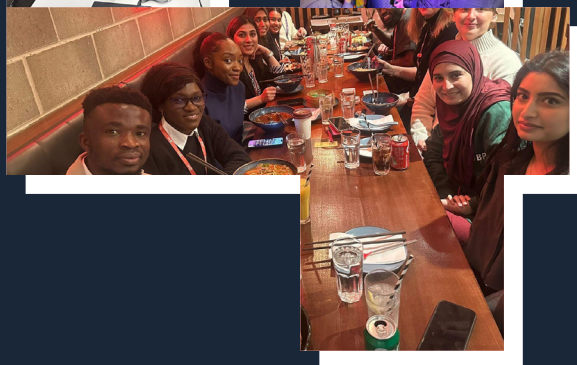


Student Written Submission 2024/25

Published September 2025



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01

Introduction

As an independent Student Voice Team, we would like to thank the staff at BPP University for their valuable contributions to strengthening student-staff relationships and supporting the wider student experience.

It's been a meaningful opportunity to represent the student voice through this submission, and we appreciate the continued collaboration that makes this work possible.

We are grateful to our Student Voice Representatives, Programme Representatives, and the wider Student Voice team for their continued dedication to representing their peers and sharing constructive feedback.

“...strengthening the student voice”

Their input has been essential in strengthening the student voice and supporting our shared commitment to Students as Partners and Together We Change.

Their efforts continue to make a lasting impact — doing themselves and BPP proud.

BPP Students' Association,
Student Voice Team



02

Evidence Base for the SWS

(Student Written Submission)

The guiding principles of **Students as Partners** and **Together We Change** continue to resonate deeply across the BPP community.

These values have been central to the collaborative spirit that underpins this submission, reflecting the shared commitment of both students and staff to continuous improvement.

We have drawn on a wide range of feedback mechanisms which have been instrumental in shaping this **Student Written Submission**. These mechanisms have enabled us to gather, compare, and validate student insights, forming a strong foundation for the evidence presented.

The evidence underpinning this document reflects a broad spectrum of student feedback.



Minutes from Student Voice Forum (SVF) meetings



Input from Student Voice Representatives, reflecting the views of their cohorts and programmes



Thematic focus groups exploring key student issues



Student Surveys, including the National Student Survey, Postgraduate Taught Experience Survey, and internal surveys



Insights gathered during the Student Written Submission Development Session



Reflections from the previous Student Written Submission



Direct student feedback collected through:

- Welcome Lunches
- Students' Association events
- Informal feedback from the wider student body
- The Students' Association website:

www.bppstudents.com

This comprehensive approach ensures that the student voice is not only heard but meaningfully embedded throughout the submission.

Review of the Student Experience

This document outlines areas of good practice based on feedback gathered from students across a range of thematic topics. The comments reflect positive experiences and highlight what is working well in supporting student learning and engagement.

From teaching quality and course organisation to assessment, learning resources, wellbeing support, and the student voice, the following sections showcase the strengths that contribute to a rewarding and supportive academic experience.



Teaching:

- The staff are welcoming, supportive, and genuinely enthusiastic about helping students succeed.
- Teaching methods are engaging and effective, making learning both enjoyable and impactful.
- The overall learning environment is positive, inclusive, and encourages collaboration and personal growth.
- Lecturers are recognised for their professionalism, which students greatly appreciate.

“

“Tutors are good at keeping learnings interested and engaged - they are knowledgeable in their subject areas and have relevant business experience.”

(Business)

“The lecturers are clearly passionate about their subjects, which helps create a positive and engaging learning environment.”

(Technology)

“The tutors provide excellent support, responding to queries in a timely manner.”

(Nursing and Healthcare)

”

Course organisation and management:

- Communication across the programme has been regarded as effective and well-managed.
- The overall organisation of the course has been described as excellent by participants.
- There have been positive comments regarding the Hub and its accessibility.
- Student Voice Forums are appreciated by students as a valuable opportunity to share and receive feedback with award leads.

“

“The scheduling of lectures, clinical placements, and assessment periods has been clear and well-communicated, making it easier to plan and manage both my academic and practical commitments.”

(Nursing and Healthcare)

“The curriculum was well-structured and aligned with industry needs.”

