

Notes of the StARs Forum - Tuesday 5th November 2013

16:30 – 18:00

Topic: First Point, University Buildings and Resources

Present:

68 students (StARs and Institute Reps)

Tom Clarke – **TC** (Vice President Education (Chair)

John Ryan – **JR** (Pro Vice Chancellor (Students)

Caryn Thorogood – **CT** (future Head of Student Services)

Kelsey Coward – **KC** (Student Transition and Progression Officer)

Chris Garratt - **CG** (ICT Team Leader: Teaching and Student Support)

Ruth Christie - **RC** (SU Membership Services Manager (taking notes)

Welcome and introductions

TC welcomed everyone and introduced himself. The other members of staff introduced themselves. TC explained that agenda items would be discussed in turn, beginning with comments and suggestions submitted in advance of the forum.

Students said	Panel response	Action
<u>Induction and the start of session</u>		
Positive comments:		
We were made to feel very welcome by all the students and staff		
Nursing students felt that starting a week earlier was very helpful – they were able to familiarise themselves with the University and get to know one another, as well as having queries answered		
A number of courses invite and encourage students to join Facebook groups before they start – these were very positively received as students had the chance to get to know one another in advance of induction		
Psychology: really enjoyed the "Tom Tom" group exercise		
Sports Coaching and PE: induction		

was excellent and highlighted everything we needed to know		
Archaeology: everyone was very happy with induction week sessions		
Screenwriting: induction week was a good experience		
Digital film production and screenwriting ran a joint session and exercise during induction week which was really useful and well received		
The daytime and evening events put on by the SU were well received		
Negative comments:		
The information given was often repeated daily or session-by-session. This became boring and made the group unmotivated to attend	Although some repetition is inevitable, we will ensure that the content of talks is shared amongst contributors.	EW/KC
Some of the induction week sessions felt like "padding" and were not relevant to the course	All staff try to ensure that content is relevant but they will be reminded that the purpose of the session should be made explicit	EW/KC
Some sessions should not have been compulsory e.g. the talk for students with a disability was not relevant for most students	It is assumed that this was part of the talk on Student Services – some students will be diagnosed with a disability (e.g. dyslexia) after they have joined the University and it is thought important to include information about the Diversity and Dyslexia Service so that students who may need to access it are aware of how this can be done.	
Creative digital media: the induction week timetable was inaccurate and didn't make the trip clear. This made it particularly difficult for student parents who had to arrange childcare	These comments will be forwarded to the department and their response will be reported back to StARs	JR to email Maureen Gamble

Students on some courses missed out on information (for instance, midwifery students didn't know about the summer school) because emails were not received	These comments have been raised at the IHS StARs Forum and Liz Davies-Ward , Associate Head of Institute, will take them forward. It may be that more than one method of communication should be used	JR to email Liz Davies-Ward
Similarly, some Joint Honours students have missed communications because of variations in modules studied in previous years	Ann Jordan is co-ordinating support for Joint Honours students, particularly in relation to the new curriculum. These comments will be passed to her for a response.	JR to email Ann Jordan
Students based at City campus felt left out during induction/Freshers' week as there were so few activities located there	In response to a request from the Business School, the SU worked with its commercial partner to put on a free event for WBS students on the Thursday afternoon of induction week. This was very poorly attended and apparently not drawn to the attention of students by WBS lecturers. The SU is keen to improve the engagement of students at City campus and would welcome genuine collaboration with students and staff there to provide events and activities which would be supported by students	SU to address these issues in planning induction in 2014
Joint Honours students were confused about which sessions they should attend during induction week	Ann Jordan is co-ordinating support for Joint Honours students, particularly in relation to the new curriculum. These comments will be	JR to email AJ

