



**BRIGHTON**  
STUDENTS' UNION

## **SVL Focus Group Report**

### ***Exploring students' understanding and experiences of GEAR Policies***

**Date of focus group: 26<sup>th</sup> May 2026**

**Location: Room 101, Cockcroft Building, Moulsecoomb Campus**

**Time: 2-5 pm**

**Hosts: Tom Siviter-Foy, Rebecca Large, Farrah Black**

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# Summary

This report explores findings from a Student Voice Leader (SVL) focus group exploring students' understanding and experiences of the University's GEAR processes and regulations.

The session examined students' awareness of academic support processes, perceptions of fairness within existing policies, and priorities for future review.

Discussions covered:

- Extensions
- Additional Consideration (AC)
- Appeals
- Complaints
- Intermission
- Late Penalties

Students generally felt confident understanding straightforward situations and short-term issues. However, there was much more uncertainty around Appeals, Additional Consideration, and Intermission, particularly when circumstances overlapped or it was unclear which process was most appropriate.

Appeals emerged as one of the least understood areas. Students were often unsure about the difference between an Appeal, a Complaint, and requesting a remark, and some questioned whether students know that formal Appeals processes exist, or where to find information about them.

A major theme throughout the focus group was that communication and awareness were often seen as bigger issues than the policies themselves. Students highlighted that they found out about support processes through classmates, lecturers, SVLs, or Course Leaders, rather than through university help.

Participants also raised concerns about late penalties, evidence requirements for Additional Consideration, and inconsistencies in how information is communicated across courses and schools. They recognised the importance of maintaining academic standards and ensuring support processes are fair for all students.

Most recommendations focused on making existing processes easier to find and use - clearer Appeals guidance, better signposting within My Studies, greater visibility of support options, and a review of approaches to late penalties.

Overall, the findings suggest that many of the challenges students experience occur less from the policies themselves and more from difficulties understanding, accessing, and navigating the support available in practice.

# Introduction

GEAR regulations set out the processes and support available to students when academic or personal circumstances affect their studies. These include processes such as Extensions, Additional Consideration, Appeals, Complaints, and Intermission.

To gather student views on GEAR policies and processes, Brighton Students' Union conducted a focus group with Student Voice Leaders (SVLs) for the University of Brighton.

## **The focus group explored three key objectives:**

**Objective 1:** To understand how clearly students understand GEAR processes and where confusion exists.

**Objective 2:** To understand how fair students perceive current GEAR policies to be.

**Objective 3:** To identify opportunities to improve GEAR processes, communication, and student awareness.

## **Discussions focused on:**

- Extensions
- Additional Consideration (AC)
- Appeals
- Complaints
- Intermission
- Late Penalties
- Maximum Assessment Attempts

Through activities and discussions, students reflected on their own experiences and those of the students they represent. The findings provide insight into areas of confusion, perceptions of fairness, barriers to accessing support, and opportunities to improve students' understanding and experience of GEAR processes.

# Methodology

A two-hour, in-person focus group was conducted with SVLs to explore students' understanding and experiences of GEAR processes and regulations.

The session combined interactive activities with discussion, allowing participants to reflect on both their own experiences and those of the students they represent.

## **Activity 1: Scenario Match Activity**

- Students were given a range of common student scenarios and asked to match each one to the GEAR process they believed was most appropriate.
- The activity explored how clearly students understood different support processes and highlighted areas where confusion existed.

### **Activity 2: Policy Rating and Impact Ranking**

- Students reviewed a range of GEAR policy statements and rated them against a five-point fairness scale. They then ranked policies according to the impact they believed they had on students.
- This activity explored perceptions of fairness and identified the areas students felt were most important.

### **Activity 3: Policy Improvement Activity**

- Students worked in groups to review selected policy areas and develop recommendations for improvement.
- This activity explored what students felt worked well, what could be improved, and what changes would have the greatest impact on the student experience.

### **Activity 4: Priority Voting**

- Students reviewed the recommendations and issues identified in Activity 3 and throughout the session and were asked to vote on the areas they felt should be prioritised by the University.
- Each participant received five voting stickers. Students could distribute their votes across multiple recommendations or place multiple votes on a single issue if they felt it was particularly important.
- The total number of votes received by each recommendation was recorded and used as an indicator of student priority. Recommendations receiving the highest number of votes were considered the areas students felt would have the greatest impact on the student experience.
- This activity helped identify the issues and recommendations students believed should be prioritised for future review.

### **Final Reflection**

- Before leaving, students completed a short reflection activity, providing any final comments and highlighting the issues they felt were most important.
- This final exercise provided an opportunity for participants to reinforce the priorities identified throughout the session and raise any additional points for consideration.

# Participants

Nine Student Voice Leaders participated in the focus group.

Participants represented a range of schools, levels of study, and student experiences across the University of Brighton.

As Student Voice Leaders, participants were generally more familiar with university processes than the wider student population. Alongside their own experiences, students also reflected on common issues raised by the students they represent.

A full demographic breakdown of participants can be found in the Appendix.

# Findings

## 1. Students Understand Straightforward Situations Better Than Complex Ones

*Addressing Objective 1 – To understand how clearly students understand GEAR processes and where confusion exists.*

The Scenario Match Activity showed that students were generally confident identifying support routes for straightforward situations. Examples showed:

- Poor teaching was consistently identified as a Complaint
- Family emergencies during assessment periods were most commonly associated with Additional Consideration
- Students who felt unable to continue studying due to wellbeing concerns were commonly linked to Intermission.

Scenarios involving evidence requirements, ongoing wellbeing concerns, or circumstances where students had not requested support before a deadline were often placed across several different categories. This suggests that students were generally aware that support was available, but were less certain about which process best matched their circumstances.

Participants explained that uncertainty often arose when circumstances did not fit into a single process. This was particularly true for situations involving wellbeing, caring responsibilities, or multiple issues occurring at the same time.

