



OBJECTIVE, COLLECTIVE AND LESS SUBJECTIVE:

Student Voices on COVID-19 – Changes to Subject Delivery, Subject Quality and Value

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The University's Position – 'maintaining the vitally important quality and standards of our degrees'

By introducing a number of concessions and adjustments for students this semester, the University has acknowledged the upheaval and disruption a rapid transition to online delivery of coursework has caused to its students. These allowances include a delay of census date until 30 April for standard semester subjects, and a strategy to protect students' future academic options by quarantining poorer than usual results from their WAM this semester. UMSU welcomes this flexibility and acknowledges that in many cases these accommodations will sufficiently mitigate the disruptions to students' educational experience.

That notwithstanding, the University has maintained that it will not discount or in any other ways alter its current tuition fees. The University notes it has been undertaking a large-scale transition to online course delivery and assessment in an attempt to maximise most students' opportunities to study effectively and successfully. UMSU appreciates that this strategy serves students' interests, allowing them to potentially graduate on time, while ideally maintaining the quality and standards of their degrees. To the extent that this has been achieved, UMSU welcomes the University's monumental efforts in this direction.

However, UMSU does not believe that a completely uncompromised transition to online coursework has been a universal experience, and we contend that there are some subjects and disciplines where the transition to online modes remain insufficient to match the experience it replaces. There is objective evidence that in some cases the University has held out learning outcomes to students in its handbook or prospectus which are not being met under the changed arrangements. To the extent that there is a demonstrable and significant diminution of students' academic experience, this would suggest that the University should consider some form of fee relief.

That is, given the University's consistently stated position on fees is based on a purported maintenance of academic experience, the logical implication in instances where that experience has suffered is that it must reconsider its position on fee relief.

Financial Hardship and Fee Relief

UMSU notes that the University has also consistently referred students enquiring about fee relief to its Emergency Support Fund. UMSU acknowledges the benefit some students will derive from accessing this fund however, we do not regard it as an adequate response to the issues of educational quality and value being raised by many students in this situation. Equally, in the absence of diminished educational experience, UMSU does not support fee relief as an equitable or appropriate mechanism to mitigate financial hardship.

UMSU's Approach

From early in this semester when the University commenced its transition to online coursework, students began raising concerns about the quality of the teaching and learning experience with UMSU.

During these initial weeks, UMSU's advice was that students unhappy with specific aspects of proposed online curricula should first raise their concerns with the relevant subject coordinator. For example, where they experienced poor recorded lecture quality, reduction in opportunities for meaningful interaction, or significant diminution of contact hours. Many students did so, reporting back to UMSU that the academic staff were "doing their best" but lacked the resources or capacity to improve the offerings. While this is understandable – it is also a direct acknowledgement that, although unavoidable, what was being offered was substandard.

Once students had raised concerns and established that academic staff were unable to improve the delivery or quality of teaching and learning experiences, we advised students who remained uncertain about the value of the subject to seek course advice, and consider withdrawing from affected subjects, or potentially taking a leave of absence. We have consistently advised that, if withdrawn prior to census date, those students will avoid the risk of paying for and completing subjects for which they believe they are not receiving equivalent value.

Cost versus Value

Many students have raised the issue of fee relief with regard to their perceived cost of online course delivery, or simply on the basis that the mode of delivery has changed from that anticipated. While these concerns are understandable, they are also somewhat misconceived. It is likely that students are trying to articulate an experience which is effectively being denied by the University, and while UMSU does not regard these arguments as compelling grounds for fee relief, we do believe that the volume of students expressing these concerns is significant in itself.

To be clear, UMSU does not support calls for fee relief made simply on the basis that students did not sign up for online learning; UMSU accepts that a change to online course delivery is not the University's preference, and has only been implemented in order to continue to provide a university experience to students.

Equally, UMSU does not support calls for fee relief made on the basis that online courses are necessarily cheaper to deliver, or less costly to enrol in than courses delivered in traditional on campus settings. UMSU does not believe there is sufficient evidence to support contentions of this type.

Evidence based Approach

Given persistent and ongoing calls for action on fees from many students, UMSU has sought large scale feedback about the nature of students' academic experience. Over the course of a week 6,421 students completed an online survey designed to gather specific information about students' experience of online learning. The data derived from this survey will inform UMSU's recommendations to the University.

Many of the responses to our survey and communications with UMSU's Advocacy and Legal Services indicate there are issues in some subjects which cannot easily be dismissed. UMSU recognises that students are not "mere consumers of educational products" – however there is no doubt that universities deliver educational services, and consistent with the principles of consumer guarantees, these services should be fit for purpose, provided within a reasonable time, and with due care and skill. Where the service deviates to the extent it is a major problem, UMSU believes there is an analogous requirement to compensate students.