	passed to her for a response.	
Drama: induction was not enjoyable – there were too many long presentations and long periods of time when students felt unsupported and at a loss as to what they should be doing	The subject team will be asked to follow these comments up with their first year StARs	JR to email David Broster
Psychology and sports students felt that they were not provided with sufficient instruction on referencing and now feel ill-prepared for assignments. Psychology students have been told that individual lecturers have their own preferences in relation to referencing, which students should take account of when submitting work	<p>This will be discussed with the heads of Psychology, and of Sport and Exercise Science</p> <p>Tim Jones</p> <p>Kelsey & Mick Donovan: The best advice for psychology students is to follow the guidelines in the APA Referencing Guide. Any students who have done this but whose referencing is called into question can get support from the SU Student Adviser jane-alice.murray@worc.ac.uk or through k.coward@worc.ac.uk</p> <p>There is a University standard for referencing which all lecturers should adhere to. This has been agreed by LTSEC as part of the UW Referencing policy</p> <p>There is an extensive guide to referencing produced by the Academic liaison librarians at http://libguides.worc.ac.uk/refhome</p> <p>You can also contact</p>	JR to email Tim Jones and Mick Donovan

	your Academic Liaison librarian for help.	
Some Masters students feel bombarded with sessions on referencing	This related to courses in the Business School and was in response to previous criticism that in the past the topic had not been covered in sufficient depth	
Induction talks from the SU seemed to be geared towards younger students and did not take into account the wide range of ages and circumstances of students on some courses		
Scheduling the SU induction talk during the movie screening night was not a good idea	For the past two years, this has been the only slot made available to the SU and we would prefer to have a more suitable time for the induction talk	JR to remind all heads of Institute that the SU talk is an important element of induction week for all students and needs to be scheduled appropriately
Creative digital media – module choices are very limited for 3 rd year students	We recognise that there were some specific issues relating to this course, which caused confusion for students. Comments will be passed on to the subject concerned	JR to email Maureen Gamble
Insurance costs relating to clubs and societies were not clear at the Sports and Activities Fair	The SU has been working hard with student groups to improve the #teamworc sports and #teamworc societies' offer. This has resulted in some changes which may take some time to	

	explain to students – we aim to make things clearer next year	
Due to clashes, no study skills session was available for my course (Sports Coaching & PE year 1)	This will be raised with the Institute of Sport and Exercise Science	JR to email GJ
Some teaching rooms were very cold in September and students with 3-hour sessions found it particularly difficult to keep warm and take notes (Sheila Scott in particular)	A new boiler has been installed in the Sheila Scott building which should address the issues there. A new boiler is being installed in the Conference Centre	
Screenwriting: there is no course leader and students feel they don't know who to go to for help. 3 rd year students in particular are worried about their independent studies	Antonia Payne , Head of Institute was asked to respond and confirmed that a selection process is in progress to appoint a successor	
Midwifery students rely heavily on the use of PebblePad, but they had no introduction to it until week three and are now on placement, where they're expected to show their mentors how it's used. They feel unprepared and unsupported. Although the problems were less extensive some Psychology representatives also feel they would benefit with more support on Pebblepad	<p>Where courses use PebblePad extensively, the timing and quality of the training and support for students is very important</p> <p>It's the responsibility of the course to ensure that students are given the training they need at the appropriate time. Libby Symonds is Team Leader in the Learning and Teaching Technology Unit and this unit can help with training and support. Students with specific questions should email e.symonds@worc.ac.uk or eos@worc.ac.uk</p> <p>We must check that</p>	<p>JR to email Tina Dennis and suggest additional training and support for midwifery students. JR to pass on comment re Psychology to TJ. CG to explain services of EOS to staff at Firstpoint</p>

