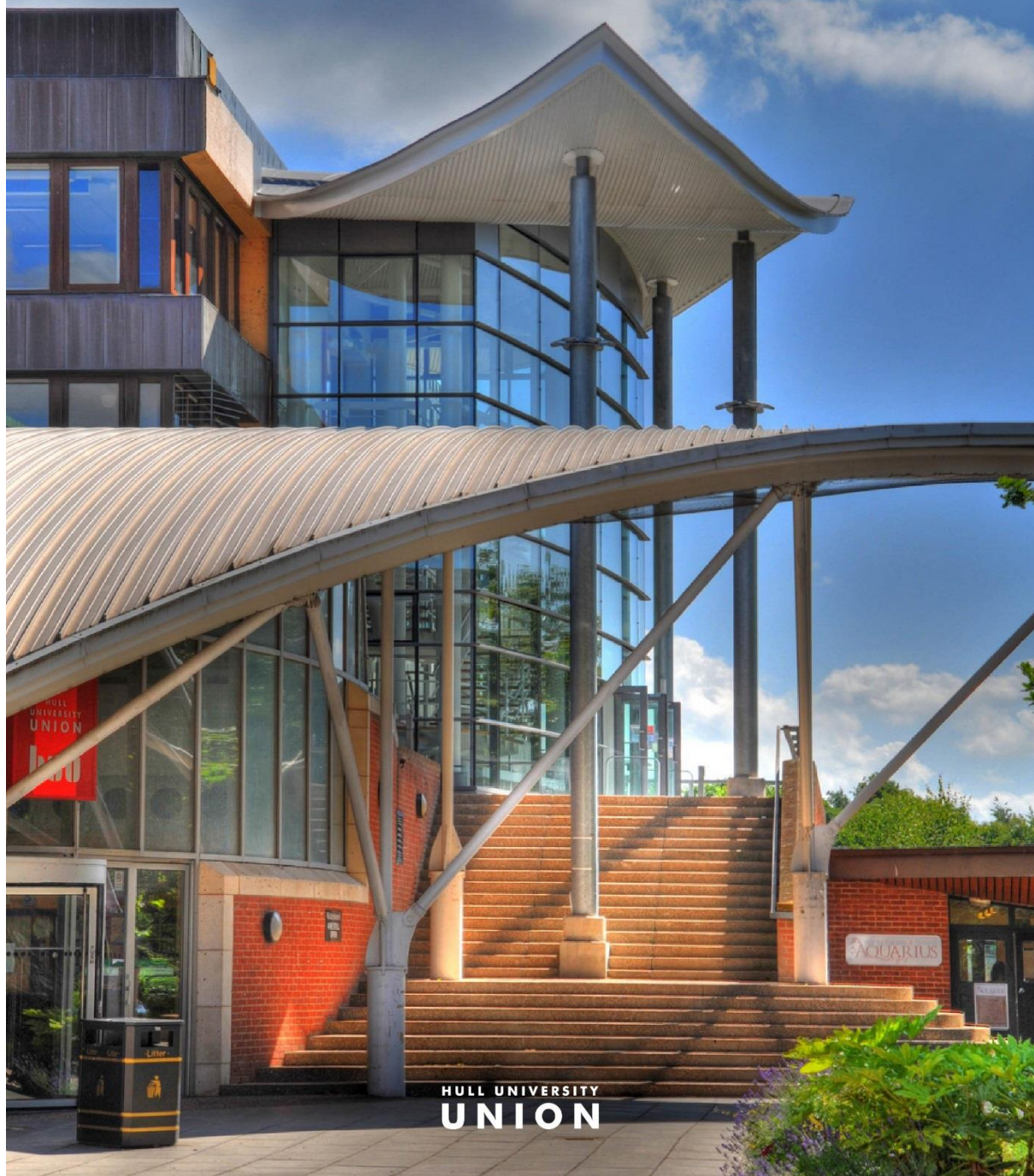


Annual Student Written Submission 2017



HULL UNIVERSITY
UNION

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Foreword – Salman Anwar, HUU Education Officer

I am proud to introduce HUU's 9th Annual Student Written Submission. Change has been the word that has defined the University these past few years and 2016-17 has been no exception. The year has seen a significant amount of change on campus with investment in facilities – from new teaching and research buildings – to sports facilities and accommodation, the launch of the Student Faculty Hubs and the final students graduating from the Scarborough Campus. The year has seen a number of areas to celebrate too with the University's Silver TEF rating, confirmed in June 2017, almost 1400 nominations for the HUU Student-Led Teaching Awards, and further evidence of the University's excellent record of accomplishment in graduate employability.

Change has also helped describe HUU's journey these past 12 months, with students voting to disaffiliate from the National Union of Students, the launch of a student-led online 'Your Ideas' tool, and a referendum on the student officer team structure, as part of our ongoing governance review. Research from the governance review, which suggested that students primarily sought representation by their academic area, together with the new NSS question for students' unions, has focused the HUU team on forging closer links with faculty teams whilst placing increased emphasis on direct engagement with students.

HUU is here to improve the lives of every student studying here at Hull by bringing people together, providing opportunities to develop and helping to represent and empower them. Academic representation opportunities provided by HUU make a vital contribution to all of these things, with everyone at university bound together by the education they receive. From our 2017 Education Survey on the role HUU has played in students' academic experience we can see the confidence and skills students have gained in representative roles, the advice and support HUU provide and the friendships formed through our activities. Perhaps most importantly in terms of the student voice HUU launched Course Rep Impact reports at the start of 2016-17. Throughout the year, Course, School and Faculty reps have all been actively seeking to improve the experience of their cohort by engaging with staff and students. In the launch year a total of 36 impact reports were submitted covering a wide range of issues and each shows how even small changes made in response to students concerns or ideas can have a big impact.

I would like to thank Benedict Greenwood (Education Co-ordinator), Tania Struetzel (Student Voice Team Leader), Chelsea Baxter (Research and Campaigns Co-ordinator) and Liz Pearce (Director of Membership Services) whose hard work collecting and analysing the data from across the University helped bring the Student Written Submission together.

The year ahead will bring both challenges and opportunities which I, and the rest of the new student officers, are looking forward to working on. With the strengthening of links between the student officers and faculties we are all both excited and optimistic about working with academic and professional services staff, to help represent students and make the University of Hull student experience the best it can be.

Salman Anwar

Education Officer

Hull University Union

Executive Summary - HUU's Student Written Submission 2017

The Student Written Submission 2017 is presented to the University of Hull as part of HUU's commitment to work in partnership to enhance the student experience. The objective of this document is to provide both positive feedback and highlight areas for improvement. The data contained has been drawn from various sources, including surveys, minutes from meetings and reports generated by HUU and the University throughout the year. The Student Written Submission aims to provide a detailed overview of the student experience and a set of recommendations so that HUU and the University can work in partnership to devise an action plan for the current academic year.

In contrast to previous years, the report focuses on key headline areas. The purpose is to find solutions to the most prominent academic issues faced by students. HUU's 2017 Student Written Submission recommends that the University, in partnership with HUU:

1. Implement an Institution-wide assessment and feedback programme ensuring that long-standing low scores are addressed and that good practice evident in some areas, together with sector research and practice is shared and implemented. HUU is a partner in the HEA assessment project that should provide a good foundation for this work. The initiative could include improving the quality of continuous feedback that students receive throughout the academic year, clarity around assessment outcomes, marking criteria and access to assessment information.
2. Continue the work started by the Student Voice Operations Group focussing on reviewing and enhancing student voice processes at subject, School and Faculty level. The work of the group includes initiatives for both HUU and the University. In light of HUU's ongoing Governance Review and the NSS comments regarding HUU's role in the Student Voice in particular we will be developing a Representation Development Action Plan to capture and monitor our work in this area.
3. Further develop, and evaluate the impact of, the Academic Support Tuition system. HUU is keen to work with the University to evaluate and enhance its operation for implementation by 2018/19.
4. Review the experience of mature, postgraduate taught and postgraduate research students and address concerns raised in PTES and PRES 2017, as well as the 2016 HUU Mature Students survey. HUU is committed to reviewing and improving its representation structures and processes for these student groups in 2017/18.

In addition, HUU will review the creation of an annual Student Written Submission and explore the possibility of creating trimesterly reports to enable feedback to be presented in a more timely and relevant way.

Research Methodology

This document has been produced using a range of qualitative and quantitative data. All primary quantitative data has been analysed using Microsoft Office Excel. Qualitative data has been coded and analysed using traditional methods. The sources from which we have drawn our evidence include:

Education Survey

The Education Survey was conducted by HUU and completed by a total of 684 respondents across both campuses. The Education Survey is open to any student studying at the University of Hull during the second trimester.

End of Year Staff-Student Committee (SSC) reports and minutes:

All subject-level SSCs are required to produce an End of Year Report summarising the issues they have dealt with over the year.

National Student Survey (NSS)

Subject scores from 2017 National Student Survey results. Analysis undertaken by HUU as well as benchmarking reports created by the University's Strategic Development Unit. Data analysed by HUU is referenced to the whole sector scores rather than HEI only scores.

Hull Student Survey (HSS)

An institutional non-final year undergraduate survey.

Postgraduate Taught Experience Survey (PTES)

Exploring the views and opinions of the Postgraduate Taught population of the University of Hull through the HEA survey. Analysis undertaken by LEAP.

Postgraduate Research Experience Survey (PRES)

Exploring the views and opinions of the Postgraduate Research population of the University of Hull through the HEA survey. Analysis undertaken by LEAP.

Student-Led Teaching Awards Nominations (SLTAs)

Analysis and extracts from the 1400+ nominations HUU received this year from its annual Student-Led Teaching Awards.

Course Rep Survey

Conducted at the end of the academic year to explore the views of Course Representatives on their experiences as a rep and their relationships with University staff and students.

Course Rep Forum

Topics raised through discussions between Reps and the Vice-President Education at each of the five Course Rep Forums throughout the year.

Postgraduate Research Forum

Open event hosted by our PGR Students Officer. Topics raised through discussions between Postgraduate students throughout the year.

HUU Rate Your Union Survey

Conducted annually to assess student perceptions of HUU and assess progress against our strategic themes. The survey is open to all students and is carried out in the 2nd trimester.

HUU Feedback Fayre

Qualitative data collected from students in the Library who were asked to provide feedback under various subject headings based upon their academic experience.

Following the changes to the NSS questions and structure, it is not possible to compare all the results directly to previous years. This is also the final submission that will contain data based on responses from students in Scarborough, due to the closure of the University of Hull

Scarborough campus. The results gathered by the questions in the Hull Student Survey, HSS, all scored negatively to their corresponding National Student Survey questions. However, the response rate from students in the HSS was only 10%, making analysis and comparison difficult. Low response rates for PTES and PRES are also noted. The limitations of low response survey data is acknowledged.

Teaching and Learning Opportunities

The Student-Led Teaching Awards have been organised and run by HUU for six consecutive years with increasing success. In 2017 HUU received 1397 category based nominations on 632 individual nomination forms. The awards have become increasingly important for generating feedback on good teaching practice and support services throughout the University. The awards are a positive reflection of the high standard of teaching experienced by many students. The highest number of nominations (28% of the total) were received in the Inspiring Teaching category.

A wide range of superlatives were used in the 2017 nominations to describe the work and attitude of outstanding staff. A sample of these from the Inspiring Teaching Award include; *'fantastic rapport,' 'passion,' 'understanding,' 'approachable,' 'positive attitude,' 'encouragement,' 'outstanding,' 'forward thinking,' 'motivational,' 'proactive,' 'compassionate,' 'committed,'* and *'engaging.'* A number of quotes reflect the perception of some students of their teaching staff:

"They are an incredibly engaging and forward thinking teacher, and have a true talent for engaging students even when the topic itself is hard to grasp. He brings classical texts new meaning students can relate to, and he can stimulate discussion very easily."

"His lectures are always interesting and keep me motivated to continue working hard to get the grades I need to fulfil my dreams..."

"Excellent teaching skills, very supportive, good rapport, entertaining, informative, approachable, caring, compassionate, committed, good communication skills."

"She really inspired me by her friendly approach to lecturing making me feel at home and she approached each topic by linking it to our (students) research topics giving practical examples that really brought a clear understanding."

The nominations are a testimony to Hull's many committed staff. In the majority of NSS questions Hull tracks slightly ahead of the sector average in the *'Teaching on my course'* category.

