

University of Aberdeen
Internal Teaching Review (ITR)

SCHOOL OF LAW

Virtual Panel Visit: 4-7 May 2021

INTRODUCTION

1.1 The Internal Teaching Review (ITR) of the School of Law was largely intended to take place under the University's published process and procedures, which are available here: <https://www.abdn.ac.uk/staffnet/teaching/internal-teaching-review-6112.php>. However, as a response to the onset of the COVID-19 pandemic and the move to homeworking, as well as the time of year in which the review was being completed, the format of the ITR was amended slightly as follows:

(i) student engagement was focused on involvement in the Pedagogic Partnership session, removing the additional requirement for students to engage during specific sessions earlier in the review; and

(ii) the review was scheduled to take place over the course of four working days, to ensure that panel members had adequate time to engage with other activities as required

1.2 Additionally, as a response to increased workload pressures resulting from the move to blended learning, the Critical Analysis document was streamlined to address the following key areas:

(i) School context: to include student numbers, demographics and outcomes; highlight any areas of teaching and learning practices that are specific to the School and a summary of the School's response to the previous ITR

(ii) Positive aspects of the School's teaching and learning: to include examples of positive practice and particular strengths of the School as well as how this good practice is shared both within the School and beyond

(iii) Challenges that have been encountered in the School's teaching and learning provision: to include potential areas identified for improvement and an action plan for how they might be addressed – or whether these were issues for discussion at the ITR. It was advised that this section was not only focused on response to the COVID-19 pandemic

(iv) Future plans: to include areas for development in the next few years, e.g. new course/programme developments, partnerships/proposed

1.3 The ITR Panel was comprised of:

Dr Jerry Morse	Chair School of Medicine, Medical Sciences and Nutrition Quality Assurance Committee
----------------	--

Prof Yvonne Bain	School of Education
------------------	---------------------

Mrs Mhairi Freeman	School of Education
--------------------	---------------------

Mr Ondrej Kucerak	Vice President for Education, Aberdeen University Students' Union
Dr Jonathan Galloway	External Subject Specialist, Newcastle University
Prof Claire McDiarmid	External Subject Specialist, University of Strathclyde
Mrs Jane MacEachran	External Subject Specialist, Law Society of Scotland
Mr Jim Stephenson	External Subject Specialist, Law Society of Scotland
Mrs Morag MacRae	Clerk, Academic Services

- 1.4 The Panel considered the documentation provided by the School, by way of an evidence-based Critical Analysis (CA) as detailed in 1.2 above. In addition, prior to the virtual visit to the School, members of the Panel were provided with access to the School's Quality Assurance (QA) repository, containing the School's annual monitoring materials (Annual Course and Annual Programme Reviews (ACR and APR)), Course Feedback Forms, minutes from meetings of Staff-Student Liaison Committees (SSLC), and External Examiner Reports (EERs), as well as the minutes from various School Committees. Consideration of this documentation, along with the School's submitted CA, enabled the Panel to identify key themes for further exploration.
- 1.4 The Panel conducted a virtual visit to the School via Microsoft Teams, where they met with a range of staff, as well as undergraduate (UG), postgraduate taught (PGT) and postgraduate research (PGR) students during the Pedagogic Partnership session.
- 1.5 The themes for focused discussion agreed with the School prior to and during the visit were:
- (i) **Staffing and Sustainability**, particularly in terms of ensuring the future success of the Law School with adequate staffing and support
 - (ii) **Assessment, Feedback and Review**, specifically addressing the difference in perceptions of the effectiveness of feedback provided to students
 - (iii) **Student Experience and Employability**, which was deemed to be of great importance in terms of student support and engagement in a blended environment
 - (iv) **Challenges and Innovations**, which aimed to address the successes evidenced within the School and the methods for facing challenges, particularly during a global pandemic
- 1.6 This report is split into three sections:
- (i) Part A gives the overall impressions of the teaching provision within the School, formed from the whole ITR process;
 - (ii) Part B covers the outcome of various meetings with staff and students, focusing on a small number of themes as outlined above. It also details the Pedagogic Partnership Session, which involved more free-form discussion; and
 - (iv) Part C details the School action plan which will form the basis of the one-year follow-up report.

