



# **Student Written Submission**

Hull University Union  
July 2010

## **TABLE OF CONTENT:**

<b>1.</b>	<b>Introduction.....</b>	<b>1</b>
1.1	Purpose.....	1
1.2	Research Methodology.....	1
1.3	Evidence used to write the Written Submission.....	2
1.4	Authorship.....	6
<b>2.</b>	<b>Learning and Teaching Experience.....</b>	<b>6</b>
2.1	Module/Free Electives Choices.....	6
2.2	Module Handbooks.....	9
2.3	Module Evaluation.....	10
2.4	Timetabling.....	11
2.5	Teaching Quality.....	12
	2.5.1. Teaching Environment.....	12
	2.5.2. University Staff Absences.....	13
<b>3.</b>	<b>Learning Spaces and Resources.....</b>	<b>15</b>
3.1	Brynmor Jones Library.....	15
3.2	Keith Donaldson Library.....	22
3.3	24h Library.....	27
3.4	Learning Resources and Teaching Rooms.....	28
3.5	Hull Campus 24 hour Centres.....	29
3.6	Graduate School (Hull Campus).....	32
3.7	Online Resources.....	32
	3.7.1. eBridge.....	32
	3.7.2. Portal.....	34
	3.7.3. University Website.....	35
<b>4.</b>	<b>Student Support.....</b>	<b>36</b>
4.1	Support within Academic Departments.....	36
	4.1.1. Personal Supervisors.....	36
	4.1.2. Senior Tutors.....	37
	4.1.3. Module Leaders.....	38
	4.1.4. Lecturers.....	38
	4.1.5. Departmental Admin Staff.....	39
4.2	Other Student Support.....	40
	4.2.1. Students' Union Advice Centre.....	40
	4.2.2. Disability Services.....	40
	4.2.3. Student Loans and Hardship Department.....	40
	4.2.4. Careers Services.....	40
<b>5.</b>	<b>External Study.....</b>	<b>42</b>
5.1	Year Abroad.....	42
5.2	Work Placements.....	43
<b>6.</b>	<b>Assessment.....</b>	<b>45</b>
6.1	Assessment Criteria.....	45

6.2	Assessment Submission.....	48
6.3	Assessment Feedback.....	49
7.	<b>University Policies and Regulations.....</b>	<b>55</b>
7.1	Unfair Means, Plagiarism.....	55
7.2	Change of Module, Programme of Study and Personal Supervisor.....	56
7.3	Academic Appeal and Complaint.....	57
8.	<b>Course Representation.....</b>	<b>59</b>
8.1	Student Participation Working Group.....	59
8.2	Course Representation System – changes made in 2009/10.....	60
	8.2.1. Changes within the HUU.....	60
	8.2.2. Education Zone.....	60
	8.2.3. Education & Representation Co-ordinator.....	60
	8.2.4. Changes within the University.....	60
8.3	Course Representation System 2009/10 – Evaluation of 2009/10.....	61
	8.3.1. Departmental Training.....	61
	8.3.2. Recruitment of Course Representatives.....	61
	8.3.3. Elections of Course Representatives.....	63
	8.3.4. Course Rep Stats.....	64
	8.3.5. Training Provided for Course Representatives.....	65
	8.3.5.1. Training on Course Representation.....	65
	8.3.5.2. Training Evaluation.....	66
	8.3.5.3. Meeting Skills Training.....	67
	8.3.6. Course Rep Support.....	69
	8.3.6.1. Course Rep Handbook.....	69
	8.3.6.2. Communication Between CRs and SU.....	69
	8.3.6.3. Communication Between CRs and 2 Departmental contacts....	71
	8.3.6.4. Communication Between CRs and students.....	74
8.4	HUU Course Rep Recognition Scheme.....	76
	8.4.1. Education Awards.....	76
	8.4.2. Further Recognition.....	76
8.5	Course Rep Survey.....	77
9.	<b>Student Voice.....</b>	<b>80</b>
10.	<b>Conclusion.....</b>	<b>86</b>
11.	<b>Acronyms and Abbreviations.....</b>	<b>87</b>
12.	<b>Appendices.....</b>	<b>88</b>
	Appendix 1. Output from the student workshops on channels of communication with the University.....	88
	Appendix 2. Course Rep Survey – open question comments.....	90
	Appendix 3. Education Survey results .....	93



# **1. Introduction**

## **1.1. Purpose**

The University of Hull had its last Quality Assurance Agency for Higher Education (QAA) Audit in April 2009, a process carried out at higher institutions in England and Northern Ireland, in order to check how well those manage and maintain their academic standards and quality. Prior to the Audit, the Hull University Students' Union produced a Student Written Submission (SWS)<sup>1</sup>, which was submitted to the University Quality Office in January 2009, and later to the QAA.

Following a prompt and positive response to the SWS given by the Quality and Standards Committee in February 2009, HUU has then decided to publish such SWS on annual basis.

The proposal of annual SWS was welcomed by the Quality Director, University Registrar and Secretary and it is believed that such a report will improve the students' learning experience at the University of Hull.

## **1.2. Research Methodology**

1.2.1. Partly, the research for the SWS 2010 has been structured around four questions suggested by the QAA, which advises that the SWS report would focus on the institution's academic quality and standards, and would answer following questions:

- How accurate is the information that the institution publishes?
- Do students know what is expected of them?
- What is the student experience as a learner like?
- Do students have a voice in the institution and is it listened to?<sup>2</sup>

---

<sup>1</sup> SWS 2009 can be found on [hullstudent.com/sws](http://hullstudent.com/sws)

<sup>2</sup> 'QAA Institutional audit: a guide for student representatives', The Quality Assurance Agency for Higher Education, 2009, p3

- 1.2.2. Different research methods were used in order to reassure data collected is valid and representative. Both qualitative and quantitative data has been obtained, and when there was a comment made by one student only, further research has been done to find out whether this particular issue would address more students as well.
- 1.2.3. Whenever possible, both Hull and Scarborough based students were questioned, and on most of occasions common themes were highlighted between the two campuses.
- 1.2.4. This SWS will discuss these common themes, but where students' experience was found to differ between the campuses, this will be mentioned separately. Thus, all other comments and issues raised, unless otherwise stated, apply to student population at both campuses as a whole.
- 1.2.5. All comments in this piece of work that are presented in '*italic and quotation mark*' are direct quotations from a student at the University of Hull. Some comments may have been edited to make it more concise, however the message it was trying to portray was not changed.
- 1.2.6. Finally, this SWS does not discuss issues such as students' entertainment, accommodation or catering facilities. Students' feedback on those is being analysed on regular basis and acted upon by the HUU, or both the HUU and the University whenever appropriate.

### **1.3 Evidence used to write the Student Written Submission 2010**

In order to answer the questions stated by the QAA and gather students' feedback on the learning experience at the University of Hull, both, primary and secondary data has been collected via the following:

## **Student Written Submission 2009**

The Student Written Submission published by the HUU in January 2009 was looked at to find out what actions were made in order to solve students' issues raised during previous academic year.

Where students claimed on no or insufficient action being taken, and raised the same issue again, such cases will be emphasised within this SWS.

## **Academic Appeal and Complaint Survey**

The Academic Appeal and Complaint Survey was launched in summer 2009 by the current Education and Representation Co-ordinator (ERC) and carried out at the Students' Union Advice Centre until June 2010.

The Survey was aimed to find out how students feel about submitting a formal appeal or complaint. The results are discussed in section 7.3.5.

## **Course Rep Forum**

A Course Rep Forum took place on the 19<sup>th</sup> November 2009. An informal discussion on academic/ education related issues took place between course representatives, Vice President Education (VPE) and Education and Representation Co-ordinator (ERC), and the comments made are mentioned within this SWS.

## **Academic Council Minutes**

Four academic councils took place this academic year, two at each campus, and the issues raised by students will be mentioned whenever appropriate.

## **Training for Course Representatives**

There was an interactive activity at training sessions for course representatives, where students were asked to name '5 top issues at the University of Hull'. Hundreds of issues were raised<sup>3</sup>, that highlighted common themes but also brought up new problems to our

---

<sup>3</sup> The list of issues raised can be obtained from ERC

attention. Those mentioned most often were discussed further during the HUU Student Conference 2010, and others are listed in relevant sections of this SWS.

### **Course Rep Survey**

HUU Course Rep Survey was design by ERC in October 2009 and distributed to all course representatives (CRs) who attended CR training between November 2009 and March 2010. CRs were asked to complete the forms before a training session started, in order to achieve the most accurate and unbiased responses.

The aim of the survey was to find out why particular students became CRs, what made them interested in becoming a CR, but also to examine how both the HUU and the UoH could improve the Course Representation System.

The results are summarised within the section 8.5.

### **'Keep Wednesdays Afternoons Free' and '24h Library' petitions**

Both petitions were written by the VPE (2009/10) and signatures were collected during the Re-fresher's Fair that took place in Asylum, HUU on the 2<sup>nd</sup> February 2010.

### **Workshop on Channels of Communication with the University**

On the 5<sup>th</sup> February 2010 a workshop on channels of communication within the University took place, which was aimed at gathering students' opinion on how the University could improve its communication with students.

The workshop was organised as part of the research carried out by the Student Participation Working Group (SPWG). The outcomes are mentioned within this SWS but also attached as Appendix 1.

### **HUU Student Conference 2010**

The first HUU Student Conference took place on the 24<sup>th</sup> February 2010. During the conference students discussed the issues that were raised throughout the year, such as:

Module assessment: methods/ procedures / feedback



Teaching Quality/ Module Delivery and Handbooks  
Learning resources: materials/ equipment/ computer and library facilities  
Student Support: Personal Supervision/ Work Placement/ Study Abroad  
On-line resources: eBridge/ Portal/ University website

Students also had a chance to talk to the University Senior Management Team and the HUU Sabbatical Officers and Management. During their group activity they proposed solutions to some issues and these are listed within this document.

### **Direct students' comments**

This SWS also mentions comments and issues raised by students directly to the VPE or ERC via emails, Facebook messages or during informal, face-to-face conversations.

### **Education Survey**

Finally, all existing data was reviewed and the Education Survey was created by ERC in early May 2010, in order to gather quantitative data on the issues students have been raising throughout the year. Vast amount of issues raised is mentioned within this SWS, and the quantitative data is enclosed within Appendix 3<sup>4</sup>.

### **Other resources used**

Other resources that were looked into while producing this SWS include:

**University Committees' Minutes**

**Staff/Student Committees' Minutes**

**University Code of Practices**

**HUU Advice Centre Academic Statistics**

**Student Voice Cafe minutes**

**National Student Survey**

**SSC Annual Reports**

---

<sup>4</sup> Full results including students' comments can be obtained from ERC or VPE.

**The data collected was broken into following sections:**

Student Learning and Teaching Experience  
Learning Spaces and Resources  
Student Support  
External Study  
Assessment  
University Policies and Regulations  
Student Representation  
Student Voice  
Conclusion  
Acronyms and Abbreviations

**1.4. Authorship**

The SWS was planned and written by Katarzyna Pasik, Education and Representation Co-ordinator.

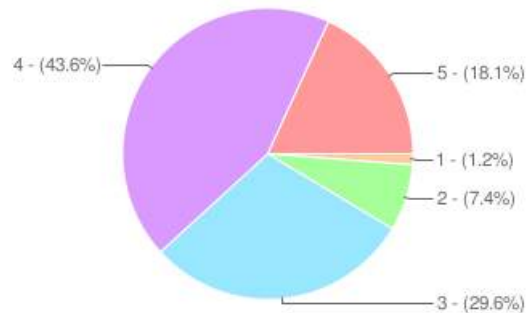
Due to leave of the ERC (16<sup>th</sup> July 2010) and the annual elections on new sabbatical officers, any questions regarding this submission should be directed to Matthew Barrow, Vice-President Education 2010/11, in post 5<sup>th</sup> July 2010.

**2. Learning and Teaching Experience**

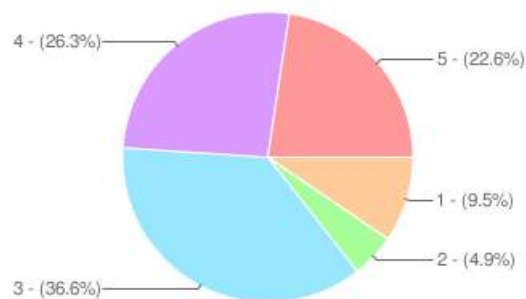
**2.1. Module/ Free Electives Choices**

2.1.1. According to the Education Survey, the majority of students are either extremely satisfied or satisfied with their module (51.7%) or Free Elective choices (48.9%).

Break down of students satisfied with module choices (1 = not satisfied at all, 5 = extremely satisfied):



Students satisfied with Free Elective choices (1 = not satisfied at all, 5 = extremely satisfied):



- 2.1.2. However, 8.6% students were not satisfied/not satisfied at all with their module choices.
- 2.1.3. *'Very limited', or 'no choice' happens to be a major reason why students are unsatisfied with their module choices, followed by 'module content not meeting students' expectations due to variation between module description and what is actually covered throughout the year'.*
- 2.1.4. There was also a comment that *'core modules were poor and uninteresting'* and that a 1 year module content was the same as Foundation year's.
- 2.1.5. 14.4% of students are unsatisfied with the choice of Free Elective due to two main reasons: they either were not allowed to take a Free Elective, or feel the choice is poor and unvaried.
- 2.1.6. A HUBS student commented on *'free electives not being advertised'*.

Comments made by students at other forums included:

- 2.1.7. According to some HUBS students, compulsory module 'Academic and Professional Skills (APS)' is *'unnecessary and too time consuming'*. Some HUBS Postgraduate students were also unhappy with the fact that they need to undertake a 'Research Methods' module even if they have done one a year before at HUBS as well. It is considered to be a *'waste of time doing the same module twice'*. While some students find these modules helpful, there seems to be an opinion that the way modules are delivered is a definite issue. All HUBS CRs questioned agreed that there are modules that are spread over two semesters, while could easily be taught in one, and those should be more condensed and less time consuming.
- 2.1.8. Nursing students are unhappy about not enough elective modules on offer, and the University not providing some modules at all that would be relevant to their subject of study and useful for work placements, that for example other Universities offer, such as modules on medication.
- 2.1.9. Free Electives are believed to not be advertised well, and the Free Elective Fair was questioned as whether it is the best way of advertising modules to students, especially Freshers<sup>5</sup>.

### **Recommendations:**

- 2.1.10. It was suggested that Free Electives registration should take place at a different time/ day than the main registration takes place. The Free Elective fair should not be rushed, and a clear time frame should be allowed for students to make their choices.
- 2.1.11. Free Electives should be well advertised at all departments.
- 2.1.12. The ideal solution would seem to be if all students were allowed to take a Free Elective in any subject area.
- 2.1.13. It was suggested that the 'APS' module (HUBS) could be optional for those students who did a similar one in college, and 'Research Methods' module not compulsory for Postgraduate students who did the module as a part of their undergraduate degree.

---

<sup>5</sup> HUU Student Conference 2010, Group Work

- 2.1.14. Finally, students agreed that *'Students should be involved in design of module content'*<sup>6</sup>.

## **2.2. Module Handbooks**

- 2.2.1. According to the Education Survey, 6.6% students are not satisfied with their module handbooks due to poor or lack of basic information within, or errors. The same survey found out that not all students receive a module handbook at the beginning of the year (8.2% do not) – those were either not available or available online only. Also 8.2% students found the information *'inaccurate'*, *'misleading'* and *'containing errors'*.
- 2.2.2. Direct complaints on module handbooks being *'not useful'* were made by few Drama students.
- 2.2.3. Taking into account various students' comments as well as after investigating numerous handbooks, it has been noticed that module handbooks vary to a high extent across departments. Thus, following recommendations could be made:

### **Recommendations:**

- 2.2.4. All module handbooks should be given in a hard copy to students at their first lecture of that module, in addition to being available in electronic form/ on eBridge.
- 2.2.5. There should be clear instructions given by the University on what module handbooks should include, and its core content should not vary across departments.
- 2.2.6. It is to be believed following information should be compulsory: reading list (including secondary reading), assignments and exams grade criteria and dates, examples of past exams questions, module leader/tutors contact details and referencing requirements, outlines of lectures and seminars objectives and content<sup>7</sup>.

---

<sup>6</sup> HUU Student Conference 2010, Group Work

<sup>7</sup> Students' answers to 'What other information do you think should be enclosed in the handbooks?', Education Survey 2010

- 2.2.7. Other suggestions included: a campus and department map, module review/ past students' comments about the module, departmental and lecturers' office hours, eBridge and Turnitin information, student support information<sup>8</sup> as well as information on how students can request the library to purchase books and library representatives' contact details<sup>9</sup>.
- 2.2.8. Module handbooks should also include information on University academic policies and procedures on academic issues such as appeals, complaints and unfair means.

### **2.3. Module Evaluation**

- 2.3.1. During the HUU Student Conference 2010 it has been noticed that students were unaware what actions are being taken to the evaluations forms they complete at the end of each module. The procedure was explained at that time by the Quality Director, University Registrar & Secretary, however it could be suggested that more effort should be made in order to communicate the outcomes of students' feedback to students
- 2.3.2. Students also commented that modules should be evaluated at mid point, for example in Week 6, instead of just one evaluation at the end of the module
- 2.3.3. Such Interim reports have been introduced in the department of Computer Science, where students are invited to the Module Feedback and Mid Semester Review Sessions. Positive comments could suggest that such practice should be introduced at all departments:

*'The Module Feedback sessions allow students to give their thoughts directly and anonymously to the Reps, while requiring little effort on their behalf. While other departments still rely on questionnaires, which are often hurriedly filled out, if filled out at all. While the approach used by this department consumes some lecture time, it is felt that it provides a much better quality of feedback to module directors.*

*It is also felt that the Mid Semester Review sessions are very valuable, since any student is invited, (and many often attend), they provide the opportunity*

---

<sup>8</sup> Students' answers to 'What other information do you think should be enclosed in the handbooks?', Education Survey 2010

<sup>9</sup> HUU Student Conference 2010, Group Work

*for modules to change reactively while still running, if an issue is important enough. This allows for fast changes to be made to combat arising issues.*<sup>10</sup>

- 2.3.4. Similar comments were made at other students forums, highlighting a lack of consistency in communication between academic departments and students in regards to issues and problems being raised within module evaluation forms<sup>11</sup>

## **2.4. Timetabling**

- 2.4.1. The University Policy states that Wednesday afternoons should be kept free from classes. However, this academic year there were few direct complaints made to the HUU by students having their lectures and seminars on Wednesdays afternoons. The issue has been investigated further, and within the Education Survey, 13.1% of students claimed their department does not keep Wednesdays afternoons free, including 16 students not finishing until 2pm or later, with 2 having classes until 8pm and 2 until 9 and 9.15pm.
- 2.4.2. Students taking part in sports activities commented that they had to miss lectures in order to play in away matches, or could not be there on time for regular activities. Some had to miss away matches for compulsory tutorials.
- 2.4.3. Direct complaints came from students studying Sports Science and Modern Languages.
- 2.4.5. During the Re-fresher Fair that took place on 2 February 2010 at HUU, a petition to keep Wednesdays afternoons free was circulated and signed by 149 students.
- 2.4.6. Another timetabling related issued raised by students concerned timetables being unstable. When asked within the Education Survey, 74.1% students had their timetable stay unchanged for the entire semester, while for the rest of respondents it changes even as often as once a week<sup>12</sup>, mostly due to rooms being unsuitable in the first place.
- 2.4.7. Negative comments related to timetabling came also from mature students:

---

<sup>10</sup> Computer Science, SSC End of Year Report, June 2010, section 7

<sup>11</sup> For example: student workshop on channels of communication with University, Appendix 1

<sup>12</sup> Education Survey 2010

*'I think that with the majority of people on my course being mature students with family, this should be considered when organising lectures etc. I seem to have more lectures and time in theory during half term holidays than in weeks during school term which is frustrating and expensive in childcare. U also would appreciate more notice when changes to timetable occur as this means paying for childcare unnecessarily.'*<sup>13</sup>

- 2.4.8. Students were also unhappy about their exam timetable, and commented that *'The University could try to spread the exams out a bit more instead of having them all straight after one another'*<sup>14</sup>

#### Recommendations:

- 2.4.9. All departments should keep Wednesdays afternoons free from any form of classes, whether compulsory or optional, meaning no academic activities should be scheduled after 12.15pm.
- 2.4.10. A suggestion that came from one student recommended that the University could *'set up a system where timetables are made available online and to let students know in advance when this will be happening'*<sup>15</sup>.
- 2.4.11. Perhaps the exam timetable should be improved, to avoid students having all their exams one after another, and allow at least a day break in between.

## 2.5. Teaching Quality

### 2.5.1. Teaching environment

- 2.5.1.1. HUBS students complained about students coming late to lectures and talking throughout, especially 1<sup>st</sup> year students, although HUBS Master students and English students are being very disruptive as well.

---

<sup>13</sup> Education Survey 2010, p.83

<sup>14</sup> *ibid.*, p.88

<sup>15</sup> *ibid.*, p.85



- 2.5.1.2. Also students commented that lecturers do not stick to the ground rules and do not react when other students are loud and disturb others.

## 2.5.2. University Staff Absences

- 2.5.2.1. Long periods of absent academic members of staff was an issue raised by students on numerous occasions.
- 2.5.2.2. For instance, Geography students commented that: *'This semester Geography department has a problem with prolonged staff illness: A member of staff was off for around 6-7 weeks and now is back part time. However this has caused chaos with the modules the person in question leads, along with the lack of supervision with dissertation students. The issue has been dealt with by department, however it took them 6 weeks to sort anything out. The issue was taken to the faculty and dean level which means that the problem won't affect our degree mark (particularly for finalists!), which was great news. However the fact it took 6 weeks, in my eyes and many other students, was too long. Is there a certain time length departments are supposed to give before these sort of problems are dealt with? If not maybe a suggestion to raise would be to have guidelines and recommended action plans in place (with max. time period to give for the return of member of staff) for unprecedented staff absences.'*<sup>16</sup>
- 2.5.2.3. Students argued that *'if lecturers are absent, reflect this in assessment marks for students, similarly to mitigating circumstances'* or *'there should be a cut off point for acceptable teaching absence before action is taken'*. Finally, *'standard and equal response for all students affected by staff absence'* was called for<sup>17</sup>.
- 2.5.2.4. Contrasting comments were made on the quality of content of lectures and teaching methods, which again proved there is inconsistency in teaching quality across academic departments.
- 2.5.2.5. Some students suggested that lecturers and their teaching methods should be audited. There were mixed feelings to whether such practice would be

---

<sup>16</sup> A direct email sent to ERC, February 2010

<sup>17</sup> HUU Student Conference, February 2010

appropriate, however all students agreed that action needs to be taken in order to improve teaching quality and ensure it is consistent across departments.

## Recommendations

2.5.2.6. When asked how teaching quality could be improved at the UoH, students made following suggestions:

- *'By ensuring that lecturers are excellent and doing something about those that aren't.'*
- *'By giving us the chance to evaluate year long modules each semester so they can improve if they aren't being run well.'*
- *'Change the layout of courses – more choice of modules and recognise good achievement'*
- *'Clearer marking criteria for personal assessment'*
- *'Don't be defensive when questions are asked about quality of teaching'*
- *'Try to make lectures more enjoyable and interactive'*
- *'Provide assessment of teaching quality through in-house supervision in teaching sessions.'*
- *'Provide reading lists well in advance of modules so students can be better prepared.'*
- *'Remove lectures on a Wednesday'*
- *'The University could try to spread the exams out a bit more instead of having them all straight after one another'*

- *'The University should promote that teaching standards meet high targets and that the quality of teaching content is as high as possible. It should also ensure that staff are able to speak English properly to avoid misunderstandings to due communication problems.'*
- *'Vary teaching methods so that lecturers aren't just delivered by PowerPoint slides'*
- *'Lecturers should not spend 10% of a lecture stuck on technical difficulties'*

### **3. Learning Spaces and Resources**

#### **3.1. Brynmor Jones Library**

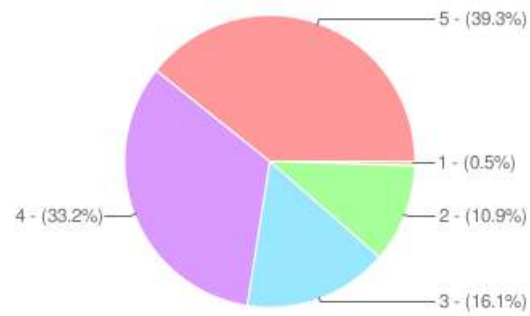
The UoH has already planned major redevelopments in order to improve the environment and resources provided by the Brynmor Jones Library (BJL).

However, this section outlines the main issues raised by students in relation to the BJL, and these not only cannot be ignored, but are believed to be beneficial and hope to be taken into account for the final plans of BJL redevelopment.

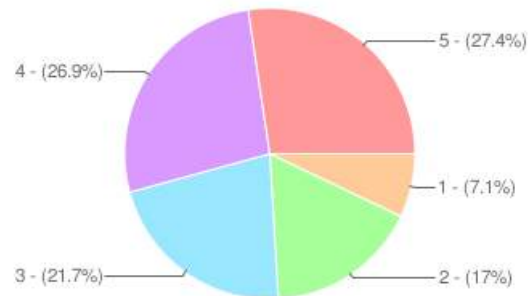
Following section lists students responses to questions asked within the ES.

