

Name	Ellen Buck, Director of Learning and Teaching
Issue/Topic	SU Council Conversation: summary of discussion and actions
Date	24 th November 2019
Background	The Deputy Vice Chancellor and Director of Learning and Teaching attended SU Council to begin an conversation with Course Representatives.
Recommendation	The summary is provided for the group to note.

Area	Feedback	Action / Comment
Estates & infrastructure	There is no temperature stability in any of the rooms in the Atrium Building, adjusting the thermostat causes extremes of temperature	<p>Previous feedback from SU Council suggested that some rooms were cold. Estates reported that there were no issues with the maintenance and no faults reports.</p> <p>Estates have confirmed that heating contractors have been in to adjust the units in the Atrium which should result in heating being at a constant temperature.</p>
	The Lift in Stairwell 2 in the WFB has been out of use for several months. Posters have been put up which encourage people to use the stairs, but these do not take into account that not all individuals can do so.	Work to replace the lift has been commissioned. Posters have been removed.
	It takes a very long time for the traffic lights at the crossing between WFB and Library Building / Atrium to change. Have alternative such as a footbridge been explored?	<p>There have been discussions with both County and Borough Council for several years about this crossing and what might be done to improve the wait time without causing substantial tailbacks at other points in the one-way system. Conversations are ongoing as we work towards the opening of the Hold.</p> <p>EBuck to feed this suggestion back to the Head of Estates.</p>
Library	A discussion on 24/7 opening, levels of low usage and impact of low usage on future 24/7 given finance involved.	<p>In response to student voice, there has been a pilot running through end of year 18-19 into academic year 19-20 has cost several 10s of thousands of pounds. Average visit data for 18-19 was 26 between midnight and 8.30am, with a peak visit time of 7am. We are still to look at data for 19-20.</p> <p>There will be a full review and analysis as part of the business planning round for 2020 onwards, with recommendations made. Recognising that other universities may have 24/7 as standard, we also need to recognise size, campus and student demographic across universities changes usage of campus facilities.</p>

		It is likely that ongoing recommendations will be for further extension to existing hours outside of the pilot, rather than a long term provision of 24/7.
Timetabling	<p>Psychology UG and PG students reported some challenges they are facing in relation to timetabling. UGs are reporting that some days they are in class for 2 hours, and their travel time is often longer than this. This is becoming a barrier to attendance, and some students are considering withdrawing from the programme. Students would also find it more helpful to have seminars timetabled sooner after the associated lecture to capitalise on learning.</p> <p>PG students are often scheduled to have 6 hours of class in the same room. While the 6 hours of delivery is not a problem, staying in the same class is, and students would benefit from moving class, increasing engagement and focus in these longer sessions.</p>	<p>There is a timetabling group which meets throughout the year to review practice and prepare communications for annual timetable scheduling.</p> <p>EBuck to feed this feedback back into the group for comments.</p>
Specialist resource	VERT Suite has equipment and software which is either faulty or out of date. This includes the couch, projector bulbs and planning software.	<p>EBuck has spoken with colleagues in the School, including the Dean, Business Manager and subject leads for the programmes. Feedback as follows:</p> <ul style="list-style-type: none"> The Eclipse software is the latest version which the software providers are prepared to install on the current PCs. These are 12 years old and do need replacing. They will not be updated to Windows 10. <p>The team have been working with IT to cost replacement equipment, which are likely to be approximately £2500 per pc, and 12 are required (£30,000). These costs are being prepared, alongside other costs for the running of the programme, and being presented to the Dean of School for Health and Sports Sciences.</p> <ul style="list-style-type: none"> The bulb in the projector has a lifetime of approximately 8000 hours. Current usage is less than 50%. A third party

