

Your opinions are so important and make Bucks better!

This shows you how the University has acted upon some of your 2020 feedback through the National Student Survey; module evaluations; Students' Union feedback; and informal discussions with Course Reps and students.

School	Course	You said	We did
Art, Design & Performance	Dance and Performance	You wanted less technique teachers in your final year as you found this mixture of styles confusing.	We have ensured that you have the same teachers every week for the full year.
	Dance and Performance	You wanted more consistency in the summative feedback approaches used by different lecturers.	As a team we are trialing a more unified approach to feedback and how we include feed-forward points within that too.
	Dance and Fitness	You felt there was inconsistency in the timings of practical fitness exams.	We have set strict timings and moved some of the practical gym assessments into class time and out of the final exam.
	Dance and Fitness	You wanted dance and fitness alumni to feature in our industry day.	We have ensured that we try to include a mix of fitness industry professionals and alumni in the event.
	Graphic Design and Illustration	Some of the workshops held in the third year would have been more beneficial if they occurred earlier in the course.	We have integrated more illustration and typographic related workshops into second year modules (specifically GD505, GD504, IL505 and IL504).

		It would be good to have greater rotation of different tutor feedback for Final Major Project.	We planned the module so that all students get to see different tutors for more diverse range of feedback on your work.
		The Final Major Project studio workshop session should be earlier in the year so you can use the content more effectively throughout the year as it progresses.	Planned more of the studio workshop sessions at the start of the first semester so that students could embed its content and reflections into their projects at an earlier stage.
		You needed more convenient printing facilities as this is a vital part of your course.	IT installed a dedicated printer and photocopier in the graphic base studio.
		You wanted more people from industry came to visit.	We invited a wide range of renowned designers and illustrators to contribute to course modules and the Creative Futures week through online talks and lectures.
		Working in groups to peer assess and evaluate other students work was helpful in aiding you to reflect upon the assessment criteria, learning outcomes as well as making you think about your own contribution and work.	Planned the studio workshop sessions so that students will be able to engage in more group activity, including breakout groups online as well as independent learning. At formative stages students will be able to peer assess and evaluate each other to prompt deeper reflection.
		Third years wanted to maintain a personal desk space in the graphics studio during COVID-19 restrictions.	We arranged the studio to allow this while maintaining Covid-safe distancing guidelines.
	Textile Design	You said that the printing facilities in the Red Shed were unreliable and of bad quality.	IT have installed a new printer in the Red Shed which is more reliable and of a higher standard.
		You said that there was a lack of technicians and that	We have worked with the technicians to ensure that

		you often must wait long periods of time for support to be available.	they clearly display their working hours/days in the workshops and students are encouraged to book individual support where required to avoid unnecessary waiting time.
	Fashion Design	You requested more access to industry opportunities.	During 19/20 additional industry guests gave talks to students and opportunities circulated which led to one student gaining an internship during summer 2020.
		You asked for professional skills and careers advice.	Professional hard and soft skills were added to the programme to ensure you are prepared to evidence your skills and apply for work opportunities. Career advice continues to be provided by visiting lecturers and industry associate lecturers.
		You asked for additional resources for independent learning.	Blackboard is now extending your learning with additional resources, links for online learning.
		You wanted the machine room open longer hours with electric access.	We extended opening hours to ensure you can continue to construct your garments out of teaching hours.
	Interior and Spatial Design	You asked for access to Computer-Aided Design software remotely.	Our IT team has developed BucksAnywhere which will be released this year. This virtual desktop system will allow any student to use their computer to access the computers on campus via the internet and utilize all their capabilities.