	Firstpoint staff are aware of eos	
Students' timetables on SOLE were changed on arrival, so were not at all what students had expected and planned for (eg Sports Therapy)	Although there will always be some late changes to timetables these should not be extensive	JR to email Hols and ask that changes are avoided where possible and reasons given to students when changes are necessary
Students have been disappointed that a five hour block of attendance may include just 30 minutes of lecture time, as provision is included for self-directed study and seminars but this wasn't what was expected	Blocks often include a number of activities and most staff avoid lectures that are too long but details of the module should make this clear.	JR to remind Hols to ensure that module descriptions should include details of how the module will be delivered.
Suggestions:		
Provide students with initial printer credit, as some other colleges and universities do	The PVC (Students) will discuss this with the SU	
Provide tours of the campus for freshers	This will be referred to induction co-ordinators	EW/KC
Provide guided tours of the Hive for new students	Individual subjects were able to book tours of the Hive – perhaps more could be encouraged to do this There were also drop in sessions available which were poorly attended – we would welcome ideas for how to promote these in future. ILS is discussing a range	JR to raise with JK, University Librarian and write to Hols.

	of tours and introductory sessions on using the library, finding books etc for next academic year	
<p>Student nurses would appreciate an SU welcome night event during their induction – they were aware that there were lots of events for international students during their induction week</p> <p>Put on some events during Welcome Week to which students on professional courses are explicitly invited. This would help them to feel more involved and to meet students on other courses</p>	<p>The SU is keen to encourage students to set up more course-based societies – it would be great to see a Student Nurses' Society, for instance. Working with student groups would really help the SU to plan events which meet the needs of students.</p> <p>The SU works in collaboration with the International Office to provide for international students. It will follow up the suggestion with colleagues in the relevant institutions.</p>	
<p>Sessions on IT during induction would be very helpful. This would help students avoid the problems of work done on local desktops and PebblePad being lost.</p> <p>An IT clinic or easily accessible help for first-year students struggling with IT problems</p>	<p>These seem like good ideas – Kelsey and her colleague Ellen Williams will be asked to explore this with ILS</p>	<p>EW and KC to discuss further with CG</p>
<p>Provide new students with an index of room numbers and a key to the abbreviations used for the various buildings, to help them locate buildings and rooms more easily</p> <p>Improve signage so it's easier for new students to find where they need to go</p>	<p>We will explore the possibilities with the University's Communications and Participation department and Facilities. Better signage might be combined with interactive links from students' timetables</p>	<p>Refer to Director of Communications & Participation</p>
Provide information on <u>all</u> induction	This makes sense – we	Refer to

<p>week/Freshers' Week events to - everyone involved in trying to help new students, including the SU Welcome Desk and volunteers, Student Ambassadors, Main Reception staff and Firstpoint staff</p>	<p>need to work together to improve the experience for new students, so Kelsey and Ellen will be asked to work with other departments to produce comprehensive information which can be shared</p>	<p>EW/KC and Catherine Hyde</p>
<p>Arrange for Disability and Dyslexia Service staff to be available during Welcome Weekend</p>	<p>It is impossible for staff to be available at all times, but it is understandable that new students and their families would find it reassuring to have someone from the service to talk to on arrival. It was reported at the meeting that students already in contact with the service had been emailed informing them that the service would be available from Monday 16th September.</p>	<p>Head of Student Services will review this.</p>
<p>Mandatory modules on referencing for all students</p>	<p>All courses should include sessions on referencing either in induction or at the first meeting of an appropriate mandatory module.</p> <p>There is a programme of additional workshops on referencing – perhaps more can be done to publicise these</p> <p>The last workshop was entitled “Understanding plagiarism” – perhaps this was not the best title (StARs agreed that they</p>	<p>JR to refer this to Hols</p>

