FEEDBACK THEMES FOR CANDIDATES
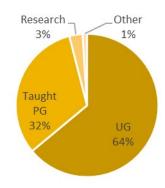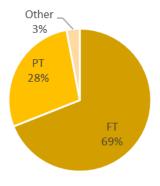
Voter Demographics

AHSS 14%
FBL 21%
FSE 26%
HEMS 39%

Research 3%
Other 1%
Taught PG 32%
UG 64%

Other 3%
PT 28%
FT 69%

26-30 15%
Over 30 32%
22-25 25%
18-21 28%

Peterborough 2%
Distance Learners 9%
Chelmsford 34%
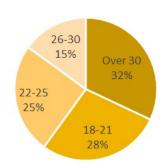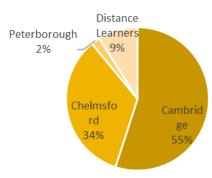Cambridge 55%

Unknown 0%
Male 39%
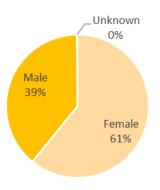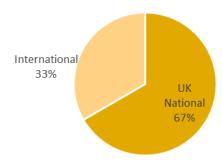Female 61%

International 33%
UK National 67%

There are over 25,000 students registered as studying at ARU.

There are more students in HEMS than in AHSS and FBL combined.

There are close to 10,000 Taught Post Graduate students.

The number of part-time students increased 5% from last year.

The majority of our students are under 25 years old.

Most students are registered as being Female.

The percentage of UK National students increased compared to International Students this year.

data taken from membership list on 12/02/2021

University-wide student feedback

- There has been a lot of student feedback around timetabling and the issues that arose this year. Students want more notice when receiving their timetables so they can plan for things like work, caring responsibilities, and other commitments. This is a consistent cause of concern, not pandemic specific, and timetabling is a theme that we see raised quite often.
- Students have concerns around lesson structure, particularly during the pandemic. They would like to see more creative ways to engage through a variety of teaching methods - including practical sessions, breakout sessions, Kahoot quizzes, etc. They feel a lot of their more engaging ways of learning have been changed to lectures due to the lockdown.
- Students are also concerned about different barriers to inclusiveness, specifically the time lecturers post materials in advance of classes. Students feel there needs to be consistency in this, and that there needs to be an adequate time to prepare. Students are also have concerns around technical support for software that is used on their course and feel they need additional assistance or faster solutions to these issues.
- Students have had a number of issues with private accommodation and nominated halls this past year. Students that had to leave their student accommodation to return home were still required to pay rent in many cases and had difficulties receiving a fee waiver or reduced rate as a results. This has unfortunately meant that students have had to bear a challenging financial burden during this time.
- Making sure the student voice is consistently delivered and listened to at all levels of academic decision making.

Student feedback by faculty

Arts, Humanities, and Social Sciences:

- Students within AHSS have raised issues around assessment clarity, ie: consistent deadlines, clear requirements, and access to available grading rubrics. Students have requested that this information be provided earlier in the trimester and kept in a consistent place online.
- Students in AHSS are dissatisfied with the amount of technical support and consistency across lecturers on their course. They find that having to navigate their email, canvas pages, canvas inboxes, TEAMS chats and channels, as sometimes an additional external platform is too much and there should be one consistent form of communication for all lecturers on a given course.
- Another concern for AHSS students is assess to technology and required software once lockdown is lifted. Before the lockdown of 2020, students ran into issues around opening hours for specialised spaces, one of these conflicts was resolved with the addition of home licences for all required software. Students would like to be able to rely on being able to complete work at home, even when the university

returns to face to face teaching.

Business & Law

- Engagement in classes is quite low. Reps think cameras being switched off is a problem and that the faculty needs to encourage students to interact more. Lots of debate on the mandatory side of things but privacy is imperative, so students want it to be highly recommended to turn on cameras but not essential. On the flipside teaching quality has been the best it has been this trimester.
- Personal tutors not setting up regular sessions and students not sure what they are meant for sometimes. Much better than before, but some students have disengaged PDTs and cannot switch PDT.
- Lots of issues with assessment marking. Consistent numbers of students don't think they are marked fairly, or that their assessment was too unforgiving considering the situation we are in. They wish for another No-Detriment Policy (but they do like the Safety Net), and are sending students to SU advisors regarding mark appeals a lot.

Health, Education, Medicine, and Social Care:

- Student/learning community – HEMS students have found that, even before the pandemic, there was a lack of community in HEMS in comparison to other faculties. With the enforced social distancing and lockdown occurring due to the COVID-19 pandemic this sense of isolation has only grown over the 20-21 academic year.
- Placements – As always, placements have been a huge source of discussion in the HEMS faculty. Placements were suspended due to the pandemic and students have received conflicting information about what their placement is, how to get uniform, whether or not they should be attending, timetables, etc. While these issues were ironed out fairly quickly under the extraordinary circumstances facing the faculty, they were also understandably frustrating and distressing, particularly for first year students.
- Organisation and Management – Most instances of this feedback theme focused on the want/need for another No Detriment Policy, which the Executive Committee and wider SU are well aware of. Student nurses and midwives in particular (as well as other practice placement students) were concerned about how the above placement issues would reflect on their grades. Furthermore, the timetabling issues from Trimester 1 still loom large in the feedback of many HEMS reps who want to ensure the same thing is not going to happen again in Sept 2021.

Science & Engineering

- Proctorio was a topic often raised last trimester. Students are confused to why some classes need to be proctored rather than a change in assessment type (i.e. poor communication regarding PSRBs and accreditation, lack of mock exams using proctorio and misunderstanding on how the software works). There are nerves that the upcoming assessment formats will be confusing and cause difficulties. This is also a privacy concern for students.
- Mental health is becoming increasingly of concern, with students wanting more done to address the

causes of poor mental health. Many current Course Reps feel that more funding into the wellbeing service as well as a more robust system to get immediate support for struggling students would be incredibly helpful.

- Block teaching and lecturers that struggle to use software has been raised as impacting the student experience negatively. They would like to see evidence and more support for lecturers who struggle with technology; that they have training so that 4 hours lessons are used much more efficiently.