PART A: OVERALL IMPRESSIONS

- 2.1 The Panel were overwhelmingly impressed with the School's proactive and pragmatic handling of the amendments required for a successful move to blended learning. The willingness to try new methods for effective working and communicating with students was highly commended, and this was evidenced in the exceptionally positive nature of the review overall.
- 2.2 The relationship between the School and the associated professional services teams in Registry, the Careers Service and Student Support was applauded by the Panel. All stakeholders spoke highly of the robust processes and systems in place for supporting students, and lines of communication were agreed to be very open and effective between departments.
- 2.3 The excellent communication within the School greatly impressed the Panel. It was agreed that the School demonstrated very effective management of a two-way information flow, and that staff in all roles felt included in the ethos of the School and the vision going forward. Leadership was felt to be inclusive and personable.
- 2.4 The School was also commended for its effective and pragmatic response to student matters and concerns. It was evident throughout the review that all staff were highly committed to the wellbeing of students, and to providing an exemplary educational experience. It was noted that staff should potentially focus their attention on enhancing communication surrounding assessment criteria, as that was an area in which students felt improvements could be made.
- 2.5 The sense of community within the School was exceptionally positive, and it was evident that staff and students worked together to sustain this community spirit. The Panel were concerned that ongoing high staff-student ratios might endanger this success in the future, and hence it was advised that this was monitored going forward.

PART B: QUALITY ASSURANCE AND ENHANCEMENT; OUTCOMES OF DISCUSSIONS WITH STAFF AND THE PEDAGOGIC PARTNERSHIP SESSION

4.1 Theme: Staffing and Sustainability

- 4.1.1 The role of academic line manager (ALM) was explored and was universally endorsed for being effective in addressing workload issues and providing an additional means of communicating with management. The creation of the ALM role had allowed for more coaching, guidance and development than would be possible when managing larger numbers of staff, and provided clarification in terms of management jurisdiction. The cohort of ALMs meet weekly to share good practice and facilitate workload planning, and it was believed within the School that staff should discuss and promote their own career paths to inform the planning process. ALMs were also proactive in addressing workload at pressure points throughout the year: for example, assistance with marking assessments had been offered for course coordinators of larger courses.
- 4.1.2 Discussion arose surrounding staff-student ratios, which were noted to be relatively high within the School. As one of the top Law Schools in the UK and in the top 100 in the world, the School felt a great deal was achieved with fewer staff than many of their peers. Focus was placed on the potential impact this had on assessment and it was reported that staff were encouraged to use assessment methods which would ease the pressure of marking, while ensuring that all learning outcomes were adequately assessed. The School pulled

together to ensure that marking was undertaken timeously, with management and “bought in” staff – usually PhD candidates – undertaking marking to alleviate pressure. However, the School was optimistic that the hiring of four new posts would mitigate this issue.

- 4.1.3 The Panel were delighted to hear that teaching responsibilities were decided collaboratively, with open discussions about staff ambition and expertise being commonplace. The open nature of discussion was central to the culture of the School, which also pleased the Panel. ALMs and postgraduate theme coordinators are also involved to ensure futureproofing of the School programme offering. Non-standard teaching, such as summer schools and teaching for the Qatar campus, are factored into workload allocation, and the Qatar teaching was felt to have been particularly successful.
- 4.1.4 The School was noted to have an excellent attitude to ensuring that equality and diversity remained a key focus for staff and students. With relation to the appointment of ALMs and Director roles, Human Resources were responsible for ensuring compliance with EDI norms, but the School was keen to ensure that the transparency of the process was maintained throughout. The Panel commended the School’s aim to achieve a Silver Athena Swan Award. The gender distribution in terms of committee representation was balanced, and the desire for it to remain this way ensured its continued importance with management. It was also noted that, with one notable exception, all promoted staff within the School this year were female.
- 4.1.5 It was noted that teaching contact hours had not increased this academic year, but that several related responsibilities had demanded more time of staff. Organisation and planning, specifically in contacting personal tutees, had put a strain on some staff, and the concentration of assessment submission during the first half-session had proven to be problematic. The School aimed for 120 contact hours for teaching staff this academic year to encompass the other responsibilities involved in blended learning. In order to meet this, they withdrew some optional courses at Honours and postgraduate level which allowed for more team teaching.
- 4.1.6 The Panel queried whether adequate help was given to School support staff to facilitate the substantial changes evidenced within the School in recent times. Staff reported that the eLearning team had provided training sessions as well as individual support sessions, which had been helpful in handling the move away from the traditional “essay then exam” assessment format. Support staff frequently had to handle the technical problems encountered in undertaking this move but overall, they felt equipped to do so.
- 4.1.7 It was agreed that mental health training needed to be resumed institutionally, as it was believed to have been overtaken by other blended learning related matters. School support staff generally felt confident in dealing with students who raised sensitive or concerning issues, but this feeling was not reflected by centrally based staff in Registry. It was recognised that the School support staff formed a close team, and they assisted each other with the treatment of sensitive cases. All staff felt comfortable in contacting the School Administration Manager for support when required.

