Meeting	Academic Council
Date and Time	Wednesday 30th November 2022 (13:30 – 15:15)
Location	1 West 2.101

Ref	Item
1	**Assessment and Feedback**
	Verbal Feedback
	- An SPS student highlighted that feedback is very different between lecturers. Sometimes, the feedback is very vague, and it seems there is no communication between departments. - The student also said that group reflections on exams and exam results would be helpful - Generally, feedback is too varied – either detailed or vague, with no standardisation - Students would want comprehensive feedback to be the norm - For some students, this is the first year of in-person university exams, and they are finding it difficult to adjust and creates a lot of stress, especially for final year students - It was highlighted that other universities continue to offer online exam
	Written Feedback
	- Feedback is always given too later and is unhelpful as it is no longer relevant - Constructive criticism and moderation - Course work feedback on lab reports – need to have rigid marking guidelines as grades vary massively based off marker. [These] guidelines should be shared with student before handing in - Exam feedback – in lecture feedback on our personal exam feedback, personal feedback (optional) - There should be some form of policy for lectures to adhere to on feedback and answering questions – as some lecturers do the bare minimum and don't seem to care, they just read off the slides and call it a day - Non graded assessments - Criticism not constructive, patronising/demoralising (PA10307) - Recording tutorials would be useful - Economics – feedback [is] non-existent, optional midterms (formative), self-marked past papers (provide answers alongside questions) - Comments throughout, general feedback at top - No defined standard for staff to adhere to

	- Feedback taking too long – no chance to implement - Discrepancy in degree of detail - Vague feedback - Not enough emphasis on how improvement can be brought about - LAB A&F: the rotation of the markers (weekly in some course) leads to a lack in uniformity of feedback as every marker has different marking styles, some even leave it fully blank - More consistency required or some sort of format/structure followed to assign feedback - Ideal feedback – 1-to-1 sessions or split into issue groups [to] discuss, optional check-ins for coursework progress, more standardisation feedback - Space out assessment so students can apply feedback - Implement mock and feedback, [not] just self-assessed - Worst expectation – no feedback, tick box grade - Exam feedback not given unless students reach out - Group feedback sessions for students with similar issues - Outline clearly the assessment at the start of semester – online exams are fine - Lecturers should dedicate time for group essay feedback - Managing expectations – clear communication, be upfront about times - Standardised coursework definition – but avoid burnout for academics - Main problem is long time to receive – hire more staff to help with workload - No feedback for exams (in Psychology for essay-based exams) – hard to find scores, need guidelines, a score does not tell you how to improve - Window to request additional feedback should be communicated clearly – potentially make the window longer? - Feedback very general and vague – don't get exam back (why?), want to know what specific areas to work on - No consistent feedback – only after exams/coursework have been submitted - Extra guidance on coursework e.g., mark scheme, (marked) example - Highlight main mistakes made in the coursework/exams
2	**Exams & Communications**
	Verbal Feedback
	Students underlined the lack of consistency as to whether exams are in-person or online

- A Management student brought up the example of their all-online course having an in-person exam
- There also tends to be a disparity when it comes to if lecturers tell students what is and what is not examinable
- More generally, students feel like there is not enough communication about exams before the break
- Students complained about a poorly organised assessment timetable, as many assignments are all crammed to be due before Christmas and not many after
- The lack of a standardised exam structure was also underlined
- One student brought up an example of their exams being 'online in-person', where the exam is completed on laptops inside an exam hall
- There is a lot of anxiety around exams, especially if students' first in-person exams are encountered in their final year

Written Feedback

- Unfair if [exams are] in-person – nerves, stress, anxiety
- 1st year exams should be in-person
- In-person exam with cheat sheet [would be] ideal
- Online for disabled [students] – open 24 hours
- Consistency – all in-person or all online based on year group and Covid circumstances
- Inconsistent preparatory material for exams
- Education with Psychology – did not inform students of exams [scheduled for] the following week [which was] worth 40% of module grade
- In-person exams on Inspera – would prefer on paper because it takes more time to write on Inspera/Excel e.g., 10 seconds to write a formula on paper, 30 seconds on Inspera
- Mix of in-person and online, with majority being in-person
- In-person with a cheat sheet [would be] more efficient
- Consistency in exam creation regarding time and structure
- Exams and tests need to be at reasonable times – NOT AT 8PM after a day of lectures
- Make sure online exams are achievable in the timeframe and user friendly (e.g., asl PhD students to test them)
- Example exam – drawing on a graph that had to be downloaded in Civil Engineering last year (3rd year)
- There's a case of someone not having done any in-person exams ever – Not even GCSE's [so] needs to be a special DAP

