quality of teaching, tutorials have been excellent and support has been really useful.

⁷ *MSc Global Maternal Health*: Lecturers are all incredibly helpful and patient, I feel that they want us to do well and succeed.

⁸ *BSc Sociology Year 2*: Reported that that it was time-consuming for student to come in on different days for a short amount of time each day.

alternating from in-person to online classes⁹. Reports of tutorials occurring prior to online lectures was also raised in student feedback, with students in some courses having to prepare with previous year's lecture content if this was available¹⁰.

Learning Resources and Online Learning

Access to learning resources (asynchronous materials) was connected with the quality of online learning. Feedback from our Academic Societies survey reinforced that most students valued supplementary materials in addition to synchronous teaching; however it was mentioned on occasions that there was a lack of engagement and limited space for application and practice from pre-recorded videos¹¹. In order to provide more practice, some students suggested having more practice quizzes or mock tests that are applicable to their course content and assessments, as a beneficial way for student's to self assess their progress¹².

In terms of the availability of learning resources, students raised delays in materials being uploaded and the accessibility of resources as frequent issues. Timeliness of materials being available ahead of live classes was an ongoing issue, where students stressed the importance of having preparatory materials available like lecture notes, lab notes and reading lists at least a week in advance of class¹³. Delays in accessing these resources before synchronous teaching took place was said to be disruptive and missed the opportunity to review topics in advance. Additionally, students generally agreed that the prompt uploading of lecture recordings would allow students who were unable to attend lectures to keep up¹⁴.

Students across Schools flagged accessibility of online resources on Moodle as making the navigation on Moodle difficult and often inconsistent between modules; there was a strong preference for resources to be streamlined when made available on the Moodle platform¹⁵.

Issues focusing on physical equipment and study spaces on campus related to both UG and PG programmes. For example, these course specific requests ranged from having extended opening hours of lab spaces to having a space for dual monitors to be set up¹⁶.

Wider Student Experience

Issues around the wider Student Experience revealed that the communications on the return back to campus were unclear¹⁷; this included students needing further clarification on the registration process, timetabling release and recording their attendance on campus.

⁹ *BSc Adult Nursing Year 3*: There are a lot of comments on a few clashes brought up by students. For example, an online lecture being held straight after a physical lecture, running over time.

¹⁰ *LLB Year 1*: Reps reported that the fortnightly cycle of tutorials has problems where some students have their tutorial before the second lecture. When tutorials are before the lecture, students have to watch the lecture from the year before to prepare.

¹¹ *BSc Accounting & Finance Stage 2*: The pre-recorded video is not helpful as the lecturer reads out of the textbook. The topic is somewhat confusing and it is hard for students to understand the concepts. During the lecture, not all information covers pre-recorded content. There are lots of technical and theoretical definition in the pre-recorded lecture but little practice. Students could benefit from more exercises.

¹² *BSc Actuarial Science Year 2*: The students said that there was no pre-recorded material provided and would like the lecturer to provide practice quizzes for student's self-assessment.

¹³ *BEng EEE Stage 2*: Students would prefer if lecture notes were released before sessions. Would allow students to have notes beside them whilst lectures take place.

¹⁴ *BEng Civil Engineering Stage 4*: For those unable to attend lectures in person it would be helpful if the lecture recorded via lecture capture was uploaded either on the day of the class or the next day, at the very latest. Would allow students to keep up.

¹⁵ *Bar Vocational Studies*: If physical copies are not provided, it would be useful to streamline Moodle. Clicking through 15+ tiles/windows for one tutorial is very confusing.

¹⁶ *SHS PG Research Degrees SSLC*: It was highlighted that some students may be reluctant to work in the student area as they don't have the same amenities there as they do at home. One example is dual monitors on each desk. This would be particularly helpful for student undertaking analysis.

¹⁷ *BMus Year 2*: Students felt that the re-induction process did not contain enough practical info on "life on campus" (e.g. need to tap in cards to record attendance).

Difficulties with the registration process, and confusion and delays over timetables were flagged repeatedly by students during the pre-welcome and welcome check-ins. Comments in tangent with international students focused on registration and the attendance process¹⁸. There was confusion especially about registering attendance onsite among students generally, with information on the Student Engagement and Attendance Monitoring (SEAM) system to record attendance needing to be further clarified; students reported that the message relayed to them was inconsistent with some teaching spaces not having a functional card reader¹⁹.

Wider student experience related issues also stemmed from timetabling being released late, with students across Schools considering these delays as being disruptive to their return to campus and outside commitments²⁰. Students from SASS particularly found automatic timetables as helpful²¹.

A large part of feedback on the student experience also focused on student's priorities of having more community and wellbeing activity. There was a recurring theme of students wanting regular social events to be organised to facilitate community building with other students and belonging in the return to campus²². The Term 1 Wrapped Survey showed that students were least satisfied with the extracurricular activity and their sense of belonging at City. Students wanted an increased number of social events and activities at a programme, school and institution wide level.

Assessment

Student concerns on assessments recalled similar areas of the previous Student Voice report, including clustered deadlines, disparities in assessment content and overall course content, and a need for more comprehensive assessment practice materials.

Students highlighted the negative impact that clustered deadlines have had on their academic performance and wellbeing²³. Students from SMCSE, Bayes and Law were most critical of clustered deadlines during the assessment period in the Term 1 Wrapped Survey and Academic Societies feedback survey. In addition to the setting of formative deadlines being clustered, Reps complained about the notice of upcoming assessment information as not offering enough time to prepare and wanting earlier information on assignments²⁴.

In terms of student feedback on assessment content, there were continuing issues reported from SSLC minutes of disconnects with assessments (i.e. exams including mock tests and coursework tasks) and lecture content²⁵. Students felt that where there were these disparities in applying their learning, many struggled in completing assessments despite preparing for them. Students additionally cited the usefulness of having resources such as mock exams and exam papers available to them for more practice opportunities on adjusting

¹⁸ *BSc Business Management Stage 1*: Reps reported that the registration process for international students was confusing, as there were various factors affecting the registration process – some students were not aware if they had completed registration or not. Students had requested for clearer registration instructions.

¹⁹ *BSc Computer Science Stage 3*: More clarification is needed on how attendance is monitored, as there is inconsistency in the message to students, and some teaching spaces do not have card readers.

²⁰ *MSc Adult Nursing Year 2*: Reps stated that timetabling communication has been an issue. No information was posted on an upcoming module until a few days before. In their cohort, many students have jobs so greater impact.