4.2 Theme: Assessment, Feedback and Review

- 4.2.1 The Panel was delighted to see that a variety of feedback was provided to students, and that External Examiners had highlighted the quality of feedback given. It therefore seemed incongruous that the NSS results intimated student dissatisfaction with feedback, but the

School advised that this was potentially due to the challenging nature of some of the comments given. The School agreed that feedback was perceived positively for the most part but felt that more work could be done to improve student understanding of the purpose of feedback.

- 4.2.2 It was noted that feedback from students, by way of the completion of Course Feedback Forms or similar, was certainly lower than previous cohorts who had completed paper versions of the form during tutorials. The School reported a 35-40% return rate this academic year. However, it was also recognised that the feedback received could be polarising in nature, in that only those particularly happy or unhappy with the course would often provide feedback. Interim feedback had been sought during the first half-session via year leads, class representatives and Q&A sessions in order to determine the likely success of the move to blended learning, and changes were made as a result. Relationships with class representatives were felt to be strong, and regular open sessions were held via Collaborate to provide feedback to the School. School staff commented that they would appreciate guidance on ways in which feedback might be enhanced going forward.
- 4.2.3 The theme of providing effective feedback which students understood, and the ability to convey this by ensuring the academic literacy of students, was important to both the Panel and School. Particular challenges had arisen during online teaching, and it had been recommended that staff give a short online tutorial prior to assessment in order to prepare students for the methods employed. Academic writing skills were addressed during Level One, and Q&A sessions about assessment were scheduled for all levels. The Panel believed this offering could potentially be expanded to enhance the efficacy of the existing academic literacy provision.
- 4.2.4 All teaching staff now give online feedback, which is a move which the School support staff favour. The existing standardised feedback form had been amended to suit an online environment and had been used successfully. One disadvantage highlighted by support staff was that the volume of assessments translated into a time-consuming set-up process, and IT failings had been problematic at times. Additionally, support staff had received increased requests for deadline extensions, which was likely due to the increase in quantity of assessments contributing to a build-up of deadlines and pressure on students. However, staff were confident that students preferred online submission, and highlighted the work done by the inclusion team to address potential disability issues. This translated into excellent feedback from students with a variety of complex circumstances which might affect their ability to access online learning, such as those with disabilities or caring commitments.
- 4.2.5 The Panel heard that the written feedback which markers provide on the undergraduate dissertation can vary from a couple of sentences to a couple of pages which could include advice on how to make the dissertation publishable. In order to provide equity for students, it was suggested that this be addressed.

4.3 Theme: Student Experience and Employability

- 4.3.1 The relationship between the Careers Service and the School was highly commended, particularly in the support given to all students rather than only those entering employment in Scots Law. Students are very keen to engage with the Careers Service – indeed 75% of undergraduate students in the School did so last year – and proactive academic staff within

the School provide vital encouragement. It was noted that the employability prospects for students of the School are excellent, as one of few Schools to offer both Scots and English Law in the UK. Recent expansion into virtual internships has been an important amendment for the Careers Service to address, and similarly the changes surrounding the Solicitors' Qualifying Examination (SQE) have resulted in Careers Service staff introducing new resources which provide appropriate support. Additionally, the forecasted shortfall in trainee places for DPLP students was concerning, with prospects of entering the profession becoming much more competitive. However, the excellent support received from the Careers Service during the induction period was noted as helpful in supporting these students. The Panel were impressed with the proactive nature of the service, and with the exemplary levels of student engagement.

