



Student Written Submission 2019 - 2020



Foreword

During BPP's December 2017 [QAA Higher Education Review](#) (Alternative Providers), the QAA panel found that producing an annual Student Written Submission was a feature of good practice at BPP University. This is far beyond what others in the sector are able to produce and shows the emphasis on quality assurance and enhancement at BPP University. Providers throughout the sector look at this enhancement which we have embedded into the DNA of BPP and seek to emulate this good practice at their own institutions as an invaluable barometer of student views.

This 2019 Student Written Submission continues to build on this good practice and I thank our excellent student representatives for producing this document. I would also like to thank Shahban Aziz and the independent Board of Governors of the Students' Association for their support in encouraging us to create this Student Written Submission.

A Student Written Submission is akin to an independent audit, produced with a solid methodology, academic rigour and triangulation of all evidence at its core – and I am sure that all stakeholders across BPP will embrace this document as we together strive for continuous improvement.

Hajra Babariya
Student Voice Manager
BPP University Students' Association

*“Students are satisfied that they have sufficient opportunity to provide feedback to the University and engage with quality assurance processes. Staff highlighted the outcomes from implementing inclusion representatives within the University. The team found the initial outcomes from creating inclusion representatives to be successful and to the benefit of the student body. Since the last QAA review visit in 2012, the University has provided the opportunity to the student body to create an annual student written submission. The University pays for the National Student Council to work together on the document over a number of days. The way in which this is facilitated and how the University responds to each of the recommendations is very beneficial and demonstrates that the issues are listened to and acted upon when appropriate, which is followed up through an action plan. Therefore, the team concludes that the opportunity for student representatives to create an annual student written submission that feeds into the University's strategic planning processes is a feature of **good practice**.”*

Extract from 2017 QAA review, also commended in 2018 QAA Annual Monitoring Report

Introduction from the President



Shahroze Warraich

Students' Association President 2019 – 2020
BPP University Students' Association

This BPP University Students' Association Student Written Submission is an annual document written by BPP student representatives alongside the Students' Association President as the lead author. The University and senior leadership team place the student experience at the heart of decision-making, which allows for students to act as partners at the University. Over the course of this document, the feedback of students on all aspects of student life at BPP has been triangulated to ensure this document reflects the student voice in a representative and comprehensive manner.

In order to ensure the representative student voice remains at the heart of this submission, a wide cross-section of students have been consulted, including but not limited to:

- Full and part-time students;
- Online and distance learners;
- Domestic and international students;
- Young and mature students;
- Degree Apprenticeship students;
- Students with learning support contracts; and
- Students from all BPP University Schools and a wide range of courses.

Triangulating student feedback for this submission would not have been possible without the support of staff at BPP University, and on behalf of the student body I would personally like to thank both teaching and non-teaching staff at the University for providing the Students' Association with their support and transparency in collating direct student feedback, assisting with the recruitment of Student Voice Representatives and assisting with the training of Student Voice Representatives. I would also like to thank the senior leadership team at BPP University for providing their commitment to ensuring the outcomes and recommendations that have emerged from this feedback by the student body are recognised, understood and where possible, acted upon and implemented.

I would also like to take the time to thank the Students' Association team for their invaluable tireless commitment and dedication to serve a large student body across 16 centres. Considering the large volume of students at the University, this team of just 5 people work tirelessly to ensure that the additional needs of students are met in both their academic and wider student experience remits, and the tangible difference made daily by this team serves as a testament to their individual hard work, dedication and commitment to BPP students. The team comprises:

- Shahban Aziz – Managing Director of the Students' Association and Head of Student Experience and Library Services
- Iain Kinnear – Independent Advice Manager
- Hajra Babariya – Student Voice Manager
- Azmat Suleman – Events and Engagement Manager
- Shahroze Warraich – President

In the preparation and deliverance of this Student Written Submission I would particularly like to thank Hajra who has been instrumental in working with me to recruit our 31 Student Voice Representatives, allocating them to various BPP boards and committees, organising our Student Voice Representative training day and managing our representatives on all levels including providing invaluable personal guidance and support. Hajra was also the first person I spoke to in the Students' Association and the first person who encouraged me to apply for my role as Students' Association President, so I would like to express my gratitude to Hajra for encouraging me to apply.

I would also like to express my gratitude to our 31 Student Voice Representatives who provide the essential student voice on BPP Boards, and who have been instrumental in writing this document during the annual BPP Student Away Day, which was held at Wembley Stadium this year. From their contributions on BPP Boards and Committees, to deciding the Away Day venue and providing collated student feedback, our Student Voice Representatives have been instrumental in this process, and I would like to thank them for their hard work and efforts in ensuring they represent their peers with diligence and responsibility.

Finally, in my own personal capacity as President of the BPP Students' Association, I would like to thank the students at BPP University, for their hard work, dedication and determination to achieve industry leading qualifications, which will enable them to realise both their personal and career ambitions. As a student at the University I have been immersed in student life at BPP from the moment I joined in January 2018, and have served on the Staff Student Liaison Committee, worked with the Pro Bono team to deliver projects such as Streetlaw and have completed the BPP Employability Award run by the Employability Team. In my current role I am extremely fortunate to be responsible for working day-to-day with the BPP University student body and have both national and international coverage in my role, representing more than 12,500 students studying across 16 centres in 10 locations across England and abroad. The following Student Written Submission is presented as a summation of the views of students at BPP University on their experience of studying at BPP and I wish to thank the student body for allowing me to present their views as follows.

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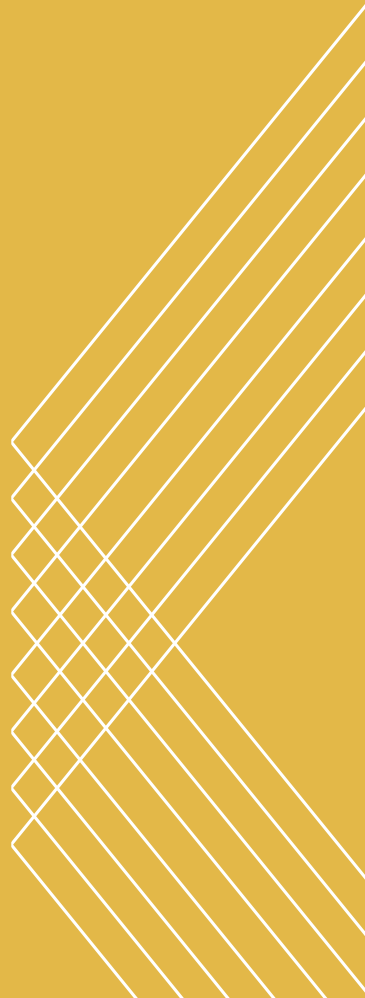
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Chapter 1: Methodology

Feedback Sources

Students as Partners – Together we Change

Review of Previous Annual Student Written Submission and action plan



Feedback Sources

There have been a number of feedback mechanisms that have been used to produce this Student Written Submission to ensure that we embody the University's message of 'Students as Partners'. The regulator recognises the theme of 'Students as Partners' as essential to UK Higher Education with a move towards students being considered partners in all aspects of their student experience including in the design and delivery of programmes. These include but are not limited to the following:

- Feedback from Student Voice Representatives, including that of their peer groups, programmes and centres they represent;
- Direct face-to-face student feedback;
- Student surveys including the Student Experience Survey and the National Student Survey;
- Staff Student Liaison Committee minutes;
- Focus Groups;
- End of Module Survey results with over 1300 responses from across the University;
- A comprehensive review of the previous Student Written Submission; and
- Student feedback sent directly to represent@bpp.com and via www.bppstudents.com which is managed by the Student Voice Manager

Students as Partners – Together we Change

One of the key themes presented within this document is the idea of students at BPP University being considered as partners, leaders and decision makers in the University. A theme adopted previously was the ‘You Said We Did’ campaign, which centred around the idea of students making recommendations to the University, who in turn made a commitment to honouring student feedback and adopting the key recommendations made by students. Whilst this was a successful and prominent model, this year we worked closely with the Director of Academic Quality, Ramita Tejpal, on building further on this theme. Student Voice Representatives agreed on the Student Voice Training Day that ‘Together We Change’ is a more cohesive and holistic approach to defining the relationship between BPP students and staff at the University. It represents the key values of student-centricity, stronger together, embracing change and Students as Partners. Student Voice Representative feedback on the ‘Together We Change’ theme from the training day includes:

- “An inclusive slogan to make students feel they are also improving the student experience”
- “‘Together We Change’ works well in relation to the role of Student Voice Representatives and the cause and effect element is important, as it is important that change is made as well as seen to be done”
- “A sense of action and unified voice, innovative change”

The Quality Assurance Agency (QAA) gives guidance to QAA reviewers on how to identify good practice, affirmations and recommendations and this document adopts this guidance. Where good practice is identified in this document, this will be marked in yellow and we commend the University for this good practice and wish for this to continue. Affirmations will also be marked as positives in yellow using the below definition and progress on these affirmations will be tracked over the coming year. Where recommendations are made in this document, they will be highlighted in red and the hope is that they are embraced as genuine and helpful triangulated feedback in order to improve the student experience.

What is a commendation?

Review teams may commend practice that they identify as a process or way of working that makes a particularly positive contribution to the student learning experience within the context of the provider.

What is an affirmation?

An affirmation is recognition of an action arising from the effective use of a provider's own quality procedures that is already taking place in a provider to improve a recognised weakness or inadequacy related to the judgement areas.

What is a recommendation?

Review teams make recommendations where they agree that a provider should consider changing a practice, policy or a process in order to: safeguard academic standards; assure the quality of, or take deliberate steps to enhance the learning opportunities it provides for students; or to ensure that the information it produces for its intended audiences is fit for purpose, accessible and trustworthy.

Source www.qaa.ac.uk

Review of the previous Annual Student Written Submission and Action Plan

The first step taken ahead of writing the Student Written Submission 2019 - 2020 was to review the 2018 - 2019 submission, in order to review the recommendations and actions that arose from it.

The vast majority of the recommendations that were in the previous Student Written Submission have been successfully implemented and we thank BPP for this. One of the major themes that came up in the previous submission was the issue of 'Timetabling' after which the University launched a dedicated project sponsored by the Deputy Vice-Chancellor and the Planning and Scheduling Team.

