



BPP
University
Students'
Association

STUDENT SUBMISSION
2016 - 2017

Produced on behalf of all students at BPP University.

Written by James Brown, President of the Students' Association.



BPP
University
Students'
Association

INTRODUCTION

This is the sixth edition of the Annual Student Submission produced by BPP University Students' Association, and provides an amazing opportunity to the National Student Council to present the feedback from the students over the last year to the University.

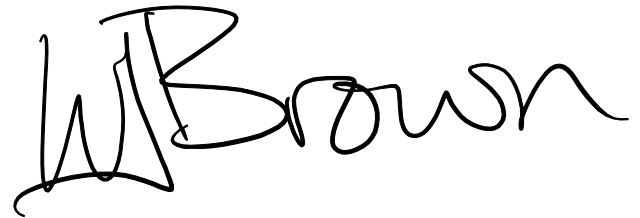
I have the great privilege of being able to experience BPP University from a number of different angles: having studied as a student on a full-time accelerated undergraduate course; being able to see the University's inner workings as President of the Students' Association; and now being a current student on a part-time postgraduate course. Each of these viewpoints cast slightly different lights and shadows on the University but two things always shine through: the dedication to the professions and the real life experience of the majority of tutors.

As President of the Students' Association, I have the great pleasure of being able to work with students across every centre at BPP University. I would like to take this opportunity to thank all the students that have contributed to this report. The feedback you have provided makes a real difference in helping improve the student experience at BPP University. I would also like to thank Head of Student Experience, Shahban Aziz, and Dean of Academic Affairs, Professor Chris Maguire, for their assistance at the Student Voice Away Day.

These reports take a long time and a significant amount of resource to produce. The Students' Association is a very small team, on very tight resources, and yet we still deliver above and beyond what would be expected of 6 people, operating in 9 different cities, serving over 16,000 students.

I would like to say a massive thank you to each member of that team for all their hard work over the last 12 months and all the additional support they have offered me while I produced this submission.

I look forward to the QAA visit in December 2017, and to continuing to work with the students and University in making sure every students' voice is heard.



James Brown

President of the BPP Students' Association



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1. METHODOLOGY

1.1. National Student Council and the Student Voice Away Day

A Student Submission has been produced each year by the BPP Students' Association since the last QAA review in 2012.

Funding from the Students' Association is allocated each year to allow the National Student Council to meet at an external venue to discuss all the feedback from the past academic year and make recommendations for improvements to the University.

While Annual reports are becoming more common within the Higher Education sector, BPP Students' Association is still going over and above what other Higher Education Providers do, and forms an area of Good Practice for BPP University in that it strongly values the student voice.

The National Student Council is formed of the elected student representatives from each BPP University centre, which is discussed in further detail below in 3.1.1 Students' Association elected representatives.

This year's Student Voice Away Day was held over three days at Gilwell Park Conference Centre in North London, and was organised by the President of the Students' Association, with the assistance of the Students' Association's Managing Director, Anwar Azari, and Senior Independent Academic and Welfare Advisor, Alison Parker.



The three-day residential conference was attended by 11 student representatives of the National Student Council from across BPP University and the President of the Students' Association:

Catharrin Ponnudurai	Business	London City	BSc Accounting & Finance Accelerated
Saadman Fatmi	Business	London City	BSc Accounting & Finance
Karampreet Kaur	Health	Birmingham	BDOS
Elena Talia	Health	Waterloo	BSc Psychology
Laura Carey	Health	Waterloo	BSc Psychology
Silva Harris	Health	Abingdon	Mchiro
Antonia Boyce	Law	Waterloo	GDL
Gemma Boyle	Law	Leeds	LLB (Hons)
Roby Tharanee	Law	Waterloo	LLB (Hons)
Sara Sharifabadi	Law	Waterloo	LLB (Hons)
Adam Hawkes	Law	Birmingham	LPC

The 11 representatives comprised of 7 Student Voice Presidents and 4 other students recommended to the President of the Students' Association by course and school leadership teams, and the Students' Association's Board of Governors.

Particular further contributions to the Student Submission were made by other individual students who were unable to attend the Away Day, but their contribution deserves special mention:

Ahmed Dar	Business	London City	BSc Accounting & Finance
Amritpal Kaur Singh	Business	London City	Business Management with Finance
Elisha Victor	Business	London City	Business Management



1.2 Feedback sources

The Annual Student Submission draws on a wide range of feedback sources from across the University.

The following documents were reviewed by the National Student Council representatives ahead of the Student Voice Away Day:

Name	Abbreviation	Population
All previous Student Written Submissions	SWS	Elected Representatives from 2012 to 2017.
Minutes of the Student Staff Liaison Committees 2016-2017	SSLC	300+ Student Representatives
March 2017 Student Experience Survey	SES	690 Respondents
November 2016 Student Experience Survey	SES	1265 Respondents
National Student Survey 2017	NSS	572 Final Year Undergraduates
Destination of Leavers from Higher Education Survey 2016-17	DLHE	1814 Graduates
National Student Council Commentary		National Student Council Representatives

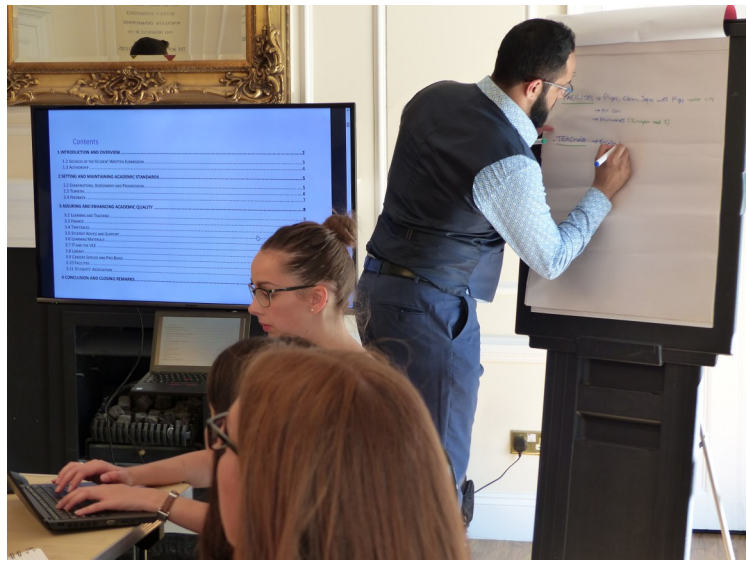
1.3 Producing the Student Submission

The majority of the information within this document has been correlated and discussed at the Student Voice Away Day. Following the Away Day, the Submission has then been produced by the President of the Students' Association, James Brown, who has also incorporated additional feedback sources like the National Student Survey results which were not available until after the Student Voice Away Day.

Producing the Student Submission takes a large amount of time, which has proven difficult this year. The submission has been produced two months ahead of previous years, on top of all the other responsibilities of the President.

Other Students' Unions usually have large teams of support staff who assist with compiling the data sources and evidence. They also assist with the production of the Student Submission.

It is a testament to the hard work of the entire Students' Association team that we have been able to produce such a robust and extensive document, triangulated and mapped to the Quality Code and the Association are to be commended for this.



2. ACTIONS FROM PREVIOUS STUDENT SUBMISSION AND QAA REVIEW.

2.1 Student Submission 2015-16

The National Student Council reviewed the action plan produced by the Head of Student Experience, Shahban Aziz, on behalf of the University following the 2015-2016 Student Submission. The Student Council are happy with the vast majority of the actions and were impressed by the University's quick response to queries made on behalf of the National Student Council by Shahban during the Student Voice Away Day, asking for clarification around some of their responses.

