

LTC12D005

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Issue

A report on the student experience of UEA students in the academic year 2011/12, covering predominantly academic affairs and some welfare issues, also containing recommendations from the Union of UEA Students on how to improve certain aspects.

Recommendation

Recipients are invited:
To endorse the report and adopt its recommendations.

Resource Implications

The predominant resource is time, though some recommendations will require capital. These are as follows: a recommendation for investment in the Library, to expand services at UEA London, to fund the post of Academic Quality Assurance Coordinator within the Union, the creation of a non-alcoholic social space for PG students, and extra study space for PG students.

Risk Implications

Equality and Diversity

We consulted with the Union's part-time liberations officers when writing the report, and made suggestions we felt would be in the best interests of all students regardless of their background.

Timing of decisions

The Union would like for the chair of LTC to report to Union Council in the second semester with regards to progress on the Union's recommendations.

Further Information

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Background

Every year the Union's full time officers produce a student experience report by analysing data from the NSS and various other surveys which contains recommendations on how the University could improve student experience. This report is then sent to many members of University staff and presented by the Academic Officer at Student Experience Committee, and this year, to Learning & Teaching Committee as well.

Discussion

Student experience at UEA and how to improve it in the coming years.

UEA Student Experience

2012



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THIS STUDENT EXPERIENCE REPORT WAS WRITTEN BY THE UNION OF UEA STUDENTS' FULL TIME OFFICERS.

Introduction

A university should be a place where aspirations are limitless, where students are free to investigate all manner of things and learn from both success and failure. Higher education should be like life – it's what you make of it that determines your experience - with the university providing every opportunity for a student to fulfil their potential. Some students want an intense academic experience fuelled by late night library sessions and engaging lectures. Others want a more social experience involving themselves in societies and sports clubs. Others fall somewhere in the middle.

UEA was founded on the motto of 'Do Different' the founding Vice Chancellor, Frank Thistlethwaite, was visionary in his ideals of how a university should be run. Encouraging interdisciplinary study of contemporary subjects, enabling students to make the most out of what one ultimately realises is an all too brief time at university.

When one considers how the higher education sector has changed over the last fifty years - the introduction of tuition fees and how they have increased over the years, the demise of the polytechnic and introduction of the Million + Universities, it becomes remarkable how UEA has managed to stick to this motto. As students face the marketisation of their education, and the sector looks ahead to uncertain times, it is more important than ever that we keep doing different, that we expand upon the original vision to be at the forefront of student experience. That we provide an experience for students that is shaped by them and caters to their needs in a way that no other university can provide.

We believe the student experience report should be seen as a tool by the University to help it continue on a path that separates this institution from all others, by taking into account the views of a microcosm of people, who are differentiated from others purely by the fact that they study here, because they want the unique educational experience that UEA provides. These students are informed, brimming with ideas, intelligent and hungry to receive an unparalleled education, the best way for the University to continue to provide them with this, is to listen to them.

Josh Bowker
Academic Officer 2012/13
Union of UEA Students



Academic Experience

FEEDBACK

Having good and timely feedback is an important issue to students as it enables them to learn more effectively and improve their academic skills. The UUEAS have been campaigning on the issue for many years now, yet feedback remains to be one of the primary concerns of our members. As one student in MED puts it:

“Exam feedback has been poor on the whole. Individual feedback has been hard to obtain, which has made it hard to improve.”

Overall NSS results for feedback are slightly down throughout the university this year. However in the faculty of Arts and Humanities it has really taken a hit, with several schools' satisfaction falling by over 10%.