The 'Timetabling' project from the previous SWS has been successfully implemented this year and has been very well received by students at the University, who have praised the change for how well it has improved their overall learning experience.

Outstanding recommendations are on track to be rolled out, including ensuring that all students are to complete their end of module surveys and ensuring that students are aware of any improvements that are made to course delivery

Office 365 Timetables

“The first project which we hope to launch next year is to get all students (and staff) receiving their teaching timetables directly in to their Office 365 calendars. This will allow students to receive notifications of any short notice changes made to their timetables in ‘real-time’. It will also mean that they can effectively sync any commitments outside of the teaching they need to attend with their timetabled classes.”

SWS 2018-2019

Chapter 2: Preparation and Background

Student Voice Representative Training
Student Voice Away Day



Student Voice Representative Training

This Student Written Submission was written with the assistance of Student Voice Representatives who attended a Training Day held at the BPP Waterloo centre on 16 October 2019.

Providing training to student representatives is essential for them to be able to effectively carry out their roles. We are therefore keen to thank the following staff members who presented to students on part of their training day:

- Professor Tim Stewart – Vice-Chancellor
- Professor Sally-Ann Burnett – Deputy Vice-Chancellor
- Ramita Tejpal – Director of Academic Quality
- Hajra Babariya – Student Voice Manager
- Shahban Aziz – Head of Student Experience and Library Services

We also wish to thank the following staff members who were in attendance for parts of the day - Jessica Austen, Christopher Costigan, David Donnarumma, Victoria Speed and Laura Wilkinson.



Name	Centre	Programme
Amy Marren	London	Solicitor Apprentice
Antonio Fanna	London - Waterloo	LLM/LPC
Ayesha Din	Shepherd's Bush	MSc Project Management with PDP
Camila Ferraro	London - Holborn	BPTC/LLM
Cecilia Foderaro	London - Holborn	LLM/LPC
Charlotte Coffey	London - Holborn	LPC/LLM
Chloe Guidera	Abingdon	Chiro
Connor Brophy	London - Holborn	BPTC
Ellen Evers	Southampton & Hampshire Trust	BSc Hons NursAdult (App)
Farheen Rasheed	Shepherd's Bush	ADAF/ACCA
Firoza Dodhi	London - Holborn	Legal Practice Course (LPC)
Hanif Osman	Cambridge	Graduate Diploma in Law (GDL)
Harriet Worthington	London - Waterloo	Graduate Diploma in Law (GDL)
Humera Khan	London - Waterloo	GDL
Josh Brant	Abingdon	Chiro
Julius Burke-Perrin	London - Waterloo	GDL Part-time Evening
Karen M. Jones	Distance Learning (former Waterloo)	Graduate Diploma in Law (GDL)
Keira F. Koroma	London - Waterloo	Graduate Diploma in Law (GDL)
Kelsey Ryan	Manchester	LPC Part-Time
Kimberly Myra Dsouza	Shepherd's Bush	ADAF/ACCA
Kurt Satney	London - Holborn	LLM Legal Practice (Barristers)
Lovejoyt Singh	Birmingham	Graduate Diploma in Law (GDL)
Lucy Erin-Hunter	Leeds	Paralegal Apprentice
Luxanna Krishnakumar	Shepherd's Bush	BSc Accounting and Finance
Michael Tasker	London - Holborn	Legal Practice Course (LPC)
Michelle Koko	London - Waterloo	Graduate Diploma in Law (GDL)
Momin Mohamed	Bristol	LLM/LPC
Nafisah Dowlut	London - London City	BSc (Hons) Acc & Finance
Sabrina Barracks	London - Holborn	LLM/LPC
Shireen Khan	London - Waterloo	BSc Hons Nurs Adult PreReg
Tori Stammers	Manchester	Solicitor Apprentice

Student Voice Representatives 2019 - 2020

Student Voice Away Day

The Student Voice Away Day was held at Wembley Stadium as it was the preferred venue chosen by the students. This allowed for an intense day of work in comfortable surroundings followed by a private tour of the stadium. Whilst BPP University staff were invited to visit for the tour and for networking with Student Voice Representatives, they were not invited to be present during the closed sessions when feedback was being discussed and this document was being written – with the independence of this Student Written Submission being respected throughout by senior management.

Student representatives who have been in similar positions at other universities commented how they had never met a Dean or Vice-Chancellor at their previous universities, but at BPP the accessibility of the most senior staff is to be commended as this demonstrated that staff across BPP live, breath and genuinely value 'Students as Partners' and 'Together we Change'.

The Student Representatives Away Day was preceded by a pre-SWS workshop where students voluntarily came in the day before to work on this SWS and get a head-start before the away day. They were also able to attend a Town-Hall meeting with the Vice-Chancellor and Senior Leadership Team.

It is testament to the dedication and commitment of student representatives that this document has been produced, especially where some reps have taken unpaid days off work to attend the away day and one student on placement agreed to change shifts and work on Christmas Eve in order to attend the away day.



University staff that attended the end of the Away Day:

Professor Tim Stewart – Vice Chancellor
Professor Sally-Ann Burnett – Deputy Vice Chancellor
Juliette Wagner – Pro-Vice Chancellor
David Donnarumma – Deputy Dean of Education Services
Victoria Speed – Associate Dean of Education Services
Nicholas Glossop – National Head of Diversity, Inclusion and Learning Support
Jessica Austen – Associate Dean of Education Services
Jane Houston – Director of LPC Programmes
David Tomas-Merills – National Head of Employability

Chapter 3: BPP University Independent Students' Association

Independent Advice

Student Voice

Student Engagement

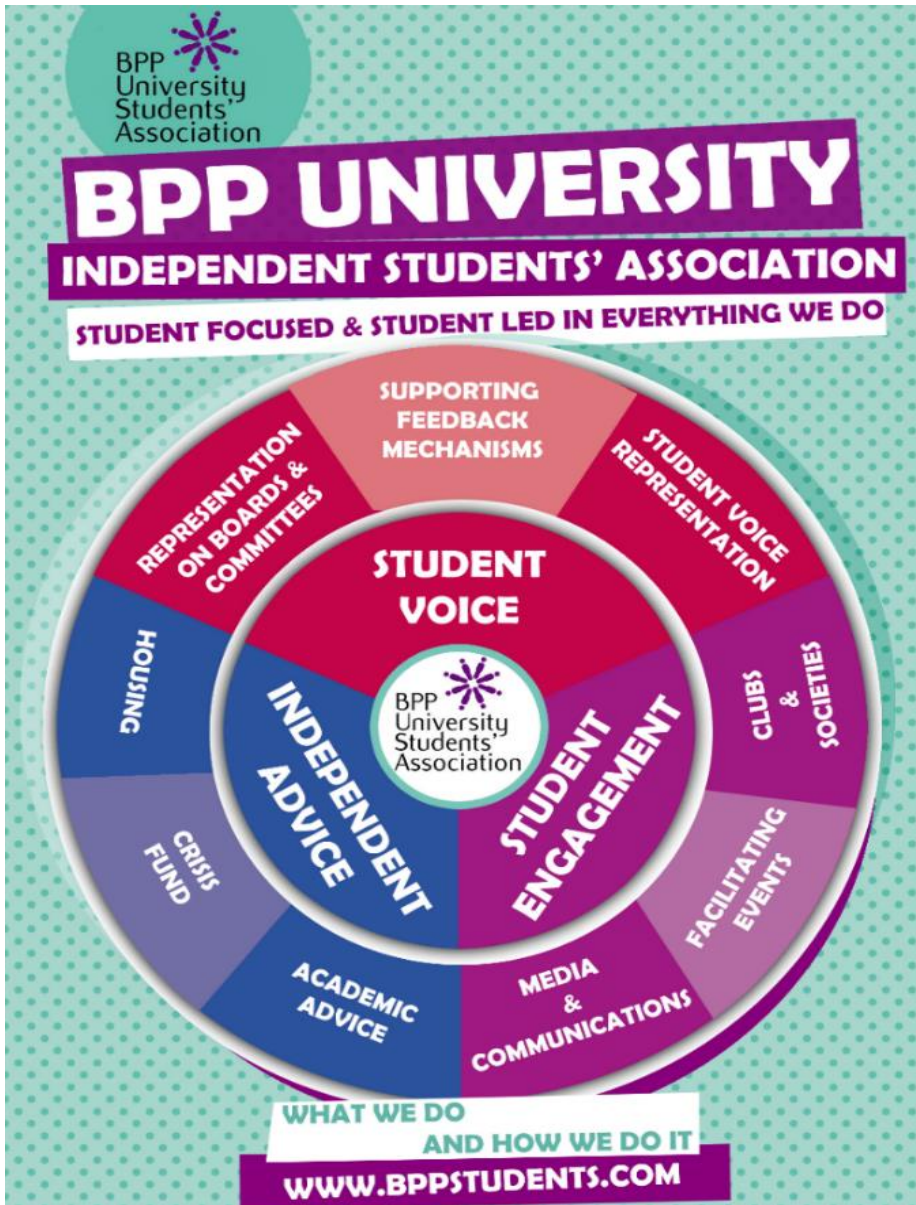
Students' Association Website

Students' Association Board of Governors

Cohort Representation – Staff Student Liaison Committee

Individual Student Feedback – Student Experience Survey





Independent Advice

The Independent Advice team arrived in September 2015 as a response to the Students' Association recognising the importance of providing its students with a service that was completely independent of the University (a requirement recognised by the Office of the Independent Adjudicator).

The main area of work for the Independent Advice team is to provide academic support when things don't go to plan for students, ranging from offering feedback on Mitigating Circumstances or Academic Appeal applications to advising students on the complaints procedure. Independent Advice also offer representation to assist students at any University hearings such as Academic Misconduct Panels.

Independent Advice are also responsible for administering the Students' Association Crisis Fund which is there to support students if they find themselves in a financial emergency. This department within the Students' Association is currently managed by one member of staff (with a replacement staff member due to start soon), Iain Kinnear, an incredibly hardworking and diligent professional who dedicates his time to going above and beyond for all students at the University. BPP students have used this submission as an opportunity to thank him for his efforts.