Last year's action plan is available on BPPStudents.com/StudentSubmission2016

2.2 QAA Review 2012

The National Student Council noted that since the last QAA review a significant amount of time has passed and a lot has changed at BPP University.

While the Student Council did not have comments on all the actions from the previous QAA review, there are a few that relate to some of the feedback raised in this submission. They are highlighted on the next page and commented on in more detail in the submission.

2.2.1. "The University's commitment to monitor compliance with the new policy of feedback on assessments"

Assessment and Feedback is an area of the student experience that faces regular criticism by students across the Higher Education sector. Students are still raising issues with feedback provided after examinations, this is discussed in **4.2. Feedback from Summative Assessments**

2.2.2. "Some students had limited awareness and/or made limited use of their allocated tutor."

The student support structure at BPP University varies across the Schools and locations, and is in a constant state of development based on the feedback from the student body. In the 2017 National Student Survey, just under 66% of undergraduate students were satisfied with the level of support offered, compared to the sector average of 79.91%. This is discussed further in **11. Student Support**

2.2.3. "Visibility of the Student Charter"

The Student Charter has been rewritten this year by the President of the Students' Association and was approved by the National Student Council at the Student Voice Away Day. The Charter will now be designed to make it more presentable, both in the physical classrooms at BPP University centres and in the virtual classrooms online.

2.2.4. "Ensuring students are informed of the actions taken in response to their feedback in module and programme evaluations"

In recent years there has been little effective communication between the University and the student body on how feedback is used in programme development. Following this being raised by the President of the Students' Association, the University has invested in a new surveying platform, EvaSys, which has the feature of being able to "close the feedback loop" for students that have filled out any surveys, letting them know how their feedback is being used. This is discussed further in **3.3. Individual Representation.**

3. STUDENT FEEDBACK AND REPRESENTATION

During the Student Voice Away Day, the National Student Council split the student representation system at BPP University into three parts:

- Students' Association Representation
- Class Representation
- Individual Representation

While there are currently no physical lines drawn between these parts in how they are presented to the wider student body, there are several key differences between each that resulted in the split during the discussion by the Student Council representatives.



3.1. Students' Association Representation

The Students' Association is the official representative body of students studying at BPP University. Following the formation of the Students' Association in September 2011, student representation has been one of its main purposes.

The President of the Students' Association is responsible for student representation within the Students' Association.

The President is a former student who held one of the Association's elected roles, and is appointed to the position of President by a selection panel formed of a selection of current student representatives, Students'

Association staff, Governors of the Association, the current president, and the Vice-Chancellor.

The reason this model of appointment has been adopted is the same as why an election-selection process is adopted for elected student roles and is explained more below on page 14.

The National Student Council want to recognise and strongly commend the current work done by the President of the Students' Association and the Association team, especially given the resource constraints explained below.

3.1.1. Students' Association elected representatives

Elected Students' Association representatives currently sit on the following University committees as well as on University Approval Panels (UAP) and are invited to other Quality

Assurance events as and when the student voice is needed.

Law School Board	
Business School Board	
School of Health School Board	
School of Foundation and English Language Studies School Board	SoFELS Board
Published Information Governance Group	PIGG
Learning, Teaching, and Assessment Enhancement Committee	LTAEC
Education and Training Committee	ETC
Academic Council	

The Student Voice is a standing item on several of the boards and where there is not a dedicated standing item for the students, the chair will regularly turn to the student representatives for their opinion on the topic being discussed.

Student Representatives that have sat on University committees and panels are highly impressed by the level of engagement they get with the processes and the amount of weight the university give to their comments.

The National Student Council would like to commend the excellent, embedded and entrenched level of involvement of the student representatives at University committees and panels.

National Student Council Member
Student Representative on a UAP

"All members of both the UAP and PDT took my views seriously and treated both me and my views accordingly. This pleased me as it showed that BPP University takes the concerns of the students seriously."

The Association have two annually elected student roles for each University study centre: One that focuses on Student Representation and one that focuses on the social activities.

Over recent years these roles have been rebranded several times as the Association and roles developed.

Dates	Student Representative Role	Social Representative Role
- c.2014	Student Representative [Committee]	[Location] Branch President
c.2014-2016	Student Representative [Committee]	[Location] Centre President
2016-2017	[Location] Student Voice President	[Location] Student Social President

- [Location] is replaced with the student's BPP University centre.
- [Committee] was replaced with the name of the committee the student was elected to.

The social roles were updated in response to changes in BPP University branding in referring to locations as BPP University Centres rather than Branches.

In summer 2016 the student representative role was changed to have students representatives elected at each BPP University centre, in order to reduce the London-centric nature of the previous system and improve the representation of students at all BPP University centres. Rather than having students appointed to specific committees, students were elected to the Student Voice President position for that centre, allowing for any of the elected representatives to attend any of the committees, as an attempt to ensure full attendance at all meetings.

Students are appointed to these roles on an Election-Selection basis. Because of the nature of the majority of BPP University courses being shorter, 1-year postgraduate courses, the Students' Association cannot hold elections at the end of an academic year, like a traditional university's Students' Union can. The result of this is a low voter turnout during elections that are held around October, and that some representatives who were appointed solely on the result of the ballot, regularly failed to attend meetings and raised personal problems, rather than representing the collective student body.

Election-Selection is a two stage appointment process in which a potential candidate for any of the Students' Association roles will have to complete an application and appointment interview with the President of the Students' Association, and stand in an election to receive a mandate from the student body to represent them. The election results are considered by the President of the Students' Association when appointing candidates but

the appointment rests on the merit of the application and interview.

Although this entails significant additional work for the Students' Association, it ensures more representative and active students are appointed to the positions, who understand the nature of representing the student body.



3.1.2. Structure of the Students' Association positions

The Student Council raised the concern that the current titles of the roles lead to some confusion around who does what within the Students' Association. As both roles within the Association had a similar title, several representatives were shortening their title to "President", adding to the confusion of who was actually representing the student body, and what position within the Association they actually held.

The National Student Council recommended redesigning the structure of the student roles within the Students' Association to create a clear hierarchy of representation.

During the Student Voice Away Day, the Student Council was consulted on what they thought the roles should look like. After deliberations, new names for the positions were decided on.

Old Title	New Title
[Location] Student Voice President	Vice President of the Students' Association ([Location], [School])
[Location] Student Social President	Social Secretary ([Location])

The Vice President role will further develop the changes mentioned above made in summer 2016, while providing a clear distinction between the President of the Students' Association, the elected student representatives for the university committees and the elected role for social activities.

Vice Presidents of the Students' Association will be referred to as Student Representatives on university committees. From time to time, students other than the elected Vice Presidents are invited to sit on some of the university committees or panels. This is to allow for students with a specific experience at BPP University to be invited to offer the student view on matters that could affect a specific student body. One example of this is when a GDL student and a LPC student were invited to University Approval Panels for approval of new programmes based on their experience of their respective programmes.

However, there have been instances when the University has chosen the students to attend these panels without consultation with the Students' Association.

While the Students' Association is happy for this to continue to allow for the best representation for the student body, in the interest of complete representation and sharing information, the Students' Association would like the University to inform them of when additional students are invited to university committees or panels.

3.1.3. Visibility of the Students' Association Representation

The National Student Council members raised the point that while students that are engaged with the Students' Association are aware of the work they do in representing the Student voice, the visibility of Students' Association representation role with the wider student body has traditionally been limited.