- 4.3.2 The SQE was recognised as a challenge for all Law schools in terms of supporting students appropriately. Staff reported attending workshops outlining recent changes and a keen interest in keeping abreast of developments. The academic grounding received in English Law teaching was deemed to be a good basis for the SQE going forward, but consideration is being given to introduce formal training or preparatory work – perhaps in the form of a summer school – for students intending to undertake the exam.
- 4.3.3 The student withdrawal rate was highlighted as having decreased, and the reasons behind this were queried. The Head of School believed that amending the main programme structures to ensure that students were comfortable with assessment from an early stage had helped in supporting their studies and noted that the proactivity of personal tutors and a tightened monitoring system would also contribute to improved retention statistics. Additionally, it was agreed that student retention had become an institutional priority with the creation of School retention committees, and hence the improvements may have been seen university wide.
- 4.3.4 The Panel queried whether academic staff were involved in the promotion of extra-curricular society participation. It was reported that induction programmes included society representation, and that this was supported by the Careers Service. Students were actively encouraged to participate in societies for the purposes of enhancing their employment prospects in the future.
- 4.3.5 Alumni engagement was commended as being strong and empowering within the School. In particular, the matriculation dinner which invites alumni to meet Level One students early in their first half-session at University was judged to be very inspiring. Alumni were frequently invited to events and to give presentations to current students, providing an example of the opportunities available to graduates of the School. In addition, a number of the external non-mainstream teaching staff are alumni.
- 4.3.6 The online aspect of teaching has generally been received well by students within the School. Those who wanted an on-campus experience during the first half-session were given opportunity to engage face-to-face, and around 60% of pre-Honours students did so. Students were grateful for the extended teaching hours which enabled on-campus engagement, and equally those who chose not to engage face-to-face were appreciative of support with engaging from home. The School believes that student satisfaction has probably decreased during the second half-session with a fully online experience, but there is an understanding that the School acted as proactively as possible. Flexibility in attendance

has been well received and has likely helped with student retention. Similarly, the School was delighted to report that progression rates had remained excellent.

- 4.3.7 Support staff have been proactive in scheduling social interaction for students during the online teaching period. Orientation was a particular challenge, but staff organised a quiz, breakout group meet ups and an information session with students from the previous cohort. They have also maintained regular online social sessions which were introduced by the School but are now organised by AUSA reps. Further changes may be required for the coming academic year, depending on the opportunities available for on-campus interaction.
- 4.3.8 The School reported having a successful relationship with Registry and Student Support, and central staff agreed that it was often more straightforward to resolve Law queries than those from other Schools due to the ongoing sharing of information. Communication with students was trialled via an online chat system, but filtering email queries has been received more positively by students. Support staff also endorse having frequent admin team meetings to share good practice and commented that having a dedicated School Marketing Officer has been a very positive move. The Panel were impressed by the rapport evidenced between all stakeholders.
- 4.3.9 It was recognised that the provision of mental health first aiders was a positive move by the University, but the School believed there had been a delay in the provision of adequate training due to the COVID-19 pandemic. However, alternative School-based systems were put in place to support students who had mental health concerns, and staff had been proactive in contacting students who had reported having symptoms of COVID-19 to ensure they felt supported. The senior personal tutor would then follow up with any student needing further support. The personal tutor programme within the School was endorsed by central professional services staff, who commented that issues which arose regarding attendance and engagement were often easier to resolve due to proactive tutor involvement. Postgraduate students are supported by the LLM director who is similarly proactive and holds regular meetings to keep track of any students requiring additional support.