Q: How satisfied are you with aspects of the Brynmor Jones Library:  
(1 being not satisfied at all, 5 being extremely satisfied)

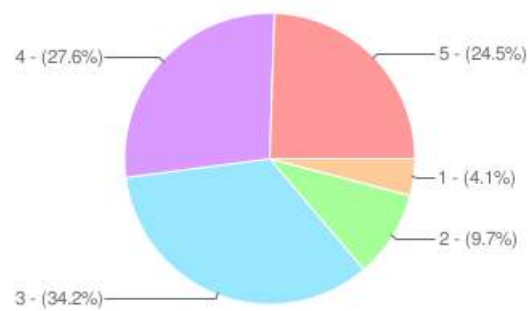
Monday – Friday opening hours:



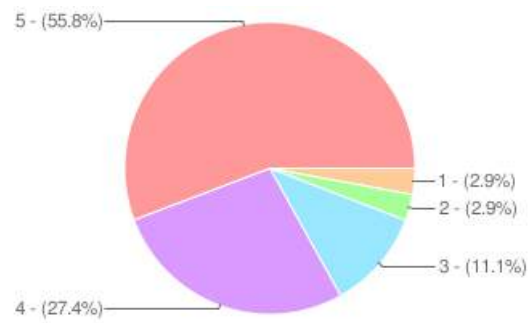
Saturday – Sunday opening hours:



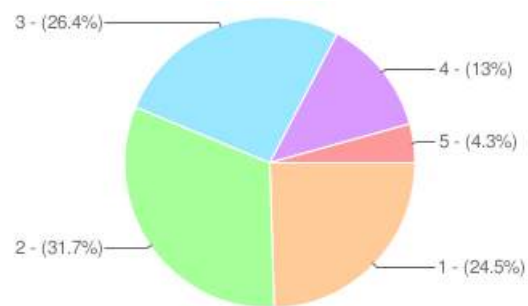
Vacation opening hours:



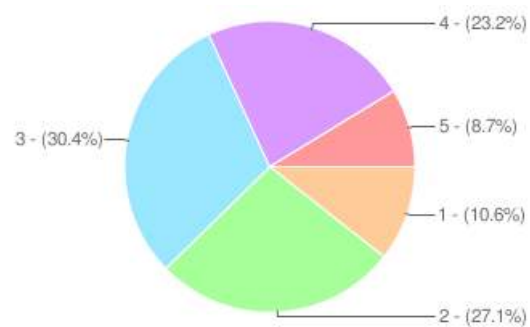
Exam opening hours:



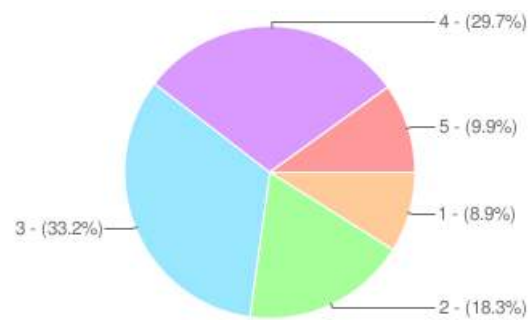
The number of PCs:



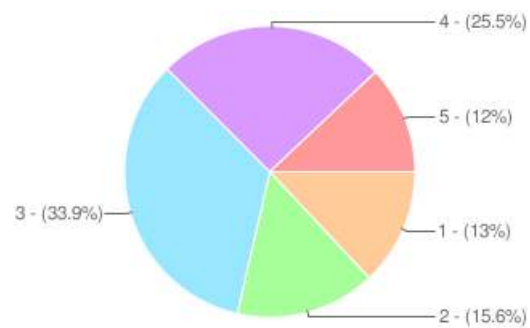
The number of printers:



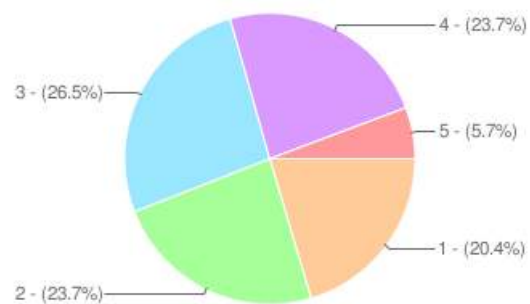
The number of study rooms:



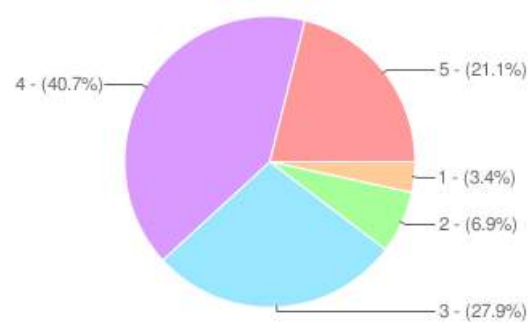
The equipment in the study rooms:



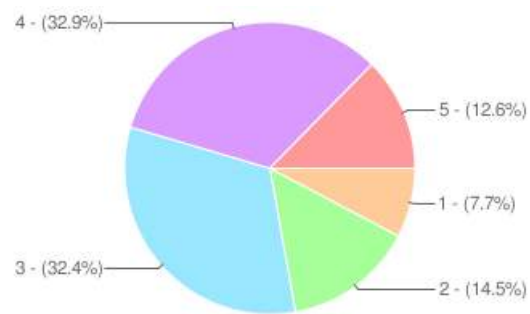
The noise level:



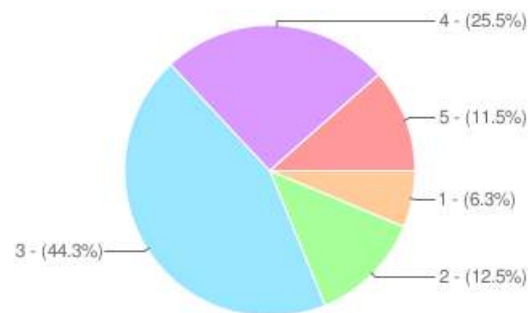
Staff support:



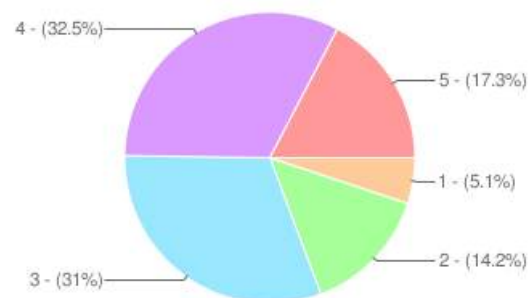
The number of textbooks:



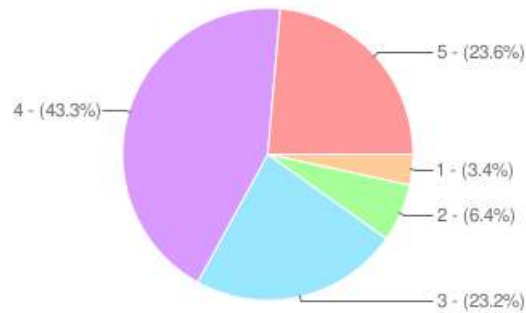
The number of e-books:



The number of e-journals:



The library website:



Following comments can be drawn from the graphs above:

- 3.1.1 Exam opening hours is an aspect students are most satisfied with (scored '5' or '4' from 83.2% students). It can be assumed that such a positive response is due to the extended opening hours during and prior to the exam period that were introduced at the end of the previous academic year, and carried out again this year.
- 3.1.2 The lowest scores were given to the number of PCs in BJL (56.2% students responded '1' or '2'), followed by the noise level, which 44.1% students are not satisfied with at the moment
- 3.1.3. Other direct and mentioned most often issues made by students within the ES but also at other forums in regards to the BJL services were:
- 3.1.4. Lack of discipline within the library was raised by students on all occasions. Students argue that rules of library are not adhered to in relation to the noise level, use of mobile phones, eating and drinking.
- 3.1.5. Heating – too high or too low.
- 3.1.6. Lack of/ not enough plug sockets.
- 3.1.7. *'Not enough books'* was mentioned by students on every occasion as well as not enough books being digitalised, and not enough made Short Loan.
- 3.1.8. Another issue that has been spotted during the SC was that students believe it is the library's responsibility to order and purchase books.



- 3.1.9. It was agreed that it was not generally known by students that departments purchase books, not the library. There is a departmental library rep in each department, and students should be made aware of who the person is <sup>18</sup>.
- 3.1.10. Poor lighting in both libraries was mentioned, with an example of 'Law floor' in the BJL.
- 3.1.11. Study rooms on upper floors need improvement according to students, who found them very cold, resulting in *'bad working conditions'*<sup>19</sup>.
- 3.1.12. Lack of a cafe in the library was a concern.

### Recommendations

- 3.1.13. Positive comments were made on newly introduced quiet 4<sup>th</sup> floor and noted that *'same policy as 4<sup>th</sup> floor should be applied other floors as well'* and more places with silence restrictions should be created.
- 3.1.14. Water fountains available in the library.
- 3.1.15. More PCs and printers.
- 3.1.16. More computers dedicated just for printing.
- 3.1.17. More study rooms and areas for group work.
- 3.1.18. Earlier opening hours, including Sundays.
- 3.1.19. More books and journals available online.
- 3.1.20. Include map of the library on the website.
- 3.1.21. Library representatives should be well publicised and advertised well to all students.
- 3.1.22. Advertise the facility that students can request the books on the Library Catalogue.
- 3.1.23. Temporary solution for more sockets would be providing socket extenders with several slots.

---

<sup>18</sup> HUU Student Conference 2010, Open Forum

<sup>19</sup> HUU Student Conference 2010, Group Work

- 3.1.24. Lighting and temperature of both libraries needs to be addressed.
- 3.1.25. Computers to be available in study rooms.
- 3.1.26. Short loan to be open on Sunday.
- 3.1.27. There should be a clear division between quiet study areas and group working areas.

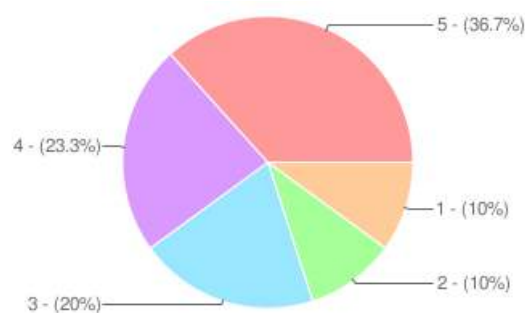
### 3.2. Keith Donaldson Library

- 3.2.1. This academic year extended opening hours were introduced in the Keith Donaldson Library at Scarborough campus, and an extensive redevelopment is planned to take place over the summer, which is hoped to improve its learning environment by increasing its area and number of spaces designated for group work, just to name few.

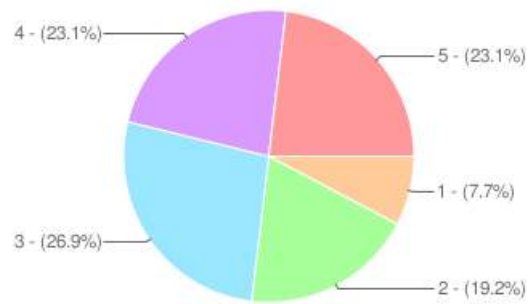
Below are the comments made by Scarborough students within the ES.

Q: How satisfied are you with aspects of the Keith Donaldson Library:  
(1 being not satisfied at all, 5 being extremely satisfied)

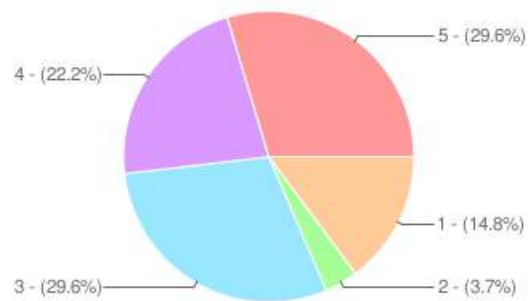
Monday – Friday opening hours:



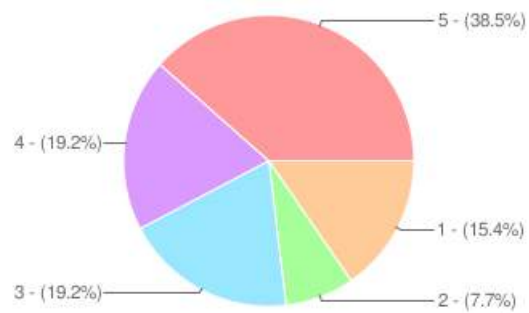
Saturday – Sunday opening hours:



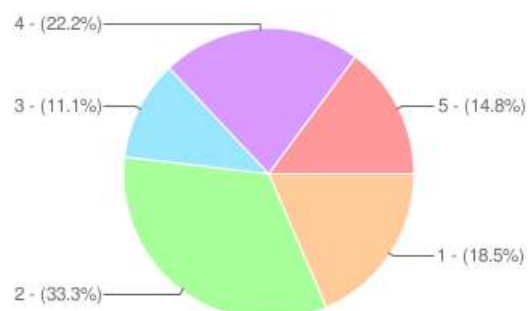
Vacation opening hours:



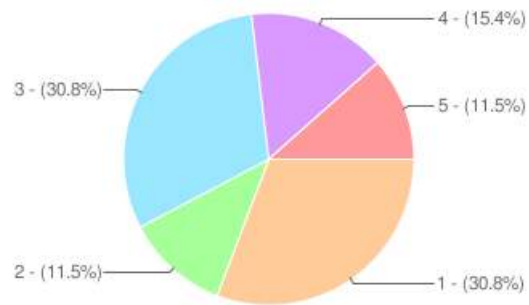
Exam opening hours:



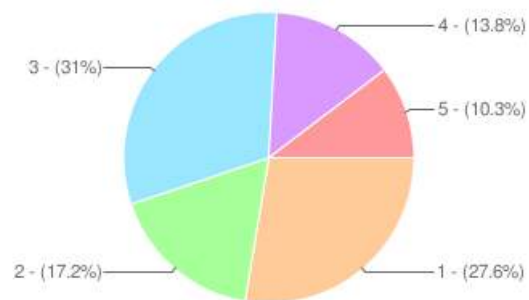
The number of PCs:



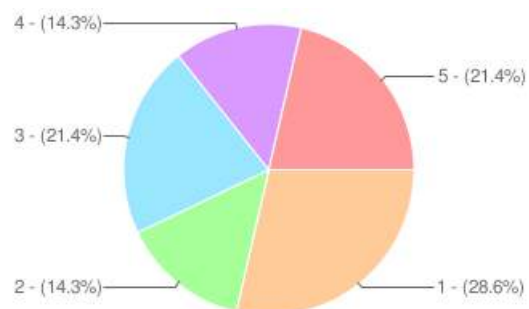
The number of printers:



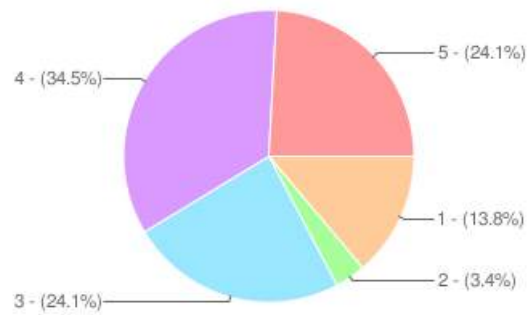
The number of study rooms:



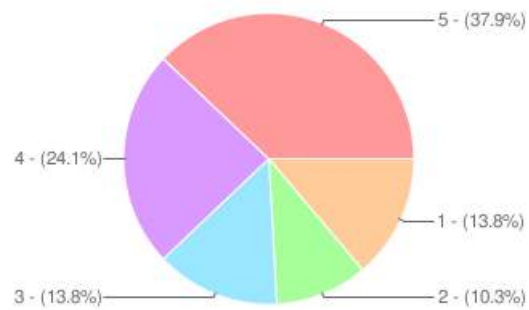
The equipment in the study rooms:



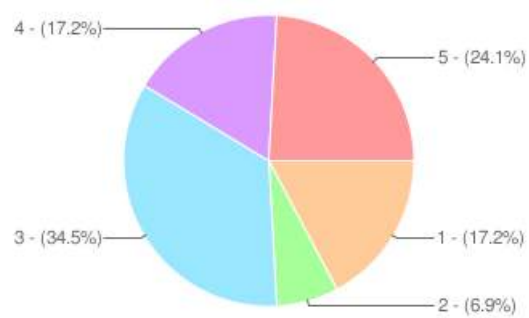
The noise level:



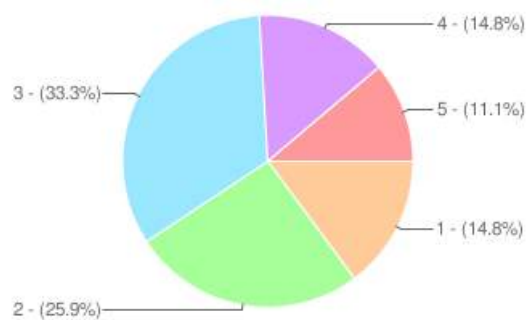
Staff support:



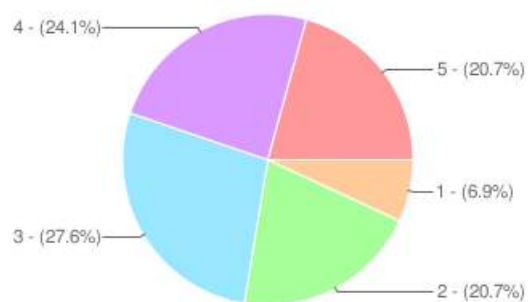
The amount of textbooks:



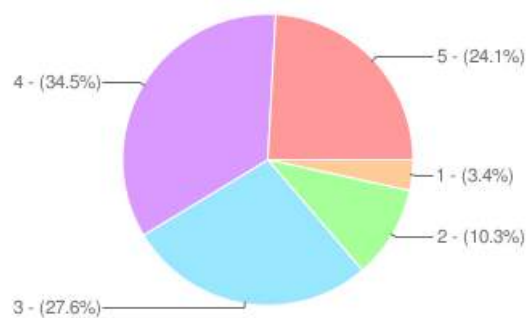
The amount of e-books:



The amount of e-journals:



The library website:



### Comments:

- 3.2.2. Similar comments were made to those related to the BJL, including noise level, lack of free PCs, lack of relevant books, and low amount of eBooks, not long enough library hours, and the library website being too difficult to navigate.
- 3.2.3. Number of PCs was again the aspect students are least satisfied with (51.8% students responded '1' or '2'), and highest amount of students were satisfied with Monday-Friday opening hours.
- 3.2.4. In regards to eJournals, comment was made that *'sometimes resources listed as being available require additional subscriptions or logins to access'*.
- 3.2.5. Few comments were made about library staff being unfriendly, which is contrary to students' experience at the BJL.
- 3.2.6. At other forums, Scarborough students also commented on printing costs being too high, especially colour printing<sup>20</sup>, and PCs not being labelled with what software is available on them, thus students need to log on to find out whether could software they require is on a PC or not<sup>21</sup>.
- 3.2.7. Noise level was a concern for all students.
- 3.2.8. Library computer rooms was described as *'very uncomfortable'* and *'too warm, even during winter'*.
- 3.2.9. Students suggested that they should be allowed to request books from other libraries online.

### 3.3. 24h Library

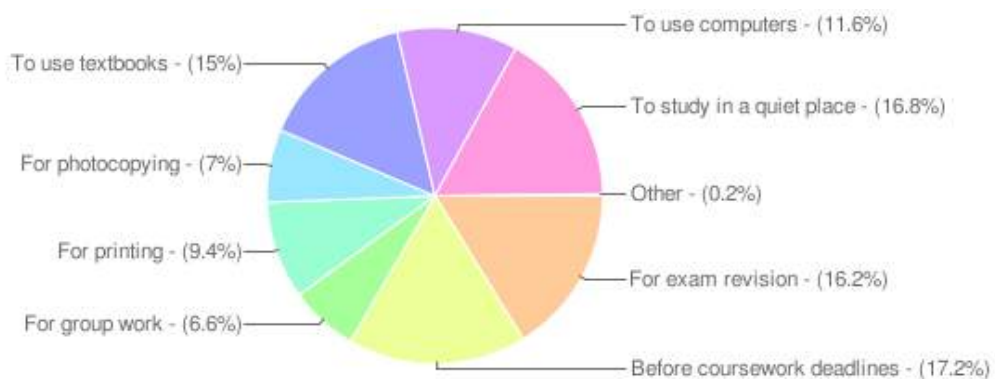
- 3.3.1. Campaigning for 24h library was the priority of the VPE this academic year, as well as one of the main issues that were raised and discussed by students at every opportunity they had to voice their opinions.
- 3.3.2. During the Re-Fresher Fair at Hull Campus that took place in Asylum on the 2<sup>nd</sup> of February, a petition for 24h library was circulated. This was signed by 203 students, however no further action was taken.

---

<sup>20</sup> Academic Council, Scarborough Campus, 10 December 2009; HUU Student Conference, 24 February 2010

<sup>21</sup> Academic Council, Scarborough Campus, 10 December 2009

- 3.3.3. The issue was also discussed at the HUU Student Conference, where participants came to a consensus that a 24h library opening hours should be tried for a period of time, when visitors numbers should be monitored in order to find out when are the busiest times and when (if) there is no need to keep the library open. Students were assured that there will be a trail to see how 24h library would work.<sup>22</sup>
- 3.3.4. Opinions were also divided within the ES, where 53.5% believes the library should be open 24h, but a similar number (46.5%) does not see the need for a 24h library.
- 3.3.5. Students were also asked what would they mainly use the library for, if it extended its opening hours/ was open 24 hours, and the answers were as follows:



### 3.4. Learning Resources and Teaching Rooms

This section lists direct comments made by students in relation to insufficient or lack of learning resources, and teaching rooms.

- 3.4.1. Engineering CRs (Hull Campus) reported that *'1<sup>st</sup> year Engineering students need to do an assessment in second semester, which requires PC software which is available only in the computer room in the Fenner building. However, very often the room is booked or occupied by other students, and*

---

<sup>22</sup> HUU Student Conference 2010, Open Forum



*1<sup>st</sup> year students find it very difficult to access those PCs. This happens every year and affects around 110 students.'*

The same CRs reported that the issue was raised at the SSC couple of times and the department has done nothing in order to solve this.

- 3.4.2. Teaching rooms CG6 and CG7 at Scarborough Campus were described as '*uncomfortable*' and lacking writing surfaces, which students believe is unacceptable. It is believed these rooms will be redeveloped and connected to the library as from the next academic year.

However, it needs to be ensured that writing spaces are provided within all teaching rooms.

- 3.4.3. Students commented that '*even though staff knows about e-books and digitalisation of chapters they still seem unclear about how to go about it*', and suggested more books should be digitalised and then integrated with the library system, which '*needs to be an alternative, not a replacement*'. '*Also students should be encouraged to request from lecturers they want a certain chapter digitalised/ e-book requested*'<sup>23</sup>.

- 3.4.4. Students also suggested that there should be more study rooms and computers around the campus within different departments, that could be used by students, especially during the exam period.

- 3.4.5. Printing (including colour printing) is believed to be too expensive.

- 3.4.6. Comments were made on teaching rooms being either too hot or too cold and better control of Air conditioning/heating was suggested.

- 3.4.7. Dated equipments of teaching rooms were mentioned.

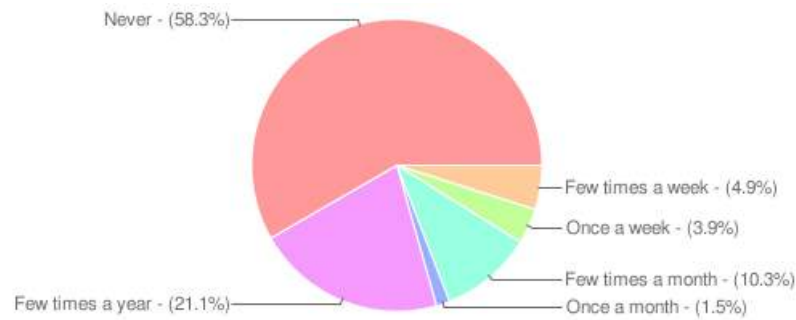
### **3.5. Hull Campus 24h Centres**

- 3.5.1 The ES asked Hull Campus based students to comment on the facilities available within 24h Centres. Responses, comments and recommendations are presented below:

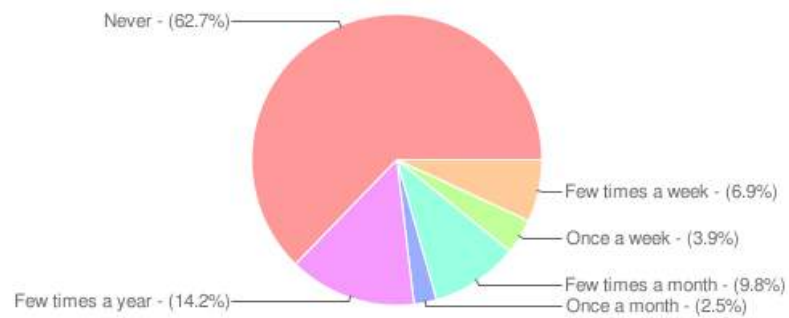
---

<sup>23</sup> HUU Student Conference 2010, Group Work

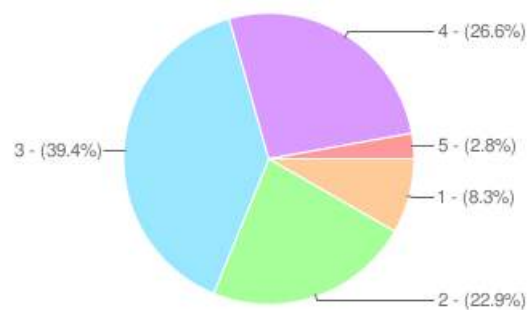
Q: How often do you use the Larkin 24h centre?



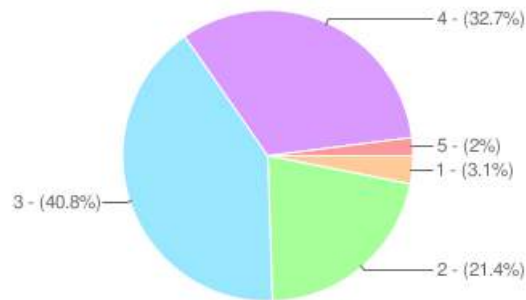
Q: How often do you use the Foss 24h centre?



Q: How suitable is the learning environment in the Larkin 24hcentre? (1 being not suitable at all, 5 being excellent):



Q: How suitable is the learning environment in the Foss 24hcentre? (1 being not suitable at all, 5 being excellent):



Q: Any comments on the suitability of either 24h centre in terms of their learning environment?

- 3.5.2. A comment made most often related to a very high noise level.
- 3.5.3. Rooms either too cold (Foss building) or too warm (Larkin building).
- 3.5.4. Many students were not aware of such facilities.
- 3.5.5. Impossible to find a free PC, especially during busy periods (prior to essays deadlines and exams).
- 3.5.6. Larkin Building is found to be '*grim*' and '*too small*'.

### Recommendations

- 3.5.7. Vending machine
- 3.5.8. Water fountain/ dispenser
- 3.5.9. Better Air Conditioning
- 3.5.10. More PCs
- 3.5.11. Better publication and signposting
- 3.5.12. Top-up for printing/ photocopying should be available in those rooms and on-line.
- 3.5.13. Colour printer

3.5.14. Finally, there is no 24h centre in Scarborough

### **3.6. Graduate School (Hull Campus)**

Postgraduate students noted following problems with Graduate School:

3.6.1. No Air Conditioning

3.6.2. Disappointing state of toilets

3.6.3. Noise level

Recommendations below were made by students only:

3.6.4. There should be an officer who would check no one eats or talks

3.6.5. Toilets should be cleaned more often

3.6.6. Air conditioning should be in place

### **3.7. Online Resources**

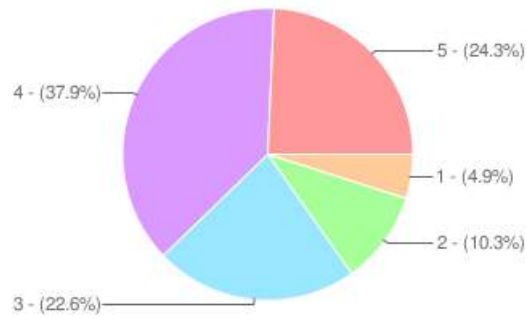
The ES saw positive response to student satisfaction with the University website, Portal, eBridge and departmental eBridge sites.