²¹ *BSc International Politics Year 3*: Students reported being happy with automatic timetable.

²² *SHS PG Research Degrees SSLC*: Reps felt it would be helpful if an in-person event could be organised on a monthly basis to give students the incentive to come into campus.

²³ *BA History Year 2*: Concerns regarding deadlines were raised, some students feel they are too close together.

²⁴ *MSc Computer Games Technology*: Reps highlighted that it would also be helpful to know what the coursework assessment is earlier in the semester so that we can keep that in mind whilst going through the lectures.

²⁵ *BSc Programming for Maths with AI*: the requirements of the coursework task is not being taught in the lectures, so it is a struggle, especially for students with no coding background.

to assessment formats²⁶. Students request to have access to past papers and mock questions to aid revision has been raised repeatedly during the Term 2 Check-ins 2021 and the Term 1 Wrapped Survey. Furthermore, students wanted more assessment guidance and support from academics to enable them to feel more confident sitting assessments²⁷. The offer of one-to-one support sessions were found to be particularly useful and was seen as a helpful feedback opportunity for more practical learning²⁸.

Technology

The pressure to ensure online teaching is accessible and at a high quality of standard is reflected in student feedback on lecturer's use of technology during synchronous teaching. Across Schools, technical aspects of preparing for lectures were occasionally not met by academics for a smooth online delivery of teaching; students reported in particular of not receiving MS Teams links in advance, Wi-Fi connectivity issues, delays with creating breakout rooms and the use of technical equipment to record classes as affecting the delivery of synchronous lectures²⁹.

The availability of lecture capture recordings of classes were deemed as highly useful to students when revisiting content or catching up with missed learning. However, students highlighted that some recorded lectures crucially missed added transcripts to videos, clear audio quality and notes from the whiteboard in the recording where used³⁰.

²⁶ *BSc Mathematics and Finance with Foundation Stage 1*: Students find mock tests should be provided for students. Students need more guidance otherwise they feel unprepared for assessments. At least one mock test is requested for each module.

²⁷ [SU Term 1 Wrapped Survey Report](#).

²⁸ *Bar Vocational Studies*: Students would prefer if advocacy classes were more engaging, similar to the 1-1 session they had this week. The group found the 1:1 useful as they were able to prepare more on their areas of weakness and found the individual feedback useful.

²⁹ *Bar Vocational Studies*: Rep concerns raised were about the preparedness of some tutors and how they deal with technical equipment (for example, how to record submission or lowering the screen for the projector).

³⁰ *BSc Actuarial Science Year 2*: The Lecture Capture recorded the visualiser but not the whiteboard, which was where the lecturer writes most of his notes.

Advice Report

In the period between September and December 2021, 207 new enquiries/cases were handled (an 80% increase from 115 recorded over the same period in 2020). Please note that advisors would still have been advising on ongoing cases opened before this period too.

The below table shows how many cases we advised on per each School:

School	Number of Cases
Business School	46
School of Arts and Social Sciences	39
School of Health Sciences	44
School of Mathematics, Computer Science & Engineering	52
The City Law School	26
Total	207

The below table shows the types of cases we advised on for Term 1:

Advice Category	Number of Cases
Appeals	80
Extenuating Circumstances	48
Academic Conduct	34
Complaints	14
Progression/Assessment	13
Signposted	9
Short-Term Loan Application	6
Changing/Leaving Course	5
Disciplinary	3
Fitness to Practice	2
Other	2
Advocacy	1
Budgeting guidance	1
Fitness to Study	1
Total	219

Please note the number of Advice Categories recorded will be slightly higher than the overall number of cases. This is because a student may have a case which involves multiple areas of advice being used for the same issue, for example a student might be submitting both a complaint and appeal at the same time.

Appeals was the category we advised the most cases on, with 80 in total (a 233% increase from this time last year). We believe this is due to the prolonged impact of the pandemic, and the ending of City's Contingency Regulations in September. Also, we believe there has been an overall increase in service awareness amongst students.

Of the 80 Appeals cases we advised on, 16 were Late Extenuating Circumstances claims relating to Covid-19 and 14 were Late Extenuating Circumstances claims relating to Mental Health. 33 Appeals cases were submitted on the grounds of Material Error.

Of the 48 EC cases we advised on, 19 related to Coronavirus. 35 of the claims we advised on were EC's submitted with evidence. SHS had the highest numbers of EC requests of 22, mostly related to Mental Health, and City Law School had the lowest numbers of EC's at 5.

Academic Misconduct cases were spread across all Schools, but the highest amount came from the School of Mathematics, Computer Science & Engineering with a total of 15 cases. We believe this is because more students with numeric based assessments had been communicating with each other during online exams.

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. Although Course Organisation being flagged as a prominent issue for most Schools excluding Bayes Business Schools, some themes are more prominent in some Schools than others. For example, in SHS the organisation of placements was a significant theme, whilst in CLS there were more arising issues with technology.

Tables 1a-1e show a break down of how frequent issues under each theme were noted from SSLC minutes.

Table 1a: Bayes

Course Organisation	11
Learning Resources	8
Student Experience	7
Blended Learning	3
Online Learning	2
Face-to-Face	2
Technology	2
Employment and Opportunities	2
Community and Wellbeing	2
Assessment	1
Feedback and Results	0
Support Provisions	0
Placements	0
COVID-19 Health and Safety	0

Table 1b: CLS

Learning Resources	20
Course Organisation	16
Student Experience	10
Technology	10
Blended Learning	9
Online Learning	8
Community and Wellbeing	6
Assessment	5
Face-to-Face	4
Feedback and Results	2
COVID-19 Health and Safety	2
Employment and Opportunities	1
Support Provisions	0
Placements	0

Table 1c: SHS

Course Organisation	32
Student Experience	16
Learning Resource	15
Placements	8
Support Provisions	7
Face-to-Face	5
Community and Wellbeing	5
Online Learning	4
Technology	4
Assessment	3
Feedback and Results	2
Blended Learning	2
Employment and Opportunities	1
COVID-19 Health and Safety	13
Placements	0

Table 1d: SMCSE

Course Organisation	16
Learning Resources	12
Assessment	8
Face-to-Face	8
Blended Learning	8
Online Learning	7
Student Experience	4
Employment and Opportunities	2
Feedback and Results	1
Technology	1
Support Provisions	1
Community and Wellbeing	1
COVID-19 Health and Safety	1
Placements	0

Table 1e: SASS

Course Organisation	40
Assessment	20
Student Experience	10
Face-to-Face	8
Learning Resources	8
Online Learning	7
Blended Learning	7
Community and Wellbeing	6
Technology	4
COVID-19 Health and Safety	5
Support Provisions	3
Feedback and Results	2
Placements	2
Employment and Opportunities	1

Bayes Business School

Course organisation was predominately raised in the feedback relayed to Reps by Bayes students. Across the UG cluster programmes, many students highlighted the teaching delivery of lectures when new concepts were being covered as being too fast-paced with little engagement³¹. Reps reported that students found additional learning resource provisions that complimented lectures and tutorials as helpful including diagrams, video explanations and examples to supplement their learning further³²; others flagged that students would find increased contact hours and coverage of more challenging topics in lectures more useful³³. Modules that offered additional “Surgery Hours” were well received by students as they served as a recap and forum for student discussions³⁴.