Intermission was another area where students appeared less confident. Whilst most participants understood the purpose of Intermission, there was less understanding about how the process works, what support is available, and what happens when students return to study.

*"We don't necessarily get so much conversation or resources about what Intermission is, how to request one, or what qualifies for one."*

This was reflected in the Policy Rating Activity, where students viewed the statement *"Intermission processes are clear and easy to understand"* negatively.

To conclude, students appeared aware that support is available, but were not always confident about which route to take when circumstances became more complicated.

## 2. Appeals Were Viewed as the Most Confusing GEAR Policy

*Addressing Objective 1 – To understand how clearly students understand GEAR processes and where confusion exists.*

Appeals were one of the most discussed topics throughout the focus group and appeared to be one of the least understood GEAR processes.

The Scenario Match Activity highlighted uncertainty around when an Appeal should be used and how it differs from a Complaint. For several scenarios, including students who felt their

work had been marked unfairly or that their circumstances had not been properly considered during an Additional Consideration claim, responses were split between Appeals, Complaints, and support from a lecturer or Course Leader.

Students often questioned where one process ended and another began.

As one participant put it: *"Technically, an appeal is a complaint. So where do I start?"*

Discussion highlighted that many students are unfamiliar with the Appeals process and may not know it is an option available to them. Several participants felt that students are more likely to raise concerns informally with lecturers than explore formal routes.

- *"Most people actually don't even know something like that exists."*
- Participants explained that students often take the response from a lecturer as the final answer, even when other options may be available: *"Most people that spoke to a lecturer were basically told they can't remark it... because of that they didn't pursue it further."*

Students also raised questions about what information should be included in an Appeal:

- What evidence is required?
- Where students can go for advice before starting the process?

This theme continued during the Policy Improvement Activity. Students recommended clearer information about how Appeals work, what students need to provide, and who they should contact for support. They also suggested that the School Office should be the first point of contact rather than Course Leaders, a recommendation that received three votes during the Priority Voting exercise.

In summary, students felt that Appeals would benefit from clearer explanations, greater visibility, and more practical guidance. Whilst students understood that there needs to be a formal process for challenging decisions, many were unsure how the process works in practice or when it should be used.

### 3. Students Rely Heavily on Staff and Informal Networks for Information

*Addressing Objective 1 – To understand how clearly students understand GEAR processes and where confusion exists.*

Scenario Match Activity 1 showed that students often looked to a SSGT, Course Leader, or lecturer when they were unsure which process applied to their situation. This was particularly evident for scenarios involving evidence requirements, wellbeing concerns, and academic queries.

Students explained that many people would speak to a member of staff before looking for information elsewhere. *"People literally text each other and ask what they're supposed to do."*

Several participants described situations where students only became aware of available support after a conversation with a lecturer or tutor.

*"She didn't know she could get help until she spoke to a teacher. It was the teacher explaining what she needed to do."*



Whilst students valued this support, the discussion suggested that staff often act as the gateway to information about university processes. As a result, students who do not know who to ask, or do not receive the right advice initially, may be less likely to access the support available to them.

Overall, students felt that support processes should be easier to access directly, rather than relying on conversations with individual members of staff.

## **4. Communication and Awareness Were Seen as Bigger Issues Than the Policies Themselves**

*Addressing Objectives 1 and 3 – To understand where confusion exists and identify opportunities to improve student awareness.*

Across the focus group, students often spoke less about changing policies and more about understanding them. Many felt that support already exists, but students do not always know what is available, when to use it, or where to find information.

*"Ideally, I think as students, we should know what we need to do in certain situations."*

Students discussed where they would expect to find information about GEAR processes and support. My Studies was mentioned regularly, with several participants suggesting it could be used more effectively to signpost students to relevant information and guidance:

*"I feel like it's such a missed opportunity from it just being included or signposted on My Studies."*

Students also questioned how many people engage with the information that already exists. Handbooks and guidance documents were mentioned several times, but participants felt these are not always the places students look first when they need help.

*"A lot of students don't read that handbook."*

Many of the recommendations from the Policy Improvement Activity focused on communication rather than policy change. Students called for clearer guidance around Appeals, greater awareness of the Complaints process, and better communication about Intermission and Extensions. Overall, students felt that making existing processes easier to find and understand would have a greater impact than introducing new policies.

## **5. Fairness Concerns Focused on Late Penalties, Additional Consideration and Appeals**

*Addressing Objective 2 – To understand how fair students perceive current GEAR policies to be.*

The Policy Rating Activity showed that students generally accepted the need for academic regulations and standards. However, some policies created more discussion than others.

Late penalties were one of the most discussed areas. Whilst students generally agreed that failing to submit work should result in a mark of 0%, there was less agreement around the current pass-mark cap for late submissions.

Many students preferred the idea of a sliding penalty model, where marks reduce gradually depending on how late work is submitted. This was raised during the Policy Rating Activity, appeared again in the Policy Improvement Activity, and was later reinforced through both the Priority Voting and Final Reflection activities.

Additional Consideration was another area where opinions differed. Students were generally supportive of recognising paid work, financial hardship, and transport issues as valid grounds for Additional Consideration. However, there were concerns about evidence requirements and the requirement to submit claims only after an assessment deadline has passed: *"Sometimes you don't have the evidence, but it still affects you."*

Appeals also divided opinion. When asked whether the current grounds for appeal are fair, responses were evenly split between "Very Unfair" and "Very Fair". This suggests there was no clear agreement on whether the current criteria are too restrictive or whether they strike the right balance.

Overall, students accepted the need for these policies, but questioned whether some of the current rules reflect the reality of students' circumstances.

## 6. Student Priorities for Future Review

*Addressing Objective 3 – To identify opportunities to improve GEAR processes, communication, and student awareness.*

The Policy Improvement Activity and Priority Voting exercise highlighted a small number of recommendations that received the strongest support from students.