Student Voice

The Student Voice element of the Students' Association is the area in which Hajra Babariya, our Student Voice manager, works. Hajra works tirelessly with our students to ensure that they become effective representatives and leaders at the University - and without her efforts this submission and our sector-leading student representative system would not be possible.

An embodiment of Student Voice comes in the form of our appointed Student Voice Representatives, who exemplify the values of the student voice at BPP. The President of the Students' Association emailed all current students at the University to invite them to apply for a role as a Student Voice Representative. The President then read through all applications to create a shortlist of appointable students who were then, in conjunction with our Student Voice Manager, and our Head of Student Experience and Library Services, Shahban Aziz, selected and trained. Following this, Student Voice Representatives were allocated to various School Education and Standards Boards, the Academic Council, the Education and Standards committee and the Equality and Diversity Committee. This open and fair process is what allowed us as an Association to ensure that all students are included in this process and also ensured that we have a wide cross-section of students from all courses, centres, disciplines and modes across the University.

The President of the Students' Association is committed to holding a regular 'Student Clinic' across BPP centres to ensure that the Students' Association President is accessible to, and in regular contact with the student body so that wider student issues at the University can be noted down and addressed without the need for appointments. This will allow the Students' Association President to be more visible and available to students so that they are able to discuss any feedback or issues.

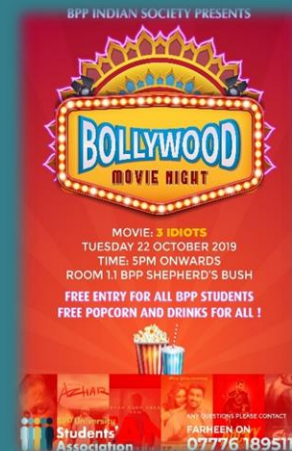
Student Engagement

Student Engagement is at the heart of the student experience and many students attending university want to get involved in clubs or societies. This allows students to build a community at BPP, meet new people, bolster their CV and build essential employability skills that are in demand by employers. We have one member of staff in the Student Engagement department, Azmat Suleman, who manages our clubs, societies and events on a national level across all centres.

The process for students to start a club or society is simple and straightforward via a [simple form](#) on the www.bppstudents.com website. Once the application to start a club or society has been received, Azmat mentors the students so they are able to effectively appoint a committee, recruit members and set up events. Feedback from all students at BPP University is that there is great value in their place of learning also being a place of community where they can build friendships, socialise with other students and where events are available to attend at little or in some cases no cost. Examples of Student Engagement from the Students' Association in the academic year 2019/2020 so far includes:



- **Games Night** – an evening of entertainment in the Kingpin Suite at the Tavistock Hotel in Bloomsbury, London. This event is always one of the highlights of the year and provides students with five bowling lanes, a karaoke room, a virtual cricket net, table tennis, a pool table, football table and arcade games to enjoy with their peers. Over 250 new students on the night met one another and settled into life at BPP.
- **Bollywood Night** – an evening of entertainment was organised for students alongside the BPP Indian Society at BPP Shepherd's Bush campus to enjoy a popular movie in the evening after class. The event was a resounding success and is to be scaled up to become a fortnightly event.
- **Welcome Lunch** – multiple informal lunches were organised to welcome students to various programmes. For example, the lunch at BPP Shepherd's Bush was attended by in excess of 200 students and many staff, who were able to welcome new students to the University.



The Students' Association has a target for 75% of societies to focus on academic or cultural opportunities for students and students can join any society for free (we are working on adding more societies at all centers especially those that have fewer societies). Currently 40 of the 50 (80%) societies which are managed by Azmat have this academic or cultural focus as shown on the next page.

	Society	Location of Society
1	Accounting & Finance	London
2	Acting For Lawyers & Other Professionals	London
3	Advocacy & Debating Society	London
4	Amnesty International	London
5	Animal Law Society	London
6	Aspiring Solicitors	London
7	Badminton Club	London
8	Bar Necessities Society	London
9	BPP Bar Society	London
10	BPP Media Society	London
11	Chinese Scholars Association	London
12	Christian Union	Leeds
13	Christian Union	London
14	Commercial Awareness Society	Leeds
15	Commercial Awareness Society	London
16	Conservative Society	London
17	Cricket Club London	London
18	Enactus/SIFE	London
19	Environmental Bristol Society	Bristol
20	Eurasian Law Society	London
21	European Lawyers Student Association	London
22	First Love Church Society	London
23	Generation Success	London
24	Governance & Compliance Society	London
25	Indian Society	London

“The Students’ Association team, in particular those staff behind the scenes, such as Azmat Suleman, are highly effective in delivering high-quality, student-friendly events for student representatives to train, feedback and make a positive difference at BPP”.

	Society	Location of Society
26	Karate Club	London
27	Labour Society	London
28	Law Society	Birmingham
29	Law Society	Cambridge
30	Law Society	Leeds
31	Law Society	Manchester
32	Law Society	London
33	Lawyers for Palestinian Human Rights (Student Network)	London
34	Lawyers without Borders	London
35	LGBT+ (Leeds)	Leeds
36	LGBT+ (Manchester)	Manchester
37	London football	London
38	Manchester Football	Manchester
39	Manchester Mooting Society	Manchester
40	Mens 5 a side Football Leeds	Leeds
41	Mooting Society	London
42	Music Society	London
43	Netball Club	Bristol
44	Netball Club	Manchester
45	Rugby Club	London
46	Smart Technology	London
47	Solidaritee	London
48	Women and Non-Binary People in Law	London
49	Women in Law - Birmingham	Birmingham
50	Social Society	Abingdon

Students' Association Website

The Students' Association has a website that is popular with students and is managed by the Students' Association team. At peak periods, the site receives 40,000 hits per month. In many cases, prospective and current students prefer to read a student website over a corporate website in order to get a feel of what BPP University is like and we encourage all those reading this SWS to visit www.bppstudents.com.

Students' Association Board of Governors

The Students' Association Board is an integral part of the Students' Association. The Association is independently managed by this Board of Governors and is chaired by the Deputy Vice-Chancellor at Kingston University, London, Professor Martyn Jones. Professor Jones is a constant source of inspiration for the Students' Association team and helps provide support, mentorship and oversight of the activities of the Association.

The Association Board meets at least three times a year and receives a report from the Managing Director, Shahban Aziz and the President, Shahroze Warraich as a standing item at every board meeting. Additionally, the action plan of this Student Written Submission will be reviewed by the Students' Association Board of Governors as well as relevant boards and committees at BPP University.

Cohort Representation – Staff Student Liaison Committee

The Staff Student Liaison Committee (SSLC) is an essential mechanism of feedback by which students and staff can communicate and obtain feedback about all aspects of the BPP experience including feedback on their programme, facilities, student welfare, careers, activities and Pro Bono. The SSLC is made up of student representatives from every tutor group on every programme at BPP who are elected at the start of the year. These representatives meet with staff in order to raise issues or concerns, suggest improvements and offer feedback on new initiatives. This year, the Student Voice Manager, Hajra Babariya, has worked with senior stakeholders across the University to improve the SSLC process including a new streamlined SSLC form, a bespoke training video for SSLC reps and earlier publishing of all SSLC dates.

Individual Student Feedback – Student Experience Survey

The Student Experience Survey provides students at the University an invaluable opportunity to provide feedback on their overall experience at the University. We usually receive over 1000 responses in this survey and the Head of Student Experience works with the Association and key senior stakeholders to review student feedback as well as ensure improvements are made.

Chapter 4: Quality of Teaching



Whilst the content of this Student Written Submission will follow the student journey from arrival through to exams and graduation, we feel that the most important part of this document is commenting on the quality of teaching. We therefore are introducing this section which goes to the heart of Academic Standards at BPP.

The quality of teaching has continued to be commended by all students at BPP. Once again, students have complimented how fantastic the tutors are at the University and how supportive they are with the students. This is seen as one of the biggest strengths of the University and it has continued to improve year upon year with experts in their respective fields working as inspirational tutors.

Over the course of collecting feedback on lecturers and tutors at BPP from our Student Voice Representatives, SSLC minutes, End of Module survey results and other feedback mechanisms, the feedback on the quality of teaching staff at BPP has been overwhelmingly positive. Students have commented that tutors and lecturers provide excellent support, go over-and-above at all times and teach with great knowledge and professionalism in their respective subject areas.

“I have experienced nothing but exemplary teaching from all GDL tutors. Each tutor is consistently prepared and by-and-large goes over-and-above student expectations.”

The way in which BPP has an ethos of professionals teaching professionals at its very core across all programmes, and the way in which these expert staff always go over-and-above, is unique within the sector and commended as a feature of good practice.

The concept of ‘positive outcomes for all’ is at the cornerstone of all provision at BPP University. All students at the University are unique, varied and have their own specific needs; something which BPP has recognised and embraced as a concept. Examples of the differing needs of students include commuter students, students who are carers, students with childcare responsibilities and students who work alongside their course. An example could be that of different groups of students, for example, commuter students or care leavers, each may have different needs. A Higher Education provider that understands this will undoubtedly have an academic community that flourishes and BPP is a provider that targets all provision to ensure positive outcomes for all groups of students. This is supported by all committees and especially the work of the Student, Assessment, Retention and Achievement Committee which is led by the Head of Student Experience, Shahban Aziz, and of which the President of the Students' Association is also a member.

The work of the Student, Assessment, Retention and Achievement Committee and the tailored provision provided by all teams in order to allow students to excel and achieve ‘positive outcomes for all’ is highlighted as an area of good practice.

Chapter 5: The Student Journey

Student Handbook

Registration

Finance

Student ID Cards

Timetables

Buddies/mentors

Student Common Areas

Library Quality

Use of Technology

CareerHub and the Employability Service

Pro Bono

Virtual Learning Environment

Case Management/Online Student Query Form

MoPPs and GARs

Course quality

Student Support

Formative Exams

Tutor Support and Feedback on Assessments

Summative Exams and Exam Venues

Graduation, Alumni and Community

Career Ready Strategy

Exams.

Before your exam

1. The dates of your exams will be released to you on the VLE at the beginning of your course.

2. Your exams may take place at either at one of BPP centres or one of the external venues – please ensure that you check this information prior to your exam so that you know which venue you should be going to. We cannot guarantee that all your examinations will take place at the same venue (this will depend on the size of the exam and venue availability), therefore it is important not to assume that you are going to the same place as last time. The venue information is available from the VLE under: **Home > Assessments > Your programme**

3. The venue information will be released on the VLE at least 2 weeks prior to the exam date.

4. If you have specific arrangements for your exams, you will receive an email 2 weeks prior to the exam, detailing what the provisions will be.

