

UP NEXT @ 15:45
READY, STEADY NO – WHO DO WE THINK THEY
ARE?

Jim Dickinson & Michelle Morgan

#SecretLife

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Ready, steady, NO

How do students
become students?

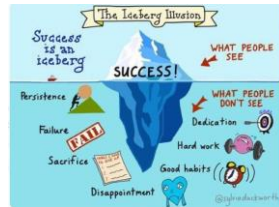
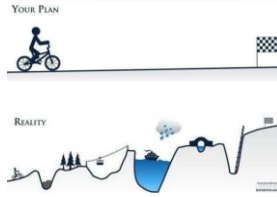
JIM DICKINSON | ASSOCIATE EDITOR | WONKHE

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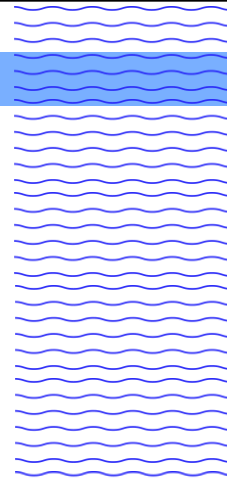


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Journey



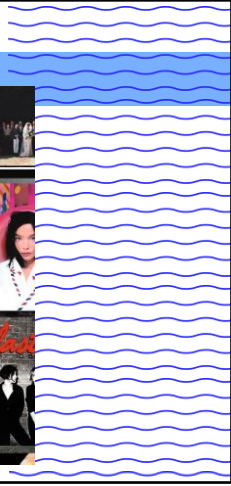
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The year is 1995



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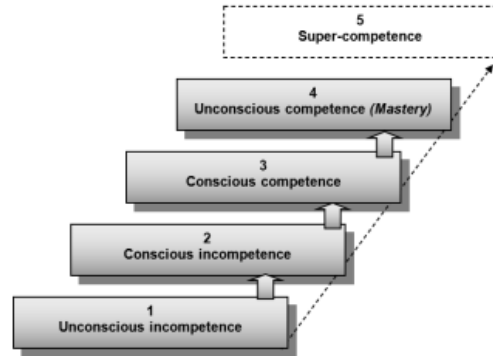
“Readiness”

- The admissions system as a generator of “readiness” and “capability”
- Mixed with social homogeneity (at least within providers)
- Academic, social and cultural capital to cope
- Survive to thrive – welcome to the deep end!
- What doesn’t kill you makes you stronger, etc

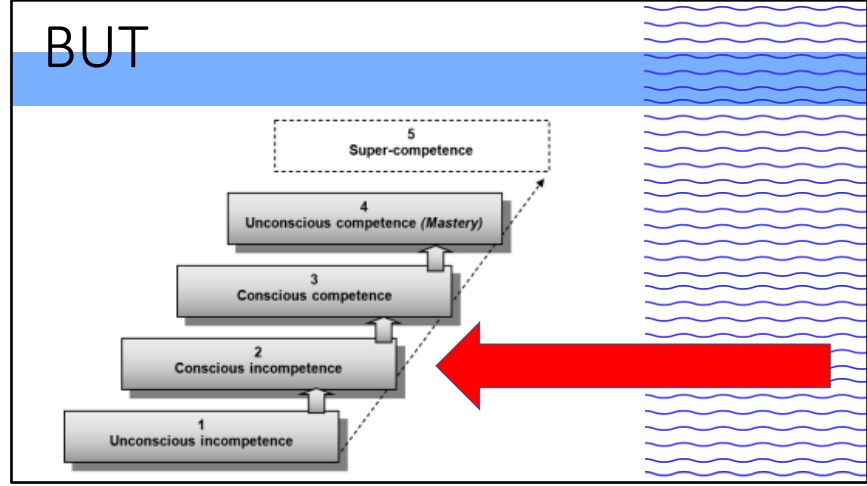
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BUT



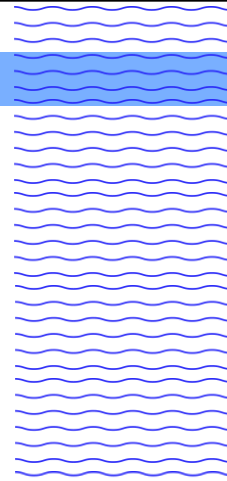
BUT



Not ready?