Late penalties received the highest number of votes. Students supported replacing the current pass-mark cap with a sliding penalty model, where marks reduce gradually depending on how late work is submitted. This recommendation received four votes, making it the most popular suggestion generated during the session.

Appeals were also identified as an area for review. Students recommended making the School Office the first point of contact for Appeals rather than Course Leaders. This recommendation received three votes.

A further recommendation receiving three votes related to Extensions. Students highlighted the temporary 0% grade shown in Gradebook for students with approved extensions, explaining that it can cause confusion and unnecessary concern despite the extension already being in place.

The Final Reflection exercise produced similar themes. Students again highlighted late submission penalties, calls for a sliding penalty model, and the need for a clearer way to provide feedback and raise concerns.

Overall, the recommendations receiving the strongest support focused on practical changes to existing processes rather than the introduction of new policies.

# Conclusions: Per Objective

## **Objective 1: To understand how clearly students understand GEAR processes and where confusion exists**

Students were generally aware that support is available through GEAR processes, but were not always confident about which route was most appropriate for different situations.

Appeals emerged as the area of greatest confusion. Students often struggled to distinguish between Appeals, Complaints, and requests for remarks, and many questioned whether students are aware that formal Appeals processes exist at all.

Students were generally more confident when situations had a clear and obvious route for support. However, uncertainty increased when circumstances were more complex, ongoing, or could potentially fit more than one process.

The findings also showed that students often rely on lecturers, Course Leaders, peers, and SVLs for guidance. Whilst this support is valuable, it suggests that understanding university processes can depend on knowing who to ask rather than being able to find information independently.

To conclude, this suggests that the main challenge is not a lack of support, but helping students understand when and how to access it.

## **Objective 2: To understand how fair students perceive current GEAR policies to be**

Students generally accepted the need for academic regulations and recognised the importance of maintaining academic standards.

The strongest views were about Late Penalties. Whilst students agreed that penalties should apply when work is submitted late, many felt that the current pass-mark cap does not always reflect the difference between work submitted a few hours late and work submitted several days after a deadline. As a result, there was strong support for exploring a sliding penalty model.

Additional Consideration also raised questions around evidence requirements and the requirement to submit claims after assessment deadlines have passed. Students felt that these requirements can be difficult to navigate when circumstances are ongoing or evidence is not immediately available.

Views on Appeals were more divided, with some students feeling the current grounds for appeal are too restrictive, whilst others felt they were appropriate.

Overall, students were not questioning the need for these policies, but whether some of the current rules reflect the reality of students' circumstances.

### **Objective 3: To identify opportunities to improve GEAR processes, communication, and student awareness**

Students were more interested in improving existing processes than introducing new ones.

The strongest support was for reviewing late penalties, particularly the introduction of a sliding penalty model. Students also highlighted practical improvements to Appeals and Extensions, including clearer routes for support and changes to how approved extensions are displayed in Gradebook.

Across the session, students repeatedly highlighted the importance of making information easier to find and understand. Many of the recommendations focused on helping students navigate existing processes more confidently, rather than changing the policies themselves.

Students want practical changes prioritised, that would make support easier to access and reduce confusion around existing processes.

# Future Considerations

## **Review Priority Policy Areas Identified by Students**

Students consistently identified Late Penalties, Appeals, and Extensions as the areas most in need of review. These themes appeared across multiple activities and received the strongest support during the Priority Voting exercise.

## **Explore Alternative Late Penalty Models**

Students consistently raised concerns about the current pass-mark cap for late submissions. The introduction of a sliding penalty model was the most strongly supported recommendation generated during the session.

## **Review Appeals Processes and Guidance**

Appeals were one of the least understood processes discussed throughout the session. Students highlighted uncertainty around when Appeals should be used, how they differ from Complaints, and where students should go for support.

## **Review Additional Consideration Requirements**

Students raised questions around evidence requirements, self-certification arrangements, and the requirement to submit claims only after an assessment deadline has passed.

## **Improve Information About Intermission**

Whilst students understood the purpose of Intermission, there was less awareness of how the process works in practice, what support is available, and how students return to study afterwards.

## **Improve How Extensions Are Communicated**

Students highlighted confusion around extension deadlines and notifications. Participants also identified the temporary 0% grade shown in Gradebook for approved extensions as a source of unnecessary concern.

## **Improve Awareness of Support and GEAR Processes**

Students frequently relied on lecturers, Course Leaders, peers, and Student Voice Leaders when seeking advice. Greater visibility of available support, alongside clear and consistent information about GEAR processes, may help students make more informed decisions and reduce reliance on informal advice networks.

## **Review How GEAR Information Is Presented to Students**

Students questioned whether existing guidance is presented in a way that encourages engagement. Future work may benefit from exploring more student-friendly approaches, including simplified resources, visual guides, and information embedded within systems students already use.

## **Conduct a Further Student Focus Group**

This focus group identified key areas of confusion and concern. A follow-up focus group or workshop could explore potential solutions in greater depth and help with future improvements.