(Business)

“The online interactive workshops have really helped me to feel more connected with other students.”

(Law)

”

Assessment and feedback:

- The assessment structure was well-designed and supported by tutors who provided valuable guidance throughout.
- Feedback received was constructive and helped students understand how to improve and progress.
- Marking criteria and academic guidance were clearly communicated, contributing to a fair and transparent evaluation process.
- Students feel confident in their assignments, as tutors provide clear explanations of the assessment rubric along with helpful tips and guidelines.
- The assessment timeline is viewed positively, allowing students to manage their academic work alongside personal responsibilities.
- Oral formative assessments are seen as a beneficial way to prepare, with students highlighting their value.
- Feedback delivered through voice recordings has been well received and is considered a useful and engaging format.

“

“During my exams, the teachers were extremely supportive and prepared us thoroughly.” “The preparation offered by tutors was equally helpful; ensuring I was clear on what was being asked of me and the work required to hit that level.”

(Law)

“We had a lot of support for our assessments”

”

Review of the Student Experience

...Continued



Learning resources:

- Students have access to high-quality resources both online and on campus, supporting a well-rounded learning experience.
- The online learning platform and library services are excellent, offering reliable and convenient access to academic materials.
- Study materials are thoughtfully designed and have proven helpful in reinforcing key concepts and supporting independent learning.
- Students appreciate having access to online platforms and study resources, which support flexible and independent learning.
- Weekly interactive workshops are highly valued by distance learners, offering meaningful engagement and academic support.
- Information on the Hub is easy to access, making it a reliable source for updates and guidance.

“

“Access to online learning platforms, study guides, and participation in study groups have been the most effective resources for me.”

(Nursing and Healthcare)

“The regular interactive workshops we have each week really help in feeling more connected with other students and my tutor which helps the independent study.”

(Law)

”

Student Voice:

- Students appreciate the variety of meetings held, describing them as valuable, creative, and engaging.
- There is a strong sense that student feedback is actively welcomed, which encourages further participation and the collection of additional insights.
- Students find the rep roles to be a meaningful experience, offering opportunities to develop valuable skills for their future careers.
- Students have valued the opportunity to collaborate with staff in co-producing work and feel confident contributing to discussions that enhance the student experience.

“

“The Student Voice is a successful platform not only for helping students collectively but also for actively being there for the needs of individual students as well.”

“I’ve really enjoying the student rep meetings”

”

Wellbeing Support

- Students have expressed appreciation for the introduction of dedicated wellbeing and mental health services, highlighting the importance of having accessible support tailored to their needs. The availability of these services is seen as a vital resource that contributes positively to their overall university experience and personal wellbeing.
- Wellbeing advisors have received consistently positive feedback from students, who describe them as empathetic, flexible, and highly effective in their roles. Their approachable manner and ability to adapt to individual circumstances have helped foster a supportive environment where students feel heard, respected, and genuinely cared for.

“

“Many students appreciate the availability of wellbeing and mental health support services, noting their effectiveness in addressing various needs.”

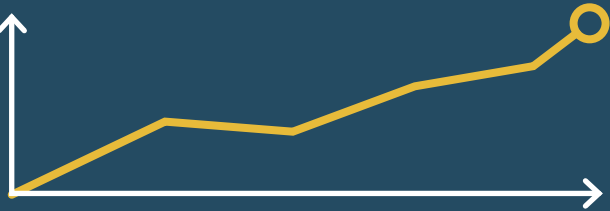
“Wellbeing team does a great job. I would recommend everyone to get in touch if you are feeling stressed with life or academics.”

”

04

What Students Are Saying:

Key Stats from National Student Survey and Postgraduate Taught Experience Survey.



We're pleased to report a **13% increase** in response rate compared to 2024 for the NSS. This puts us **2% above the sector average** for 2025 and reflects the hard work of our reps in encouraging peer feedback.

