

Optional student submission template for TEF 2023

1. Approach to evidence-gathering

As the elected Vice-President Education for the Students' Union

, I am author of this student submission. The submission has been supported by SUBU's Head of Student Voice and Policy. Other students have contributed to the development of this submission as follows:

- student staff summarised the primary 2021-22 data source;
- Two formal draft submissions were reviewed by SUBU's Executive Committee, made up of elected Full-Time Officers and elected Part-Time Officers

This student submission has been written using undergraduate (UG) data collected as part of SUBU's routine student representation and student feedback collection work. The relevant data are organised under the relevant TEF Features of Excellence headings in Sections 2 & 3 below, and they provide evidence for the following elements:

- Numbers 1, 2, 3, 5, 6 and 7 of the TEF Student Experience Features of Excellence
- The impact of the Pandemic on the student experience and support of students' wellbeing

SUBU's data sources for this submission are:

1. **SimOn (Simple Online tool) 2021-22 & 2022-23:** This submission's primary data source, an online feedback tool, open constantly throughout the academic year and designed to gather qualitative feedback on the entire student experience. SimOn provided 4,411 (**4,030** used in this TEF submission) UG student comments for 2021-22, and 676 (**516** used in this TEF submission) UG student comments for October 2022-23. SimOn collects course-based profile data, but not student characteristics data. SimOn data for 2022-23 is referred to in narrative only and not included as charts/ tables.
2. **Speak Weeks 2021-22 & 2022-23:** SUBU feedback events, with a total of **873** UG respondents across the two years. These run twice a year (March and November), seeking feedback on aspects of the student experience that are relevant for that time and/or are strategically important to SUBU/ BU. Both qualitative and quantitative data are collected using in-person and online methods, including student characteristics data. Significant differences in feedback based on characteristics were not identified from data included in this submission.
3. **How's SUBU For You, 2020-21 & 2021-22:** SUBU's annual members' survey, with a total of **442** UG responses across the two past years. It collects both course-based profile information and student characteristics data; significant differences in feedback based on characteristics were not identified from data included in this submission.

As this submission's primary data source, SimOn is used at any time by elected Student Reps as an online focus group tool. Around 500 Student Reps are elected within BU programmes each year, and SUBU manages the representation system and its related resources and Student Rep community, delivers Student Rep training, provides ongoing support and engagement opportunities, and provides rewards for Student Reps. Individual students also use SimOn as an online feedback tool. The data SimOn collects from Reps and students are used primarily for

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discussion in course-level Student Rep/staff meetings. Aggregated SimOn data enables SUBU and elected officers to identify trends in best practice and student issues and work on these as appropriate. SimOn asks three broad questions, seeking qualitative feedback on the student experience, and actively asks for positive feedback first to encourage the collection of feedback that helps to identify and share best practice. Respondents are asked for their feedback and whether it relates to something that is **working well**, **working less well** (with an extra field for suggestions for improvement), or is a **new idea** for something that to **enhance their experience**. SimOn also collects campus location, faculty, programme, study level/year, and Rep name details.

SimOn is designed to enable Student Reps to capture discussions with their cohorts and share/action feedback at programme-level Student:Staff meetings within faculties. SimOn collects solely qualitative data to provide Student Reps with rich feedback that includes context. We note that as SimOn asks three broad questions, students might only comment on what is having the greatest impact on their experience at that time. For these reasons, we consider that SimOn data provides a good indication of the priority aspects of the student experience and the general balance for students of whether they are working well or less well. The value of SimOn for Student Reps, SUBU and BU is that the rich data highlights where and how best practice is positively impacting students so that this success can be shared; it also identifies where the experience is not what students expect or what BU intends it to be and why this is the case. The limitations of our SimOn evidence are that it does not demonstrate a figure for unique students who have provided feedback (either directly to it or via their Student Reps), and that the representative quality of the feedback relies on Student Reps undertaking their roles consistently. Notwithstanding this, it is reassuring that the proportion of Works well and Works less well comments in SimOn data generally reflect the 'agreement' response trends for corresponding National Student Survey results.

SimOn feedback data and summary reports are shared regularly with Student Reps, SUBU staff and elected officers, BU academic and support staff, and BU committees at various levels. The SimOn feedback selected for this submission covers the following TEF-related areas: course content, delivery of content, and approaches of teaching staff; exams, assessment and feedback; course learning resources, library resources and campus facilities; academic support and BU Student Services; student timetables and communication about the running of their courses. Table 1 below shows how representative the SimOn 2021-22 data is in relation to the BU student population figures by total number of programmes and by size of programme. The SimOn 2021-22 feedback spans across programmes from 20 CAH2 subject areas.