#### **3.7.1. eBridge:**

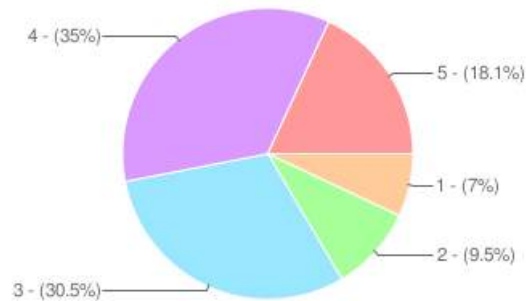
The graphs below show responses as well comments made by those who scored University sites '1' or '2' (1 was being not satisfied at all, 5 was extremely satisfied).

Q: How satisfied are you with the following (1 being not satisfied at all, 5 being extremely satisfied):

eBridge:



Departmental eBridge site:



- 3.7.1.1. Majority of students commented that it is difficult to find module information due to modules being named by a module number only on the eBridge.
- 3.7.1.2. Many students also commented that eBridge is not used well, often enough or not used at all by lecturers.
- 3.7.1.3. Problems with eBridge are: *'not clear', 'too slow', 'hard to navigate', 'too complex', 'often out of date', 'information difficult to find'*.
- 3.7.1.4. We also found out, that not all modules use eBridge (for example Spanish), and that some still use Blackboard instead, which means not all students are given equal resources.
- 3.7.1.5. In general, students noticed that some academic departments offer more resources on eBridge than others.
- 3.7.1.6. Through conversations with various CRs, it has been noted that eBridge can be used for students emailing other students on their course. However, this varies across departments due to different privacy settings, and some

department do not allow students to have access to e-mail lists or to e-mail other students directly.

- 3.7.1.7. At the SC all students agreed that *'some lecturers don't know how to use eBridge', 'some lecturers will participate online and others will not although module handbook states they will'* and that *'some modules lack of powerpoint slides available to students'*.

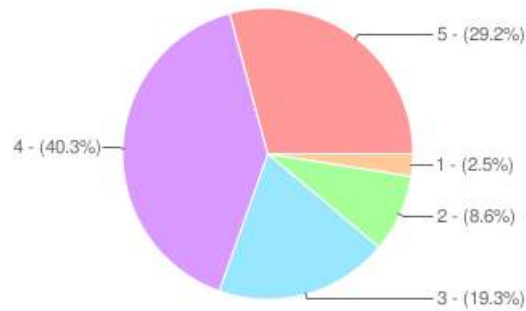
### Recommendations:

Analysing students' comments and suggestions, following recommendations can be made:

- 3.7.1.8. Modules listed on eBridge should be named, not numbered
- 3.7.1.9. Better, clearer lay out; use of subfolders
- 3.7.1.10. Should be used by all departments/ lecturers to similar extent
- 3.7.1.11. Consistent and similar lay out should be kept by all departments/ lecturers
- 3.7.1.12. More workshops on the use of eBridge should be offered to students at both campuses, and those should be advertised well by all departments
- 3.7.1.13. All academic departments to allow students to email other students on their courses via eBridge
- 3.7.1.14. Students also suggested that *'better training for staff needed/ handbook to eBridge'*

### 3.7.2. Portal:

Q: How satisfied are you with the following (1 being not satisfied at all, 5 being extremely satisfied):

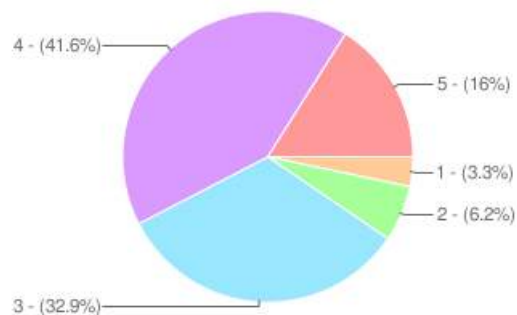


Students' comments included:

- *'It isn't cleaned up often and some of the links don't work'*
- *'Too slow'*
- *'Difficult to find necessary information'*
- *'Not easy to understand'*
- *'Allow a 'delete all messages' option on Portal'*

### 3.7.3. University website:

Q: How satisfied are you with the following (1 being not satisfied at all, 5 being extremely satisfied):



#### Comments:

- *'Links on the University website not always work'*
- *'Not easy to navigate'*

#### General comments related University online resources included :

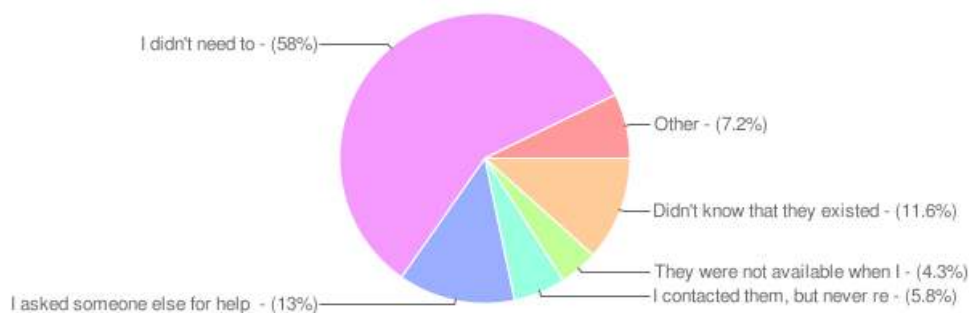
- *'University Email should be made easier for access on blackberry'*
- *'Scarborough's pocket campus design is excellent'*
- *'The recent changes on the libraries pages have resulted in a more difficult to use system than was there previously. Accessing electronic journals has become more complicated to get into the subject required'*

## 4. Student Support

### 4.1. Support within Academic Departments

#### 4.1.1. Personal Supervisors

4.1.1.1 According to the Education Survey, 72% students met their personal supervisor this academic year, and the remaining 28% have not, for following reasons:





- 4.1.1.2. Attention should be paid to 11.6% of students who 'didn't know that they (personal supervisors) existed', and 10.1% that contacted one, but those were either not available when they needed them (4.3%) or never replied to student's email (5.8%).
- 4.1.1.3. Out of 72% students that contacted a personal supervisor, 4.5% would not see them again if in need. *'Little help', 'Received a nasty email from supervisor' or 'useless'* were some of the reason given. In a case when student's PS was off sick for most of this year no cover was in place.
- 4.1.1.4. At Scarborough Campus, students from English department claimed that some personal supervisors are *'not helpful', 'unfriendly', 'not approachable'* and *'do not have enough drop-in time'*<sup>24</sup>.

Students' comments made at the SC related to PS included:

- 4.1.1.5. *'No, or limited support for Joint degrees, work placements and study abroad'*
- 4.1.1.6. *'It is difficult to arrange a meeting with personal supervisors'*
- 4.1.1.7. *'Supervision during staff absence is problematic – maybe there should be a back-up system where students can be referred to another member of staff during these periods. Especially with dissertations.'*
- 4.1.1.8. Students also noticed inconsistency with personal supervision, and commented that *'quality of supervision is very variable in department alone and uni wide'*
- 4.1.1.9. Finally, they thought that *'advertising office hours on staff office door works well'*

#### **4.1.2. Senior Tutors**

- 4.1.2.1. While Personal Supervisors should be students' first point of contact when they face any issues that could or are affecting their academic performance,

---

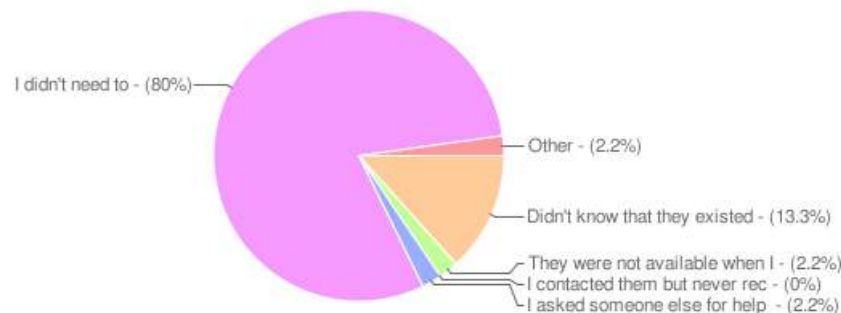
<sup>24</sup> Academic Council, Scarborough Campus, 10 December 2009

Senior Tutors should only be contacted when a student needs advice on issues such as academic appeals. Thus, a high number of students not meeting their Senior Tutor (62.1%) should not be alarming, however, out of those, 42.4% students did not know Senior Tutors existed.

- 4.1.2.2. This issues was raised in previous SWS<sup>25</sup> and following the QSC response a list of Senior Tutors has been published on the University Portal. However, it can be suggested that further action should be taken in order to raise students' awareness on what support is available to them.

#### 4.1.3. Module Leaders

- 4.1.3.1. 18.5% respondents to the ES did not contact their module leader this academic year, main reason being they did not need to (80%). Other responses split as follows:



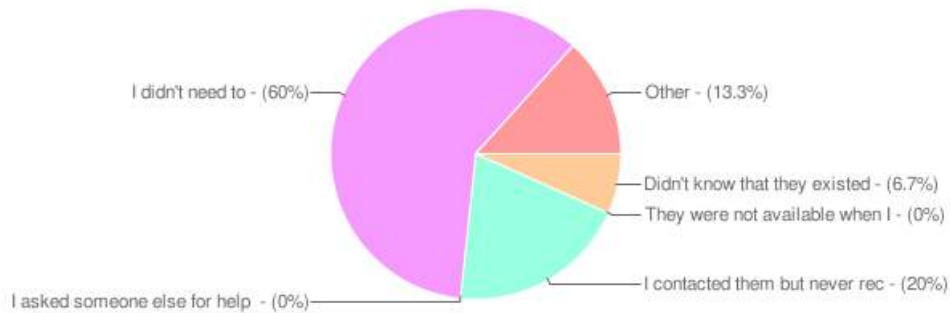
- 4.1.3.2. 96% would see them again if in need

#### 4.1.4. Lecturers

- 4.1.4.1. It can be stated, that in comparison to module leaders, lecturers are more likely to be contacted by students. And 93.8% students met them this academic year.
- 4.1.4.2. Students who did not meet one (on other occasion than a lecture/seminar) gave following explanation:

---

<sup>25</sup> SWS 2009. Paragraph 4.9.1.7



- 4.1.4.3. Attention should be paid to 20% of students who contacted their lecturers but never received a response. This issue was raised by students on other occasions as well, and highlighted a great inconsistency in the level of academic support students receive from lecturers.

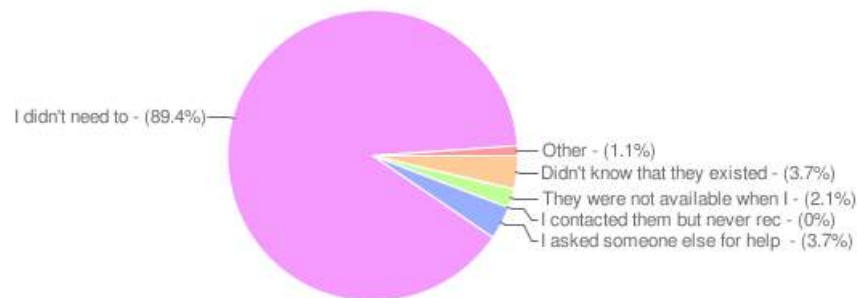
#### 4.1.5. Departmental Admin Staff

- 4.1.5.1. Departmental admin staff members are very often ignored in student surveys. However, on many of occasions they deal with students on day-to-day basis, hence do influence their general experience at University, and very often it is departmental admin staff students refer to when asked how useful their 'department' is.
- 4.1.5.2. Within the ES, out of 93% students that met their departmental admin member of staff, only 2.2% would not see them again if in need, due to following reasons:
- *'Give out incorrect information, or just don't know, such as when lectures start after holidays (...).'*
  - *'I find them rude and patronising'*
  - *'Pointed out problems with timetable. The advice was not taken at the subsequent semester 2 timetable had an unworkable clash on it'*
  - *'Useless at finding basic information, disorganised chaos'*
  - *'(...) think some of the staff are not approachable (...).'*

## 4.2. Other Student Support

### 4.2.1. Students' Union Advice Centre

- 4.2.1.1. 22.2% of students questioned within the ES visited the Students' Union Advice Centre this academic year. Reasons for not contacting the service were following:



- 4.2.1.2. 87% of students that used the service would use it again if in need, out of 13% who would not majority 'felt that they weren't helpful'.

### 4.2.2. Disability Services

11.5% students that undertook the ES used Disability services this year, and out of those 96.4% would use the service again.

### 4.2.3. Student Loans and Hardship Department

- 4.2.3.1. Within the same survey, 13.2% students visited Student Loans and Hardship Department, 92.9% did not need to, but 6.2% did not know that they existed.

- 4.2.3.2. 84.4% would contact service again, 15.6% would not, claiming they 'didn't help' and described the process of applying for the loan as too lengthy.

### 4.2.4. Careers Services

- 4.2.4.1. Out of 31.7% students that contacted Career Services, 93.5% would come back if in need. Similarly to above, unsatisfied students commented the services 'did not provide help' they needed.

Comments related to the student support were as following:

- 4.2.4.2. Within the ES, some students left positive comments about student support. Students from English, Sports, Health and Exercise Science, Biology and Drama departments found their departmental admin staff and lecturers friendly, helpful. Students from Scarborough Campus commented on the staff being *'approachable, professional, sensitive and constructive'*.
- 4.2.4.3. Psychology department received contrasting comments.
- 4.2.4.4. Analysing the rest of anonymous comments, it seems that there is a major inconsistency with what level of support students receive from their departments. As one student spotted it: *'certain lecturers are never too busy to help, even if you don't have them anymore whereas others seem to see their students as a burden'*.

Following recommendations could be made in order to improve student support provision:

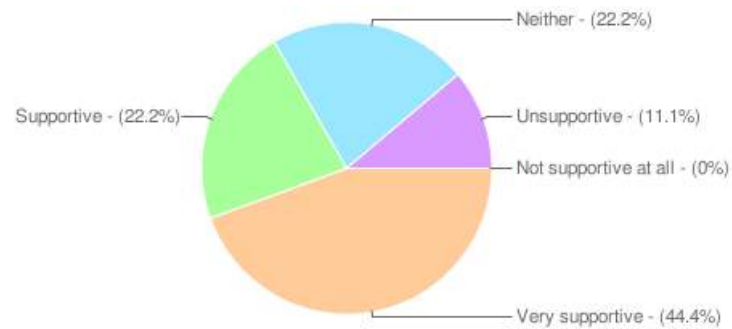
- 4.2.4.5. Student Support, whether offered by the University or the Students' Union, should be well advertised. Within academic departments, student support services should be publicised on departmental notice boards and eBridge site.
- 4.2.4.6. Personal Supervisors should have regular office opening hours.
- 4.2.4.7. *'First year need a mentor of an student that has been there longer, feedback on all work'*.
- 4.2.4.8. *'Have clearer and longer opening hours for staff – some staff seem reluctant to help students and some are too slow to respond to email'*.

## 5. External Study

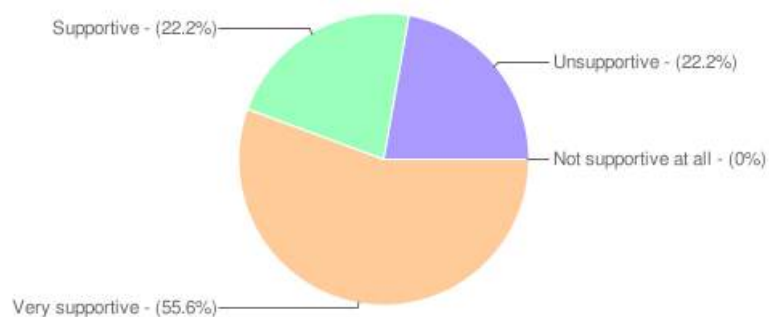
### 5.1. Year Abroad

5.1.1. 8 students who went abroad this academic year as a part of their course were questioned within the ES, and they rated their experience as follows:

Q: How would you rate the support you received while abroad from your partner institution:



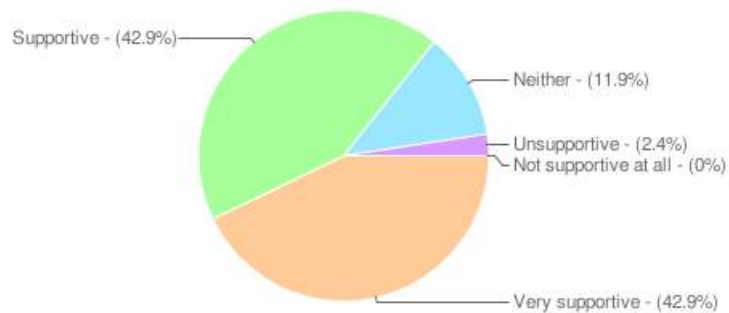
Q: How would you rate the support you received while abroad from your department:



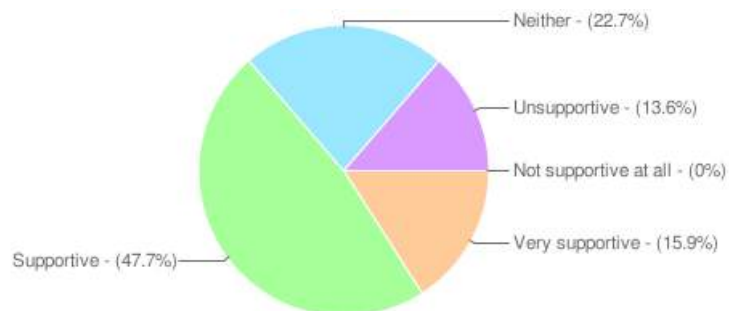
## 5.2. Work Placements

5.2.1. 46 students taking part in ES went on a placement as a part of their course this academic year. Their responses were as follows:

Q: How would you rate the support you received while on a placement from your partner institution:



Q: How would you rate the support you received while on a placement from your department:



5.2.2. In general, most students are satisfied with the level of support they receive while abroad or on a placement, although in both cases, they find their academic department least supportive.

External Study comments made at SC included:

- *'There is no or limited personal supervision for work placements and study abroad'*

- HUBS students suggested that *'work placements should be brought down to departmental level in order to make it more effective'*
- Students from the department of Biological Science commented that *'departments should be more helpful for people who have a placement year. They should consider helping with accommodation. Should provide options. We have a short notice about the city for the placement'*

Finally, students would like to see more opportunities for external study:

- *'More assistance and opportunity for working abroad and work placements for joint degrees'*
- *'Year abroad is a good enticement to prospective students – but not all departments have this. Perhaps a review? What links do departments have? Why can't we have a year abroad?'*
- Geography students suggested that having a year in employment would be beneficial, which they supported by the fact that *'once leaving University it may be hard to get a job in a specific field, e.g. conservation/ environmental work where employers want a 1-2 years experience'*

#### Recommendations:

- It is believed year abroad and placements should be evaluated by students, and all issues should be addressed individually in order to ensure students receive enough support during their time away from our University, as a part of their course.
- Similar guidelines should be given to all students prior to and during their year abroad/ placements, as well as a consistent level of support while on a placement/ year abroad.



## 6. Assessment

After consulting students on issues related to assessment, three main problems were identified: unclear assessment criteria, inconsistent submission procedures, feedback being unhelpful and not timely. These, amongst other issues were discussed in more details during the HUU Student Conference, and later measured within the ES survey.

After analysing all comments, following issues can be identified:

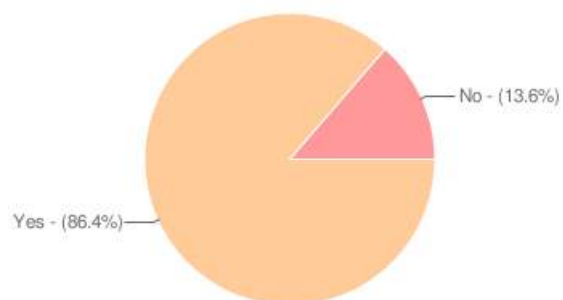
### 6.1. Assessment Criteria

- 6.1.1. Lack of marking criteria and inconsistency in grading are issues raised by students this academic year and discussed at various forums.
- 6.1.2. HUBS students are unhappy with the grading system – they commented that there is a lack of consistency in marking assignments, unclear marking criteria and that different tutors mark differently, for example Marketing students receive marks up to 90% while HRM maximum mark can be only 70%. All HUBS CRs and senate rep agreed the grading system is not consistent, unclear and unfair.
- 6.1.3. In comparison, engineering students are marked out of 100%.
- 6.1.4. Geography students reported to have very consistent grading system in place and a lecture on marking criteria at the beginning of academic year, which students find very helpful.
- 6.1.5. Inconsistency with marking criteria for group assessments was highlighted at the SC, and there was a strong need of peer assessment to be a compulsory part of group assessment criteria.

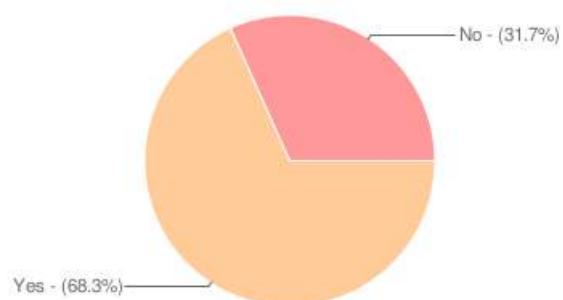
*Students agreed that 'marking for group work should still be individual, peer assessment should be in place, and all group work should have a uniform standard assessment criteria' and suggested that: 'lecturers should consider looking at the attendance of the group project meetings and the peers assessment. It should not only be based on the quality of the work.'*

- 6.1.6. Students were also asked about their thoughts on assessment criteria within the ES, and the answers were as follows:

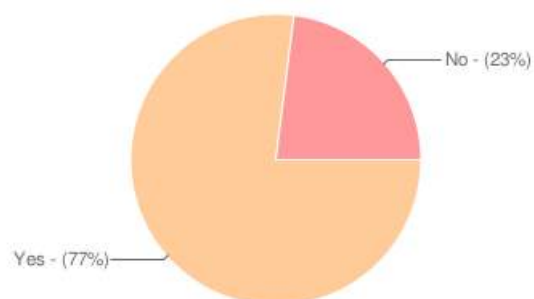
Q. Are you aware of the criteria for individual assessments?



Q. Are you aware of the criteria for group assessments?

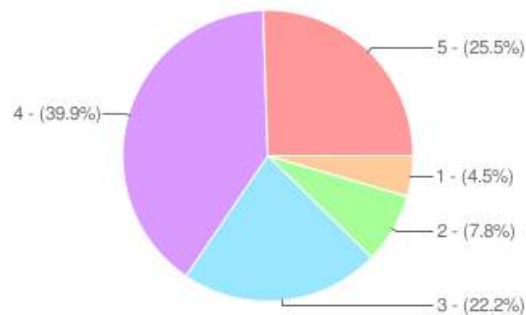


Q. Are you aware of the criteria for written examinations?

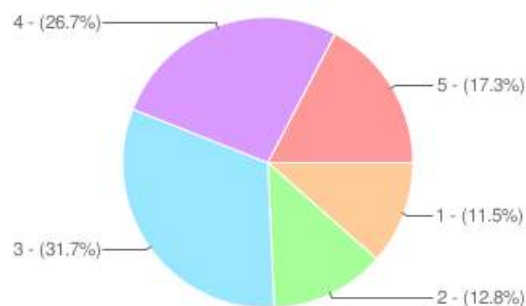


Q: How clear are the assessment criteria for: (1 being not clear at all, 5 being extremely clear)

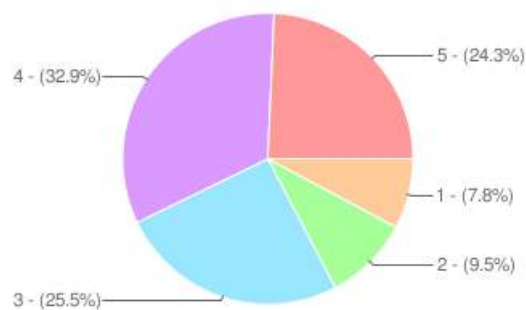
Individual Assessments?



Group assessments?



Written examinations?



## Comments

- 6.1.7. In both cases group feedback scored lowest, with 31.7% students not being aware of the criteria and only 44% believe group assessment criteria are clear. However other results do justify students' concerns about assessment being not clear enough, and this issue should be addressed.
- 6.1.8. Students that are not satisfied with the assessment criteria would comment there is *'Inconsistency of assignment checking. Sometimes only one marker'* and *'Inconsistency of where feedback can be found'*

## Recommendations

- 6.1.9. *'Introduce peer assessment as mandatory in all group work'* was strongly recommended by all participants at the SC.
- 6.1.10. Marking criteria should be appropriate to the Level and standardised across departments.

### 6.2. Assessment submission

- 6.2.1. Another issue was inconsistency with procedures in place for assessment submission, as they vary highly across academic departments, where for example some departments provide paper and electronic receipt, while others nothing at all.

## Recommendations:

At the SC students made following recommendation on how the system could be improved:

- 6.2.2. Receipt for assignments should be provided.
- 6.2.3. In addition, using a barcode system for the assignments while handing-in and getting an email as a proof of submitting would be better than actually keeping a receipt.
- 6.2.4. It should be considered to have a hand-in box in the department rather than waiting for the staff to take it.

### 6.3 Assessment Feedback

Assessment feedback has been one of the issues raised most often at the UoH, but also at local and national level.

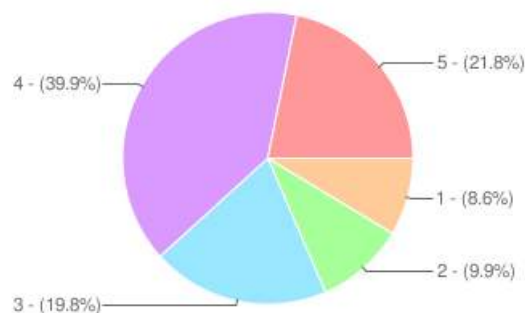
At the end of the previous academic year, the HUU run a 'red sticker' campaign, where students would stick an 'I want Written Feedback' sticker on their examination paper if that was what they wished to receive. The campaign, but also continuous complaints from students on the lack of written feedback on examinations, has recently resulted in University response to this matter, and assurance that written feedback will be given to students on examinations.

At present, the University together with the HUU are agreeing the conditions of such feedback, but also discussing improvements to be taken in terms of other assessment feedback, including individual assignments as well as group assessment. The sections below explain students concerns on the subject, and outline possible improvements to the way feedback is given.