National Student Survey (2025)

- 78%** UG students responded positively on their overall student experience.
- 84%** Students responded positively to the communication of wellbeing services their learning opportunities (**up 6.6 % from 2024**).
- 83%** Students responded positively to receiving timely feedback on their assessments (**up 5.3% from 2024**).
- 77%** Students responded positively to the Students' Association representing their academic interests (**up 3.5% from 2024**).
- 88%** Students responded positively to being free to express their ideas, opinion and beliefs (**up 1.4% from 2024**).
- 82%** Students responded positively to their course having the right balance of directed and independent study (**up 2.0% from 2024 and 2.4% higher than the sector**).
- 77%** Students responded positively that the feedback they receive helps them improve their work (**2.0% higher than the sector**).

*Hybrid learners are students who participate in a combination of face-to-face classroom sessions and online learning activities.

Postgraduate Taught Experience Survey (2025)

- | | | | |
|---|---|---|--|
| | | | |
| 1 st out of 97 by hybrid learners for Engagement. | 1 st out of 56 by Nursing students for Organisation. (93%) | 1 st out of 56 by Nursing students for Assessment. (93%) | 1 st out of 57 by Nursing students for Teaching. (96%) |
| | | | |
| 1 st out of 56 by Nursing students for Support. (94%) | 2 nd out of 91 by Overseas students for Engagement. | 2 nd out of 96 by hybrid learners for Community. | 2 nd out of 57 by Nursing students for Community. (91%) |
| | | | |
| 2 nd out of 56 by Nursing students for Overall Satisfaction. (95%) | 2 nd out of 57 by Nursing students for Engagement. (95%) | 2 nd out of 56 by Nursing students for Skills Development. (96%) | 2 nd out of 83 by Business and management students for Community. (88%) |



05

Recommendations

In addition to highlighting areas of good practice - where students have recognised aspects of the university's performance that are working well - they have also put forward **four targeted recommendations** to support ongoing improvement and drive further excellence.



1. Enhancing Class Attendance and On-Campus Engagement

Students in the Business School have noted the impact of extended breaks between classes - particularly when morning lectures are followed by late afternoon sessions. These long intervals can sometimes affect students' ability to stay engaged on campus throughout the day.

To help address this, the Students' Association would like to work together with staff and students to review current attendance patterns and explore meaningful ways to enrich these gaps. Ideas might include forming study groups, participating in Students' Association activities, or partnering with nearby cafés to create inviting spaces for connection and collaboration.



2. Improving Timetable Communication and Support

Students from the Business and Law Schools have constructively highlighted the impact of short-notice timetable changes and limited advance notice for schedule releases, which can be especially inconvenient for those commuting to campus. They also pointed out inconsistencies in timetables and a lack of clarity around course structures.

To help strengthen communication and provide better support, suggested improvements include using the Hub app and SMS alerts to keep students informed, along with increasing transparency around any changes. It's also recommended that the Students' Association and Customer Experience team explore additional ways to assist students who may be impacted.



3. Empowering Students Through Enhanced Tutor Engagement

Many students recognise that tutors often have demanding schedules, and have shared that overlapping drop-in sessions, limited availability during placements, and difficulties arranging appointments can sometimes make access to support less straightforward. Some students have also mentioned delays in receiving academic guidance and noted that awareness of existing support services could be improved.

In response to this feedback, suggested improvements include extending drop-in hours, encouraging tutors to highlight available support options after lectures, and working with the Students' Association and Customer Experience team to raise the visibility of helpful resources.



4. Strengthening Career Support for International Students

International students have shared that finding employment and building professional networks can sometimes feel a bit overwhelming, particularly in unfamiliar environments or when UK-based experience is highly valued by employers. Some students have also expressed feeling hesitant about attending events, which can impact their confidence and engagement.

To continue enhancing support in this area, suggestions include expanding partnerships with inclusive employers, promoting flexible remote work opportunities, and offering tailored networking workshops. A focused review - especially involving Nursing and Apprentice students - could help deepen understanding of their unique career development needs and identify additional ways to support their growth.

06

Closing Reflections

At BPP University, learning goes hand in hand with wellbeing, creating an environment where students feel supported, empowered, and inspired. This submission reflects the strong partnership between students and staff, showcasing how collaboration leads to meaningful progress and innovative solutions.

The University is more than a place of study - **it's a community where lasting connections are formed, and every student is encouraged to find their voice.** Through shared experiences and mutual respect, BPP continues to build a culture of inclusion and academic excellence.

