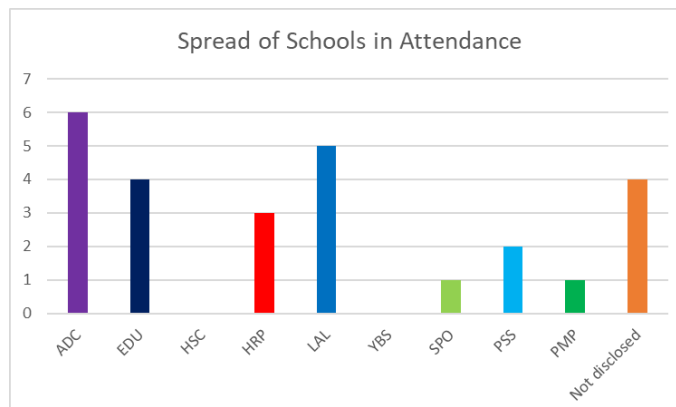# Feedback, Life After Graduation, Careers, and Future Labs

Feedback Need Back Campaign

PoE is running a feedback campaign this week.

Spread of Schools in Attendance

How do you currently receive feedback on your work?

All students irrespective of school, primarily received feedback through Moodle/Turn It In upon return of their assignments. **Art, Design and Computer Science** students also received feedback through 1-2-1 or group tutorials. 3rd Year **Education** Students had 1-2-1 tutorials for assignments, particularly dissertations. **Occupational Therapy** noted that they did not get feedback at all as they were not longer receiving written feedback.

What aspect of your feedback do you find most helpful?

Students felt that feedback was helpful for helping them find areas they could improve on, particularly when it has specific feedback which will help them improve in the next assignment

How can feedback be made more helpful to you?

Art, Design and Computer Science students would like feedback to be more concise and help give then direction for the next assignment. They also noted that feedback sessions would often overrun and did not feel lecturers wanted to hear negative feedback. Students in the **School of Education** and **Languages and Linguistics** would like quicker responses and more opportunities to speak directly to staff. They also felt feedback would be more helpful if it explained why something was wrong rather than just highlighting the mistake. Students in the school of **Humanities, Religion and Philosophy** noted that feedback students received often appeared as it if was copy and pasted. Both students in **Humanities, Religion and Philosophy** and **Psychological and Social Sciences and Law** said that feedback would be more helpful if it was more in-depth. **Occupational Therapy** said assignment feedback would be more helpful if it was written. **Sport** students said they would find having feedback in the format of 3 points good 3 points for improvement helpful, but also noted feedback on assignments was often received late. **Performance and Media Production** students would find it helpful if they had more opportunities to provide feedback throughout the year.

Do you think staff value student's views and opinions about your course?

Students in the school of **Sport**, **Performance and Media Production** and **Languages and Linguistics** felt that lectures really valued their opinions and were happy to make changes to improve modules and student experience. However, **Sport** also noted that there was room for improvement in the Moodle feedback forum and they sometimes felt uncomfortable about giving negative feedback as they are not sure how staff will react. Student who **did not disclose their school** said that their lecturers often took feedback personally. They also felt mid-module evaluations were too late as by that point students had already disengaged and that due to disengagement, students did not often bother to complete the evaluations anyway. **Art, Design and Computer Science** students felt that lecturers did not take on feedback and did not like to make changes to the course. They also noted

that even when lecturers did take on feedback, they did not act on it. of **Humanities, Religion and Philosophy** noted that whilst feedback was listened to, staff said they would make changes for the next year, which did not help them. Students in the **School of Education** and **Psychological and Social Sciences and Law** both felt that overall staff listened to and acted upon feedback, but it was often dependant on the member of staff.

Do you think you have had enough opportunities to provide feedback on your course?