		You said that it takes too long to receive your marks and feedback for assignments.	Our course’s teaching team keeps expanding and diversifying. Tutors have trained to achieve a high quality of delivery and evaluation. This has allowed us to keep improving in terms of organisation, administration and time management.
		You asked for better communication and coordination between tutors.	Now, your tutors are in communication weekly via messages and meetings making sure everyone is on the same page. The announcements section for all modules of our course is very frequently populated with posts on updates and information.
	Kitchen Design	You said that as an online course and studying remotely, you didn’t feel like university students.	We organised an online conference where you heard from the Students’ Union and other academic departments, and we have plans to hold some of our RW sessions within the High Wycombe Campus, when possible, as well as ensuring that you have opportunities for entering competitions, collaborative partnerships etc. We will also be posting information relating to any University-wide initiatives and opportunities to your course BB page.
		There were too many submissions in some modules which seemed excessive and caused extra pressure.	Assignment submissions across all modules have been scrutinised over the summer period and adjusted – you should not have any more than three submissions in any one module over the academic

			year. All dates have been checked to ensure that they do not clash or that there is no bunching across your modules.
Aviation & Security	Pilot Students	You wanted access to simulator for suitably qualified students	A system was set up and is working.
		You wanted improved course communications.	WhatsApp groups (informal) plus L4, L5, L6 pilot organisations were set up. Announcements made for guest speakers, flying scholarships, and other news.
		You said you wanted a choice of PPL flight school.	15 flight schools now in operation.
		You wanted more time for flying.	Facilitated with all Bucks modules over two days.
		You wanted more opportunity to complete PPL in the first year.	The team is working with flight schools to ensure progress.
		Students requested not to delay a year and to have workarounds due to ATPL stoppages in the Spring	L5 Commercial pilots were allowed to start L6 modules in April 2020

	MSc Av Reg and Law	You wanted more time for in-class preparation for AI702 PR1 group assessment	We gave more time in class to prepare for PR1 assessment together
	AI604	You wanted more videos and less reading.	The lecturer added a mixture of podcasts, in-house podcasts, TED videos and educational videos to mix up the additional materials.
	AI604/TM507	You wanted Livestreams for every session.	We set up one face-to-face class for each week as a livestream session and recorded sessions so anyone who is self-isolating or unwell or working can still feel involved.
	International Tourism Management with Air Travel (L4)	You wanted to be able to access online resources off-campus to enable you to work on assignments during the Christmas break.	We held a training session with the Library & Learning Resources Manager, resulting in very positive feedback in terms of access to resources and confidence in how to use them.
	International Tourism Management with Air Travel (L4)	You wanted to have an “open-door” drop-in weekly session you’re your personal tutor to discuss any issues if and when they arise.	This has been established and is working well.
	International Tourism Management with Air Travel (L6)	L5 cohort wanted to have more tourism specific content in the curriculum.	The module TM607 Contemporary Tourism module has been well received, which looks at specific tourism markets week-on-week. There is also a module on tourism policy and planning.

	Police Studies with Criminal Investigation.	You wanted greater exposure to community volunteering opportunities.	We are working across the University to promote a range of community-based opportunities to our students both within policing and beyond. The recent revalidation of our programme now formally supports this through the Placement Plus framework.
		You found simulated practice-related scenarios a helpful and innovative way of learning.	We are continuing to promote and expand learning opportunities through the use of our Code of Practice suite. (This is currently inevitably limited owing to Covid related requirements but it remains a priority)
		You said that you would welcome further exposure to contemporary policing priorities in the second year.	Our recently revalidated programme now includes a new L5 module specifically examining changing policing priorities.
Business, Law & Computing	Computing Courses	You asked for improved access to computers and software.	The BucksAnywhere project is being implemented to give off-campus access to specialist software
		You asked for further incorporation of modern technologies in courses	Several modules, including some key modules on programming and web development, have been revised and updated accordingly.
	Law Courses	You commented positively about opportunities for external engagement	Additional guest speakers have been organised, including local MPs
		You raised a number of queries about assessments, No Detriment, and deadlines	Review and responses completed, with students given clear instructions and guidance
	Business Courses	Students asked to attend campus-based sessions remotely	A mixture of live streaming and recording has been adopted to engage off-campus learners.