Assessment and Feedback:

	HUM	UEA	AMS	ART	FTV	HIS	LCS	LDC	MUS	PHI	PSI
This year %		68	72	67	61	83	68	74	53	82	68
Last year %		69	92	85	76	84	72	69	62	84	75

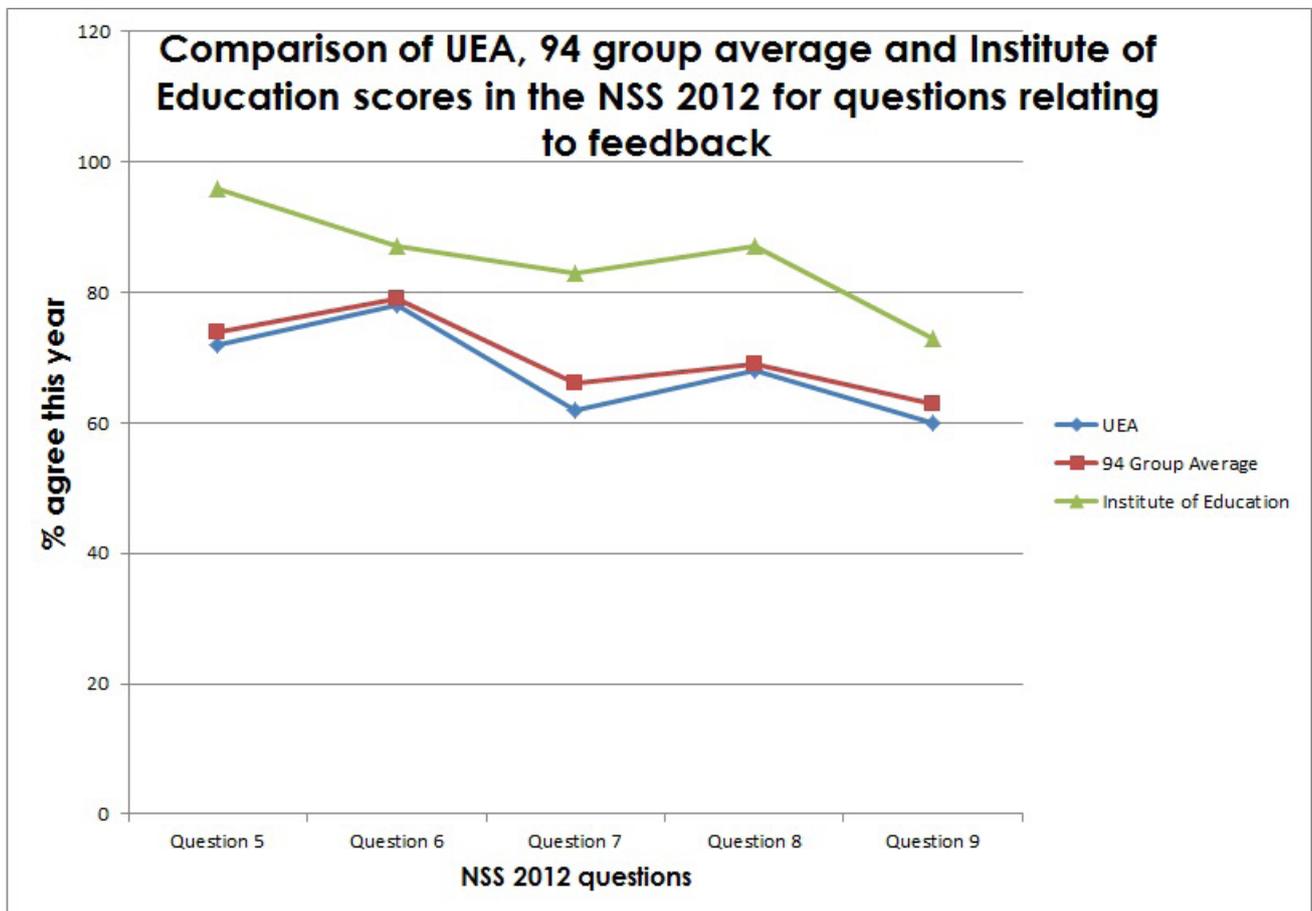
With only one school showing improvement in this area, we must look at the root causes of this downturn in satisfaction, and the NSS gives us this clarity; it is the promptness **and** quality of the feedback that is letting HUM down. Indeed when asked if feedback on their work had been prompt only 47% of students in AMS agreed compared to 88% of AMS students last year and 62% at UEA this year. While this was the most dramatic fall of satisfaction in any school, most other schools reflected the trend. Many HUM students blame the introduction of HUBs for this. One student in the school of History commented as follows:

“At times I have not received constructive feedback on my assessments. This was true of my single semester module in the 2011/12 academic years. The creation of the new HUB admin system has also been very poorly thought out and executed. I do not feel that it fully takes into account the individual and organisational needs of the students and their module leaders. The previous system worked much better and at a fraction of the cost, the amount of time and money expended has not been repaid.”

But it is not just HUM that needs improvement. In terms of quality, students across the university often complain that their scripts are not annotated and they only receive generic feedback which does not feel personalised; some feel they would be lucky to receive even this. One MED student said:

“Feedback very poor. Given score but no reflection on what areas need improvement.”

When we compare ourselves to other 94 group institutions, we fall slightly below the average satisfaction in all aspects of feedback. The only institution that stands out from the 94 Group in this category is The Institute of Education; this is the quality of feedback UEA should currently be aiming for.



The drop in satisfaction recorded by the NSS while strong in HUM is not university wide. The Faculty of Social Sciences showed marked improvement in the area of feedback, though this was quite low last year and only a few schools are better off than the University average. The area in which SSF is strongest in terms of feedback is in its promptness; where all schools barring EDU have shown improvement:

Feedback on my work has been prompt

SSF	UEA	CCE	DEV	ECO	EDU	LAW	NBS	SWP
This year %	62	15	64	81	63	79	67	62
Last year %	65	10	56	74	79	69	61	58

While this improvement is an excellent step forward, there is obviously still a lot of work to be done in the area, with one SWP student commenting:

"I did not feel that there was enough feedback on the marked assessments we were handed back. I know there is an option with going to see the module organiser or lecturer but I still feel more comments should appear on marked essays. Also with information on what you should have included, for example how to get the 1st that you were a few marks off."

And another saying:

"Exam feedback would be great."

Overall it would appear that UEA has remained fairly static in the area of assessment and feedback, but this is misleading, for every school showing good improvement, there is another which has declined. There are lessons to be learned across the University in how to improve this area, particularly from the school of AHP, where satisfaction has shot up from 59% last year to 71% this year.

Last year AHP began annotating scripts and also using a new feedback form which was designed with the cooperation of students through the SSLC which is attached in the appendix.

UUEAS would suggest that the varied results across the entire University represent the effect of the integration project on the issue of feedback. The efficiency of the SSF HUB in getting work back to students in a timely fashion compares favourably with all others. But there are no other areas in which any other faculty has excelled.

UNION RECOMMENDS:

That all schools follow the example of AHP and through their SSLCs work collaboratively with their students to create a feedback form that works for their school.

That the University researches best practice from each HUB to discover what makes some HUBs more efficient than others and create a standardised code of practice for HUBs.

That in order to improve the academic standards of students, all Schools give exam feedback.

That the University investigates what competitor universities such as the Institute of Education do with regards to feedback to find out which, if any, of its policies would be applicable here and how we can implement them.

ACADEMIC SUPPORT

One area where the University as a whole has done well in the NSS is academic support, with UEA's average satisfaction at 84% a marginal increase from 82% last year.

In the school of FTV when asked if students were able to contact staff when they needed to 91% of students were in agreement as opposed to 80% last year. A possible reason for this could be that the staff within the school coordinated to make sure their office hours did not clash and that a member of staff would always be available if a student required help. It is small considerations like this that make a big difference to student's lives. But while 90% of UEA students agree that staff were readily available only 81% feel that they received sufficient advice on their studies. While on the face of it this may not seem a matter for concern, nine schools showed over 5% decrease in satisfaction in this area and this has led to some students such as this one from DEV feeling unsupported:

"I also think the adviser system should be improved. Both of my advisers have not been well suited to me and I have not connected to them. This has led me to sometimes feel limited support from the department and unsure who to turn to for proper academic support."