Given the University's position that there has been no diminution of quality or dilution of educational experience as a result of this semester's transition to online delivery and assessment, UMSU's survey of students is an opportunity to gauge whether there is objective evidence that would support the University's position.

The University's "one size fits all" Response, Subject Hotspots and International Students

For International fee-paying students there appears to have been a disproportionate impact in transitioning from in person to online delivery. Some of these differences are situational rather than a product of the delivery mode itself; however, the outcome remains a significant impact on the educational experience for these students. Many international students live and study in student accommodation which is designed to be predominantly or wholly a place to sleep which is near a campus that offers the facilities required for productive study. UMSU does not have access to data on how many students use University facilities during SwotVac and assessment periods, but the fact that the University makes these spaces available around the clock during these periods suggests that a large number of students avail themselves of the physical resources and spaces offered by the campus environment.

Many of the international students in our survey also indicated that the value of their investment in study at this University has been diminished because they cannot experience on campus teaching and learning, and in person interactions with their peers. While it may seem gauche to describe international students' educational experience as "an investment", the reality is that it is a very significant cost which will generally be leveraged against beneficial outcomes. While the University is not responsible for the final outcome of a student's enrolment, it would be unreasonable to suggest that the experience delivered by the institution has no relation to these considerations. Otherwise world rankings and other guides to choosing a university would lack a purpose.

The fee relief issue is also of significant concern to many local fee-paying students, even though many of these students are able to defer payments, many of these students share the same sense of “investment”.

Ultimately UMSU believes that while the effective closure of campus is not a matter for which the University has control, failing to acknowledge the pivotal place it plays in many students’ - especially international students’ - academic lives seems short-sighted at best, and disingenuous at worst.

Hypothesis

Some, but not all, subjects will have the same educational value when (rapidly) transitioned online. However, some subjects are not suited to online delivery and the University acknowledges this implicitly through the cancellation of individual subjects across a range of programs. However where subjects which do not transition well to online modes continue to run, the shift to online teaching and learning has arguably resulted in a significant variation between the expected curriculum for those subjects, and what is delivered online.

Consequently, the University’s position can be characterised as distinguishing two categories of subjects:

1. Subjects that are impossible to deliver online and have been cancelled or suspended; and
2. All other subjects which can be delivered online and offer an equivalent academic experience.

UMSU posits that this is a false dichotomy, and that there are subjects that are being delivered online but with varying levels of diminution of academic experience.

In contrast, UMSU suggests that it is likely that subject experience can be measured on a continuum of educational impact and that, broadly speaking subjects fall into one of four categories:

3. Subjects that continue with equivalent academic experience;
4. Subjects that continue with a mild diminution of academic experience;
5. Subjects that continue with a major diminution of academic experience; and
6. Subjects that do not continue.

In cases where it is established that continued delivery online represents a significant departure from the on-campus delivery against which equivalence should be measured, there may be *prima facie* case to consider fee relief as an appropriate action. In this context, where there are common or concentrated experiences of poor online transition, we would expect to see patterns in the data collected in our survey – in particularly hotspots in Faculties and subjects will potentially point to a more objective and universal, less subjective indication of diminished experience.

Survey Methodology

In order to give students a direct voice regarding their experience and in order to test the above hypothesis – our survey was designed to identify any links between students who have requested consideration of some form of fee relief and an objectively diminished experience of their coursework.

We collected information from each respondent about:

- Their fee status, including whether they are an international or domestic student;
- Their faculty or graduate school;
- Whether they were seeking:
 - A full fee refund or remission
 - A partial fee refund or remission
 - No fee relief
- The basis on which any fee relief was sought, providing the following options:
 - Financial Hardship
 - Not choosing online education
 - Diminution of experience of teaching and learning.

We asked students to detail:

If they believe there has been significant changes to their educational experience this semester as a result of the transition to online subject delivery. Students were asked to provide us with specific examples of how their experience is different to the published curriculum, learning outcomes or experiences previously offered in person/on campus.

We anticipated that where there is well documented disparity between previous or advertised teaching and learning practice AND this disparity could reasonably be inferred to suggest a diminution or dilution of the educational experience and/or learning outcomes – then this would contradict the University’s position that there has been no diminution in educational quality as a result of the shift to online teaching and learning.

UMSU has asked that the University formally assess any courses or subjects identified by this survey to determine the nature of the impact on students. To this end, the University has been provided a version of this report which details subject codes and names against specific student experiences of those subjects. The subject codes and names have been redacted in this document to avoid public identification of those subjects as it is not our intention to subject individual academic staff to critique.