- More socially diverse, and more varied in their educational backgrounds.
- Recruited on the basis of potential than achievement, suggesting that we need to help them convert that potential into our frameworks of achievement.
- Environments they enrol into are much more complex than before – they're bigger, more impersonal, more expensive and more demanding.

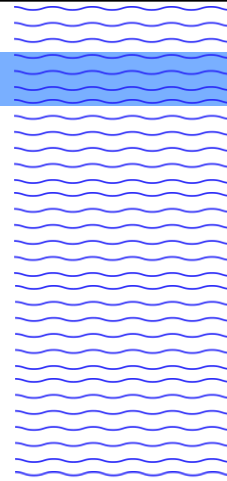
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Not ready?

- If not all of them are ready, do we apply “fixes” before they arrive?
- Are there fixes that we apply “on arrival”?
- Are both of those approaches hopeless, too universal?
- If we knew what (who) we were getting, we could adapt
- If they knew what they needed to do to become a student, they could adapt

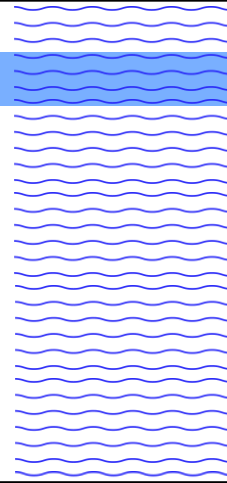
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How does HE get ready?

- Those engaged in teaching tend to refine and review their materials and plans to make them more up to date, and to respond to feedback.
- Those engaged in service delivery tend to refine and review their plans to tweak to make them more smooth/efficient and to respond to feedback.
- There's little evidence that there's a response to who's coming outside of megatrends and "village people" characteristics cliches.

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If we could find out

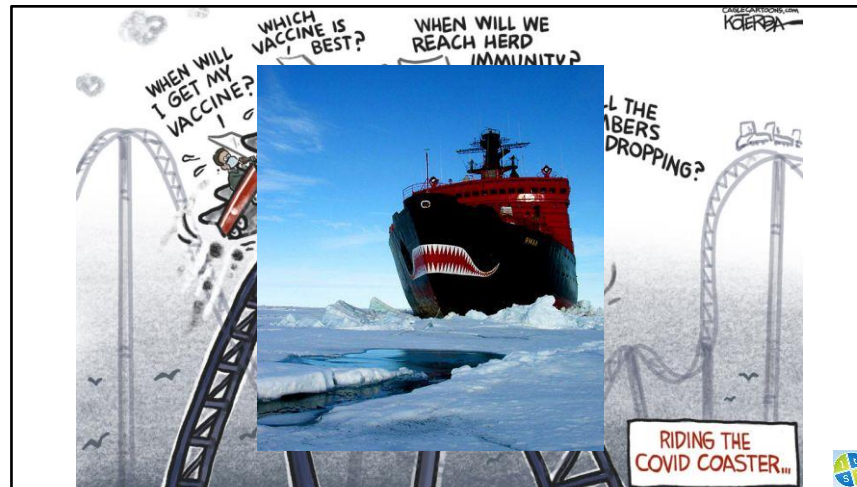
What we might need to know about students, and who needs to know it before they arrive?

• See

https://docs.google.com/document/d/1WFtm2me4AdwZ-gm6O06RzJfpBHq_175FFqo39AwlvCo/edit?usp=sharing

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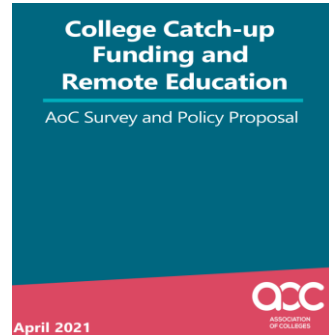
https://docs.google.com/document/d/1WFtm2me4AdwZ-gm6O06RzJfpBHq_175FFqo39AwlvCo/edit?usp=sharing



The last 18 months has been a roller coaster of a journey. Higher education has taken quite a battering from Government and the in areas of the media.