The Students' Association is aware of the limited visibility of student representation offered by the Students' Association, this was to be address as part of a wider restructure of the Students' Association to focus on the Student Voice. This is discussed further below on the next page.

3.1.4. Students' Association Structure

The Students' Association at BPP University is not a separate legal entity but rather a department of the university, operating independently under a Memorandum of Understanding. This was the model preferred by the students at the time of setting up the Students' Association.

Signed in July 2014 between the former Vice-Chancellor of the University, Professor Carl Lygo, and the then Chief Executive of Students, Shahban Aziz; the Memorandum sets out the key objectives of the Association and forms the Independent Board of the Students' Association.

All the staff at the Students' Association are employed by the University on behalf of the Association, with the President "line-managed" by the Vice-Chancellor, and the Managing Director of the Association (MD) "line-managed" by a member of the University's Senior Leadership, currently the Dean of Academic Affairs.

While contractually the President and the MD report to members of the University's SLT, in reality they report to the Independent

Board through the Memorandum of Understanding.

Funding for the Students' Association is allocated annually, based on a budget request prepared by the Managing Director of the Association. This is then considered as part of the University's processes, in which the University can reduce the proposed amount of funding.

During the discussions on student representation at the Student Voice Away Day, the National Student Council raised concerns with the relationship between the Association and the University around the potential for undue influence over anything the Association does. Similar concerns have been raised by other students during discussions about the Students' Association.

The Student Council would like to stress they do not believe there is currently any actual undue influence but understandably, the current structure could allow for it to happen.

Students make the recommendation that the Students' Association moves to full independence from the University, with funding allocated on a fixed structure that allows for all current services to be continued effectively, in time for the 2018-2019 academic year.

3.1.5. Student Representation Team

In the 2017 National Student Survey, the questions were changed, including the addition of Question 26:

“The students’ union (association or guild) effectively represents students’ academic interests”

The result was that only 51% of undergraduate students that completed the survey agreed with the statement above, and the Students’ Association has been aware of issues with student representation for a while. A proposal to address this was first discussed in March 2016 with the University.

The main purpose of the proposal was in response to the claim by the Students’ Association that the SSLCs were ineffective, however this claim was dismissed by the University.

A formal business case was presented in August 2016 to the then Vice Chancellor to recruit a professional dedicated to supporting student representatives. Although the proposal was fully supported and agreed, formal sign-off for recruitment was not given due to an oversight by the University.

Around September 2016, the new question 26 was introduced to the NSS on the issue of how well do the Students’ Association support student representation. The plan was re-presented to the current Vice Chancellor, who supported the idea in principle, but additional funding would not be allocated to recruit for this function. The University proposed that we should cut essential student services and events in order to fund this role if we wanted to recruit for this function.

As it is the university’s responsibility to take deliberate steps to engage all students in the student representation process and that the additional resources were not provided, the Students’ Association does not have any dedicated staff to tackle this function and it

would have been inappropriate to divert funds away from our other core services to fund a university responsibility.

To improve the effectiveness of student representation, the National Student Council have identified several key steps that need to be taken:

- Training provided to all student representatives, at all levels of the representation process, with certification available to the representatives, and confirmation provided to the Students’ Association to allow effective oversight of the process.
- Increased understanding and visibility, through clear marketing of the student representation process.
- “Closing the Feedback Loop” with students to let them know actions are being taken.
- Access to feedback and information is accessible by all representative to assist them in the effective representation of all students at BPP University.
- Incentivise and recognise the voluntary contribution of the Student Reps by providing for career enhancing skills and certification.

At the moment, the only person responsible for student representation with the University is the President of the Students' Association, who, on top of other responsibilities, has to carry out all the admin work around representation, run training for Students' Association's own representatives, as well as prepare and gather feedback for the University committees. To put the above actions into place would require the President to take on even more responsibilities, which would not be feasible.

If the additional person was recruited, the Students' Association would have been able to increase the effectiveness of the high level representation at BPP University and marketing of the representation process, as well as heavily assisting in the running of the SSLCs; massively increasing engagement with student representation at BPP University.

Although a dedicated member of staff to this function would make a valuable difference, the Students' Association would expect a University of 16,000 students to have two members of staff dedicated to this role to perform it effectively.

Students recommend the University provides sufficient resource to the Students' Association as soon as possible to be able to recruit the proposed Student Voice Coordinator team, ahead of 2018, to allow for the effective representation of all students at BPP University.



3.2. Class Representation

Class Representation refers to the Staff Student Liaison committee (SSLC), which forms the foundation of the collective student representation system at BPP University. Elected class representatives directly represent their class peers at meetings with members of their programme leadership team. The SSLC minutes feed directly into the student representation given at the University School board meetings by the Students' Association representatives and to the feedback presented in the Annual Student Submissions.

Class representatives, referred to currently as SSLC reps, are elected by popular majority of their class peers if two or more candidates stand. There should be approximately 350 SSLC reps across the University.

The National Student Council noted the lack of a complete set of SSLC minutes available from some schools and courses for review at the Student Voice Away Day, and that a number of the minutes appeared incomplete or expressly stated a meeting was not held on the request of the student representatives.

Several members of the National Student Council were also SSLC representatives, and have been able to give an insight into the SSLC process, and the other representatives were able to give a "non-representative" student view of the SSLCs.

From the non-SSLC rep students, feedback is that there is little to no engagement with the SSLC process, with a majority of students not knowing who their class representative is.

From the SSLC representatives, the feedback is that the effectiveness of the SSLC depends on which programme leader is running the SSLC, therefore the entire process varies across BPP locations and courses.

Students have suggested the University should aim to better promote the importance of the Staff-Student Liaison committee, to increase student engagement and understanding of the process.

3.2.1. Responsibility for Class Representation

There is no one person currently responsible for the running of the SSLCs at BPP University. Each SSLC is managed by the programme leader that holds that particular meeting. The President of the Students' Association has tried to assist in updating the minutes template this year, however does not have the resources to assist any further.

SSLC representatives noted that there is no escalation process for the Student Representatives should they experience an issue with the processes around the SSLCs. Representatives have said they would not feel comfortable approaching the University.

Following the recruitment of the Student Voice Coordinator Team, Students recommend that responsibility for the oversight of the SSLC process is given to the Students' Association, while maintaining the current structure of day to day running by the programme leaders.

This would create a department with full oversight of the process to ensure the effective representation of the collective student body on a class level and The Student Council noted that having this department with the Students' Association creates an independent check and balance on the University, and allows for an independent escalation process.

This move would also allow for the effective communication of innovative practice across the SSLC process at BPP University to further develop it.

While steps are being taken by the University to improve the SSLC process by having named people responsible in each school, it would still rely on the President to coordinate with multiple people across the University, on top of their day to day task, to attempt to provide the same level of representation across the University.

Because of the significance of the SSLCs as the foundation of student representation at BPP University, the National Student Council have stated this should be a dedicated role within the Students' Association.

In order to ensure proper oversight of the SSLC Process, the National Student Council would recommend whenever an SSLC meeting is held, the Students' Association should be informed of the date and time of the meeting so that can monitor a sample of these SSLC's. Furthermore, SSLC minutes should be uploaded on to the VLE as usual and also emailed to represent@bpp.com for audit.

3.2.2. Training for Class Representatives and Staff members

From feedback from the SSLC representatives that attended the National Student Voice Away Day, and other SSLC representatives across BPP University, there is currently no training being run for SSLC representatives, or staff members attending the meetings.