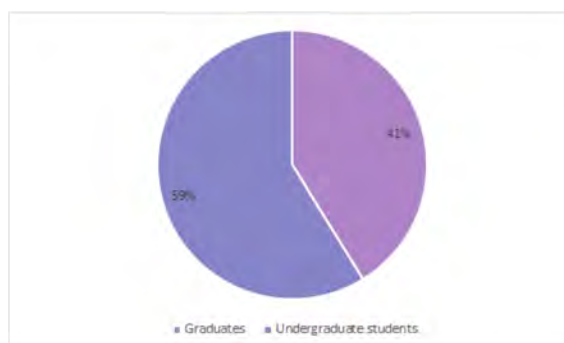
The total sample size is 6 421 students.

Feedback was provided in relation to 930 subjects.

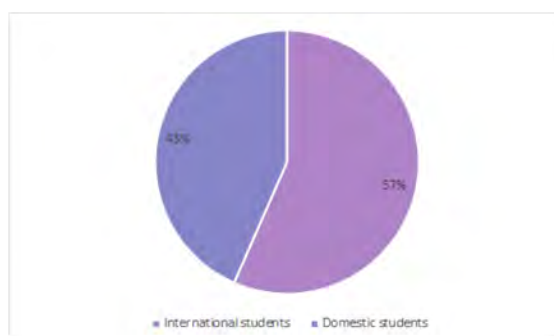
Survey Results and Recommendations

Demographics of Respondents

The survey attracted over 6 400 respondents in under a week. Even before analysing the substantive data, the demographics of these respondents itself suggests several inferences can be drawn. The survey attracted proportions of graduate and undergraduate respondents that are not significantly disproportionate to enrolment load, indicating there is little distinction between these cohorts in respect of the impact of the transition to online learning. However international students are significantly overrepresented, respondents represented 16% over the proportion of enrolled international students.



Graduates	2604	41.20%
Undergraduate students	3717	58.80%



International students	3630	56.59%
Domestic students	2785	43.41%

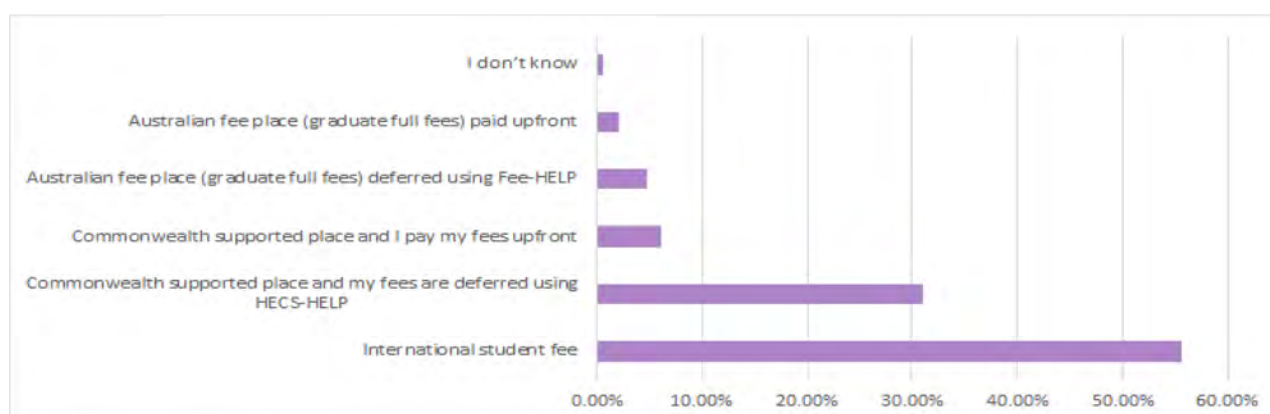
Respondents by Faculty

This table lists the top five respondent Faculties, the entire list can be found at **Appendix B**.

Normalised by enrolment loads, the most highly represented faculty is the Faculty of Science with around 7% greater representation among respondents than its proportion of enrolled students. This is followed by Faculty of Arts, with 5% greater representation than per capita enrolments. Other highly represented Faculties do not disclose an overrepresentation compared to the size of those faculties.

Faculty	Number of respondents	Proportion of respondents %
Faculty of Science	1225	19
Faculty of Arts	1065	17
Faculty of Business and Economics	887	14
Melbourne School of Engineering	465	7
Melbourne School of Design	388	6