But many students are aware of the pressures that are put on administrative staff and academics and are not only sympathetic but appreciative of the support they receive, as this LDC student puts it:

"In terms of positive aspects I think third year modules are very well designed and teaching staff are very enthusiastic. The support given by the overburdened members of the administrative staff was excellent."

Support for students not on campus

One area that is tricky to deal with is supporting students who are not on campus. Students who are on placement, or taking a year in industry or a year abroad often feel like they are not a part of the university, and are not properly supported. Here is what a cross section of students have said about support while they were not on campus:

"The support I received on placement was incredibly poor; in fact, the best way to describe it is completely disgusting." NSC

"With regard to the year of industry or Year Abroad there wasn't sufficient support. The support was there but improvement could be made." ENV

"There was no support or guidance that year [the year in industry]." CHE

"I have had some difficulties with contacting university staff when I need them, on the whole they have been good but on a few occasions I felt a lack of support. I had one bad placement which I contacted the uni about via my link lecturer. I felt I had no support or back up from the uni even when I knew what was going on was unsafe. AA's are a very good idea, as long as you get along as this makes things difficult!" NSC

It is important to ensure that even though these students are not on campus that they still feel a part of the University, and should be able to access proper academic support as easily as if they were on campus. The most logical and simple way would be to investigate how media technology could aid this.

UNION RECOMMENDS:

That all schools examine the issue of advisors and find a way to coordinate office hours in much the same way FTV have done so that an advisor is always available to students.

That the University, in partnership with the Union, research into how best to support students who are not studying on campus and implement necessary changes.

That the University looks into setting up a form of conference calling advisor sessions for students who are not on campus in order for them to be able to talk to their advisors face to face.

LEARNING RESOURCES

Learning resources received an 8% boost in satisfaction taking it from 78% to 86% this year with 18 schools getting scores equal to or above the UEA average.

From the data it is easy to put it as simply as this music student has done:

“The library is amazing at UEA.”

Indeed, the library is to be commended on how highly it is rated by UEA students with an overall satisfaction of 89%, 16 schools gave it scores of over 90%. When we compare this to other 94 Group institutions, UEA was outdone by only 5 others and scored better than the Universities of York, Queen Mary’s, Durham, and Exeter which were all promoted to the Russell Group. One student in PSI was so pleased with the Library that they claimed they would like membership post-graduation:

“The library is very good, I’d like to be able to access it post-university and I wouldn’t mind paying for the privilege.”

The Library is obviously keen to keep this upward trend going, and has been fantastic in engaging with students finding out what they want and catering to their needs. The Library’s attendance at SSLCs has been significant in them acquiring feedback from students. This is surely a major factor in this increase of satisfaction along with 24 hour opening times, which we are pleased to hear, will be continuing.

In the past one of the major complaints students made of the library was the availability of library computers. As this FTV student claimed:

“Library resources aren’t as great as they should be in terms of books and computers.”

In terms of book provision students who are dissatisfied appear to be in the minority. Although in the School of Education it appears to be much more of a problem, as the NSS scores show:

EDU NSS Results 2012	Learning resources	16. The library resources and services are good enough for my needs.	17. I have been able to access general IT resources when I needed to.	18. I have been able to access specialised equipment, facilities or rooms when I needed to.
EDU % Agree this year	73	66	78	74
EDU % Agree last year	76	84	79	66
UEA% Agree this Year	86	89	84	83

The problem predominantly stems from the degree in PE & Sport where many of the students feel the library is under resourced because they are only a small cohort. Here is what a few of the EDU students have said:

“Lack of library resources made getting reading materials very difficult. More pressure needs to be placed so there are more copies of books and online resources are readily available in the future.”