Tables 1-3. NSS results 2017 'Teaching on my Course'

NSS	UoH 2017	Sector Average	UoH Difference to sector.	Top Quartile 2017	UoH Difference to top quartile.
The teaching on my course.	89.90	84.63	0.27	90.51	-5.61
1. Staff are good at explaining things.	89.54	89.00	0.54	93.13	-3.59
2. Staff made the subject interesting.	83.19	82.65	0.54	90.14	-6.95
3. The course is intellectually stimulating.	85.04	85.25	-0.21	90.52	-5.48
4. My course has challenged me to achieve my best work.	81.93	81.68	0.25	88.31	-6.38

However, the overall NSS score masks the variable perceptions of students on this subject:

Top five subjects:

NSS	Overall	Q1.	Q2.	Q3.	Q4.
Archaeology	96.59	100	100	95.45	90.91
Imaginative Writing	94.57	95.65	91.3	95.65	95.65
History and Archaeology	94.09	94.09	95.78	94.94	91.56
History	64.01	94.37	95.31	94.84	91.55
Physical Geography and Environmental Science.	93.6	97.67	100	93.02	83.72

Lowest scoring subjects:

NSS	Overall	Q1.	Q2.	Q3.	Q4.
Initial Teacher Training	62.5	72.22	66.67	50	61.11
German and Scandinavian Studies	67.62	73.77	65.57	65.57	65.57
Computer Science	77.74	84.93	78.08	79.17	69.44
Sociology, Social Policy and Anthropology	78.97	82.07	80	80.34	73.45
Mechanical Engineering	79.35	75.36	68.12	94.2	79.71

HUU are keen to continue sharing the outcomes of the SLTAs and students' view of what constitutes good teaching. The SWS 2016 recommended that the SLTA data be analysed and presented through the “*Student-Led Teaching Awards Analysis: Task and Finish Group: Disseminating Good Practice*”. The second annual analysis is currently being produced and will be shared in due course. HUU is keen to explore how this qualitative data from students can be used to inform academic practice development and is keen to contribute to practice sharing events which highlight the work of outstanding staff. HUU staff and officers previously contributed to the PCAP programme and this will be explored again with the new Learning and Teaching Enhancement Directorate.

Assessment & Feedback

The University scored below the sector average on each of the Assessment and Feedback questions in the 2017 NSS. Previous SWS submissions have highlighted both the good practice and areas for improvement in assessment and feedback. Once again, the variation between subject scores is large.

Tables 4-6. NSS Results 2017 ‘Assessment and Feedback’

NSS	University of Hull 2017	Sector-wide Average	Difference	Top Quartile 2017	Difference
Assessment and Feedback (Overall)	71.06	73.39	-2.33	80.32	-9.26
8: The criteria used in marking have been clear in advance.	69.68	72.86	-3.18	80.31	-10.63
9: Marking and assessments has been fair.	72.57	73.40	-0.83	80.00	-7.43
10: Feedback on my work has been timely.	69.49	73.04	-3.55	78.50	-9.01
11: I have received helpful comments on my work.	72.70	74.35	-1.65	82.56	-9.86

Subjects from FACE have dominated the top results for assignment and feedback in this section and should be congratulated on their success.

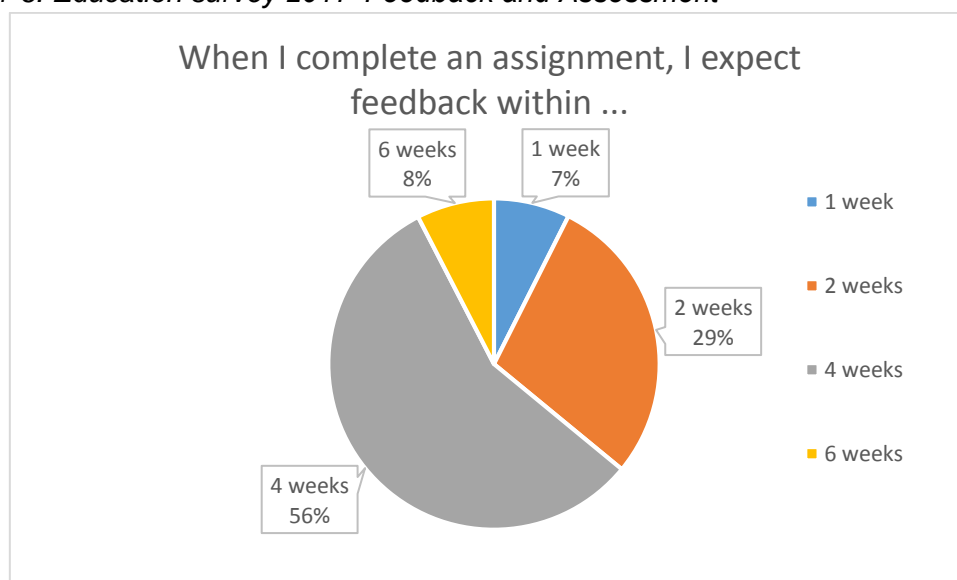
NSS	Overall	Q.8	Q.9	Q.10	Q.11
Archaeology	94.32	77.27	100	100	100
History and Archaeology	86.17	84.39	89.03	82.28	89.03
Historical and Philosophical Studies	85.3	82.78	89.17	81.54	87.69
History	85.21	84.98	87.79	80.28	87.79
Sports Science	80.47	84.38	81.25	73.02	84.38

Whilst in 2016, the gap between the highest and lowest scoring areas was 51% this year the gap has increased to 61.91% suggesting greater inconsistency in the student experience between subject areas.

NSS	Overall	Q.8	Q.9	Q.10	Q.11
Initial Teacher Training	32.41	37.04	37.04	27.78	27.78
Chemical, Process and Energy Engineering	48.33	46.67	53.33	43.33	51.72
Politics	54.95	45.82	68.08	48.52	57.37
Psychology	57.84	61.38	55.45	57.17	56.95
Engineering and Technology	57.96	58.84	61.8	47.78	64.04

Timeliness of feedback is the area in which overall the University is furthest from the sector average and HUU explored this issue further in the 2017 Education Survey. It is clear that more needs to be done, by HUU and the University, to manage expectation in relation to the 4 weeks specified in the University's Feedback Charter. According to the survey results over half of the respondents accept this time period as a realistic waiting time for feedback. However, 36% still expect to receive feedback within a two-week period. The issue has also been discussed by the Course Rep Forums with some reps suggesting that feedback should be both received within two weeks and also be more extensive. Expectations in the area are clearly high for some students and discussions about, and promotion of, realistic timeframes could be explored.

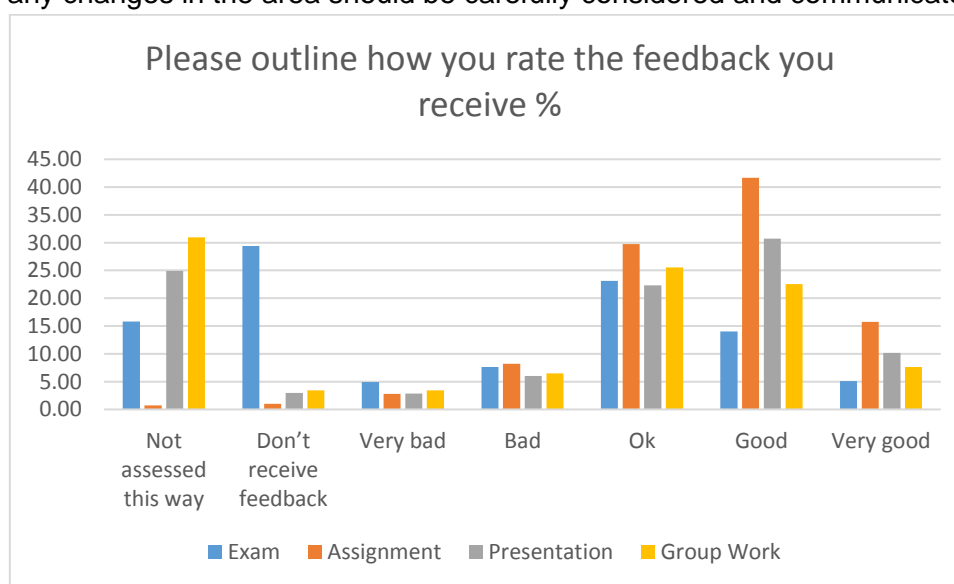
Graphs 1-6. Education survey 2017 'Feedback and Assessment'



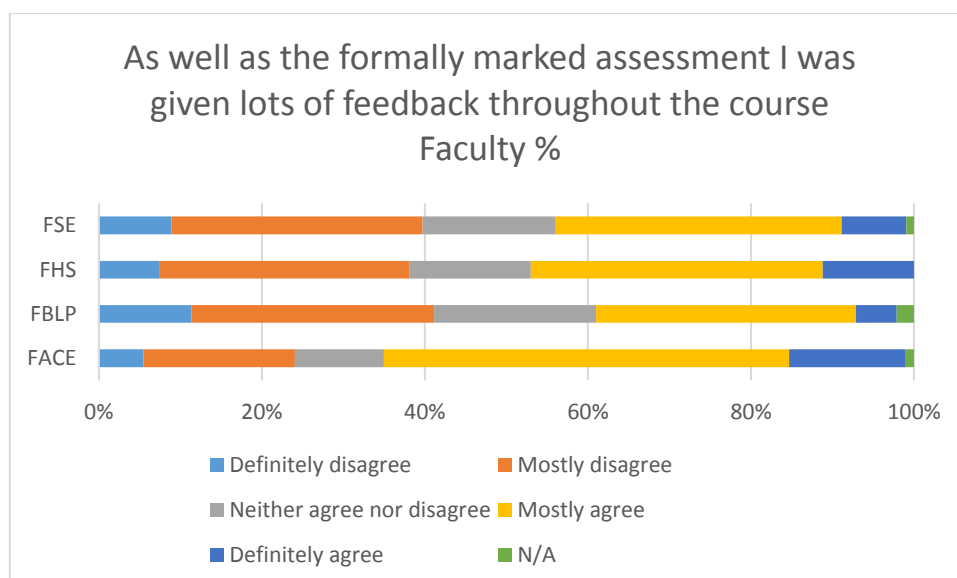
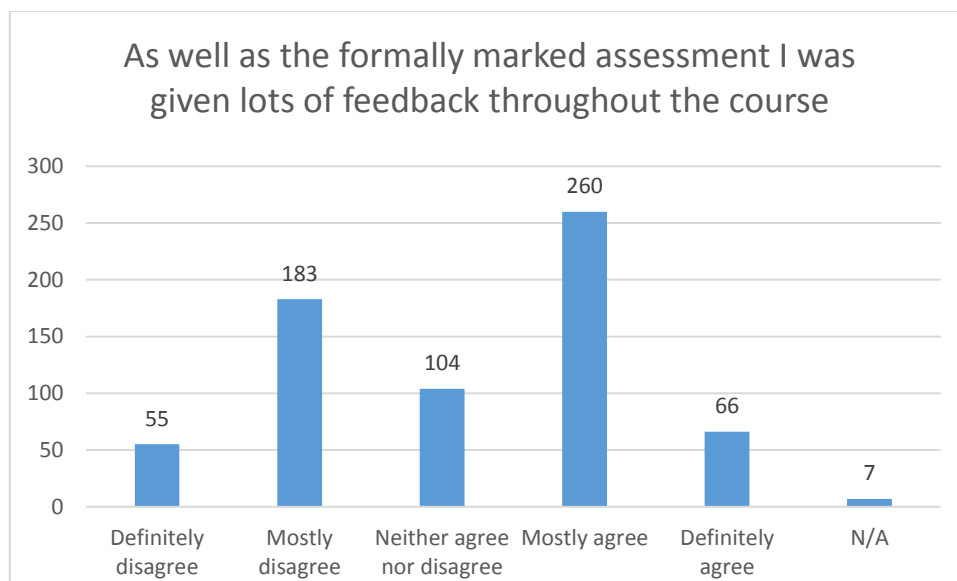
The quality of feedback is also something that HUU explored in the Education Survey. Overall, feedback on assignments across the University has been well received, with a slight improvement in scores from 2016, with 57.44% rating it as good or very good. FACE topped the results for students rating their assignment feedback as good or very good, at 72%, while

the other faculties achieved just over 50% each. FACE also had the lowest negative results with just 7% of students stating feedback was bad or very bad, with FSE the highest at 14%. However, feedback on examinations and group work still have considerable room for improvement and both saw a decline with 19.1% of students rating their exam feedback as good or very good, compared to 27% in 2016, while presentation feedback fell from 41.65% to 40.92%.