5. As there are specific annotation rules, please familiarise yourself with these so that you can remove anything that should not be in your book prior to the exam and avoid having it confiscated on the day. Be aware that the materials will be checked at the beginning of each exam by the invigilators – we will do this as quickly as we can so we do not disturb you.

6. Lastly, please allow plenty of time to get to the venue! Factor in additional time that may be taken if, for example, trains are late, you become stuck in traffic etc.

On the day of the exam

1. Your desk number will be available on the day of the examination at the venue. Your SBN will appear on the list with the allocated desk number and the section you are in (we will have colour coded sections). The students will be let into the room between 15-30 mins prior to the exam. This is to give you plenty of time to find a seat and settle in. You might be in a room with students studying other programmes/modules so please do check that you are sitting in the right seat.

2. Once you are in the room, you are under exam conditions. From this point, you should not communicate with colleagues. Do not begin reading the exam paper until instructed.

3. Shortly before the exam begins you will hear the examination instructions. You will be informed when you can start writing.

4. You will be given all the materials that you need for your exams so please just make sure you have your permitted materials with you. The rough paper is attached to the back of the exam paper. If you need any extra paper to write your answers on, indicate to the invigilator and they will give an answer booklet or some continuation sheets that you will need to attach to your main answer booklet.

5. Time warnings will be given as the end of the exam approaches.

6. We will collect the answer booklets and other materials – you will not be permitted to take home any other materials we give you.

7. We then have to count the papers to make sure that all of them have been collected. Once we have them all, we will let you leave the examination room.

8. Now your answer will be marked.

Contacts.

Admin Team

admin@bpp.com

Student Team

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Exams

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International Student Advice and Guidance

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Student Visa Team

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IT Support

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Library

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SLC Queries

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Graduation Ceremonies

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Students' Association Contacts, Events, clubs and societies

engage@bpp.com

Independent Advice

independentadvice@bpp.com

Student Representation

represent@bpp.com

Alumni Network

Your Students' Association: What we do and how we do it.



Enabling the student voice and representation

- Representing you at every level and committee at BPP University
- Supporting feedback mechanisms
- Supporting SSLC and Voice Representation and media
- Running student representative elections via bppstudents.com
- Facilitating student voice focus groups



Providing independent advice and support

- Providing impartial, confidential advice and support
- Providing housing and hardship guidance
- Representing you at University meetings



Facilitating engagement, clubs and societies

- Facilitating clubs and societies' admission
- Delivering events and social activities
- Organising communications and media

BPP University Student Handbook

2019 - 2020

Student Handbook

As a result of student feedback, all students receive a hard-copy version of the Student Handbook when they start at BPP. The Head of Student Experience and Library Services also emails an interactive copy to all students and this is available on www.bppstudents.com. This handbook is a joint publication between the University and the Students' Association and has been created taking on board student feedback. Students have commended the information in this handbook and many students have positively commented that they use it as their 'student bible' throughout their time at BPP University.

The use of student feedback to continually improve the handbook coupled with the tailored information and collaboration between all areas of BPP in producing the handbook and the ethos of 'Students as Partners' in co-creating the handbook is recognised as a feature of good practice.

Registration

Registration at the University is usually the first time when students physically enter a BPP centre and is their first physical point of contact with BPP. Feedback from registration includes but is not limited to:

- There was some positive feedback on registration from students at some centres – especially where they found the process to have worked smoothly and where registration went well;
- The registration process was found to be lengthy, with too many gaps in-between talks;
- The registration process for international students could have been managed more effectively, as some international students felt that the process was inefficient and was not completely catered to their unique needs;
- Some students commented that on some of the registration days there was a lack of staff available, in that there was only one staff member dealing with each aspect of registration which caused a backlog with students having to come back the following day if they were not registered by 5pm;
- Students have expressed that more than anything else they arrive primarily wanting to be able to access their timetables, so they know when to next be physically present at University. Where students then had trouble logging into the VLE and/or cannot access a timetable, they had to be sent away without a timetable, which impacts international students greatly, as if they have less than 80% attendance, they will be academically withdrawn. If students cannot be provided with a timetable at the point of registration, they want information on why this is so that their expectations can be managed; and
- In some cases, for international students, agents had provided their own email addresses to BPP for creating accounts for students which meant the students were unable to access their accounts themselves. This meant they were unable to complete the login process that involves having to open new emails sent to the associated email account.



Affirmations for Registration:

Students affirm that there is a project on registration and students would like to see BPP University implement a simple and 'on the day' registration process where students are fully registered providing they bring the correct documents on the same day. This could be supported by an online checklist prior to attending registration where students can upload the relevant documents leaving only the essential documents to be brought in on the registration day. Additionally, every student should receive a Bank letter, Council Tax letter and Student Status letter, Student ID card at the point of registration.

To assist with this process, the Students' Association will work with the University to try and make existing students to be a part of the Registration process, perhaps wearing BPP hoodies, who can tell new students about what it is like to be a student at the University as opposed to only staff leading registration on the day. Existing students will also be able to give a tour of each centre and show students their classrooms and the facilities that are available.

During the induction sessions, students - especially international students have recommended that they would like more ice-breaker sessions on the registration day so that they can bond with other new students, make new friends and connections at the University on the first day.

We acknowledge, affirm and support that the University has recognised the areas for improvement within the on-boarding and registration process and we are confident that the implementation of these two recommendations will improve the student experience across all BPP centres.

Finance

In most cases, Finance for students who wish to study at BPP University is arranged prior to their arrival, either through Student Finance, Sponsorship or Self-funding. However, it has been included in this document so that direct student feedback on the issue of finance can be provided. Feedback on finance includes but is not limited to:

- There have been some gaps reported by students during the Registration period between them applying for their loans to Student Finance England and BPP confirming to SFE that the students are registered on to a BPP program;
- A number of students have commented that the Universities response to Finance is reactive in nature, rather than proactive. For example, students have commented that they are notified on matters relating to finance once it is too late for them to take meaningful steps to make a payment i.e., they are left with a very short amount of time to raise a large amount of money;
- Students have commented that in some cases they were told months after their second or third sits of exams that they must pay their resit fees and they were given a very short timeframe to suddenly raise the funds to pay the University;
- Students have also given feedback that their process has been smooth with regards to Finance, and it has not had an impact on them; and
- Some students, in particular international students have commented that they have felt the email and telephone modes of communication with Student Finance are both impersonal and difficult particularly where students are new to the country and still developing their English language skills, therefore they would prefer face to face contact;

Students to proactively be informed of impending deadlines in relation to outstanding fee payments or resit fees and they should to be told in advance of, rather than after they must make a payment.

Where students are told they must make a payment, for them to be given a reasonable timeframe within which they can raise the funds to pay their outstanding amounts of fees.

Student ID Cards

Whilst Student ID Cards may be a minor part of the on-boarding process, they have been highlighted as an issue for BPP University students in the academic year 2019/2020. This includes but is not limited to the following issues:

- Many students have experienced a delay in receiving their ID cards, which has been months for some students;
- On many occasions, students have been told to simply wait for their ID cards without any indication as to when they will eventually receive them, or for what reason the delay was caused;
- Students in multiple cases were given specific time periods within which their ID card would arrive e.g. in 48 hours, however the ID card still came significantly later;
- Because of the delay, students have raised queries asking about their ID cards – which in turn has caused an increase in the number of emails that support teams receive – and in turn caused delays to student status and council tax letters;
- There is a general feeling amongst students that they are uncertain as to which specific person or department is responsible for providing them with their ID cards, and in some cases even personal tutors were uncertain about this; and
- Students have commented on the fact that they were not made aware that their Student ID cards are not an essential component of their Registration process, and they would in fact have been able to attend their classes and register for Seminars without having their physical ID cards.

Affirmation on Student ID cards:

Students should receive an ID card at the point of registration which is being done as per the onboarding project. Where this is not possible, students to proactively be given accurate timelines on progress rather than having to wait - even when BPP management know that there are delays.

Timetables

As a result of the Microsoft Office 365 project which was a recommendation of last year’s Student Written Submission, the University has almost completely moved away from using the old ‘Webschedules’ system. This has greatly improved the efficiency of students being fully aware of their weekly classroom schedule. Many students have used this system at their undergraduate universities and are appreciative of this being in place at BPP. However, students have highlighted some issues including but not limited to the following:

- Incorrect classroom details showing on their Microsoft Office 365, which left students having to look at the screens displayed in campuses to ascertain which classrooms they are supposed to be in on any given day;
- Students highlighted that where they were late as a result of incorrect timetabling, they were not permitted to enter the classroom as a result of the ‘10 minute’ policy some tutors enforce in order to minimise disruption. Whilst the affected students agreed that this policy is positive and should remain in place, it impacted the attendance of international students, which is something of crucial importance to them in relation to their student visas – especially when it was not their fault that the timetable was incorrect;
- From a student focus group, it was highlighted by some students who began their courses a couple of years previously, that either they had not moved to Microsoft Office 365 or they were not fully aware of this move; and
- In some cases, students are only given a 15-minute break between their tutorials - which does not leave them enough time to go out and buy lunch or socialise with their classmates.

Recommendation on Timetabling support

It is recommended that there is support by a dedicated staff member for students to sync their timetable to their phone – not all students are tech-savvy and by having someone that students can speak to face-to-face to set this up when they first start at BPP will vastly improve the student experience. Where a student sees the wrong timetable through no fault of their own, tutors should permit students to enter the classroom.

Opportunities for Student Voice Representatives

The representatives have recognised the importance of the Student Voice Representative roles. They have felt that they have had the opportunity to meet a diverse range of students from different backgrounds studying a range of courses over various locations. They have felt that their voice is being heard by the Senior Leadership team at BPP University as they have had the opportunity to meet them on a number of occasions to raise any concerns and ask for any advice or updates at the University.

Meeting with the Senior Leadership Team has made them feel empowered to be able to say that they are representing BPP University at all levels and this is highlighted as an area of good practice.