There was also a lot of interest in exploring the addition of reading weeks for the UG programmes in Bayes³⁵.

Feedback from Reps on learning resources were positively vast, mainly highlighting the breadth of course materials and the availability of resources online. Students primarily shared a common feeling of being overwhelmed with extensive course materials that were required to be completed in their self directed study time³⁶. In particular, students from UG programmes cited inconsistencies in the length of pre-recorded video materials, where some found that videos were unsustainable³⁷ and exhaustive³⁸ to view before lectures, while also creating a gap with content and the application of new concepts and definitions³⁹. Stage 3 students reported delays with their lecture slides being uploaded prior to lectures⁴⁰, in addition to recordings of lectures not being uploaded on time⁴¹. This was also reiterated in the Bayes Term 1 SEC where several Reps raised issues that there was no consistent timeframes in which lectures should be uploaded for students.

SSLC data available from PG MPhil/PhD programmes showed feedback as having a strong focus on the access to facilities. Reps reported that students were affected by the loss of some allocated PhD rooms⁴², and the location of PhD rooms as prone to noise disruptions⁴³.

³¹ *BSc Actuarial Science Year 1*: Students felt the lecture material was a little rushed, especially when new concepts were introduced. The students said that they thought additional video explanations and examples would be useful.

³² *BSc Accounting and Finance Year 2*: Reps found one module as having very efficient use of pre-recorded videos. Rarely more than 1 hr per week. The pre-recorded lectures and tutorials complement each other, which is important and attendance is much higher because of this.

³³ *BSc Actuarial Science Year 2*: Reps said modules were good but a little too fast-paced. They added that when studying ‘R’ they thought that two 1-hour sessions was not enough and would struggle to complete the coursework without more time dedicated to the topic.

³⁴ *BSc Accounting and Finance Stage 3*: Surgery Hour served as a recap and very useful forum for student discussion.

³⁵ *BSc Accounting and Finance Stage 2*: Students have requested a reading as they think it would be useful to catch up on all work. All students the reps have spoken to said they want a reading week.

³⁶ *BSc Accounting & Finance Stage 2*: Students believe there is too much work and they also have questions and quizzes and reading, extra articles etc for extra work, but not directly included.

³⁷ *BSc Accounting & Finance Stage 2*: Students dislike that pre-recorded video lectures are up to 2 to 3 hours long – too long.

³⁸ *BSc Banking and International Finance Stage 1*: The demands of both of the modules were considered excessive with too many pre-recorded videos to view before the lecture.

³⁹ *BSc Accounting & Finance Stage 2*: The pre-recorded video is not helpful as the lecturer reads out of the textbook. The topic is somewhat confusing and it is hard for students to understand the concepts. During the lecture, not all information covers pre-recorded content. There are lots of technical and theoretical definition in the pre-recorded lecture but little practice. Students could benefit from more exercises.

⁴⁰ *BSc Business Management Stage 3*: The lecture slides are posted after the lecture which the students find unsettling. It was requested that they be posted beforehand.

⁴¹ *BSc Banking and International Finance Stage 3*: Recording of lectures wasn’t considered to be uploaded in a timely manner.

⁴² *MPhil/PhD Actuarial Science*: Losing the 2 PhD rooms and desks located in the lower ground floor area, which were allocated in the summer and would also like to request for the extending of opening hours, currently 8am -10pm weekdays and 8am – 6pm on weekends.

⁴³ *MPhil/PhD Actuarial Science*: Student representatives all raised an issue of the noise levels on the ground floor, whereby the shutter on the ground floor PhD room allows excessive noise.

Recommendations

- The introduction of reading weeks for UG programmes should be explored and finalised for the academic year of 2023/24.
- 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.

City Law School

Access to learning resources was a predominant area of concern among Law students, particularly the move towards resources being more online based. Across PG Law programmes, students were dissatisfied with the accessibility of online resources being uploaded across multiple platforms. Reps reported that the inconsistent organisation and layout of Moodle across modules made it difficult to navigate the platform to its full capacity⁴⁴; this especially posed issues to students accessing digital copies of readings via Moodle⁴⁵. Among Bar Vocational Studies (BVS) students, Reps highlighted concerns around learning resources mainly focused on lack of access to physical copies of books and difficulties in adjusting to PDF versions of readings. Many BVS students were disappointed about not having physical copies of books which would be valuable for open book exams⁴⁶. Similarly, students found it difficult to complete their PDF readings due to limited access and difficulty in navigation⁴⁷.

Law students were pleased with the content organisation as offering a high standard of teaching and quality of content⁴⁸. Across UG and PG law programmes, Reps highlighted the ease of accessing support from Personal Tutors and it's effective way of checking in between students and their tutors⁴⁹. Feedback from Reps differed across programmes in relation to course organisation of Term 1. Reps from LLB programmes noted the mixed reviews of the new clustering system, where some students found it to limit their choices in selecting modules from both clusters⁵⁰. Reps have highlighted that the timetabling organisation of back to back classes has been flagged as intense and difficult to maintain concentration for BVS students⁵¹.

There was a general consensus among Reps in the Law School that students invite more organised social events to mix between tutorial groups and to create community for remote and commuting students⁵². Feedback from the Law SEC additionally noted a popular demand for a large social event for students more widely following the success of Meet and Greet that took place in Term 1.

Reps from the Law School in particular cited technology issues arising during live classes as being disruptive. In particular, students felt preparedness of lecturers in some classes could be better to ensure an effective delivery of live online classes including having a better

⁴⁴ *Graduate Diploma in Law*: Reps raised issues around accessibility and inconsistency with appearance of module materials on Moodle.

⁴⁵ *Bar Vocational Studies*: If physical copies are not provided, it would be useful to streamline Moodle. Clicking through 15+ tiles/windows for one tutorial is very confusing.