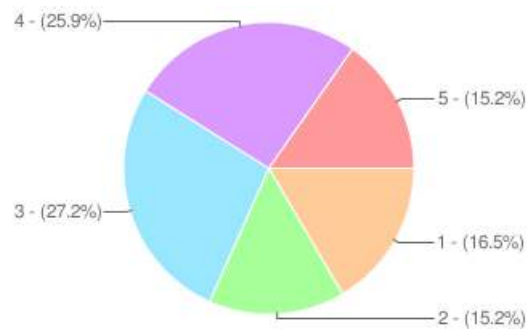
Student response to assessment feedback questions within the ES was as following:

Q: How clear is the feedback for: (1 being not clear at all, 5 being extremely clear)

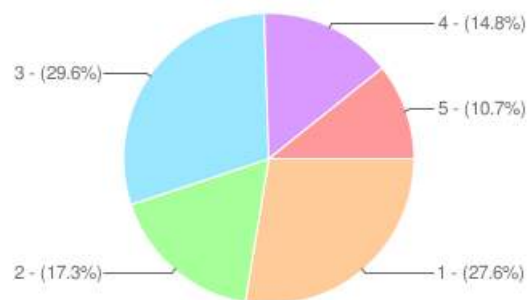
Individual Assessments?



Group assessments?

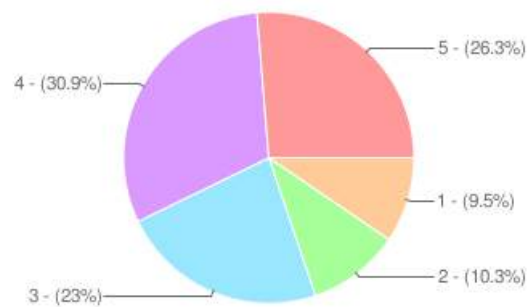


Written examinations?

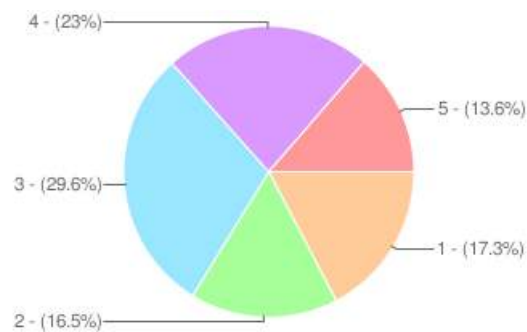


Q: How helpful is the feedback for: (1 being not helpful at all, 5 being extremely helpful)

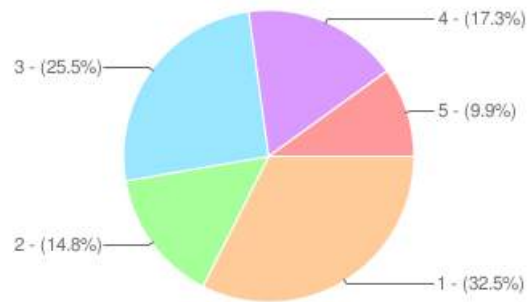
Individual Assessments?



Group assessments?

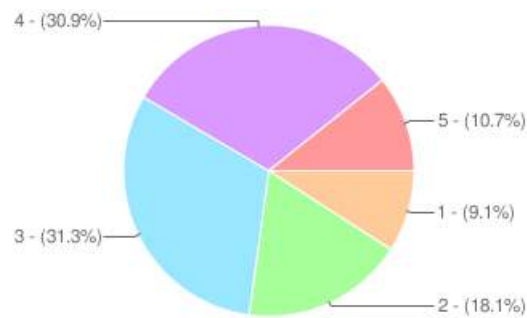


Written examinations?

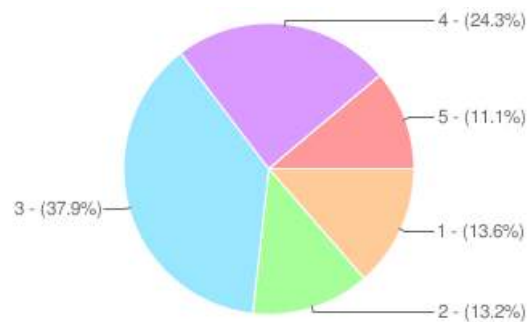


Q. How well timed is the feedback for: (1 being not timely at all, 5 being extremely timely)

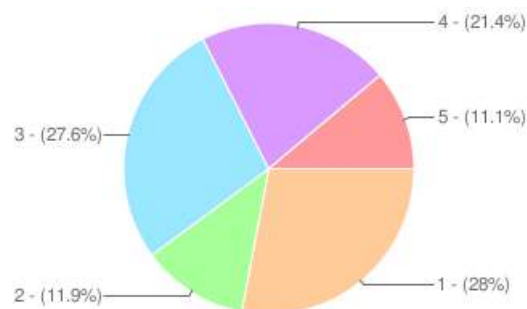
Individual Assessments?



Group assessments?



Written examinations?



## Comments

6.3.1. The findings above give us quantitative data on issues related to assessment feedback, that students have been raising at various occasions, whether at HUU Student Conference, or through the NSS. It also shows that students are most unsatisfied with feedback for group assessment and written examinations.

6.3.2. At forums organised by the HUU this academic year, students unsatisfied with assessment feedback would comment on trends that were highlighted at all students' gatherings this year as well as present nationally. These include:

6.3.3. Lack of written feedback on examination.

*'Written feedback should be given to students about exams performance regarding the areas we did absolutely good and poorly.'*

6.3.4. Written feedback is not legible.

6.3.5. Feedback is not constructive.

*'Often little negative feedback making it hard to know where to improve'*

*'I find that feedback from individual assessments particularly, is usually too brief and the lack of comments is not constructive in any way.'*

6.3.6. Feedback is not timely.

*'Feedback and marking has been SHOCKING this year. The language department have expected finalists to submit pieces of coursework without receiving feedback from the previous piece! It is now exam time and I think I have received 2 or 3 marks the ENTIRE semester'*

*'Assessment submitted before Christmas – some feedback not gained until Mid Feb'*

6.3.7. Lack of consistency – feedback practice differs across academic departments.



*'Drama department this year was shocking, no one knew what was expected of us to do in the exam aside from answer two questions. It was only a week before the exam (when we had a lecture!) that we were told in more detail what was expected. English department was fine, I had no problem understanding what was expected of me from every aspect of the course.'*

*'Essay feedback quality varies from lecturer to lecturer'*

*'Some assessment criteria was better explained than others.'*

*'No uniformity, huge gap across departments'*

6.3.8. Students dislike the idea of generic feedback.

*'Some feedback is appallingly generic. I got an essay back few days ago which simply had either good, excellent or ok at each heading. I don't see how this is supposed to be at all useful.'*

6.3.9. Oral feedback given to all students on a module is not only unbeneficial, but also disliked.

*'I was mortified to receive my first failed essay back in class in front of my colleagues as the only person to have failed in my group. The humiliation was further intensified knowing that others had received their failed work in the post to view in private'*

*'Feedback should ALWAYS be anonymous – either online or class based. Teaching staff should not be present when giving feedback. Problems with feedback and receiving it – SHARE IDEAS BETWEEN DEPARTMENTS! Trial & test methods?'*

6.3.10. Some lecturers are not willing to discuss feedback with students, thus if feedback received was unclear to a student, it is less likely that the student will know how to improve in future.

6.3.11. Some feedback focuses only on positive aspects of work, while other feedback would highlight only negatives.

*'Some feedback given is only criticising the negative and not explaining how we can improve'*

**Recommendations:**

- 6.3.12. Deadline for receiving feedback should be in place and adhered to.
- 6.3.13. Departments should inform students when feedback is available, this could be done via email and published on eBridge/Portal.
- 6.3.14. Feedback should not be general and should not be given orally to all students on a module.
- 6.3.15. Feedback should outline both negative and positive aspects of the assessment, should give guidelines on how the work could be improved.
- 6.3.16. It should be as consistent across departments as possible, ideally, one Written Exam Feedback Form should be approved by the University.
- 6.3.17. In case of written examination where students are required to write an essay/answer open questions: comment on the structure should be made.
- 6.3.18. Brief comments on writing style, grammar (which could be done by ticking boxes).
- 6.3.19. Should be timely:
  - Written exam feedback should be available to students on the day the formal results are published
  - Individual assessment feedback should be given at least a week before another assignment is due from the same module
  - Students should not wait for essay and group work feedback more than 8 weeks at a time
  - Priority should be given, as one student pointed out:

*'If a student is owed feedback for assignment and a similar assignment is due in a few weeks later, this feedback should take priority'*

- 6.3.20. Should be readable and clear, preferably typed.
- 6.3.21. Should be made available online, at the same time when a hard copy is available.
- 6.3.22. Students should receive a copy of their exam paper together with the feedback, which would give them the opportunity to reflect on it, especially on its weaknesses.
- 6.3.23. Should be available to all students, including distance learners.
- 6.3.24. Lecturers should be available for face-to-face meeting following feedback. 'Feedback office hours' were suggested by students on numerous occasions.
- 6.3.25. *'Introduce peer assessment as mandatory in all group work'<sup>26</sup>.*

## **7. University Policies and Regulations**

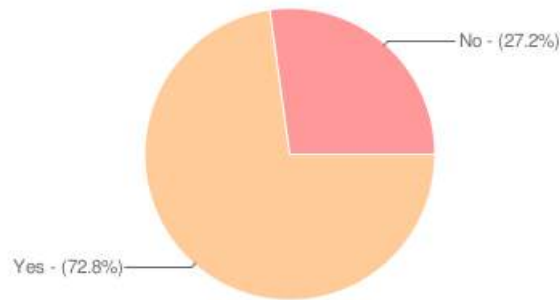
### **7.1. Unfair Means, Plagiarism**

- 7.1.2 According to ES, majority of students are aware of the University's rules and regulations on the use of Unfair Means and Plagiarism:

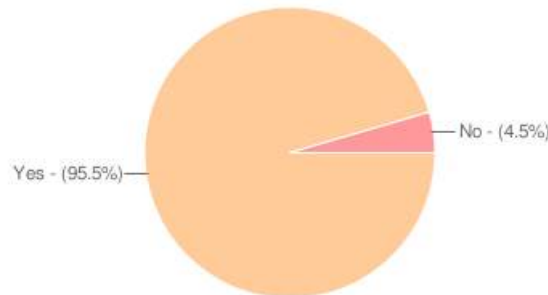
---

<sup>26</sup> Education Survey, p.85

Unfair means:



Plagiarism:



- 7.1.3. However, 40.7% of students answered 'No' to whether they are aware of where advice on Unfair Means can be found, and 38.4% responded negatively to advice on Plagiarism.

## **7.2. Change of module, programme of study and Personal Supervisor**

- 7.2.1. Lower number of students is aware of how to change a module or programme of study (41.6% and 47.3% respectively), and 62.6% students questioned within the ES does not know how to change their personal supervisor.
- 7.2.2. 35.4% students responded 'Yes' to whether they are aware where advice can be found on Change of module; 44% answered 'No' in case of Change of programme of study, and 55.1% unaware of advice source on Change of Personal Supervisor.

### 7.3. Academic Appeal and Complaint

- 7.3.1. There were 96 Academic Appeals submitted to the University this academic year (period 28/9/09 – 11/6/10), in comparison to 85 during previous academic year (38/9/08 – 27/09/09).
- 7.3.2. The Students' Union Advice Centre dealt with 52 Academic Appeal queries between September 2009 and June 2010, and gave advice on Academic Complaint to 32 students during the same period of time (in comparison to 59 academic appeal and 31 academic complaint in year 2008-9).
- 7.3.3. In both cases, over 50% of students responding to the ES were not aware what University rules and regulations are, nor where advice can be found on these issues.
- 7.3.4. Feedback from other student forums also highlights the issue of students being unaware of academic appeal/ complain procedures nor where they should seek advice from on those<sup>27</sup>.
- 7.3.5. Out of 8 students that completed the Survey on Academic Appeals and Complaints, 7 decided to make the appeal/complaint formal. Out of those, 6 felt that by making this appeal/complain formal their relationship with academic department will be affected in a negative way. The students concerns were:
- *'I think it might create some hatred against me'*
  - *'I believe it may cause problems with my department and have an effect on my progression on the course. Tutors maybe unwilling to help me because of the appeal.'*
  - *'The lecturers tend to protect their colleagues. The student is then exposed 'without protection' and subtly punished.'*
  - *'Due to the nature of my appeal, the staff may be more cautious in their dealings with me'.*
  - *'From the moment I informally complained my relationship with the department has suffered. I was an outstanding student with very positive*

---

<sup>27</sup> For example: HUU Student Conference, 24 February 2010, Question Time

*feedback from lecturers both in university and out. Since raising my concerns I have seen several persons from the department who have blanked me. I would not have formally complained without good cause. I feel as though the department are trying to make an example of me because I have questioned their policies and procedures on several occasions, however students have rights and should be documented if students are not able to raise their concerns. Students should be made feel valued not undervalued and certainly not made to feel ashamed or guilty for standing up for their rights.'*

- 7.3.6. These comments point out that students do believe that their relationship with academic department would suffer after submitting an academic appeal/complaint. It can be believed that this might prevent students from making formal appeals/complaints, which should not be the case and students should be aware of their rights, as well as the University procedures should be made clear to them before they consider the formal route.

### Recommendations

In order to improve students' awareness and support given in relation to University Policies and Regulations on academic issues, the following recommendations could be made:

- 7.3.7. Better publicity of University Policies and Regulations on academic issues should be in place.
- 7.3.8. Regulations and information on where to seek advice from should be enclosed within Module Handbooks and made available on departmental eBridge site.
- 7.3.9. Confidential and unbiased help and support should be available within departments, and students should be assured that their appeal/complaint will not affect their relationship with academic department.

## 8. Course Representation

### 8.1. Student Participation Working Group

In March 2009 Student Participation Working Group (SPWG) was formed. The main focus of the group was to evaluate and propose improvements of student participation in the management of quality and standards, including course representatives at the University of Hull.

The group had its last meeting in May 2010, ending with a report to be submitted to the QSC in June 2010, including the following issues:

- The extent to which the opportunities/requirements set out in the University's codes of practice are being realised in practice
- Whether those requirements need to be revised
- What further the University, working with the HUU, could do to help promote student involvement and support students in that involvement

Each in relation to:

- Programme approval/amendment/withdrawal
- Annual monitoring of programmes
- Periodic review
- Membership of department, faculty and University committees
- The availability of external examiners' reports

In addition, the group has been evaluating the course representation system, identified examples of good/bad practice and proposed how the system could be improved.

Finally, the Chair (Dr Richard Heseltine) and ERC are to report the work of Staff/Student Committees during academic year 2009/10 for the QSC meeting in September 2010.

Further achievements and decisions made at SPWG meetings are being mentioned within this SWS under relevant sections.

## **8.2. Course Representation System – changes made in 2009/10**

### **8.2.1. Changes within the HUU**

Since the beginning of the academic year 2009/10 the Students' Union structure has been divided into following zones: Governance, Community, Welfare, Sport and Education.

### **8.2.2 Education Zone**

Organised and chaired by VPE, Education Zone meetings are held every two weeks. These are compulsory to education zone members, recommended to course and senate representatives and open to all students. The meetings scrutinise the work of VPE and propose policies to Union Council, which takes place in week 2 and 12 of each semester.

The minutes can be found on [hullstudent.com/education](http://hullstudent.com/education).

### **8.2.3 Education & Representation Co-ordinator**

In September 2009 VPE acquired a new full-time member of staff – an Education & Representation Co-ordinator. The major responsibility of the ERC is to co-ordinate course representatives at Hull and Scarborough campuses, including organising course reps forum and academic councils, providing course rep training and support throughout the year. ERC has also launched the HUU Course Rep Recognition Scheme, organised the first ever HUU Student Conference and been a member of the SPWG, just to name a few.

### **8.2.4 Changes within the University**

At the end of 2008/9 session, the SPWG identified a number of possible changes to be implemented in September 2009.

An immediate recommendation approved by the QSC was a request to the Heads of academic departments to nominate two staff (one academic, one administrative) to be responsible for oversight of the nomination and election of course representatives.

The nominees were to become the key contact to be used by the ERC and VPE for the purpose of consultation, liaison and later evaluation of the course representation process, as well as for CRs.

In late September/ early October 2009, the ERC offered training to support the nominees and to ensure a shared understanding of how the course representation system should



operate, and to raise awareness of deadlines agreed by SPWG (for deadlines see section 8.3.2).

### **8.3. Course Representation System - Evaluation of 2009/10**

#### **8.3.1. Departmental training**

- Between 20-31 September 2009, following departments were trained by ERC:  
Scarborough Campus: SMC, CEMS, SANM  
Hull Campus: HUBS, English, Politics and International Studies, Faculty of Health and Social Care, Institute for Learning, Nursing and Midwifery, Physics
- Remaining departments did not show interest in being trained by the ERC and it has not been noticed if they seek out support from any other source.

#### **8.3.2. Recruitment of Course Representatives**

- Following further recommendations of SPWG, it was confirmed that academic departments are responsible for recruiting representatives for SSCs and for holding elections for such committees<sup>28</sup>.
- SPWS also established a timetable for each stage of the representative process including designating:  
Week 1 (27 September -2 October 09): 'Awareness Week' <sup>29</sup>  
Week 2 (5-9 October 09): 'Nomination Week'  
Week 3 (12-16 October 09): 'Elections Week'
- SU was involved at all stages of the representative process, and following actions were taken:

---

<sup>28</sup> QSC Working Group – Student Participation, Request to nominate, Draft version 0 01, p1

<sup>29</sup> Also known as 'Welcome/ Freshers' Week'

mid. August 09: 'Become a Course Rep' leaflets<sup>30</sup> were sent out to over 15,000 students within SU welcome packs

27.09-30.09.09: Education Stall at HUU Bazaars, Hull Campus:

- 'Become a Course Rep' leaflets given out by VPE, ERC and 4 volunteers
- Over 300 Nomination Forms given out to students interested in becoming a course rep

2.10.09.: Education Stall at 'Freshers' Fair', Scarborough Campus:

- 'Become a Course Rep' leaflets given out by VPE and ERC<sup>31</sup>
- Over 50 Nomination Forms given out to students interested in becoming a course rep

28.09.09-5.10.09: Lecture shouts given by VPE and ERC, encouraging students to become course reps.

The ERC contacted all departments offering lecture shouts, that consisted of a 5 min power point presentation outlining the responsibilities and benefits of becoming a course rep, and informing about the deadline for handing in the Nomination Form.

Lecture shouts took place at only those departments that accepted the offer, and those were:

Hull (28.09.09-1.10.09):

Physics

Politics and Int. Studies x3

English x2

Psychology

HUBS x3

Education (Master level)

Scarborough (1-5.10.09):

CEMS

Creative Music Technology

SSE

SMC

---

<sup>30</sup> Can be found on: [http://www.hullstudent.com/files/minisites/18645/new\\_course\\_reps\\_flyer.pdf](http://www.hullstudent.com/files/minisites/18645/new_course_reps_flyer.pdf)

<sup>31</sup> In total, almost 5,000 leaflets were given out during the Welcome Week at both campuses

Geography x2

- 9.10.09. Any Nomination Forms collected by SU were handed in to relevant departments by VPE and ERC<sup>32</sup>.
- 19.10.09 ERC to receive contact details of elected course representatives; deadline proposed by SPWG.

### 8.3.3. Elections of Course Representatives

- 8.3.3.1. Although online elections were suggested to academic departments, there were no firm recommendations on how the elections must be held. SPWG was aware of inconsistency of the election process across departments prior to 2009/10 and decided to evaluate the process further at the end of 2009/10.
- 8.3.3.2. SPWG also confirmed that SU is responsible for holding elections for faculty and university-level representatives.<sup>33</sup>
- 8.3.3.3. Senate representatives' elections took place between 17-19 November 2009; the elections took place online.
- 8.3.3.4. An election for faculty representatives was not welcomed by the VPE and did not take place, leaving the majority of faculties without an elected student representative.

The New VPE is aware of the issue and will assure faculty rep elections will take place next in the academic year.

---

<sup>32</sup> 9 October was the deadline for submitting Nomination Forms

<sup>33</sup> QSC Working Group – Student Participation, Request to nominate, Draft version 0 01

#### 8.3.4. Course Rep Stats

- 8.3.4.1. After the additional recruitment of course representatives at a few academic departments at the beginning of the second semester, the number of course representatives was following:

Course Reps:	No.
Hull:	338
Scarborough:	63
Total:	401

- 8.3.4.2. It is believed that such differences in carrying course rep elections and lack of direct guidelines on how the elections *must* be conducted, led to a poor number of course representatives elected by the deadline, which was 19 October 2009.
- 8.3.4.3. Mentioned earlier, two University staff members were advised to email contact details of elected course representatives to ERC by 19 October 2009. Such a deadline was in place in order to ensure that all representatives are in place in time for SU-led training, (week 5) followed by the first meetings of SSCs<sup>34</sup>.
- 8.3.4.4. However, only 7 academic department met the deadline<sup>35</sup>. Those were:  
SMC, Centre for Educational Studies, Sport Science, Health and Professional Studies, Geography, Physics, Politics and International Studies.
- 8.3.4.5. ERC/VPE had not received all course representatives contact details until as late as 12 December 2009.

---

<sup>34</sup> QSC Working Group – Student Participation, Request to nominate, Draft version 0 01, p2

<sup>35</sup> A report including full list of submission dates was requested by SPWG and submitted by ERC in March 2010

- 8.3.4.6. On two occasions academic departments refused passing on CR details to ERC, justifying such a decision by the Data Protection Act. The CR details were only obtained after seeking help from the Quality Office.
- 8.3.4.7. Late submission of CR details made it impossible to train all course reps before their first SSC, and due to the University Christmas break and Exam period, additional training session could not be conducted until 3 February 2010 (for further details on CR training see section 8.3.5..
- 8.3.4.8. SPWG has now recommended that online Election of course representatives will take place from the academic year 2010/11 and be carried out on the University Portal. The recommendation was made within the report submitted to the QSC in June 2010 and the outcome is yet to be heard.

### **8.3.5. Training provided for Course Representatives**

#### **8.3.5.1. Training on Course Representation**

The training of course representatives took place between 7 October and 4 November at Scarborough, and 9 November – 17 March at Hull Campus, and attended by 175 course representatives in total (see Table 1.).

All training sessions were designed and conducted by the ERC and its content involved: student representation and HUU education structure, CR responsibilities, benefits, support, recognition, as well as the importance of team work and advertising yourself as a course rep to students, and meeting skills needed in order to be effective member of a SSC.

Except for Scarborough campus, where a 'short training session' was specifically requested by academic staff members, each training session lasted between 3-4 hours, and involved various group/interactive activities. Such a detailed training session was arranged because no CR training took place in the academic year 2008/09, and it was believed that all CRS, including those who had been a CR before would benefit from it.

Moreover, inviting 'new' and continuing CRs to the same sessions was aimed at giving CRs an opportunity to exchange experiences and to network.

### 8.3.5.2. Training Evaluation

- 88% of CRs 'Strongly Agree' and 11% 'Partly Agree' with the statement whether the training met its objectives.
- 5 top words that best describe the session were: interesting, interactive, constructive, enjoyable, fun.
- All training sessions scored higher than 8 out of 10, to the question 'How useful did you find the training', with majority of '10's'.
- Over 50% were 'Very Satisfied' and over 40% 'Satisfied' with the training. None of the CRs were 'Unsatisfied' or 'Not satisfied at all'.
- Positive Comments made by CRs included:

*'Just wanted to say I was dubious what such a long training session could involve but found the whole thing interactive, useful and very engaging. I know we had feedback forms but I just wanted to say that without a doubt it was one of the most interesting and informative training sessions I've been to; and even for someone like me who has been a rep before it was really useful. Thanks very much'*

*'Sustained interest throughout. Tasks motivating and broke PowerPoint slides up. Varied topics. Necessity topics covered.'*

*'A very resourceful and productive training session which efficiently prepares me for my impending interaction with my course peers'*

*'Totally unique, well prepared.'*

*'The training was fun, expected to get bored but it didn't happen :o)'*

*'The session met its outcomes set out and I feel that the next academic year of course rep-ing will benefit from the new course reps attending this training'*

- Less positive comments were made either by continuing CRs or those who already attended SSC:

*'Run a specific session for people who have already stood as course rep before so not repeating yourself.'*

*'Would have been more useful if I had done it before 1<sup>st</sup> meeting but that's my fault not yours!'*

*'Some not relevant as already attended meetings but still very interesting/ useful'*

Taking CR training evaluation and further observations into account, few changes are planned for 2010/11:

- Full training session to be compulsory for new CRs
- New, shorter training-reminder for continuing CRs
- A separate, brief training for Faculty Reps
- A separate, brief training for Senate Reps

It is also desirable that a higher amount of CRs will be trained in the next academic year, which is hoped to happen if CR contact details are received by Week 5, which did not happen this academic year.

Analysing the successes of course representation system this academic year, it can be stated that a higher number of trained CRs is likely to improve students' engagement within University quality processes, improve the effectiveness of SSCs and communication between students and the University, hence make students' voice heard on a wider scale and in the long term, improve the student learning experience.

Thus, CR training should be obligatory to all CRs.

#### **8.3.5.3. Meeting Skills Training**

In the response to *'What other training would you like to attend'* question on the CR training evaluation form, vast majority of course representatives indicated interest in attending a training on meeting skills.

Meeting Skills training was arranged and conducted by the ERC on two occasions (see Table 2.) at Hull Campus. The training was planned to take place at Scarborough Campus, however after advertising it no students were interested in attending one.

The two and a half hour session covered topics such as: How to: chair a meeting, act as a secretary, take and write minutes, be an effective member of a meeting.

- Training was positively evaluated<sup>36</sup>, with an average of 9.33 and 8.44 out of 10 points to the question 'How useful did you find the training'.
- 17 trainees 'Strongly Agree' and 1 'Partly Agree' with the statement whether the training met its objectives.
- 5 top words that best describe the session were: interesting, constructive, enjoyable, positive, interactive.
- 13 were 'Very Satisfied' and 5 'Satisfied' with the training. None were 'Unsure', 'Unsatisfied' or 'Not satisfied at all'.

Some of the comments were:

*'It was quite informative. I found it very useful. I believe, what I learnt will help me to add something for my CV.'*

*'I feel I know a lot more about Meeting work & this was usefully presented through a variety of methods.'*

#### **Recommendation:**

It would be advised that Meeting Skills Training should be compulsory to all CRs who volunteer to either chair or act as a secretary at SSCs.