Some students felt that the rep system and mid-module evaluations were enough but only if students engaged with them. However, a lot of students also felt that mid-module evaluations were not enough as they did not allow them to be as in-depth as they wanted to be. Students across schools noted that they probably felt think there were more opportunities as they were reps, they noted that unengaged students on their course felt that there were less opportunities as they were not aware of them. Nearly all the students noted they would like more opportunities to feedback
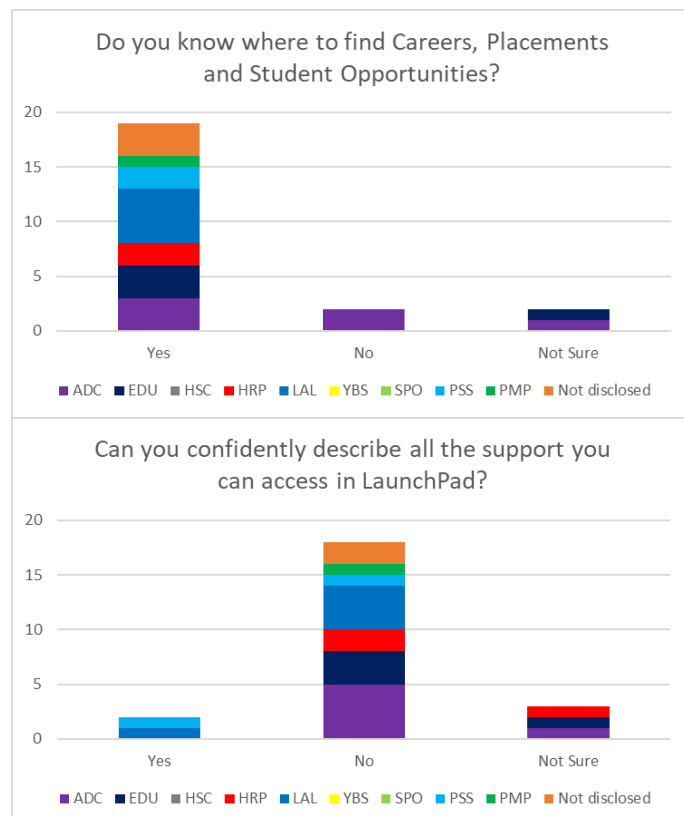
Do you think it is clear how students' feedback on your course has been acted on?

Sport said that the Moodle page is great as it shows student feedback and how staff are acting on it, however, they acknowledged that students do not engage with it as much as they could. They also suggested that they the screens around campus could be used to show how things have been changed because of student feedback. Students across schools noted that in some instances they could see the relevant changes being made but a lot of the feedback given is at the end of a module so it the has repercussions for the next year not them. It was also said that is often dependant on the lecturer but there are often not any specific or noticeable changes. Students also highlighted that unless you were an academic rep, you would not know about any changes made and actioned in programme panels as minutes are not communicated outside the panel.

Careers and Life After Graduation

What services or support can you access from careers?

- CV writing
- Placements
- Cover letters
- Volunteering
- Study abroad
- Dissertation work
- Jobs
- Interview techniques
- Mock interviews
- Work experience
- Overseas opportunities
- Application form checks
- Writing style help
- HEAR
- Job/graduate/volunteering fairs

Do you know where to find Careers, Placements and Student Opportunities?

Legend: ADC, EDU, HSC, HRP, LAL, YBS, SPO, PSS, PMP, Not disclosed

Can you confidently describe all the support you can access in LaunchPad?