Table 1. SimOn 2021-22 comments as a proportion of BU student population and number of programmes

Measure	2021-22 BU figures for number of UG programmes (source: BU QlikView)	2021-22 BU figures for UG student population (source: BU QlikView)	2021-22 SimOn coverage (number of comments per each measure)			
			Total number of SimOn UG comments	Number of BU UG programmes represented in SimOn UG comments	% of BU programmes with SimOn comments	Number of SimOn comments as a % of UG population
Total BU UG programmes	184	13,156	4411	62	34	34
UG programmes with fewer than 10 students	62	242	57			24
UG programmes with between 10-19 students	17	216	7		6	3
UG programmes with 20 or more students	105	12,698	4,347	60	57	34

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To help us produce this Student Submission, BU has supported SUBU by: including the student contact, elected officers, and senior SUBU staff on its TEF Steering and Operations Groups; sharing the example TEF dataset with SUBU; sharing draft versions of their submission with us and discussing the content (SUBU shared our drafts with BU in the same way). In line with BU's TEF submission, this student submission does not include any optional courses.

2. Student experience

Overall, we believe SUBU has a positive and strong working partnership with BU on the systems and frameworks for capturing student voices about their experiences, feeding these into the right places to drive enhancement, and responding to students about their feedback. Our experience is that BU is committed to routinely and formally incorporating students' perspectives into the meetings, committees and initiatives that develop the student experience at BU. The student voice developments over the last two years, in particular the creation of BU's executive Student Voice and Engagement Committee and the review of student voice frameworks, have raised the profile of and further embedded student feedback throughout BU. SUBU is looking forward to supporting this work as it continues to develop.

In general, SimOn feedback offers descriptive evidence of excellent practice in every aspect of the student experience commented on, and the 208 student nominations for 'You're Brilliant!' Awards in 2020-21 (with 158 for this year so far) illustrate the positive impact BU staff members have on the student experience. SimOn's 'Works less well' comments tend to describe where the experience is falling short of what is intended or what students expect, rather than indicating an issue with BU's practices, approaches and guidance. Our discussion of feedback results below includes commentary on progress being made by BU/ SUBU on some of the challenges highlighted by the feedback included with this submission.

Summary of SimOn 2021-22 data

For 2021-22, the general trend across all UG levels was to provide a slightly higher proportion of Works less well than Works well feedback. This was also the trend for the two previous years, 2019-20 and 2020-21. In 2021-22, Level 4 students provided the highest level (51%) of UG SimOn feedback. That was also true for 2020-21, but in 2019-20 Level 5 students provided the highest level of UG comments.

Figure 1. Total UG TEF-related comments Sep 2021–Jul 2022 by SimOn main topics and themes (n=4,030)