	wouldn't have realised this was a workshop on referencing)	
Organogram for each Institute would be helpful, so students can understand the structure and the relationships between teaching staff	This will be referred to Heads of Institute	JE to email Hols c.c. EW/KC
Clearer explanation of module assessments and learning journals is needed early on to help students adjust from school (Fine Art Practice)	This will be passed on to the Head of Art and Design – this is an issue that should also be raised at course committee	JR to email MG
Joint Honours students should have one mandatory and one choice per subject, rather than having to take two mandatory theory modules in the first year (would prefer to do one theory and three practical modules) (Screenwriting and drama)	Ann Jordan is co-ordinating support for Joint Honours students, particularly in relation to the new curriculum. These comments will be passed to her for a response.	JR to email AJ
Provide additional help for third year Joint Honours students to support them in relation to their independent study options	Ann Jordan is co-ordinating support for Joint Honours students, particularly in relation to the new curriculum. These comments will be passed to her for a response.	JR to email AJ
<u>Firstpoint</u>		
Positive comments:		
A good, single-point access		
Negative comments:		
At the beginning of the semester, some students had to queue for an hour and a half to speak to someone on Firstpoint, even though their question was answered in seconds		Head of Student Services (CT) will review these issues,
Sometimes the advice given is very vague and not particularly helpful		

Firstpoint staff sometimes just re-direct students to somewhere else and this can result in being sent back to Firstpoint to make an appointment	<p>students (Registry, Finance, Accommodation, etc) operated from Firstpoint. In this respect there was no previous experience on which to base staffing levels etc. Rotas of staff were used to supplement staffing levels and staff also acted as 'queue busters' during the busiest periods, checking that people needed to remain in the queue and helping them if they didn't. There were queues, although some queuing at the start of the session is inevitable, and in previous sessions students with multiple queries would have had to queue at more than one enquiry point. The first week of teaching was busiest, with the arrival of returning students and this placed pressure on services because of the complex nature of their enquiries – outstanding debts preventing registration, need to access expert advice from programme advisers because of partial failure in their previous year, etc. We will use this feedback when we prepare for the 2014/15 session. In the case of the comment on an application for hardship</p>	
A student with serious financial problems found that an application for the Hardship Fund took four weeks to process		
Messages left on the Firstpoint answerphone are not always responded to		Head of Student Services to take comments into account in planning for 2014/15

	funds taking a long time, it is difficult to comment on individual cases, but it must be acknowledged that in a small number of cases students may be ineligible for a loan, or need to provide further information	
Scholarship applications should have been available from mid-October, but Firstpoint don't know what's happening. What should first-year students do?	John: In terms of the Extra-Curricula scholarship scheme this was launched on 2 nd October and Firstpoint staff were fully briefed the week prior to this. Information about the scheme including an application form was also available on the Firstpoint blog which is accessible through the Student SOLE page. There was some delay in communicating with students about other scholarships but this is now in place using email	
Suggestions:		
Have more staff available at Firstpoint during busy periods, particularly the beginning of the new academic year	Additional staff were available but as noted above, arrangements for 2014/15 start of sessions will be reviewed.	
<u>Peirson</u>		
Positive comments:		
The computer provision at Peirson is really good, particularly useful for students who don't have laptops Peirson is good and there are always computers available		
Negative comments:		
Slow network – it can take a long time to log in	This is something that ICT are aware of and have been working to resolve over the last month. An	

	updated computer image is currently being rolled out that is consistently showing improved log-in speeds Please be aware that it will generally take between two and three minutes to log in as a user profile and a number of policies have to be loaded as part of the log-in process	
Computers re-start and work is deleted on re-start	ICT will monitor this and endeavour to track down the issue. As stated at the Forum, making backups and regularly saving work is good practice	CG to action
The access control to the Mac suite is not working	This has been raised with Security	
Printers often have paper jams Computers instruct users to "install printer"	Students should report these problems to the ICT support desk in Peirson or by phoning 01905 857500	
Suggestions:		
Would like card induction and introduction to printer session to explain how to use these	We can arrange for simple instructions to be provided beside the printers	CG to action
Guided tours of Peirson building		
Enable students to collect reserved books from Peirson	This has been suggested at a previous Forum, but there are cost and practical issues which deem this unfeasible. Such a facility would also require an extension to the loan period, which would not be fair or popular with students.	
Provide more tables, at least when deadlines are approaching – there's plenty of space for this, especially upstairs	This will be referred to ILS/Facilities for consideration	JR to email JK/MH