The President was pleased to see the work done by the Student Manager team within the Business School in creating a training programme for the representatives, however reps have reported that this only happened once and some representatives haven't received any training.

Students Representatives recommend that a robust training programme is developed for both student representatives and staff members that form part of the Student Staff Liaison Committee.

Creating a training programme for the Class representatives would have been one of the first tasks for a Student Voice Coordinator team.

Steps are being taken by the University Learning and Teaching team to try and develop a training programme for SSLC reps and staff, however at this time no progress has been made on this, so no comments can be made.

The National Student Council noted that the Head of Student Experience has extensive relevant experience in training student reps in his previous roles as CEO of Students and Managing Director of the Students' Association; as well as a QAA reviewer and former QAA Student Advisory Board Member.

Student representatives would welcome the idea that the Head of Student Experience should devise an effective SSLC rep training system with embedded training, support, certification and rewards for SSLC reps.

3.2.3. SSLC Structure

SSLC meetings are currently held once per term, per programme; with the intention that

at least one representative per tutor group attends.

Module Representatives

Because of the flexibility offered by BPP University for electives and some module

choices, the class groups change which can result in some students not having an SSLC representative that they will be able to meet with easily.

Students recommend that SSLC representatives are elected for module and elective classes to ensure all students have easy access to a student representative.

Large courses

This concern was raised by a SSLC representative from the London GDL, which currently has approximately 45 representatives. Because of the number of reps, a number of meetings are held over a few days and the programme leaders would correlate the information. This also happens on some of the other London courses where the number of representatives does not allow for a single meeting.

Representatives recognise the great work done by these programme leaders to ensure the representation of the collective student body on those courses, but also recognises that it must be a very difficult job for those PLs given they have other responsibilities.

Students recommend that for cohorts where there are too many SSLC representatives to facilitate only one SSLC meeting, an additional student representative meeting is held before the SSLC meeting.

This meeting would allow for all the Class representatives to discuss the feedback from their classes and correlate the information. From this meeting, 'Super' SSLC Reps would be appointed to meet with the staff members at the SSLC.

It is envisioned that this would only have to occur in London where cohorts are the biggest, but would require someone to convene and chair the student meeting. This was suggested as a possible role for a Student Voice Coordinator, or for a team working under the Head of Student Experience.

3.3. Individual Representation

Student feedback is also captured on an individual basis through the Student Experience Survey, National Student Survey and End of Module surveys, as well as informal ad hoc surveys and focus groups.

At the moment, student surveys are carried out by individual departments and there is no central location where all information could be shared between the teams. The result of this is that students are being sometimes sent multiple surveys on similar topics, and it makes it difficult for the results to be shared with the student representatives as no one department know what surveys have been sent and who holds the results.

This issue was raised by the President of the Students' Association, who was given an action by the Academic Council to look into how students are being surveyed and how it could be improved.

Following the formation of a Student Survey Working Group, chaired by the President of the Students' Association and attended by the then Deputy Vice-Chancellor, Head of Student Experience, the Dean of Academic Affairs, and member of the Learning and Teaching team; the University has decided to use EvaSys for all student surveys going forward. This will create a single location where all results are located and allow for control over the number of surveys sent to students.

The National Student Council noted the current quality of surveys as being poor, and that there is an excessive number of duplicated surveys. The Student Council would welcome the continued formal input of the student body in the processes around student surveys.

Some students have also said they would welcome more short and precise polls on the everyday factors in their student experience at BPP University, to be able to give more instant feedback. This is something that could be facilitated through the Students' Association website.

3.4. "You Said, We Did"

The results of the 2017 National Student Survey showed a 3% increase in overall satisfaction whilst the sector as a whole declined by 2%. One major contributor to this was the extensive and well-received 'You Said We Did' campaign that has been embedded at BPP University over the past 24 months.

All You Said We Did posters and emails are co-branded with the Students' Association logo and credit for this campaign goes to the Managing Director of the Students' Association, Anwar Azari and the Head of Student Experience, Shahban Aziz, as well as the marketing and other teams.

Student representatives wanted to formally note their satisfaction with the extensive and embedded You Said We Did campaign. By including the Students' Association as an integral part of the You Said We Did campaign and other projects, the Head of Student Experience has successfully integrated the theme of 'Students as Partners' throughout BPP University.



3.5. Overall Effectiveness of Student Representation

The National Student Council is content that BPP University do want to listen to the student body; representatives that have attended University boards and committees have said that, and it is evident in the use of the End of Module surveys in the development of each programme at BPP University, and the amount of time given to students during the University's committee meetings.

However, the BPP Students' Association is not sufficiently resourced to be able to carry out fully effective representation of the collective student body at BPP University, and without a dedicated department, the Students' Association cannot confirm if the entirety of the student body is even been represented by any of the representation mechanisms. This may explain some of the differences in feedback from internal mechanisms compared to external surveys like the NSS.

With the current Student Representation system, while BPP University may be listening, we feel it is possibly the case that parts of the student body have not got access to a voice to be able to speak on their behalf.

4. ASSESSMENT AND FEEDBACK

4.1. Feedback about Examinations and Assignments

Because the majority of BPP University courses are short postgraduate courses; and because of the limitations in student representation as described above, the Students' Association does not currently have

access to a vast amount of feedback on assessments. The majority of feedback on assessments is from undergraduate students on feedback.

In order to collect more information around assessments, the President of the Students' Association would like the University to consider implementing an 'Exit Interview' survey of all students on completing or exiting a course.

4.2. Feedback from Summative Assessments

Feedback is a sensitive subject across the Higher Education sector. Improvement around feedback within BPP University has now featured as a recommendation in the Student Submission for the last few years, with only minor improvements in satisfaction from students.

During this year the Learning and Teaching team have worked with the President of the Students' Association to carry out an investigation into what students see as 'feedback', how students use their feedback, and how markers believe students use feedback.

The results of the investigation are forming the foundation of a long term project by the university into improving feedback. However the National Student Council are still disappointed in the delay in making the improvement, but welcome the start of the project and look forward to seeing the improvements.

4.2.1. Entitlement to Feedback

Comments have previously been made about a misconception among students around the entitlement to feedback. A

number of students hold the impression that if they passed a summative assessment they were not entitled to individual feedback on that assessment.

While the University has confirmed with the President of the Students' Association that all students are entitled to feedback in some form, there is yet to be wider clarification to dispel the rumours. It should be noted that the source of this misconception cannot be identified, but it does exist.

The lack of communication to clarify the University's position on feedback prevents some students from attempting to request feedback, and therefore prevents them from being able to use it as a learning tool to improve for the future.

As well as a tool for future learning, feedback can be used to better understand the marking process and why a student has received the grade they did.

The publication of the new Student Charter will clarify that all students are entitled to access feedback on their assessments.

Students recommend, alongside the new student charter, a clear and accessible policy on a student's entitlement to feedback on formative and summative assessments is published for each BPP University Programme module, outlining the level of detail and timeframes that can be expected, before the Spring Examination Week in May 2018.

4.2.2. Quality and Timeliness of Feedback

One of the findings of the Feedback Project was that, while students were dissatisfied with the quality of some of their feedback, markers held the opinion that they were providing quality feedback.

The 'Feedback on Feedback' project within the Learning and Teaching team is monitoring and working to improve the quality of feedback.

The issue with timeliness of feedback is that students do not currently have a clear policy on who to chase feedback with.