	Marketing	You commented positively about opportunities for external engagement	Although hampered by COVID, the course team is maintaining their commitment to offering different types of engagement
	All courses and subjects	You asked for more activities around employability and connecting with employers	The School recognises the importance of external engagement and continues to offer and enhance – guest lecturers, live briefs, assessment centres and other opportunities for students
Media and Creative Industries	Music courses	You wanted more opportunities to collaborate with other courses	Our music students can now work with other courses on radio dramas, films, video and animation.
		You wanted more opportunities to perform live	We are now running regular 'Jam nights' in the SU. There are also opportunities for students to perform at the Bucks Live Events
	Film & TV	The L6 students wanted more information to be able to fully understand the outcomes they must aim toward.	Module tutors have discussed representative anonymous examples of scripts, films and written work with you. They have also discussed learning outcomes.
		You would like some more guidance when it comes to assignments.	Module tutors have uploaded recordings in which they explain their assignments.
Healthcare and Social Work	Social Work	The skills days for BSc and MSc Social Work should be coordinated to avoid repeat of topics.	The timetable has been adjusted to facilitate some skills days jointly with BSc and MSc. The Practice lead will have oversight of skills days to avoid duplication of topics covered
		Students having issues on placement are afraid to speak for fear of failing placements.	The course leader meets student reps on a monthly basis where issues can be raised.

Human and Social Sciences	Psychology	You were nervous and unprepared for giving oral presentations.	We ran training sessions in public speaking designed to develop this skill and improve confidence.
		You lacked the skills to find relevant academic sources for coursework assignments.	We provided library skills sessions designed to help you search the online resources effectively.
		You'd like more online information that you can access at leisure, eg. employability	We added a new tab in our Psychology BB shell offering a wealth of information on possible career paths, links to relevant organizations and recorded sessions on differing career trajectories.
		You would like more guest speakers in positive psychology.	We have brought in two international speakers with corporate consultancy experience and academic research backgrounds.
	Sport Development and Coaching	The vocational opportunities were one of the most important aspects of the course.	We have continued to extend our provision vocational courses both online and face to face. We are also building on live briefs from external experts.
	All Sport courses	You sometime struggled with modules delivered by part time staff (e.g., academic support)	We have employed two new full-time specialists and have introduced more shared modules to provide more consistent support for students and part time staff.
	Sports Psychology	You said you wanted sports psychology module in Level 6.	We refreshed the course and added a sports psychology specific module which focuses on current practical issues.
	Sports Therapy	You said you wanted an independent space to practice your Sports Therapy skills.	We gave a bookable dedicated room with equipment to use. S1.05 can be used or the clinic if it is free.

		You said you wanted more videos of techniques to support your course specific resources.	We expanded our online library of videos and made them available on private YouTube channels for ease of use.
	Sport and Exercise Science	You said that you wanted better access to specialist software as part of your course specific learning resources.	We have adopted cloud-based access for all specialist packages where available. Student can now access SPSS, Quintic and Nutritics offsite.
	Sociology	You said you wanted to move the seminar time to earlier slot to improve your timetable.	We moved the seminar to a better time to improve your timetable.
		You asked to spend seminar working on your assignment to give you better guidance on assessments.	We have spent more time on guiding you on assessments.
	Health and Social Sciences	You said you wanted more explanations of assignment.	We introduced assessment talks on modules.
		You asked for more employment opportunities.	We have identified two areas for work experience.
		You asked for more interactive seminars.	We have made more use of media and presentations in seminars.
	Criminological Psychology, and Psychology & Criminology	You said you wanted more forensic-based external visits.	We have created more opportunities for prison tours, court case observations, critical incident simulation training, and police museum visits.
		You said you wanted more guidance for applied assignments in your final year.	We provided anonymised previous student examples and 1-2-1 opportunities with Module Leaders.
		You said you wanted a greater Criminological community experience.	We initiated regular Crime Current Affairs Group meeting where we discuss recent high-profile news headlines.