Respondents by Fee Liability Status

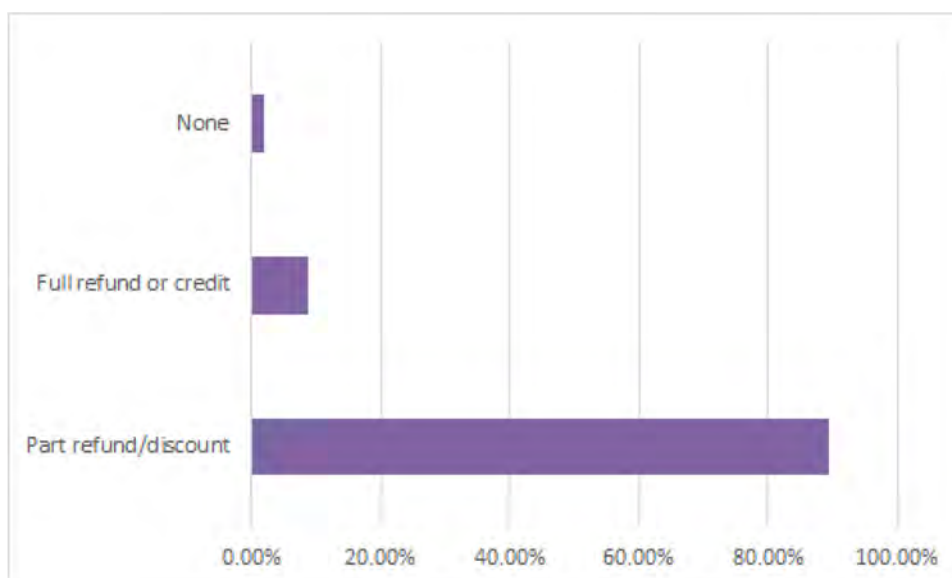


International student fee	3569	55.58%
Commonwealth supported place and my fees are deferred using HECS-HELP	1991	31.01%
Commonwealth supported place and I pay my fees upfront	390	6.07%
Australian fee place (graduate full fees) deferred using Fee-HELP	302	4.70%
Australian fee place (graduate full fees) paid upfront	129	2.01%
I don't know	40	0.62%

Fee places at Melbourne (Selected Higher Education Statistics – 2018 Student data)¹

CSP	Domestic fee-paying students		Overseas Students	TOTAL STUDENTS
	FEE-HELP	Paid Up-front		
Student Contribution liable			Overseas Fee-paying students	
27,813 (41%)	6,739 (10%)	4,284 (6%)	25,594 (38%)	68,174

¹ <https://docs.education.gov.au/system/files/doc/other/2018_section_5_-_liability_status_categories_0.pdf>

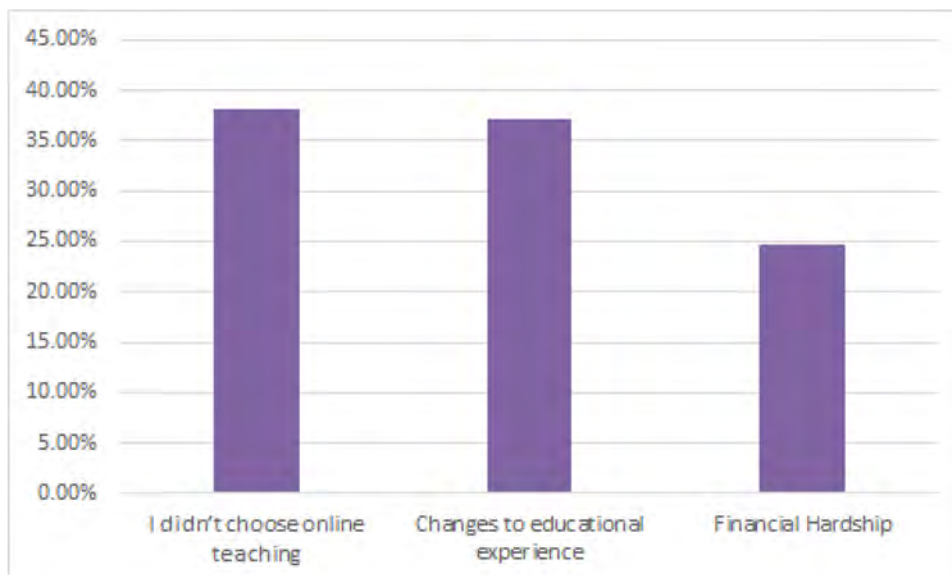


Part refund/discount	5747	89.41%
Full refund or credit	568	8.84%
None	113	1.76%

The overwhelming majority of respondents favoured a partial refund or discount of fees. When looked at by type of fee liability, full upfront fee-paying students, domestic and international alike are the most likely to ask for a partial refund or discount, but also less likely than their deferred fee paying peers to want a full refund.