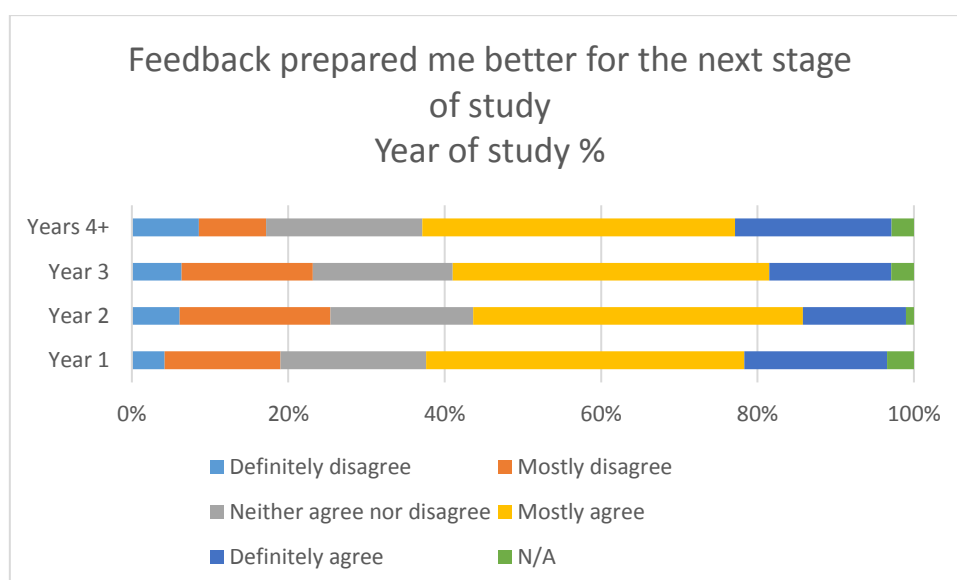
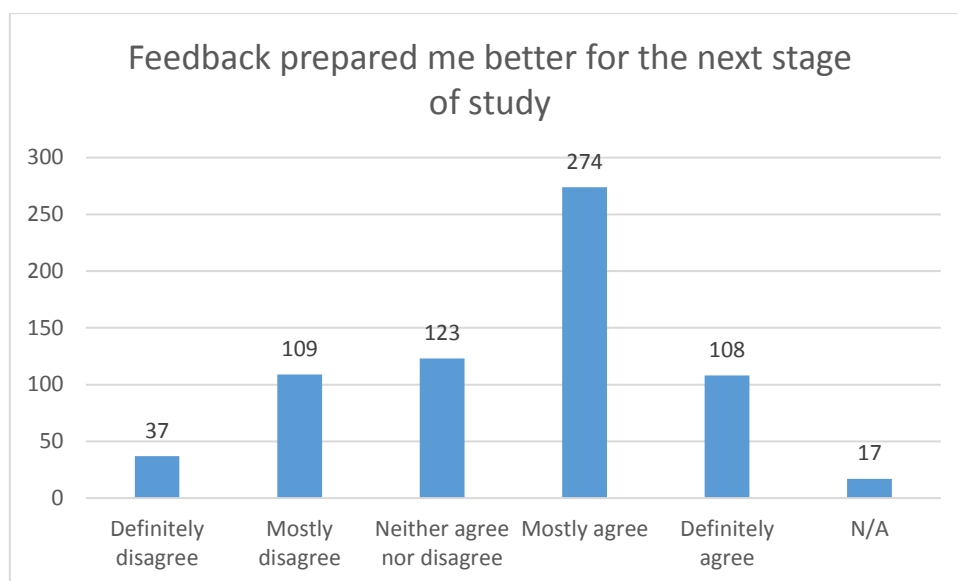
Methods of improving the quality of assessment feedback have also been subject of discussions at Course Rep Forums. The idea was of de-anonymising assignments to allow staff to credit students' improvements from previous assessment raised concerns over favouritism and poorer marks for those who have challenged staff previously. Despite some benefits, any changes in the area should be carefully considered and communicated.



HUU also explored whether students perceived that they received additional regular feedback throughout their course. Results show that 35.26% believed that they did not receive this type of feedback. Results from years one to three remain consistent, while those in their fourth year or beyond agreed that they received continuous feedback throughout the year. The results here reflect the faculty wide results for feedback on assignments, with FACE ahead of the other faculties for positive feedback on assignments and feedback throughout the course. For continuous feedback, FACE scored 63.94% compared to 72% on assignments, with the other faculties having scored just above 50% on assignments and below 50% on the availability of continuous feedback.



HUU also explored how well students felt that feedback prepared them for the next stage of study with a 57.19% of respondents agreeing that feedback prepared them better for the next stage of study, with 21.86% disagreeing with this statement. This is another area where improvements could be made.



The issues with assessment and feedback satisfaction are not limited to undergraduate students and the data for postgraduate students has fallen against results from previous years.

Table 7. PTES Results 2017 'Assessment and Feedback'

PTES	2016	2017	+/-
Assessment and Feedback:			
6.1. The criteria used in marking have been made clear in advance.	81	76	-5
6.2. Assessment arrangements and marking have been fair.	75	67	-8
6.3. Feedback on my work has been prompt.	65	61	-4
6.4. Feedback on my work (written or oral) has been useful.	74	67	-7

Table 8. PRES Results 2017 'Progress and Assessment'

PRES Progress and Assessment:	2015	2017	+/-
8b. I understand the requirements and deadlines for formal monitoring my progress.	81	78	-3
8c. I understand the required standards for my thesis.	81	73	-8
8d. The final assessment procedures for my degree are clear to me.	71	70	-1

Previous Student Written Submissions have called on the University to take positive steps to improve assessment and feedback and to capitalise on the good practice evident in the Institution and in the sector. HUU believes that assessment and feedback are vital elements of the student experience and the learning journey. HUU therefore recommends the implementation of an Institution-wide assessment and feedback programme ensuring that long standing low scores are addressed and that good practice evident in some areas, together with sector research and practice is shared and implemented. HUU is a partner in the HEA assessment project which should provide a good foundation for this work. The initiative could include improving the quality of continuous feedback that students receive throughout the academic year, clarity around assessment outcomes, marking criteria and access to assessment information.

Academic Support

Despite evidence from some students about the high quality of academic support available, evident from survey free text comments and the SLTA data, overall the University's academic support remained below the NSS sector average and fell behind the equivalent questions in 2016.

"The lecturers have been very friendly and supportive, and always willing to provide both academic and career advice."

NSS 2017

"The staff are friendly and helpful. My learning was supported in a variety of ways"

NSS 2017

The table below demonstrates that the response to question 14: 'Good advice was available when I needed to make study choices on my course' was the lowest scoring in the section.

Tables 9-11. NSS Results 2017 'Academic Support'

NSS Questions 2017	Hull 2017	Sector-wide average	Difference to sector average	Top Quartile 2017	Difference to Top quartile
Academic Support (Overall)	78.08	79.91	-1.83	87.18	-9.10
12: I have been able to contact staff when I needed to.	84.15	86.05	-1.90	90.49	-6.34

13: I have received sufficient advice and guidance in relation to my course.	77.35	78.89	-1.54	87.22	-9.87
14: Good advice was available when I needed to make study choices on my course.	72.69	74.76	-2.07	83.90	-11.21

This pattern is reflected throughout the subject scores, where the average score of a subject is often affected more by this question than questions 12 and 13. An example of this is Economics, where the overall score of 80.53% would be much higher if not for the score of 67.92% on question 14. Other examples of the stark contrast in the scores is Other Creative Arts, where questions 12 and 13 scored 100%, but question 14 scored 69.57% and subjects such as German and Scandinavian Studies, in which students appear to acknowledge that they can contact staff, but do not receive the level of guidance or advice required when they do.

NSS	Overall	Q.12	Q.13	Q14.
German and Scandinavian Studies	60.66	83.61	57.38	40.98

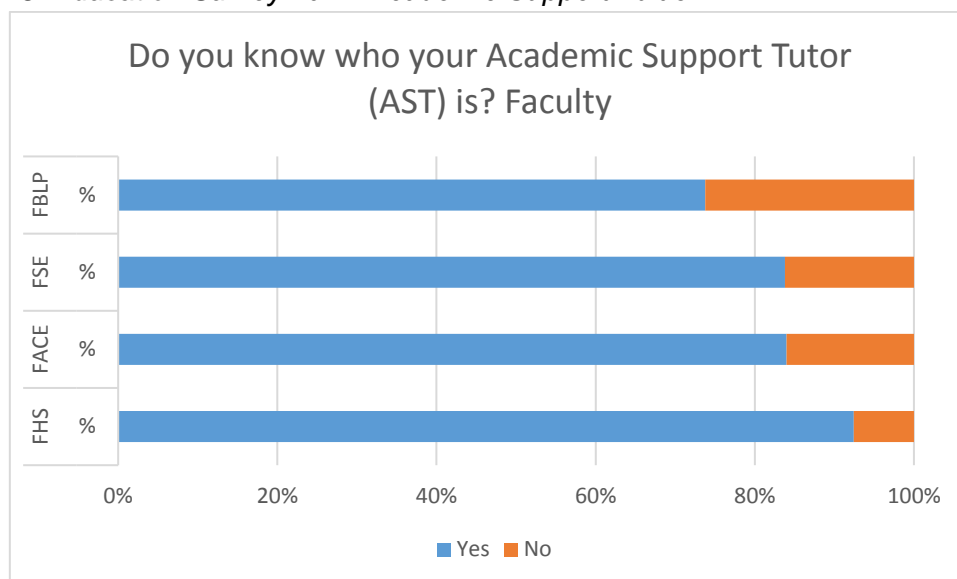
There are also some subjects where attention to academic support overall is required. Initial Teacher Training averaged only 53.7% overall, 28.98% below the sector average, with scores ranging only between 51.85% and 55.56%.

However, there are some very positive and some consistently high results across this section:

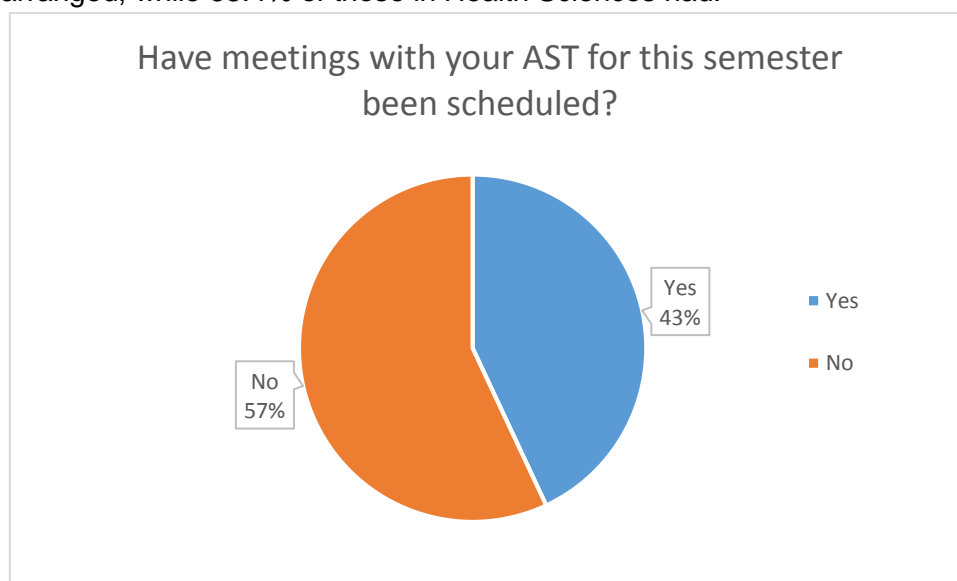
NSS	Overall	Q.12	Q.13	Q14.
Archaeology	100	100	100	100
Drama	90.34	91.3	89.86	89.86
Creative Arts and Design	85.23	89.22	85.03	81.44
Performing Arts	84.49	87.5	82.64	83.33
Sports Science	84.38	87.5	84.38	81.25
Nursing	82.07	84.78	82.25	79.17

The AST system was introduced in 2015 to improve student supervision. HUU have continued to monitor and evaluate the implementation of the scheme in line with recommendations in the SWS 2016. Overall, 83% of Education Survey respondents reported knowing who their AST is compared to 85.69% in 2016 and 88.83% in 2015, when asked the same question about Personal Supervisors. The table below demonstrates the variation across faculties of this data.

Graphs 7-8. Education Survey 2017 'Academic Support Tuition'



In addition to asking students if they know who their AST is, the survey explored whether they had had meetings with them – this remains an area for improvement. Only 43% of all students taking the survey had meetings planned with their AST for the current (second) trimester. Practice was variable across the Institution with 76.6% of students in FBLP not having a meeting arranged, while 68.4% of those in Health Sciences had.



Only 69.55% of those who know who their AST is, agreed that it was easy to communicate with them. 45.42% of Education Survey respondents believe that their AST knows how to support their academic needs while 54.33% believe that their AST could sign-post them to the relevant services for non-academic needs. Whilst the code of practice is clear that ASTs cannot know everything, the low scores in these areas are a concern.