“I have been overwhelmed with the abundance of opportunities BPP has to offer. The role of a BPP Student Voice Rep has been a gateway for so many more inspiring opportunities. In January, I am attending the panel of a BPP Law meeting with members of senior staff at BPP. I think it is amazing that I can work collaboratively with these members who are influential at the university thanks to their consistent presence and willingness to engage with the student body”

Annual Student Written Submission

Student Voice Representatives have seen many positive changes being made as a result of the recommendations that were made in the previous SWS and therefore, having the opportunity to write a submission each year has been recognised as a feature of good practice.

Buddies/Mentors

The School of Health representatives this year have identified many good practice areas and feel that some of these could potentially be applied throughout other cohorts at BPP University. They feel that they have a good system where they can speak to students in upper years and use them as mentors which has been made possible simply by having lunchtime at the same time as all other students. They have been able to work with these mentors and take advice from them as and when they need, and this has been of great importance. Feedback in this area includes:

- Where there is a smaller cohort number and there is less information available online, it would be of particular benefit for students to be placed into a buddy/mentor scheme with former or more senior students;
- A buddy/mentor scheme would be a great tool to start building up one's professional network from day one;
- Whilst the Careers team and the Community platform are good systems, a buddy/mentor who would be assigned to the student "automatically" would be of benefit so that the student would not have to take any action;
- Another area of feedback from Degree Apprentices in this space has been that they would like increased interaction with other cohorts at BPP and awareness of the fact that they are able to use the facilities in their centre; and
- Over the course of this document, the largest feedback point from BPP Apprenticeship students was that there are limited opportunities for Degree Apprentices available in terms of buddies, mentors, networking and building personal and professional relationships. Apprenticeship students have highlighted that this is a crucial component of not only the overall attraction of the apprenticeship programme, but also for providing a holistic development environment for the young demographic on these courses.

The effective use of mentors in the School of Health is highlighted as an area of good practice and is worthy of wider dissemination throughout BPP.

Student Common Areas

Student Common Areas have been reported by students as generally being positive at all centres in terms of space, cleanliness, and accessibility. Feedback in this area includes but is not limited to:

- The availability of Student Common Areas at the University is extremely important and valuable, as such spaces are crucial for the wellbeing and positivity of students as they provide an opportunity for students to socialise with their peers, relax between classes, and to feel a sense of belonging to BPP when they are on campus;
- Students have highlighted that certain student common areas can be very quiet and lack atmosphere which makes them seem more like a library space than a social space;
- Students have commented that in the absence of a student café, it is difficult for them to purchase hot drinks on campus as the vending machines do not accept card payments;
- Whilst there is a consensus that the price of hot water in the vending machines is low cost, there is also a feeling amongst some students that in the absence of a student café, students should not have to be pay for hot water and it should be free from the vending machines;
- Students have commented that newly created multi-faith rooms, especially at Waterloo and Holborn are a great improvement from the old ones and recognise the work that the University has done in this space; and
- The way in which the University has worked closely with the Students' Association and repurposing of the café areas in Holborn, Waterloo and Manchester to become student and multi-faith spaces is recognised as an area of good practice.

Previous feedback by students included highlighting the important issue of single-use cups being unsustainable not environmentally friendly, and this was given as a recommendation to the Facilities team from last year's Student Written Submission. The Facilities team recognised the seriousness and importance of this issue and made a decision to remove single use cups, which in the first instance were replaced with small paper cones which are due to be phased out very shortly as they have acted as a buffer between the removal of single-use cups and the forward looking ethos of encouraging the complete use of plastic bottles brought in by students.

Recommendations Student Common Areas

It is recommended that TV screens or Radio's be installed in centres to allow for a more relaxed social space for students, particularly where students are in the spaces by themselves

Affirmation on Common Areas and Student Spaces

It is affirmed that the University recognises the need to prominently place recycling bins at every centre so that students can dispose of plastic, cans and other non-biodegradable waste in an environmentally friendly manner.

It is affirmed by BPP Head of Facilities Maggie Parker that new vending machines are to be implemented in March 2020, across every single BPP centre. The new vending machines will be environmentally friendly in terms of the energy usage (a 'sleep mode' included) and the payment will be contactless so students can purchase refreshments. Drinks and snacks will be provided within these vending machines, so that in the absence of student café's, students will be able to purchase refreshments on site.

Library Quality

The library spaces available for students have been generally praised with regards to the service offered, knowledge of staff and study space available. However, there are some issues students have raised with regards to libraries including:

- From our focus groups the issue of ergonomic chairs not being available in the library was raised which is an issue as it prevents students from studying for long periods of time;
- Students have raised the issue of all the computers in the library being too slow, which can be frustrating for students who have a short period of time between classes and want to access their VLE to access materials and use the library printers;
- Students have raised the issue of not all plug sockets working in libraries, which means they are not able to plug in their laptops;
- The Wi-Fi in certain parts of centres has been reported as being slow in areas, which causes a disruption to students studying, particularly in the library spaces. Students in the Holborn campus have commented on the slow functionality of the Wi-Fi quality as a pervasive problem, beyond just the library space. Many students have voiced concerns that the Wi-Fi is slow and often non-functional throughout the building (i.e.; classrooms), which inhibits watching online lectures, or accessing resources from the VLE; this lack of connectivity thereby negatively impacting their learning experience;
- Students in certain centres such as Abingdon and London City have raised the issue of not having a full-time librarian, which they feel would be of benefit to them;
- Students in BPP Holborn have raised the issue of multiple printers not working in the centre which has caused an inconvenience to students;
- There has been a recommendation from students that library opening times be extended, so that students who are on part-time study modes, have childcare costs or have other personal commitments outside of their studies, can study for longer periods of time. Students in certain centres such as Bristol and Manchester have commented on this being an issue, particularly on the weekends before an exam; and
- Students have requested a 'touch' log in system via student ID cards for printers, as currently they have to sign in with their student ID credentials on a touchscreen which is a slow process, particularly when they want to quickly print materials before classes or assessments.

Recommendations on the Library service:

Upgrade or replacement of existing computers in the library so that students can access their course materials quickly and efficiently enabling them to study effectively including a full review of all desktop plug sockets and Wi-Fi in libraries across all centres.

More artwork in the library spaces as many of the walls are bland and are not conducive to a positive working environment including ergonomic chairs for students so that they can sit comfortably and study for longer periods of time.

BPP to consider the option of 24-hour library opening times or review the current opening hours to potentially make them longer.

Use of Technology

Students have commented that BPP University has embraced technology and digital literacy well and the University utilises technology to a high standard. This is exemplified through the following:

- The implementation of a Virtual Learning Environment, which acts as a central resource for students and staff at the University
- Lectures that are available for students to both view online and download
- The access available for students to online resources such as Lexis Nexis as part of their courses
- The implementation of Office 365, which has been a welcome adjustment to student timetabling and has been recognised as an area of good practice arising from the previous Student Written Submission

Student representatives from the Nursing School have identified multiple areas of good practice – in particular one of them being the great online technology that they use as part of their course. They commented how easy it is to attend online lectures and also how easy group work can be made with this technology. They also commented that the lecturers are excellent when it comes to uploading notes and how much this assists them in studying.

The effective use of technology to improve learning outcomes in the School of Nursing area is highlighted as an area of good practice.

CareerHub and the Employability Service

Students have given largely positive feedback in relation to CareerHub and the Employability Service including but not limited to:

- The facility for students to be able to book a one-to-one appointment to go through their CV's, job applications and to get advice on preparing for interviews;
- Students commented on the outstanding professionalism, friendliness and approachability of the Employability team who always offer their services to students in a professional and enthusiastic manner;
- The variety of ways in which students can use CareerHub to access the Employability service, which includes contacting consultants who provide professional guidance via both face to face and telephone appointments as well as Skype calls and written annotation feedback on applications;
- Specific initiatives such as the Employability Award have provided students with the opportunity to improve and develop their employability skills, as well as receive a certificate to acknowledge their participation; and
- Students have commended the volume of events that the Employability team organises for students, which includes professional organisations coming in to centres to deliver workshops, careers fairs for students to meet employers face to face, and guest speakers from industry giving valuable insight into their respective fields.

In the last Student Written Submission, CareerHub was a greatly appreciated system for the students. The students continue to commend not only this part of the Employability service but also has commented how much the support has increased this year in this area. They have been invited to attend many more careers workshops and have felt that they have had excellent support from the Employability team.

The Employability Service is highlighted as an area of good practice from all students and especially international students, due to the fact that the service provides students with an opportunity to increase their personal and professional development as evidenced by the wide variety of events, schemes and opportunities they facilitate for students across all BPP centres.

Pro Bono

Students have highlighted that the Pro Bono service at BPP is an excellent department within the University to facilitate students to act as professional and civic-minded individuals who proactively engage with their local communities to provide bespoke information and knowledge to often underserved groups who may not have access to such information. The Pro Bono projects are interactive in their nature and are designed for BPP students to take the lead on delivery of the projects, which in turn results in valuable skills learnt by students, such as presenting skills, organisation and teamwork.

Examples of the many successful projects delivered by the Pro Bono team include:

- Streetlaw – Goldilocks Mock Trial, E-Safety Online, Youth Offenders Workshop
- Manchester Action on Street Health
- Central London Soup Kitchen Project
- LEASE Case Summaries
- First-Tier Tribunal Video Project
- Employment Law Telephone Advice Line
- BPP Legal Advice Clinic



Goldilocks Mock Trial at BPP Leeds attended by the UK Attorney General at the time, Robert Buckland

'Great Legal Quiz' fundraising event for the London Legal Support Trust



The presence of an effective and wide-ranging Pro Bono department within BPP University is highlighted as an area of good practice at the University and the work done by the Pro Bono team has been commended by both staff and students as an excellent area of professional and personal development for students to participate in.

Virtual Learning Environment (VLE)

Feedback on the VLE have been raised by most student representatives. Feedback includes:

- The VLE can be a complicated system to navigate in comparison to some of the VLE's that students have used at their previous universities in the case of postgraduate students;
- There is not enough signposting towards the VLE when key bits of information have been posted on to the system;
- The VLE is not smooth to use on mobile phones, and students have commented that an official VLE app would result in an increasingly connected educational experience;
- Students have identified the need for training on how to effectively use the VLE – otherwise it takes some time getting used to; and
- Students have raised a concern of the VLE being particularly complicated for students who may have learning difficulties or challenges with using technology.