The Hive		
Positive comments:		
Very helpful staff		
Negative comments:		
There seems to be inconsistency in terms of staffing – sometimes there are plenty and at other times you can't find a member of staff	Levels of staffing are generally lower in the evenings. We are trying to make sure there is always a 'meeter and greeter' in a prominent position on levels 1 and 3, but sometimes they will be busy helping someone else. You can also try going to the Academic Helpdesk on level 3, which is staffed every day except Sunday.	
The process for the textbook/journal recommendations that the Hive should purchase is 'lengthy and difficult' – could it be simplified?	<p>We need to clarify what this refers to – if it is the webform for requesting a book, we don't think it can be any shorter without omitting necessary information. Is it finding the form that is the problem?</p> <p>We will be running a pilot for instant purchase of e-books in semester 2</p>	
The layout of the building is confusing, apart from areas with which students are familiar	We will incorporate a map in the fold out 'getting started at the Hive' leaflet for next year. We encourage students to spend some time looking around the building and getting familiar with it – it is a large building!	
Students would like a dedicated study area in The Hive	The whole philosophy of the Hive is that it is a space for community and University alike.	

	Dedicated spaces are provided at Peirson, Riverside and City campus for those students who prefer to study in a university-only space.	
Dislike having to pay to park just to return a book, especially as I have a University car park permit	Some students may not be aware that they can drop off books for return at Peirson This service is currently available for short loan books, but we will shortly be reviewing the feasibility of extending it to High Demand (2 week loan) books as well.	
There have been problems reserving and returning books when the system does not correspond with the reality of the situation!	We are aware that there has been a system glitch that has been causing problems, which we believe has now been resolved. It would be helpful to have specific examples of any further problems - please report them to a member of staff or to askalibrarian@worc.ac.uk We are monitoring the reservation queues carefully and moving books into 2 week or short loan, or ordering extra copies of titles that are in high demand.	
The selection of films on DVD upstairs is very limited (Film Studies)	This comment will be passed on to Film Studies for a response	
Suggestions:		
A different uniform for staff to give them higher visibility	We will discuss the question of visibility – please also see remark	

	above about attempts to have a 'meeter and greeter' on duty at all times	
Publicise better the availability of reserved rooms in The Hive for student use	<p>Agreed. Would appreciate SU help to do this.</p> <p>All rooms have been block booked for student use during the following 2 periods this academic year: W/C 6TH January, 13th January, 20th January 2014</p> <p>W/C 21st April, 28th April, 5th May 2014</p>	
Provide information about office hours and who can provide help with certain topics and information (for Archaeology – on level 2)	<p>This is an issue which needs to be passed on to the Worcestershire Archive and Archaeology Service</p> <p>This information is on the Hive website, we'll also incorporate it in the Libguides for Archaeology and History</p>	
A wide range of DVDs, including new releases, is available from Level 0 - £1 per week to hire		
<u>ILS</u>		
Positive comments:		
Library guides are well received by students, but many still don't know the extent of what they can do	<p>We've been very pleased to hear the positive feedback on these guides. They are being constantly added to. We'd welcome comments or further feedback – the author and contact details of the author of each guide is clearly identified</p>	
Negative comments:		