Through a review of the available 2016-17 SSC minutes, it seems that many students are still uncertain of the operation and scope of the AST system and that significant variation exists across the Institution. In FACE, English students were unclear as to the role of an AST and what they can offer, whilst those studying History feel that the system is now working more

efficiently, with more support on offer than previously. Students in FBLP have expressed concerns that it takes until week four for an AST to contact a Masters student, and in FSE Biology students have found the AST sessions inconsistent, with changing staff members in attendance. Minutes from the Course Rep Forums highlighted similar problems regarding the role of the AST, for example in Mathematics, foundation year students raised the challenge of being allocated an AST who does not have the knowledge to assist with the foundation year modules. In addition, a lack of clarity regarding the obligation to attend meetings with AST's was reported. According to reps in the Course Rep Forums, some students were initially told that meeting their AST was mandatory, this later changed to advisory and the lack of clarity has led some students to question the purpose and scope of AST meetings.

From comments made in the SLTAs, it is evident that students continue to confide in, and discuss problems with staff that they feel most comfortable with, acknowledging that they do not necessarily engage with their AST. The level and quality of support provided by many staff is notable:

"She did not have to do this and she is not my academic tutor but she went above and beyond what was required to help me and I gained a lot from her sessions."

SLTA 2017

"...anyone that feels that they need help can go and see him, even if they're not in that module or if he's not their tutor."

SLTA 2017

From the analysis of the SLTA data, students also approach staff with non-academic issues on a regular basis, and some staff help, direct and even get involved in extra-curricular activities. Their assistance in this area may be a factor in many students not communicating with their appointed ASTs.

HUU is aware that the University is continuing to develop and improve the training and support available for Academic Support Tutors and is keen to contribute to the process. Discussions have been held with staff in the Student Services Directorate about plans for the coming year and HUU will gather data from course reps during trimester 1 regarding implementation in 2017-18.

Learning Environments

Brynmor Jones Library

The University of Hull has continued to perform above sector average for the quality of its learning resources. The overall NSS score of 87.38% was above the sector average by 2.24%. Similarly, PTES results tracked above the sector for library resources and services. PRES results show an improvement in the provision of library facilities, however a slight decrease in satisfaction with the provision of computing resources and facilities. In free text comments postgraduate research students commended the inter-library loan system, however also noted that they would welcome more printer facilities and better access to specialist resources.

Table 12. PRES Results 2017 'Resources'

PRES Questions	2015	2017	+/-
4b There is adequate provision of computing resources and facilities	76	74	-2
4c There is adequate provision of library facilities (including physical and online resources)	82	84	2
4d I have access to the specialist resources necessary for my research	69	69	0

Compared to the similarly worded NSS questions in 2016, there is a decline of less than 4%, however the results remain above the top quartile for two out of three questions. It is clear that the University's investment in learning resources has paid dividends. It is notable that students who completed a three-year degree at the University in 2017, would have been the final cohort to have seen, or known of, the library in its pre-development state and future results may reflect the higher expectations of students who have known only the library post redevelopment.

Table 13. NSS Results 2017 'Learning Resources'

NSS Questions	University of Hull 2017	Sector-wide average 2017	University of Hull difference to sector	Top Quartile 2017	UoH difference to Top Quartile
Learning Resources (Overall)	87.38	85.14	2.24	86.50	0.88
18: The IT resources and facilities provided have supported my learning well.	84.98	85.14	2.24	86.50	0.88
19: The library resources (e.g. books, online services and learning spaces) have supported my learning well.	90.63	86.35	4.28	87.01	3.62
20: I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to.	86.68	86.12	0.56	88.24	-1.56

The only result below the top quartile was the access to course specific resources. The resources were rated slightly higher by mature students at 88.6% compared to 86.92% for the other student cohorts. Human and Social Geography rated the learning resources highest at 97.79% with European Languages and Area studies the least satisfied at 70.62%. Such subject variation and issues should be explored through the SEERs process.

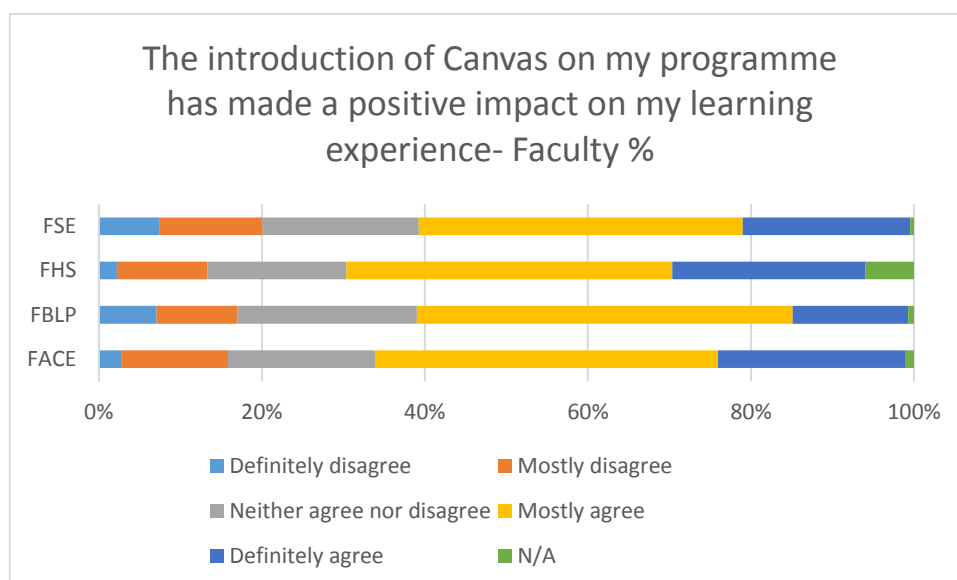
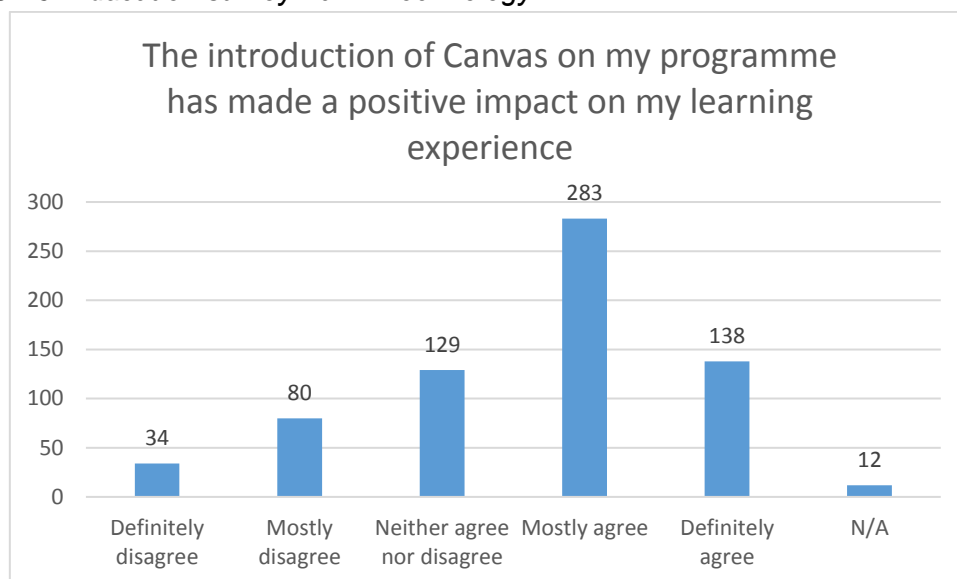
In line with the NSS results feedback from students about the library facilities raised in SSCs and at Course Rep Forums has been predominantly positive. Students commended the Skills team on their excellent work, citing their organisation and use of Canvas as particular strengths. The range of eBooks and eJournals available has been welcomed by students, with students proactively identifying opportunities to further enhance provision. For example, History students suggested the implementation of a new purchase scheme whereby students can request three books to be added to the library stock. This has been an area for improvement in other faculties too, and the Faculty Rep for Science and Engineering liaised with faculty and library staff throughout the year to enhance the Readinglist@Hull initiative. As a result of the work the number of modules with reading lists has increased from 65% to 85%. Work is ongoing to increase this number further and collaboration between student representatives, academic staff and the library team have had a positive impact.

HUU welcomes the extension of the BJL opening hours to 24/7 during the summer to accommodate the needs of postgraduate students and students of the Faculty of Health Sciences enrolled during the third trimester. An ongoing concern for students is the process for room bookings and the misuse of some facilities by students. Students have been reported watching football in learning rooms with some computer desks taken up by students using laptops rather than the library desktop computers. Students acknowledge that it is difficult for staff to always recognise when such things happen, and rely on the assistance of students to identify and solve these problems. HUU is keen to work with the University and student body to ensure that facilities are used appropriately.

Students have also responded well to the new Larkin Learning Centre and wish to see similar flexible learning areas across other buildings on campus. As developments continue across campus this good practice should be cascaded.

The 2017 Education Survey asked students what impact Canvas, the new University VLE, had had on their learning experience, to which 62.27% responded that it had made a positive impact. On the whole SSC minutes echo the positive feedback on the use of Canvas with students highlighting the 'resubmission' ability as a great benefit. Feedback gathered at HUU's Feedback Fayre indicated that some students have struggled with the transition, and have expressed their desire for a return to eBridge or for a reduction in the number of different online facilities used in their studies. However, the majority praised Canvas for its functions and ease of use. HUU acknowledges that as new students enrol who will only use Canvas during their studies, issues regarding its introduction will be reduced significantly. Results contained in future submissions will give a clearer indication of how first year students take to the VLE, and how returning students have adapted.

Graphs 9-10. Education survey 2017 'Technology'

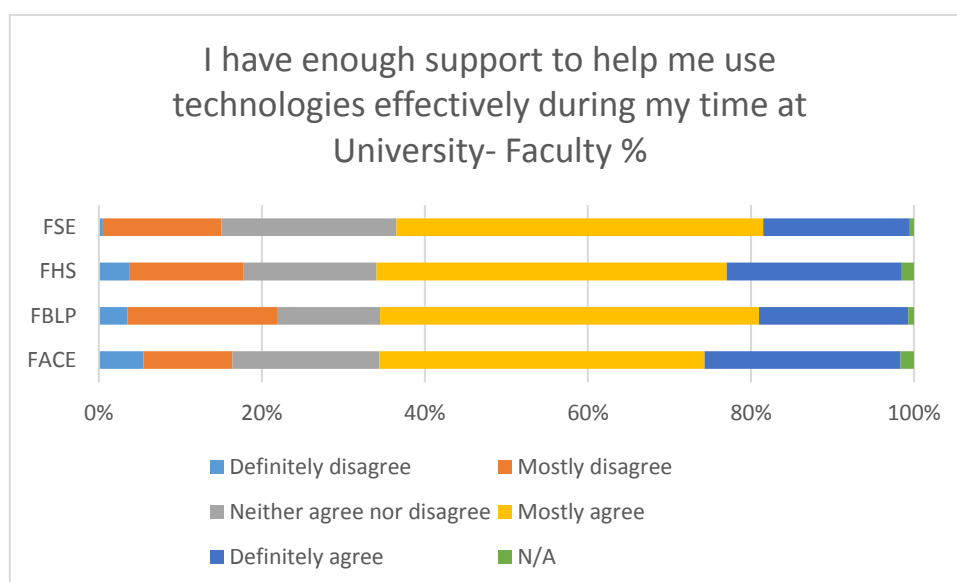
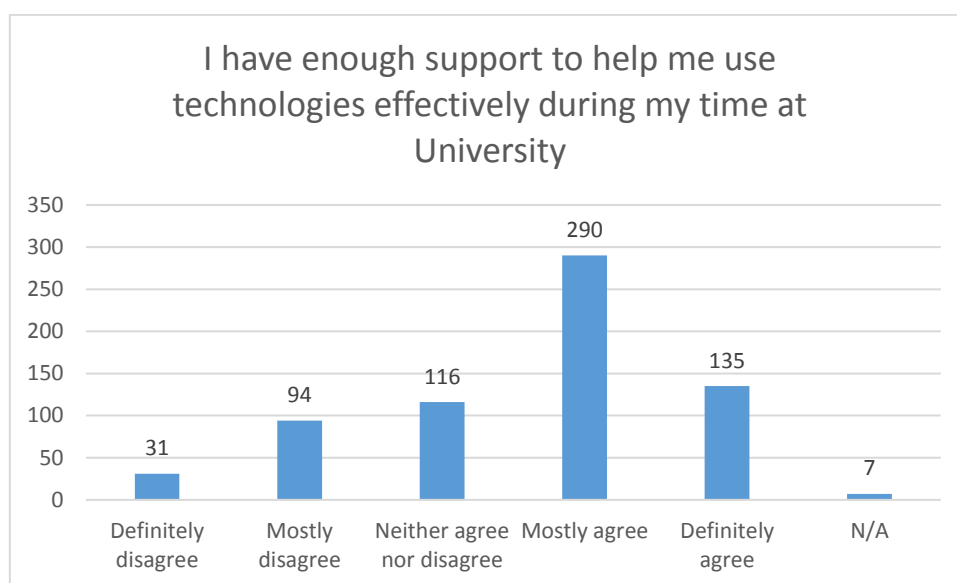


Inevitably, there have been a number of issues regarding the use of Canvas in its first year, with both staff and students alike learning the programme. However, HUU impact reports reveal that where students have fed their concerns to reps, who in turn have sought a positive solution, those issues were resolved. One common issue with Canvas has been the archiving of material from the previous trimester when students wanted continued access. However, not all problems have been with the software itself, students also noted difficulties accessing and printing material for a lecture, due to last minute uploads by staff. In areas where this issue has been raised staff now work to ensure that material is uploaded in good time ahead of lectures, and make sure students are aware of software availability and how to use it effectively.