# Appendix

## Results from Activity 1:

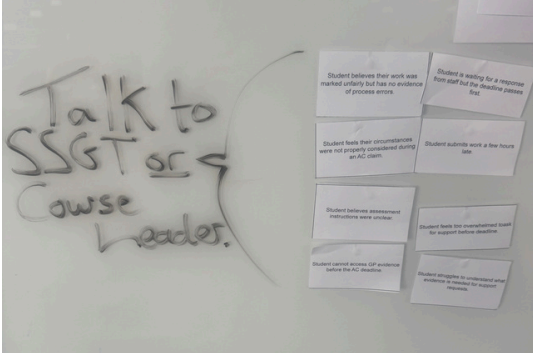
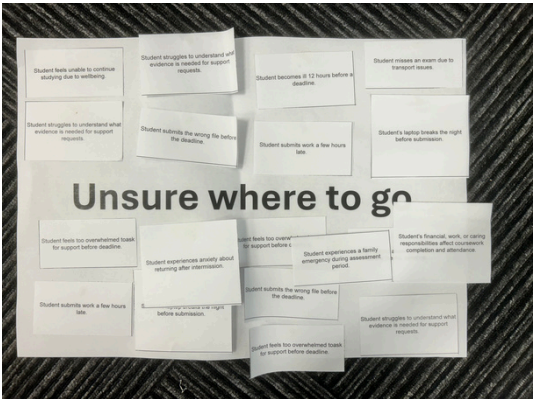
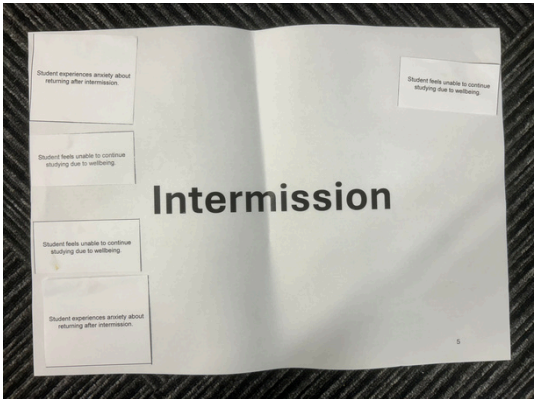
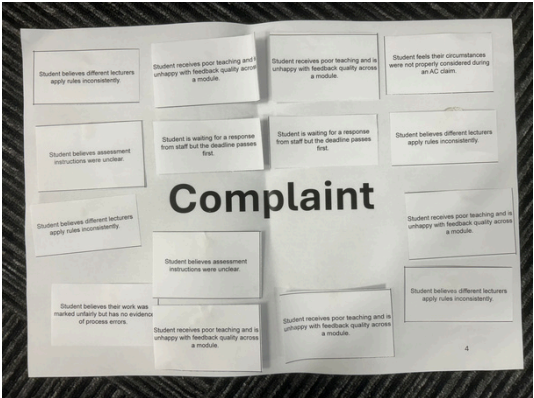
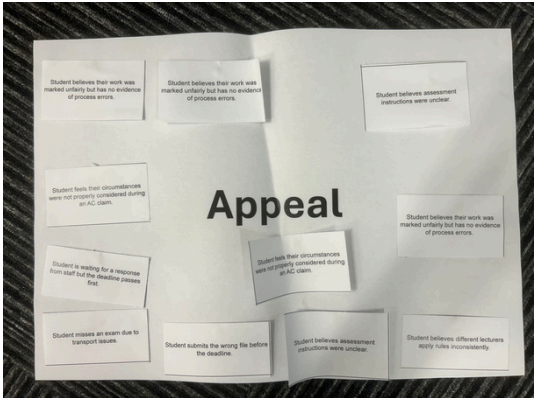
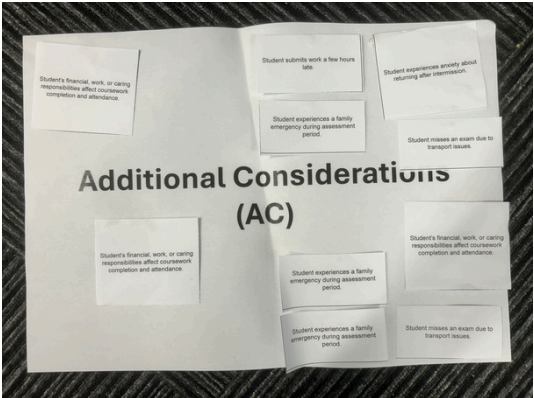
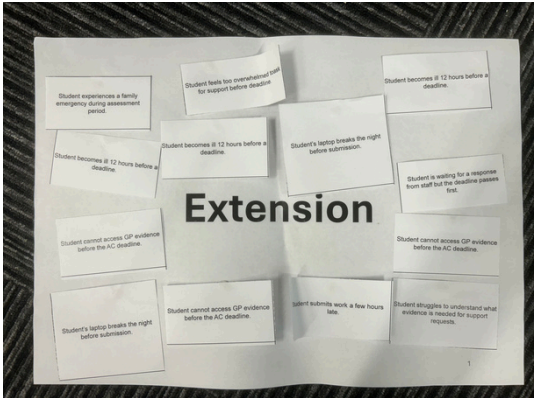
Students were presented with a range of common student scenarios and asked to match each one to the GEAR process they felt was most appropriate. The activity explored students' understanding of different support routes and highlighted areas of confusion. The numbers show how many participants matched each scenario to each GEAR process. Scenarios appearing under multiple processes show where students were less certain about which process should be used.

| ACTIVITY 1 - written up                                                                                           |           |    |        |           |              |                       |                    |
|-------------------------------------------------------------------------------------------------------------------|-----------|----|--------|-----------|--------------|-----------------------|--------------------|
|                                                                                                                   | Extension | AC | Appeal | Complaint | Intermission | SSGT or Course Leader | Unsure where to go |
| Student becomes ill 12 hours before a deadline.                                                                   | 3         |    |        |           |              |                       | 1                  |
| Student receives poor teaching and is unhappy with feedback quality across a module.                              |           |    |        | 5         |              |                       |                    |
| Student misses an exam due to transport issues.                                                                   |           | 2  | 1      |           |              |                       | 1                  |
| Student experiences burnout and ongoing mental health difficulties affecting attendance halfway through semester. |           |    |        |           |              |                       |                    |
| Student forgets a coursework deadline completely.                                                                 |           |    |        |           |              |                       |                    |
| Student cannot access GP evidence before the AC deadline.                                                         | 3         |    |        |           |              | 1                     | 1                  |
| Student believes their work was marked unfairly but has no evidence of process errors.                            |           |    | 3      | 1         |              | 1                     |                    |
| Student experiences a family emergency during assessment period.                                                  | 1         | 3  |        |           |              |                       | 1                  |
| Student's financial, work, or caring responsibilities affect coursework completion and attendance.                |           | 3  |        |           |              |                       | 1                  |
| Student feels unable to continue studying due to wellbeing.                                                       |           |    |        |           | 3            |                       | 1                  |
| Student submits work a few hours late.                                                                            | 1         | 1  |        |           |              | 1                     | 2                  |
| Student believes assessment instructions were unclear.                                                            |           |    | 2      | 2         |              | 1                     |                    |
| Student submits the wrong file before the deadline.                                                               |           |    | 1      |           |              |                       | 2                  |
| Student's laptop breaks the night before submission.                                                              | 2         |    |        |           |              |                       | 2                  |
| Student is waiting for a response from staff but the deadline passes first.                                       | 1         |    | 1      | 2         |              | 1                     |                    |