“The library resources for this course have been poor and due to it being a small cohort there are not many sport books in the library and those that are only have 1/2 copies!”

On a positive note, NSS results on IT provision have risen by 10% to 84% bringing our score in line with the rest of the 94 Group, where last year we were one of the weaker institutions (this includes the four institutions promoted this year), many of the open comments still claim we need more. Such as these students from Philosophy and Law respectively:

“The computers in the library can be extremely hard to get on after 11 a.m. In the end I had to buy myself a laptop so I could do essays in between lectures.”

“Printing in the library is a real trouble when in a rush. The computers are also very slow. In a couple of courses materials posted on Blackboard was very disorganised which was difficult to follow especially during revision period”

Students often complain to UUEAS about misuse of the Library's IT resources, especially during the exam period and when deadlines are close and work needs to be printed. The source of this misuse is usually social media sites. There could be several solutions to this without resorting to a drastic overarching ban on social media, as this would be unfair to students who do not have computer access outside the University. Perhaps segregated areas in the IT facilities in which social media sites are banned, or certain times when they cannot be accessed.

Out of our competitors in the 94 Group, three Universities have done exceedingly well; Bath, York, and Loughborough with satisfaction scores of 92%, 92%, and 91% respectively. If the University is looking to increase our IT provision, these are the institutions we should benchmark ourselves against.

UNION RECOMMENDS

That the University invests in IT facilities, but before doing so investigates the IT provision in comparable institutions that have outperformed us to discover what, if any, the major differences are.

That the library investigates ways in which to regulate social media use in its IT facilities.

That schools attach a library feedback section to their module feedback forms so that it can be better indicated where library resources are falling short.

THE DEGRADATION OF MUSIC EXPERIENCE

Not unexpectedly, the school with the largest decrease in satisfaction was Music. With the potential closure of the school announced at the beginning of the year, and confirmed swiftly afterwards, student experience was necessarily affected detrimentally.

Overall satisfaction in the school of Music has fallen from 88% last year to 46%. It has been inferred that the initiation of the W350 Music & Technology course put strain on the school, or that students protesting the closure decided to lambast the University through the easiest outlet available to them, the NSS. But even in combination this does not account for such a dramatic turn in fortune. The closure must be held partially responsible.

The feeling seems to be summed up best by this comment:

"In New Year, they announced they were closing the Music Department down. This meant losing staff that moved elsewhere. Moral went right down as it seemed our course had taken a back seat. It's like the university didn't care about the department or course. Not due to the Music Department itself who were excellent but others elsewhere trying to save money."

This comment, and its reference to a feeling of being devalued, goes some way to explaining Music's personal development scores on the NSS:

MUS NSS Results 2012	Personal development	19. The course has helped me to present myself with confidence.	20. My communication skills have improved.	21. As a result of the course, I feel confident in tackling unfamiliar problems.
MUS % Agree this year	65	60	69	65
MUS % Agree last year	88	88	88	88
UEA % Agree this year	84	83	86	84

In particular, confidence and tackling unfamiliar problems are areas which one would expect to have been affected by the closure. The atmosphere of mistrust that has been building in the school, which is directed towards those in positions of power, is adverse to building confidence. While one should always be willing to question power, a certain amount of faith in the system is needed or else healthy relations cannot be maintained. This faith seemingly no longer exists within Music and could have affected student's faith in themselves as well as the system. This may be down to the way the University refused to investigate the feasibility of keeping the department open after music students worked incredibly hard to not only create and suggest ways in which the department could keep running, but also to acquire outside expert help.

The other area that one would expect to be affected is that of teaching. With one staff member leaving midway through the year and another announcing they would not be returning from sabbatical leave at the end of the year there is little mystery as to why the scores have gone down so much. It seems illogical that the quality of teaching staff could have fallen from such heights in just one year.