4.4 Theme: Challenges and Innovations

- 4.4.1 The Panel asked about the implications of new initiatives and increased student numbers for staff workloads. It was highlighted that moving to a blended learning environment had been linked to an increase in resource, but this had not materialised. The institution had experienced challenges with recruitment during the pandemic, but the School had received support for the use of “bought-in” teaching from the Senior Management Team where required. It was agreed that effective dialogue with management was vital, and the Head of School was conscious of the increased pressures on staff caused by recent changes to teaching methods.
- 4.4.2 It was noted that there had been a noticeable impact on the teaching of soft skills while working within an online environment. Staff agreed that the remodelling of some assessments, such as an advocacy simulation, had been successful in achieving the intended learning outcomes, but felt that the lack of face-to-face contact made certain aspects of the assessment challenging. Students missed out on practice with reading body language, but the essential elements of the assessment had translated effectively.

- 4.4.3 The experience of postgraduate research students was discussed, and it was decided that the online environment had largely worked to their advantage. Contacting advisors and asking for guidance had been made easier with the use of Microsoft Teams, and it was felt that the quality of interaction had increased. The undertaking of research was difficult during the first half-session of 2020/21, but a number of funding opportunities were borne out of the pandemic and the School reacted quickly to apply for financial assistance for students. The introduction of a regular online PGR wellbeing session was commended.
- 4.4.4 Staff believed that students worked hard to make themselves attractive candidates in the job market after graduation. They were proud of recent student successes in national and international competitions and rated the institution's career mentoring scheme as excellent. It was highlighted that students had been innovative in selecting unique dissertation topics, and there was a belief that students benefitted from competition with Robert Gordon University, which focuses heavily on career destinations.
- 4.4.6 Communication with students was highlighted as being of key importance to the School. Administrative staff circulate a weekly e-zine as a response to overwhelming email traffic, and it has received good feedback but still has room for further enhancement. It was agreed that improvements could be made in communicating information to students which would result in decreased academic misconduct cases.
- 4.4.7 External Examiner processes had been enhanced by using online communication tools. Meetings including external staff work well online, with the removal of mandatory on-campus attendance translating into improved attendance. External Examiners now access all exam scripts on MyAberdeen, which was commended by the staff involved.
- 4.4.8 Staff highlighted that the inability to use the School Reception Office had affected rapport with students, and that distressed students were often reassured by speaking face-to-face with someone they knew. In an online environment, staff had engaged with students who might struggle to feel "at home" in Aberdeen by encouraging them to talk about their home country and the legal systems they had experienced.
- 4.4.9 The admin team cited several innovations which were commended by the Panel. Minuted School meetings enabled part-time employees to keep abreast of issues discussed; daily huddles within the admin team facilitated effective planning for leave cover; the use of MyAberdeen as a "one stop shop" for student documentation had proven useful; and networking groups which had been established institutionally allowed for the effective sharing of good practice with equivalent staff in other Schools.

4.5 Pedagogic Partnership Discussion

- 4.5.1 The pedagogic partnership discussion backed up many of the points mentioned during the focused meetings. In addition, the group highlighted several additional points for consideration, which can be found in Appendix A. The School are invited to consider this appendix to help inform future practice. Student comments are highlighted in blue and staff comments in green, with related responses given in corresponding boxes on each side of the table.
- 4.5.2 There was agreement between staff and students on many of the issues discussed. It was agreed that highlighting the real-life benefits of switching on cameras and microphones to facilitate effective engagement with teaching might assist in increasing the numbers of

students who chose to use their cameras. Students and staff agreed that the ability to build on knowledge gained early in the degree programme leads to success and confidence in Senior Honours, and the associated transition worked well. Students were also universally appreciative of the effort made by staff to successfully move to an online environment.

- 4.5.3 Staff and students had different experiences of some aspects of the link with the Careers Service. They agreed that the strong relationship was beneficial, but students felt pressured to make full use of the services available and to get experience as early as possible in their studies. There was a perceived lack of clarity regarding the standard timescales for feedback, and clarification on this point was recommended by the Panel. In terms of assessment, students disliked end of course assessment but staff felt that 100% exam assessment was appropriate in some cases. Students also requested that online exams were scheduled to begin in the morning, to avoid the temptation to work through the night after their launch at 6pm. Feedback was sometimes judged to be unclear by students, though staff felt that there were limitations on the quantity of feedback available when dealing with large courses. Students also requested more practical skills teaching prior to graduation.