⁴⁶ *Bar Vocational Studies*: Several students have complained about not having physical copies of the books. Particularly, full time students believe they will be at a disadvantage in the drafting exam as it is an open book, yet they do not have the physical book for easy navigation during the day of the exam.

⁴⁷ *Bar Vocational Studies*: Many of the students are experiencing problems with the lack of PDFs for the books. The copyright policy on BibliU is difficult to navigate, with many students finding it hard to read online.

⁴⁸ *Graduate Diploma in Law*: The student reps reported that they are happy with the high standard of teaching and quality of content. They were grateful for the ability to meet tutors when needed.

⁴⁹ *LLB in Legal Practice*: Stated the personal tutor forms are a good way to reflect and it creates a basis for discussion with the tutor.

⁵⁰ *LLB Year 2*: LB2 students were not a fan of the clustering system as it was restrictive to students that wanted to mix modules from both clusters. Students couldn't take Intellectual Property and another more popular module so they felt as though they were missing out.

⁵¹ *Bar Vocational Studies*: Student's feel hectic and overwhelmed due to three classes in a day as by the last class concentration level is lost.

⁵² *LLB Year 3*: Reps reported having social events would be beneficial to students. It makes the experience of studying at university more memorable and builds connections between students.

approach to technical equipment⁵³ and timely organisation with receiving MS Teams links to join online classes⁵⁴.

Recommendations

- 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.
- The School should work with the Library Services to deliver more physical copies of agreed course texts for Law students.

⁵³ *Bar Vocational Studies*: Rep concerns raised were about the preparedness of some tutors and how they deal with technical equipment (for example, how to record submission or lowering the screen for the projector)

⁵⁴ *Bar Vocational Studies*: Reps reported Students are having issues with MS teams. Some were not receiving the links for classes at all or on time.

School of Health

The general consensus seems to be that the delivery of programmes are meeting in line with the expectations of Health students, for both online⁵⁵ and hybrid⁵⁶ teaching. While Health students have shared their desire to increase their face-to-face teaching experience where it is being offered, Reps signified that the current timetabling arrangements for blended learning were problematic; some programmes had in person and online classes disproportionately spread out across the week where students could face long hours of back to back teaching⁵⁷ or having to commute into campus for a one hour session⁵⁸. This was also reiterated in the Term 1 Health SEC where Reps noted a preference for condensed days of classes. From a postgraduate perspective, Reps noted that rescheduled classes due to staff sickness should primarily consider days in which students are already on campus to ensure minimal disruptions to childcare and work responsibilities⁵⁹.

Course organisation was identified as a common area of issue by Reps from SHS. Across programmes including UG Optometry and UG and PG Adult Nursing, some felt that the length of lectures didn't provide adequate coverage for parts of the syllabus that are content heavy, leaving students to feel overloaded⁶⁰; Reps highlighted a preference for face-to-face lectures when more dense content would be covered⁶¹, in addition to wanting more practical lab sessions with additional supervisors to assist students with developing clinical skills and to gain the most out of supervisor contact⁶².

There was a consistent dissatisfaction with organisation of placements and the lack of communications from Personal Tutors among Adult Nursing students in particular. Students felt inconvenienced by ongoing issues around minimal and delayed updates on placement clearance, as well as the late release of confirmed placement information, often finding themselves directly chasing up on the progress of their placement allocation⁶³; Reps raised in the Term 1 SEC meeting that the delays in placement confirmations caused stress on international student's living locations. With regards to the lack of the personal tutor experience and support, Reps reported that some students had no contact from their tutors throughout Term 1 or since the start of their course⁶⁴, raising the worry of missing out on 1-1 feedback opportunities with their tutors.

The main feedback regarding the accessibility of learning resources from Reps were based on the navigation of Moodle. Some Reps raised that the organisation and layout of uploaded materials on Moodle could be simplified to improve student's access to online resources on

⁵⁵ *MSc Global Maternal Health*: The student representative stated that they would be completely unable to do this course if it was laid out differently and not available online. Even though it is online it is very engaging.

⁵⁶ *MSc Food Policy*: Positively, students really love the online and hybrid lessons and appreciate the effort that has gone into them. There has been the right amount of support with IT systems. The distance learning student representative stated they were happy with what's being delivered although they sometimes felt distance from the university.

⁵⁷ *BSc Adult Nursing Year 3*: Reps reported there has been feedback on long hours of teaching, for example classes from 9am to 3pm.

⁵⁸ *BSc Optometry Year 3*: Issue of commuting to campus for one hour session only raised amongst all groups.

⁵⁹ *MSc Adult Nursing Year 2*: When lectures/practical's need to be rearranged due to staff sickness, if possible, please make them online/in person on a day where we're already in uni. It disrupts people's ability to do (paid) work or childcare arrangements.

⁶⁰ *BSc Optometry Year 1*: Groups reported that Biology is content heavy and finding lectures long.

⁶¹ *BSc Adult Nursing Year 1*: Reps reported that Students are asking if it is possible to have face to face lectures as there is heavy content for Biology module.

⁶² *Master of Public Health*: Some students would be more interested in face to face and contact time with the lecturers and developing on the practical side of things. It's a big issue for the international students as they are paying a lot of tuition and right now it is very online based and not enough contact time.

⁶³ *BSc Adult Nursing Year 2*: Reps reported that here is very late info about placements, seems to be an ongoing problem. Elective placements information could also have been released earlier to release pressure on students.

⁶⁴ *BSc Adult Nursing Year 2*: Reps reported that some students have also not met with Personal Tutors since they started the course.

the platform⁶⁵. Despite this, the quality of learning resources were generally found as aiding to student's development⁶⁶.

Recommendations

- 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.
- The School should work to improve more timely communications around placements, including regular updates on placement allocations.
- 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 termly meeting with their personal tutor.

⁶⁵ *MSc Child Nursing Year 2*: The students felt there were several sections within the one module and perhaps naming them separately or having different routes on separate Moodle pages would make things easier to find.

⁶⁶ *MSc Adult Nursing Year 1*: The learning resources are very helpful to expand our knowledge and to help us reference for our assessments. Online Reading Lists are useful and the fact that many core texts are available as E-books is very helpful

School of Mathematics, Computer Science and Engineering

Across departments, students from SMCSE were generally happy to be back on campus and recognise the improvements with the quality of teaching and the increased contact hours support available to them for lectures and labs. The predominant issue raised among Reps was course organisation, including content of lectures and contact time. Some students felt that booster sessions would be helpful for inducting students onto their courses with relevant support⁶⁷ as well as knowing the prerequisites for modules so that students are prepared for what topics their modules will cover⁶⁸. In some circumstances, Reps have reported that there is a pressure against students being at the same pace and level of familiarity of new topics, which can make engaging with new topics as overwhelming⁶⁹. With regards to contact time within the PG Computer Science department, Reps highlighted that the short length of lab times weren't adequate for engagement and reviewing content⁷⁰.

