Board of Management

Students, Staff & Equalities Committee

Date of Meeting	**Wednesday 28 October 2020**
Paper No.	**SSEC1-L**
Agenda Item	**6.3**
Subject of Paper	**My Student Experience Survey June 2020**
FOISA Status	**Disclosable**
Primary Contact	**Gillian Plunkett, Director of Student Experience**
Date of production	**3 September 2020**
Action	**For Noting**

1. Recommendations

The Students, Staff and Equalities Committee is asked to note the results of the My Student Experience Survey undertaken in June 2020.

2. Purpose of Paper

The purpose of this paper is to inform the Committee of the feedback received from students in relation to their student experience immediate after lockdown.

3. Context and Content

3.1 In response to a major and unprecedented public health issue as a result of COVID-19, the college closed its buildings on 23rd March 2020 and moved all learning and teaching, and support services online.

3.2 As the launch of the college's annual student engagement survey was imminent, it was decided that the purpose and relevance of the survey in its usual format during this period, would not be meaningful for students, nor provide useful data to the college. A new survey was prepared which included questions relevant to the new situation and the results can be found in Annexe A.

3.3 Feedback from the survey provided a rich source of information on what was working well for students and what needed improvement. This information was used in the development of the [Learning and Teaching Delivery](#) (VP Student Experience) for academic year 2020/21.

3.4 The survey also stimulated discussion on student communications at SMT, which has resulted in the realignment of resource within the Student Experience Directorate to create a communication officer post which will support the development of a sector leading Student Communications Plan.

3.5 The next planned Student Experience Survey, launched on 19 October 2020, will be analysed and available via the College Dashboard in November 2020.

4. Impact and Implications

4.1 There are clear benefits in continuing to engage with students throughout this time of unprecedented change and disruption.

As a result of Covid-19, and the college wide move to online learning and teaching, it will be a challenge for some time to come to understand what the 'new normal' is and the how this may have affected our students' expectations related to the student experience. Failing to engage with our students could impact on retention, and the reputation and future stability of the college.

Appendix A - My Student Experience Survey (June) Overview

Survey Methodology

Type of Research:
- Mixed methodology using both Quantitative and Qualitative questions to understand the student experience of Communication, Connectivity, and Online Approaches used during college closure.
- The questions were developed by the Director of Student Experience in consultation with the Students' Association. The intention was to gather student experience of the college closure and experience of online learning.
- The survey contained 16 questions.
- 13 questions used the Likert Scale, to gather respondent's attitudes.
- 2 questions used multiple choice to ensure a reliable means of assessment.
- 1 open question gather information about student feelings and understanding.

Data Collection:
- The *My Student Experience Survey* was available for completion from Monday 8th June until Friday 26th June 2020 inclusive.
- The survey questions were asked using QDP (Performance Team managed platform), the survey was accessed by students through My City.
- All full time students were surveyed, class group e-mails were sent, and students inserted their Student Reference number.
- All survey results were anonymous.

Analytics:
- Survey results were shown on dashboard (comparing faculty findings against the return number - 1240 students
- After the survey closed, a review of the responses was carried out and the statistical results for class groups were posted onto the My City Module in July 2020. Staff were able to access the findings on Dashboard found HERE

Communications
- All Student E-mail
- All Student text
- College and Students' Association Social Media
- All Staff E-Mail with link to guidance can be found HERE

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Survey Overview

Name of survey:	My Student Experience
Date(s) carried out:	June 2020
Number of questions:	16
Number and percentage of students who responded:	1240 students
Percentage of students per faculty who responded:	**Creative industries: 26%** **Education and Humanities: 19%** **Hospitality and Leisure: 36%** **Nautical and STEM: 18%**
Summary of responses	93% of students were able to access online learning to complete their studies during the College closure. 97% of students have access to Wi-Fi that enabled them to connect with the College. 89% of students received information from the Students' Association about campaigns, What's On guides and engagement opportunities. 67% of students have access to a shared laptop or other device. 14% of the students did not receive information from the College or any other service during lock down. 41% of students suggested Zoom was the best online approach. 6% of students highlighted they were not offered any online learning and teaching. 32% of students suggested e-mail was the most appropriate way to receive information from the college.
Summary of findings	Communication was the main theme to come out of both Q4 and Q16. Students stated they benefitted from an online classroom environment, mostly over Zoom which emerged as the overwhelmingly popular software. The online classroom environment provided positive experiences for students, including real time support and guidance, peer support and connection with classmates which in turn made it easier for students to complete coursework and feel part of the wider college community. Students commented on the consistency and clarity of their communications from lecturers and support staff. Fragmented communication seemed to be creating issues for some student groups, and some students called for more regular email updates from lecturers and the wider College staff teams.

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| | Students did however appreciate the efforts and creativity used by lecturers who fully embraced Zoom and other online conferencing tools to teach their students.

Pre-recorded sessions and quizzes (Kahoot, Mentimeter) were cited as a huge benefit to students, especially groups who found they were having to juggle additional needs during lockdown such as childcare. Pre-recorded sessions seemed to be an effective, interactive engagement tool that students can refer to during revision as well to gain a thorough education that can be referred back to when studying. Quizzes can be opened for extended periods of time and can encourage students to work together. Students from mostly Creative Industries and workshop-based learning environments stated that videos and demos would help them grasp would if they were undertaking it from home.

"I think Zoom calls was a massive help especially as I have dyslexia it made big difference in understanding what work had to be done and also felt good being part of the class even online."

"Zoom calls were really helpful as we can see lecturers screen which helps us more to understand what we have to do. Lecturers should also record the lectures and upload them on Moodle so if you missed the zoom call or you are not sure what to do you can look back on it and that will save lecturers email being full of the same questions."

Timetabling continues to be an issue for some students, with some not receiving adequate time or notification of upcoming assessments via email or other methods of communication. Changes of dates, lack of consistency and lack of clarity were problematic for students trying to complete their courses. Students suggested checklists and induction packs for what they needed to complete for their courses and regular calendar/weekly updates from faculties to help them fully understand what is expected of them per week and per block on their course:

One-to-one support was also a recurring theme, Students suggested that one-to-one support be made available at drop-in or at set times, and it seems some students just don't have any quality time with their lecturer. Other students highlighted that they missed group work, and quizzes and breakout rooms over Zoom could be utilised more to offer an environment for peer support.

Students also suggested peer support as another way of encouraging class groups to feel some unity with each other and to encourage motivation.
"Encourage students to practice peer support and learning to simulate the classroom dynamic out with college. Encourage lecturers to create a dialogue/check in with students during "classroom hours", even if no audio lectures or Zoom calls are taking place." |
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	Students are keen to engage in face-to-face interactions, and a suggestion to work around this and to facilitate a small number of students calling for "more events" would be to utilise outdoor spaces and host drop-in's outside between staff and students. When answering Question 9, students requested a range of equipment and services be made available in some capacity, for example: photography equipment – memory cards (SD cards), cameras, lighting equipment were frequently requested. Equipment for filming was also suggested as was, sound equipment – microphone, sound cards, headphones, laptops, printers, software – such as Adobe Photoshop, design studios, CAD equipment for engineers, art supplies, make up for MUA sessions, fitness equipment, more online archives and digital access to books in the library It was also suggested in all questions that social media platforms could be utilised by staff and students, such as Facebook groups, more Zoom chats utilising breakout rooms and What's App groups.