Students would like the University to aim to include an easy and reliable way for students to chase feedback within the feedback entitlement policy.

4.3 Overall Quality of Assessment and Feedback

BPP University needs to improve communication around feedback on assessments so that students are clear on the quality and detail of the feedback they will receive on each module they study, and the time it will take following an assessment for it to be available.

The National Student Council is satisfied with the current project in place that is working to improve feedback but could not comment any further on it at the moment, as the project has only just started.

The student representatives would like to see results as soon as possible given the number of times the concerns around feedback have been raised.

More work needs to be done around collecting feedback from students around assessments to be able to better understand if the current methods of assessment are seen as suitable by the student body.

5. TEACHING AND PROGRAMME DESIGN

5.1. "Current Professionals teaching Future Professionals"

Students would like to highly commend the level of expertise and professionalism of the tutors at BPP University.

BPP University's shining light is the quality and enthusiasm of the tutors. Having real life experience within the professional field they are now teaching allows them to give context to the academic principles and anecdotes that back up processes on the vocational courses.

The vast majority of tutors at BPP University are praised by the students for their excellent teaching, especially the fact that all tutors have had real life experience in the profession they are now teaching in.

This professional experience brings a real-world element to the teaching and helps in making the course more interesting. This is evidenced in the 2017 National Student Survey, in which over 83% of students

agreed that the staff made their subject interesting, above the sector average.

Students see, with the majority of tutors, a clear link between the professional field the tutor has worked in, and the area they are now teaching.

"For the most part, the teaching staff are amazing. They have relative work experience to relay information in a practical and understandable way."

National Student Survey Comment
LLB (Hons)

5.1.1. Tutor Development

There are some cases where tutors have not been as competent as others in teaching students, even though they have amazing profession-specific knowledge.

Because new tutors don't know how to teach, some students have found they feel like they have been given information in a way that is too complex, in a way they cannot understand, or that the tutor is not very confident, which makes learning the information more difficult.

Feedback from a small group of students within the Business School, explained such an occasion in which they had raised a concern and within the space of an academic year, that tutor was given support and training, to which the students saw a marked improvement in the tutors teaching style.

This has also been reported by a small group of students within the Law School on the LLB in Leeds.

Students would like to commend the university on the support they give to the tutors in developing teaching styles.

While this has been reported by a small number of students during conversations with the President of the Students' Association; and through attendance at LTAEC, the Students' Association knows such mechanisms are in place.

However, we cannot confirm if this is the general story across the University or if it is limited to these two occasions, due to the issues described in [3.1 Students' Association Representation](#) above

5.1.2. Celebrating Successes and Amazing teaching

The National Student Council wanted to express their gratitude towards several of their tutors and would like to be able to officially recognise teaching excellence.

Students recommend that the University support the Students' Association in creating a Student-Led Teaching Award to recognise and reward tutors who have demonstrated excellent examples of teaching.

The Student Council suggested that as part of the nomination, information is collected about why a student is nominating that tutor, which can then be used in further staff development.

The Head of Student Experience has previously suggested that this could be extended to non-teaching staff and become the basis of 'Student Led Staff Awards' focusing on excellence throughout the University and the National Student Council and Students' Association are keen to work as partners with the University on this valuable initiative.

"I love how the lecturers know and have so much knowledge and awe about the subjects that they teach us. I think the BPP lecturers do deserve some kind of recognition for all their efforts they have put in over the years."

National Student Survey Comment
BSc (Hons) Business Management

5.2. Programme Design and Development

The student experience tends to sit at the heart of programme design and development at BPP University, providing flexibility for students so they can study in a way that best suits them.

Using the Legal Practice Course as an example, a student can choose to study the LPC elements as a Postgraduate Diploma or LLM Legal Practice (Solicitors), giving the students access to postgraduate funding if they need it. The student then has the choice of full or part-time, which is then further split into timetabling options, giving a student flexibility over when to study, allowing them to fit the course around family and work commitments.

BPP University will also allow students to change between modes should their situation change and they need to, for example, move from a full-time to a part-time course. This allows a student to continue their education when their situation changes to a point where, without this

flexibility, they would have to have dropped out.

Students take part in the final approval process of new programmes and approval of major modifications to current programmes as members of the University Programme Approval Panel. On these panels, the student representatives genuinely feel part of the process, and that they are not there just to tick a box.

Student feedback is taken into consideration as part of the Annual Programme Monitoring Reports, which have an effect on the development of the programme going forward.

However as the Students' Association do not currently have access to the End of Module survey results, the National Student Council cannot comment to what extent the feedback is being reported and used.



5.3. Timetables

Timetables have improved slightly over the last 12 months, with timetables now released to students earlier and more consideration given to students on when classes are scheduled.

A large number of students have to work part-time to support themselves through full time studies, while other students have family or other personal commitments they have to try and work around.

Some courses offer options on timetabling at the beginning of a course to allow students to partially tailor their timetable to accommodate their other commitments, but other courses do not and this causes a lot of frustration and stress for students.

Having a self-service timetable would allow for students to structure their studies around their lives, rather than the other way round.

Students recommend the University develops a system in which students can choose their own time slot for their classes, making the timetables more effective for the individual student, by September 2018.

Students have also raised that the process of accessing timetables, which is currently via the VLE online, can be difficult and confusing. Students regularly do not have direct access to their personal timetable and are left to search through the list of all timetables for their study centre to attempt find their timetable.

Students asked for their timetables to be synced to their University Office 365 account in the 2015-2016 Student Submission

The University responded saying it was working on a project to do that. Students are yet to see any progress with this.

The National Student Council would also like an explanation in to why this project is still ongoing 12 months later, given the impact timetables and access to them has on the day to day life of students.

Student recommend the University completes the Timetable-Office 365 integration project without further delay.

6. ADMISSIONS, REGISTRATION AND INDUCTION

The student experience at any University starts long before their first lecture, it starts at the point they first see an advert or get told about the University.

Students are satisfied that the information that they had access to prior to enrolment matches their experience at BPP University. The marketing team and Head of Student Experience have worked closely with the President of the Students' Association to review public information and also arranged for the President of the Students' Association to have a 'Twitter takeover' by taking over the social media of the university. This was well received by students and shows that students are valued by the university.

During the time from first enquiring about the University, to having the first class; a student will interact, in some way, with at least four teams before induction:

- Marketing
- Admissions
- Student Enrolment
- Student Records

Currently the Students' Association does not have access to sufficient feedback on this period of time to be able to comment on it.

The President of the Students' Association has been working with Marketing, Admissions, and the Student Enrolment team, in working to improve the student experience before students arrive.

Following the implementation of the new student survey system, outlined above in **3.3 Individual Representation**, students will be asked about their experience during this period. This is to give the University and the Students' Association a better understanding of the improvements that need to be made.

The National Student Council is impressed to see the various teams working with the Students' Association, and look forward to seeing improvements implemented around the information sent to students before they register to make the transition from prospective student to studying a better experience. The student representatives said the amount of information provided pre-arrival is minimal at the moment, but that students are provided with a contact within the Admissions and Enrolment team if they need further assistance.

Students would like the University to aim towards a more proactive approach to providing information to new students pre-arrival.

6.1. Combined Undergraduate Induction

Students have commended the most recent induction idea, to have a combined induction for all London Undergraduate students across all programmes. The President of the Students' Association presented this idea and received unilateral support from the university.

The initial idea was presented as a way to build a better sense of community among undergraduate students, following a poor NSS result around students feeling part of a

community of staff and students. Students involved in the day have given some very positive feedback and this is another great example of BPP University working in partnership with the student body to act on feedback and improve on the student experience.