**Table 2.**

Trained Course Representatives, Academic Year 2009/10			
Scarborough Campus		Hull Campus	
Date	No of course reps	Date	No of course reps
7.10.09	6	9.11.09	18
28.10.09	15	10.11.09	13
4.11.09	12	11.11.09	23

---

<sup>36</sup> 18 Evaluation Forms were returned



		12.11.09	23
		13.11.09	19
		14.11.09	19
		20.11.09	1
		27.11.09	16
		2.12.10	15
		3.02.10	11
		17.03.10	17
Scarborough Total: 33		Hull Total:	175
Total: 208 (52%)			
Other Training:			
	Meetings Skills Training		
		25.11.09	11
		10.02.10	9
		Total:	20
Total trained: 228			

### 8.3.6. Course Rep Support

#### 8.3.6.1. Course Rep Handbook

A new Course Rep handbook was produced this year by the ERC and VPE, and given out to all course representatives at the CR training. The CR handbook includes all information mentioned at the CR training.

For the benefit of CR on placements and distance learners, the CR handbook is available online under following link: [http://www.hullstudent.com/education/content/236633/course\\_representation/course\\_rep\\_handbook/](http://www.hullstudent.com/education/content/236633/course_representation/course_rep_handbook/)

#### 8.3.6.2. Communication between CRs and SU:

SU introduced several new channels of communication between SU and course representatives this year, including:

##### HUU Course Rep Newsletter

Sent separately to Hull and Scarborough CRs, at least once in 2 weeks, or anytime new event is to take place. Between 2<sup>nd</sup> December 2009

and 11 June 2010 15 CR Newsletter were sent to Hull based CRs, 6 to Scarborough CRs

#### Facebook

'Hull University Course Reps 2009/10 – Hull Campus' and 'Hull University Course Reps 2009/10 – Scarborough Campus' groups were created. Updated on regular basis by ERC, have 70 and 31 members respectively.

ERC also opened a personal account for herself, and 63 CRs requested to be her Facebook friend.

#### Twitter

HuuCourseReps account was created, being updated with current stories, followed by 8 CRs

**HUU Education Hub Notice board** Up-to-date with all CR events, important information, CR successes; Hull Campus, 1<sup>st</sup> Floor, HUU

**HUU Education Notice board** Equivalent of Education Hub board, but at Scarborough Campus, ground floor, outside KDL

**HUU website** [hullstudent.com/education](http://hullstudent.com/education) contains all education and CR information

#### Recommendations:

- HUU official website ([hullstudent.com](http://hullstudent.com)) is planned to be restructured over the summer break, with more student friendly and clearer Education section. It is hoped to create a CR data base accessible to all students
- It is recommended that there will be a new HUU CR section on eBridge, which would be updated and monitored by ERC and VPE on regular basis

#### 8.3.6.3. Communication between CRs and 2 departmental contacts:

There has been a great inconsistency in terms of support offered to CRs by academic departments and level of communication and its effectiveness.

Below are a few examples of good practice, but also issues CRs faced throughout the year and reported directly to ERC.

##### Good practice:

- An example of a very effective SSC has been noticed at Geography department, where both Chair and Secretary were chosen from CRs, and at the same time the Chair was the President of the Geography Society, which is to be believed was the major factor that resulted in a vast amount of student issues being raised at SSCs or other departmental meetings<sup>37</sup>.
  - In addition, the academic staff members have been very responsive and supportive, according to Geography CRs.
- It was observed that following academic departments shown effective partnership with CRs this academic year: Geography, Politics and International Studies or Biological Science<sup>38</sup>

##### Obstacles:

A lack of consistency has been noticed by the CRs in terms of facilities and support provided by their academic departments. The majority of issues reported directly to ERC by CRs were:

##### eBridge

- Some departments adjusted their privacy settings to allow CRs email their fellow students, some did not, even if requested from CRs.
- Some departments posted CRs contact details on eBridge (i.e. Computer Science, Politics and International Studies), others did not even if requested from CRs.

---

<sup>37</sup> Geography SSC also won the Education Award for 'The Most Active Team' 2010

<sup>38</sup> Statement based on comments made to ERC by CRs throughout the year

- Few departments created a separate CR sections on departmental eBridge site and have kept it updated throughout the year (i.e. Politics and International Studies).

#### Data Protection Issues

- 2 academic departments refused to pass CR details to SU (issue resolved in December 2010 with help from the Quality Office).
- Unresolved issue: HUBS staff members refused to share CRs contact details to other CRs <sup>39</sup>.
- HUBS CRs were struggling with advertising themselves as course reps to students. They were told by an academic member of staff that they cannot display their contact details on a Notice Board '*due to Data Protection Act*'<sup>40</sup>.

#### Staff/Student Committees

- Not all departments scheduled 4 SSCs per academic year.
- Modern Languages CRs were confused what SSC is as they only had 'Student Forums'.
- Not all departments informed their CRs about an opportunity for them to chair SSC or act as a secretary.
- When asked at CR training, 9 out of 10 CRs would not be aware who the SSC secretary is or where SSC minutes and agendas can be found.
- Joint degrees CR are requested to attend two different SSCs (8 in total/year). However, Management & Marketing CR reported that were unable to attend both Management SSC and Marketing SSC as both took place at the same time.

---

<sup>39</sup> Reported to ERC in December 2009

<sup>40</sup> Issue raised at Academic Council, Hull Campus, 8 December 2009

This example also illustrates incorrect implementation of the CoP on Course Representation – a SSC should involve all CRs within a department, should not be divided into subjects.

### CR Support from Academic Departments

- The vast majority of CRs were not aware of who they are, nor have not heard about them at all by November 2009, when most training sessions took place, some were not aware by December and few at the February session either.
- All HUBS CRs that attended CR training were not aware of support from their academic department, and never heard from/about their two departmental contacts<sup>41</sup>. That was still an issue on 17 March 2010, at the last CR training attended by 4 HUBS CRs.
- HUBS CRs also reported that there has been very poor communication within their department – some CRs have never been informed they were elected, some never informed about dates of SSCs and in general *'no one knows what is happening'*<sup>42</sup>.
- HUBS CRs had also their 'Suggestion Box' removed on two occasions from the notice board due to 'fire safety'<sup>43</sup>.

Concluding, it was noticed that some departments do not follow the guidelines stated by the Code of Practice on Course Representation, as indicated by the above examples.

### Recommendations:

- Each academic department should provide a 'Course Representation' section on eBridge, and this to include following information, open to all students:

---

<sup>41</sup> Issue raised at Academic Council, Hull Campus, 8 December 2009

<sup>42</sup> *ibid.*

<sup>43</sup> *ibid.*

- Dates, Agendas and Minutes of SSC
  - CR contact details
  - contact details of 2 departmental contact
  - contact details of VPE and ERC
  - link to [hullstudent.com/education](http://hullstudent.com/education)
- 
- Induction meeting between CRs and 2 departmental contacts at the beginning of each semester.
  - Notice board with CR contact details and pictures, SSC dates and other relevant information both CR and students could benefit from.
  - SSC Agendas to be emailed to CRs at least 7days prior to the SSC.
  - Academic Departments should ensure SSC dates/times do not clash with other academic responsibilities CRs that are expected to attend might have.
  - CRs should be informed about an opportunity to either chair or act as a secretary to SSC, and when there is more than one person per place interested, an election should take place at first SSC of the year.
  - If relevant, SSCs should network with departmental societies.
  - There must be 4 SSCs per year, or perhaps even more as suggested by CRs<sup>44</sup>.

#### 8.3.6.4. Communication between CRs and students:

##### Facebook groups

- At CR training ERC suggested that CRs create Facebook groups in order to get to know other CRs within the same department/ faculty, but also invite and encourage fellow students to share their opinions on issues that could be raised at SSC.

---

<sup>44</sup> Course Rep Survey – Appendix 2

- HUBS, Psychology or Geography created their groups and used to gather student feedback.

### eBridge

- Some academic departments allow CRs to email their fellow students via eBridge. This has been positively commented by all CRs, and they used this facility for emailing students before and after SSC as well as introducing themselves and explaining their roles as a CR.

### Induction Lectures

- Some CRs introduced themselves to students at induction lectures, and those who did reported that some students contacted them afterwards mentioning it was at the induction lecture that they found out who their CR was.
- 1 CR was not allowed to give a short talk, was told by a lecturer that 'there is no time for that'.

### Recommendations:

- CRs to be allowed to email students within their department via eBridge
- CR contact details to be emailed to all students asap after CR elections, either by CRs or departmental staff.
- CRs to be allowed to give a brief talk at their Induction lecture or/and before a SSC in order to introduce themselves to students, raise awareness of CRs and encourage students to report their issues before SSCs.

Finally, at a student workshop on channels of communication with University, a group of CRs commented on existing channels of communication:

'Between CRs and University – not effective

Between CRs and HUU –effective

Between CRs and departments – not effective

Between CRs and student body – fairly effective

Between student body and departments – not effective<sup>45</sup>

#### **8.4. HUU Course Rep Recognition Scheme**

All course representatives were automatically enrolled into HUU Course Rep Recognition Scheme launched by ERC in September 2009.

Course Reps were asked to record the time they spent at either SSC or any CR-related activity, and those who collected 20h (or 10h is a CR for one semester) were given a HUU Course Rep Recognition Certificate in May 2010.

##### **8.4.1. Education Awards**

Moreover, Education Awards were also a part of the HUU Awards Night, and all course reps had an opportunity of winning one of the following awards:

- Course Rep of the year (separate award for Hull and Scarborough)
- Outstanding Contribution to Education
- Most Active Team
- The Course Rep Recognition Award 2010 (given to a course who's collected the highest amount of hours required for the Course Rep Recognition Award)

##### **8.4.2. Further Recognition**

Finally, CRs were informed about the possibility of connecting their experience as a course rep to PDP, and signing up for Millennium Volunteers accreditation.

According to our knowledge, no recognition is given by the University. Some UK Universities acknowledge students involvement on final transcript, and that an example of a good practice the UoH could consider in future.

---

<sup>45</sup> Output from the student workshop on channels of communication with the University, 5<sup>th</sup> February 2010, Appendix 1



### 8.5. Course Rep Survey

The Course Rep Survey was carried out by ERC between November 2009 and March 2010. The aim of the survey was to find out how the CR system could be improved, and what did and what did not work well this academic year.

86 CRs completed the survey, out of which 72 were new, and 14 continuing CRs

Table 3 presents the results.

Table 3. Course Rep Survey Results

Question	Answer Options	New Course Reps	Continuing Course Reps	Total
Which of the following can you remember having seen before or during Freshers' Week?	A 'Become a Course Rep' poster	31	10	41
	A 'Become a Course Rep' leaflet	25	6	31
	Volunteers wearing a 'Become a Course Rep' t-shirt	15	3	18
	The Education team <sup>46</sup>	11	5	16
	None	3	0	3
What was it that made you interested in becoming a Course Rep?	Seeing a 'Become a Course Rep' posters	15	3	18
	Reading a 'Become a Course Rep' leaflet	12	1	13
	Speaking to one of the Course Rep	7	0	7
	A lecture shout made by a member of the	17	1	18

<sup>46</sup> Education Team refers to VPE and ERC

	Education Team			
	Reading information on hullstudent.com	7	1	8
	Other	27	10	37
How did you find out the information necessary to become a Course Rep?	One of the Bazaars in the Marquee	11	3	14
	Students' Union reception	6	2	8
	Education Hub	5	1	6
	Students' Union - other	7	2	7
	Lecture shout	24	3	27
	Academic department	25	10	35
	University - other	5	1	6
	HUU website (hullstudent.com)	5	0	5
	University website	4	1	5
	A friend	8	1	9
	Other	1	1	2
What do you hope to achieve by being a Course Rep?	I want to be able to add this as an achievement to my CV	57	12	69
	I hope to build skills that will be useful post-university	57	10	67
	I hope to have a say in my education	44	11	55
	Other	13	5	18

Finally, CRs were asked how the CR system could be improved by both the SU and the University<sup>47</sup>. Responses to that open question can be seen as recommendations, and those would be:

**How could the CR system be improved:**

**By the SU:**

- More gatherings for CRs and CRs with other students
- Better advertisement of CRs
- Rewards
- More training

**By the University:**

- Better advertisement of CRs
- More support and resources for CRs
- Help to improve communication between CRs and students
- Improve communication between CRs and academic departments
- More benefits of being a CR

**Comments:**

- Suggestions made by CRs on how the CR system could be improved prove the recommendations made within CR section of this SWS.
- For full CR Survey results see Appendix 2
- In February 2010, the ERC attended the first AMSU Regional Meeting for Rep Coordinators. The meetings are aimed at exchanging examples of good practice on the CR system and all members are now committed to improve their CR system in relation to the AMSU Course Rep Systems Benchmarking Tool<sup>48</sup>.

---

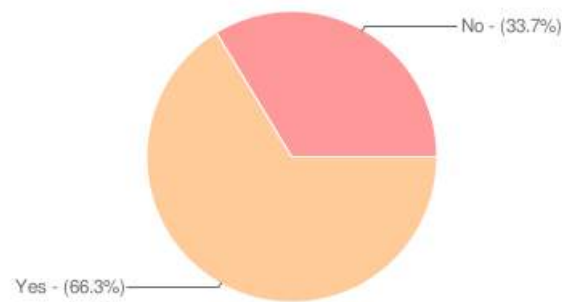
<sup>47</sup> For all responses see Appendix 2

<sup>48</sup> AMSU Course Rep Systems Benchmarking Tool can be found on <http://www.amsu.net/groups/srcoordinators/benchmarking-tool/>

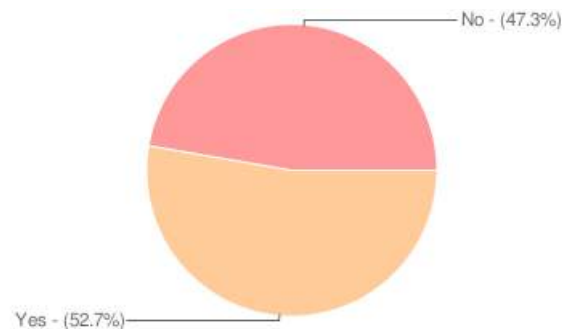
## 9. Student Voice

The following data was collected via the Education Survey in order to answer the question suggested by the QAA<sup>49</sup>

Q: Do you believe you have a voice at The University of Hull?



Q: Do you believe your voice is listened to?



- 9.1. Even though the majority of students believe they have a voice at the University of Hull, almost half of the ES responders believed their voice is not listened to.
- 9.1.2. At the end of the ES students were asked how, in their opinion, both the Students' Union and the University could improve their experience at the University of Hull. (Many of these ideas were brought up via other opportunities students have had to voice their opinion this academic year, and have already been discussed within this SWS) The responses were as follows:

---

<sup>49</sup> See section 2.

Q: How could the Students' Union improve the quality of your academic experience at The University of Hull?

9.1.3. Help with academic experience issues:

- *'Actually have powers to approach departments.'*
- *'An active presence in each department would give students a voice.'*
- *'Ask for feedback during a module, not at the end.'*
- *'Force improved feedback on assessment'*
- *'Insist on feedback on written exams'*
- *'Help extend library hours'*
- *'Run student led revision and seminars'*

9.1.4. More publicity in regards to following:

- *'Advertise services and facilities more'*
- *'Advertise course reps more visibly'*
- *'Better advertise services such as proof reading essays.'*<sup>50</sup>

9.1.5. Provide more specific support:

- *'Be more open to mature students.'*
- *'Better educational facilities. Better student support in knowing where advice is and what advice is on offer'*
- *'Have a study/ coursework advice area where you can drop in for help'*<sup>51</sup>
  - *'By getting the university to pay more attention to the needs of the disabled'*
  - *'Improve experience of searching for a job while studying'*
  - *'I would have liked some way of confidentially complaining about potentially major issues'*
  - *'More for students with children'*

---

<sup>50</sup> These services are offered by the University, not the Students' Union

<sup>51</sup> Service already offered by the University

- *'Offer more academic support and advice on how to help change things.'*

#### 9.1.6. Improve communication:

- *'Have more referendums where people actually get to see the union face to face'*
- *'Encourage students to voice their views on a more one to one basis than by survey, which is what you often do'*
- *'Gather the different opinions from the students at the regular interval, and make possible to feedback so as to form a communication channel'*
- *'By continuing with the course representative meetings which have been essential when addressing key issues related to the department and always ensuring these issues are listened to and looked into.'*
- *'Keep providing survey and create a suggestions box in the union'*
- *'Publish more information leaflets'*

#### 9.1.7. Improve social opportunities:

- *'Better Fresher's Week and better social events that the students actually want. Maybe a students' union which is organised by the students where we have a chance to organise and create events.'*
- *'Have social experiences for people who are not necessarily in a sports team or a society'*
- *'Try to arrange things to include or integrate the Mature students more'*
- *'Just by creating a relaxed environment to take breaks'*

#### 9.1.8. Improve existing facilities:

- *'Have a better focus on part-time students who work full-time – and offer services at times that they are able to access'*
- *'Look for cheaper services. Food is a bit overpriced for students'*
- *'Improve and reorganise HUU website – it's messy and odd to navigate'*

9.1.9. Scarborough campus related comments:

- *'Help the societies run more smoothly in Scarborough and get more involved with the Students'*
- *'Involve Scarborough Campus more with Hull Campus. Utilise the voices in Scarborough'*

Q: How could the University improve the quality of your academic experience at The University of Hull?

9.1.10. Help with academic experience issues:

- *'Assessment of lecturers would be good.'*
- *'Allow more freedom for lecturers to throw out/discipline students who cause a disturbance in lectures.'*
- *'Impose stricter rules in lectures about students talking and being generally inconsiderate towards other students. Having to listen to people's conversations whilst in a lecture is highly distracting'*
- *'Run more sessions on study skills'*

9.1.11. Improve communication:

- *'Be more available to contact instead of office hours being so short.'*
- *'Communicate more with students'*
- *'Publish more information leaflets.'*
- *'To provide all the information on eBridge'*

9.1.12. Improve existing facilities/ resources:

- *'Make important documentation available as a handout as opposed to posting on eBridge'*
- *'Better facilities in the library'*

9.1.13. Improve teaching/learning experience:

- *'By ensuring that lecturers are excellent and doing something about those that aren't.'*
- *'By giving us the chance to evaluate year long modules each semester so they can improve if they aren't being run well.'*
- *'Change the layout of courses – more choice of modules and recognise good achievement'*
- *'Clearer marking criteria for personal assessment'*
- *'Don't be defensive when questions are asked about quality of teaching'*
- *'Try to make lectures more enjoyable and interactive'*
- *'Provide assessment of teaching quality through in-house supervision in teaching sessions.'*
- *'Provide reading lists well in advance of modules so students can be better prepared.'*
- *'Remove lectures on a Wednesday'*
- *'The University could try to spread the exams out a bit more instead of having them all straight after one another'*
- *'The University should promote that teaching standards meet high targets and that the quality of teaching content is as high as possible. It should also ensure that staff are able to speak English properly to avoid misunderstandings to due communication problems.'*
- *'Vary teaching methods so that lecturers aren't just delivered by powerpoint slides'*

9.1.14. Improve existing resources:

- *'Better module handbooks and research resources.'*
- *'Better online resources, utilising eBridge better'*
- *'Extend library hours'*
- *'Access to databases and journals should be improved'*

9.1.15. Other comments were as follows:

- *'Able to voice concerns without fear of consequences'*



- *'Be more actively involved in people's progress rather than letting them fall by the way side'*
- *'Better organisation within my department; I often feel I am being treated like a child or someone fresh out of school when I am a mature student with a family and I don't like to be patronised.'*
- *'There should be created a quiet learning environment'*
- *'First year need a mentor of a student that has been there longer, feedback on all work'*
- *'Advertising some of the University's facilities'*
- *'Each department should organise more events'*
- *'Listen to complaints/issues rather than dismissing them with problems alone. Follow rules and regulations'*
- *'Listen to the Union as they are the voice of the student population'*
- *'More computers around campus'*
- *'More e-journals made available'*
- *'More study advice services, essay writing workshops etc'*
- *'More help with placement finding and funding'*
- *'more printing facilities'*
- *More support for students from supervisors'*
- *'more variation in teaching than just powerpoints'*
- *'Provide academic supervision regulations'*

## Other

9.1.16 Educational Studies students have been complaining about University Parking Fees being increased drastically this academic year.

Other CRs also mentioned very bad conditions of parking spaces down Salmon Grove and lack of Parking Spaces at and around the University.

## 10. Conclusion

This Student Written Submission outlined, discussed and whenever appropriate, suggested possible solutions to student learning experience issues our students faced at the University of Hull during academic year 2009/10.

After analysing all sections of this report, one can come to a conclusion, that while there are department-specific issues that need to be solved separately by a specific academic department or service, one can highlight few common themes that would apply to a wider student body, if not to all students at both campuses. These would be:

**Inconsistency**, variability across academic departments, in terms of everything, whether it is assessment submission processes, student support or resources available to students

**Pockets of acceptance of poor teaching quality**. The question here is: What does the University do in order to improve teaching quality? Does it take any actions if it is poor? Are students aware of those actions?

**Communication** was another major issue. Poor, misleading, and in some cases lack of communication between students and their department, but also, according to students: among departmental staff members

We hope this document will provide the University with a very useful student feedback, and give an opportunity to demonstrate that student voice does matter – in the near future in the form of an action plan proposed by the Quality Office, as well as by continuous improvements made by academic departments and individual members of staff, and in the longer term – increase student satisfaction at the University of Hull.

## 11. Acronyms and Abbreviations

AC	Advice Centre
BJL	Brynmor Jones Library
CoP	Code of Practice
CR	Course Representative
CR System	Course Representation System
ERC	Education and Representation Co-ordinator
ES	Education Survey
HUBS	Hull University Business School
HUU	Hull University Union
KDL	Keith Donaldson Library
PS	Personal Supervisor
SPWG	Student Participation Working Group
SSC	Staff/Student Committee
SU	Students' Union
UoH	University of Hull
QAA	Quality Assurance Agency
VPE	Vice-President Education

## 12. Appendices

### Appendix 1. : Output from the student workshops on channels of communication with the University

#### 1. What do students want to know more about?

The main themes were as follows:

- More consolidated information for freshers
- More information for freshers before they get here – a less frenetic first week
- A student-oriented campus map
- Reminders about the start and end dates of semesters/expected attendance
- Information about new initiatives and improvements to the University – feedback on what the University has done in response to student views
- Information about the Scarborough campus and about using facilities at Scarborough
- Help with navigating sources of information
- Direction to departmental and University policies
- Better information in module handbooks – some are good but no consistency
- Changes to policies and regulations
- Changes to degree programmes
- How to complain or appeal
- Better academic feedback

#### 2. Suggestions for new or improved channels of communication

- *An equivalent to the NSS for first and second year undergraduates* so the need for changes can be identified earlier and improvements made. This should be conducted online via the web and email – no phone calls!! – and it should include more open questions to allow University-specific concerns and positives to be flagged up. Then publish the results and let people know where they can find the results.
- *Use of plasma screens* in central areas and departments to advertise specific short pieces of information/statistics/updates.
- *Use of conventional notice boards* in areas of high footfall – library, shop, lifts.

- *Emails* from the University to students – but must be concise and relevant – maybe weekly. Inform students better about ability to re-direct emails to personal accounts.
- *Use of departmental emails* to help students manage and organise their learning, and to let them know when and how feedback is available.
- *Email events bulletin*
- *Receipts* for all submitted assignments (paper or electronic)
- *Student-oriented newsletter* – Computing News is good but a bit too generic, not student focussed.
- *Podcasts* (covering, for example, freshers' information, university general information, departmental news and guidance) – *produced by students!*
- *All module handbooks* to include both course and department-specific guidelines, and also to include student feedback from previous surveys and what was done in response to their views
- *Single gateway to information and services available on log in* – do not want to be presented with the University homepage.
- *Complaints and suggestions boxes.*
- *Departmental e-forums*
- *More consistency in departmental communication*

#### Comments on existing channels of communication

- Between course reps and University – not effective
- Between course reps and HUU - effective
- Between course reps and departments – not effective
- Between course reps and student body – fairly effective
- Between student body and departments – not effective

Appendix 2: Course Rep Survey – Open Questions Comments:

How could the Course Rep system be improved?	Answers given by new Course Reps	Answers given by continuing Course Reps
a) By the Students' Union	<ul style="list-style-type: none"> <li>• Put more information around</li> <li>• Continue to offer great support and training</li> <li>• More details about the role</li> <li>• More advertising and representation to promote and recruit reps</li> <li>• Provide sessions for reps to meet with peers to discuss issues</li> <li>• Less formal</li> <li>• Commercialising on help available</li> <li>• Online forum</li> <li>• Advertise course reps more</li> <li>• More advertising</li> <li>• A few more posters around</li> <li>• EVERYONE needs the training</li> <li>• Perhaps more posters/ leaflets</li> <li>• More publicised so people have a better idea what's going on</li> <li>• Posters of reps elected?</li> <li>• More training events</li> <li>• Not separately, all course representatives should be trained at the same time for better understanding of each other</li> <li>• By co-ordinating more activities to get students involved</li> <li>• Rewards to get people involved</li> <li>• By approaching more people to become course reps and increasing interest in the rep</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate more with academic departments</li> <li>• More publicity, more objective</li> <li>• Create more gatherings for course reps to meet up and voice up</li> <li>• Less formal</li> <li>• Free entry to asylum</li> </ul>

	<p>position</p> <ul style="list-style-type: none"> <li>• No idea as it's the first contact I make with the course rep system</li> <li>• For me it's the first time so I don't know yet</li> </ul>	
b) By University	<ul style="list-style-type: none"> <li>• More interaction between departments</li> <li>• More advertising of current reps</li> <li>• Advertise reps more in each department/ebridge</li> <li>• More emails/flyers</li> <li>• Library books and computers</li> <li>• Variation in lecturing</li> <li>• Less formal</li> <li>• Involve more senior members of staff in meetings</li> <li>• More advertising and representation to promote and recruit reps</li> <li>• More publicity</li> <li>• Make sure they take on issues raised by the students</li> <li>• Treat the course reps with more respect, help out with promoting and sending e-mails</li> <li>• More publicity</li> <li>• Putting in extra SSC each semester</li> <li>• I am unsure</li> <li>• Not individually or separately, all course representatives need to be advertised together so that there is no confusion in the minds of general student</li> <li>• By funding more effective methods of communicating with the students and benefits of being a student rep that would enhance career opportunities through skills adapted</li> <li>• More information about opportunities delivered during introductory talks for freshers</li> </ul>	<ul style="list-style-type: none"> <li>• We get paid</li> <li>• More specific time with lecturers and governing body</li> <li>• Confusion between applying to be a course rep- 2 applications SU and departmental- did both need filling out or just one?</li> <li>• Take serious the matter raised up by course rep.</li> <li>• More advertisement and encouragement</li> <li>• Further encouragement and benefits</li> <li>• More resources</li> </ul>

	<ul style="list-style-type: none"><li>• Allowing course reps to do lecture shouts with news</li><li>• More frequent staff-student committee meetings</li><li>• Listen to students more</li><li>• Try to help the problems get solved quicker</li></ul>	
--	--	--

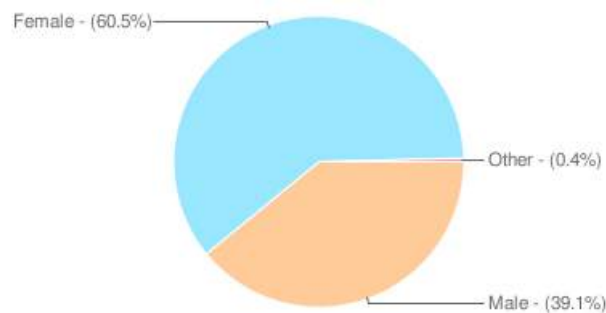
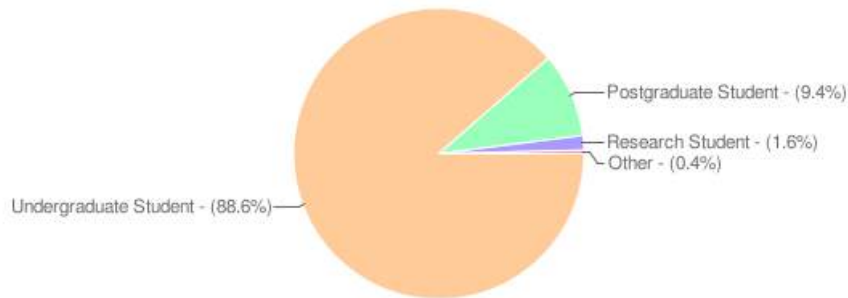


### Appendix 3: Education Survey 2010 - Results:

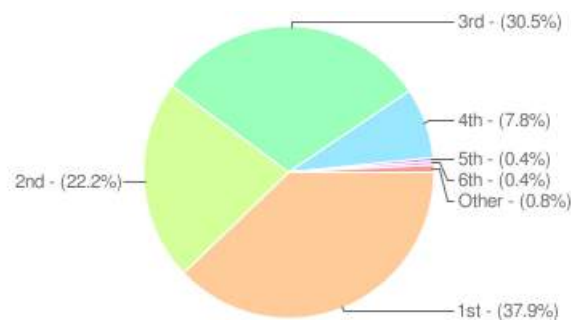
The survey took place on [www.hullstudent.com](http://www.hullstudent.com) between 19 May – 2 June 2010 and a total of 243 students took part.