|                                                                                    |   |   |   |   |   |   |   |
|------------------------------------------------------------------------------------|---|---|---|---|---|---|---|
| Student feels their circumstances were not properly considered during an AC claim. |   |   | 2 | 1 |   | 1 |   |
| Student struggles to understand what evidence is needed for support requests.      | 1 |   |   |   |   | 1 | 3 |
| Student believes different lecturers apply rules inconsistently.                   |   |   | 1 | 4 |   |   |   |
| Student experiences anxiety about returning after intermission.                    |   | 3 |   |   | 2 |   | 1 |
| Student feels too overwhelmed to ask for support before deadline.                  | 1 |   |   |   |   | 1 | 3 |

Photographs from Activity 1:



## Results from Activity 2:

Students rated each GEAR policy statement on a five-point fairness scale and ranked policy areas by perceived impact on students. The distribution of responses indicates the overall level of agreement about how fair each statement was.

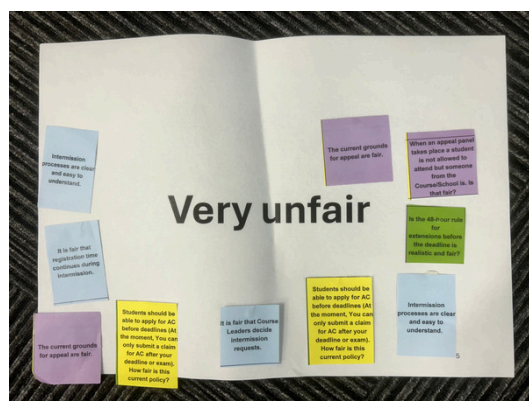
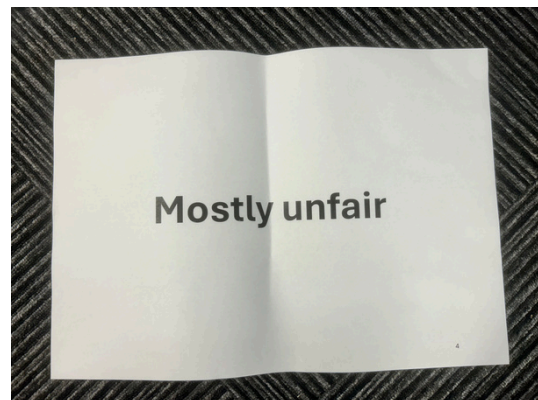
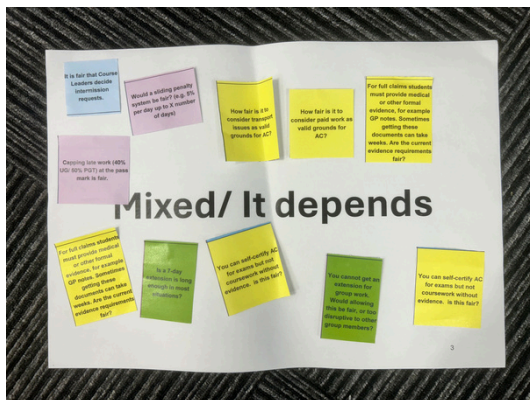
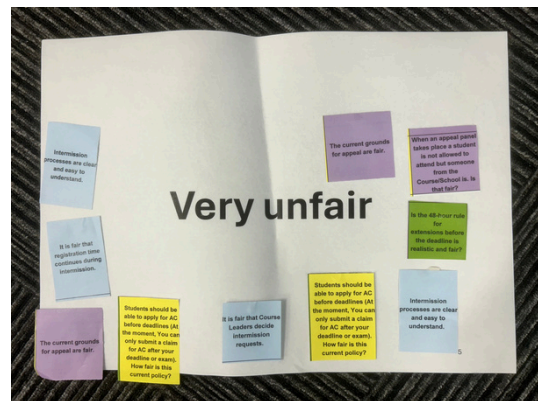
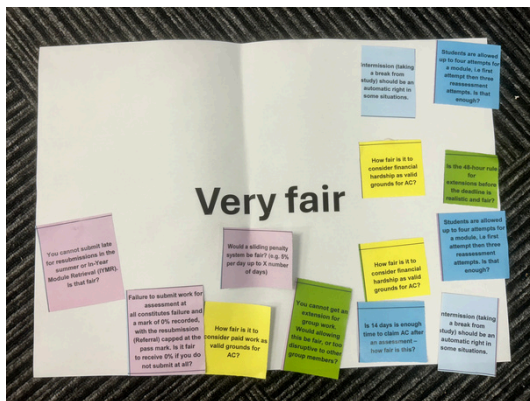
This is shown in the example for: 'How fair is it to consider paid work as valid grounds for AC?' 1 vote in "Mixed / Depends" and 3 votes in "Very Fair" means the statement was generally perceived as very fair.