By placing the Student Voice at the centre of decision-making, BPP reinforces its commitment to the Students as Partners approach. This ethos not only shapes the student experience but also ensures that every initiative is grounded in genuine collaboration.

BPP equips aspiring professionals with the tools, confidence, and insight to thrive—not just within the classroom, but far beyond it. The journey here is transformative, and the impact students make as they move into their chosen industries is a testament to the strength of the foundation they've built.

“The staff at BPP helped us at every stage in every possible way.”

“I have been so impressed with the tutors on my course.”

“I feel like the issues raised were listed to and taken on board.”

07

Our Student Voice Representatives

Business:



Aneesh Eldho
MSc Management



Ankita Amatyia
MSc Management



Ammar Ahmed
MSc Management with
Project Management



Ameenullah Mohammed
MSc Management with
Data Analytics (PDP)



Ayooluwa Fadeyi
MSc Management with
Project Management



Azhar Mahmood
MSc Management with
Project Management



Azzunaya Madu
MSc Management with
Project Management



Bilkisu Ibramin
MSc Management with
Project Management



Chioma Adebbe
MSc Management



Christopher Odoh
MSc Management



Darko Limpic
MSc Accounting &
Finance ADAF



Deval Patel
MSc Management
with Data Analytics



Emmanuella Livinus
MSc Management with
Project Management



Faizan Shaik
MSc Management with
Data Analytics (PDP)



Ibe Chinaza Kalu
MSc Management
with Data Analytics



Kazi Shams Ahmed
MSc Management with
Digital Marketing (PDP)



Kehinde Akinbohun
MSc Management with
Project Management



Leroy Nweze
MSc Management (PDP)



Oluwatobi Adejugbe
MSc Management
with Data Analytics



Shahriyar Khalil
MSc Management
with Data Marketing



Suleman Murtiza
BSc Accounting & Finance



Surakshya Kandel
BSc Accounting & Finance
with Digital Business



Touseef Sheraz
BSc Accounting & Finance
with Digital Business



Tumininu Majekodunmi
MSc Management with
Project Management



Ugochukwu Emmanuel Omeke
MSc Management



Waqas Hassan
MSc Management with
Project Management



Zeshan Afzal
MSc Accounting &
Finance

07

Our Student Voice Representatives

Law:



Adam Smith
Level 7 Solicitor
Apprenticeship



Asha Adutwim
Legal Practice
Course/ LLM



Dhillon Shenoy
PGDL Law Conversion
Course



Divya Baby
LLM Law Concersion
Course



Eleanore Everhart
LLM SQE 1&2



Ella Clarkson
Level 7 Solicitor
Apprenticeship



MD Shariful Islam Asif
LLM International
Business &
Commercial Law



Mohammed Khan
BTC PLS (LLM)



Mohanraj Kaimesan
BTC PLS (LLM)



Najut Ali
PLS BTC (LLM)



Rhea Valerie Tagoe
Law Conversion Course



Thomas Rymer
LLM Law Conversion
SQE 1



Tommaso Forni
LLM SQE 1&2



Upama Nandy
Law Conversion Course



Yen Fah Ng
BTC PLS (LLM)

“

I have thoroughly enjoyed my time here and have felt well supported.”

”

Nursing:



Alishbah Awab
MSc Healthcare
& Leadership



Ashfaq Hussain
MSc Healthcare
& Leadership



Ana Chartolani
MSc Healthcare
& Leadership



Chisom Anaekwe
BSc Adult Nursing
with Preregistration



Gemma Jeffrey
Foundation Degree
Nursing Apprentice (FNDA)



Harry Cowdrey
Nursing Degree
Apprentice



Laiba Mayers
MSc Healthcare
& Leadership



Osita Chukwunke
MSc Healthcare
& Leadership



Precious Ibe
BSc Adult Nursing



Wisdom Agbon
MSc Healthcare
& Leadership



Gabriella Butler
Registered Nursing Degree
Apprentice (RNDA)

Technology:



Rebecca Grice
BSc Data Science



Sam Naylor
BSc Applied Digital
Technology



Zarah Khan
Digital & Technology
Solutions Professional



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