MUS NSS RESULTS 2012	The teaching on my course	1. Staff are good at explaining things.	2. Staff have made the subject interesting.	3. Staff are enthusiastic about what they are teaching.	4. The course is intellectually stimulating.
MUS % Agree this year	80	73	88	81	77
MUS % Agree last year	98	92	100	100	100
UEA % Agree this year	91	93	88	92	90

Going into the final two years of the school it is imperative that these figures do not slide further lest it devalue the degrees of the remaining cohorts. It would be unfair on the students to have signed up to a highly ranked school to receive teaching that might be deemed to be second rate. Whilst some staff have been recruited by the school to replace the outgoing lecturers, the Union still has reservations as to how this will affect teaching quality. In the open comments section of the NSS one student directly attributed the fall in teaching quality to the closure:

“Since the school closure has been announced, the standard of teaching has fallen through the floor.”

It is imperative that the remaining students do not sit idly by if they feel that their teaching is suffering, but due to the mistrust of the institution that pervades the School, the students may feel deterred from approaching staff with their concerns.

UNION RECOMMENDS

That the university ensures that student representation in the School of Music is a priority and runs as efficiently as possible to ensure that any issues are dealt with rapidly and effectively.

UEA LONDON

We understand that there have been difficulties with UEA students using the City University Union services this year. UUEAS undertook a small survey of UEA London students in which only 10% of respondents agreed that there have been enough activities at UEA London. Respondents showed a clear desire for more student activities, with over 50% saying they would like to start a society, and over 20 different activities were suggested. There is a clear desire for sporting activity; the Union's Representation and Activities Coordinator has already made good progress in the creation of sports clubs and building links with local clubs, with the main barrier being funding (for travel, league subscription, equipment and other general expenses). Both student activities and representation are key to delivering a quality student experience comparable to that of students studying on the Norwich campus. The Union has submitted a proposal to improve student activities at the London Study Centre.

UNION RECOMMENDS

That the University accepts the Union's proposal for the expansion of Union Services at UEA London. We believe that this will have a significant impact on student satisfaction and good honours, as well as making UEA London a more attractive prospect for potential students and therefore improving student numbers. We believe that our proposal offers great value for money for the University and INTO.

STUDENT REPRESENTATION

Last year the Union identified around 300 course reps. However, the system is still somewhat cumbersome, with some schools buying into student representation more than others. The value of student representation should be self-evident. It acts as a quality assurance mechanism addressing student concerns in SSLCs; it is an easy way for the University to find out what is going on in their schools, and how students feel about their courses.

In order for representation to be at its most effective the Union needs to be involved from the outset. Last year the lack of communication between schools and the Union led to only 54 reps being trained out of the 291 known reps (there were some schools which did not even inform us of who their reps were).

After obtaining details of reps, it is also important that the Union be given the agenda and minutes and have a presence on SSLCs. This enables the Union to have a better understanding of what issues students are facing, and what we should be campaigning on, and working towards, to better serve our members.

UNION RECOMMENDS

That all schools abide by the University's code of practice for SSLCs and engage with the Union to enhance the skills of their student reps, thus making SSLCs more efficient in tackling any problems the school may be facing.

That the University provides funding for the post of Academic Quality Assurance Coordinator within the Union to enable the UUEAS to build a more effective course representation system.

POST GRADUATE EXPERIENCE

Dr Sreeparna Ghosh's report on the PRES last year and PTES this year are telling on the state of postgraduate study at UEA. It is evident that Dr Ghosh's recommendations from the 2011 PRES have not been acted upon. PGs still feel a level of disassociation with the University and the Union which affects their overall experience. It is difficult for PGs, especially masters students, to feel like a part of the University when it does so little to accommodate them. Postgraduate study space is at a premium and the only social space currently available to them is the Graduates Bar. In both the PRES and PTES, as well as at a recent meeting of the GSA, PGs consistently expressed a desire for both these things. The use of Elizabeth Fry building as the PG HUB has also led to a feeling of decentralisation from the student's own faculty or graduate school. If PGs had a centralised non-alcoholic space to compliment the graduates bar it could lead to a greater feeling of identity within the PG community. It would also facilitate the desire of many PG students for integration with PGs from other faculties and to hold colloquial seminars.