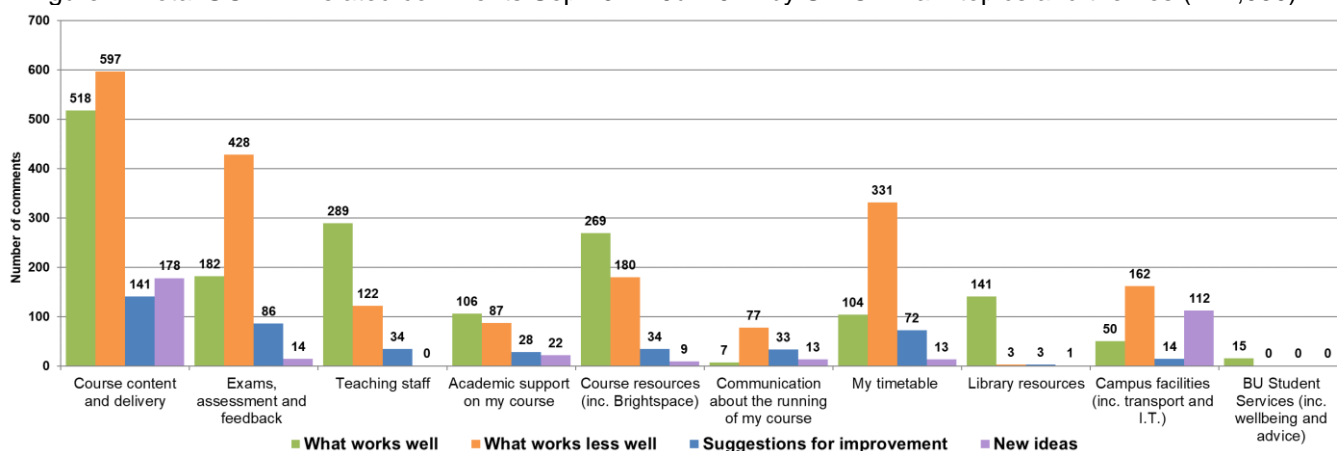


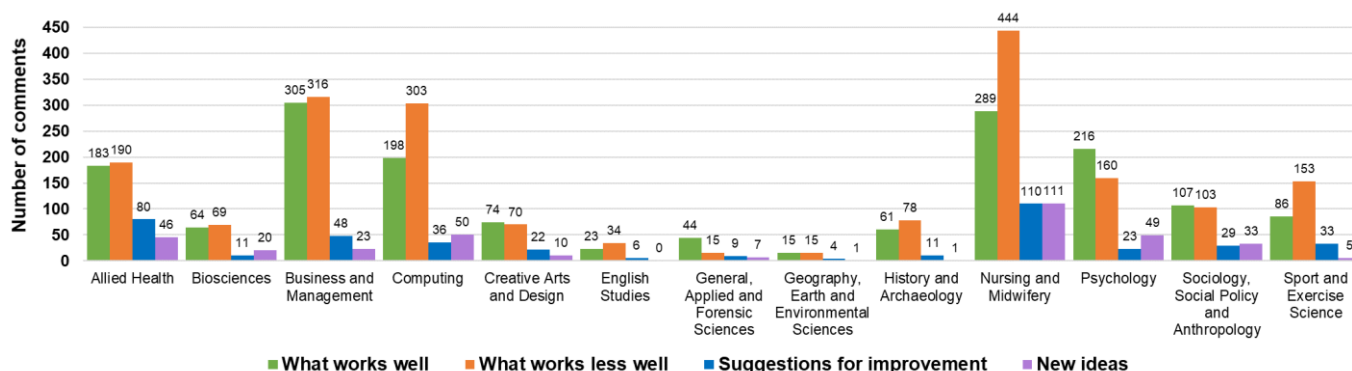
Figure 1 above shows the 2021-22 feedback trends across the ten (out of a total 13) SimOn topic areas that make up the data for this submission – a total of **4,030 UG comments**. For each TEF-related topic area, it shows the comments frequency for 'What works well', 'What works less well'

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(with suggestions for improvement), and 'New ideas' to help enhance the student experience. Course content and delivery is the aspect most commented on overall and receives a slightly higher level of works less well than positive comments. Students were in general positive about library resources, teaching staff, course resources, and academic support. Exams, assessment and feedback, and my timetable, receive the highest proportion of Works less well comments.

Figure 2 below shows the thirteen CAH2 subject areas for which there were at least 30 student TEF-related SimOn comments, and the type of comments received (What works well, What works less well, Suggestions for improvement, or New ideas). Seven remaining CAH2 subject areas received fewer than 30 comments in SimOn 2021-22: Engineering Health & Social Care Law Media, Journalism and Communications Medical Sciences Performing Arts Politics

Figure 2. CAH2 Subject Areas with 30 or more UG TEF-related SimOn 2021-22 comments (n=4,030)



The SimOn 2022-23 UG data represents **516** comments collected in October 2022. Where relevant these data, and evidence from prior Speak Weeks and How's SUBU For You? surveys, appear in the discussion of student feedback which follows. All student feedback evidence is presented under the relevant TEF Student Experience (SE) Features of Excellence for both Sections 2&3. Each feedback topic under SE headings indicates the percentage of 'What works well' comments versus 'What works less well' comments received for that topic. The accompanying narrative explains the feedback on the topics **most frequently** commented on by students, and additionally includes further insight from the 'Ideas for Improvement' and the 'New ideas to enhance the student experience' comments.

Student Experience Feature 1 (SE1): Teaching, feedback and assessment and how they support learning

Feedback data (**948** comments) relating to SE1 comes from SimOn 2021-22 and 2022-23 results.

19% of this SE1 feedback was on the *clarity of assignment briefs and assessment criteria*.