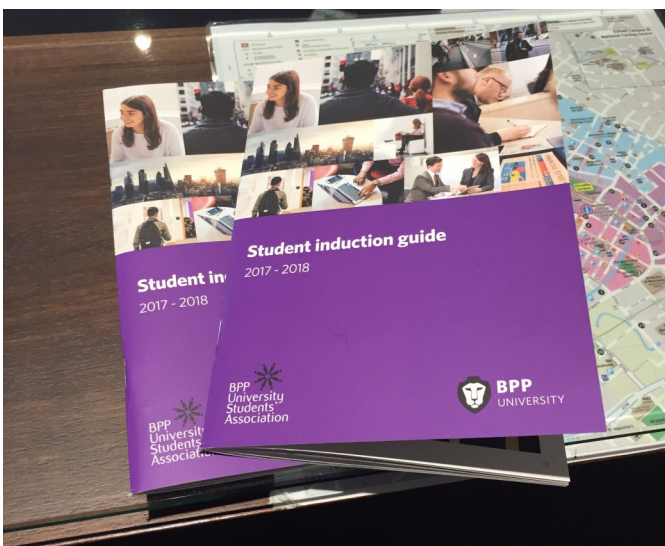
6.2. Student Induction Guide

Students have once again highlighted the Student Induction Guide as an Area of Good Practice. This extensive guide has been described as 'an invaluable student bible' by new students and is a genuine collaboration between the Students' Association and the University.

The comprehensive guide is given in hard copy and via email as a pdf to all students at registration, as well as being available on the Students' Association website.

Students would like to thank the Association for creating and regularly updating this guide based on student feedback.

Students would like to give commendation to the President and Managing Director of the Students' Association for their effort in producing the guide, and special commendation to Head of Student Experience, Shahban Aziz, for his role in coordinating the University information.



7. LIBRARY, FACILITIES AND LEARNING RESOURCES

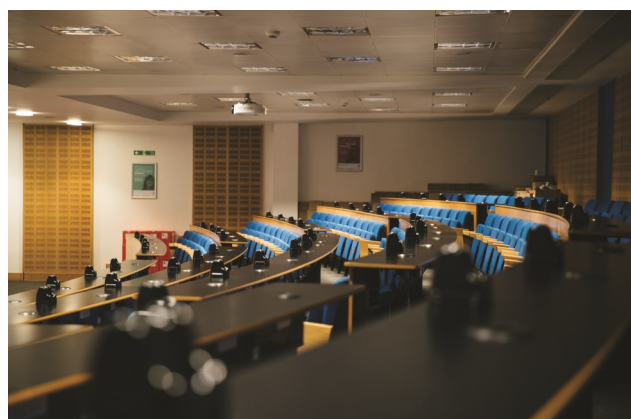
7.1. Course Materials

Students love that BPP University provides all key material for their course as part of the tuition fees.

All students are provided with the required materials for the modules they are currently studying, which is a great benefit for students as they do not need to purchase the materials themselves.

On top of the required materials being provided to students, all materials that feature

on course reading lists can be found within the BPP University Library, either in hardcopy or digitally in the Online Library. The Library service have a 'digital first' policy, where it will try to always have a digital copy of any item on a reading list available, so that any student can access it at any time or location.



7.2. Study and Social Spaces and Facilities

Study spaces at each BPP Location vary slightly, and while the study spaces provided are satisfactory, they are starting to look dated in some centres and can feel crowded during the busiest periods.

A big part of Higher Education is based around the social skills a student gains while studying. Therefore, being given the opportunity to develop these soft skills is a vital part of the student experience at University. The social environment is also important in providing students with a way to relax, destress, and foster support networks of friends, which all in turn support students through their studies. Given the high intensity of the courses at BPP University, providing these opportunities should be seen as a priority.

The Students' Association do organise several major social events across the UK each year to help with the social element of the student experience. These events are very highly rated by the entire student population, and yet another example of the Association team delivering above and beyond what would be expected of such a small team.

However, students have said that BPP University centres do not currently have any proper spaces to socialise in.

Students would like to see the University work with the Students' Association to improve the social environment at each BPP University centre.

The National Student Council would like the President of the Students' Association, working with the University, to conduct a review into the study and social spaces at BPP University, with the intention to have improvements in place by September 2018 or earlier where possible.

7.2.1. IT Facilities

While the majority of students are satisfied with the spaces provided, they would like to see some improvements to the IT facilities to repair broken computers and replace missing peripherals. Students have also commented that the software, like the operating systems and Microsoft Office, running on the computers need to be updated.

The National Student Council would like to see these updates, some of which should not have any real cost to the University, carried out as soon as possible. The student representatives also commented that they would like the University to keep the Students' Association informed about planned improvements to IT facilities.

7.3. Online Resources

BPP University has an extensive online resource collection, all accessed via the Online Library and VLE.

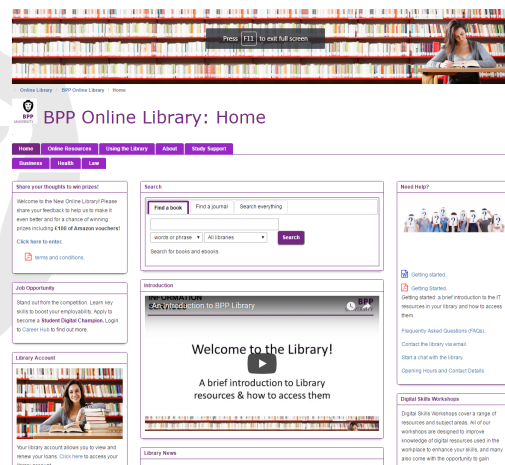
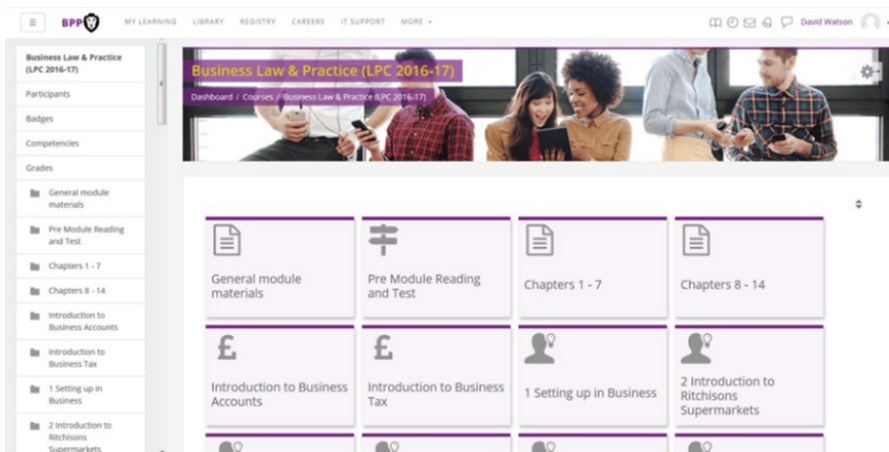
Students are satisfied with the resources the University provides and are impressed that the University provides access to a number of practitioner resources. This gives students hands on experience with these systems before they enter the workplace.

7.3.1. Upgrades

Both the VLE and Online Library have been upgraded over the summer term to make them more user friendly following student feedback.

BPP University also provides free subscriptions to FT.com and Lynda.com for all students, both great services for improving commercial awareness, enhancing digital literacy and gaining additional certification which will assist in graduate applications.