PART C: SCHOOL ACTION PLAN

- 5.1 Continue to monitor and address workload issues by:
- (i) being responsive to increasingly demanding staff/student ratios. Bearing this in mind is key for staff wellbeing and to ensure compliance with The Law Society of Scotland requirements
 - (ii) ensuring that staff workloads do not further increase with the introduction of new courses
 - (iii) considering the impact of continually high staff-student ratios in terms of School sustainability
- 5.2 Enhance communication with students by:
- (i) providing clearer advice on assessment criteria, particularly regarding specific dates for the return of marks and outlines of assessment formats. It was also highlighted that keeping students informed about delays in the return of marks was vital
 - (ii) providing early clarification to students on how feedback works and its role for enhancing future assessment, including the benefit of providing constructive criticism. It was recommended that this was at the forefront of professional skills teaching
 - (iii) reviewing the way feedback is given. The provision of examples which clarify what constitutes a good answer would be welcomed
 - (iv) ensuring that online exam assessments are scheduled to start in the morning
 - (v) working to standardise dissertation feedback
 - (vi) clarifying recommended assessment behaviours to minimise instances of academic misconduct
- 5.3 Continue to prepare students effectively for the workplace by:

- (i) working with The Law Society of Scotland to keep abreast of, and try to minimise, the disparity in numbers of graduates and internships available
- (ii) encouraging students to have more professional contact early in their degree to safeguard against the lack of internships available at a later opportunity
- (iii) introducing practical legal skills within existing courses and put greater emphasis on the usefulness of developing these skills
- (iv) continuing to monitor developments concerning the SQE and Bar Standard Board and considering how the School can respond to this. The provision of a dually accredited degree is an excellent selling point and is appealing to employers, but a robust solution must be sought to ensure this continues to be relevant
- (v) considering the use of the online Citizens Advice Bureau opportunities for working with universities, which can be credit bearing and provides excellent experience for students.

5.4 Enhance existing student support and engagement by:

- (i) continuing to encourage students to use cameras and microphones rather than text chat during online tutorials and seminars where possible, and explaining the benefits of doing so in terms of real-world application
- (ii) seeking out opportunities to expand on the existing mental health first aid provision
- (iii) emphasising the importance of academic writing skills early in degree programmes. The provision of existing resources in one accessible place would be beneficial to all students

Appendix A – Pedagogic Partnership Session feedback

Staff led - What are we doing well?

Student comments	Staff comments
<u>Agree</u>	<u>Wide range of teaching</u>
<u>Perhaps more practical legal skills would be welcome during your LLB</u>	<u>Courses to cater to professional skills and academically focused</u>
<u>Agree</u>	<u>Novel LLB with English Law degree</u>
<u>Agree</u>	<u>Approachable/Open door policy</u>
<u>Agree</u>	<u>Supportive environment</u>
<u>Agree</u>	<u>Collaboration with external universities for exchange</u>
<u>Agree</u>	<u>Respond to market needs/new developments for example, IT Law</u>
<u>Agree</u>	<u>Research informs teaching</u>
<u>Agree</u>	<u>Leadership open to listening to new ideas</u>
<u>Agree</u>	<u>Constant review of courses</u>
<u>Agree</u>	<u>Teach cross disciplinary courses across the University</u>
<u>Agree</u>	<u>Dedicated courses to support LLM students/international students such as critical legal thinking</u>
<u>Agree</u>	<u>Open to initiating student activities with strong support from staff. For example, Mooting Society, Student Law Review, Aberdeen Law Project,</u>
<u>Agree</u>	<u>Receive feedback from students and review courses accordingly - quick implementation of feedback</u>
	<u>Set context and relevance of teaching. Communicate rationale for topics/teaching</u>
	<u>Excellent communication and sharing best practices</u>
	<u>Provide detailed and timely feedback on assessments</u>

Staff led - What are we not doing well?