#### Page One – General Questions

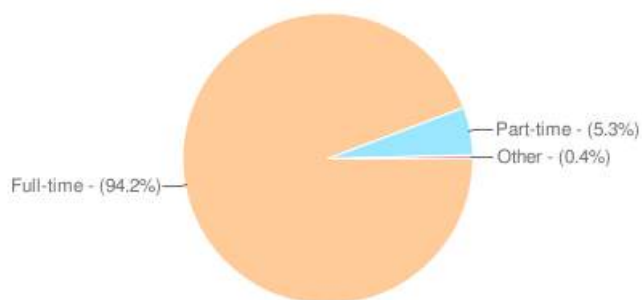
The split of respondents was as follows:



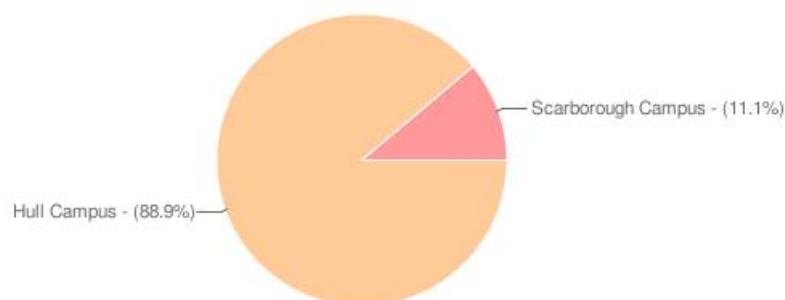
What is your year of study?



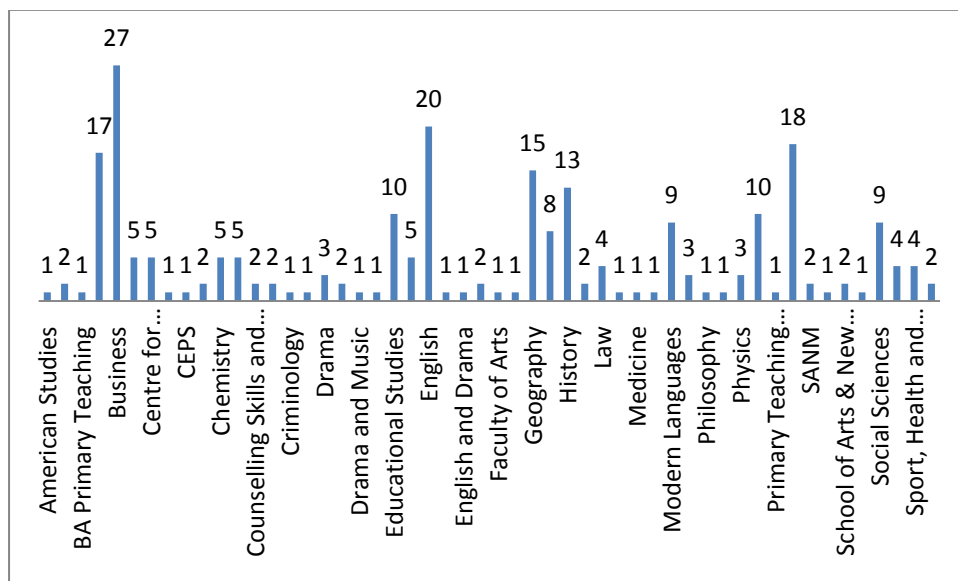
Are you studying:



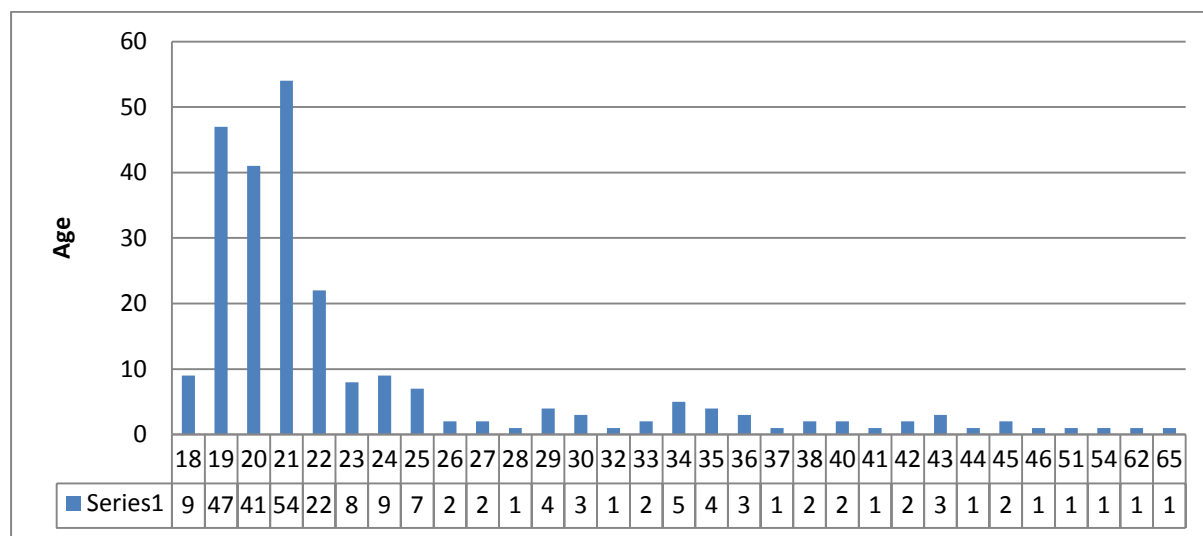
Are you studying at:



What is your department?

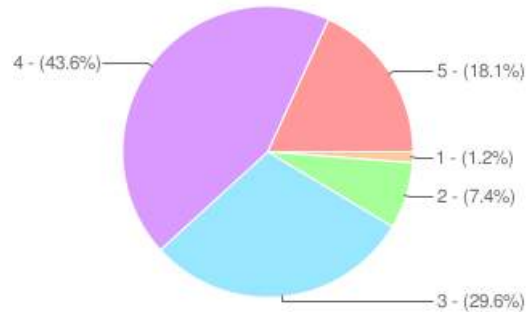


What is your age?

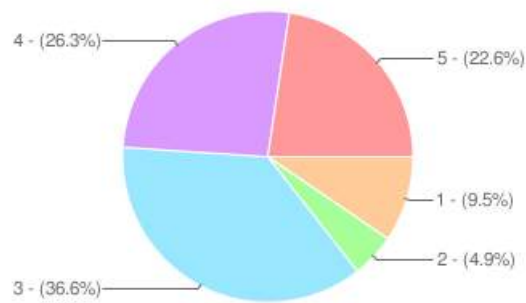


## Page 2 - University Information

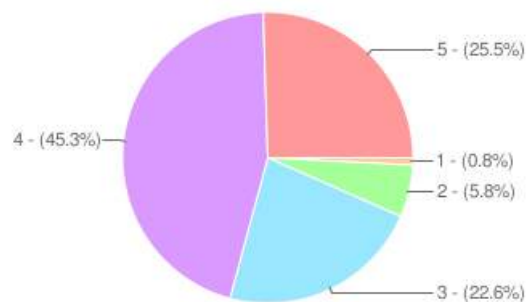
How satisfied are you with module choices? (1 being not satisfied at all, 5 being extremely satisfied)



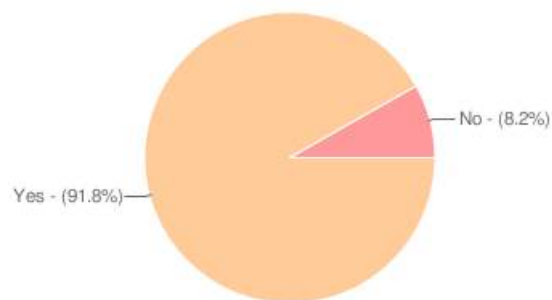
How satisfied are you with free elective choices?



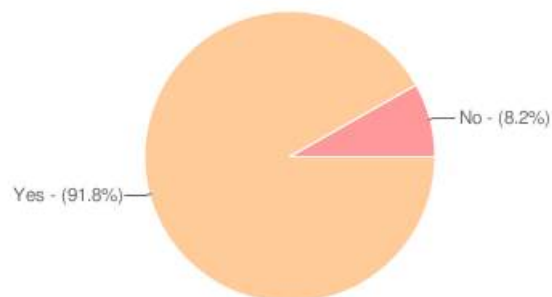
How satisfied are you with Module Handbooks?



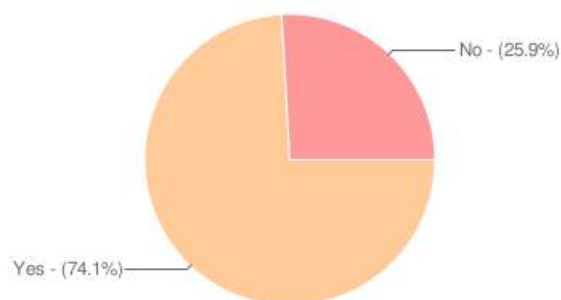
Did you receive Module Handbooks at the beginning of the year?



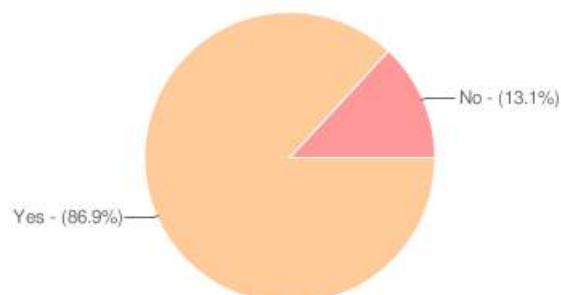
Did you find the information accurate?



Does your timetable stay unchanged for the entire semester?



Does your department keep Wednesday afternoons free?

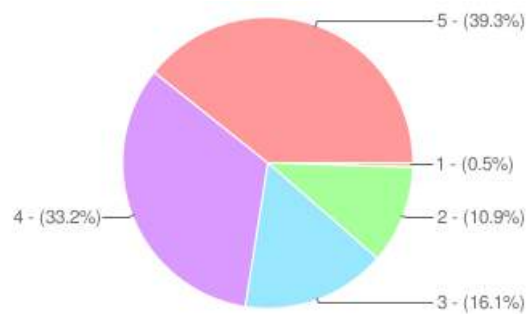


### Page Three – Learning Spaces and Resources

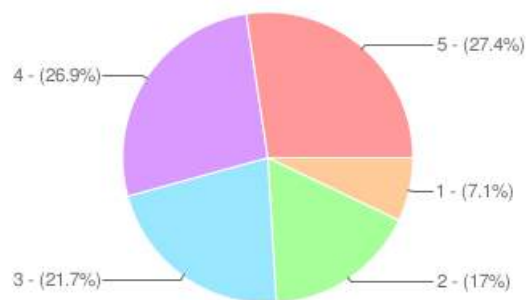
#### Hull Campus Students Only - Brynmor Jones Library Services

How satisfied are you with aspects of the Brynmor Jones Library:  
(1 being not satisfied at all, 5 being extremely satisfied)

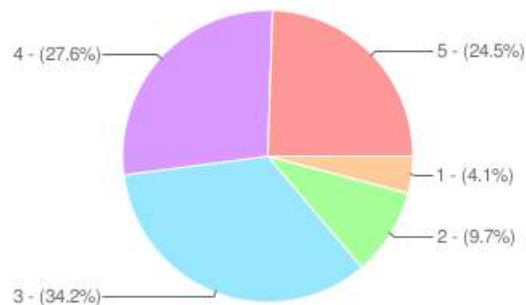
Monday – Friday opening hours:



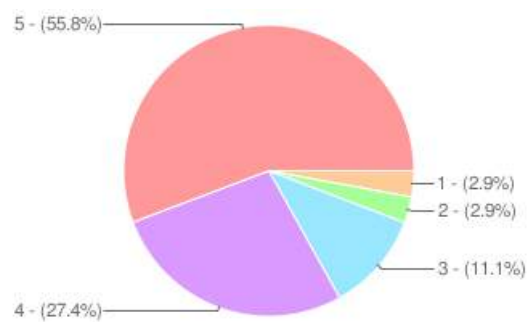
Saturday – Sunday opening hours:



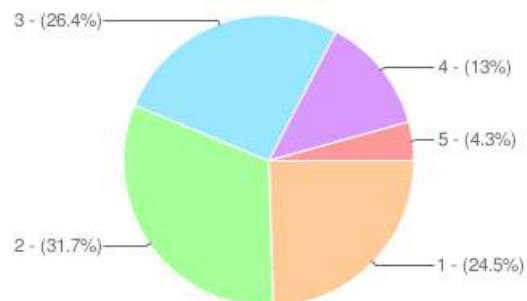
Vacation opening hours:



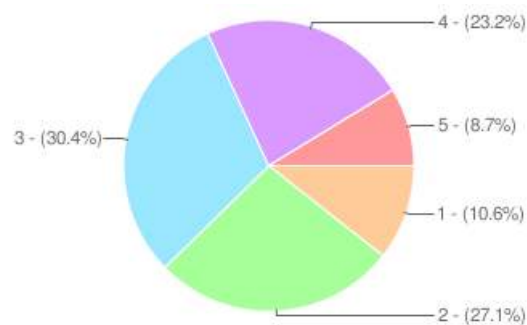
Exam opening hours:



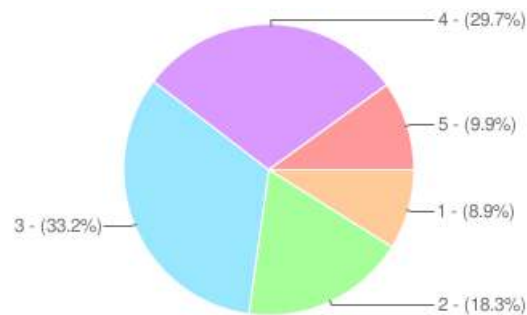
The number of PCs:



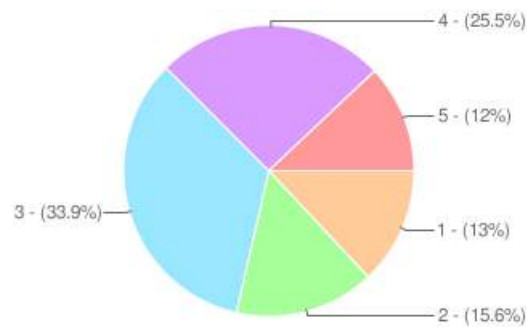
The number of printers:



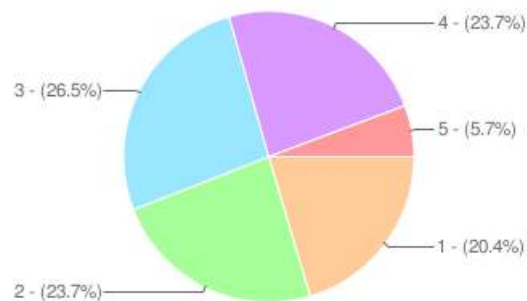
The number of study rooms:



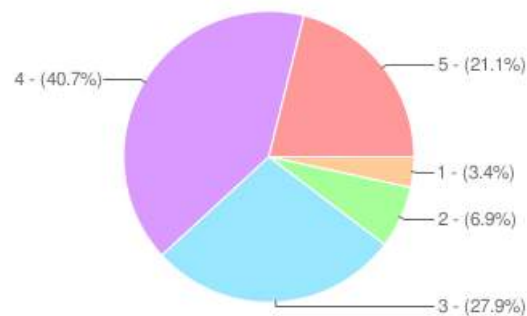
The equipment in the study rooms:



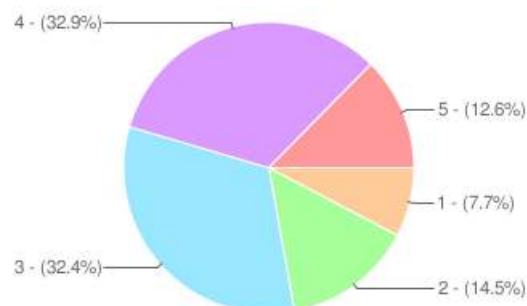
The noise level:



Staff support:

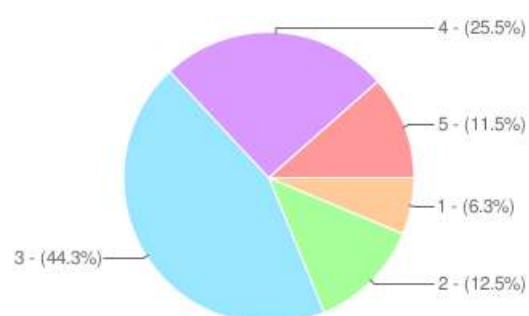


The number of textbooks:

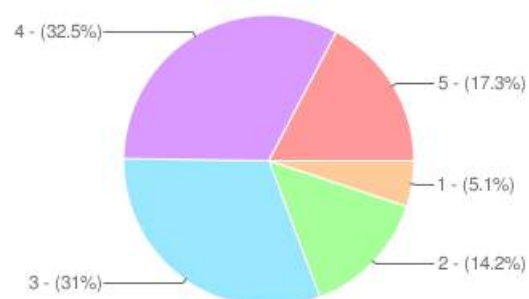




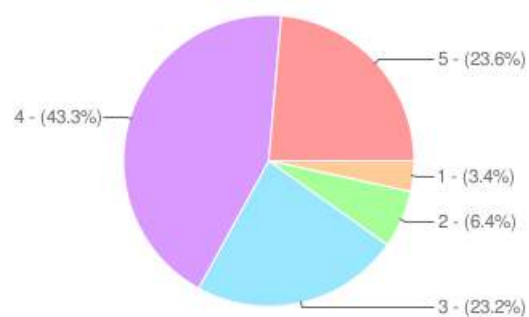
The number of e-books:



The number of e-journals:



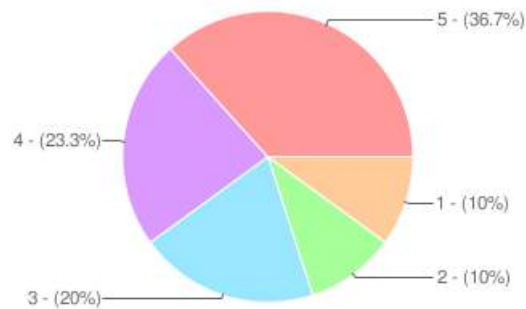
The library website:



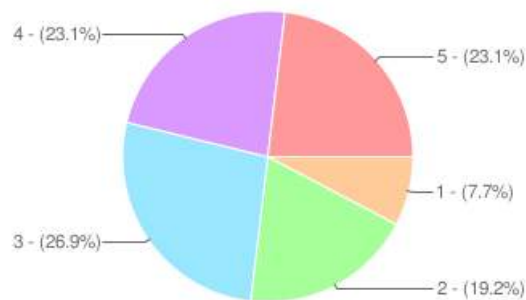
### Scarborough Campus Students Only - Keith Donaldson Library Services

How satisfied are you with aspects of the Keith Donaldson Library:  
(1 being not satisfied at all, 5 being extremely satisfied)

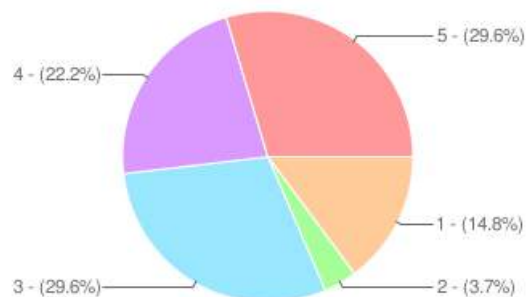
Monday – Friday opening hours:



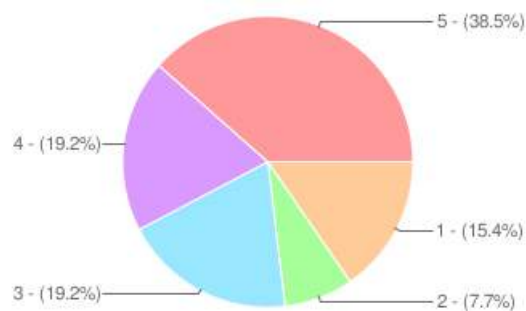
Saturday – Sunday opening hours:



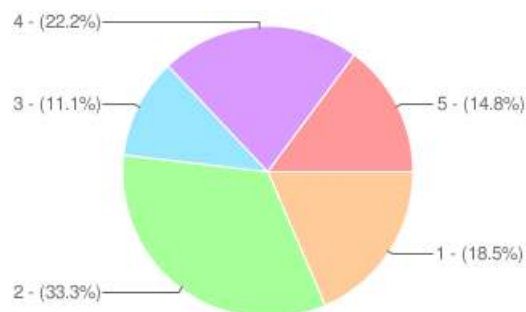
Vacation opening hours:



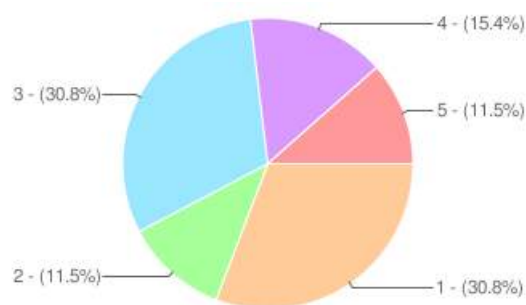
Exam opening hours:



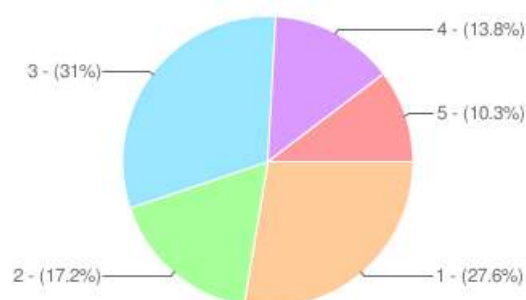
The number of PCs:



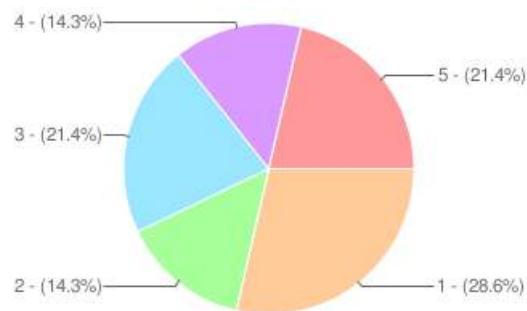
The number of printers:



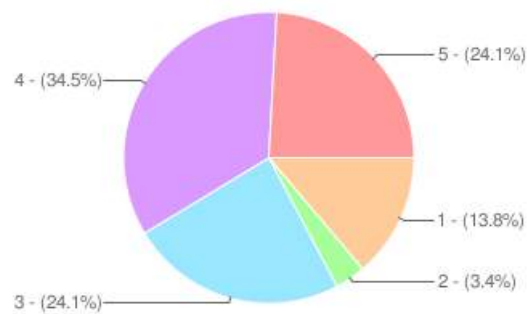
The number of study rooms:



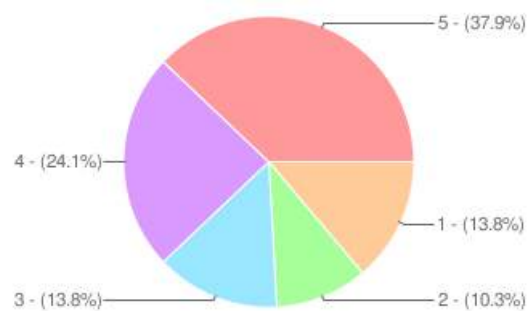
The equipment in the study rooms:



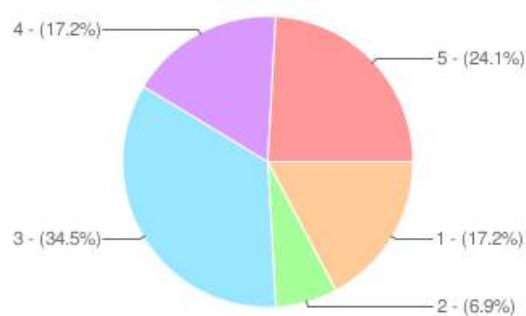
The noise level:



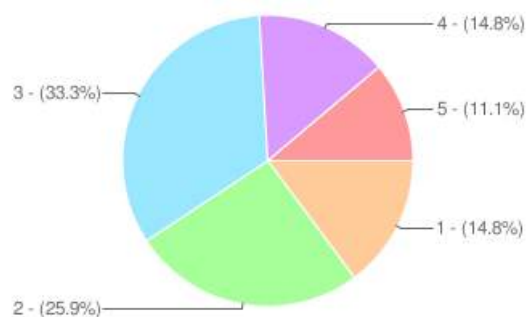
Staff support:



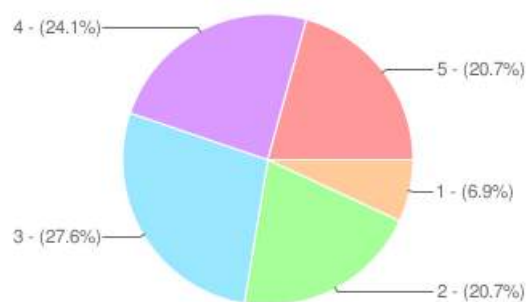
The amount of textbooks:



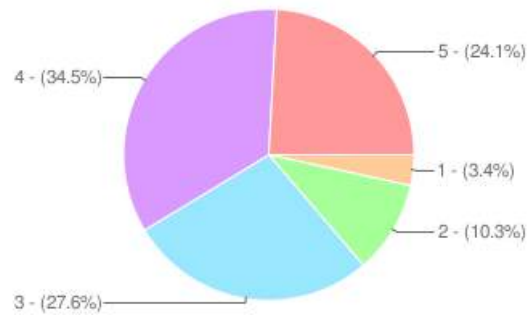
The amount of e-books:



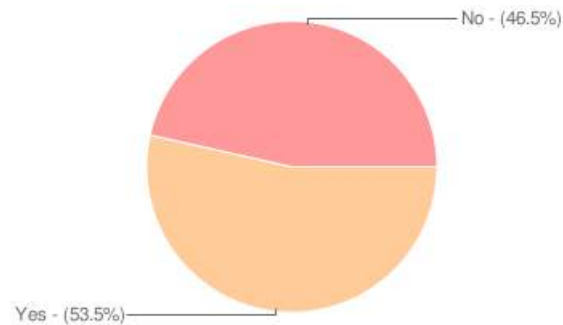
The amount of e-journals:



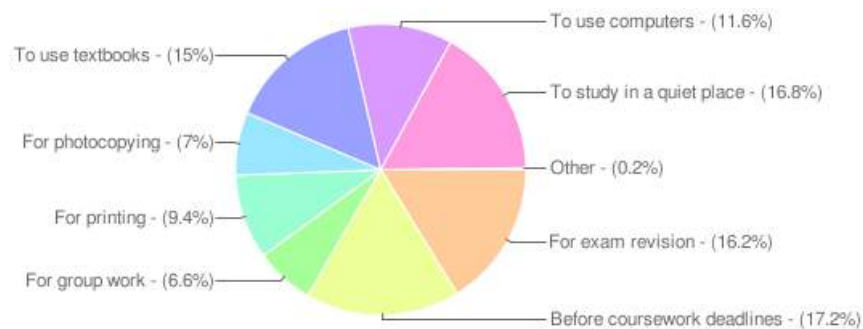
The library website:



Do you believe the library should be open 24 hours?