- Knowing exam structure in advance is very useful
- Could there be PhD students that do workshops for in-person feedback?
- In general, lack of real-world application
- Physics specific – calculator situation is ridiculous; graphical calculators should be allowed. Nearly everyone is taught A-levels on graphical calculators now and after university we will be using graphical calculators. Therefore, it's useless and unrealistic to use anything less (helps nobody, not preparing students for real world situation, wastes time when everyone must learn how to use new calculator)
- Exams could be split into smaller sections. One module could have two 1.5-hour exams instead of one 3-hour exam to reduce anxiety and stress. [This] makes focus time during exams more realistic
- Lack of explanation regarding examinable lecture content
- Mechanical Engineering – no exam feedback, delayed feedback, hard to find (only though links), different lecturers prefer different things [so] feedback not consistent
- Exams for Mechanical Engineering – some in-person, some online (open book), some online (multiple choice), exams on successive days (Monday and Tuesday) [which is] very stressful, 2nd years [have] all online, [but] 3rd and final years [not not] (should be standardised)
- IMEE – lecturers should be aware of difficulty level (not as previous years) as time window has been reduced from 24 hours to 2 hours
- Biomedical science – need for exam feedback i.e., essays in exam, implement feedback sessions after an assessed piece of work to identify weakness in work, quicker feedback needed, lab report feedback inadequate (too later, not relevant/helpful), need to explain lab report writing techniques so people know what they are doing
- Refused to provide past papers/other resources
- Lack of clarity in communications
- Literally name of my exams are on the timetable
- Little to no accountability for freeloading in group assignments
- Extremely vague specifications for coursework (PL30732) – be as specific as possible, provide model essays
- Concern about switching from online to in-person (I haven't done in-person exams for 5 years)
- Appropriate support
- Collusion is course dependent – hard to collude on essays etc.
- Planned format is good

		- No info on Semester 2 - Consistent - Good explanation of planned format – clear instruction - There needs to be uniformity across courses as to what the mode of exams will be, i.e., either everyone should have online, or everyone should have in-person - There has not been enough communication (1st years) about examinations (processes, formats, procedures and modes) - Many students have not given in-person closed book exams for 3+ years and are facing high levels of anxiety and stress due to it - Topics that are not going to be on the exam but are taught in class should be disclosed to students beforehand - There have been no measures to support the transition from online to in-person, it is being carried out with an extremely sudden shift - Clarifying which lectures are on exams - Provide a checklist for content in exams - Overreliance on abbreviations/acronyms - Policies are not accessible – not helpful to read and is online somewhere (where varies by department) - Proof or assumption – this seems like an attempt to delegitimise online exams, students prefer online generally - Online exams <u>always</u> take longer than the suggested time (3 hours) - Computer science mentioned in SSLC and DCLTQCs – department said no to online exams - Harder questions on online exams due to constraints - Student much longer answering questions - All exams/coursework submission scheduled in the last week before Christmas break – only one assessment in January (BB1) - Transition online – in-person should be smoother - Content should be reduced for exam, because less time for exam in-person – for Mula sheets should be provided - Access to past papers would be helpful - Format and content of exam should be clarified - Some sense of standardisation between modules - Directors of studies exam timetable – which module exams/coursework? Roughly when? Online or in-person? - Modules should discuss with each other when they are planning deadlines and exams/assessments
3	Lecture Recordings	
	Verbal Feedback	

