SEC14D008
2014 Student Experience Report: UEA Responses to the Students' Union [28/1/15]

	SU Recommendation	**Response**
	Organisation and management	
1	All student timetables to be released at least two weeks before the beginning of teaching in each semester.	This is highly desirable and the University's aspiration. However, we are unable to commit to fully complying with this at the current time. Timetabling the University's teaching is an enormous and highly complex activity and fundamental to the successful delivery of teaching and learning. We currently aim to produce a timetable for continuing students in early August and a timetable for new students at, or just prior to, their arrival. The Timetabling Working Group, involving all stakeholder groups, is overseeing improvements in systems, processes and practice with a view to achieving these aims.
2	Student representation on University committees which address issues of timetabling, including the Timetabling Working Group.	SU membership on the Timetabling Working Group has been agreed. Other student representation questions are regularly reviewed through the University's SU Forum Meetings.
3	A coherent and full plan, agreed with HSC student representatives, to solve the organisational problems on nursing courses.	A full and coherent action plan, developed with student involvement is in place.
	Learning resources and hidden course costs	
4	A printing allowance for all students.	A printing allowance for students was ceased for this academic year. The University would like to see less printing required in the first place. The new reading list software project will ensure that much more material is available much more readily electronically. Ac Director LTE and Head of ITCS are willing to cost the option of a printer allowance again, but this will be a question of resource priorities in a time of tightly constrained resources. It would also be helpful to have an objective sense of the impact of the ceasing of the allowance to inform those resource decisions.

5	Publication on the UEA website of estimated student living costs, based on robust data and including costs of course material.	This information is available but hard to find and so improving the presentation and accessibility would be a desirable objective for this academic year.
6	Students to be notified of a single key text for the module at least two weeks before teaching begins.	This is a desirable and achievable objective. The University has invested in new reading list software to improve the dissemination of reading list materials and their accessibility and will be rolling this out for use in 2015/16 modules.
7	A plan to refurbish older areas of campus, most of all Congregation Hall.	The University has an agreed plan to refurbish teaching accommodation on a rolling basis. New teaching accommodation in the Enterprise Centre will replace rooms in Congregation Hall and will enable some of them to be decommissioned as teaching venues.
	Equality	
8	The University to produce a report on the International Student Experience at UEA, looking into areas where international students face particular challenges and establishing how these can be addressed.	The annual report from the Dean of Students' Office goes some way to meeting this request and the analysis of the annual Student Experience Survey also highlights issues of concern to International students. Collating the research undertaken into a single report and action plan would be helpful. In particular we will work to put in place: 1) Initiatives that combat the existing tendency of international students to 'stick together' rather than integrate. 2) Initiatives that help international students to develop their academic language skills (e.g. 'buddy' system with Home/EU students, and enhanced use of PAL). Also, more use of 'weekend stays' with UK families (e.g. staff, friends, alumni of UEA), so INT students can experience family life in the UK, widen their networks and help students to develop their spoken/listening language skills. 3) Enhanced levels of guidance prior to setting of assignments, with clearer criteria, so that international students are better equipped to 'succeed. More focus on unpacking and discussion of feedback, so international students understand better how to 'action' points.

		4) Enhanced induction, and ongoing skills development in use of referencing, plagiarism awareness, etc. Use of Safe-assign 'self-check' facility will help to develop these skills in 2015/16.
9	The full consideration of student needs in timetabling. We are asking for students to be represented on the Timetabling Working Group, and University committees responsible for timetabling to take steps to ensure that they hear from part-time students, mature students and international students.	SU membership of the Timetabling Working Group has now been agreed. Student feedback on timetabling from the wider student community is obtained from the annual Student Experience Survey (of non-final year students) which asks • I am satisfied with the timing of when my timetable is released • The timetable works efficiently as far as my activities are concerned • Any changes to the course and teaching were communicated effectively
10	The University to achieve a silver Athena SWAN institutional award.	The University has a plan to achieve this. The University has an Athena Swan Co-ordinating Group, chaired by PVC-RE which helps co-ordinate the various Athena Swan applications. (Currently, Athena Swan is confined to STEM subject areas).
	Assessment & Feedback	
11	UEA to implement the National Union of Students Assessment and Feedback Benchmarking Tool.	The University would like to work with the SU to devise a means by which the benchmarking tool can be used to guide practice at UEA. The Assessment & Feedback Working Group, which meets monthly involving PVC-ACAD, Ac Director Taught Programmes, Director of LTS and the two SU education reps, are progressing this.
12	All schools to provide generalised examination feedback	This is a regulatory requirement so all Schools should already be compliant. LTS will set up a section of the LTS website where examples of good practice in generic exam feedback and individualised systems of feedback can be shared. LTC is requesting a brief report from each FLTQC in New Year 2015 on how practice is evolving and to flag examples of best practice more prominently.
13	A pilot programme for individualised examination feedback, to explore how individualised exam feedback could be implemented more generally.	The University is committed to investigating this. The Assessment and Feedback Working Group has discussed how the approach might be piloted. ET considered the issue in November and will do so again in February. The proposal can be further progressed this year through the Assessment & Feedback Working Group. One issues is whether it should be a requirement of access to individual feedback that a student should engage with the generic feedback system first.

	Joint Honours	
14	SSLCs to take time to consider the specific issues facing Joint Honours students.	This recommendation is welcomed and all SSLCs can be asked to consider specific issues for Joint students. The AcDTP will be exploring the experiences of students on joint degree courses in the Spring 2015 using a representative focus group and reporting back to TPPG and LTC in due course.
15	UEA to commit to enhancing Joint Honours courses and ensuring that their unique educational value is protected.	Once SSLCs have considered the issues (as under 14 above), and once ADTP has met with the student consultation group of about 20 students, that the issues/actions are fed into TPPG and result in a plan of action at LTC sometime in April/May or June 2015.
16	Joint Honours students to be assigned Academic Advisors who have experience of the entirety of their course or, alternatively, for Joint Honours students to have two Academic Advisors, with whom they meet jointly at least once per academic year.	This recommendation will be picked up as part of into the Advising System review, due to be completed early in 2015.