Student comments	Staff comments
<u>Agree</u>	<u>Better communication about the type of feedback/feedforward that students should expect</u>
<u>Perhaps more class time on how to write a legal essay in first year of the LLB - share past good and bad grades essay</u>	<u>Information/criteria on legal essay writing early in degree</u>
<u>I think there is a language support system at university level but obviously they are not law specialised people so my friends only got grammar supports.</u>	<u>Language support for international students pre-induction</u>
<u>Perhaps could do better to highlight them</u>	<u>Signposting to academic services</u>
<u>Disagree - level of support is there.</u>	<u>Support with transitioning from ordinary to honours</u>
<u>Agree</u>	<u>Support for critique</u>

Staff led - What should we stop doing?

Student comments	Staff comments
<u>Seek clarity</u>	<u>More automation in processing grades</u>
<u>Agree</u>	<u>Sometimes there are too many assessments</u>

Student led – What are we doing well?

Student comments	Staff comments
<u>Adapting to online learning has been handled pretty well.</u>	<u>Thank you</u>
<u>Feedback has improved. Especially in relation to end of your exams it was noted there has been a noticeable improvement however not gone far enough.</u>	<u>Balance between volume of feedback and clarifying student expectations</u> <u>Staff/Student ratio. Timing limitations for staff especially for large courses</u> <u>Expectations of students are sometimes unclear</u> <u>Disconnected communication</u> <u>Substance of feedback versus knowledge of implementation</u>
<u>Lecturers and tutors are very willing to give more in depth feedback if you email them which is good.</u>	<u>Balance between volume of feedback and clarifying student expectations</u> <u>Need to encourage student reflection</u>
<u>Lecturers praised for levels of advice and support offered to students.</u>	<u>Thank you</u>
<u>PhD Students are satisfied with PhD training programmes.</u>	
<u>Podcasts in addition to readings for honours courses.</u>	<u>Podcasts are very short and intended to get students to engage with readings. They are time-consuming for staff to do.</u>

Student led – What are we not doing well?

Student comments	Staff comments
<p><u>Timely feedback, with marks being returned has been raised as an issue.</u></p>	<p><u>Balance between volume of feedback and clarifying student expectations</u></p> <p><u>Staff/Student ratio. Timing limitations for staff especially for large courses</u></p> <p><u>Expectations of students are sometimes unclear</u></p> <p><u>Disconnected communication</u></p>
<p><u>Feedbacks are very short and it is not always understandable why you get a certain grade.</u></p>	<p><u>Balance between volume of feedback and clarifying student expectations</u></p> <p><u>Need for reflection on feedback by students</u></p>
<p><u>Class times - Diploma timings of 6-8pm was a struggle.</u></p>	
<p><u>48 hr exams - alterations suggested. 48 h exams should start in the morning. Not in the evening. I think that would suit most students more.</u></p>	<p><u>Fair point to be considered</u></p>
<p><u>Attitudes to formative assessments and highlighting the benefits</u></p>	
<p><u>Interacting with the legal sector outwith academia</u></p>	
<p><u>It is much expected from students from day 1 on. There is no longer introductory period to get used to university and settle in. This is in particular problematic for international students.</u></p>	
<p><u>Good if more people attended with cameras on</u></p>	<p><u>Difficult one, there are loads of reasons that people have to not put their cameras on. Need to try and encourage more camera usage. Could default be to have camera on unless could reason communicated beforehand? Some shy students interact better with cameras off.</u></p> <p><u>Also applies to use of mics - rather than just using chat.</u></p> <p><u>Use of cameras is a soft skill that is needed for professional reasons so students do need to learn to do this.</u></p>
<p><u>Ensure student expectation of time for return of marks is correct and realistic</u></p>	<p><u>In course booklet. Clear three week deadline for providing feedback</u></p>

Student led – What should we stop doing?

Student comments	Staff comments
<u>100% exam courses should be looked at.</u>	<u>We've been encouraged to provide more than one assessment in each course. Should be very few that are now 100% exam.</u> <u>Some students do like 100% exams though!</u> <u>100% exams courses do free up time for students to focus on other assessments in other courses</u>
<u>PhD monthly monitoring should be scrapped. (Tier 4 issue?)</u>	<u>It is a Tier 4 requirement so we cannot not do this.</u> <u>Supervisors find these monthly meetings very useful</u>