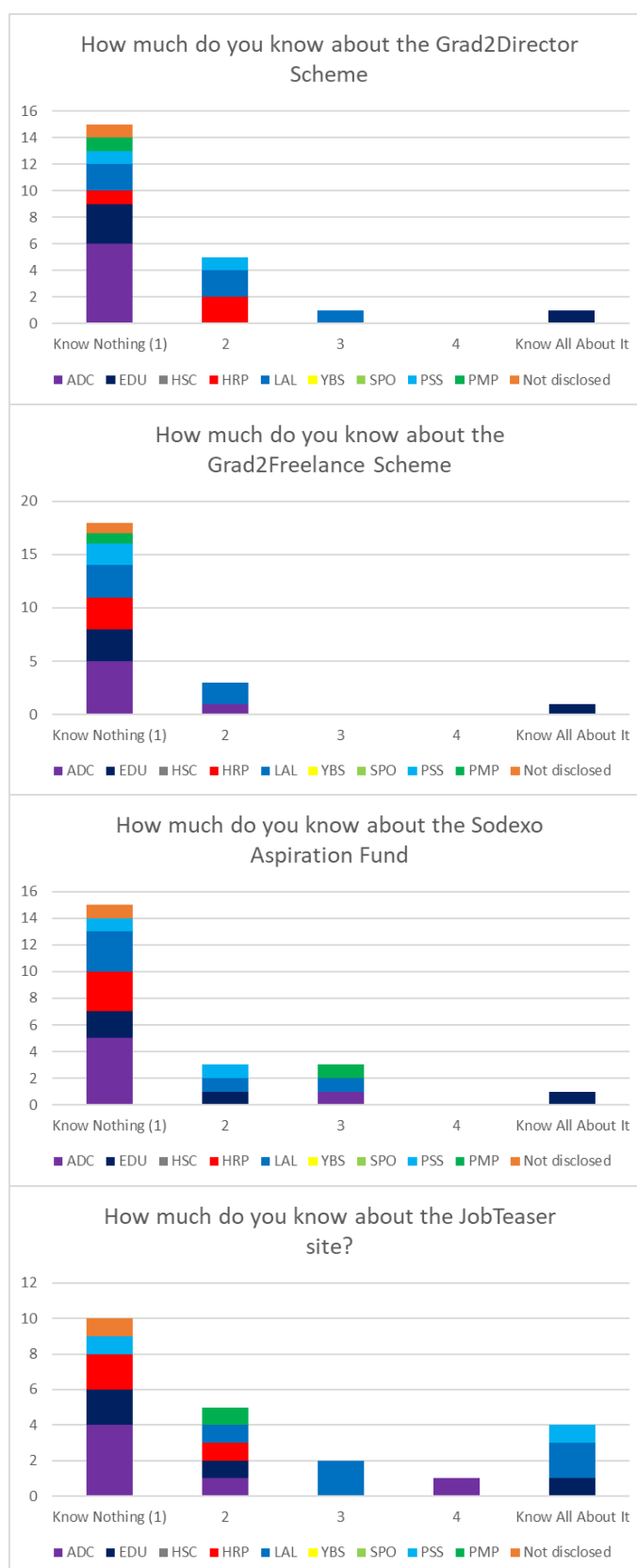Legend: ADC, EDU, HSC, HRP, LAL, YBS, SPO, PSS, PMP, Not disclosed

How much do you know about the graduate opportunities the university provide?

Students were asked about Grad2Director, Grad2Freelance, Sodexo Aspiration Fund, and the JobTeaser site. Most students did not know anything about these opportunities.

How would you describe the Jobs and Opportunities Website?

- Accessible (5)
- Basic
- Bland (3)
- Bold
- Boring (2)
- Busy
- Clear (4)
- Confusing (2)
- Detailed (6)
- Difficult to find
- Difficult to navigate (2)
- Direct
- Dull
- Easy to use (2)
- Hard to find
- Hard to use
- Helpful (4)
- Informative (4)
- Interesting
- Lifeless
- Modern
- Not intuitive
- Not made obvious to us
- Plain (4)
- Professional
- Too much writing
- Too vague
- Unexciting
- Unhelpful
- Uniform
- Unorganised (2)
- Useful (2)
- Useful links
- Welcoming

How much do you know about the Grad2Director Scheme

How much do you know about the Grad2Freelance Scheme

How much do you know about the Sodexo Aspiration Fund

How much do you know about the JobTeaser site?

Future Labs

Future Lab is totally focused upon learning, understanding and responding to the Future in terms of how it may impact on an individual or career path. It is a physical (and digital) meeting-place where intelligence; in the form ideas, views and predictions of the future can be shared and exchanged. The aim of Future Lab is to nurture and develop our students to be future thinkers and creators who will be ready and prepared for the future. Delivered through conferences and seminars, research projects and practical workshops, Future Lab will be practical, applied and solutions-orientated. Currently, the University is in the process of joining with businesses, organisations and third sector parties, that employ graduates from YSJ.

The pilot of Future Lab is planned to be launched in June 2019 - is this a good time to do it?