Fee relief action preferred by type of fee liability

	Full refund or credit		Part refund or discount		None		Total
Commonwealth supported place and my fees are deferred using HECS-HELP	188	9%	1728	87%	75	4%	1991
Commonwealth supported place and I pay my fees upfront	48	12%	332	85%	10	3%	390
Australian fee place (graduate full fees) paid upfront	8	6%	117	91%	4	3%	129
Australian fee place (graduate full fees) deferred using Fee-HELP	38	13%	260	86%	4	1%	302
International student fee	277	8%	3278	92%	14	0%	3569
I don't know	8	20%	27	68%	5	13%	40
Total	567	9%	5742	89%	112	2%	6421



Primary reason for seeking Fee Relief

I didn't choose online teaching	4926	38.19%
Changes to educational experience	4784	37.09%
Financial Hardship	3190	24.73%

UMSU reiterates its position that it does not support fee relief on the bases that students did not choose online teaching, or as a means of mitigating financial hardship. While financial hardship is an issue of concern to UMSU, we acknowledge the use of fee refunds is not appropriate for this purpose.

UMSU notes that 37% of respondents did identify changes to educational experience as the basis of their support for fee relief. UMSU believes that where the significant diminution of educational experience then consideration of fee relief is warranted.

Subject hotspots

UMSU has analysed the survey data to identify “subject hotspots.” This refers to subjects that have been identified in student feedback as having a significant diminution of academic experience. UMSU has recommended to the University that subjects that meet the following criteria should be reviewed to formally assess the nature of the changes in course delivery.

Subject Hotspot Criteria are a combination of qualitative and quantitative indicia:

- Multiple students have identified this subject. UMSU has attempted to scale its approach to multiple references to individual subjects with general reference to the size of the Faculty or Graduate School teaching the subject, and the potential numbers of students enrolled in the subject.
- Where qualitative feedback from students discloses potentially significant diminution of academic experience.
- A combination of these two indicia.

The 930 subjects identified in the survey were listed in their entirety in **Appendix A** in order to assist the University to review the respective online offerings. As discussed above, in the interests of avoiding identifying specific subjects for public critique, we have removed identification of subjects from this report.

There were 11 subjects specifically identified as significant “subject hotspots” identified by our survey. These 11 subjects collectively accounted for 248 of the 930 subjects documented in the survey, or more than a quarter of all subjects respondents indicated were problematic. The frequency of these subjects in respondents’ answers ranged from 39, with the top four cited more than 30 times each, to ten instances at the lower end of the spectrum.

It would be difficult to argue that these hotspots are not objective evidence of collective dissatisfaction, and clearly deserve further, formal review for educational quality and equivalence. We hope the University will act on our recommendation to review these subjects as a matter of urgency.

Critical themes

UMSU acknowledges that students’ experience of online teaching and learning has been variable. However, the data collected in our survey discloses a number of key themes that contribute to students’ experience and informs their positions in relation to fee relief.

In this section we will outline these key themes.

Content outlined below is taken directly from unedited student feedback. In the copy of this report that was provided to the University, the name and code for each subject to which the feedback relates was included for further assessment. We have reproduced the commentary here as a snapshot of the far more extensive qualitative data collected in our survey, and is intended to provide a reflection of students’ experience for illustrative purposes. These subjects continue to run, yet there is objective evidence that the educational quality and experience of these subjects currently is materially different in ways that effectively devalue the academic experience and/or learning outcomes.

Learning and Employment Outcomes

As the subject is a year long subject and supposed to teach final year veterinary students practical skills before moving out into the work force, online learning is not the same since we are physically unable to perform surgeries and medical procedures just on computer. Our subject is important not only for obtaining essential 1st day skills required of a vet, but also to establish connections to our future jobs through the extramural placements programme to vet clinics around Australia and internationally, which have since been suspended for all students. With the covid19 pandemic and talk about narrowing the semester dates in time for graduation, students including myself fear that we will not be graduating as competent vets (who can't perform even the simplest of surgeries) and this will reflect VERY negatively on the University of Melbourne's image.

I expected a high degree of teaching contact, a high standard of course delivery, great learning outcomes and a high degree of practical work in my classes. Because this class is one of the core/first subjects in the Master of Publishing and Communications, it's very crucial for the degree and for my career in editing/publishing. The practical work in particular is fundamental to my career in editing/publishing, as it teaches me how to edit (which is my chosen career path).

Given that this is my first semester of my Masters, I was also very keen for the social aspect of this course and getting to know people wanting to pursue similar careers to me (for both personal and professional reasons).

Contact Hours and Interaction with Academic Staff

I personally am enrolled in a class that had 3-hour long sessions before covid. Now, we're given an m4a recordings that last between 10 and 35 MINUTES each week. I pay 6000 dollars for this class and I am absolutely enraged that this is even allowed to happen. On the other hand, what can a lecturer do if they had designed a subject that was meant to be run 90% via tutorials?

This was one of my subjects that shifted from physical seminars to online seminars. As of now, pre-recorded lectures are provided. This means that there is 0 interaction with the lecturer unlike zoom meetings. This is a

big change from the physical classes that i used to have as we tended to have discussions with fellow group mates, all with input from the tutor as well. Now, discussions are made on your own accord on LMS and in terms of activity, i can say its very minimal.