Because this has only just taken place, there is not enough feedback to make any definitive comments on the improvements, but initial feedback is very positive.



7.3.2. Recorded Lectures

Students have again raised concerns with the quality of online lectures.

There have been significant technical improvements, so there are now fewer problems with playing the recordings. However the recordings still have issues with background noise and sound quality, which make it difficult to actually listen to them and take in the information.

While the pre-recorded lectures have improved the quality of the lectures slightly, problems with background noise or microphone placement, still pose an issue for students.

It was recommended in the last student submission that a 'skype call quality' like survey was added to the end of each lecture so students could rate the lecture on quality of information and recording, as well as quickly drawing attention to problems.

Given that a number of courses only have online lectures, there needs to be a system in place to report issues with the content quickly and effectively.

Students recommend a reporting system for online lectures is put into place to allow students to give instant feedback on lectures, including reporting issues with the content.



8. CAREERS AND EMPLOYABILITY

8.1. Careers Service

The careers service is a major deciding factor for a number of students' in their choice in coming to BPP University Law School for a postgraduate qualification, according to recent student feedback given during the Matrix Accreditation visit.

Student Experience Survey Comment

"Careers Service provided excellent advice towards my applications – something which I did not expect compared to the service at my [previous] university"

Students from the Law and Business School would like to commend the University on the outstanding opportunities and services offered by the Careers Service.

During summer last year, BPP University launched the CareerHub, following feedback from students that the careers service resources were difficult to access and students wanted a better way of booking appointments with careers advisors.

CareerHub has been a great improvement to the Careers Service, with over 8,000 students and alumni registered. Students from the School of Health however do not feel they have access to the same quality of service.

As the professions they are studying to join are different from Accounting, Business and Law in the skill they will require; they would like the Careers Service to be more focused on providing assistance on how to run a small business and skills for self-employment.

Students from the School of Health recommend the University review the Careers Service for the School of Health to make the offering more tailored to their needs.

8.1.1 Field-Specific Careers Guidance

Student Comment
BPTC Holborn

"While the Careers team are good, they cannot offer the same specific guidance William Lavell has been able to give me. He's been a massive help."

Given the competitive nature of the professions BPP University is preparing students to enter, students would welcome more focused careers guidance from industry specialists, like William Lavell, in other areas.

Students considering a career at the Bar would like to draw particular praise to the University for offering specialist careers advice from William Lavell

Students would like the University to look at offering more careers guidance from Industry specialists in other fields.

8.2. Embedded Employability

BPP University's "Career Ready" skills have been built into programme modules, linking the academic theory to the real world.

The 10 Career Ready Skills and 5 attributes were developed in 2013 by the Careers Service, working with the then Chief Executive of Students, Shahban Aziz; Deputy Vice Chancellor, Professor Amanda Blackmore; and employers with close links to BPP University. The strategy is regularly updated by the Careers Service, in partnership with the Head of Student Experience and the Students' Association.

The Career Ready Strategy focuses on highlighting the top skills graduate recruiters are looking for in prospective candidates, and embedding them into everyday life at BPP University, from in-class teaching, to extra curriculum activities organised by the University.



8.3. Digital Skills Project

The Digital Skills Project is a collection of conferences, workshops and resources that have been made available to students at BPP University to improve digital literacy.

The project was launched with the Digital Skills Conference last year and has been followed with a number of workshops across the University.

One of the resources that have been made available to students as part of the project is Microsoft Office Specialist Certification, an industry recognised certification that students can take to evidence competency in using Microsoft Office software.

The National Student Council are impressed by this project and the University in providing opportunities to students, in response to comments by employers on the key skills they would like to see in graduate recruits.

However, members of the Council from regional centres are disappointed that more wasn't done to fully involve the regional centres in the launch of the project. Representatives commented that with available technology it would have been very easy to involve more students, and would have gone to building a better sense of belonging to the wider BPP University community.

9. EQUALITY, DIVERSITY AND INCLUSION

9.1. Diversity Groups

The work by the Equality and Diversity team has been praised yet again by the National Student Council.

During the last academic year, the University's Diversity Groups have developed to support students from backgrounds under represented within the professions.

The Diversity Groups provide a forum for students to discuss issues affecting them, and meet and support students with a similar background. The following Diversity groups have been set up by the University:

- LGBT+ Group
- Women's Group
- BAME Group
- Mature Student Group

Student Comment
LLB (Hons) Leeds

"Nobody appears to be excluded because of their sexual orientation, religion or background. It is great to see how inclusive BPP University is."

The Equality and Diversity team are currently working with the President of the Students' Association to further develop the impact the Diversity Groups have in supporting students within BPP University.



9.2. Widening Participation

BPP University has been very open to accepting students who normally wouldn't have been given the chance to study on a similar course at another University.

The support offered by Learning Support and the tutors should be commended for assisting these students succeed on their courses, along with the University Admissions team for seeing passed grades to the potential student behind them.

Students from disadvantaged backgrounds are treated equally by the University and supported by the Careers team to go on into employment.

Some students have commented about the availability of scholarships and bursaries for students from diverse and less advantaged backgrounds. These students are statistically less likely to achieve high grades, students would like to see scholarship application criteria adapted to reflect this and the benefit the financial support could have for these students.

Students would like the University to aim to revise Scholarship application criteria to better support widening participation.

9.3. Learning Support

Students that have learning support needs would like to thank the Learning Support team and University for the assistance they have provided.

The majority of, if not all, computers within BPP University now have specialist accessibility software installed to allow access for all students, and the team works very closely with other departments within the University to ensure continuing improvements are made.

Information on learning support is given at all inductions so that students are aware of the services provided and how to go about accessing them.

10. ACADEMIC APPEALS AND COMPLAINTS

The University's appeals and complaints procedures are set out in Part K of the General Academic Regulations, which are accessible to all students on the Students' Association website, as well as other locations.

All appeals, mitigating circumstances, complaints and allegations of academic misconduct for students studying at BPP University are processed by The Office of Regulation and Compliance (ORC), which are a central team based in Birmingham.

Students have access to independent advice and guidance on submitting appeals, mitigating circumstances, or complaints, from the Independent Advice Team within the Students' Association.

Students would like to praise the Independent Advice team for the high level of service they offer, and the work they do in supporting students. Students have found that both Alison and Iain to be personable, understanding and knowledgeable with students, and that they regularly go above and beyond the call of duty to suit the needs of students.

10.1. Students' Association Review

The National Student Council is interested in this part of the University, as it can have a significant effect on students at the lowest points in their educational journey. The National Student Council would like the Students' Association to look further into this area so that student representatives have a clearer view of the procedures and outcomes

The National Student Council would like the Students' Association, working with the Independent Advice team and the Office of Regulation and Compliance, to investigate the processes around Appeals and Complaints, with the aim to gain a better understanding of the process, identify areas of good practice, and suggest possible improvements.



11. STUDENT SUPPORT

In the recent National Student Survey, academic support was the poorest performing area with under 66% of undergraduate students being satisfied with the level of support offered, compared to the sector average of 79.91%.

Student support mechanisms vary across the University, in the different schools, and even between courses within a school. While there is a difference between academic and non-academic support, students don't always know what the difference is between the two and, when seeking help and giving feedback, will not see it as necessary to make a distinction.

Most students will have a Student Manager (SM), Pastoral Student Manager (PSM), or a Personal Tutor. Some courses may not have a role similar to these, and some courses may offer the same support through a role under a different title.