It has not reflected the extraordinary challenges faced by universities, nor the incredible and quite revolutionary changes that have occurred.

Impact in 2020/21 in colleges



<https://www.aoc.co.uk/sites/default/files/Report%20-%20College%20Catch-up%20Funding%20and%20Remote%20Education%20-%20April%202021.pdf>

“The latest data from colleges paints a stark picture of the pandemic’s impact on learning for young people and adults. While colleges have worked extremely hard to keep students engaged and motivated about their education, many students, particularly those on vocational courses and on lower level courses have lost out on crucial skills development and training’.

Chief Executive of AoC, David Hughes



What we are seeing in UK data that has been produced is the loss of learning and how behind students are.

This report is from the Association of Colleges. In this study, 79 colleges responded which comprised 65 general FE colleges, 5 Sixth form colleges and 9 specialist colleges.

The report looks at how far behind students were in their studies. It shows that 19% of colleges said that 16-18 year old students were more than 2 weeks to 1 month behind. 75% said that students are behind by between one and four months. And 6% of colleges said that students were behind by an even greater time period of between four and six months.

Teacher and Advisers Conference findings

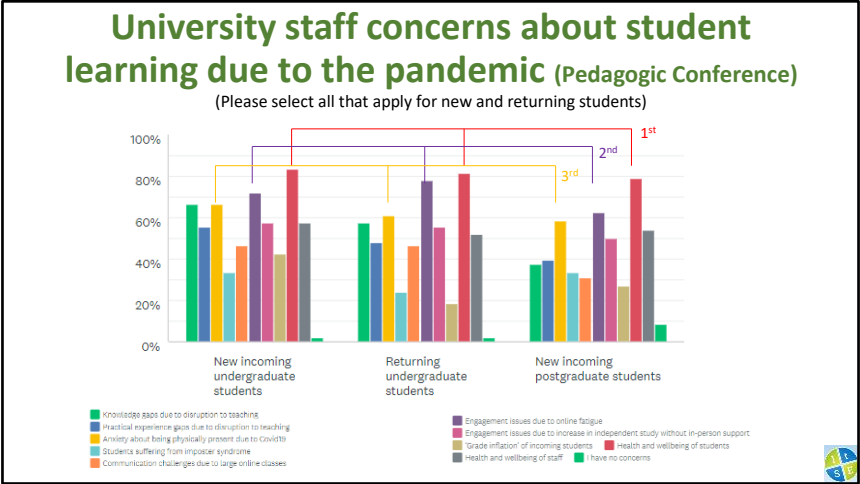
Key areas of staff concern

- Lack of engagement/social interaction with peers
- Lack of depth of information
- Gaps in knowledge
- Inability to manage study
- Impact on career path
- Mental health concerns



I gave a keynote for a Teachers and Advisers conference at the University of Portsmouth 8 months ago and asked delegates number of questions about the learning experience during 2020/21 which included a lockdown between January and March. The key areas of concern of teachers and advisers are listed here. They include lack of social engagement, gaps in knowledge, and impact on mental health and wellbeing

These findings highlight that we must not make assumptions about student prior learning experiences, and it is going to be more important than ever to bridge the gaps and address relevant concerns.



At the Pedagogic Conference organised by National Teaching Fellow Professor Chris Heale and 7 months ago, I asked delegates what their worries were this coming year for their students.

You can see that across all study levels, health and wellbeing was the greatest concern followed by engagement issues due to online fatigue. Anxiety about physically being on campus was third.