| ACTIVITY 2 - written up           |                                                                                                                                                                            |             |               |                 |             |           |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|---------------|-----------------|-------------|-----------|
|                                   |                                                                                                                                                                            | Very Unfair | Mostly Unfair | Mixed / Depends | Mostly Fair | Very Fair |
| Intermission                      | Intermission (taking a break from study) should be an automatic right in some situations.                                                                                  |             |               |                 |             | 2         |
|                                   | It is fair that Course Leaders decide intermission requests.                                                                                                               | 1           |               | 1               |             |           |
|                                   | It is fair that registration time continues during intermission.                                                                                                           | 1           |               |                 | 1           |           |
|                                   | Intermission processes are clear and easy to understand.                                                                                                                   | 2           |               |                 |             |           |
| Late Penalties / Submission Rules | Capping late work (40% UG/ 50% PGT) at the pass mark is fair.                                                                                                              |             |               | 1               |             |           |
|                                   | Would a sliding penalty system be fair? (e.g. 5% per day up to X number of days)                                                                                           |             |               | 1               |             | 1         |
|                                   | Failure to submit work for assessment at all constitutes failure and a mark of 0%                                                                                          |             |               |                 | 1           | 1         |
|                                   | You cannot submit late for resubmissions in the summer or In-Year Module Retrieval (IYMR). Is that fair?                                                                   |             |               |                 | 1           | 1         |
| Extensions                        | Is it fair to only have one self-certified extension per semester?                                                                                                         |             |               |                 | 2           |           |
|                                   | Is the 48-hour rule for extensions before the deadline is realistic and fair?                                                                                              | 1           |               |                 |             | 1         |
|                                   | Is a 7-day extension is long enough in most situations?                                                                                                                    |             |               | 1               | 1           |           |
|                                   | You cannot get an extension for group work. Would allowing this be fair, or too disruptive to other group members?                                                         |             |               | 1               | 1           | 1         |
| Additional Consideration (AC)     | How fair is it to consider paid work as valid grounds for AC?                                                                                                              |             |               | 1               |             | 3         |
|                                   | How fair is it to consider transport issues as valid grounds for AC?                                                                                                       |             |               | 1               | 1           |           |
|                                   | Students should be able to apply for AC before deadlines (At the moment, You can only submit a claim for AC after your deadline or exam). How fair is this current policy? | 2           |               |                 |             | 1         |
|                                   | Is 14 days is enough time to claim AC after an assessment – how fair is this?                                                                                              |             |               |                 | 1           |           |
|                                   |                                                                                                                                                                            |             |               |                 |             | 16        |



|                                              |                                                                                                                                                                                             |   |  |   |   |   |
|----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|--|---|---|---|
| Additional Consideration (AC) (continued...) | You can self-certify AC for exams but not coursework without evidence. is this fair?                                                                                                        |   |  | 2 |   |   |
|                                              | For full claims students must provide medical or other formal evidence, for example GP notes. Sometimes getting these documents can take weeks. Are the current evidence requirements fair? |   |  | 2 |   |   |
|                                              | The current grounds for appeal are fair.                                                                                                                                                    | 2 |  |   |   | 2 |
|                                              | When an appeal panel takes place a student is not allowed to attend but someone from the Course/School is. Is this fair?                                                                    | 1 |  |   | 1 |   |

