

Committee	Learning, Teaching and Research
Subject	Student feedback
Action requested	<input type="checkbox"/> For information only <input checked="" type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input type="checkbox"/> For endorsement <input type="checkbox"/> For approval
Brief summary of the paper	The paper is provided to show issues arising from student surveys
Resource implications (If yes, please provide details)	Yes Where an area is identified, departments will be expected to make appropriate changes.
Risk implications (If yes, please provide details)	Yes If student feedback is not responded to, there will be potential reputational damage.
Date paper prepared	28/01/2022
Date of committee meeting	03/02/2022
Author	Kevin Briggs

<p>Link with strategy</p> <p>Please highlight how the paper links to the Strategic Plan, or assist with:</p> <ul style="list-style-type: none"> • Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information. 	<p>Engagement</p> <p>To ensure that our student journey from enquiry to course completion is accessible and inclusive.</p>
<p><u>Equality and diversity</u></p> <p>Does this activity/proposal require an Equality Impact Assessment?</p>	<p>No</p> <p>If yes, please give details:</p> <p>Click or tap here to enter text.</p>
<p><u>Data Protection</u></p> <p>Does this activity/proposal require a Data Protection Impact Assessment?</p>	<p>No</p> <p>If yes, please give details:</p> <p>Click or tap here to enter text.</p>
<p>Island communities</p> <p>Does this activity/proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?</p>	<p>Yes</p> <p>If yes, please give details:</p> <p>Potentially issues described by Shetland students may be pertinent to the environment such as transport and local student opportunities.</p>
<p>Status (e.g. confidential, non-confidential)</p>	<p>Non confidential</p>

Freedom of information Can this paper be included in “open” business?*	Yes
Consultation How has consultation with partners been carried out?	N/A. Reports are provided by UHI based on students completing surveys.

* If a paper should **not** be included within ‘open’ business, please highlight below the reason.

Its disclosure would substantially prejudice a programme of research	<input type="checkbox"/>	Its disclosure would substantially prejudice the effective conduct of public affairs	<input type="checkbox"/>
Its disclosure would substantially prejudice the commercial interests of any person or organisation	<input type="checkbox"/>	Its disclosure would constitute a breach of confidence actionable in court	<input type="checkbox"/>
Its disclosure would constitute a breach of the Data Protection Act	<input type="checkbox"/>	Other [please give further details] Click or tap here to enter text.	<input type="checkbox"/>

For how long must the paper be withheld? Click or tap here to enter text.

January 2022

- 1.0 The Early Student Experience Survey took place between 27 September – 8 November 2021. The selected sample was invited to complete the survey and reminders were sent through the automated feature and through the student engagement team. The target response rate was 50%.
- 2.0 Shetland UHI used an incentive offering students the chance to be in for the chance of being in a draw for £30 of Amazon vouchers. The return rate however was still only 22%. Lecturers had been reminding people to take part in the survey too. Covid may have had an impact as some classes may not have had as much face-to-face contact at the time. However, this was prior to the Omicron variant being discovered and we were having more people into the building at that time.
- 3.0 22% shows a moderate increase on the SSES received in July where the return rate was 19%. However the evidence does not show that the incentive had a significant impact on people completing the survey.
- 4.0 In terms of demographics, the highest proportion of our students who completed the survey were over 25 (50.7%), an increase from the SSES (44.9%). More female students completed both surveys – 55.6% (ESES) and 52.9% (SSES).
- 5.0 Overall 93.1% said they were satisfied with their student experience as compared to 90% with the SSES. 90.4% said that applying for the course was easy and 82.3% said that they were provided with the funding information they required. This has been passed to Student Services for consideration. 90.4% knew about Student Services and 89.1% knew how to access mental health resources.
- 6.0 82.4% said that information received prior to the start helped prepare for their courses. For those using My Day and Brightspace for the first time, this can be a challenge and separate comments were made about this. Students are invited to an induction where such issues are discussed but not all students attended induction.
- 7.0 96.6% of students admitted to being made welcome in the first week which is a testament to the attention that staff give to new students. Reassuringly 98.4% of students feel they are treated equally by staff, an improvement from 88.3% in the SSES.
- 8.0 85.7% found that the induction was helpful – this is pleasing to know and a lot of work was put into revising the way we did induction so a mixture of online and in-person sessions were provided. An area on Brightspace was made available with all induction materials and this was to serve in place of a college handbook.
- 9.0 85.7% said they found the induction useful, 90.2% said they found out about course information during induction and 83.1% said they found out how they would be learning. The induction therefore was seen as a useful preparation for their learning.
- 10.0 One area of improvement is about HISA. Although 82.6% were aware of HISA's role, only 51.4% knew who their HISA officer was and 62.5% knew about Student Voice. A meeting with HISA has been arranged to discuss the profile of HISA in the college. Similarly only 50% knew about Freshers Activities.
- 11.0 There is also some areas of attention for the library. 64.4% claim to know how to access print resources and 69.4% to access online resources. The fact that the libraries have had reduced opening hours for Lerwick and not yet reopened in Scalloway may have had an impact on some of these scores. Again, this has been shared with the Library Manager as an improvement area.