	- Students overwhelmingly agreed that all lectures should be recorded, via a show of hands - It was agreed that it would make it easier for everyone, be useful for revision and generally be more accommodating for students - Recorded lectures would also increase engagement with the course - In cases where the lecturer does not want to record lectures due to sensitivity issues, etc., they should communicate their reasoning - According to students, the School of Management has abolished their lecture recordings policy - Students highlighted the need for consistency in lecture recording policy
Written Feedback	
	- Finance – 1 week expiration (inconsistent between modules) - Accounting and finance – 100% exam modules [and do not] have lecture recordings - Lectures recording [are] useful – to catch up if you are ill, revision, misheard in live lecture and want to double check - Psychology [not] allowed to access material after academic year passes but other courses still have access to previous year material - Lectures are recorded in – education with psychology, psychology, physics, biomedical science, chemistry and management - Seminar recordings would allow for better understanding of crucial subject matter - No corelation between recordings and lecture attendance [Some] not posted, [some] posting later, [some are] taking lectures down [Recordings are] useful [and] very good for revision - Lectures are recording, seminars are not - You can't figure out discussions – [could] pass the microphone to students [Can alter] speed - Maths – can't see writing on the board because camera Teams lecture - Coming out of Covid it is clear people learn in different ways – easy to do, they all know how "Intellectual property" – we pay, we would be able to have access - Standardisation - So useful for revision - Management course – should be a general policy

- Compulsory to record!
- They should be recorded – revision purposes, can't make every lecture, everyone learns differently, not many people are auditory learners
- If a lecturer doesn't to publish sensitive or inappropriate material, then they can edit it out – lecture recordings should not just be deleted
- Inconsistency – makes it impossible to catch up if you miss them for legitimate reasons e.g., interviews, family issues, medical (WE'RE PAYING FOR THIS)
- Mechanical Engineering – some not recorded [which is] inconvenient, none of the year 2 lectures are recorded [which] would be useful for comments about coursework
- IMEE (Electrical) – control theory [has] in-person lectures [which] are the same as the recordings [but has] less attendance
- EEE (Electrical) – no issues with recordings, live recordings are provided as well
- Upload quickly after lecture takes place
- Pre-recorded lectures not timed regularly (sometimes none, sometimes many)
- Expand recording lectures to all aspects of library – some econ seminars are recorded [and] others aren't
- Lecture recordings can help when lecturers speak too quickly
- Recording all lectures can dissuade people from going to campus – may degrade quality of lectures quality of learning/interactive aspects
- Useful for revision
- Should be kept on Panopto indefinitely
- If they are going to test us on niche material, they need to give us the opportunity to write it down and re-watch for anything we miss
- We are paying a lot of [money]
- Lecture recordings very helpful
- Allows you to balance sport and university work
- Most of the students want lecture recordings to be accessible for the full duration of the course (SoM)
- They are utilised for later revision, not taking and revisiting in case students were not able to attend in-person
- Management – it is believed that for this semester, the lecture recordings will be left online and accessible (contrary to the earlier rule) but there has been no communication on the system in place for semester 2

		• Students find lectures to be a great resource to have for revisitation, especially for students competing in sports, competing for the university, etc. • Most students use them for revision when something was unclear or if they were sick – beneficial to have lecture recordings • Quality of recordings have increased since last year • Clarity on SoM policy on lecture recordings – removed after 6 days or not? Do they have to record them, or is it optional? • Lectures should be uploaded ASAP after lectures so people who were sick can watch them before the next lecture – thus within 7 days • Reupload recordings for revision periods • Tell students if lecturers don't their lectures
4	Student Communications	
	Verbal Feedback	
		• Students pointed out that they are often left out of course/curriculum changes, and don't have an opportunity to have a say or get involved • The website was praised as being clear and a useful tool for communications • Some students complained about the lack of information about certain opportunities in their course such as possibilities of a year abroad, while certain options such as placement years are pushed more heavily • Students also said that important information often gets lost in the comms email, such as about the exam timetable • It was suggested that for important information, individual emails are sent instead • Policies for Individual Mitigating Circumstances are seen as not accessible enough, as they are often wordy, confusing, and with too many acronyms • A lot of emails are sent to student inboxes, such as for marketing purposes • This causes students to get lost in their inbox, or to stop paying attention entirely • Students also wanted to know the university policy on marketing and sharing email addresses for these purposes
	Written Feedback	
		• Transparency in decisions • Strikes – against university, not students, understand that they're well within their rights BUT we're paying for this – please tell us what's going on!