Recommendations for the VLE

An on-demand tutorial video for students which provides VLE training, which can also be used for face to face demonstrations on how to use the VLE and would prefer if they were posted according to the dates published in the teaching schedule. Whilst this happens on some programmes or at induction, they feel this needs to be implemented across the University.

There is not always a consistency in the way modules and course content appears on the VLE – sometimes old modules or content appears and there would be benefit in having a consistent template used by all tutors. A full review / a deep-dive of the VLE with involvement from the Student President or students and a senior member of the University.

Student have highlighted that they would like an option to download the audio as well as the video of the lecture materials so that they can listen to the lecture when they are commuting to University, their jobs and generally 'on the go'.

Case Management System / Online Student Query Form

Issues with the student query form have been raised as the most common issue for students at the University when requesting feedback over the course of writing this document. Feedback includes:

- Students have commented that where the system has worked efficiently their queries have been resolved and the advice given has been of good quality;
- The response rate of the student query form is very slow. Students have given examples of instances where they have needed urgent documents, validation of their Oyster card, student status letters, bank letters, council tax letters and validation documents and the turnaround time has been slow;
- Instances where their query has been closed to show that it has been resolved when they haven't had their issue resolved;
- The lack of a face-to-face service where students can get an answer/resolution to their issue; and
- There have been instances where students are unsure of the progress of their issue on the system.

Recommendations on Case Management System

A frequently asked questions page added to the online query form page – so that instead of having to submit a query – if the question is answered on that page, then the query does not need to be submitted.

Every query on the Case Management System is successfully resolved within 48 hours of the student submitting the query.

A chat box within the online query form, where students can instant message a member of the support team. This chat feature is working successfully in other teams such as library and is common practice in the sector.

Manual of Policies and Procedures and General Academic Regulations (MoPPs and GARs)

The MoPPs and GARs of BPP University are published by BPP to ensure that all students are aware of the academic regulations, policies and procedures at the University. Feedback in this area includes but is not limited to:

- Some students have highlighted that they were unaware of the MoPPs and GARs of the University and that they are available for students to read from the outset of their journey at BPP;
- Students on the BPTC programme have stated that some lecturers have used a BPTC-specific absence policy where a lack of preparation for classes can result in being marked absent to penalise students who they felt were not contributing. Students were referred to the BPTC Programme Handbook Absence/Attendance Policy as evidence of the legitimate use of this approach. This has been particularly concerning for students as they must achieve 80% attendance in order to ensure they can be called to the Bar and it is also a concern for international students in terms of their visa; and
- Students feel they are not being given enough assistance in terms of incorporating feedback once they have completed an SGS, which in turn affects their ability to contribute in future classes, and consequently they are then marked as absence for a lack of preparation. Furthermore, students feel that the policy of a "lack of preparation" is a subjective and unclear, and it could be clarified to students in greater detail moving forward.

Recommendation on MoPPs and GARs

The MoPPs 2019/2020 state that "these procedures are not intended to be punitive but supportive", however students feel that absence/attendance policies are not being applied in a supportive manner. Therefore, it is recommended that the policy is used in a supportive manner and that students are informed of this policy at induction, and clearly signposted to it throughout the course.

It is recommended that students be made aware clearly from the beginning of their course of what constitutes "lack of preparation" and that this could result in them being marked absent. This is particularly relevant for BPTC students, as this policy could affect their chances of being called to the Bar and for International students as this impacts their attendance requirements for their visa.

Affirmation on MoPPs and GARs

The MoPPs and GARS are now highlighted in the Student Handbook but more work needs to be done for students to be aware of these such as at induction.

Course Quality

Students have highlighted that the quality of courses at BPP are of a very high quality in terms of the teaching, the syllabuses, the breadth of learning resources available and the opportunities for personal and professional development available for students upon completion of their courses.

The courses provided at BPP University are recognised as an area of good practice at the University. This is because the courses on offer at BPP University provide the opportunity for students upon graduation to enter industry-leading jobs in a wide variety of professional sectors. The skills gained from the courses equip students to move forward to their professional lives with a skillset that would assist them to contribute positively towards any organisation. Additionally, the way students are designed in the approval of programmes via Programme Approval Panels is recognised as an area of good practice.

Student Support

Diversity and Inclusion Ambassadors

A new initiative for Diversity and Inclusion Ambassadors has been created by the Inclusion and Learning Support team to reflect the diverse backgrounds of the students at the University. The BPP Diversity Ambassadors scheme is the result of research on the Black Asian and Minority Ethnic (BAME), mature, female, LGBT+ and Disabled student experiences and outcomes. As an institution, BPP University is aware that some less well-represented student groups have felt that their voices are not heard or fully understood. The project aims to create a sense of belonging and empowerment, develop peer to peer support networks and generally create an enhanced student experience for all our students.

As Diversity Ambassadors, appointed students have now become a key point of contact for fellow students, as the role involves listening to the views of others, raising awareness, providing support, sharing developments and raising issues. Diversity Ambassadors are being trained in wellbeing and mental health support so that they are equipped to holding confidential and difficult conversations with their peers. There are opportunities available for appointed students to meet with BPP Universities dedicated Inclusion team, and for students to be supported and encouraged to organise Diversity related events and student campaigns.

The Students' Association

The Independent Advice team within the Students' Association acts as a crucial source of support for students at BPP as it is an independent body within the University. This means any and all advice given is confidential, unbiased, impartial and not influenced by BPP in any way, which provides confidence to the student body that they have a team of people they can speak to who are available to advise them from a truly independent standpoint. The Independent Advice team within the University acts as a crucial mechanism for students to feel supported in their journey at BPP and it is worth noting that this team has both London-based and Regional coverage.

Learning Support

Learning Support at BPP University continues to be an area of growth for the University, with some highlights including an award for the QAA Best Practice for Mental Health Support in 2018.

The team operates nationally and internationally to serve all students, and includes the provision for students to be able to access a Learning Support Agreement. Where students who have evidence of a medical issue that affects their learning or ability to sit an exam, the team will facilitate the relevant adjustment for students.

The Learning Support team offer a range of tailored support including, advice and guidance, adjustments to the course and exams, as well as access to specialist mentors. Examples of such adjustments include students being permitted to sit an exam in a low occupancy room or being given extra time in an exam to accommodate students who may have learning difficulties.

The Learning Support team also has a comprehensive Disability Disclosure process to protect students and the information they share, which ensures that the Learning Support process is completely confidential in nature. There is also a network of experienced Disability Advisors at all sites who students can talk to in confidence about their Wellbeing and Mental Health, as well as Mental Health First Aiders who are visibly identifiable to students by their distinctive green lanyards.



Feedback on Learning Support

Students would prefer processes around Learning Support to better manage student expectations regarding response times in terms of 'out of office' automated emails and 'response time-frame estimations' to be sent to students.

Students have commented on the need for ensuring Learning Support processes cater towards a range of students with intersectional needs.

Students have commented that they would benefit from the Learning Support Team to create and hold space around implementing a tailored, bespoke Learning Support Arrangement, the scope of reasonable adjustment provisions available and the system for requesting further/alternative support if a student does not feel comfortable/adequately supported by the Coordinator they initially communicate with.

Formative Exams

Formative/Mock Exams are a crucial part of the teaching and learning experience of any university and at BPP University, students are also given an opportunity to experience what their final exam will be like in terms of content, conditions and style of question. Students have provided feedback in relation to Formative/Mock exams, which includes but is not limited to:

- Students appreciate the opportunity to complete Formative Exams, as they provide a vital opportunity to and many students. Students commend the formative lecture video on the VLE which goes through a Formative paper as an essential revision aid;
- However, in some cases the gap between the mock exam and the actual exam was too short, which was echoed by multiple students and in particular by full-time LPC students in Holborn;
- Some students have felt that feedback on Formative Exam performance has not been detailed enough in terms of what to focus their revision efforts on in the future, and in some cases the feedback itself has been highlighted as being inconsistent;
- Students in certain programmes have commented that the feedback from Mock Exams is given too close to the actual exam, which does not leave students with enough time to put the feedback in to action;
- Some students feel that a post-Formative exam revision class would be extremely useful so that themselves and their peers can make the best use of the process together.

"John Roberts and Georgina Nugent were consistently above and beyond in how well they supported us during our course, it felt like nothing was too much trouble"

Recommendations for Formative Exams

The University to ensure that feedback from Mock Exams is effective, timely, consistent, and is to be given with a timeframe in which students can absorb and make the most out of the feedback given to them by their tutors.

Tutor Support and Feedback on Assessment

Students have highlighted feedback in this area including:

- Wider dissemination of the fact that 99% of the teaching staff are Scholarly Active;
- Students have noted that each individual tutor at BPP University has their own unique teaching style;
- All students have commended the support they receive and especially BPP chiropractic students have highlighted that they are particularly satisfied with the quality of teaching and support their tutors offer to them and would like to highlight the invaluable contributions of all of the teaching staff in Abingdon; and
- Students receive feedback in various ways including informal and written formal feedback as well as on formative and summative assessment.

Recommendations on Feedback on Assessment:

Full time students and particularly part-time students would like increased communication with tutors, particularly in instances where freelancer tutors are used, students would like to have a way to contact them.

Students feel that there should be at least one revision session at the end of each module as some modules don't currently offer revision sessions.

Summative Exams and Exam Venues

Students have raised several important points in relation to Exams and Exam Venues. These include:

- On a positive note, many students have also commented that their feedback was as it should be and they are happy with the feedback received;
- The lack of opportunity to see model answers across all modules (some modules do provide this) during the period of preparation for exams. Students feel this would be a crucial form of assistance for them to be able to gauge how they should be answering questions and how best to apply their revision and knowledge gained from teaching;
- Some students are unaware that they can ask for feedback where they have passed an exam, to see in which areas they answered the questions correctly and where there is room for improvement;
- Where students must resit a module, they are not being given detailed enough feedback to inform them of the areas where they have gone wrong. There have been instances where students have requested feedback and it has been too generic in nature, rather than telling them specifically where they went wrong and how to improve;
- Students who have sat the assessments do not feel they were sufficiently prepared for the style of questions that appeared on the paper. Students reported needing more practice negotiating their way around Multiple Choice Questions/Single Best Answers (MCQs/SBAs) and more advice on how to tackle them;
- Students recommend that BPP needs to incorporate more SBA questions into these modules. They also think that students would benefit from more MCQs / SBAs being sourced from the commentary in the syllabus reading;
- Students have been given feedback in the form of an online document which is emailed to them rather than face to face feedback with their actual exam script, which they feel is unhelpful as they do not then have a further opportunity to ask questions and scrutinise their performance effectively; and
- From a focus group it was highlighted that students would prefer to have their seat number allocated to them prior to the exam day itself, as it would provide them with certainty on the day of the exam knowing that they simply have to arrive on the day and write their exam in their allocated seat.