	Education	You wanted greater access for online learning resources.	We have provided clearer information about how to access digital learning resources.
		You said you enjoy the level of guidance and support with assessments.	We have maintained our personal approach to academic support.
Nursing and Allied Health	All nursing programmes	The Covid related communications from the School were too long and sometimes confusing.	We produced regular, clearer comms and provided bullet point information where possible.
		You told us that you did not like recorded sessions.	We focused our timetabling to ensure that the majority of our online teaching and learning provision was presented live and in real time.
		You wanted more educational resources to help with your knowledge on Covid.	We ensured that our nursing curriculums had a focus on Covid related nursing themes.
		Your wanted better access to the programme team during Covid.	We ran a number of regular programme leader, year lead and school leadership discussion forums for every programme/cohort.
	BSc Nursing and PGDip Nursing	Students who were unable to do an extended placement during Covid wanted more options to protect their academic progression.	We introduced the emergency placement suspension scheme, where 45 students remained on the programme and could access student finance.
	RNDA, NA, FDAP	Apprentices wanted better support.	We have introduced a number of new apprentice specific supported roles such as the apprentice partnership managers (APMs) and a nursing academic lead for apprenticeships.
	ODP	To be supported throughout the Covid-19 Pandemic with	We changed to timetable structure to deliver all planned sessions and

		additional teaching and opportunity for discussion.	added additional collaborate sessions to support the educational development.
		You asked for help with linking the theory to practice in lieu of clinical placement.	We created additional videos to support the teaching and give context to the discussion.
		You requested additional Simulation sessions.	We delivered through restructure of timetables and new session construction.
		You wanted to increase the ODP student voice.	We encouraged and helped to set up the first ODP Society.
		You wanted additional sessions during Covid-19.	We recorded new material and delivered contemporary seminars through collaborate and reviewed recent journal articles.
Academic Registry		You wanted us to improve lines of communication with you.	We developed Bucks Connect so that students can now receive their results and register enrolment online: further developments are planned.
		You wanted assurance that we would consider the impact of the pandemic on your studies	The University approved a No Detriment Policy which built in measures to check that your results were not negatively affected and provided additional support.
IT		Some software is not offered for student's own devices or is not accessible remotely.	We have just implemented an exciting new service, BucksAnywhere, which allows students to access many learning applications using their own devices from any location.

	The projectors are outdated and often not working properly.	We purchased a number of new projectors and we are starting to rollout interactive touchscreens that will help support new ways of teaching and learning.
Student Support Services	Student Support Services should be better advertised and promoted.	Mental Health Awareness Campaign during lockdown to highlight all of the support services at the university. We created online sessions during Welcome Week and Welcome Back to Bucks to promote services to new and returning students (Survive and Thrive, LDU, Careers, Blackboard, Library).
Library	There aren't enough copies of popular books.	The library monitors popular books and purchases additional copies when needed.
	Difficult to access online resources off campus.	The library is improving our support for off-campus research by writing online guides, creating videos and providing remote support. The "ask a librarian" service is available for support.
	Library loans should be increased from a limit of 10.	The library will increase the number of loans available for students to 20.
Open4Learning	Accessing blackboard and anything outside of class has been difficult, but it has improved in the last year. The course needs tweaking, which I think they have done.	The open4learning team have made changes to the log-in page to include: <ul style="list-style-type: none"> - Who to contact if you problems logging into Blackboard - A range of Student Online Learning Guides to

		troubleshoot problems accessing and using our virtual learning environment
Careers	The university resources like the learning unit and the advice center should be more advertised so that students are aware that they exist and that they can use them.	We are actively promoting at induction and advertising through tutors, Blackboard, social media, and in a variety of way across the campus itself. We are also working with the SU to make sure students are aware of what support we offer.