- Standardise Moodle – make it easier to use and navigate, make a Moodle page for reps so students can easily come forward including anonymous suggestions
- The reps are more part of the decision, but regular students are out of the loop
- If we're being honest, people don't really read all the emails – there are too many so people give up
- IMEE (Electrical) – good communication, not enough communication with mechanical department
- EEE (Electrical) – good
- Mechanical Engineering – ok communication
- Careers emails a bit too much
- Important information disseminated in optional media
- Responsive
- Lack of communication about how word counts affect grades – was once told they don't matter at all
- While the options/resources available to students for a range of functions are made aware to students, we do not feel like we are included/given a stance on the decision-making process in the university
- Sometimes there are many complex organisational structures you must go through to get information instead of a one stop place
- Key communications/policies are more "conveyed" to students rather than taking any thoughts/opinions (of students) into consideration
- For modules, some professors are extremely vocal and communicative about updates and information, while there is no discussion from others (uniformity required)
- Some official policies (such as plagiarism, IMC's, etc.) are extremely wordy and hard to understand as they contain heavy legal jargon which is hard follow for the regular student. The use of basic information and easy to follow language would be better suited
- News in 10 [is] good [and] easy to read but please don't spam
- Do not feel involved in university decision making – don't really want to get involved unless impacting our experience
- Students' comms [are] pretty good in terms of frequency of emails
- We know how to find my ingo – use university website/Moodle
- Difference between lecturers on how clearly, they communicate
- Most big decisions are communicated. But not all (e.g., lecture recording policy)
- Comms team mail too lengthy/unclear – divide into individual email or make it more obvious

		• Should be more communication on where you can get information from • Student experience officer Business course is amazing – gives clear communication and heads up for important information • Not really involved in decision that are important to study • Communication from SU about things outside the course (e.g., Be Well activities) is very good
5	**Learning Resources**	
	Verbal Feedback	
	Students suggested that study seasons discounts/coupons for be a good way to encourage as well as to help students to study on campus The lack of food outlets available on weekends was brought up Generally, students agreed that food on campus is expensive Initiatives such as £1.50 meals were highlighted as great, and students wished these would be expanded However, there is little awareness of these initiatives and discounted food, and this should be communicated more to students It was suggested that the university provides cooking recipes, lessons and food shopping lists to help students manage their budgets and food The free university cooking classes and community fridge the university has were brought up Students highlighted that there is little awareness of these Students suggested a way of reporting how busy study spaces are on campus, via the website or an app Students also agreed that there are not enough private study spaces on campus, with a particular lack of quieter, smaller rooms available	
	Written Feedback	
	• Electrical – laboratories do not open 24 hours • IMEE and Mechanical Engineering – not enough computers on campus with CAD software • Library – useful to study on campus, some library spaces are too noisy • Extend café opening hours • Heaters/parasols for outdoor searing in winter • Lots of food on campus is expensive • Study spaces rammed at peak times • Keep study spaces and restaurants/cafes open at the weekend! • £1.50 management noodles are nice • System to self-report how busy the study spaces are – could be reported live on university website (collect data over time to advise people about when/where to study) • Space – library gets very busy, study spaces	

- IT Resources – monitors where laptops can be plugged in for easy work, all university computers are windows when my laptop is Mac
- Food - £1.50 should have always been an option, otherwise food [is] too expensive e.g., £8 pizza at Limetree
- UG SoM students have less access to the new building which is upsetting as it was heavily advertised as a place for all Management students
- Many study spaces in the SoM are not utilised for study and are being booked and used by non-SoM
- 30% (estimate) of barrier swipes on the SoM are non-management
- There are a lot of library users who do not respect the environment, e.g., loud noise, non-headphone usage, etc.
- Please more booths like in chancellor's Building
- More bookable spaces in management building
- Fix the booking system – had clashes with other people's bookings
- Stop teaching at Edge Theatre – dark, bad 'table'
- Chancellor's Building is great
- More cheap food please
- 4E 3.10 – dark and cramped, bad for lecture
- 8W 2.5 – 3 seats in the back have no table
- Virgil building is great – booking system is good
- Quiet study space
- Not enough room for 100% in-person – how has that happened
- SoM – no 'management only' spaces, too many offices
- More places to book
- Room timetables – rooms available when not used for teaching
- Little communication about study space
- City study space
- Need more spaces for group study spaces – rooms get booked up quickly
- Library does the job but could look nicer
- Not enough space in management, Virgil Building, Library, etc.
- Tell about the different study spaces available
- More bookable meeting rooms
- Opening hours during day and weekend extended
- Learning resources provided per module, in general, [are] very good
- More charging spaces needed in SoM
- Wi-Fi is good in general
- Some spaces [are] very noisy