- 12.0 In terms of the course, 89% are happy with how they are taught and 90.2% know when assessments are due. 86.3% say the course is being delivered in the way they expected which will take into account the blended learning element with a mixture of online and in-person teaching.
- 13.0 When it comes to evaluating some of the technologies such as online quizzes, quizzes, chatrooms and online classrooms, the feedback is less clear. Some of these show “not used yet” or “unsure.” This is probably not surprising as this is an early engagement study. There are however a mixture of comments about breakout rooms for example ranging from comments about how useful they are to saying they are overused.
- 14.0 The survey provides useful feedback for us to look at areas of improvement.

NSS

- 1.0 The NSS is due to be completed again. The NSS is to target a specific group of people
- 2.0 “The National Student Survey (NSS) is an annual survey of final year undergraduates, which has been conducted by Ipsos Mori on behalf of the UK Funding Councils since 2005. The University of the Highlands and Islands took part for the first time in 2013.
- 3.0 The next survey opens on 7 February and closes on Friday 30 April.
- 4.0 There will be approximately 18 students who will be eligible to take part in the survey.
- 5.0 We are asking HISA to help promote completing the survey.

Staff Development Conference

- 1.0 The first staff development day took place on Monday 17 January. The event took place online through Microsoft Teams, which proved to be the correct decision given the changing situation with COVID.
- 2.0 The conference opened with a keynote speech from UHI Vice Chancellor, Todd Walker and Shetland UHI Principal, Jane Lewis. The keynote speeches concentrated on UHI’s Daring to be Different Strategy and Shetland UHI’s Strategy.
- 3.0 A booking system was devised for the day. The rest of the day was divided into 5 separate training hours. For each hour of training, delegates were asked to choose from up to 5 different options. There was a maximum of 25 delegates per session.
- 4.0 The training schedule was put together by a working group across sections and campuses. It was designed to respond to the needs of lecturing and non-lecturing staff.
- 5.0 The timing of the event was amended from its traditional pre-Christmas slot. From the feedback received, 2 days have been presented 17 January and 8 June. The dates were to coincide with the end of each semester. It is hoped the next development day can be in person.
- 6.0 The training sessions were delivered by a mixture of existing staff and external speakers. Staff were asked to contribute a maximum of one session only so they could also benefit from the development sessions. One “wild card” session was included in the plan so that people could use this hour for their own training, e.g. to complete essential online training.

- 7.0 Whilst the campus wasn't closed for training, students were made aware that there would be limited access to staff on the day so that staff could concentrate on their own development. A small range of essential training still went ahead.
- 8.0 Staff were sent an online questionnaire to complete to evaluate the training day and to ask how helpful they found it. Staff were also asked whether they would like any of the sessions repeated for June which will help with planning for the next day.
- 9.0 The deadline for survey returns was Friday 28 January. At the time of this report, the feedback has yet to be received and it is therefore not possible to provide any analysis on this for this session.