Another issue is that post-viva PhD students no longer have access to their UEA email account or the library even though they have corrections to do. This creates difficulties as even though they can access the library as a visitor they do not have access to certain e-journals.

UNION RECOMMENDS

That the University extend PhD students email account and library access post-viva in order to help them when making corrections.

That the University invest in a non-alcoholic space which can be a social hub for PG students where they may hold colloquial seminars and meet with PGs from other schools and faculties.

That the University invest in creating extra study space which is exclusively for the use of postgraduates.

INTERNATIONAL STUDENT EXPERIENCE

From the results of the NSS, international students seem happy in general with their University experience, and the University should be commended for this. However, the University should account for the possibility of cultural bias when evaluating these results in comparison with British students.

The NSS shows us that the University service that international students are most happy with is the library:

International Students NSS Results 2012	Learning resources	16. The library resources and services are good enough for my needs.	17. I have been able to access general IT resources when I needed to.	18. I have been able to access specialised equipment, facilities or rooms when I needed to.
IS % Agree This Year	88	89	90	87
IS % Agree Last Year	82	85	82	80
All % Agree This Year	86	89	84	83

The library has been excellent in responding to the needs of its students, taking consultation and establishing dialogue with the Students' Union to enhance their understanding of student needs.

Areas that the university has found its scores declining, worryingly, are in the actual teaching of courses.

International Students NSS Results 2012	The teaching on my course	1. Staff are good at explaining things.	2. Staff have made the subject interesting.	3. Staff are enthusiastic about what they are teaching.	4. The course is intellectually stimulating.
IS % Agree this year	86	92	76	90	84
IS % Agree last year	90	94	84	95	87
ALL % Agree this year	91	93	88	92	90

The learning experience of international students has declined somewhat dramatically from the previous year. If lecturers have a lack of enthusiasm and little ability to make the subject interesting, international students are likely to be disengaged from their studies. This will most likely lead to a decline in academic grades and fewer students achieving good honours.

UNION RECOMMENDS

That the University works in partnership with the Union, following the library's example, to encourage international students to engage with the Union's course representatives. By doing so, international students will be able to flag up the problems they are having, which can then be brought to the attention of those people able to make change in order to have these issues resolved prior to the next NSS.

Student Welfare

ACCESS AGREEMENT

In last year's Student Experience Report we recommended that the University reconsider its weighting of widening participation expenditure to favour cash bursaries and accommodation discounts over fee discounts. We were happy to see the University revise its Access Agreement to give eligible students the choice between fee waivers, cash bursaries and accommodation discounts, following further discussions with the Vice Chancellor.

Fee discounts are in a sense a notional form of support for students, in that students only benefit from this discount when they are earning enough to pay off their loans after they graduate. Cash bursaries, or better yet accommodation discounts, provide financial support for students who need it whilst they are studying.

UNION RECOMMENDS

That the University takes measures to explain the notional nature of fee discounts, and how other forms of financial support are far more beneficial to students while they are studying.

That financial support outlined in the Access Agreement 2013/14 should give students the choice only between cash bursaries or accommodation discounts.

EMPLOYABILITY

Employability continues to be a focal point of student concerns. On average, 83¹ graduates apply for each graduate position available and, as such, the need for a concentrated effort on increasing our students' employability is significant.