Technological Support

With the introduction of Canvas, students were asked in the Education Survey about the support given to help with technology used throughout their studies to which 63.15% responded positively.

Graphs 11-12. Education survey 2017 'Technology'



Through the Education Survey free text comments, students have also expressed their desire to improve the iHull phone application with the ability to access assignment/examination details and feedback. HUU acknowledges that there are already links on the app to Canvas and email, and that the University of Hull are looking at ways to improve the features available to students. The requests from students also include a "what's on" tab including sports and societies, and for external event notifications. Good practice from the close working of the University and HUU on HUU's WelcomeFest app may provide a model for work in this area.

Organisation and Management

Timetabling

The University of Hull scored below the sector average in every Organisation and Management question of the NSS in 2017. The highest scoring subject in this section was Archaeology with 96.97%, and the lowest Initial Teacher Training with 41.98%. With specific

focus on the issue of timetabling, the highest score for question 16 was 93.1%, attained by Mass Communications and Documentation and Media Studies. The lowest satisfaction score was from Mathematics with 46.15%. Both the best and poorest scores are replicated for postgraduate students in the PTES.

“Timetable clashes were not rectified and [it] was a struggle just to get someone to sort them out. We lost three weeks of one module due to this”

PTES 2017

“Timetabling has been absolutely shocking; lecturers in rooms which aren't appropriate, constantly changing timetables and badly managed”

NSS 2017

In line with the NSS data, Course Rep Forums have presented some issues with timetabling, with Nursing students having struggled with rooms that were inadequate to support the number of students, with many sitting on stairs of lecture halls. Politics students reported a similar problem with seminar rooms. It was also reported that some mature students dropped out of their course due to perceived 'constant changes' in their lecture times, with some travelling over two hours for one lecture. HUU acknowledges the time and effort that has been invested to improve student timetables. Student requests for a timetable with more hours allocated to single days and access to semester one timetables at the time they received their previous year's results are in progress and will be in effect at the end of 2017-18. HUU acknowledges that 2017/18 will be the first year of timetabling being administered centrally which is hoped to alleviate most of the concerns previously raised. HUU has participated fully in the timetabling project work and supports ongoing work in this area.

From the Education Survey question, *'How would you improve the current tiles/icons on the iHull app?'* suggestions were made to create a customisable timetable on iHull, where notifications can be received to advise of a change. Suggestions have been contributed to the discussion and development of iHull through ongoing HUU involvement in the project.

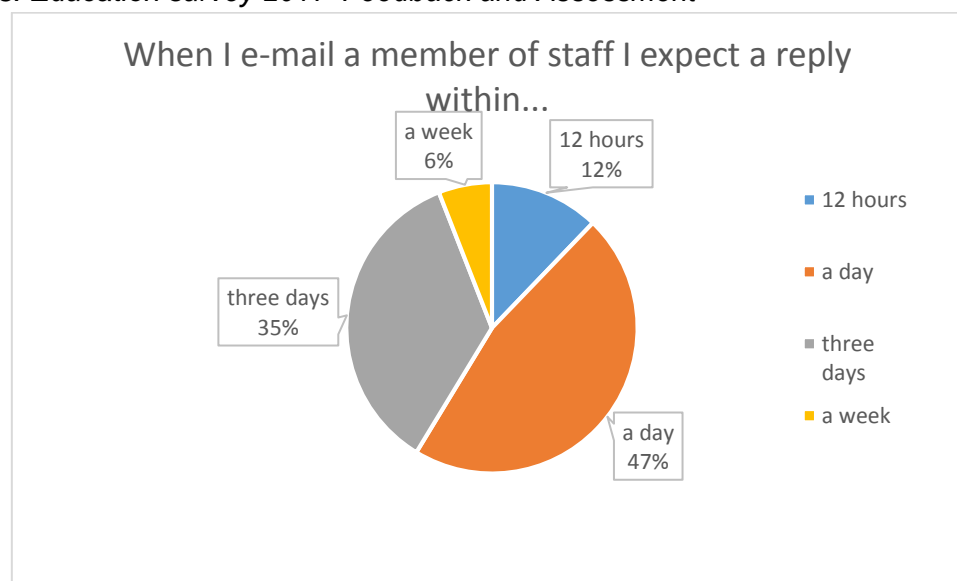
Table 14. NSS Results 2017 'Organisation and Management'

NSS	UoH 2017	Sector-wide Average 2017	UoH Difference to Sector	Top Quartile 2017	UoH Difference to Top Quartile
Organisation and Management	71.01	75.27	-4.26	82.00	-10.99
15. The Course is well organised and is running smoothly.	67.94	70.55	-2.61	78.46	-10.52
16. The timetable works efficiently for me.	74.77	78.56	-3.79	86.06	-11.29
17. Any changes in the course or teaching have been communicated effectively.	70.45	76.77	-6.32	81.54	-11.09

Response times

HUU and the University have worked together over a number of years on issues associated with student communications. As a result of previous work the agreed time for a member of staff to respond to an email or answer any query is three days. However, expectations need to be managed, as 58.69% of Education Survey respondents expect staff to reply within 24 hours or less, while only 35.36% expect a reply within the agreed three-day timeframe. Further analysis from the SLTA's shows that some staff members contact students with advice or assistance out of office hours, during holidays and weekends. Whilst this is an excellent service from some staff it does not necessarily manage the expectations for all students. As noted, HUU has contributed to work on student communications and is keen to work with the University to improve and streamline communication and manage student expectations.

Graph 13. Education survey 2017 'Feedback and Assessment'



Learning Community

The Learning Community questions, included in the 2017 NSS, were new additions and work to understand these elements will be required. HUU's 2017 Rate Your Union (RYU) survey explored students' sense of belonging as part of HUU's strategy implementation. In line with the HSS and NSS, RYU results indicate that 70% of students feel that they are a part of the student community. Whilst it would be useful to understand further the factors which influence a sense of belonging, research conducted in 2016 by HUU highlighted the role that student activities play in establishing a sense of belonging amongst students

"I have met people outside of my course (I am doing medicine) and have made friends with others who share my interests."

2016 HUU Experience Survey

"Both Film Society and Hullfire have encouraged me to make friends from other courses / helped me with my degree"

2016 HUU Experience Survey

HUU is keen to explore and develop the role that academic societies and student opportunities can play in establishing a sense of belonging around discipline or interest areas.

Student Voice

Question 26 of the NSS replaced what was previously question 23 asking students to rate their Students' Unions. Question 26 forms part of the new student voice bank in the NSS and asks students to rate if they agree with the following statement: *'The Students' Union effectively represents students' academic interests.'* The responses from this question have been analysed here to explore whether there is a correlation between the scores and the number of Course and School Representatives each faculty had in 2016-17. Whilst a lower score for question 26 was expected due to the changed nature of the question, HUU is

committed to its values of being student-led and outstanding and strives to achieve a score above the sector average in the coming years. HUU also remains committed to the principles of its Governance Review and is continuing work in 2017/18 to review its democratic structures to ensure its members are represented in the best possible way. As part of this, Student Officers will be more closely aligned to Faculties from 2017/18 and actively work with student representatives and University staff in their respective Faculty to improve the student experience.

Table 15. NSS Results 2017 'Student Voice'

NSS	University of Hull	Sector-wide Average	Difference to sector	Top Quartile	Difference to Top Quartile
Student Voice Overall	66.65	69.17	-2.52	77.98	-11.33
23. I have had the right opportunities to provide feedback on my course.	83.85	83.84	0.01	88.00	-4.15
24. Staff value students' views and opinions about the course.	73.01	75.53	-2.52	82.77	-9.76
25. It is clear how students' feedback on the course has been acted on.	56.28	60.22	-3.94	72.26	-15.98
26. The students' union (association or guild) effectively represents students' academic interests.	53.19	56.79	-3.60	68.88	-15.69

All questions in the student voice bank scored below the sector average, and in the case of questions 25 and 26 significantly below the top quartile. A similar pattern is evident in PTES and PRES where the score for the Students' Union question dropped by 13 points compared to 2016 and 2015, respectively.

When reviewing the response rates for questions 23 to 26 and the number of elected course representatives for these programmes, no consistent pattern or correlation could be identified. For instance, Geology received scores of above 80% for questions 23 to 25 but only scored 43.75% for question 26 whereas Politics received scores below sector average across all student voice questions while both subject areas had a low number of course representatives.

A notable exception to these results is the Scarborough campus with 63.64% of respondents agreeing that the Students' Union represents students' academic interests.

Whilst survey results and comments indicate that many student are happy with the support, representation and advice available from their students' union. HUU is aware that some students do not feel that HUU has adequately represented their concerns, for example in relation to changes in facilities for languages and politics students. The comments below reflect this view:

"[HUU] has failed to represent all students in decisions made by the University, and more often than not takes the universities arguments and acts as their representative to the students instead of the other way round."

HUU Education Survey 2017

"The Students' Union does not represent all students like it is supposed to"
NSS 2017

"I am here first and foremost to study and I don't think that the HUU has had any impact in this area during my postgraduate studies."

HUU Education Survey 2017

Table 16. Question 26 results by Faculty: The students' union (association or guild) effectively represents students' academic interests.

Faculty	Department	% agree	Response rate
FACE	SSE (Scarborough Campus)	67.65	90%
FACE	American Studies	62.07	76%
FACE	Screen	58.33	52%
FACE	Philosophy	53.85	75%
FACE	English	53.49	64%
FACE	Criminology	51.28	53%
FACE	Educational Studies	50	71%
FACE	History	40.59	70%
FACE	Music	40	67%
FACE	Modern Languages	39.68	80%
FACE	Drama	39.47	81%
FACE	Social Science	31.58	63%
FBLP	Accounting and Finance	82.76	65%
FBLP	Marketing and Business Strategy	66.2	63%
FBLP	Org Behaviour and HR Mngmnt	57.69	61%

FBLP	Accounting and Finance	54.02	74%
FBLP	Law	53.85	70%
FBLP	Economics	40.74	80%
FBLP	Politics	25.76	68%
FHS	SCHCS (Scarborough Campus)	65.22	56%
FHS	SHES	65.08	74%
FHS	Biomedical Science	57.5	74%
FHS	Nursing	56.9	87%
FHS	Psychology	56.88	71%
FHS	Social Work	53.33	61%
FHS	Operating Department Practice	33.33	87%
FSE	Biology	61.22	67%
FSE	Computer Science	54.41	55%
FSE	Chemistry	54.02	69%
FSE	Geography	52.17	74%
FSE	CEMS	44.44	90%
FSE	Geology	43.75	80%
FSE	Maths	33.33	71%
FSE	Physics	28.13	60%

HUU will work to identify areas of best practice across the Institution and explore how this can be used for a targeted approach at subject level to improve NSS scores with regard to the student voice and specifically question 26. HUU is committed to more extensive face-to-face student engagement and to effectively representing student views to the University.

Course Representatives

In 2016/17 HUU recruited 432 course representatives with targeted recruitment activity taking place during WelcomeFest 2016 and the first weeks of the first trimester. HUU significantly increased promotion efforts and thus strengthened the message of the student voice as integral part of HUU. In addition to the core training for course representatives and bespoke training for School and Faculty representatives, HUU will be running Staff Student Forum (SSF) Chair training for School Representatives and Directors of Student Experience for the first time in October 2017. As shown in Table 17 there remain subject areas of low engagement with the course representative system and these will form the key target groups for course representative recruitment in 2017/18. To enhance the process and make it more accessible to students, HUU has introduced a simple online nomination form that will allow all interested students to become a course representative, eliminating the voting stage. HUU acknowledges that there is a lack of postgraduate representatives across all Faculties and is committed to improving the representation structure for these students in 2017/18.