Across UG and PG level, Reps reported that access to additional learning resources would make a difference to support their knowledge and understanding on difficult subject areas. Most notably, students relayed to Reps that they would like lecture notes⁷¹ and lab work⁷² uploaded ahead of classes to ensure they are given enough time to prepare for their live classes. It was evident that SMCSE students had a strong sense of keeping up with their workload, with Reps and members of Academic Societies on Engineering programmes also reporting that it would be helpful to have recordings of both lectures⁷³ and tutorials⁷⁴ available promptly after its delivery. Reps across the Mathematics departments indicated that access to learning resources such as mock tests should be widely accessible and relatable to the module content⁷⁵ in order to help students adjust to exam formats and be most prepared for assessments⁷⁶.

Within some programmes in the Computer Science department, Reps raised that students felt a disconnect between their coursework assessment and the content that is covered in lectures⁷⁷. Reps also highlighted that modules with 100% weighting on one coursework submission weren't ideal for students overall grades⁷⁸. Other assessment related concerns from Reps in the SMCSE Term 1 SEC highlighted that students were worried about the implications of sickness and COVID on missing exams and having to wait until the summer exam resit period.

⁶⁷ *MEng Aeronautical Engineering with Placement Stage 1*: Many students didn't take physics at A Level. Those that did didn't cover all topics. Physics booster sessions would be helpful. Thermodynamics (and other) classes are often over complicated.

⁶⁸ *MSc Artificial Intelligence*: Some modules contain more maths than anticipated so it would have been good for students to know the prerequisites for the modules so that they were prepared.

⁶⁹ *Stage 2 BEng EEE*: Lecturer expects students to know topics immediately. But each student has their own speed at which they progress. This pressure has caused some students to miss Mechatronics classes.

⁷⁰ *MSc Data Science*: The main feedback received was that the lab time was too short. In the 15 minutes session concentration is low as there is a lot to take in and make notes and perform the task in student's own time.

⁷¹ *BEng Civil Engineering Stage 3*: Would like all lecture notes to be uploaded prior to lecture commencement. On occasion notes were placed after the lecture.

⁷² *MSc Artificial Intelligence*: The cohort would also prefer if the lab work is posted on Moodle at least a week ahead so that preparations can be made.

⁷³ *BEng Civil Engineering Stage 4*: For those unable to attend lectures in person it would be helpful if the lecture (Recorded via lecture capture) was uploaded either on the day of the class or the next day, at the very latest..

⁷⁴ *BEng EEE Stage 2*: Students believe Tutorials should be recorded and available for access after session. Will assist all, especially those who may work at a slower pace.

⁷⁵ *Stage 3 Mathematics placement*: Examples and mock tests do not always relate to all the material in the module.

⁷⁶ *BSc Mathematics and Finance/with Foundation Stage 1*: Mock tests be provided for students. Students need more guidance otherwise they feel unprepared for assessments. At least one mock test is requested for each module.

⁷⁷ *Stage 3 Programming for Maths with AI*: The requirements of the coursework task is not being taught in the lectures, so it is a struggle, especially for students with no coding background.

⁷⁸ *BSc Computer Science Stage 3*: Most of the modules are 100% coursework, there is concern amongst students that there is just one assessment with a high weighting.

Recommendations

- 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.
- Ensuring that each module distributes at least one mock test that aligns to the course content and assessment criteria.

School of Arts and Social Sciences

Students from SASS have recognised communications of the re-induction process for the new academic year, although not all changes to their in-person teaching arrangements were clarified. This included several Reps raising concerns from their cohort that not enough information was provided on the SEAM system for student's attendance, especially in regards to international students⁷⁹. Additionally, Reps reported the messaging around mask wearing didn't always reflect Covid-19 health and safety practices on-site⁸⁰.

Course organisation and its interaction with blended learning was a recurring theme that Reps from SASS offered feedback on. Students generally enjoyed the increased presence of face-to-face teaching on their course and the available support⁸¹. However, the overall preferences for the blended teaching approach in Term 1 were mixed among SASS students with preferences for face-to-face lectures and tutorials being divided⁸². In particular, UG Reps expressed that the organisation of tutorials in Term 1 had lowered participation and engagement among tutorial groups; students from the International Politics and department highlighted that low attendance and engagement owed to tutorials having minimal assessment coverage⁸³, tutorials not being offered online to students who are unable to attend in-person⁸⁴, and timetabling issues of tutorials occurring before lectures⁸⁵; students from the Psychology and Sociology department similarly raised the issue of large gaps in timetables as inconducive to attending later allocated tutorials⁸⁶.

Assessment was identified as another predominant theme raised by Reps from SASS; student concerns were based on timings of deadlines, clustered deadlines and exam extension communications. Some Reps agreed that the timings of assessment submissions were set too close to the start of term⁸⁷ or clustered during student's reading week time⁸⁸. The arising issue of multiple deadlines in close proximity of each other for some programmes was also flagged by Reps as disadvantaging students⁸⁹. Reps from UG Psychology programmes were concerned with the release of assessment questions being later than anticipated and close to the end of term break when lecturers would be on break⁹⁰. In terms of the School's response to COVID-19 exam mitigations, Reps reciprocated that students were in favour of the extension policy put in place, but thought one week was an insufficient even if it means delays in receiving feedback⁹¹.

⁷⁹ *MA International Politics and Human Rights*: Concerns were raised by students in regards to attendance and how the process works this is more in regards to International Students.

⁸⁰ *The Professional Doctorate in Counselling Psychology Year 3*: Students have some anxiety about masks and social distancing on-site;

⁸¹ *BSc Psychology Year 1*: It was noted that students are happy with the support they have received from lecturers and feel "taken care of".

⁸² *MSc Journalism*: Online lectures: mixed feelings regarding these. Some students would prefer these to be held in person while others rely on online lectures to balance work with education.

⁸³ *BSc International Politics Year 2*: A lack of participation in tutorials was reported, some students believe this stems from some tutorial not necessarily being relevant to assessments

⁸⁴ *BA History Year 3*: Concerns were raised by students who are unable to attend tutorials in person but would like to attend online tutorials.