<p>SOLE is very cumbersome to use and you have to keep navigating in and out of descriptions and sections</p> <p>Module descriptions need expanding on SOLE or perhaps putting on a different system</p>	<p>These comments will be passed on to Registry for their consideration and response</p>	<p>JR to email KP</p>
<p>Summon is "hopeless" – it kicks you out if too many people are reading at the same time</p>	<p>Summon should not be doing this – it is more likely to be the individual resource that will not allow more than a given number of people to read it at one time. This is down to the publisher's licence which we cannot control. If there are titles where this is consistently a problem, please let your liaison librarian know because we probably need to buy extra copies.</p>	
<p>Module selection was confusing and insufficient information was available (2nd year Forensic & Applied Biology)</p>	<p>This will be referred to the course leader</p>	
<p>When a number of students are trying to access the same e-book simultaneously, you get locked out</p>	<p>Please see response above – this is down to the licence and we may need to buy additional copies.</p>	

		for improvements.
A lot of people can't access their University e-mail Can't connect a University email address to a Hotmail account	University emails <u>do</u> go through to Hotmail accounts. If emails are not being received, this could be due to a number of factors such as mail rules on recipient's account that identifies the email as SPAM. Students who believe there is a problem with receiving emails should contact the ICT helpdesk in Peirson, email helpdesk@worc.ac.uk or phone 01905 857500	
Need help to install printers (Hive, Peirson and City campus)	Students should contact the ICT helpdesk in Peirson, email helpdesk@worc.ac.uk or phone 01905 857500	
The catalogue finds books from all over the country, rather than just what's available locally	You can click on the option to filter the search to books available only at the Hive	
Summon finds journals which are actually no longer available to students as licences have not been renewed	Students should contact their academic librarian to raise these issues and enquiries – see http://worcester.ac.uk/ils/1259.htm for contact details	
When you order a book through the library which is coming from elsewhere, you don't know how long it will take to arrive	It's not possible to generalise – it depends where a book is coming from	
Suggestions: More e-books should be made available	We are running a pilot next semester which will give students the opportunity to access e-	

	<p>books which the library automatically pays for. We purchase an e-copy of titles on reading lists whenever they are available – some subjects have poorer coverage than others though, and sometimes only print is available. If you have suggestions for titles or areas where you think stock needs improving, please let your liaison librarian know and we'll try to allocate funding when it's available</p>	
Facilities and accommodation		
Negative comments:		
Heating has not yet been turned on in Elizabeth Barrett Browning		
<p>When living in University-managed off-campus accommodation, a student had to sleep on a broken bed for 6 months and had to resort to contacting the owner direct due to a lack of response from the University to the complaint</p>	<p>All these comments have been passed on to the University's Director of Estates. Issues with accommodation should be logged via the maintenance portal which can be accessed through the student SOLE page. In cases where there is no response students should contact Firstpoint either by email or in person asking for the query to be raised with Accommodation. Firstpoint will respond to the student indicating what action has been taken; where appropriate an appointment will be</p>	<p>JR to discuss with MH</p>

	<p>made for the student to meet with a member of the Accommodation team. Any student who remains dissatisfied should raise the matter with the Director of Estates (m.hughes@worc.ac.uk)</p> <p>The heating in Elizabeth Barrett Browning is on but it is designed as a 'low level' heating system – if problems persist a request should be made for Facilities to investigate.</p> <p>New heating systems are being installed in Sheila Scott and the Conference Centre.</p>	
<p>Reported broken boiler in University-managed off-campus accommodation.</p> <p>Accommodation promised to get back to students the same day, but still haven't done so after a week.</p> <p>Students resorted to going straight to the landlord and getting it fixed</p>		
<p>Heating issues in University accommodation – no response to requests for help from maintenance staff</p> <p>Maintenance reports about lack of fridge space, cleaning, broken bed, broken chairs, broken grill etc have not been responded to</p> <p>Still awaiting iron and ironing board promised (none on the whole floor)</p> <p>Students find they get no response when logging maintenance requests, or have to wait an unacceptably long time for one</p> <p>Having reported a problem with</p>		