Some students felt that launching it as early as possible would be best in order to benefit the out going third years. Some students noted that by taking place over summer it would be good that it didn't clash with university. However, many students said this would not be effective as students will have gone home for the summer and would not want to travel in for it. Students suggested that an autumn launch would be better for students to engage with as they would be back at university then. Students did note that they would be more likely to engage over the summer or in London if accommodation/Travel was provided.

In terms of format – which would be your preference?

How long do you think the sessions should last?

Where do you think Future Lab should take place?

Which businesses, organisations or third sector entities would you most interested in having as participants in Future Lab?

Art, Design and Computer Science	
	• Design Related work! We are forgotten about at the uni. Workshops and meetings are never relevant for Design Students • Designers / companies centered around innovative and convivial design • Designers. • Design firms

	• Teachfirst • Mclaren, rolls royce, phillips, etc big design companies • Dieter Rams • Gensler • Logo design companies • Local and big design studios • Habitat • Capital • Ikea • Google • Duncan Brooks • BoConcept • Aesthetica • BRAUN
School of Education	• Independent retail! (not Amazon). Support independent retail!! • Independent businesses and charities • Beat • Mind • Refugee action York • UNICEF • Schools • Non corporate businesses • Charities • Mental health charities • Hospitals
Health Sciences	• NHS services, voluntary positions or health care professionals.
Humanities, Religion and Philosophy	• Royal Geographical Society • Schools • Subjects that have less obvious career paths should be focused on • Trade unions • BID • Newspapers
Languages and Linguistics	• BBC/ITV • Diabetes UK • British Heart Foundation • Deaf schools • Schools! • NSPCC • SEND – Schools • TeachFirst • Mind • Teachers
Sport	• Sport England • WWF

Psychological and Social Sciences and Law	• Specialised Psychologists, CAHMS & MIND • Independent Psychology companies, counselling & vulnerable adults and children • Apple
Performance and Media Production	• Directors • Schools
Not disclosed	• Anything diplomacy-based. • Other academics • Cancer Research • Media outlets - bbc, sky etc • BJTC • Elon Musk • Local Councils

Which topics for Future Lab do you think would be good?

- Brexits effect on the future of HE and employment
- The future of international work
- Design Innovation in the 21st century
- Design, material function and sustainability for lasting design on future designers
- Future of academia
- Future of child development
- Future of education
- Future of entertainment
- Future of journalism - multimedia journalism
- Future of NHS
- Future of Teaching
- future of technology and particular effect on education
- Future of the health care industry
- Future of war
- How jobs are changing in regards to the increase towards technology / social media
- How to be eco-friendly in a 21st century world.
- Innovative teaching ideas for special educational needs children
- The future of charities
- The future of classroom/lecture learning
- The future of construction
- The future of dentistry
- The Future of Design
- The future of Ealry childhood education
- The future of Education
- The future of employability
- The future of fast fashion
- The future of humanitarian missions
- The future of independent business

- The future of innovative design
- The future of learning
- The future of medicine
- The future of NHS & mental health
- The future of overpopulation
- The future of sport - on a screen or on the field
- The future of sustainability and planet protection
- The future of teaching and the impact it has on students and teachers
- The future of teaching, of employee engagement, health and social care.
- The future of technology
- The future of the politics system
- The future of universities and degrees in general
- The future of wildlife protection and planet restoration
- The future of world hunger
- Why universities are putting money over their students and how this effects future employability and student wellbeing

Life After Graduation

PoE noted that the Life After Graduation Campaign would be starting next week with a number of seminars to help students prepare for their next steps.

LIFE AFTER GRADUATION

MONDAY (18th)
Applying For & Getting Jobs – Launchpad, 10am

TUESDAY (19th)
Learning After Graduation – SU, 10:30am
Business Switch Talk – Launchpad, 12:30pm
Staying Active After Graduation – SU, 4pm

WEDNESDAY (20th)
Student Finance Drop-In – SU, 11am
Postgraduate Study Talk – SU, 3:30pm

THURSDAY (21st)
Student Finance Drop-In – SU, 10am
CV Drop-In – Launchpad, 11am

FRIDAY (22nd)
Interview Tips – Launchpad, 2pm
Alumni Q&A – SU, 3:30pm

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STUDENTS' UNION