⁸⁵ *BSc International Political Economy Year 2*: It was also mentioned that tutorials occur before online lectures, and this can feel confusing, suggested it would be better if tutorials could follow lectures.

⁸⁶ *BSc Sociology Year 2*: Mentioned that large gaps between seminars caused student not to attend their later seminar and that it was not conducive to learning. Also, that students find it use to in on one day as it assists their learning

⁸⁷ *BSc Criminology and Psychology Year 2*: Students mention that this academic year feels quite fast-paced, with deadlines approaching as early as November 2021.

⁸⁸ *BSc Music, Sound & Technology Year 3*: Some students were unhappy with having submissions during reading week.

⁸⁹ *BSc Journalism Year 1*: proximity of multiple assessments which are due, combined to the closeness of Christmas.

⁹⁰ *BSc Psychology Year 2*: The assessment deadline is in January 2022 and the assessment questions are made available three weeks before the deadline; students have expressed concern that they will not have enough support during break.

⁹¹ *BSc Sociology Year 2*: students thought the new 1-week extension were not long enough and students would accept feedback on modules later if they could have longer extensions

Recommendations

- The School should clarify the SEAM process to students and how it impacts attendance monitoring.
- 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.

Appendix 1

Table 1.1: Total number of programmes from SSLC minutes

Table 1.1 gives a breakdown of the number of SSLC minutes received by Schools by levels. In total, an analysis of 81 programmes from SSLC minutes were completed, with 55 programmes representing UG level and 24 programmes representing PG level.

	UG programmes	PG programmes	Total number of programmes
BAYES	10	1	11
CLS	5	2	7
SHS	8	6	14
SMCSE	14	8	22
SASS	20	7	27
Total	57	24	81

Assessment	Timing for assessments, Method of assessment, Guidance/preparation, Deadlines
Results and Feedback	Assessment feedback and Grading, Turnaround time and Feedback quality
Student Experience	Communications, Socialising, Providing Feedback, Societies, Graduation, Facilities
Course Organisation	Lesson types, Contact time, More sessions, Content of lectures, Course content, Module choices
Learning Resources	Asynchronous resources, Uploading resources to Moodle, Quality of recordings, Readings, Assessment guidance
Online Learning	Asynchronous teaching, Disengagement and Breakout rooms
Blended Learning	Timetabling, Hybrid settings, Ratio of F2F and Online , Switching teaching delivery mode
Technology	Connectivity problems, Software access, Zoom and Teams, Moodle navigations
Face to Face	A need for face to face, Students looking forward to face to face, In person exams or assessments
Support Services	Personal Tutor support, Academic Skills, Wellbeing services
Employability and Opportunities	Careers, Modules choices, Skills, Networking
Community and Wellbeing	International Students, Loss of interaction, Wellbeing concerns, Mental health, Socialising with other students
Placements	Placement communications, Support, Clearance
COVID-19 Health and Safety	Mask wearing, Health and Safety, Social distancing

Table 1.2: Coding of themes per School

Table 1.2 below lists the 14 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, Student Experience, Assessments and Blended Learning across all five Schools. The coding part of the SSLC minutes analysis had allowed us to extrapolate five wider themes that were experienced across City, including: **Course Organisation and Blended Learning, Learning Resources, Student Experience, Assessment and Technology.**

	Assessment	Feedback and Results	Student Experience	Course Organisation	Learning Resources	Online Learning	Face-to-Face	Blended Learning	Technology	Support Provisions	Employment and Opportunities	Community and Wellbeing	Placements	COVID-19 Health and Safety Measures
BAYES	1	0	7	11	8	2	2	3	2	0	2	2	0	0
CLS	5	2	10	16	20	8	4	9	10	0	1	6	0	2
SHS	3	2	16	32	15	4	5	2	4	7	1	5	8	0
SMCSE	8	1	4	16	12	7	8	8	1	1	2	1	0	1
SASS	20	2	10	40	8	7	8	7	4	3	1	6	2	5
Total	37	7	47	115	63	28	27	29	21	11	7	20	10	8

Appendix 2

Response to City wide recommendations in Student Voice report 2020/21 – updated February 2022

The Students' Union Student Voice report 2020/21 was discussed at Student Experience Task and Finish Group (which had oversight for the education offer and student experience for 21-22) in June 2021. An initial response was provided and reported to Senate (July 2021). The initial response stated that the Student Experience Task and Finish Group would have oversight of institutional decisions and implementation would be taken through the relevant governance structures. It also clarified that School level responses would be managed through School Boards of Study.

The governance and oversight of the institutional educational offer, employability and wider student experience has changed since the initial response was shared. The strategic oversight of these matters are now governed by Education and Employability Board. Education and Employability Board has agreed an 'Action List', which set out the work in the medium term to transform the educational and employability offer and student experience at City. The actions were grouped under four headings.

- i. Innovative curriculum which offers flexible and responsive learning opportunities, supported by high quality learning, teaching and assessment
- ii. Placing wellbeing at the heart of our community to offer a joined-up and culturally competent approach to student support and wellbeing
- iii. To create a vibrant and energised learning community where we know and celebrate our students.
- iv. Embed Career Focus education, work-based learning and professional skills into the whole University experience.

The 'Action list' has been informed by student feedback, lessons learnt from the pandemic, and mapping of work continuing from the Education and Student Strategy 2018-21. It will continue to be informed by work on the City strategy refresh and student feedback.

The development of a Student Education and Employability Board has been endorsed by Education and Employability Board and is in process of being operationalised. This Board purpose is to enhance City's educational provision, embedding employability and the student experience in all aspects of City's offering, and to work in partnership with and hold accountable Education and Employability Board, on behalf of students at City, the Education and Employability Board. Further work is planned with the Students' Union given to determine how to ensure feedback is responded to in the future under new governance structures, including outcomes of the Students' Union Democracy Review.

The Student Experience Task and Finish Group has been replaced by Student Experience and Evaluation Forum to evaluate the 2021-22 offer based on student and staff feedback. A report on the student experience for term 1 is due to be reported at the next Student Experience and Evaluation Forum in March.

The update below responds to progress made on specific items in the original report.