Thirteen programmes provided this, and 76% of comments were Works less well, with students commenting that: their assignment briefs can be unclear and vague (i.e., instructions, date, format, task); on some occasions the lecturers and the assignment briefs/ other teaching staff offer contradictory information; and there are sometimes typographical errors and errors in the information given. Student suggestions include: assignment Q&A sessions where students can solve their queries and concerns; sessions where students can share the progress of their assignment and have more communication with the teaching staff; and assignment examples from previous years. Positive comments highlight where staff are demonstrating best practice and following BU guidance for assessment design.

14% of the SE1 feedback related to *teaching staff who are clear at explaining things*. Eighteen programmes provided an almost even split of Works well/ Works less well comments, with students commenting that many staff are clear when explaining things in relation to content, deadlines, learning resources and answering questions. Works less well comments indicate: there can be a lack of communication in general from teaching staff; some staff refer students to other academic staff when asked subject-specific questions; some staff use specialist terminology with no explanation; some lecturers talk too quickly which limits understanding and note-taking.

13% of this feedback related to the *use of group work in assessments*. Nine programmes provided feedback, with most under Works less well, describing a perception that it is unfair to receive group marks without individual marks. Whilst students appreciated the opportunity to develop group working skills, they considered they were penalised due to the lack of effort from others and suggested groups are allocated by staff and individual marks are given. Students also felt disadvantaged by having more than one group assignment at a time, having too many group members (making it more difficult to organise and assign tasks), having several consecutive group assignments, and having group assignments during breaks/ holidays.

12% of SE1 feedback related to the *spacing between assessment deadlines and exams*. All comments from 16 programmes were Works less well, outlining the following issues resulting from deadlines not being well spread out through the year: having very little time between assignments; having multiple pieces of coursework simultaneously (i.e., assignments, dissertation deadlines, non-graded but compulsory homework, exams, etc); in some cases, the clustering of deadlines. Students comment that this causes worry and can affect the quality of their work and some students in their final year describe not being able to cope with the workload.

7% of SE1 comments related to the *variety of assessment used*. Seven programmes provided almost double the amount of Works well to Works less well comments. Students appreciated that the variety of assessment methods being used reinforced different skills and had real world applications, and had specific praise for weekly quizzes, different examination techniques, presentations, case studies, articles, online and face-to-face exams. Works less well comments mostly referred to students' perceived overuse of group work and presentations.

BU, in particular through its Centre for Fusion Learning, Innovation and Excellence (FLIE), provides academic staff with a wealth of resources, guidance, toolkits and information regarding best practice in teaching, feedback and assessment. Student 'Works less well' comments on these aspects indicate some inconsistency in how individual staff follow guidance and best practice, and that sometimes assessment and exams are scheduled too closely together. Positive feedback relates to where best practice is being followed and where the spacing of assessment/ exam dates better suits students.

Student Experience Feature 2 (SE2): Course content and delivery and how this engages students in their learning

Feedback data relevant to SE2 comes from SimOn 2021-22 and 2022-23 results (**965** comments) and Speak Week March 2022 (**61** respondents).

49% of SE2 comments related to the *quality of course content*. Student feedback from 36 programmes shows an almost even split of Works well/ Works less well comments. Positive

Provider name: Bournemouth University (BU)

comments outline that: course content quality is good overall, with only particular units within specific courses presenting an issue; most programmes describe the content as well structured, accessible, detailed, varied, enjoyable and useful; and course content is delivered in a way that allows all students (regardless of the level of knowledge, experience or background) to understand the topics. Works less well comments most frequently relate to content perceived as irrelevant, or that content believed necessary or important is not taught, or that some programmes lack or have limited practical sessions. Less frequent Works less well comments include: limited teaching hours; limited face-to-face sessions; sudden changes in unit content, structure and deadlines; study skills content not being useful; units that include outdated content; and some units repeating content.

48% of SE2 comments related to *staff teaching in interactive and engaging ways*. 58% of the comments from 42 programmes were What works well, with the vast majority relating to face-to-face versus online delivery and describing that:

- students can benefit from both approaches and the best option would be for hybrid, where all lectures and seminars are face-to-face, but also livestreamed/ recorded. This would enhance access and support students who have unavoidable commitments like childcare and paid work, or issues like illness and a costly commute.
- feedback does also indicate that in general students enjoy face-to-face delivery more and that it provides a higher quality, more effective learning experience.
- students also describe valuing different lecturers' characteristics and delivery methods, including: passion (which motivates them and helps them engage with the content); approachability; interactivity; use of analogies and common language (making it easier for students with learning difficulties and international students); practical sessions; adaptation to each student's characteristics and background; and creative methods such as podcasts and film sessions.