the shower door, maintenance concluded it needed to be replaced, but since then no-one has turned up to change it Students who completed the maintenance report slips when they first moved in have still heard nothing back in response		
Frustrating wait to be moved to suitable accommodation (due to medical problems) – no progress until parents became involved		
Blinds in rooms EE2012 and EE2010 have been replaced over the summer with light-coloured ones. During sunny/bright weather, it's impossible for students to see presentations on the board (reported by paramedic students)		
Plug sockets in Sheila Scott don't work		
The ladies' toilets near the canteen are often in an unsanitary state, with queues, overflowing sanitary bins, empty soap dispensers, toilets out of order. This conflicts with the infection control and hand-washing techniques taught to nursing students	These toilets are to be extended and refurbished over the coming months, utilising the space vacated by Waterstone's	
Suggestions:		
Enable students to use their cards to pay for services in the laundry – this would address the problem of not having the right coins and the fact that some machines no longer accept 10p coins	Refer to Director of Estates	JR to email MH
Other issues		
Negative comments:		
The University's marketing literature and references to Earn As You Learn give the impression that it is	The marketing material will be reviewed to ensure that it is made	JR to email KM and CH

easy to find part-time work. This has not been the experience of some non-UK students, who were relying on paid work for their finances and feel they have been misled	clear that it may take some weeks to secure a part-time job. The Induction course for International students includes sessions on finding jobs and these sessions will be reviewed.	
First-year midwifery students are very concerned about enquiry-based learning	As it is still early in the academic year, it may be that some of these concerns will be addressed in sessions already scheduled. This type of concern should be discussed at the course management committee	JR to email Course Leader
Lack of responses from staff to emails from students (Sports Studies) – frustrating	These comments will be referred to ISES	JR to email Gareth Jones
Too many recommended books – students don't know which to buy (Sports Studies)	These comments will be referred to ISES	JR to email Gareth Jones
Worcester Week activities for Art & Design students were disappointing – not enough, all centred around performance, not contributing to the course, not interactive	Worcester Weeks will be one of the key topics for discussion at the next StARs Forum on Monday 9th December from 12:30- 14:00 in EEG162	
Business and Social Enterprise Elective is taught in a lecture theatre which is unsuitable for working in groups	The comment on the suitability of the room used for the Business and Social Enterprise Elective will be passed to the Module Leader/Timetabling – there is a facility for specific types of accommodation to be requested, although sometimes timetabling constraints mean that not all requests can be accommodated.	JR to email module leader

<p>Business students are unhappy about timetable clashes, late lectures finishing at 9pm and having to come to St Johns for some lectures</p>	<p>The University operates a 9:00- 9:00 timetable so students should expect some evening sessions – the distribution of evening teaching across institutes is being reviewed. One of the principles of timetabling is that students should be timetabled to attend some classes at St Johns/City/Riverside, and the type of accommodation required (e.g large lecture room or seminar rooms) impacts on where classes are located. Although the Worcester Business School is located at the city campus, it is not the intention that all teaching for which the School is responsible should be held there.</p>	
<p>Lots of students are very unhappy about the recent increase in the car-parking charges. These came out of the blue, several weeks into the academic year. Had students had advance notice, some would have chosen to buy an annual pass, but it's too late now for them to make any savings</p>	<p>The University will ensure that in future there is adequate notification of increases in car parking and other charges</p>	<p>JR to email relevant staff.</p>
<p>Suggestions:</p>		
<p>Long, complex procedure for midwifery (and nursing?) students to get car parking and security passes for Worcester Royal – if photos of all students in the group could be provided via the</p>	<p>The Head of Nursing and Paramedic Science will be asked to explore this with relevant staff at the hospital</p>	<p>JR to email RD</p>

University and passed on to security for validation and issuing of passes, this would be more efficient and save students a lot of time		
Worcester Week activities for Art & Design students could include art trips, sales of art equipment, visits from artists of different media or open workshops	Worcester Weeks will be the main subject at the next Forum but this particular comment will be passed on to the Head of Art and Design	JR to email MG
More communication via Blackboard eg Powerpoint presentations from lecturers	This general request will be passed on to all Heads of Institute	JR to email Hols