Thus, the standard course delivery is vastly different as firstly, the duration of pre-recorded lectures are lesser than the actual class itself. Secondly, there is no real-time interaction. And thirdly, I lack the chance to experience first hand discussions with other students.

Prior to online delivery, this class was conducted for 1 and a half hours weekly in the computer laboratory, which gave us access to licensed softwares such as OutwitHub. More importantly, it gave us the luxury of having two tutors in the class. When one was presenting, one was able to go around the class and offer assistance to those who need it.

Students access all the needed software through TeamViewer, where students need to literally remotely control the computers at school. The remote ID is shared to all students enrolled in the course, it is not uncommon to end up using the same computer as someone else from another tutorial slot, which usually calls for more troubleshooting and more time taken just to log into the school computer, which would normally take less than a minute to do. If a student has missed a tutorial, for instance on how to connect to the remote uni lab, all other students have to wait for the tutor to troubleshoot one student. This is again because of the step-by-step nature of this tutorial. We normally lose about 10-15 minutes just on troubleshooting.

There has been a major reduction in teaching hours and learning outcome, much shorter teaching contact. I expected - Two full-time lectures per week (four hours teaching) to discuss with classmates and tutors, achieve a satisfied learning outcome on oral presentation, I got: Only two 30-minute lectures are delivered every week and we barely get any time to practice speaking as there are still quite a lot people per session, this diminishes my own learning goal.

Expected 4 hours a week of contact classes where we can not only learn the content and grammar and essential things like that but also practise speaking the language, which we do not get the opportunity to do in many other circumstances

Lecture content

There is no recorded lectures or tutorials for this subject since the lock down. We are only being given power points and readings for a subject that before the lock down had a weekly lecture/workshop which in combination had 2-4 hours of weekly delivered content.

The subject coordinator says he does not have access to the lecture capture software at his home and "no recorded lecture is possible" yet there has been no adjustment to assessments or exams (as of 27/4). He has not found another solution and this subject currently has 3 weeks of modules that have no delivered content. Also can content be on an exam if it hasn't been delivered?

I am currently enrolled in the SCIE90005 subject and their contact hours have reduced from 4.5 hours per week to one hour zoom. However, I found an issue for their grading mechanism on this subject. Currently, they are grading us based on our "performance" during the zoom meeting. I think, it would be a little bit unfair, if we are graded based on our activity on Zoom.

*Like my case, I've got a lot of things to say and I complete the worksheet every time before the meeting. But during the meeting, I didn't really have a chance to express them because most of the time, someone spoke before I could unmute and I didn't want to interrupt them, and someone else would join in right after that. And normally others have like already discussed my points, so there's just no point repeating it again. Or sometimes, they have to move on to another point because of time issue (probably due to shortening the workshop from 3 hours to 1 hour, and they are telling me online studies is not affecting the quality, *Joke of*

the year) I'm not saying it happens all the time, I do get the chance as well, but I don't think it's efficient and (a bit frustrated, honestly, every time when I wanted to say something but can't).*

It's not like I don't want to participate but I sort of can't participate. And again, the zoom meeting dropped off a lot, so I can't believe I paid \$5K for this. I don't think it would be fair to me if they grade me based on this.

Practical Learning

This subject is almost entirely clinical placement based, so with online learning almost all of our contact hours are gone, online seminars are being organised once a week (3hrs) which are no equivalent to the placement experience we are missing. Communication, clinical skills, diagnosis and treatment planning learning objectives for this subject cannot possibly be met without being on placement. The following is a short description of this subject in the Unimelb Handbook: "This subject comprises clinical learning (general dentistry) in the Melbourne Dental Clinic (MDC), the Royal Dental Hospital of Melbourne, urban community health centres, specialist practice/hospital clinics and rural community health clinics. Students will engage in tasks that will demonstrate and further enhance their skills preparing them for the work environment in which they will participate and contribute to, on graduation as a dentist."

Expected practicals on cadavers to help understand anatomy better – but practicals were all cancelled and no replacement for learning was given.

We expected in person delivery and practical classes. Practical classes were the main appeal of the subject and these have not been delivered. We haven't had any practical classes. Yet the content for practises is still examinable

I think one of the major changes was the cancellation of practicals. Especially for those who intend to pursue med, pracs would have been really helpful. No replacement has been made for pracs though the notes are just online

There were supposed to be several practical classes - at least eight hours worth where we get hands on experience of handling cadaveric materials. Judging by the practical notes we were given, it really would have helped the learning process seeing everything in your hands. Now, the practical material is assessable, but there has been no make-up at all. At the very least I expected some sort of clarification for why not, but it seems we just lost the access to the selling point of the subject completely. Only one lecturer so far has made changes to teaching material by adding videos of 3D models to the lectures, but that's it.