Table 2.1: City wide response to recommendations

Theme	Recommendation	Response	Enablers	Oversight/Decision	Progress and Outcomes
1. Assessment and Feedback	Staggered Deadlines	Agreed that best practice to stagger deadlines and that this is to be implemented locally as part of good programme management.		Schools to report back to Task and Finish in early September on staggering of deadlines as part of assurances ahead of the start of the academic year	Learning, teaching, and assessment principles agreed for 21-22. Changes implemented and notable changes in number and type of assessments and deadlines. For example, SMCSE reduced and staggered assessments and exams across programmes, Health moved 24-hour exams to course work, reviewed support available during assessment period. Outcomes TBC from student surveys, SU Check Ins and student outcome metrics (continuation, completion, degree awarding gaps etc.) for 2021/22. Data indicates that changes to assessment for 2020/21 had a positive impact on reducing the degree awarding gap further.
	Improved Revision Resources	Agreed that best practice is for students to be provided with high quality revision and assessment resources as part of good programme management.	LeAD to support sharing of best practice and materials for developing revision resources.	Schools to report back to Student Experience Task and Finish Group (or equivalent governance structure) in early September on revision resources as part of assurances ahead of the start of the academic year.	LeAD continue to support colleagues with best practice Assessment Toolkit City, University of London . At Student Experience and Evaluation Forum in November Schools updated on teaching and learning to date. No feedback on revision and assessment. Schools to update at next Student Experience and Evaluation Forum in March on revision and assessment.
	Length of exams and assessment via coursework to be reviewed in context of continued online learning	Institutional assessment parameters have been agreed by Executive Board including commitment to 'University criteria will be established in relation to the time periods that should be offered for an on-line examination.' This will form part of institutional wide principles for assessment in 2021-22.	Principles/Criteria to be developed by LeAD and QUAD in partnership with Schools and Students' Union.	Student Experience Task and Finish Group to agree principles/criteria by July 2021. Executive Board (or equivalent governance structure) to agree principles for assessments in 2021-22 by September 2021.	Institution wide principles agreed and implemented for 2021/22 - Assessment design should be led by learning outcomes. As part of the assessment strategy review during the next 12 months, City will be moving away from traditional examinations being the dominant form of assessment to a broader range of methods. For 2021-22 delivery, consideration should be given to replacing examinations with other forms of assessment particularly in qualitative-based subjects. Learning, teaching and assessment principles for 22/23 in process of being agreed which respond to feedback from 2021/22 academic year. Assessment strategy for 23/24 onwards to be developed by EEB in consultation with student board.
	Group work avoided as part of online teaching unless mandatory	To work with Students' Union to understand more about what students are finding challenging to inform support for academic staff	LEaD and QUAD in partnership with Schools and Students' Union	Student Experience Task and Finish Group to discuss further by July 2021.	This has not yet been discussed further and be good to revisit as part of finalising Learning, Teaching and Assessment principles for 22/23.

Theme	Recommendation	Response	Enablers	Oversight/Decision	Progress and Outcomes
		around groupwork online/different types that work for students. As well as how we could better support online group work through the technologies we provide.			
	Quality of Feedback	Education and Quality committee have agreed the assessment timelines arrangements for 2020-21 . Education and Quality Committee (2 nd June) agreed that QUAD will review the Assessment and Feedback Policy in liaison with Schools, LEaD and the SU. The review will factor in lessons learnt during 2020/21 academic year and best practice policy.	Students' Union to be part of review of Assessment and Feedback policy (this is yet to start)	Senate to approve a revised/enhanced Assessment and Feedback policy.	Policy updated Assessment-and-Feedback-Policy...pdf (city.ac.uk)
2. Course delivery and learning resources	Asynchronous teaching – supplementary resources shared 3-5 working days prior to lecture	Guided learning is a key principle of education model for 2021-22.	LEaD to develop best practice guidance around provision of supplementary resources, including sharing of supplementary materials in advance of teaching where they are being referred to.	City Learning and Teaching Committee	LeAD continue to support colleagues with best practice Learning Enhancement and Development City, University of London
	Synchronous teaching – includes interactive elements and clear outline of lesson so students are clear when they need to engage	As part of principles for education mode for 2021-22, small group teaching on campus (and delivered online) has been prioritised with a focus on interactive face to face learning. Large group online learning will also include opportunities for facilitated interaction between students and staff.	LEaD to update and with staff current best practice guidance around options to make sessions interactive and inclusive.	City Learning and teaching committee to monitor	LeAD continue to support colleagues with best practice Learning Enhancement and Development City, University of London
	Training of Staff for online delivery	LEaD are working with Schools to provide and develop training to all	LEaD to provide and develop staff training in	Student Experience Task and Finish Group (or equivalent governance structure) to	Training developed and delivered. Uptake was: 1 July 2021 – 31 October 2021:

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		staff who are delivering online teaching for 2021-22.	collaboration with Schools to identify priority areas.	monitor quality of online training. City Learning and Teaching Committee to monitor staff engagement with training.	<ul style="list-style-type: none"> 135 individual staff (total of 199 attendances) 47 educational technology workshops 1 November 2021 – 31 January 2022: <ul style="list-style-type: none"> 70 individual staff (total of 98 attendances) 31 educational technology workshops
	Digital availability of library resources – audit to identify the digital availability of all core and further reading materials	Library Services carried out extensive work auditing all reading lists from Mar-Aug 2020, for the 19/20 and also then into the 20/21 session. Considerable financial resources were put towards purchase of online resources and ebooks across both academic sessions and is ongoing. Where resources have not been purchased this is largely due to the fact that they are unavailable online via a library purchasing module, or in rarer cases where the cost was prohibitive. In all instances where core texts were unavailable online, this was flagged with academic staff and alternative titles requested. This in line with other HEI providers.	Library to continue to liaise with Schools and offer advice and guidance.	This work will continue as we receive updated reading lists for the 21/22 academic year. There is a reliance on academic staff being flexible in instances where core texts are unavailable for purchase by Library Services.	The digitalisation of resources for Reading Lists continues as a business-as-usual activity for the Library. Where reading lists have been supplied by Schools, reading material for Term 2 has been digitised. Items are also digitalised under the “alternative formats” heading, to support students with additional learning needs.
	Online content quality control (online content checked before being uploaded)	LEaD to update existing online checklist for staff to review their own online content. Last year Schools were offered a service to check online content by request, this was resource and there were only two requests.	LEaD to review and update online teaching checklist for staff to self-check their online content. LEaD to explore possibility of scaling up provision of service to check online quality with SU and Schools further.	City Learning and Teaching Committee	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.