These roles offer support with academic issues, however some of the people within these positions do go above and beyond the role to further support students with non-academic issues, and will normally be the first point of call for students when they have an issue or question.

Students would like to praise the Student Managers, Pastoral Student Managers, and Personal Tutors, that have gone above and beyond what is expected of the role.

National Student Council Member
BDOS Student

"Members of the team have stayed after work until 8pm to assist me and other students."

Unfortunately, there are also issues raised with a number of enquiries going unanswered. This may be that they have been inadvertently been sent to the wrong email address, the emails have gone missing during busy periods, or have just been ignored. The student body currently find the student support system confusing, and because of the lack of a distinction between the support mechanisms for students it is difficult to pinpoint the area that needs improving.

The staffs' inability to effectively communicate with each other over the same matters lead to confusion and the frustration of the students.

National Student Survey Comment

The National Student Council has suggested the first step in improving the student support at BPP University would be to simplify the current structure to have just one, named point of contact for each student.

During discussions, the traditional academic personal tutor model was seen as the most desirable. Student representatives on the LLB, GDL and LPC all praised their Personal Tutors,

and other tutors that have taken a similar, unofficial role; for the support and guidance they offered, normally going above and beyond what students would have expected of a tutor.

Because most students get to know their personal tutor during teaching and build a positive rapport with them, this would make it easier for students to approach their personal tutor when they need support around difficult personal issues.

Students recommend the University adopt a common approach to Student Support within the University, based around a Personal Tutor model.

11.1 Student Administrative Services

"The front facing staff are great, but the whole experience at BPP University is completely ruined by the incompetence of the 'back office' staff."

Student Comment
LLM Legal Practice (Solicitors) Leeds

While this isn't necessarily directly relevant to a student's academic experience at BPP University, the experience with the Administrative departments at BPP University has a negative effect on all feedback sources.

Students regularly raise concerns with how 'back office' staff interact with them, referring mainly to Student Finance, Student Records and Examinations.

One criticism of these departments is that they do not appear to take a student focused approach when contacting students and tend to opt for an adversarial approach in the first instance. The result of this approach is that students that require support and

guidance are being missed, causing more difficulty for them and the final result being they drop off a course because they have not been properly supported through what is likely a difficult and stressful time for them.

Another criticism of these departments is that they do not communicate with each other effectively. This leads to a lot of frustration for students. These departments have a significant impact on a student's experience at BPP University, yet do not appear to understand to what extent.

The Student Finance Department did work with the President of the Students' Association this year to look at the way they communicate in emails with students that have missed payments. While this is an improvement, students would like to see more done to actively support and remind students of their obligations to the university, like making payments.

Students recommend a review into how Student Administrative services interact and communicate with students, to improve the standard of service given to students.

12. SUMMARY

I would like to again thank the National Student Council, the Students' Association team and BPP University for all the support in producing this Student Submission, and I look forward to discussing it further with the QAA in December 2017 and with the new National Student Council after our upcoming elections.

Below is a summary of all the Commendations, Recommendations and Aims presented in the 2016-2017 Student Submission.

The commendations are to highlight the areas of Good Practice within BPP University. Mainly centred around individual people or teams, they go to show the amazing amount of dedication shown by some of the staff with the University.

The Recommendations and Aims follow the same principle as they have in previous Annual Student Submissions:

- Recommendations are actions the National Student Council want the University to take to improve an area that is causing dissatisfaction within the student body,
- Aims are actions the student representatives would like the University to take to improve an area further to enhance the student experience, or to gather further information on a specific issue that could have an effect on students.

12.1. Commendations

Page 12

The National Student Council want to recognise and strongly commend the current work done by the President of the Students' Association and the Association team, especially given the resource constraints explained below.

Page 13

The National Student Council would like to commend the excellent, embedded and entrenched level of involvement of the student representatives at University committees and panels.

Page 31

Students would like to highly commend the level of expertise and professionalism of the tutors at BPP University.

Page 32

Students would like to commend the university on the support they give to the tutors in developing teaching styles.

Page 37

Students love that BPP University provides all key material for their course as part of the tuition fees.

Page 41

Students from the Law and Business School would like to commend the University on the outstanding opportunities and services offered by the Careers Service.

Page 42

Students considering a career at the Bar would like to draw particular praise to the University for offering specialist careers advice from William Lavell.

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Students would like to praise the Independent Advice team for the high level of service they offer, and the work they do in supporting students. Students have found that both Alison and Iain to be personable, understanding and knowledgeable with students, and that they regularly go above and beyond the call of duty to suit the needs of students.

12.2. Recommendations

Page 16

Students make the recommendation that the Students' Association moves to full independence from the University, with funding allocated on a fixed structure that allows for all current services to be continued effectively, in time for the 2018-2019 academic year.

Page 18

Following the recruitment of the Student Voice Coordinator Team, Students recommend that responsibility for the oversight of the SSLC process is given to the Students' Association, while maintaining the current structure of day to day running by the programme leaders.

Page 20

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Page 21

Students Representatives recommend that a robust training programme is developed for both student representatives and staff members that form part of the Student Staff Liaison Committee.

Page 22

Students recommend that SSLC representatives are elected for module and elective classes, to ensure all students have easy access to a student representative.

Students recommend that for cohorts where there are too many SSLC representatives to facilitate only one SSLC meeting, an additional student representative meeting is held before the SSLC meeting.

Page 28

Students recommend, alongside the new student charter, a clear and accessible policy on a student's entitlement to feedback on formative and summative assessments is published for each BPP University Programme module, outlining the level of detail and timeframes that can be expected, before the Spring Examination Week in May.

Students would like the University to aim to include an easy and reliable way for students to chase feedback within the feedback entitlement policy.

Page 34

Students recommend the University develops a system in which students can choose their own time slot for their classes, making the timetables more effective for the individual student, by September 2018.

Students recommend the University completes the Timetable-Office 365 integration project without further delay.

Page 40

Students recommend a reporting system for online lectures is put into place to allow students to give instant feedback on lectures, including reporting issues with the content.

Page 41

Students from the School of Health recommend the University review the Careers Service for the School of Health to make the offering more tailored to their needs.

Students recommend the University adopt a common approach to Student Support within the University, based around a Personal Tutor model.

Students recommend a review into how Student Administrative services interact and communicate with students, to improve the standard of service given to students.

12.3. Aims

Students have suggested the University should aim to better promote the importance of the Staff-Student Liaison committee, to increase student engagement and understanding of the process.

In order to collect more information around assessments, the President of the Students' Association would like the University to consider implementing an 'Exit Interview' survey of all students on completing or exiting a course.

Students would like the University to aim towards a more proactive approach to providing information to new students pre-arrival.

The National Student Council would like the President of the Students' Association, working with the University, to conduct a review into the study and social spaces at BPP University, with the intention to have improvements in place by September 2018 or earlier where possible.

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Students would like the University to look at offering more careers guidance from Industry specialists in other fields.

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Students would like the University to aim to revise Scholarship application criteria to better support widening participation.

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The National Student Council would like the Students' Association, working with the Independent Advice team and the Office of Regulation and Compliance, to investigate the processes around Appeals and Complaints, with the aim to gain a better understanding of the process, identify areas of good practice, and suggest possible improvements.



BPP
University
Students'
Association

*Student Focused and Student Led
in everything we do.*

If you have any comments on the contents of the Student Submission 2016-2017, or any feedback about the student experience at BPP University, please contact the President of the Students' Association at [**Represent@BPP.com**](mailto:Represent@BPP.com)