3 1 hour lectures, and a 3h in-person cadaver dissection each week. The practical work has been reduced to 1h of zoom tutorials, not only do we miss out on such an amazing opportunity such as dissection, but the delivery of learning is greatly hindered.

Practical classes in the dissection room. All the practical classes, which we could get hand-on experiences in dissection now fully delivered online. The quality learning anatomy from real human body and just 2D images are completely different.

I expected there to be a lot more hands on practical work, because as part of this subject we were supposed to have animal handling classes almost every week, where we get to go to the Werribee campus and have hands on experience with different types of animals, from farm animals to small animals. We were also supposed to be able to apply for our Extra-Mural Placements long before now which we were supposed to be able to start doing towards the end of this semester after our animal handling examinations because we have

a set number of weeks to complete in a set period of time. I also expected it to be a lot easier to talk to the lecturers when it comes to asking questions and clarifying things as we should have physical classes where we can do this. I also expected to get fresh new lectures recorded this year and not get recordings of previous years which are less accurate and missing a lot of information. I also expected to be able to discuss more freely with my group members for our case study classes where we get to know and hear what each other think. I also expected to be able to build friendships with people in my course as all of us will be spending 3 more years together.

Only conversations session have been delivered via zoom, and it is ineffective. Two 2-hours offline seminars now are delivered by two 30-mins zoom meeting which only cover conversation practices. 30 mins per meeting is definitely not enough for a language unit, especially via online. The efficacy of conversation practices significantly effected by online teaching mode. Every time when my zoom sessions starts, it may takes few minutes to wait others to join, take attendance toll, briefly introduce tasks for today, and then assigned to breakout room. This whole process may take up half of the time for the whole session. There is no much time for real practices.

Subjects involving artistic practice

Things such as workshops and the ability to practice and learn the medium I am specialising is it limited to none. To the degree to would say that 70% of my course is based around the need and expectation in accessing this equipment. Being isolated means students aren't granted this access nor workshop learning and classes, thus we are denied the ability to both access these things and specialise in the medium in which our course is based upon. I cannot express enough how much i strongly believe fees should be deducted from this and or next semester in regard to the lack of (no) access to these essential materials and equipment in order to fulfill my course!!!! Moreover, this course requires contact hours and one on one with lecturers and workshop teachers in regard to this essential practical work. Instead we are at home creating work at home as opposed to a studio space and creating things that we can otherwise always make at home. There's been moments I don't even feel as though I'm at University, because practicing art at home is my otherwise everyday lifestyle outside of uni already and naturally. Thus I am not granted anything new, nor the studio space or relationships with art teacher shad professionals.

We expected a studio space to work in freely every day. Full contact hours with staff. Access to workshop, power tools and other essential equipment provided by the university that we are paying to use. However there has been barely any teacher contact, we can only attempt to do whatever practical work we can manage to do at home with no studio, some students have no space to work in at all now, we have significantly fewer chances to ask for feedback and help, no access to any essential equipment anymore.

In person 1 on 1 lessons, weekly performances in clarinet and woodwind class, opportunity to work with accompanists in woodwind and clarinet class, masterclasses in woodwind and clarinet class with national and international artists. Participation in an in-person ensemble such as Symphony orchestra or wind symphony where we learn about playing as an ensemble and our roles within it through both the experience itself and the expertise of our conductors.

The transition to online lessons is extremely detrimental to the teaching capabilities of most instrumental music teachers. It's impossible to demonstrate physical technique and much harder to comment on musicality through online teaching methods, and the minor effects of online audio transmission (i.e. latency, lower quality) have very detrimental effects on being taught an instrument at a high standard (for example, it's impossible to work on instrument tone as the nuance of live instruments is lost over the internet.)

Improvisational group workshops are also part of the course, and group performance becomes impossible over the internet, as such all the classes are stunted.

This subject is 100% practical based. Because it's related to playing an instrument, nothing beats the live experience of being able to hear the tone, resonance, phrasing and quality of the demonstration. If the University believes the quality of this remains the same, it's not. Music students are not satisfied with how all the practical subjects are being delivered. The audio quality through Zoom is just not cutting out for us. Even without disruptions or lags (which there are), the tone quality from the instrument is NOT being expressed through Zoom. Also, because playing an instrument is all about listening to the sound, it makes it worse when the teacher on the other end to not being able to hear what students are doing clearly. There isn't the instant demonstration and feedback that we used to have; everything is delayed and more time consuming now to solve any musical aspects (not to mention the teacher CANNOT hear us properly through Zoom). Additionally, the emotional connection when it's played live can't be expressed through Zoom. It is all a mess.