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	Face to face teaching in line with government guidance but with some retention of successful aspects of online teaching	Executive Board have agreed to this as part of <u>educational principles</u> for 2021-22 under scenario B.	Agreed.	Student Experience Task and Finish Group (or equivalent structure) to oversee implementation and regularly review and flex the model based on student and staff feedback.	Majority of teaching delivered face to face in line with government guidance. Scaffolded by online live and asynchronous content.
3. Online learning – technology	Continuity of Digital Inclusion	Agreed that Digital Inclusion Fund will continue for 2021-22 and to be administered by Student Funding team following a process review of 2020-21. 250 laptops have been purchased for 2021-22 and further funding is being sought from DARO.	Agreed.	Student Experience Task and Finish Group (or equivalent structure) to receive regular updates on the Digital Inclusion Fund.	<u>Remote Learning fund</u> available. Laptop Loan Scheme to be available from July 2022 in the Library.
	Zoom and MS Teams – Schools to use either Zoom or MS Teams to avoid confusion	As part of welcome and induction new and returning students will receive resources to support with online learning including use of Zoom and MS Teams, as well as programme specific software. Schools continue to be advised to either use Zoom or Teams at a programme or ideally School level.	Encourage programmes to either use Zoom or MS Teams including on shared modules for consistency. To note MS Teams has reduced functionality to Zoom and this means in certain instances a programme may need to use both.	Student Experience Task and Finish Group (or equivalent structure) to receive regular updates on student engagement and experience with digital platforms.	SU presented findings from pre-arrival and welcome check in calls to Student Experience and Evaluation Forum. There was no specific feedback regarding use of Zoom and MS teams. Feedback to be captured in round two of SU check ins on learning and teaching and assessment and shared with Student Experience and Evaluation Forum.
	Access to software	Agreed that programme directors in Schools should ensure that students can access mandatory software for their course at the start of the academic year.	IT support to ensure that mandatory software is available remotely and on campus in liaison with Schools. Linked In learning is being	Schools to report to Student Experience Task and Finish Group (or equivalent structure) that students can access mandatory software for their course at the start of the year and flag any issues or challenges – September 2021.	No issues for challenges flagged to Student Experience and Evaluation Forum

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			rolled out to all students to support with digital learning.		
4. Support and Wellbeing	Personal Tutoring	Coordinated 1-1 support work includes development of a 1-1 Student Support Policy that brings together current student support policies, including personal tutoring policy to clearly outline to students what they can expect in terms of 1-1 support for 2021-22.	Coordinated 1-1 student support work.	Education and Student Committee, with Senate to agree editorial changes on 14 th July for implementation ahead of the next academic year.	1-1-Student-Support-Policy.pdf (city.ac.uk) Further work to enhance wellbeing and students support provision under Education and Employability Board action list and subgroups.
	Community Events	Students' Union are part of City Connects subgroup to develop community building events.	Agreement of up to £250k to support City Connects activities for 2021-22.	City Connects subgroup to regular report to Student Experience Task and Finish Group (or equivalent governance structure). Principles of City Connects agreed by Executive Board (May 2021).	Summer Skills events put on over 2 weeks in July online and in person (2 days) to upskill current and graduating students in relation to academic skills, careers and employability and provide the opportunity to reconnect with students and campus where possible. 204 students attended online and 23 in person. Feedback was positive. Launch of City Connects Community fund to support activities to build a sense of community across City. 14 projects funded to value of c. £70k. City Connects working group agreed by Education and Employability Board to oversee the development of evidence and research informed approaches and practice to better celebrate and connect City communities (online and in person) that develop students' sense of belonging and community.
	Connecting with Peers	City has existing group platforms are available to connect students and the best use of these by Schools to connect students are being explored as part of work on Welcome and induction 2021 and wider work via City Connects.	Existing IT platforms and programmes such as City Buddies.	Schools to report to City Connects on how they have ensured that all students have a group platform to connect with their peers – September 2021. Regular updates to be bought to Student Experience Task and Finish Group (or equivalent).	To be picked up by City Connects working group.
5. Student Experience	Email response	Current coordinated 1-1 student support work ahead of September aims to i) make expectations for staff responses to student emails,	Coordinated 1-1 student support work stream as part of Education	Education and Student Committee oversight of managing risks relating to staff capacity to support	Feedback from SU check ins indicated that Enquiry management was a challenge during registration and welcome. Plan to review and improve enquiry management presented to Student Experience and

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		as laid out in current Senate policy, are clearly articulated to students via 1-1 student support policy ii) to work with Schools to ensure that support is in place for staff to be able to respond to students within already agreed timescales.	and Student Committee	students. Student Experience Task and Finish Group (or equivalent) to have standing agenda item on student support to manage risks.	Evaluation Forum and currently being implemented ahead of 2022/23.
	Staff Directory	Student facing 1-1 Student Policy (going to Senate in July 2021) consolidates current Senate policy and clearly outlines roles and responsibilities of staff. Availability of School contact details to be managed by Schools.		1-1 Student Support policy to be approved at Senate in July and for it to then be communicated via Welcome communications and via local School arrangements. Student Experience Task and Finish Group (or equivalent) to have standing agenda item on student support to manage risks.	1-1-Student-Support-Policy.pdf (city.ac.uk)
	Central hub for staff communications with students about course information	To be explored further to understand scale of the issue and proportion of response needed.	S&AS to work with SU to explore further.	Student Experience Task and Finish Group (or equivalent) to receive report on findings and agree any further recommendations – July 2021.	Not taken forward yet due to staff capacity and other priorities.
	Graduation	City is committed to in person graduation ceremonies, when possible, in adherence to government guidance and logistics in relation to the venue. Online celebration events are being planned in the interim to support the student experience. Communications and updates are being shared with students regularly.		Student Experience Task and Finish Group (or equivalent) to receive updates on graduation as relevant.	In person graduation took place in October 2021/January 2022.
	Feedback loop	Agreed that Schools value programme representatives and student feedback and demonstrate how they have acted on feedback.	Piloting of technology to support closing the feedback loop.	Student Experience Task and Finish Group (or equivalent) to have regular agenda items on student feedback. Education and Student Committee have agreed	Student Voice principles agreed by Education and Student Committee in June. Endorsement and agreement of Student Education and Employability Board to complement Education and Employability Board in February 2022 to embed partnership and co-creation with students.

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		Wider work on embedding culture of co-creation with students and real time and responsive feedback loop.		institutional principles for student voice and these will be shared with Executive Board in July.	
Advice – Extenuating Circumstances, Extensions and Academic Misconduct	Extension’s policy	QUAD and Student Communications to review information across all platforms on extensions policies and make sure that they are clear and consistent.	N/A	Student Experience Task and Finish Group (or equivalent) to receive update September 2021.	Complete