Works less well comments describe the following issues for students: teaching sessions that are not interactive, particularly seminars; a high reliance on remote learning, as students feel isolated, lonely and that they miss opportunities – this can be compounded by the over-use of pre-recorded classes; lecturers who rush through slides without explaining difficult concepts in depth and not taking questions, or who do not finish the slides for the session; absence of introductory sessions, as students need to gain a low-level understanding of the unit before going in depth with specific topics; and the overuse of Mentimeter/ Kahoot, especially where questions are left unanswered.

In terms of the **balance of face-to-face and online learning**, **Speak Week March 2022** results for **61** UG students from 42 programmes demonstrates that **73.8%** were **Satisfied/ Very satisfied** with the balance, and **14.8%** were **Dissatisfied/ Very dissatisfied** with the balance.

Regarding course content and delivery, there is variation between and within programmes regarding how well this engages students. The qualitative comments explain the reasons behind this and are useful in identifying best practice from a students' perspective. The value BU places on this feedback is evidenced by the inclusion of a 'Best practice from SimOn' session for the 2021 FLIE conference, and by the information from the session being incorporated into FLIE workshops. The feedback highlights the value students place on having face-to-face learning delivery, but also the option to join a teaching session online or view a recorded session. SUBU are pleased that BU has a focus on face-to-face delivery and would like to explore options for a hybrid delivery model to enhance accessibility for students.

Provider name: Bournemouth University (BU)

Although not strictly part of this TEF student experience feature, the volume of SimOn comments regarding **students' timetables** indicates the importance of this topic to students at BU and the impact timetabling can have on the student experience. Timetabling comments made up **10%** of all SimOn comments for 2021-22, and across both 2021-22 and 2022-23 there are **531** total comments. This feedback is summarised below, showing the feedback topics most commented on by students.

50% of students' timetabling comments related to *how suitable their weekly timetables are for them*. 66% of comments from 26 programmes were Works less well, and they demonstrate that it could be challenging to develop a timetable that would suit all students:

- Students would prefer more notice of, and consistency in, their weekly timetables. In particular, this would help students who plan in advance for caring/ childcare/ paid work/ commuting.
- Some students would like teaching sessions grouped over a few days to allow whole day(s) for other commitments like paid work; other students would prefer even spacing over the week.
- Some students who have placements in healthcare settings describe their timetables as too busy (working full-time 12-hour shifts alongside assignment deadlines, lectures and seminars)
- Some students have seminars taking place either over a week after the lecture or even before the lecture. Students would prefer the seminar to occur after the lecture but within a week of it.

27% of students' timetabling comments related to the *gaps and breaks within their teaching days*. Comments from 19 programmes, with 76% of comments being Works less well, describe a preference for gaps between teaching sessions, as attention and concentration reduces with back-to-back sessions. There is a preference for gaps to not to be too long (for example a morning seminar with just a lecture in the evening).

BU is currently working through a significant project to enhance the timetabling function. As the contradictory feedback indicates that there could be competing student needs, SUBU would value the opportunity to provide the student perspective directly to BU as project work progresses.

Student Experience Feature 3 (SE3): Including how far professional practice and/or employer engagement contributes to the student academic experience

BU has an emphasis on placements/ placement years, and SUBU are aware of the value students place on this and this can benefit their employability. Regarding **support for students in finding a placement**, **Speak Week November 2021** results (277 UG respondents out of total of 459) show that **54%** of UG respondents agreed that this was **adequate**, with **19% disagreeing** with this. SUBU are aware of the impact the Pandemic had on the availability of placements, which may have increased the need for support during that time, but as this feedback also existed before 2019 we believe students may continue to need more support in the future.

Student Experience Feature 5 (SE5): How supportive the learning environment is, and how students access their academic support

Feedback data relating to SE5 comes from SimOn 2021-22 and 2022-23 results (**598** comments) and Speak Week March 2022 (**61** respondents).