The NSS provided a mixed array of responses on the issue of careers and employability, which suggests that whilst some students embrace the employability agenda of both UEA and the Union, we still leave some groups behind. In line with previous years, 91% of AHP students understood how their placement year fitted in to their broader course requirement which suggests that this school is successful at providing work placements which are both relevant and engaging. AHP's placement system which differs from those of other University's AHP courses goes some way to explaining this. Rather than doing fewer, longer placements, students at UEA undertake six shorter placements, learning varied skills from across different parts of the profession. It seems logical to suggest that this overarching experience creates a wider knowledge of the sector and enables a student to make a better informed decision of what they would like to do once they have graduated. The forward thinking of AHP and their inventive structuring of placements should be something that other schools take on board when assessing their own placement structures.

As there is no question directly linked to employability in the NSS, we do not have a great deal of data to evaluate, but through the Union's Annual Student Survey (ASS) we have gained a little data as well as some students providing open feedback on the issue of employability and examples of this are below:

"Very good facilities and support academically. Set me up very well for employability." BIO

"Perhaps not enough emphasis on what to do after completing the degree (e.g. CVs, job applications etc.)" ENV

"There was not enough support or help when trying to decide what to do in the future, or what to do with my course after graduating." LAW

What we found out in the ASS is that 69% of the students who responded believe the most important factor for progression from university is relevant work experience/internships and 87% believe it is one of the three most important factors. Interestingly when asked to indicate the top three factors only 10% of respondents answered community volunteering and 4% indicated they thought volunteering in the Union was important. However, as the University is working with us on improving the ways in which we can improve student skills through these outlets the Union knows that the University believes these to be important factors in employability. The University needs to work with the Union to promote the message that the skills that students gain through volunteering and engaging with the Union activities increase employability.

The Union applauds the University on being shortlisted for the 'Entrepreneurial University of the Year' award and would like to reaffirm the vital role that student-led clubs, societies and peer groups play in enhancing student employability. The Union of UEA Students currently helps run over 200 clubs, societies and peer support groups, all focused on developing student skills as well as being sustainable. Whilst these groups may not be small enterprises designed to make a profit for The Union, they all must be sustainable and self-sufficient. Last year, we trialled the NUS Student Skills Award, however we do not feel it made a notable impact upon those that needed it the most.

We believe that a key way forward for student employability is a focus on our student groups. Whilst the University has shown a support by providing funding for an Employability job role in the Union of UEA Students, we would like this to develop into a stronger support network which engages our student's entrepreneurial instincts, the Union's values and the University's employability agenda.

UNION RECOMMENDS

That the University works alongside the Union to promote the importance of clubs and societies in enhancing student employability, and continues to support the Union in running extra-curricular events which also enhance employability.

¹<http://www.independent.co.uk/news/education/education-news/graduate-gloom-as-83-apply-for-every-vacancy-2303650.html>



Critical analysis	Exemplary Very high standard High standard Good Satisfactory/good Satisfactory/weak Marginal fail Fail	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Uses of sources and evidence	Exemplary Very high standard High standard Good Satisfactory/good Satisfactory/weak Marginal fail Fail	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Academic referencing	Exemplary Very high standard High standard Good Satisfactory/good Satisfactory/weak Marginal fail Fail	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Written communication	Exemplary Very high standard High standard Good Satisfactory/good Satisfactory/weak Marginal fail Fail	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Penalties applied: Late Submission <input type="checkbox"/> Word Count <input type="checkbox"/> Breaches of confidentiality <input type="checkbox"/> Plagiarism / Collusion <input type="checkbox"/>
YOU MUST KEEP ALL COURSE WORK – All grades are subject to moderation by the Board of Examiners. Students are advised to meet with their personal advisor, regarding their performance in this and other assignments, before the conclusion of this academic year.

**School of Allied Health Professions
COURSE WORK PRESUBMISSION CHECKLIST**

Student Identification	
Assignment Number	Assignment Title
Issue to address from previous feedback	Action taken
1.	
2.	
3.	

This Student Experience Report was written by the Union of UEA Students' Full Time Officers:



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