There is way shorter practical time now than ever. Again, there is no point in playing the instrument when the teacher cannot hear us properly. The conversations were "I'm not sure if you played this, but...", "It could be an audio issue, but perhaps you could do this....", and "I'm not sure if it's just me, but you might have played this...". NONE

Subjects requiring peer interaction

This subject aims to expose students to clinical practice through role plays and in class activities targeted at working on communication and clinical skills. Now that uni is online, we are not able to role play or complete in class activities. Therefore the subject experience has definitely diminished compared to what we experienced during week 1 and week 2. In addition, for my Anatomy and Physiology subject (ANAT90011), due to the current covid-19 situation we are not able to engaged in any wet labs, which were very useful for the content of the subject. Additionally, I would like to emphasise that we are no longer able to access any on-campus facility, such as libraries, computers, printing and scanning facilities.

OB is focused on creating a strong team environment and building skills on team work. The capstone group assignment, which is a highlight of the B-COM degree, has been reduced to another individual assignment and essentially providing none of the promised skill development opportunities.

This subject was designed to be practical work and teamwork. Lead to expect engaging lectures and interactive tutorials. Expect there will be more face to face teaching, less screen viewing. More screen viewing, just online readings, now lectures and Zoom tutorial. with a vision disability, huge amount of screen viewing can cause visual fatigue easier while before it was a mix. Less productive in studying for me.

For the first 4 subjects, face-to-face discussions create the core values of the tutorial and of the learning progression. Thus, online teaching cannot fulfill all aspects that students should have been experienced.

Findings

Based on the data outlined above UMSU makes the following findings in relation to students' experience of online teaching and learning in Semester 1, 2020:

1. There is sufficient student feedback to support the contention that some subjects have been delivered in a way that fails to provide an equivalent academic experience to that of teaching and learning delivered on campus;
2. In a significant number of subjects there is evidence that suggests that over and above a lack of equivalence, students have experienced a significant diminution of academic experience; and
3. In these subjects the University's position that fee relief is not warranted on the basis of equivalent academic experience is not valid.

In making these findings UMSU notes that University staff have worked hard to transition to online course delivery and due to this, in many cases students have been able to access an equivalent academic experience.

UMSU recognises the commitment of academic staff to working towards delivery of a quality educational experience under difficult circumstances. Accordingly, where we have identified issues in the delivery of particular subjects, our objective is only to illustrate the flaws in the University's position, and not for the purpose of criticising staff.

Recommendations

Based on the findings outlined above, UMSU makes the following recommendations:

1. That the University undertakes an immediate investigation to determine the nature of academic impact experienced as a result on online delivery for the subjects identified in Appendix A.
2. Where the University identifies subjects where the academic impact has been significant it should engage in proportionate fee relief for students enrolled in that subject.
3. While undertaking investigations to determine the nature of the academic impact experienced as result of online delivery for the subjects identified the University should:
 - a. Assess the nature of online course delivery in comparison with the outline of course delivery provided in the University Handbook.
 - b. Seek information from UMSU and students enrolled in each relevant subject.
 - c. Postpone any action giving effect to the impact of April 30 as census date.
4. When the University concludes the investigation for each subject it should notify UMSU and each enrolled student of the outcome of this investigation in writing. No action should be taken in relation to a student's fee or enrolment status until 14 days after notice of the outcome of the investigation has been provided.

Appendix A Full list of subjects

Redacted from public report.

Appendix B -Respondent's Faculties

Faculty	Number of respondents	Proportion of respondents %
Faculty of Science	1225	19
Faculty of Arts	1065	17
Faculty of Business and Economics	887	14
Melbourne School of Engineering	465	7
Melbourne School of Design	388	6
Melbourne Business School	275	4
School of Biomedical Sciences	218	3
Melbourne Graduate School of Education	216	3
Melbourne School of Health Sciences	206	3
Faculty of Veterinary and Agricultural Sciences	196	3
Melbourne Law School	189	3
School of Computing and Information Systems	179	3
Victorian College of the Arts	129	2
Graduate School of Humanities and Social Sciences	120	2
Faculty of Fine Arts and Music	109	2
Melbourne Medical School	84	1
Other	72	1
Melbourne School of Psychological Sciences	64	1
School of Biosciences	64	1
Melbourne Dental School	61	1
Melbourne School of Population and Global Health	43	0.7
Melbourne Conservatorium of Music	31	0.4
School of Mathematics and Statistics	22	0.4
School of Physics	18	0.3
School of Ecosystem and Forest Sciences	10	0.2
School of Chemistry	9	0.1
School of Earth Sciences	8	0.1
School of Geography	6	0.09
Melbourne School of Prof and Continuing Education	3	0.05
Melbourne School of Government	2	0.03
Not indicated	1	0.02