		<p>supplier has been sourced who can provide replacement bulbs. A replacement will be purchased when needed, but will not be held in reserve as the warranty begins on date of purchase, not when the bulb starts to be used.</p> <ul style="list-style-type: none"> The Dean has been made aware of issues with the couch and functionality and has advised the team that these matters will be discussed at the next School Executive, and fed into business planning.
	<p>Psychology students at UG and PG report that specialist software is required on PCS and that it is not readily available.</p> <p>There was also discussion from UG students that they would like to be able to access some specialist software earlier in their programme of study, rather than it being mentioned late in the final year.</p>	<p>MDastbaz reported that he asked the course team for a list of IT requirements and provided funding for the required equipment and software.</p> <p>Software in labs has been confirmed as:</p> <p>SPSS – Laptops and Desktops. Atlas.ti – Laptops and Desktops PEBL – Laptops G*Power – Laptops Inquisit – Desktops & A116 E-Prime – A116 & Laptops</p> <p>PG students responded to UG that some of the software is only appropriate for PG study, and would be too complex for data analysis in UG dissertations, hence timing in the programme.</p>
	<p>PG Psychology students have reported that the new Psychology labs installed in the Atrium building are seldom used, and no one in the course team is checking if students are using it.</p>	<p>The Labs do not have room scanners in them, so actual usage cannot be measured by the Timetabling team at the moment.</p>
Personal Tutors	<p>Many personal tutors in the Psychology course team are great, and very approachable. There are some students, however, who leave meetings with their tutors feeling that</p>	<p>MDastbaz explained that the Course Leader has a responsibility to ensure that all parts of the course delivery are working and providing excellent support for students. He</p>

	they have had little support, and don't know where to take this.	suggested that in the first instance the Course Rep should take this to the Course Leaders for discussion.
Lecture recording	<p>Students reported that they have reasonable adjustments to permit the recording of lectures on personal devices. While some lecturers are fine with this, others permit the activity for a while, and then call out "just ask next time" in front of the other students in the room.</p> <p>Further discussion of lecture capture included how this technology could be used by students to support engagement with lessons that they had had to miss for reasons outside of their control, e.g. hospitalisation. It was felt that this would provide better support instead of sometimes leaving a student with no choice other than intercalation.</p> <p>Students did not feel that using the technology, or alternatives such as voice-over PowerPoints or uploading of lecture scripts would stop them from coming to class, but would enhance their learning.</p>	<p>This issue was raised at SU Council 30-10-2019 and reported back to the Head of Student Services. They are working with course teams to remind them of what is required under reasonable adjustments. EBuck has included this as an area for inclusion in staff CPD.</p> <p>Progress against the lecture capture pilot was discussed, and the fact that this had stalled short term, but will be picked up again.</p> <p>EBuck will be including in business planning, and reported back on conversations with colleagues at another university who had faced similar challenges, but had now successfully implemented the technology. This experience will be drawn upon to achieve the same goal here.</p>
Assessment load	Level 5 PSYC route students have 2 10 credit modules for research methods. These modules have a high assessment load, 3 assessments over both. This is more than some 20 credit modules also studied.	<p>EBuck has looked at the Course Handbook and identified these modules as (1) Questionnaire design and analysis and (2) Qualitative research design and analysis, both in Semester 1. The assessments are presented as:</p> <p>Module (1) Group poster design and reflective practice – A3 poster and 250 word reflection. Questionnaire research report – 1500 words</p> <p>Module (2) Qualitative research report – 2000 words.</p> <p>EBuck has reviewed the most recent validation report, where the use of 10 credit modules was raised by the panel. The course team stated that "following student feedback and</p>

		<p>discussions between the course team it was decided to introduce a number of 10 credit research methods modules so that students can specialise and spend more time in practical research sessions.” Recommendations also made to the course team to review assessment load at Level 6 and to consider reducing the number of assessment components designated as core. None of the assessments in the Level 5 modules cited here are designated as core.</p> <p>Subsequent discussion with the Associate Dean has indicated that we are not permitted to change assessment regimes mid-year. The course team and wider school colleagues will be reviewing in the New Year for subsequent years delivery – but have noted that due to BPS accreditation of the programme the nature of changes which can be made are limited without triggering a full course revalidation by them.</p> <p>Time has been put into delivery for assignment discussion with the tutor. The Associate Dean is making sure that all information about assessment is the same across all course and module documentation.</p>
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