55% of comments regarded *approachable/helpful teaching staff*. 36 programmes provided comments, and 73% of comments were positive. Students described teaching staff as: friendly and

Provider name: Bournemouth University (BU)

approachable; very easy to talk to and always willing to answer students' questions or address concerns; kind and caring; dedicated and passionate about the student experience, with students finding this 'amazing'; and non-judgemental and confidence-building. Works less well comments refer to staff being unapproachable, unhelpful or unresponsive when contacted.

15% of feedback related to staff who make themselves accessible for 1-to-1s / drop-ins. 14 programmes provided comments, 80% of which were positive and outlined that their lecturers, tutors, and supervisors were supportive, understanding, quick to respond, accessible, approachable, and willing to meet either face-to-face or online. Students also described teaching staff offering time outside of office hours to give support on academic and non-academic matters. Works less well comments described how some final year project supervisors were not supportive or accessible, and that some tutors did not have enough office hours available for meetings.

12% of the SE5 comments related to good overall communication. 8% of comments from 15 programmes were positive about how course-related communication is effective. The high proportion of Works less well comments indicates that the quality of communication varies between courses, with the most mentioned issue for students being the lack of communication between teaching staff, resulting in inconsistent information.

11% of feedback related to good advice and support with learning. 15 programmes provided comments, with 25% of these being positive and referring to staff as being supportive and enthusiastic, and describing the 'Ask the lecturer' Brightspace section as very useful. The majority of Works less well feedback refers to inconsistency in the information and advice that different teaching staff provide to students, and how this is confusing and stressful for students.

Speak Week March 2022 results show mixed student opinion on **BU's Peer Assisted Learning (PAL)** initiative. **33%** of 61 UG students agreed that it **offered effective support**, but also **33% disagreed** with this, indicating inconsistency in how well this works across programmes.

The feedback about staff approachability and accessibility is overwhelmingly positive; it is clear from the feedback how highly students value staff and the positive difference staff can make to their experience. The results show that an area for development would be the communication between teaching staff, to ensure that there is consistency in information provided to students.

Student Experience Feature 6 (SE6): How well physical and virtual learning resources support learning and teaching

Feedback data relevant to SE6 comes from SimOn 2021-22 and 2022-23 results (**589** comments) and from Speak Week in March and November 2022 (**596** respondents across both events).

28% of feedback related to learning resources in general. 18 programmes provided comments, with 72% of comments being positive. The majority of these referred to Brightspace, describing the platform as accessible, clear, well integrated, having an abundance of resources, easy to use for students with learning difficulties, and having everything in one place. Works less well comments included mention of the lack of availability of hybrid teaching or recorded sessions.

26% of SE6 comments related to Brightspace activities and resources supports learning. 13 programmes provided comments, with 55% of them being positive and referring to Brightspace as

Provider name: Bournemouth University (BU)

intuitive and they appreciate having everything they need in one place. Works less well comments refer to the quality/lack of resources put in Brightspace, rather than the platform itself.

Speak Week March 2022 results for the **proportion of recorded lectures available to students** show that for 61 UG students, **20%** had **none available**, **34%** had **less than half available**, **16%** had about **half available**, **21%** said **more than half** were, and **8%** said **all their lectures were available as recordings**. SUBU has been working with BU for the last 3 years to increase the level of lecture recordings made available to students to improve accessibility.

Speak Week November 2022 results show that just over half (**53%**) of the **513** UG students felt that **all learning resources are accessible** to them. Additionally, over a third (**39%**) said **most** learning resources were accessible, while **7%** felt they could only access **some or few** of the learning resources (including lectures, Brightspace, library, books, other materials). Whilst these are on the whole positive results, they indicate almost half of the students don't feel they can successfully access all of their learning materials, while one in every 10 said their specific learning needs have not been met. The same results show that **54%** of UG respondents considered that their **learning needs had been sufficiently addressed**, with **37%** responding they had been somewhat met, and **9%** of respondent's learning needs had not been met.

Feedback indicates that students in general are positive about Brightspace and find it useful. The comments that refer to developments required mostly relate to the quality or lack of resources available in Brightspace, which may indicate a need for additional or targeted support for staff. Feedback also indicates that students would prefer a higher proportion of their lectures to be available as recordings – SUBU notes BU's work to develop the technology to support this.