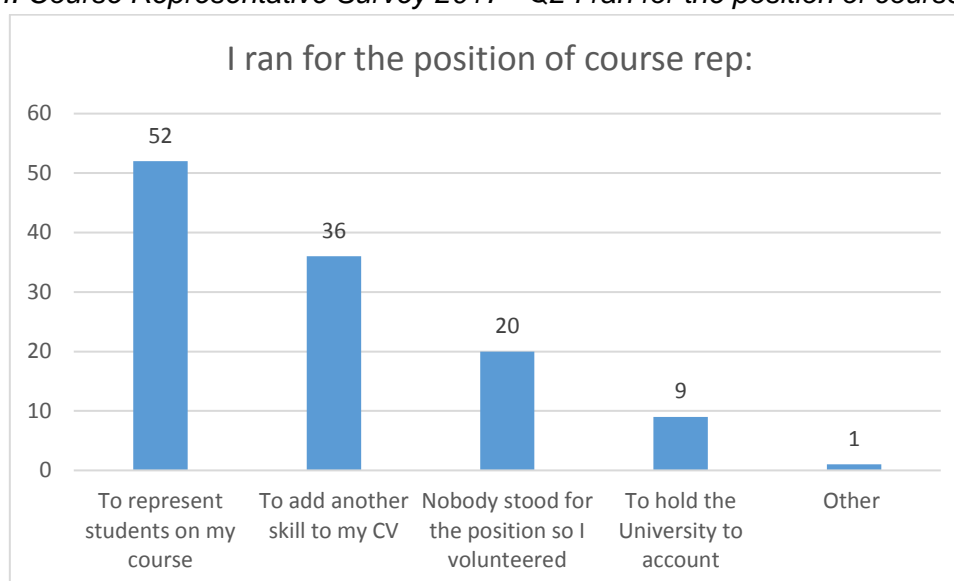
Table 17. Course representative figures 2016/17

Faculty	School	Faculty Rep	School Reps	Course Reps	
FACE	School of Arts	1	3	51	166
	Education & Social Sciences		3	56	
	Histories, Languages and Cultures		3	59	
FBLP	HUBS	2	4	43	60
	Law & Politics		2	17	
FSE	Engineering & Computer Science	1	2	28	86
	Environmental Sciences		3	34	
	Maths & Physics		3	24	
FHS	Life Sciences	1	2	38	104
	Health & Social Care		0	34	
	HYMS		1	32	
Scarborough	All subjects	N/A	N/A	16	16
Total		5	26	432	

For the first time, HUU conducted a Course Representative survey at the end of the second trimester to identify areas of good practice and areas for improvement with regard to recruitment, training, retention and recognition.

Course Representatives were asked why they had run for their position and could select multiple answers. It is encouraging to see that 85.25% of respondents became a course representative to represent their fellow students, with 59.02% also wanting to enhance their employability skills. Some of the other reasons given for running for a position as a Course Representative included; *'To develop a rapport (with) academics in my department.'* *'...Uni needs to change'*.

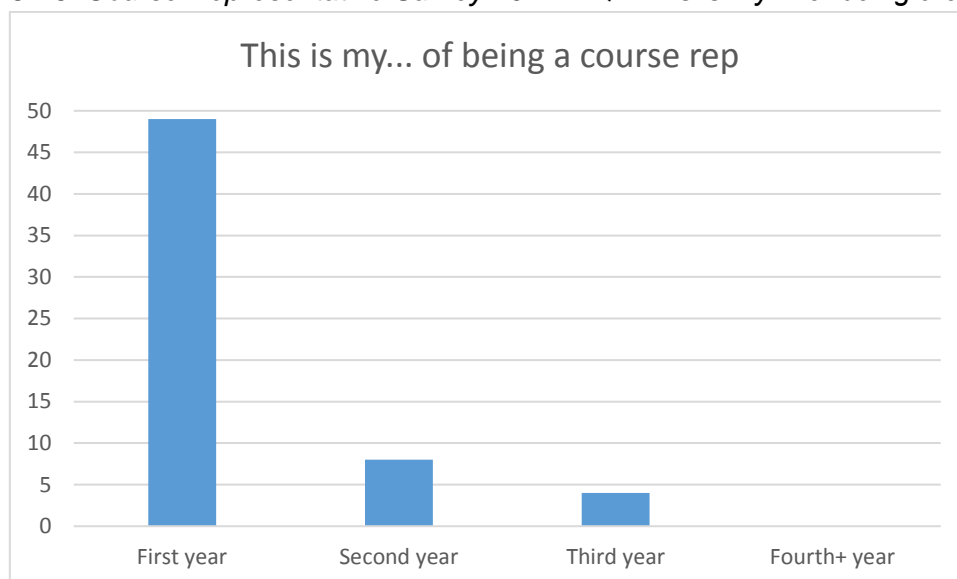
Graph 14. Course Representative Survey 2017 - Q2 I ran for the position of course rep



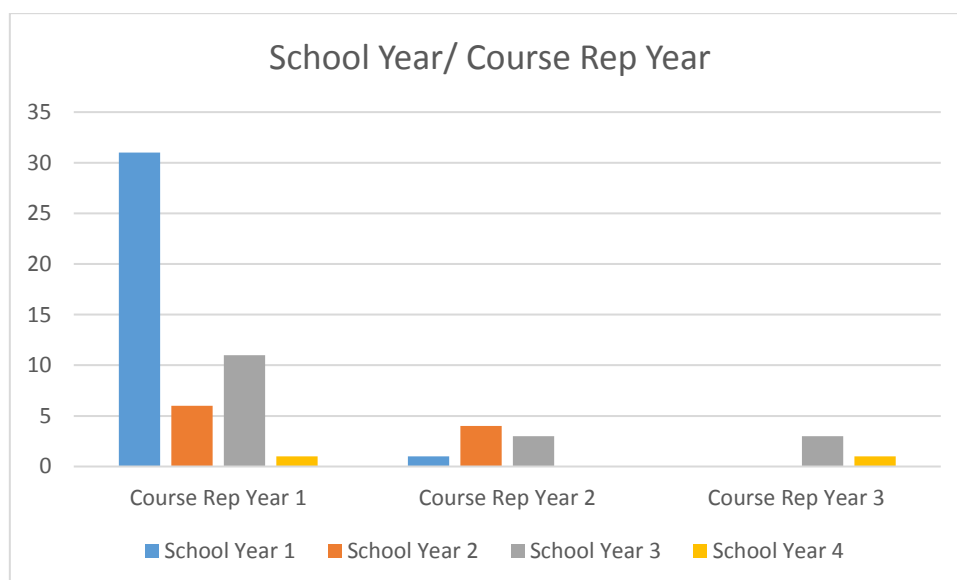
I ran for the position of course rep:		
	Tally	% of sample
To represent students on my course	52	85.25
To add another skill to my CV	36	59.02
Nobody stood for the position so I volunteered	20	32.79
To hold the University to account	9	14.75
Other	1	1.64
Total	118	

The survey further asked course representatives how many years they had been involved. Notably, only 13% of respondents had returned for a second year as a Course Rep in 2016/17, this number further decreased to 6.5% for a third year of being a representative. HUU has identified this as a priority area for improvement tying in with feedback from course representatives with regard to reward and recognition as well as building a course rep community. HUU will be introducing networking sessions for course representatives throughout the year in 2017/18 to encourage cross-Faculty communication and to strengthen the social aspect of being a course representative.

Graphs 15-16. Course Representative Survey 2017 – Q1 This is my....of being a course rep.



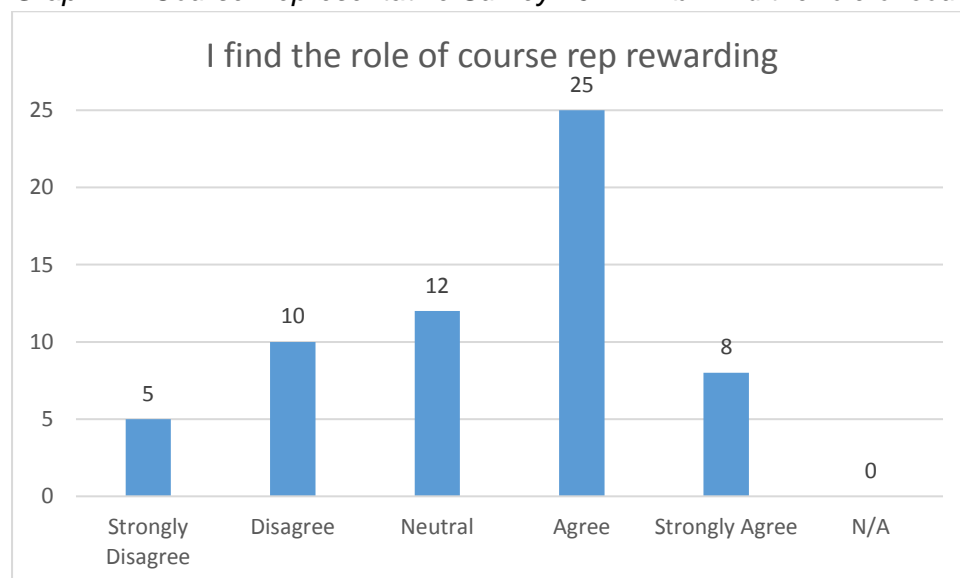
1. This is my....of being a course rep.		
	Tally	%
First Year	49	80.33
Second year	8	13.11
Third year	4	6.56
Fourth year	0	0.00
Total	61	100



When asked whether they found the course representative role rewarding, only 55% of respondents agreed. Similarly, only 32.79% of respondents felt motivated by the Course Rep awards scheme to dedicate more time to course rep activities. In response to this, HUU is reviewing the current reward and recognition scheme linking it more closely to the Hull Employability Awards. HUU will also run focus groups with course representatives in 2017/18

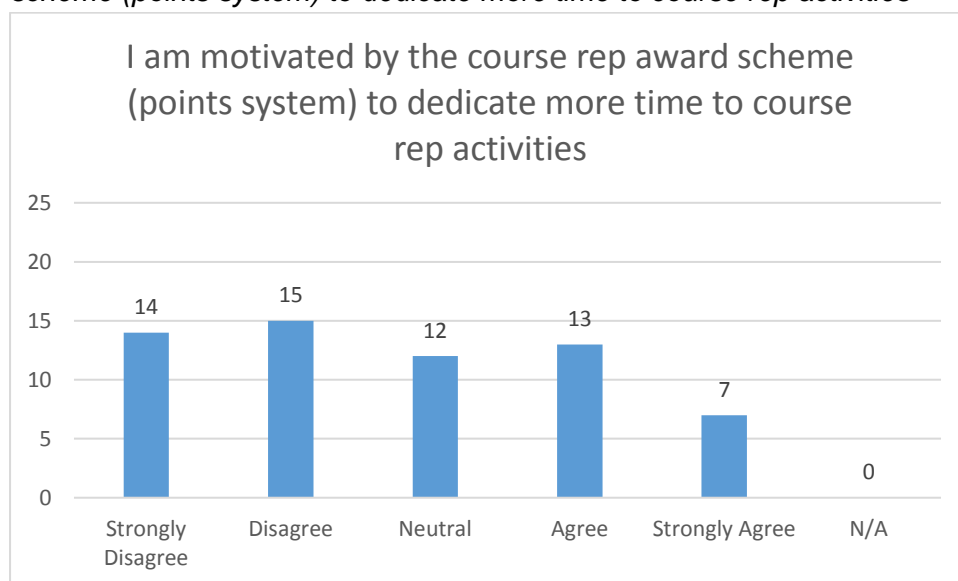
to understand how reps want to be recognised and explore appropriate measures to be implemented for the academic year 2018/19.