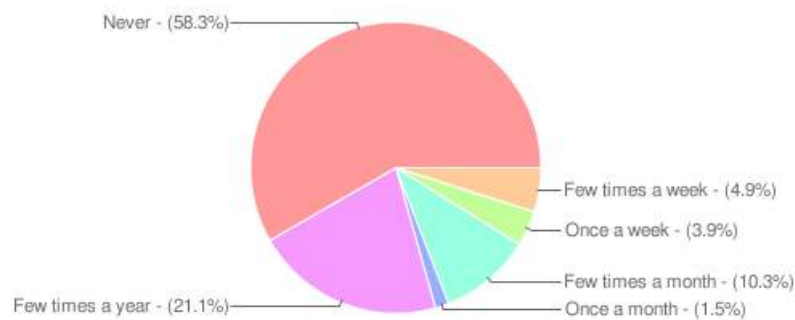


What would you mainly use the library for if it extended its opening hours/was open 24 hours? [Tick as many boxes as apply]

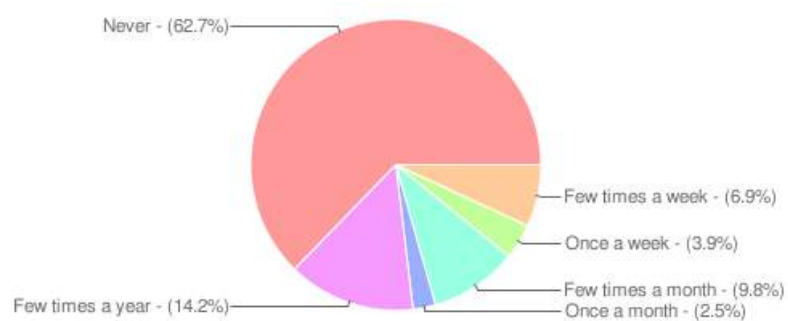


For Hull Campus students only:

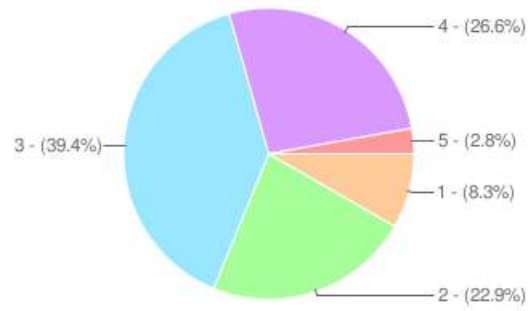
How often do you use the Larkin 24h centre?



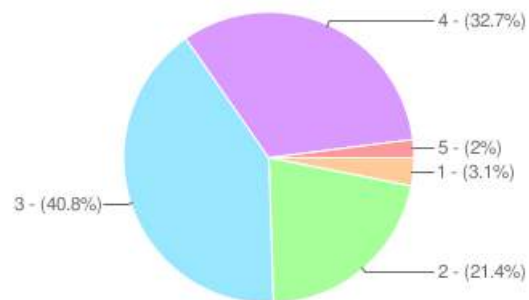
How often do you use the Foss 24h centre?



How suitable is the learning environment in the Larkin 24hcentre? (1 being not suitable at all, 5 being excellent):



How suitable is the learning environment in the Foss 24hcentre? (1 being not suitable at all, 5 being excellent):

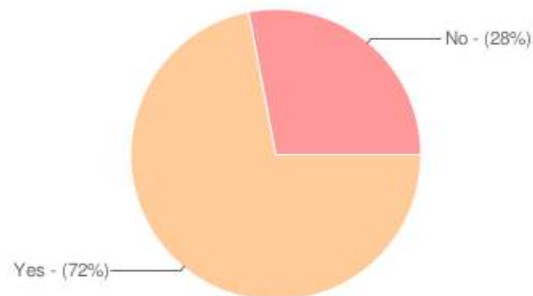




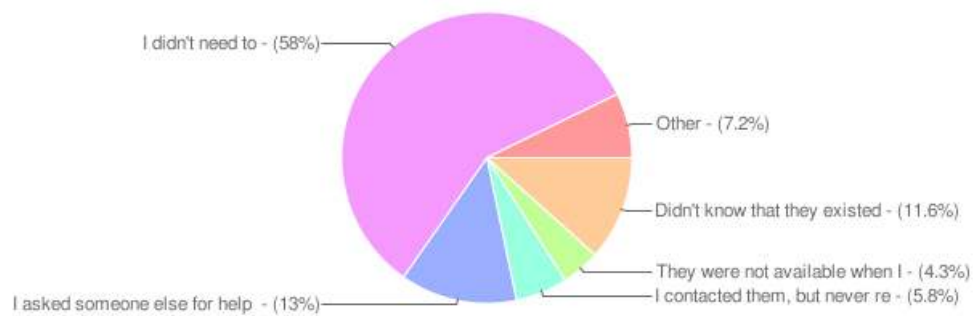
## Page Four – Student Support

Have you met the following people this academic year?

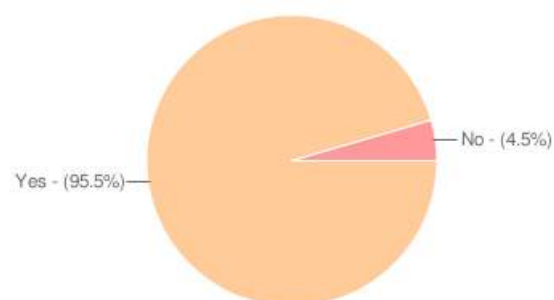
Personal supervisor:



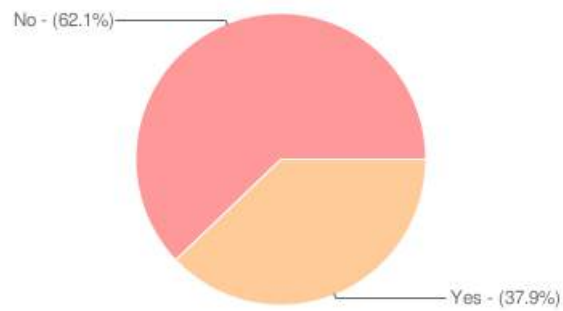
If not, why not?



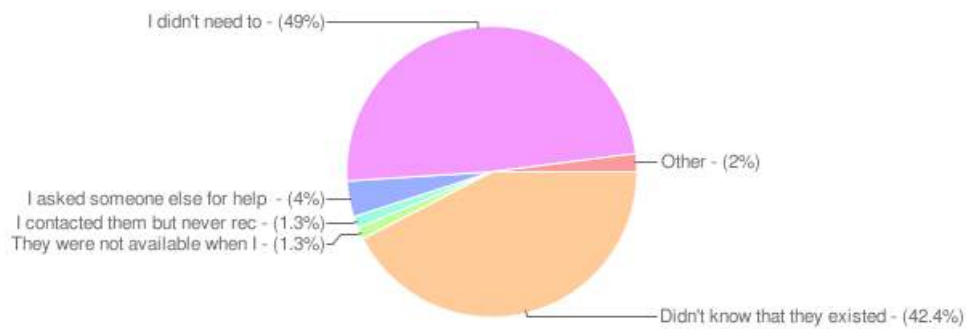
Would you see them again if in need?



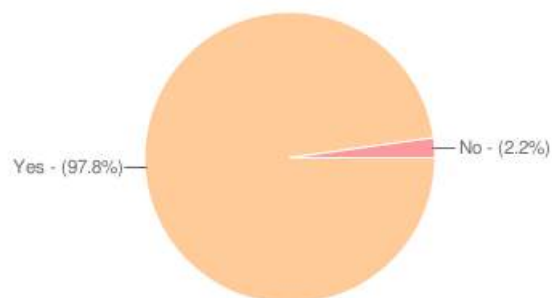
Senior Tutor:



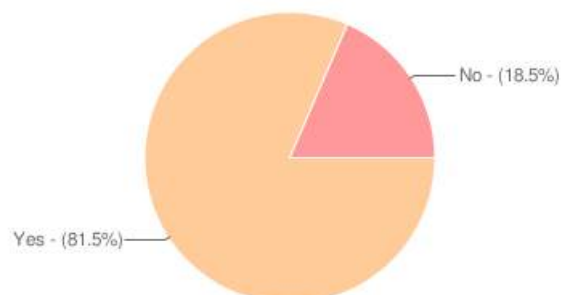
If not, why not?



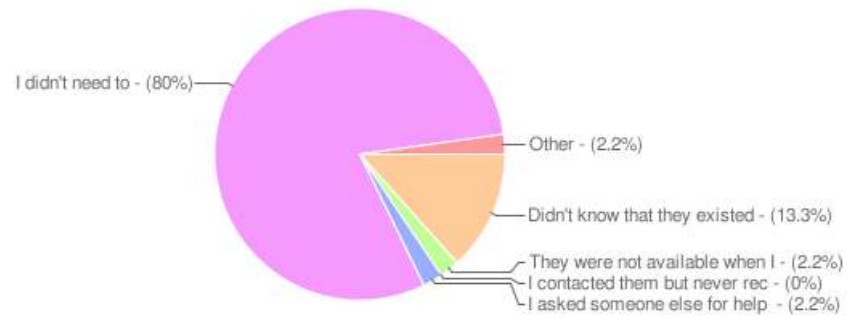
Would you see them again if in need?



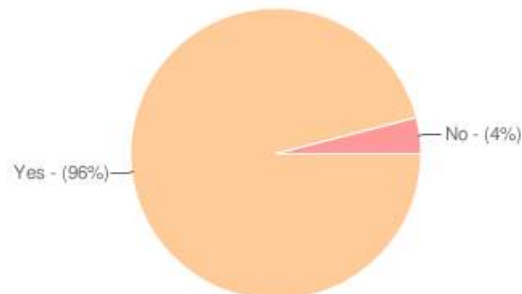
Module Leader:



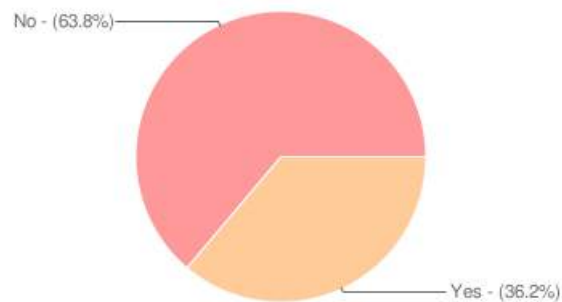
If not, why not?



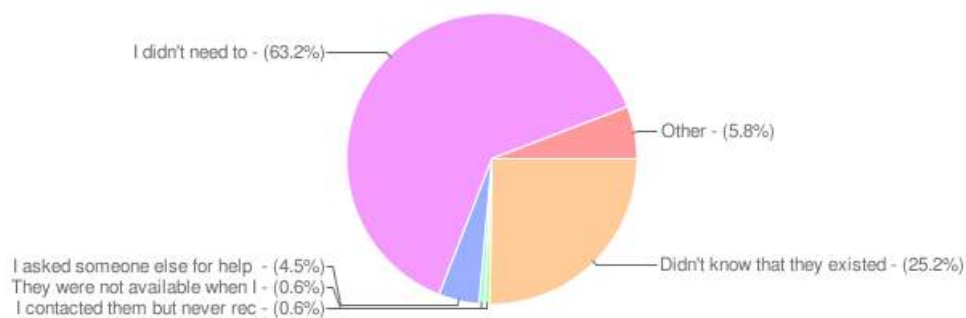
Would you see them again if in need?



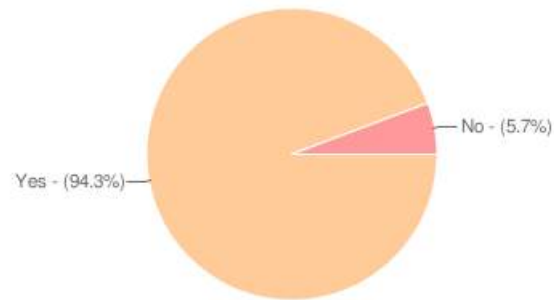
Course Representative:



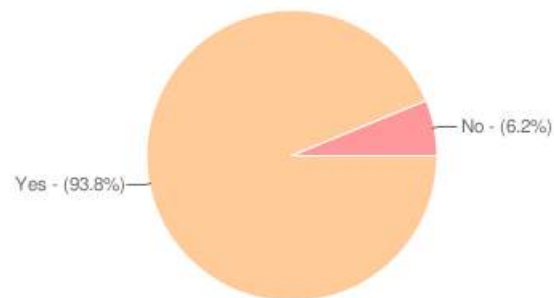
If not, why not?



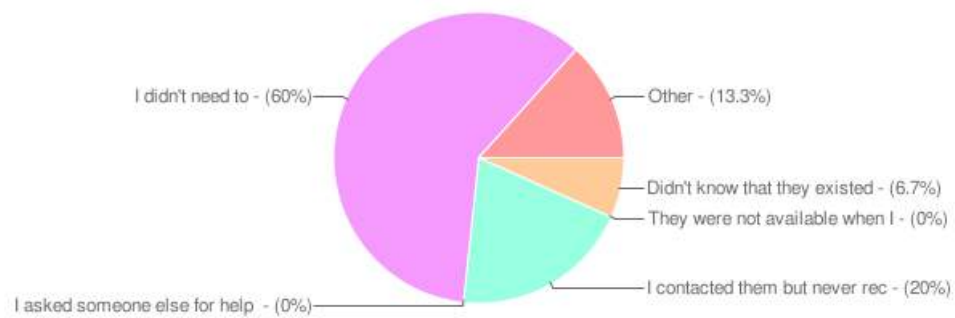
Would you see them again if in need?



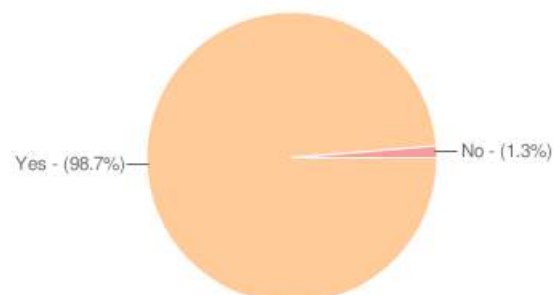
Lecturers:



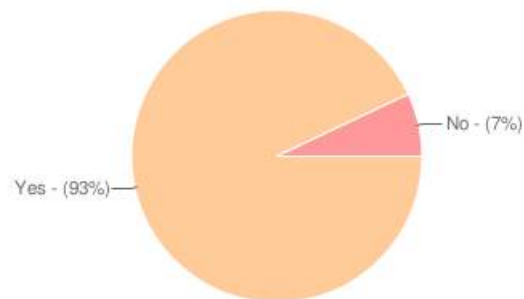
If not, why not?



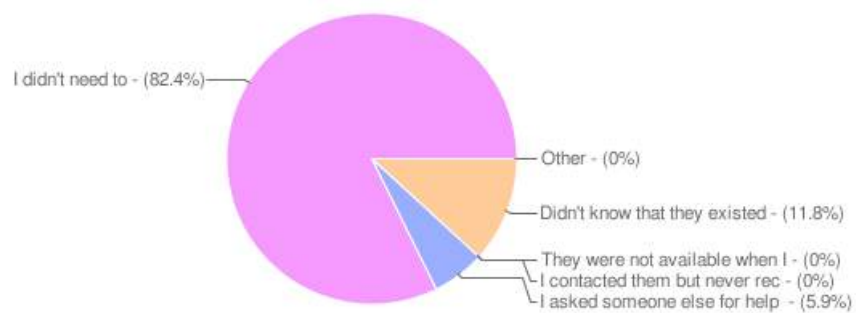
Would you see them again if in need?



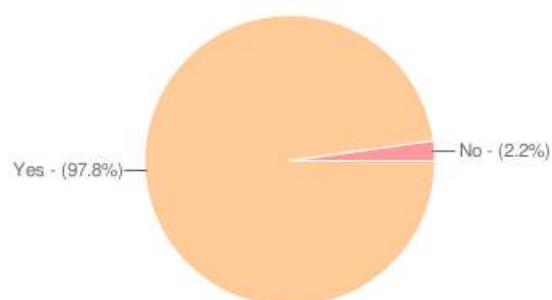
Departmental Admin Staff:



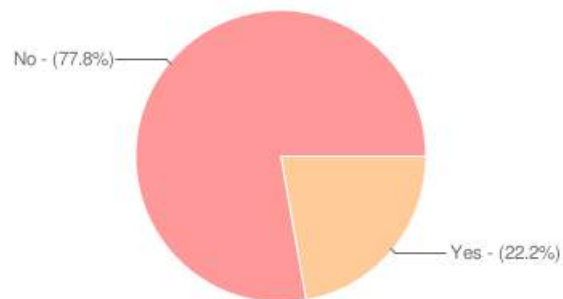
If not, why not?



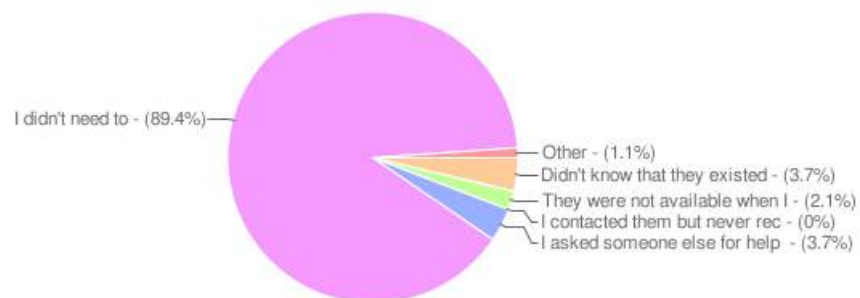
Would you see them again if in need?



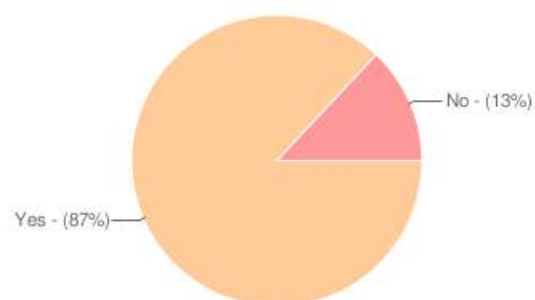
Student Union's Advice Centre:



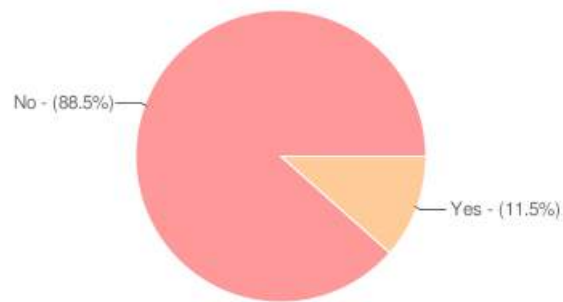
If not, why not?



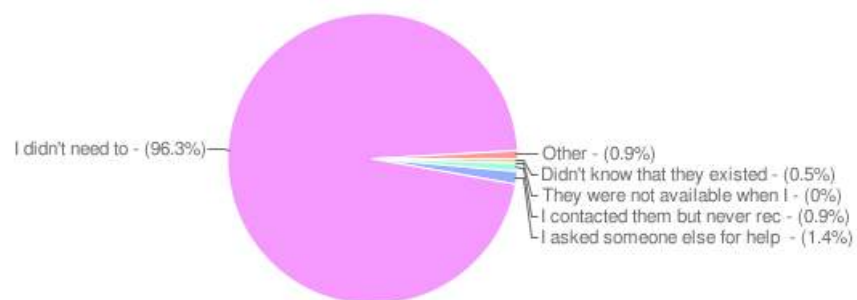
Would you see them again if in need?



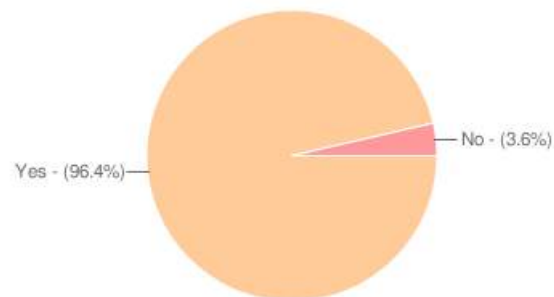
Disability Services:



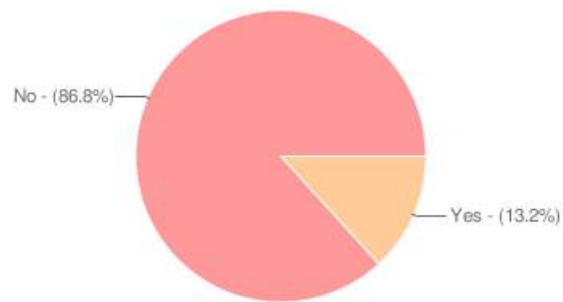
If not, why not?



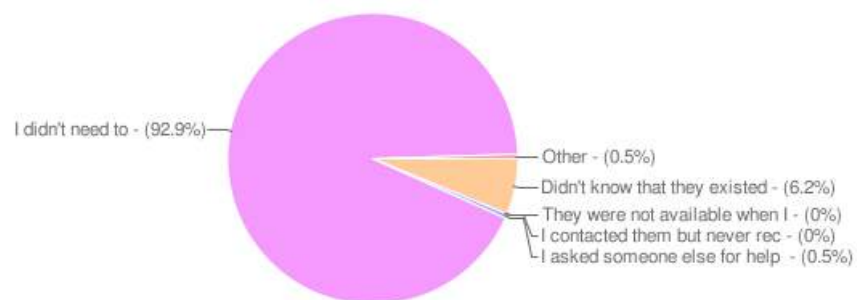
Would you see them again if in need?



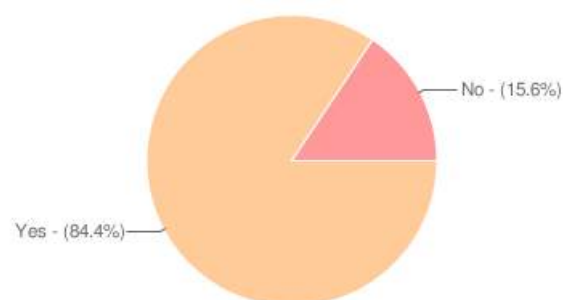
Student's Loan and Hardship Department:



If not, why not?

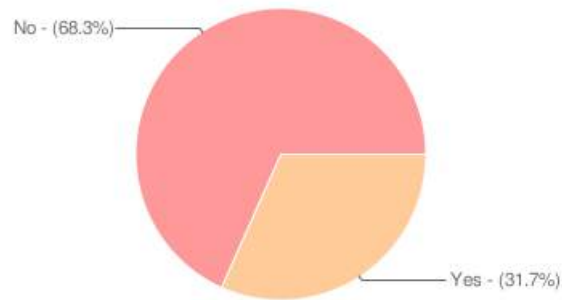


Would you see them again if in need?

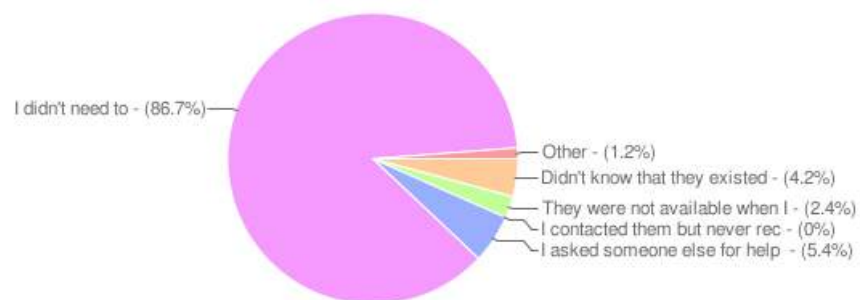




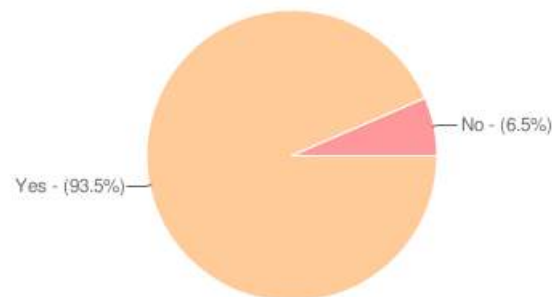
Career Services:



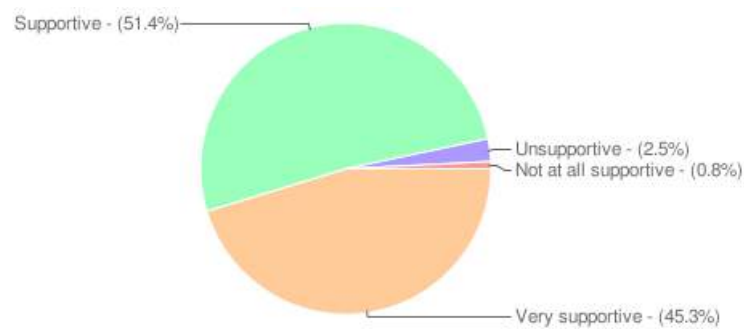
If not, why not?