Student Experience Feature 7 (SE7): How well BU engages with its students, leading to improvements to the experiences and outcomes of its students

The structures, mechanisms, frameworks and committees that BU has in place to support student voice demonstrate its commitment to embedding student perspectives into the design and delivery of the student experience at BU. SUBU considers the jointly developed BU/SUBU policy on student feedback and engagement to be a considerable strength, and that it supports effective practice where it is applied consistently. SUBU would like to highlight the strong partnership it has with BU in relation to the student representation system, with Student Reps appreciating the support and encouragement from faculty staff. Where challenges exist, these in general relate to inconsistent application of policy and agreed processes; this might relate to ensuring communication reaches all relevant staff and may require meetings within faculties to support this process.

Speak Week results for **November 2021** demonstrated that more could be done by SUBU and BU to make students aware of how their feedback is represented and drives change at BU. Of **277 UG** respondents, **61%** of students agreed that the **student voice was effectively represented at BU**, however **did not know** and answered **no**. SUBU and BU are currently working together on the framework and processes to more clearly and transparently communicate back to students regarding their feedback and how it is informing change. SUBU notes the increase in the 2022 NSS question 26 score; following 2021's drop to below the sector benchmark for the first time, we are encouraged by the improvement in 2022, which could be partly due to this focused joint work.

Impact of pandemic on student experience

Since 2012, SUBU's annual survey, **How's SUBU for You?**, has asked students to rate their overall student experience, with respondents numbering at least 1,000 each year. Prior to the

pandemic, UG students' **agreement with being satisfied with their overall student experience** has consistently scored **above 80%**. For the first time in 2020-21, agreement dropped to 73% and the total overall respondent figure halved. However, positively **2021-22** saw this rise back up to **85%** (195 UG respondents). Results of other student feedback indicate that the drop in this rating may have been influenced by students' reduced campus-based experience and face-to-face learning during 2020-21 and 2021-22. **Speak Week November 2021** results show that **62%** of 277 UG respondents were **happy with the amount of time spent learning on campus**, with **21%** being **unhappy** with this. When asked '**What 3 things could BU/ SUBU do to better support your student experience?**', the most frequent suggestion from UG students was to '**Provide more campus-based events and activities in general**'. SUBU and BU have since focused on initiatives to create a vibrant campus feel for students, and SUBU's How's SUBU for You 2021-22 results (195 UG respondents) show that for 2021-22, **33%** had been **on campus more than expected**, **40% less than expected**, and **27% as much as expected**. In terms of the balance of **online versus face-to-face learning**, **25%** of the 195 UG respondents said **all was face-to-face**, **53.4%** said **mostly face-to-face**, **14%** said there was **an even balance**, said **mostly online**, and said **all was online**. Taking this feedback together with SimOn feedback about online delivery of learning, SUBU believes that BU students value a campus-based experience, and on balance prefer face-to-face learning unless they have specific access challenges. This may be due to the practical nature of many of the programmes that BU delivers and the requirement for lab-based/ practical teaching for some of them.

Support of students' wellbeing

Recent sector research results demonstrate that student wellbeing and mental health support should be areas of focus for institutions and students' unions, and this is reflected in SUBU's **Speak Week November 2021** results. For the 277 UG respondents, the most popular first response when asked 'What 3 things could BU/ SUBU do to better support your student experience?' was '**Provide better mental health support**'. In addition, **Speak Week March 2022** UG results (61 respondents) show that during their time at university, **felt lonely or isolated a lot of the time**, had felt this **sometimes**, and had felt lonely or isolated **all of the time**. respondents had **never** felt isolated or lonely. SUBU are encouraged by BU's recent and continuing work to enhance students' wellbeing support, and we note that there are challenges in effectively communicating the full range of support offered to students. The work of SUBU's Full Time Officers with students highlights that some students lack of awareness of the support available and that this will impact on student feedback about BU's support.

BU provides a wealth of guidance and resources to develop the skills, practices and approaches of academic staff through its Centre for Fusion Learning, Innovation and Excellence to support the student academic experience. SUBU supports this activity by providing best practice examples from the student perspective through sharing student feedback regularly. Some SimOn feedback, for example Course content and delivery, demonstrates that throughout BU there are examples of excellent practice being implemented by academic staff, however there are areas where this might not be happening. The key to expanding delivery of best practice might be to build on the system for monitoring the application and development of specific skills and knowledge for academic staff. In terms of wider aspects that influence the student experience, SUBU's feedback shows how important a 'vibrant campus feel' is for students, particularly in providing them with the student experience they expect. SUBU notes the importance BU is placing on in-person experiences for students, and welcomes plans to monitor levels of in-person delivery of teaching and support.