Graph 17. Course Representative Survey 2017 – 7b I find the role of course rep rewarding



7. How much do you agree with the following statements?				
I find the role of course rep rewarding				
		Tally	%	
1	Strongly Disagree	5	8.33	25.00
2	Disagree	10	16.67	
3	Neutral	12	20.00	55.00
4	Agree	25	41.67	
5	Strongly Agree	8	13.33	
0	N/A	0	0.00	
	Total	60	100	
	Average	3.35		

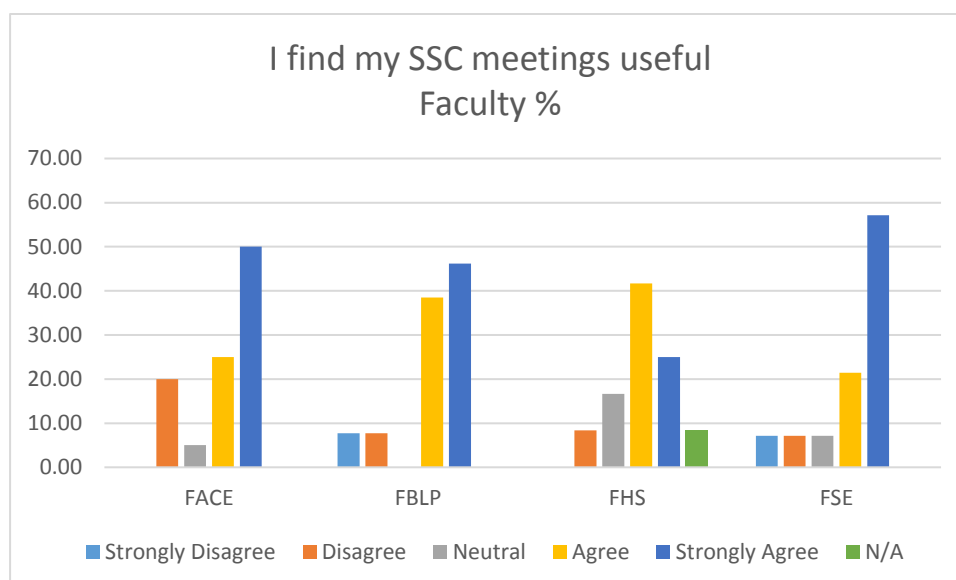
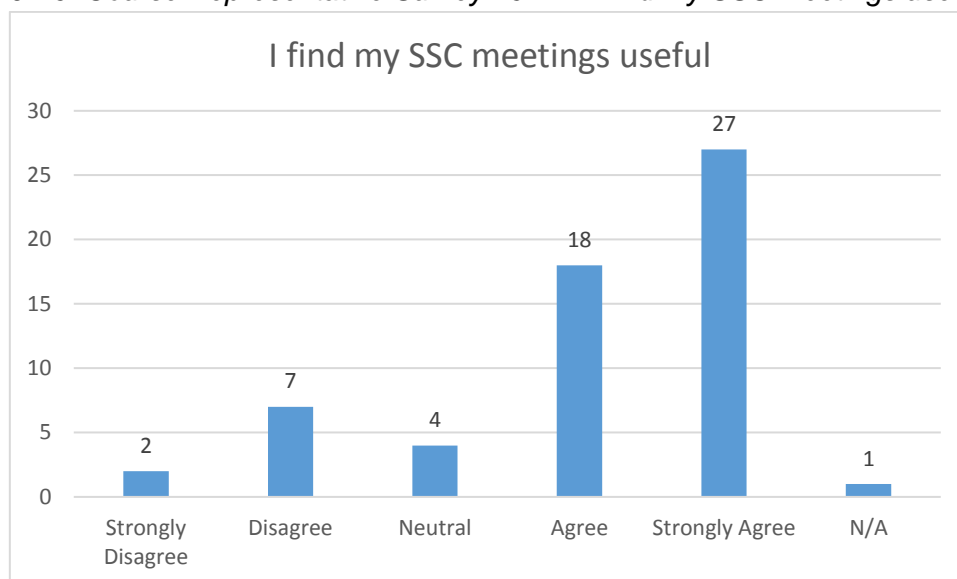
Graph 18. Course Representative Survey 2017 – I am motivated by the course rep award scheme (points system) to dedicate more time to course rep activities



7. How much do you agree with the following statements?				
I am motivated by the course rep award scheme (points system) to dedicate more time to course rep activities				
		Tally	%	
1	Strongly Disagree	14	22.95	47.54
2	Disagree	15	24.59	
3	Neutral	12	19.67	32.79
4	Agree	13	21.31	
5	Strongly Agree	7	11.48	
0	N/A	0	0.00	
	Total	61	100	
	Average	2.74		

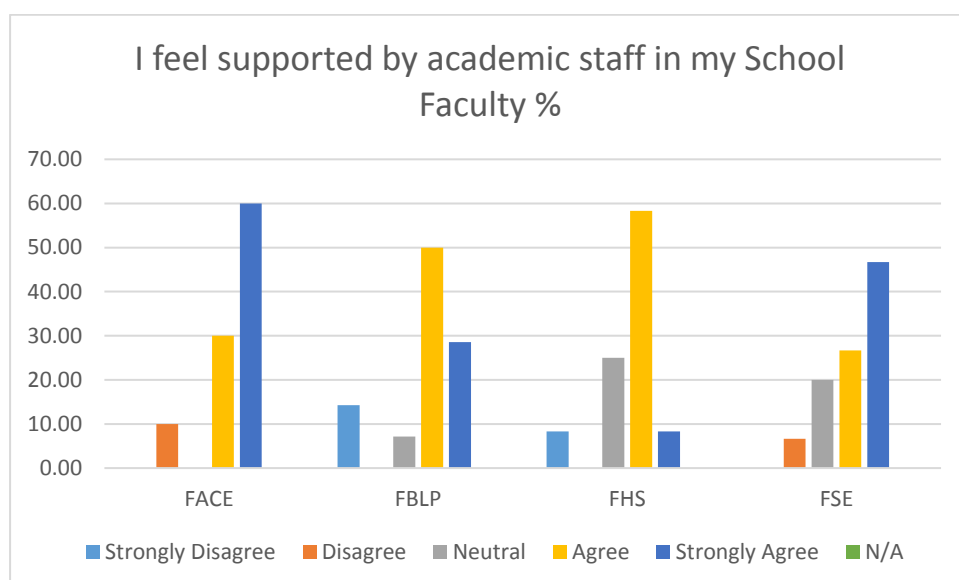
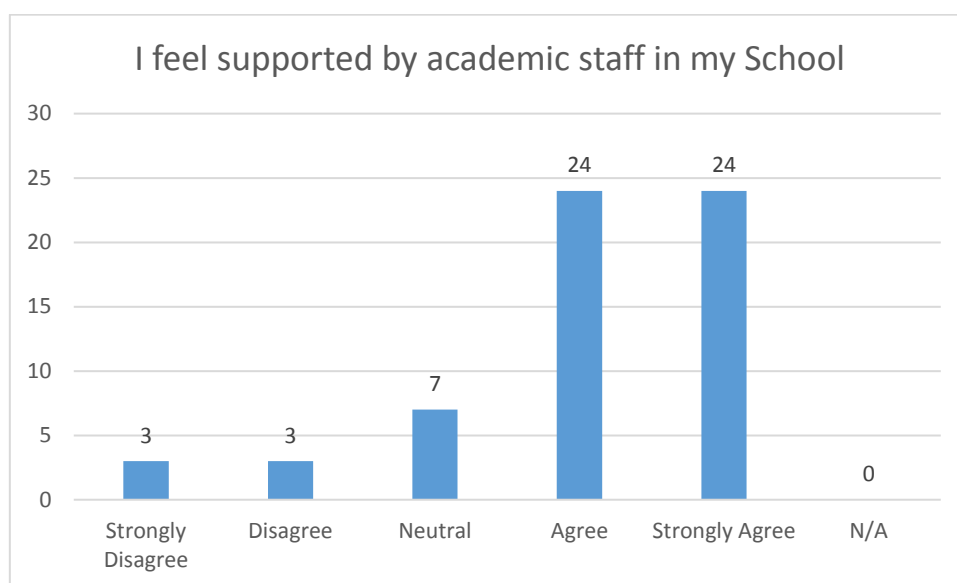
The Course Rep Survey also highlighted several positive areas regarding their impact and the value of SSCs throughout the academic year. 78.69% of respondents felt that they were supported by their academic staff. All Faculties received high scores for this question with the highest being FACE at 90%. 76.27% of respondents found their SSC meetings to be useful with the Faculty of Business, Law and Politics receiving the highest satisfaction rate at 84.6%. This forms a great basis going forward into 2017/18 for the further enhancement of SSF.

Graphs 19-20. Course Representative Survey 2017 – I find my SSC meetings useful



10. How much do you agree with the following statements?									
I find my SSC meetings useful									
		FACE		FBLP		FHS		FSE	
		Tally	%	Tally	%	Tally	%	Tally	%
1	Strongly Disagree	0	0.00	1	7.69	0	0.00	1	7.14
2	Disagree	4	20.00	1	7.69	1	8.33	1	7.14
3	Neutral	1	5.00	0	0.00	2	16.67	1	7.14
4	Agree	5	25.00	5	38.46	5	41.67	3	21.43
5	Strongly Agree	10	50.00	6	46.15	3	25.00	8	57.14
0	N/A	0	0.00	0	0.00	1	8.33	0	0.00
	Total	20	100	13	100	12	100	14	100
	Average	4.05		4.08		3.91		4.14	

Graphs 20-21. Course Representative Survey 2017 – I feel supported academic staff in my School

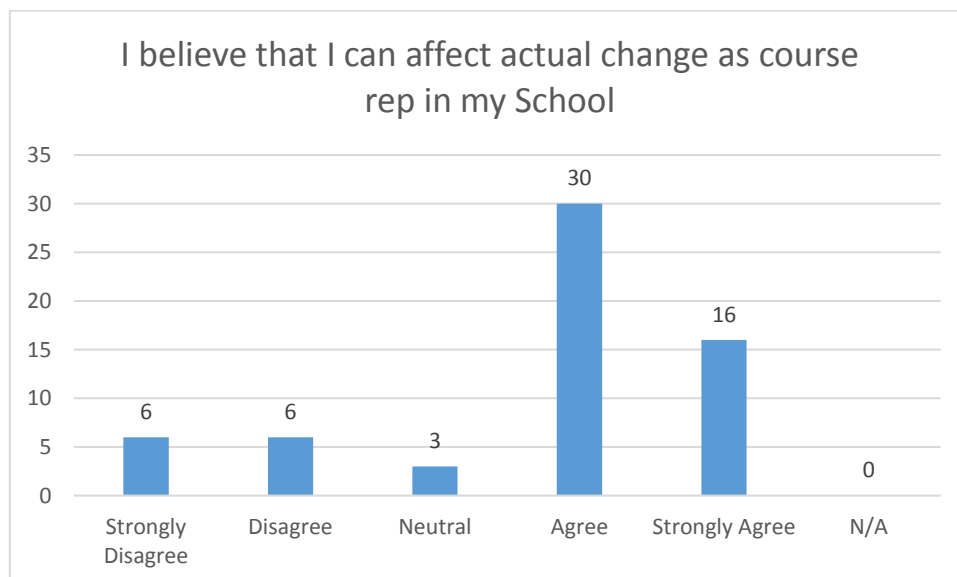


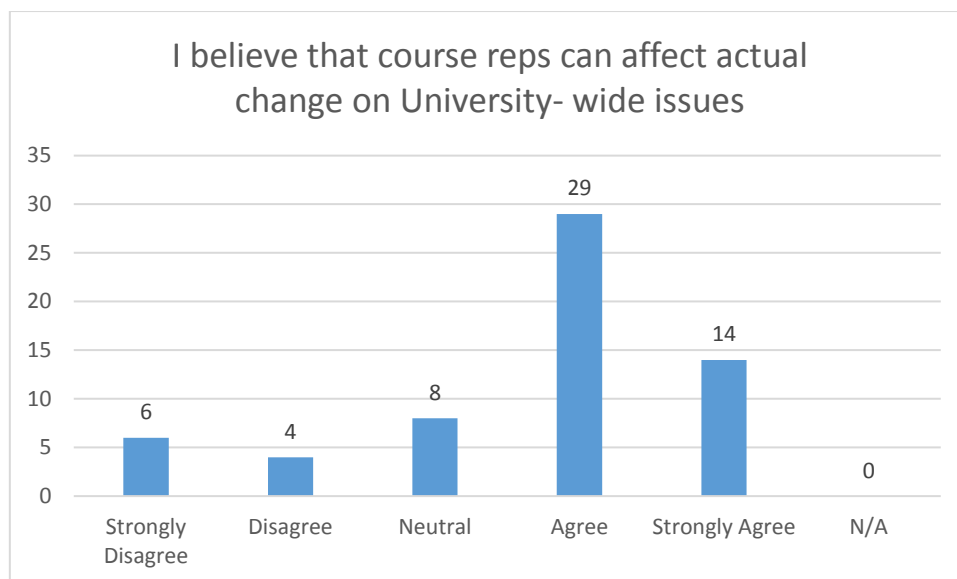
10. How much do you agree with the following statements?									
I feel supported by academic staff in my School									
		FACE		FBLP		FHS		FSE	
		Tally	%	Tally	%	Tally	%	Tally	%
1	Strongly Disagree	0	0.00	2	14.29	1	8.33	0	0.00
2	Disagree	2	10.00	0	0.00	0	0.00	1	6.67
3	Neutral	0	0.00	1	7.14	3	25.00	3	20.00
4	Agree	6	30.00	7	50.00	7	58.33	4	26.67
5	Strongly Agree	12	60.00	4	28.57	1	8.33	7	46.67
0	N/A	0	0.00	0	0.00	0	0.00	0	0.00
	Total	20	100	14	100	12	100	15	100
	Average	4.40		3.79		3.58		4.13	

In line with HUU's mission to represent students and empower them to make change, course representatives were asked whether they felt they could affect change at School and University level. 75.41% of respondents felt they can affect change in their School, with 70.49% of respondents stating the same is the case for affecting change at University level.

To demonstrate to students, the wider student body and staff but also within the course representative community themselves what change looks like, HUU introduced impact reports in 2016/17. This allows course representatives to submit a simple form along with relevant evidence to showcase their work and the results they achieved. Impact reports feature in the Course Rep Newsletter as well as in specific Faculty newsletters to share the success stories. Course reps have worked to reduce disturbances in lectures, worked with staff to increase student engagement and participation to gain feedback, arranged catch up sessions or running online surveys to gather student feedback. HUU will continue to encourage course reps to submit impact reports and share best practice.

