

Final Report for all 4 surveys

Executive Summary

Over the last academic year, students from all four Schools—Education & Science; Creative Arts; Business, Computing & Social Sciences; and Health & Social Care—participated enthusiastically in a series of four surveys. Their collective voice reveals a clear desire for more consistent lecture capture, compassionate financial consideration from teaching staff when considering course resource and from the university/catering when considering food on campus, realistic timetabling, and greater transparency around strategic initiatives. They also expressed strong preferences for summer graduation ceremonies, personalised course-specific mementos, and more inclusive disability support at the start of each year. While awareness of core services like the library remains high, knowledge of the Curriculum Transformation Project and the Awarding Gap initiative is strikingly low. Finally, students demonstrate a continued loyalty to “Team Glos,” along with concrete ideas for alumni engagement and improved reporting channels for sensitive issues.

Over one third of respondents across every School report that their lecturers do not follow a formal Lecture Capture Policy, yet three-quarters strongly support its wider enforcement to accommodate illness, work commitments, and other life events. This feedback underscores the need for a university-wide standard: every course should clearly advertise its capture policy on enrolment, and recordings should be released promptly. Students emphasise that accessible recordings not only bolster academic performance but also signal genuine institutional empathy for diverse learning circumstances.

Financial stress emerged as the most frequently cited internal factor reducing student happiness - nearly half (43 per cent) named it as their primary concern. They urged lecturers to demonstrate consistent awareness of students’ budgetary constraints, for example, by limiting paid materials – using course resource to subsidise them or by helping cohorts plan realistic workloads around term-time work. Many suggested that course teams build short planning workshops into the syllabus, so that students can map out achievable study goals alongside their part-time jobs or caring responsibilities.

When it comes to graduation, an overwhelming three-quarters of students across all Schools would prefer ceremonies in the summer months (June–August) rather than the current November slot. They also favour personalised, course-specific mementos—such as branded photobooks, enamel pins, or small sculptures crafted by Creative Arts cohorts—over one-size-fits-all gifts. This appetite for bespoke recognition reflects a

broader wish to see their individual experiences celebrated, rather than subsumed under generic university branding.

Accessibility and reporting of sensitive matters represent another area ripe for improvement. While 77 per cent of respondents are aware of the Disability Services team, only two-thirds find current provisions fully meeting their needs, and many only discover their eligibility late in the academic year. Students recommended Accessibility be enshrined in induction at the very start of study, coupled with automatic reminders before each term. On reporting channels, preferences vary: 38 per cent would use email, 27 per cent an anonymous box, 24 per cent face-to-face conversations, and 10 per cent an online form. A multi-pronged approach, with clear signage and confidentiality guarantees, will ensure all voices can be heard.

Remarkably, awareness of two flagship strategic initiatives is extremely low: three-quarters of students have never heard of the Curriculum Transformation Project, and 87 per cent are unaware of the Awarding Gap work. Yet, contrasted with more than half (53 per cent) still express a desire to remain part of “Team Glos” after graduation, with suggestions for alumni networks, mentoring programmes, library access (which we offer and should advertise), and targeted careers workshops. Embedding brief, discipline-tailored updates on these strategic projects into core modules will both raise visibility and demonstrate the university’s commitment to transparent, continuous improvement.

Finally, students from all Schools converge on practical scheduling preferences: two-thirds favour lecture start times between 10 am and 11:15 am, which they find best balances morning travel, part-time work, and study concentration.

Only a minority express interest in helping organise Students’ Union events (26 per cent), suggesting that while campus life is valued, many prefer peer-to-peer or course-focused engagement and large social programmes. The SU only represents a section of people and needs to do more to expand upon this.

Recommendations

1. Standardise and Enforce Lecture Capture

- Mandate every module to publish its Lecture Capture Policy clearly at enrolment. This means tightening the wording so lecturers are obligated to have this as a requirement.
- Ensure recordings are uploaded within 24 hours of each session, with quarterly audits to guarantee compliance.

2. Embed Financial Awareness in Curriculum

- Integrate brief “Budget & Study Planning” workshops into early modules to help students balance paid work and academic commitments.
- Promote the University’s Financial Assistance Fund at induction and through departmental communications.
- Keep the student card and associated email access active for two years post-graduation to facilitate ongoing support.

3. Embed Volunteering and Paid Opportunities

- Build accredited volunteering modules into curricula, allowing students to gain credit for community engagement.
- Develop partnerships with local employers to offer **paid** internships and placements that acknowledge cost-of-living pressures.

4. Re-schedule Graduation and Personalise Recognition

- Move the main graduation ceremonies to June–August to align with student preferences.
- Collaborate with each School to design course-specific mementos (photobooks, bespoke objects, digital portfolios) that reflect disciplinary identity.

5. Strengthen Early-Year Accessibility Provision

- Strengthen the induction on disability and the various methods of communication.
- Send automatic term-start reminders to all registered students, prompting them to review and update support plans.

6. Diversify Teaching and Assessment

- Adopt block-teaching models with set teaching days, reducing timetable fragmentation and commuting stress.
- Incorporate interactive exercises—workshops, problem-based learning, peer instruction—to make lectures more engaging.
- Offer a range of assessment types (written, oral, practical, portfolio) to accommodate diverse learning styles and personalise student journeys.

7. Diversify Reporting Channels for Sensitive Issues

- Maintain multiple confidential channels (email hotline, locked anonymous boxes, online form, designated in-person officers) and publicise them widely across campuses.

- Review response times and follow-up procedures to ensure timely and supportive handling of all reports.

8. Reduce Canteen Prices & Improve Food Offerings

- Introduce a subsidised pricing tier aiming for a £3.50–£4.00 average meal cost.
- Expand healthy, halal, gluten-free and vegan options, and themed meal deals.

9. Raise Visibility of Strategic Initiatives

- Incorporate short modules or presentations on the Curriculum Transformation Project and the Awarding Gap into core lectures and tutorial sessions.
- Publish “You Said / We Did” updates each term, showcasing progress on these initiatives.

10. Cultivate Alumni Engagement

- Establish discipline-specific alumni networks with regular events, mentoring opportunities, and continued library or careers portal access for up to two years post-graduation.
- Launch a quarterly “Team Glos” newsletter spotlighting graduate achievements and upcoming alumni activities.

By implementing these recommendations, the University of Gloucestershire can translate student feedback into targeted actions - fostering a more supportive, transparent, and student-centric environment across all Schools.