## Photographs from Activity 2:



## Results from Activity 3+4:

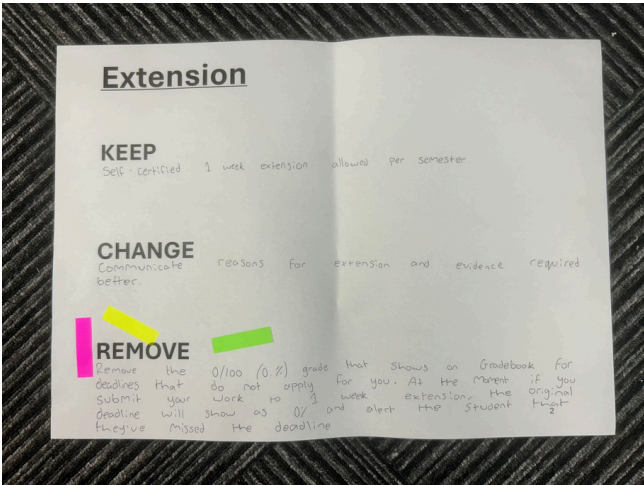
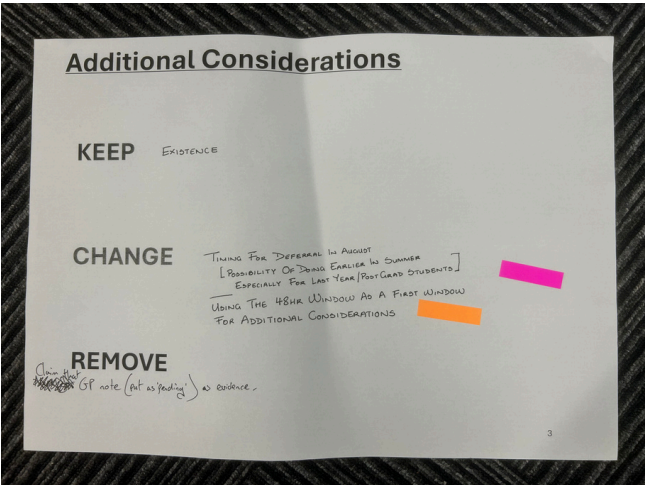
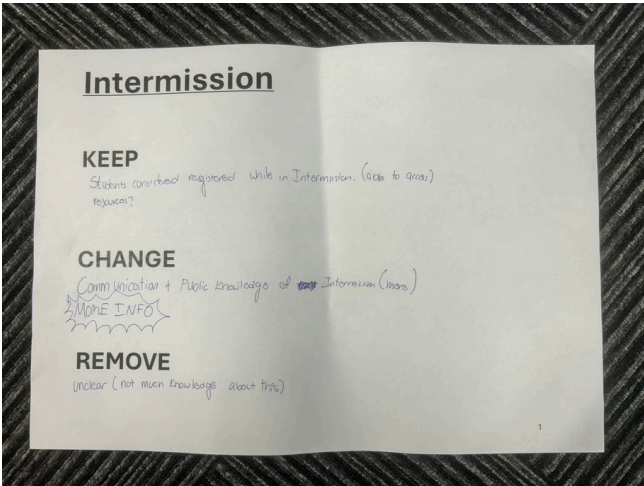
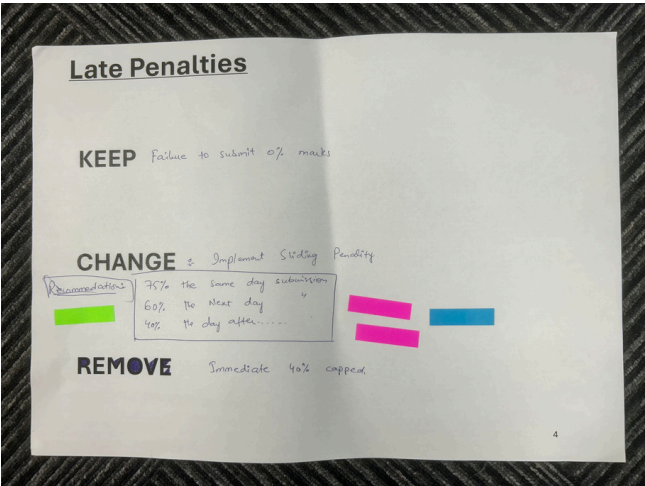
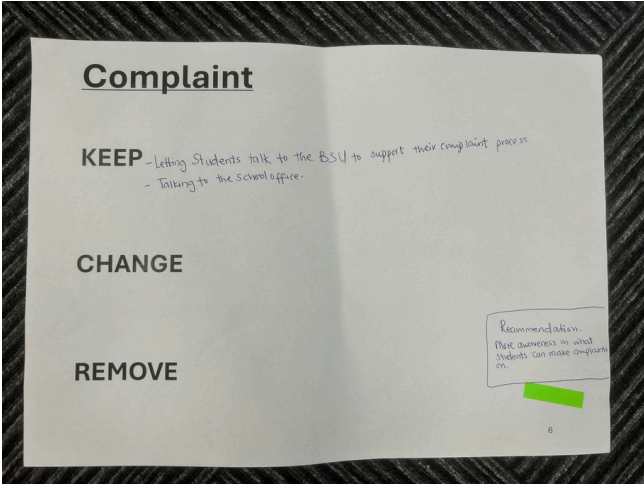
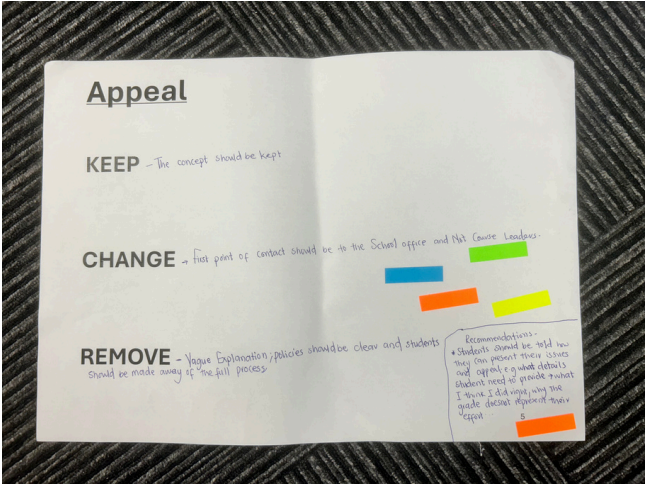
Students worked together to identify ways existing policies could be improved and suggest changes they felt would make the biggest difference to students. They then used luminous stickers to vote on the recommendations and issues they felt were most important (one sticker = one vote), helping to highlight the areas students felt should be prioritised for future review.

| ACTIVITY 3+4 - written up |                                                                                                                                                                                         |                 |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| APPEAL                    |                                                                                                                                                                                         | Number of votes |
| KEEP                      | The concept should be kept                                                                                                                                                              |                 |
| CHANGE                    | First point of contact should be to the School Office and not Course Leaders                                                                                                            | 3               |
| REMOVE                    | Vague explanation; policies should be clear and students should be made away from of the full process                                                                                   |                 |
| RECOMMENDATIONS           | Students should be told how they can present their issues and appeal. Eg: What details students need to provide (What they did right, why the grade does not represent their effort...) | 1               |
|                           |                                                                                                                                                                                         |                 |
| COMPLAINT                 |                                                                                                                                                                                         | Number of votes |
| KEEP                      | Letting students talk to the BSU to support their complaint process                                                                                                                     |                 |
|                           | Talking to the School Office                                                                                                                                                            |                 |
| CHANGE                    | N/A                                                                                                                                                                                     |                 |
| REMOVE                    | N/A                                                                                                                                                                                     |                 |
| RECOMMENDATIONS           | More awareness on what students can make complaints on                                                                                                                                  | 1               |
|                           |                                                                                                                                                                                         |                 |
| LATE PENALTIES            |                                                                                                                                                                                         | Number of votes |
| KEEP                      | Failure to submit 0% mark                                                                                                                                                               |                 |
| CHANGE                    | Implement sliding penalty                                                                                                                                                               |                 |
| REMOVE                    | Immediate 40% cap                                                                                                                                                                       |                 |
| RECOMMENDATIONS           | 75% the same day submission                                                                                                                                                             |                 |
|                           | 60% the next day submission                                                                                                                                                             |                 |
|                           | 40% 2nd day after submission                                                                                                                                                            | 4               |