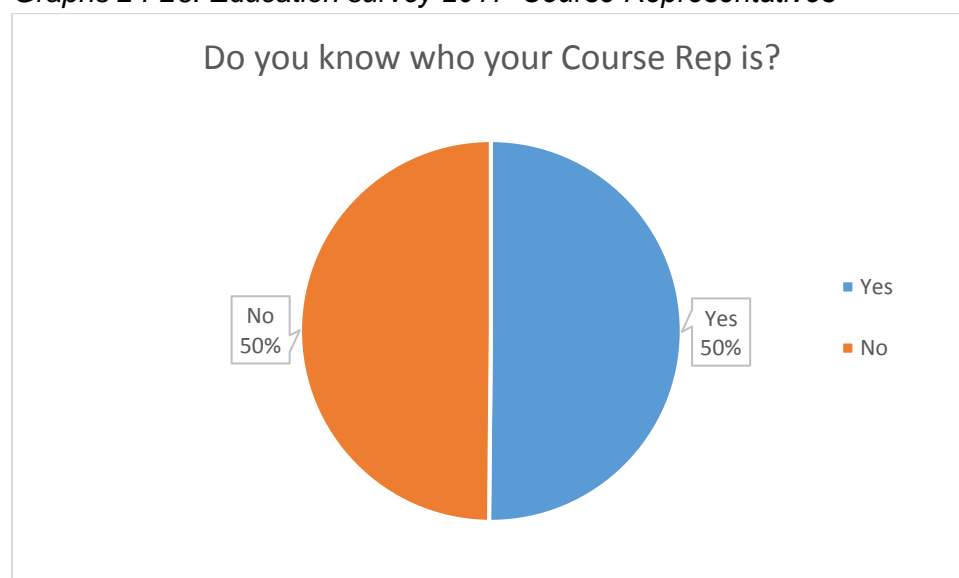
Graphs 22-23. Course Representative Survey 2017 – I believe that course reps can affect change

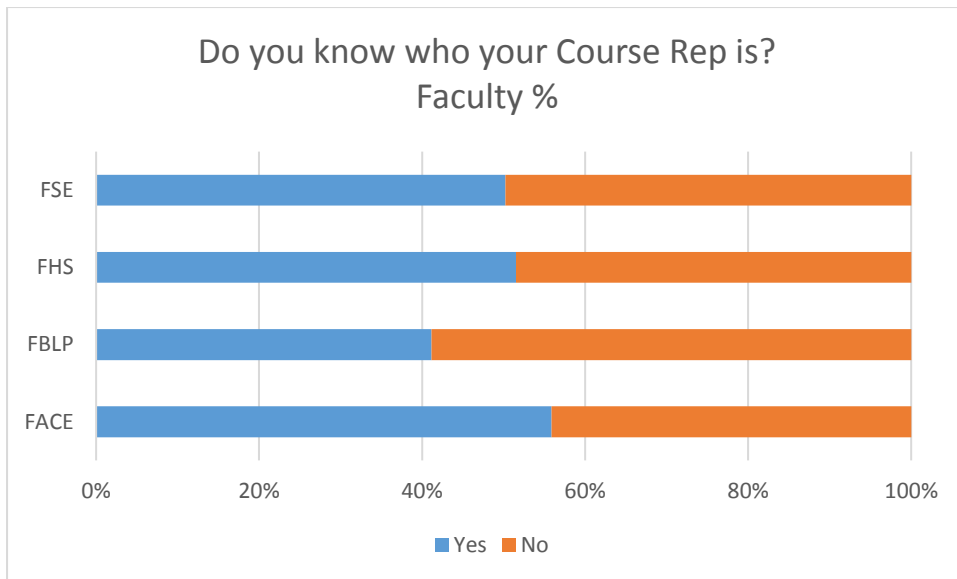




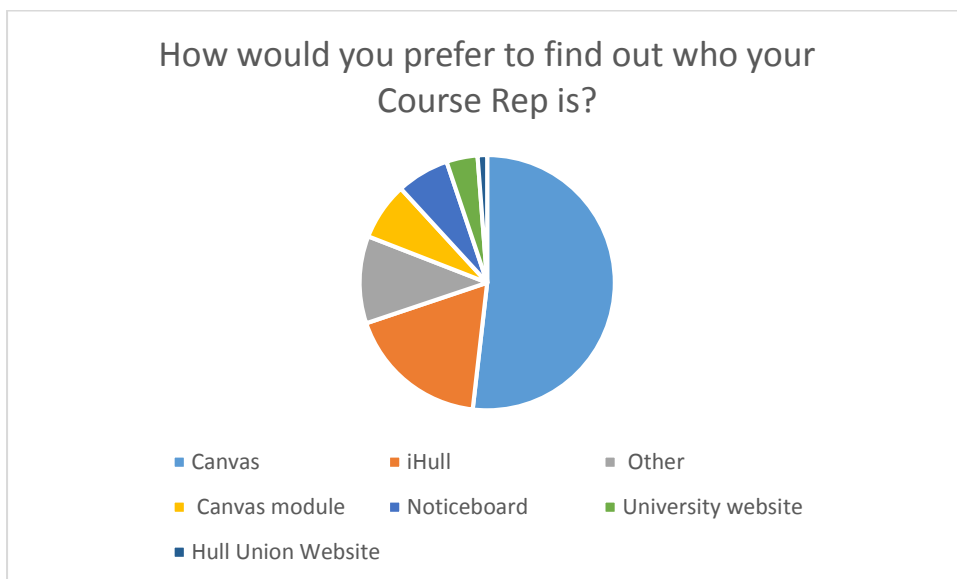
With regard to the visibility of course representatives, the Education Survey results demonstrate that improvement is still required in informing students about who their representatives are ensuring they know who to contact to provide feedback. Only 50% of respondents knew who their course rep is, with the Faculty of Business, Law and Politics scoring lower than the other Faculties at 41.13% for this question. HUU is committed to increasing this score throughout the academic year 2017/18 and is already working with Faculties to identify appropriate measures to enhance the communication to students about their representatives from induction onward.

Graphs 24-26. Education survey 2017 'Course Representatives'





Following on from this, students were asked how they would prefer to find out who their course rep is, 51.82% of respondents said that their preferred option would be Canvas, followed by 18.03% selecting the iHull app. HUU is keen to work with TEL on how this functionality can be made available to students and best utilised during the academic session 2017/18.



How would you prefer to find out who your Course Rep is?		
	Tally	%
Canvas	342	51.82
iHull	119	18.03
Other	73	11.06
Canvas module	48	7.27
Noticeboard	44	6.67
University website	26	3.94
Hull Union Website	8	1.21
Total	660	

The Student Voice Project

The Student Voice Project was commissioned by USEEEEC on the initiative of the Vice-President Education to review and enhance student voice processes. As a result, Staff-Student Committees (SSCs) have been renamed to Student Staff Forums, based on feedback from Course Reps to make the meetings feel more open and inclusive while maintaining their collaborative nature. From 2017/18, School Representatives will take the role of Chair at the SSF, and will take part in training hosted by HUU to prepare them for this role. Meeting schedules and records are being standardised with a strong focus on an up-to-date action register being kept for all SSFs throughout the year to capture both positive feedback and concerns. The Student Voice Operations Group has now become a standing working group that will review the implementation of the recommendations over the course of the year and explore further opportunities to enhance the student voice. As part of this, the Code of Practice 'Partnership with students' has been updated to reflect the changes. HUU values the support from colleagues across the University to enhance student voice processes as well as the space the group offers to discuss new ideas and make recommendations for improvements.

Postgraduate Student Experience

The 2017 Postgraduate Taught Experience Survey (PTES) has presented some low satisfaction scores, with all but one question showing a decline in satisfaction from 2016. The question on engagement: 'I am encouraged to ask questions or make contributions in taught sessions (face to face and/or online)' remained the same on 86% satisfaction.

The steep fall is shown in the overall scores, with the most concerning being the fall of 18% of those who would recommend the University of Hull as a place to study. Other significant declines have been with organisation and management, where the running and organisation of the course is down by 10% on 2016, and in Skills Development postgraduate students felt less prepared for their future career evidenced by a decline of 8% in satisfaction. There has also been a decline in answers to the questions about Dissertation or Major Project. Feedback from students suggests that a key area for concern is the supervision of the dissertation throughout the summer months when staff are on annual leave or research leave which results in students only having very limited contact with supervisors to discuss research and receive valuable feedback.

Table 18. PTES Results 2017 'Overview'

PTES	2016	2017	Difference % +/-
Overall, I am satisfied with the quality of the course	81	71	-10
I would recommend the University as a place to study to a friend or relative	86	68	-18
I am satisfied with the Student's Union at the University of Hull	71	58	-13

There has been a decline in the perceived experience of Postgraduate Research students too, with Supervision, Progress & Assessment and Responsibilities showing the greatest decline. However, there have been slight improvements in Research Skills and Professional Development, as research students felt they had been given the opportunities to develop and learn through their study programme and develop networks. *'My skills in critically analysing and evaluating findings and results have developed during my programme'* increased by 5% to 83% compared to 2015, and *'My ability to communicate information effectively to diverse audiences has developed during my programme'*, is up 6% to 77%. Those who believed that they had received formal training was the most significant improvement, with those answering 'yes' to this increasing to 70% from 52% in 2015.

Table 19. PRES Results 2017 'Overall Experience'

PRES	2015	2017	Difference % +/-
Overall, I am satisfied with the experience of my research degree programme	78	70	-8
I am confident that I will complete my research degree programme within my institution's expected timescale	77	75	-2
I am satisfied with the Students' Union at the University of Hull	51	38	-13
I would recommend the University as a place of study to a friend or relative	N/A	49	-

Both surveys recorded low response rates, with PTES at just 13.6% from 27.7% in 2016, and PRES reduced to 23.2% from 42% in 2015. Whilst the low response rates for both surveys may account for some of the low scores, the figures clearly highlight areas for improvement. The satisfaction score for the Students' Union dropped by 13% in both surveys compared to 2015 and 2017 for PRES and PTES, respectively. HUU acknowledges that the representation of, and engagement with, the postgraduate community can be improved considerably. As a

first step to address some of the highlighted concerns, the Postgraduate Research Students Officer hosted Forums open to all PGR students to raise and discuss issues and concerns.

Feedback from these Forums has shown a desire by many postgraduates to have more opportunities to gain teaching experience as part of their degree, and also to gain valuable credits. This issue has been pursued throughout the academic year by the Postgraduate Research Students Officer, with the hope that a teaching module run by the Graduate School, where PGTS credits can be acquired, could be in place by the start of the academic year 2017/18. However, progress on this has stalled and the aim is to have the module running from January 2018. It is encouraging that results from PRES show an increase in satisfaction of the quality of training received ahead of starting teaching from 52% to 70%. However, problems have also been encountered whilst trying to arrange the shadowing of staff for this purpose, with this being difficult due to time available in FACE, while it was reported that there were no opportunities to do this at all in the Business School. While it is acknowledged that the payment for teaching would have financial implications, and an impact on current staff employed to teach, research postgraduates feel that such opportunities would be highly beneficial for their professional development and for the University.

Research postgraduates have also noted, in particular those studying part-time, that some felt alone and detached from the University. Suggestions for solutions have included more contact with lecturers through online seminars, forums specific to part-time postgraduates and social events. Furthermore, study space allocated to PhD students is reported as uneven across the faculties, with not enough available space in FHS. Positively though, the feedback shows that the Business School's improved facilities for PhD students have been well received. This feedback has come through the PGR Forums held by the Postgraduate Research Students Officer which will continue in the coming year, and HUU has allocated additional staff resource to supporting part-time elected officers in order to enhance the student voice in this areas.

Conclusion

Evidence from the range of sources used in this submission suggests that there are clearly areas of educational and student experience excellence in the University. The University should be proud of the many outstanding staff who contribute to this and HUU welcomes the University's new Employee Excellence Awards as an addition to its own Student-Led Teaching Awards. However, it is clear that excellent practice needs to be more effectively shared and disseminated and that areas of poor practice or process need to be addressed. The University's SEERs process, the facilitating of close working between Faculty Associate Deans, between professional services staff and enhanced annual monitoring processes are tangible steps to addressing the challenges and sharing good practice.

HUU has submitted an annual SWS for nine years, including submissions for the University's two most recent QAA reviews. During the course of the last 9 years the University's focus and emphasis on the student experience has rightly increased. The sector, and student expectations, have changed dramatically. With HUU's own work on the student voice changing in response to feedback we will be exploring the submission of trimesterly Student Voice Reports which will provide a short, more timely reflection of the issues being raised through SSFs, through the Your Ideas scheme, Course Rep Forums and the HUU Advice Centre. This

approach will be piloted in 2017-18 and be reviewed through the Student Voice Operations Group in the summer of 2018.

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