Would you see them again if in need?

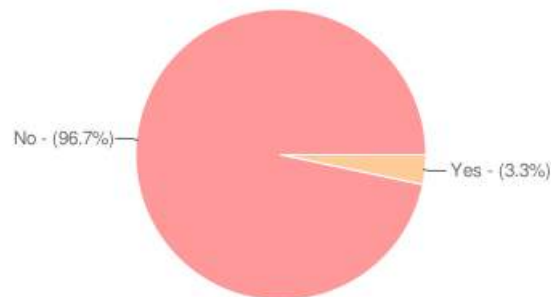


How supportive/helpful were those that you DID meet this academic year?

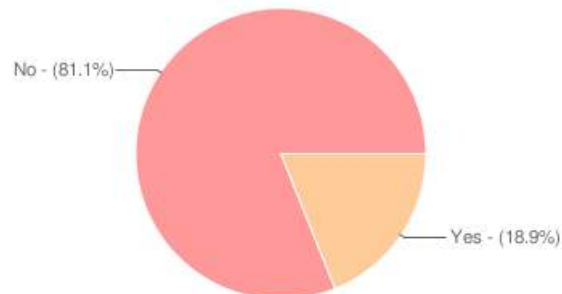


## Page Five – External Study

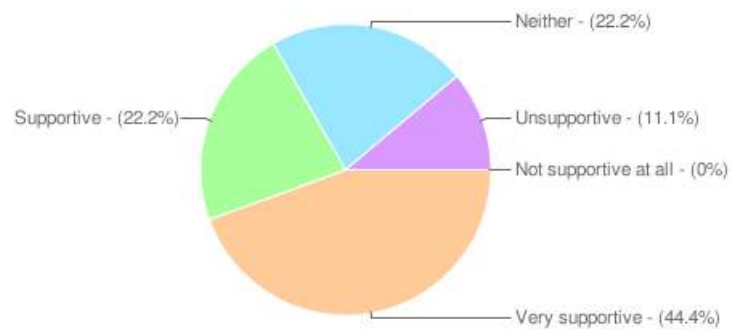
Did you go abroad as a part of your course this academic year?



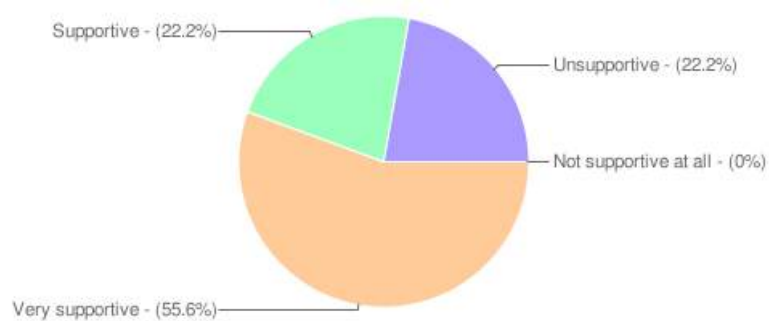
Did you go on a placement as a part of your course this academic year?



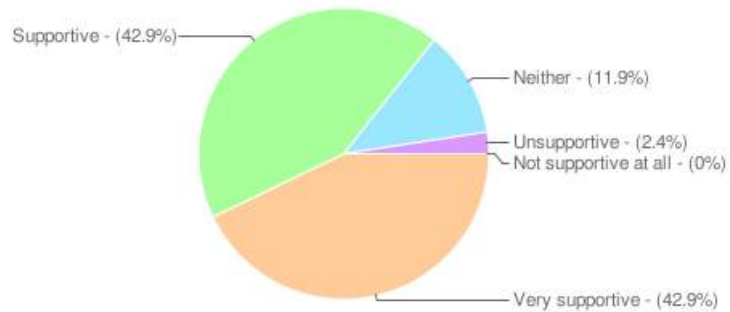
How would you rate the support you received while abroad from your partner institution:



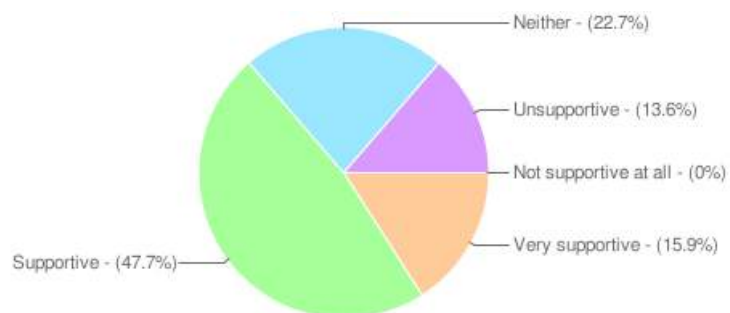
How would you rate the support you received while abroad from your department:



How would you rate the support you received while on a placement from your partner institution:

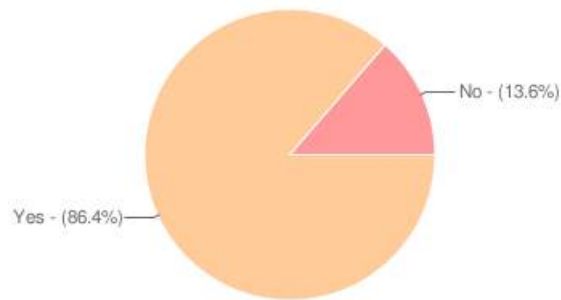


How would you rate the support you received while on a placement from your department:

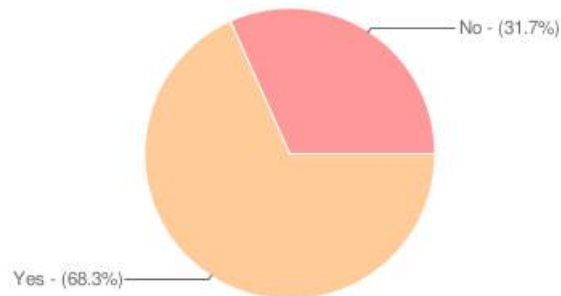


## Page Six – Assessment

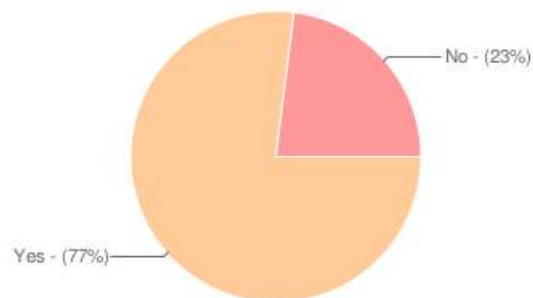
Are you aware of the criteria for individual assessments?



Are you aware of the criteria for group assessments?

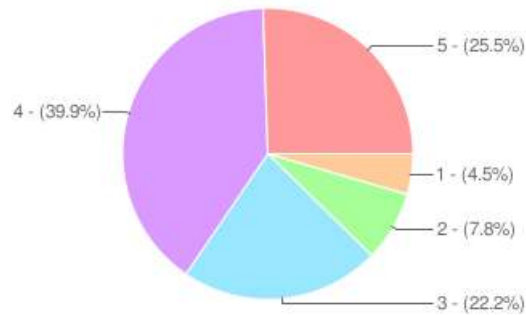


Are you aware of the criteria for written examinations?

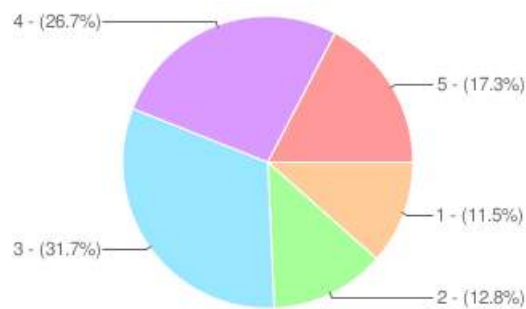


How clear is the assessment criteria for:  
(1 being not clear at all, 5 being extremely clear)

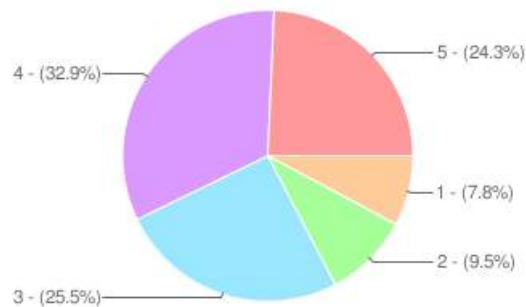
Individual Assessments?



Group assessments?

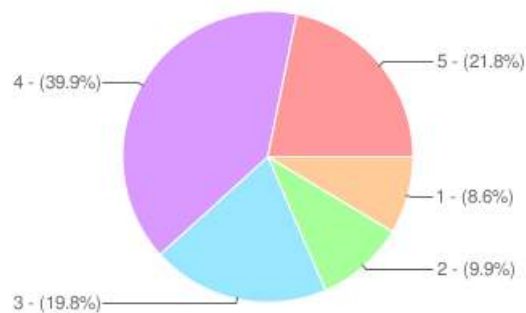


Written examinations?

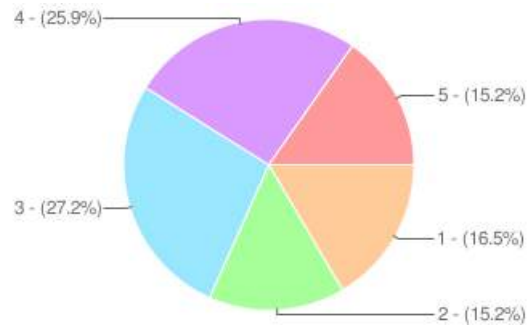


How clear is the feedback for:  
(1 being not clear at all, 5 being extremely clear)

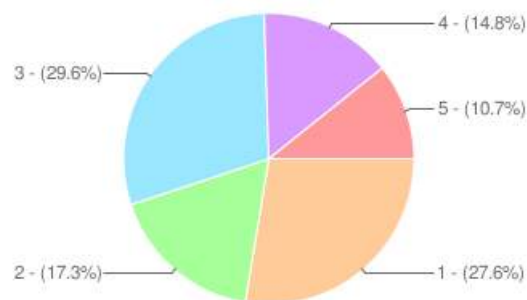
Individual Assessments?



Group assessments?



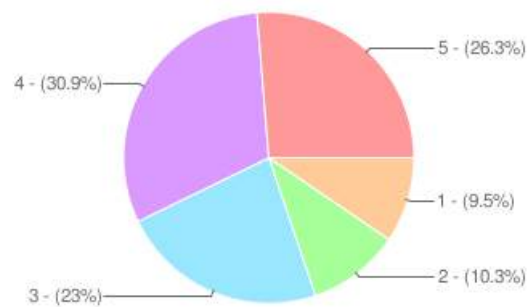
Written examinations?



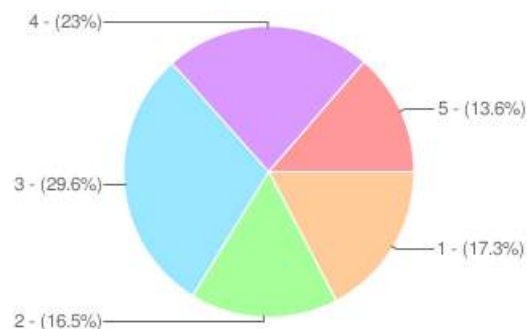
How helpful is the feedback for:

(1 being not helpful at all, 5 being extremely helpful)

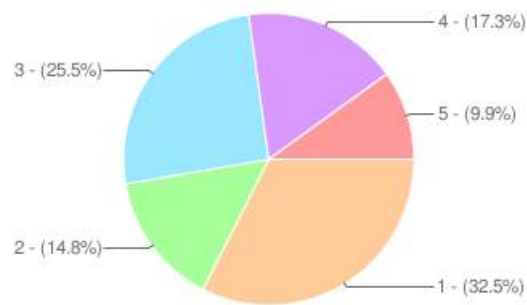
Individual Assessments?



Group assessments?



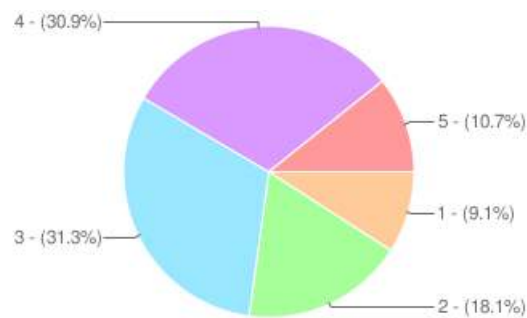
### Written examinations?



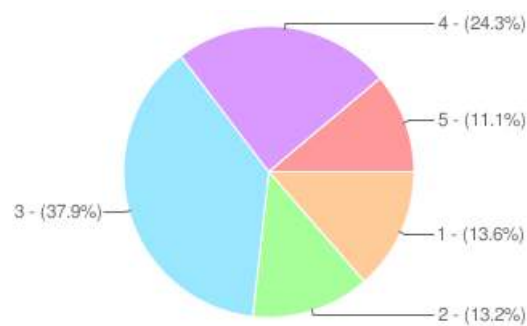
How well timed is the feedback for:

(1 being not timely at all, 5 being extremely timely)

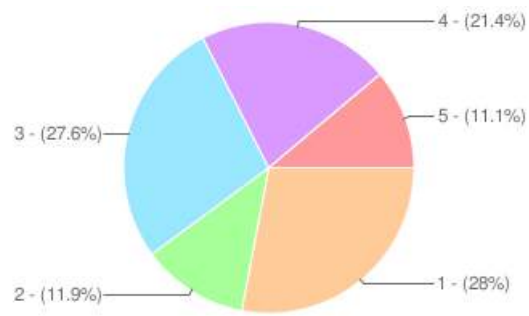
### Individual Assessments?



### Group assessments?



### Written examinations?

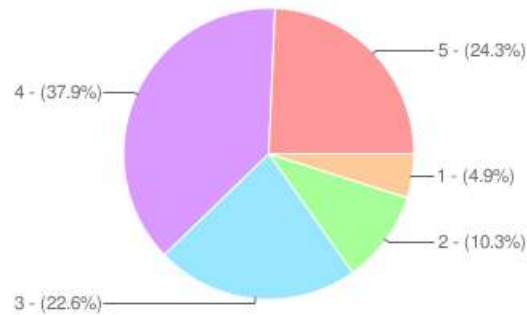




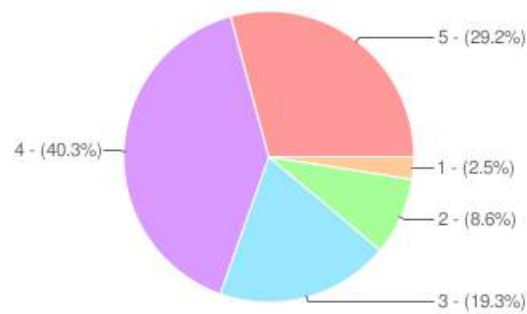
## Page Seven – University Online Resources

How satisfied are you with the following:  
(1 being not satisfied at all, 5 being extremely satisfied)

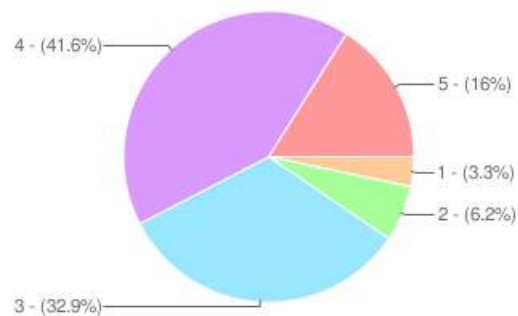
eBridge:



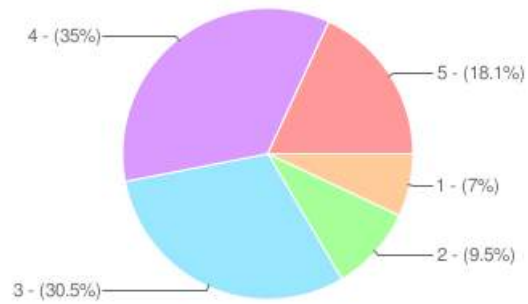
Portal:



The University website:

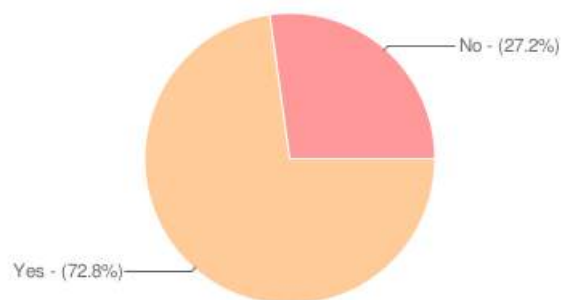


Departmental eBridge site:

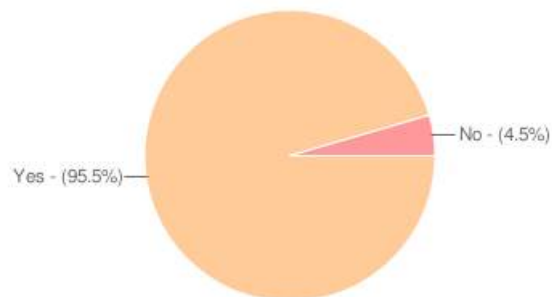


Are you aware of the University's rules and regulations on the following:

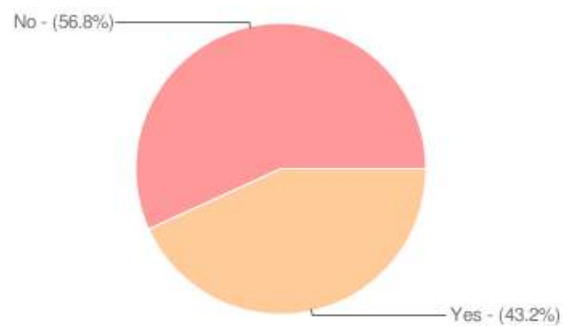
Unfair means:



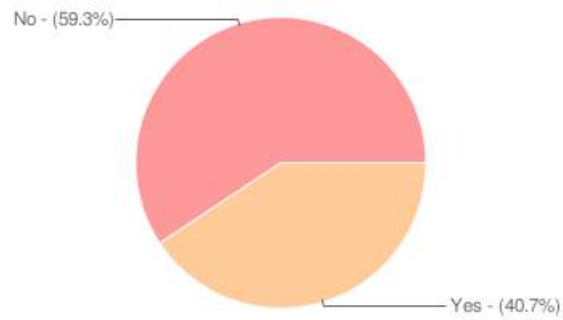
Plagiarism:



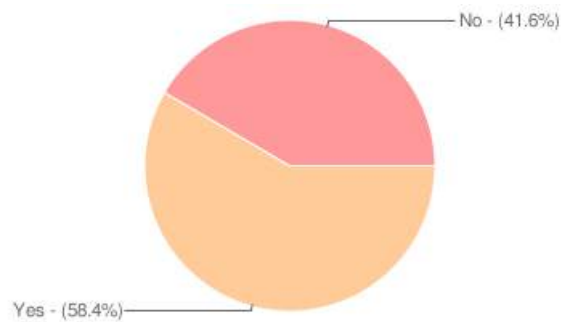
Academic appeal:



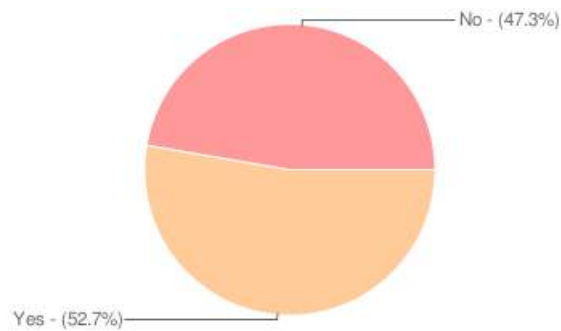
Academic complaint:



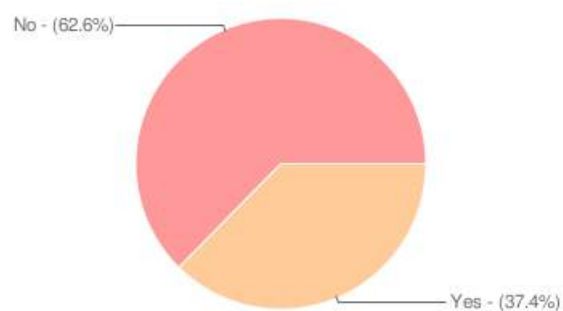
Change of module:



Change of programme of study:

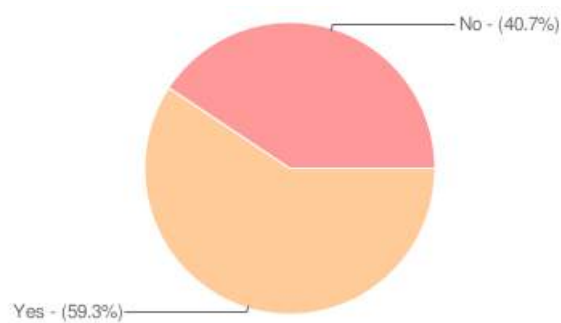


Change of Personal Supervisor:

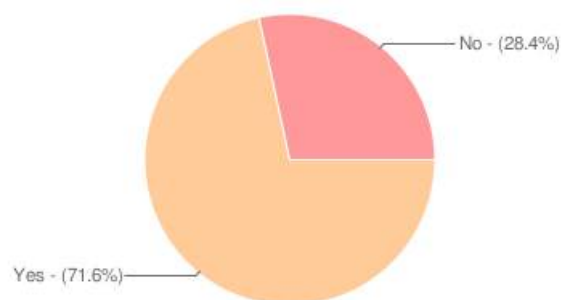


Are you aware of where the following advice can be found:

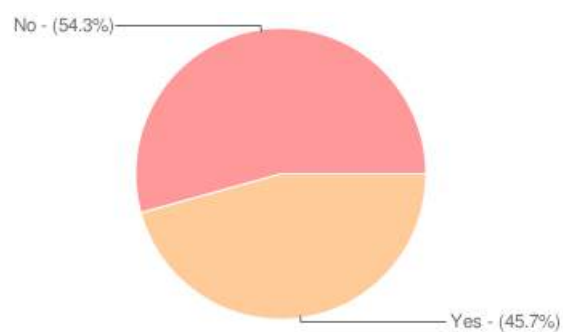
### Unfair means:



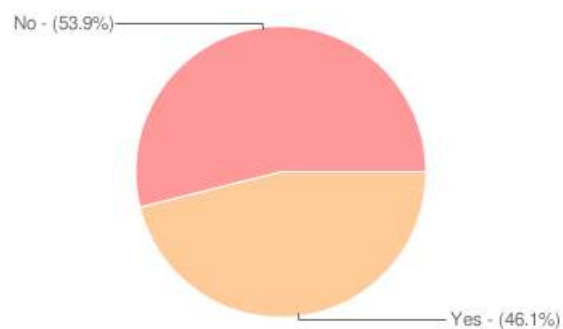
### Plagiarism:



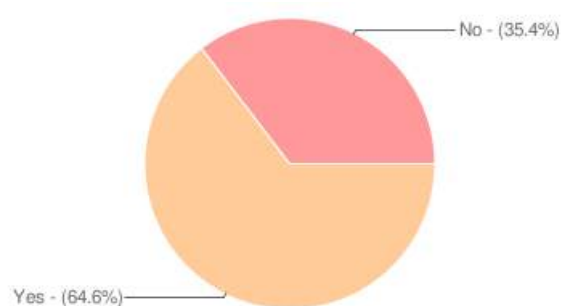
### Academic appeal:



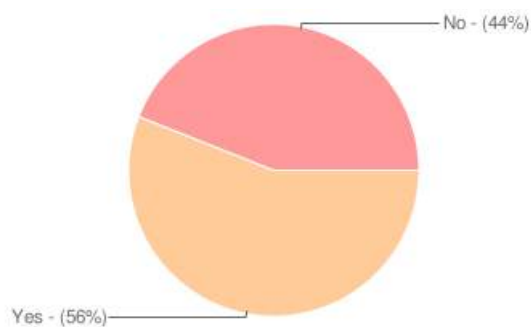
### Academic complaint:



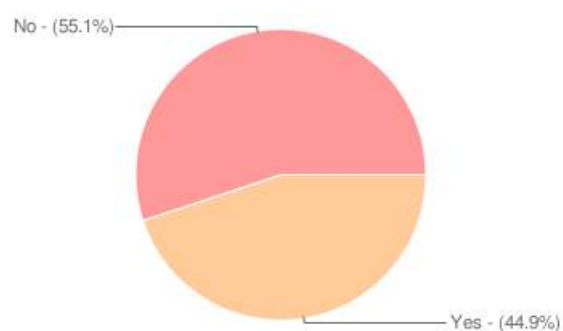
Change of module:



Change of programme of study:

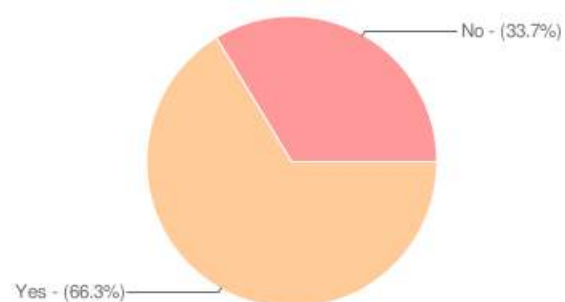


Change of Personal Supervisor:

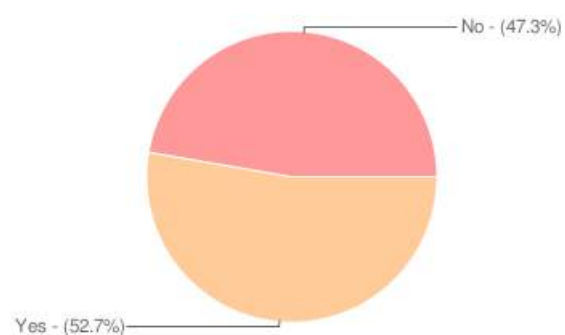


## Page eight – Your Voice

Do you believe you have a voice at The University of Hull?



Do you believe your voice is listened to?







INVESTOR IN PEOPLE



**SOUND**  
impact awards  
**Bronze Award**  
**2008 - 2009**