| INTERMISSION              |                                                                                                                                                                                                                                                               | Number of votes |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| KEEP                      | Students considered registered while in intermission (able to access) resources?                                                                                                                                                                              |                 |
| CHANGE                    | Communication and public knowledge of intermission (more info!!)                                                                                                                                                                                              |                 |
| REMOVE                    | Unclear (not much knowledge about this)                                                                                                                                                                                                                       |                 |
| RECOMMENDATIONS           | N/A                                                                                                                                                                                                                                                           |                 |
|                           |                                                                                                                                                                                                                                                               |                 |
| ADDITIONAL CONSIDERATIONS |                                                                                                                                                                                                                                                               | Number of votes |
| KEEP                      | Existence                                                                                                                                                                                                                                                     |                 |
| CHANGE                    | Timing for deferral in August (Possibility of doing earlier in Summer, especially for the last year/ postgraduate students)                                                                                                                                   | 1               |
|                           | Using the 48hr window as a first window for additional considerations                                                                                                                                                                                         | 1               |
| REMOVE                    | Claim that GP note (put as 'pending') as evidence                                                                                                                                                                                                             |                 |
| RECOMMENDATIONS           | N/A                                                                                                                                                                                                                                                           |                 |
|                           |                                                                                                                                                                                                                                                               |                 |
| EXTENSION                 |                                                                                                                                                                                                                                                               | Number of votes |
| KEEP                      | Self-certified 1 week extension allowed per semester                                                                                                                                                                                                          |                 |
| CHANGE                    | Communicate reasons for extension and evidence required better                                                                                                                                                                                                |                 |
| REMOVE                    | Remove the 0/100 (0%) grade that shows on the Gradebook for deadlines that do not apply for you. At the moment, if you submit your work to 1 week extension, the original deadline will show as 0%, and will alert the student they have missed the deadline. | 3               |
| RECOMMENDATIONS           | N/A                                                                                                                                                                                                                                                           |                 |



Photographs from Activity 3+4:

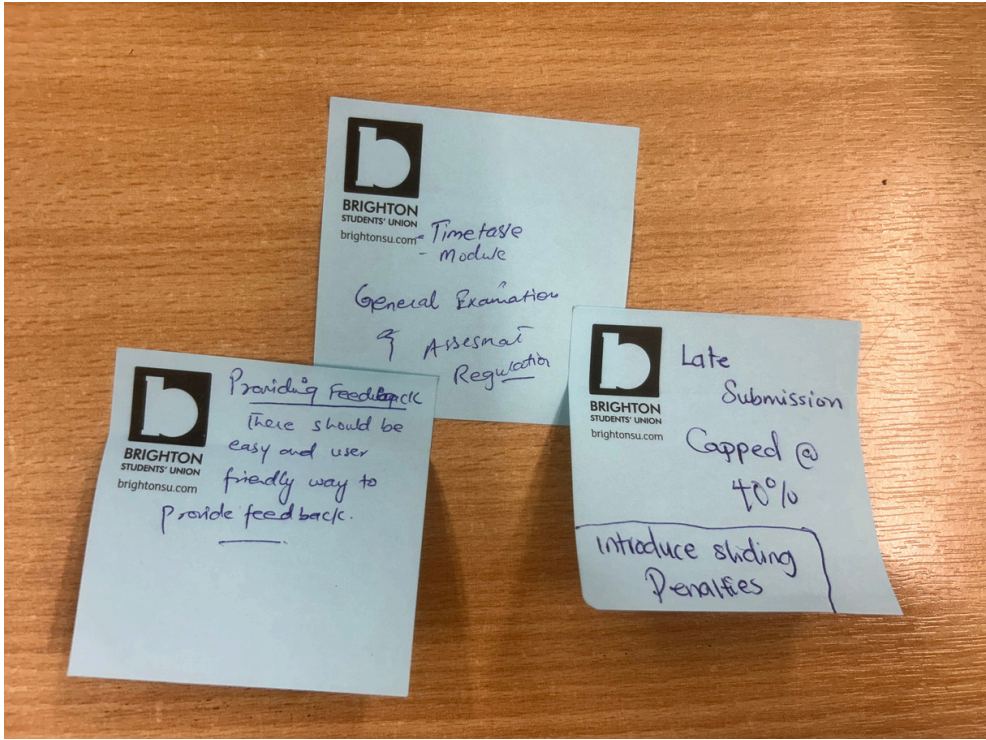


# Results from Final Reflection

Before leaving, students completed a short reflection activity, sharing any final comments and highlighting the issues they felt were most important. Many of the points raised themes that SVLs had heard from students throughout the year.

| Reflection Task - written up                                                       |
|------------------------------------------------------------------------------------|
| Late Submissions capped at 40%                                                     |
| Introduce sliding penalties                                                        |
| Providing feedback: There should be easy and user friendly way to provide feedback |
| Timetable module                                                                   |

**Photograph of reflection task:**



# Participants - Demographic Breakdown

| Demographic Breakdown |                                          |                    |               |
|-----------------------|------------------------------------------|--------------------|---------------|
| 9 Respondents         |                                          | Number of Students | % of Students |
| Gender                | Male                                     | 3                  | 33%           |
|                       | Female                                   | 4                  | 44%           |
|                       | Other Gender                             | 2                  | 22%           |
| Nationality           | UK National                              | 3                  | 33%           |
|                       | Non-UK National                          | 6                  | 67%           |
| Year of Study         | 1                                        | 4                  | 44%           |
|                       | 2                                        | 1                  | 11%           |
|                       | 3                                        | 4                  | 44%           |
| Student Type          | UG                                       | 5                  | 56%           |
|                       | PGT                                      | 4                  | 44%           |
| School                | Applied Sciences                         | 2                  | 22%           |
|                       | Architecture, Technology and Engineering | 1                  | 11%           |
|                       | Art and Media                            | 1                  | 11%           |
|                       | Business and Law                         | 2                  | 22%           |
|                       | Education, Sport and Health Sciences     | 2                  | 22%           |
|                       | Humanities and Social Science            | 1                  | 11%           |
| Campus                | Moulsecoomb                              | 6                  | 67%           |
|                       | Falmer                                   | 2                  | 22%           |
|                       | City                                     | 1                  | 11%           |
| Mode of Study         | Full time                                | 9                  | 100%          |