Affirmation for Exams and Exam Venues:

Students receive pass and fail feedback but more needs to be done to make students aware that in both cases of passing or failing an exam, feedback is available to them. Students to be made aware that the option of face to face feedback is available to them with the option of seeing their actual exam script during this process, which would be invaluable as a source of improvement.

Recommendations for Exams and Exam Venues:

Students being given the opportunity to see a model answer which is equivalent to a first-class grade during the period of preparation for exams (and not just a 'suggested points to incorporate' document). Students feel this would be extremely helpful for them to see, as it would then frame their revision as well as application in the exam itself.

Students have commented on the need for a collective post exam revision class for students who must re-sit a module, as this would eliminate the need for tutors setting up meetings with individual students to provide face to face feedback.

Graduation, Alumni and Community

There have been several initiatives implemented in relation to the University to retain positive links with its Alumni. This has been led by the BPP Alumni team via the BPP Community platform, which is an interactive online platform for students, staff and alumni of the University to keep in contact and interact with one another.

The student representatives highlighted that Graduation has always been a great event for them. The family environment makes it extremely welcoming and it is an absolutely fantastic end for any student who has attended BPP University. They hope that these graduation events continue as they are and look forward to attending in future.

The BPP Community platform has come from a recognition from BPP University, that there is a need to retain the excellent talent that passes through the doors of the University each year. Such ties with former students are crucial to the long-term vision and strategy of the University as being a leading provider in higher education. The involvement of both students and alumni, underpinned by the BPP Community platform, at graduation is an example of good practice.

'My role as a BPP Student Voice Rep now makes me feel like I am part of a wider community, I have met some amazing people during this experience and look forward to developing these relationships further in the future'

BPP Community

BPP Community has been set up by BPP University to provide students, staff and alumni of BPP to converge on a simple and intuitive online platform; thereby creating an online community. Via a simple signing up process using e-mail or a LinkedIn account, the platform allows all those associated with BPP University to interact with one another and engage in one convenient online location. Features and functionalities include the ability to:

- Post content directly to the Community feed for other to see
- Advertise Job Vacancies
- Set up and manage Events
- Join a variety of Student and Alumni groups
- Find and connect with Mentors from a variety of industries

The Community platform is a great example of BPP University embracing technology and encouraging its use for more than purely academic purposes, something which is designed to resonate with students who are already familiar with various online platforms and communities.

Career Ready Strategy

The Career Ready Strategy at BPP University is a mission statement to commit to building careers through education and for the University to provide extensive employability opportunities, both within and outside the curriculum, for students to fulfil their potential for employment, enterprise creation and continuing professional development. The Employability team at BPP have committed to ensuring that these opportunities are authentic and real-world, developing the 'Career Ready' skills, attributes and behaviours required of students for the professional workplace.

The four principles below have been established to be met as part of the new Career Ready Strategy:

- 1. Employability** – Employability is embedded in learning, teaching and assessment and is at the heart of the student journey
- 2. A Cohesive Approach to Graduate Employability** – Students are supported to fulfil their potential for employment, enterprise, creation and continuing professional development
- 3. Students as Partners** – Students are partners in the design and delivery of Careers and Pro Bono Services
- 4. Alumni** – The Alumni network actively engages with current students to support their professional development

Whilst the Career Ready Strategy is the golden thread that runs through the entire student experience, we have presented it at this final point in the student journey as it is the embodiment of the core skills that BPP University students take from their time with BPP and implement in to their future careers.

Chapter 6 : Student Comms and Student Publications



Student Comms and Student Publications

Students have commended the way in which the University and the Students' Association works collaboratively on communications. This is especially true where key notices are compiled together and added to the Student Life magazine which is available in limited hard copy and online. The student publications are an example of student life at BPP University being highlighted and captured across all areas and centres. The previous two editions of the Students' Association's Student Life magazine have been widely appreciated for the aesthetically pleasing and professional imagery that they display. The magazines are produced and edited by the Student Voice Manager and are created as a result of a collaborative process between staff and students at the University and have been praised for the level of engagement they have provided. The magazines have been viewed approximately in excess of 5000 times online per month which is a testament to their reach and popularity.



The collaboration on student communications and student publications, with contemporary articles relevant to students which are tailored to student needs, is a demonstration of Students as Partners and is a feature of good practice at the University. Examples include articles on student-struggles with mental health issues, the impact of social media, and students of faith detailing their experiences in higher education.

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Chapter 7: BPP Heroes

BPP Heroes


During the Student Written Submission Away Day at Wembley Stadium, a number of staff at BPP University were identified as heroes to students. We would like to show our gratitude to all of them for the dedication and continued support they provide to improve the day to day student experience. Some of our heroes have been named below.

“One example of an inspirational tutor is Mark Higgins, the course leader at Cambridge. He is superbly qualified and already this year has put on an extra evening course for interested students on Jurisprudence, as well as ran an all-day skills session on Advocacy Skills during the reading week.”



Esme Boniface
Professor Christina Cunliffe
Professor Lynne Gell
Laura Hall
Iain Kinnear

Glenn Robinson
Azmat Suleman
Laura Varrier
Rachael Wake
Alison Wells.





Chapter 8: Further Enhancements

Mental Health Training

Mental Health First Aid Training and Safeguarding

Students and staff at the University have highlighted the importance of Mental Health issues being recognised at the University. One action raised from the Student Voice Representative Training Day was to hold a training session for students who wish to become Mental Health First Aiders at the University, which would enable them to be trained on how to support their peers at the University. There is a session for 16 students to be held in London in December, and a potential further session to be held in the North of England for students who are unable to travel to the December London session.

As Mental Health issues become increasingly prominent in the collective conscious, and in particular the unfortunate continuing rise in such issues affecting students nationally, BPP students have commended the way in which BPP University has decided to take a proactive approach to become thought-leaders in the space of supporting and improving the overall Mental Health of students.

The students would like to commend the University for the support they give to all students and the free two-day Mental Health First Aid Training given to all student representatives which is commended as a feature of good practice.

In support of World Mental Health Day on Wednesday 10th October, the University worked in partnership with the Students' Association and held a number of Mental Health stalls and 'Tea and Talk' stalls over various locations, these included London Waterloo, Manchester and Birmingham and reached hundreds of students at each of these centres.

Students were able to get free leaflets, dedicated advice, Mental Health nurses from BPP School of Nursing were available and students were able to confidentially speak about wellbeing, health, personal issues and also about sleep disorders.

The Safeguarding team has also been highly commended in the way they have helped students, especially international students who have needed the extra care this year and the students wish for this to continue in future and Safeguarding is highlighted as an area of good practice.



Chapter 9: Thematic Element

BPP Student Lanyards

Background

The idea of introducing a Student Lanyard has been put forward by the President of the Students' Association for two significant reasons :

- 1.) The student response towards wanting a lanyard to hold student cards in (Primary)
- 2.) An additional security benefit (Secondary)

The basis of the student response as outlined in the proposal document came from a combination of direct student surveying (random sampling/quantitative data) on the matter and students also directly requesting a lanyard and voicing their desire to have one from staff over the registration period at BPP Shepherd's Bush campus (qualitative data).

Methodology

The following types of data collection methods were used

(i) Direct Student Survey – A survey with the question 'As a BPP Student, do you feel you would benefit from having a wearable Lanyard to carry your Student Card in?' was taken across Shepherd's Bush campus, and the question was put forward directly to students. The Survey question was first asked verbally, then shown to them on a printout.

Result – The following data has been captured from the survey:

Survey date – Wednesday 30th October 2019

Students surveyed – 59

Students who agreed – 56 (95%)

Students who disagreed – 3

Students who were indifferent – 0

(ii) Discussion with BPP Shepherd's Bush Customer Service Team – A discussion with the BPP Shepherd's Bush Customer Service team took place, which resulted in a strong recommendation in support of this initiative. The team, in their capacity as senior and experienced members of the Shepherd's Bush CSA team have been able to provide an insight into the benefits of the student lanyard initiative and wholeheartedly affirmed the project when asked for their opinion on it.

Outcomes from Research:

1. International Student Population

BPP Shepherd's Bush has a largely international student population, particularly on our Management programmes and for many of those students, studying at BPP University is their first introduction to life in the UK. It is imperative that international students are recognised as needing additional support, particularly with feeling connected to their place of study. The importance of international students having a feeling of connectedness is something which has been recognised by leading academics globally (*"connectedness and identity are at the heart of international students' experience...disconnectedness often results in a status of marginalisation that affects students' physical and mental well-being"*).

Following the collection of data and conversations with staff and students as well as researching the impact of connectedness and community for international students, an initiative such as a Student Lanyard could result in an increased feeling of satisfaction for students who are away from their home countries and have chosen BPP to study their degree programmes.

2. Security and Awareness

BPP Shepherd's Bush Customer Service team have confirmed that there is a need to be able to distinguish students from members of the public. This is largely because of two factors:

- (i) There is currently no other stringent form of security preventing members of the public from entering the campus, as there is no front desk. Currently students/members of the public can enter the building without bypassing any of the internal Customer Service staff, which is a security risk.
- (ii) As long as students know the entry code to open the door leading to the campus, they can pass this on to others who are not students at the University, which creates a lack of awareness for the Customer Service Team around identifying students. Therefore, a visible form of identification process is also crucial for being able to identify students or Alumni.

3. Students as Partners/Together we Change

One of the 3 key strategies of BPP University is to ensure that students act as partners at the University, as opposed to customers or clients. Given that 95% of the students surveyed have agreed that there is a need for a Student Lanyard, this demonstrates that there is an overwhelming desire from students at the campus for them to be provided with a Lanyard in which to carry their Student ID card. By providing students with Lanyards for their ID cards, the 'Students as Partners' strategy is met, as students have been directly consulted with a question of whether something will be of benefit to them and they have given a response for the University to act on. The Student Lanyard initiative also fits in line with the proposed alternative to 'You Said, We Did' which is 'Together We Change', as the initiative has come from staff and has been affirmed by students.

Next Steps

Following the Shepherd's Bush student survey and the consultation with senior staff, the recommended outcome of this proposal document is to pilot the Student Lanyard initiative in BPP Shepherd's Bush to begin with, and if the project is successful, to consider whether this could be a BPP national initiative. There are multiple considerations to pinpoint ahead of the launch of this project, including costs, designs, the level of detail to be included on the Lanyard (as SRN numbers should ideally not be visible to other students for results purposes) and whether every single person on site would need a Lanyard given not every person on site at BPP is a BPP University student.

Whilst the finer details of the project are yet to be established, the project itself has been set into motion and this should be recognised as a good practice at BPP University, as the project is an example of a staff-led (President of the Students' Association) and student-affirmed initiative which is catered towards and in response to the specific needs of students at the University.



Chapter 10:Next Actions

Good Practice

Affirmations

Recommendations

Good Practice

- The way in which BPP has an ethos of professionals teaching professionals at its very core across all programmes, and the way in which these expert staff always go over-and-and above, is unique within the sector and commended as a feature of good practice.
- The work of the Student, Assessment, Retention and Achievement Committee and the tailored provision provided by all teams in order to allow students to excel and achieve 'positive outcomes for all' is highlighted as an area of good practice.
- The use of student feedback to continually improve the student handbook coupled with the tailored information and collaboration between all areas of BPP in producing the handbook and the ethos of 'Students as Partners' in co-creating the handbook is recognised as a feature of good practice.
- Meeting with the Senior Leadership Team has made the Student Voice Representatives feel empowered to feel as if they are representing their peers groups to BPP University at the highest level, and this is highlighted as an area of good practice.
- Student Voice Representatives have seen many positive changes being made as a result of the recommendations that were made in the previous SWS and therefore, having the opportunity to write a submission each year has been recognised as a feature of good practice.
- The effective use of mentors in the School of Health is highlighted as an area of good practice and is worthy of wider dissemination throughout BPP.
- The way in which the University has worked closely with the Students' Association and repurposing of the café areas in Holborn, Waterloo and Manchester to become student and multi-faith spaces is recognised as an area of good practice.
- The effective use of technology to improve learning outcomes in the School of Nursing area is highlighted as an area of good practice.
- The Employability Service is highlighted as an area of good practice from all students and especially international students, due to the fact that the service provides students with an opportunity to increase their personal and professional development as evidenced by the wide variety of events, schemes and opportunities they facilitate for students across all BPP centres.
- The presence of an effective and wide-ranging Pro Bono department within BPP University is highlighted as an area of good practice at the University and the work done by the Pro Bono team has been commended by both staff and students as an excellent area of professional and personal development for students to participate in.

- The courses provided at BPP University are recognised as an area of good practice at the University. This is because the courses on offer at BPP University provide the opportunity for students upon graduation to enter industry-leading jobs in a wide variety of professional sectors. The skills gained from the courses equip students to move forward to their professional lives with a skillset that would assist them to contribute positively towards any organisation. Additionally, the way students are designed in the approval of programmes via Programme Approval Panels is recognised as an area of good practice.
- The BPP Community platform has come from a recognition from BPP University, that there is a need to retain the excellent talent that passes through the doors of the University each year. Such ties with former students are crucial to the long-term vision and strategy of the University as being a leading provider in higher education. The involvement of both students and alumni, underpinned by the BPP Community platform, at graduation is an example of good practice.
- The collaboration on student communications and student publications, with contemporary articles relevant to students which are tailored to student needs, is a demonstration of Students as Partners and is a feature of good practice at the University. Examples include articles on student-struggles with mental health issues, the impact of social media, and students of faith detailing their experiences in higher education.
- The students would like to commend the University for the support they give to all students and the free two-day Mental Health First Aid Training given to all student representatives which is commended as a feature of good practice.
- The Safeguarding team has also been highly commended in the way they have helped students, especially international students who have needed the extra care this year and the students wish for this to continue in future and Safeguarding is highlighted as an area of good practice.

Affirmations

- 1. Students affirm that there is a project on registration and students would like to see BPP University implement a simple and 'on the day' registration process where students are fully registered providing they bring the correct documents on the same day. This could be supported by an online checklist prior to attending registration where students can upload the relevant documents leaving only the essential documents to be brought in on the registration day. Additionally, every student should receive a Bank letter, Council Tax letter and Student Status letter, Student ID card at the point of registration.*
- 2. Students should receive an ID card at the point of registration which is being done as per the onboarding project. Where this is not possible, students to proactively be given accurate timelines on progress rather than having to wait - even when BPP management know that there are delays.*
- 3. It is affirmed that the University recognises the need to prominently place recycling bins at every centre so that students can dispose of plastic, cans and other non-biodegradable waste in an environmentally friendly manner.*
- 4. It is affirmed by BPP Head of Facilities Maggie Parker that new vending machines are to be implemented around March 2020, across every single BPP centre. The new vending machines will be environmentally friendly in terms of the energy usage (a 'sleep mode' included) and the payment will be contactless so students can purchase refreshments. Drinks and snacks will be provided within these vending machines, so that in the absence of student café's, students will be able to purchase refreshments on site.*
- 5. The MoPPs and GARS are now highlighted in the Student Handbook but more work needs to be done for students to be aware of these such as at induction.*
- 6. Students receive pass and fail feedback but more needs to be done to make students aware that in both cases of passing or failing an exam, feedback is available to them. Students to be made aware that the option of face to face feedback is available to them with the option of seeing their actual exam script during this process, which would be invaluable as a source of improvement.*

Recommendations

1. Finance:

- i. Students to proactively be informed of impending deadlines in relation to outstanding fee payments or resit fees and they should to be told in advance of, rather than after they must make a payment.
- ii. Where students are told they must make a payment, for them to be given a reasonable timeframe within which they can raise the funds to pay their outstanding amounts of fees.
- iii. The Students' Association President is willing to become more involved in future finance strategies.

2. Timetabling Support:

- i. It is recommended that there is support by a dedicated staff member for students to sync their timetable to their phone – not all students are tech-savvy and by having someone that students can speak to face-to-face to set this up when they first start at BPP will vastly improve the student experience. Where a student sees the wrong timetable through no fault of their own, tutors should permit students to enter the classroom.

3. Common Areas:

- i. It is recommended that TV screens or Radio's be installed in centres to allow for a more relaxed social space for students, particularly where students are in the spaces by themselves

4. Library Services:

- i. Upgrade or replacement of existing computers in the library so that students can access their course materials quickly and efficiently enabling them to study effectively including a full review of all desktop plug sockets and Wi-Fi in libraries across all centres.
- ii. More artwork in the library spaces as many of the walls are bland and are not conducive to a positive working environment including ergonomic chairs for students so that they can sit comfortably and study for longer periods of time.
- iii. BPP to consider the option of 24-hour library opening times or review the current opening hours to potentially make them longer.

5. VLE

- i. An on-demand tutorial video for students which provides VLE training, which can also be used for face to face demonstrations on how to use the VLE and would prefer if they were posted according to the dates published in the teaching schedule. Whilst this happens on some programmes or at induction, they feel this needs to be implemented across the University.
- ii. There is not always a consistency in the way modules and course content appears on the VLE – sometimes old modules or content appears and there would be benefit in having a consistent template used by all tutors. A full review / a deep-dive of the VLE with involvement from the Student President or students and a senior member of the University.
- iii. Student have highlighted that they would like an option to download the audio as well as the video of the lecture materials so that they can listen to the lecture when they are commuting to University, their jobs and generally 'on the go'.

6. Case Management System

- i. A frequently asked questions page added to the online query form page – so that instead of having to submit a query – if the question is answered on that page, then the query does not need to be submitted.
- ii. Every query on the Case Management System is successfully resolved within 48 hours of the student submitting the query.
- iii. A chat box within the online query form, where students can instant message a member of the support team. This chat feature is working successfully in other teams such as library and is common practice in the sector.

7. MoPPs and GARS

- i. The MoPPs 2019/2020 state that "these procedures are not intended to be punitive but supportive", however students feel that absence/attendance policies are not being applied in a supportive manner. Therefore, it is recommended that the policy is used in a supportive manner and that students are informed of this policy at induction, and clearly signposted to it throughout the course.
- ii. It is recommended that students be made aware clearly from the beginning of their course of what constitutes "lack of preparation" and that this could result in them being marked absent. This is particularly relevant for BPTC students, as this policy could affect their chances of being called to the Bar and for International students as this impacts their attendance requirements for their Visa.

8. Formative Exams

- i. The University to ensure that feedback from Mock Exams is effective, timely, consistent, and is to be given with a timeframe in which students can absorb and make the most out of the feedback given to them by their tutors.

9. Feedback on Assessment

- i. Full time students and particularly part-time students would like increased communication with tutors, particularly in instances where freelancer tutors are used, students would like to have a way to contact them.
- ii. Students feel that there should be at least one revision session at the end of each module as some modules don't currently offer revision sessions.

10. Exams and Exam Venues:

- i. Students being given the opportunity to see a model answer which is equivalent to a first-class grade during the period of preparation for exams (and not just a 'suggested points to incorporate' document). Students feel this would be extremely helpful for them to see, as it would then frame their revision as well as application in the exam itself.
- ii. Students have commented on the need for a collective post exam revision class for students who must re-sit a module, as this would eliminate the need for tutors setting up meetings with individual students to provide face to face feedback.`

Final Words

Producing a submission of this volume requires a lot of time and planning in order to ensure that the complexity and breadth of the BPP University student body is captured in terms of their experiences as students in their journey at BPP. The BPP Students' Association Team was able to plan the Student Training Day and Away Day in time for the President to incorporate the feedback from these days, supplemented by feedback from numerous focus groups with students who were not student representatives and also with those who were student representatives.

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.