Main student learning concerns by university staff

New undergraduate students

- 1) Knowledge gaps due to disruption in teaching 23.8%
- 2) Mental health and wellbeing 15.4%
- 3) Engagement issues due to online fatigue 13.6%
- 4) Communication challenges due to large classes online 11.6%
- 5) Anxiety about being physically present due to Covid19 issues 9.6%



New Postgraduate students

- 1) Mental health and wellbeing 23.9%
- 2) Engagement issues due to online fatigue 19.6%
- 3) Practical experience due to disruption to teaching 10.9%
- 4) Anxiety about being physically present due to Covid19 issues 10.9%
- 5) Knowledge gaps due to disruption in teaching 10.9%



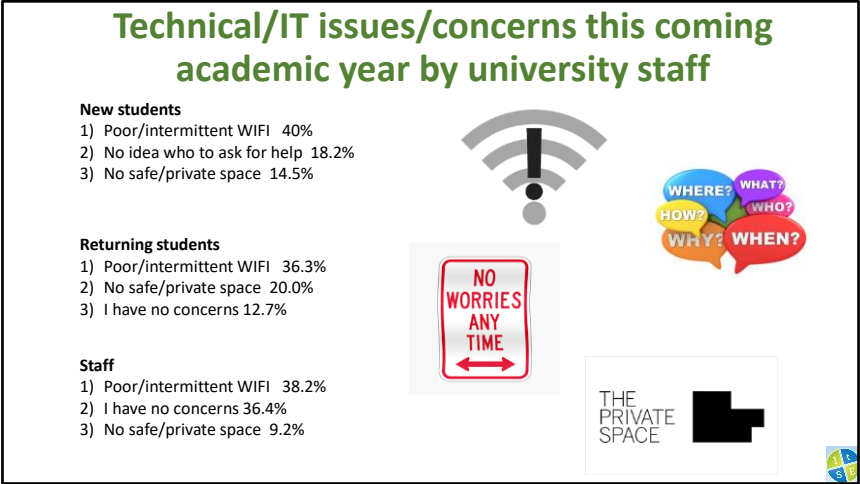
I asked them about their main concern for each level of study.

Here is what they said.

New undergraduate students – knowledge gaps, mental health and wellbeing the engagement issues were their top 3 concerns.

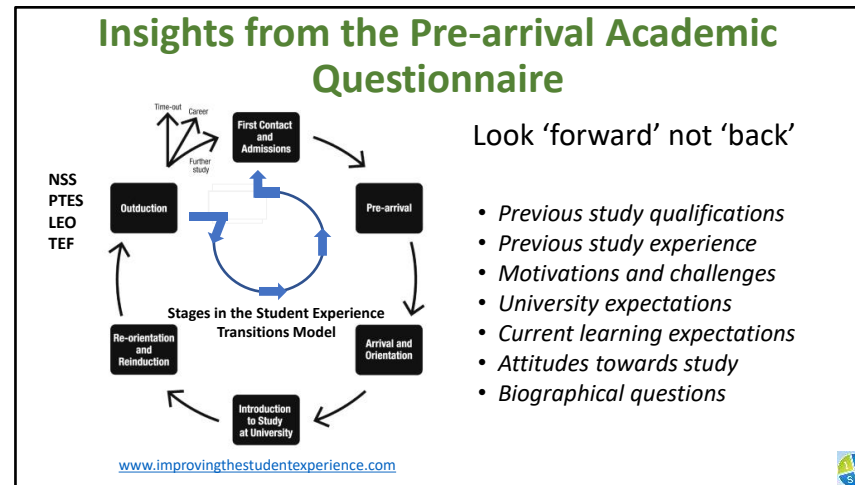
For returners, it was the same 3 but in a different order. And for postgraduates, again the same issues but the order is slightly different. Practical experience was an additional key concern for this level of study.

What is key, is to provide our students with the right information at the right time and empower them to help themselves especially where mental health and wellbeing is concerned. What are students feeling? Over the years, I have researched student expectations on entry. And on the end slide you will find numerous links to some of the reports I have written.



At the Pedagogic Conference staff were asked about IT concerns. As you can see, they felt that Poor wifi connection and safe study/workspace will be major issues for new students, returners and staff.

All can impact on health and wellbeing.



I created my transitions model in 2004. I designed it after talking to students and staff to help me map out activities across the study lifecycle. At the time, HE was only concentrating on the first 2 weeks and ignoring the other years. The HEFCE Student Model (2002) primarily concentrated on raising aspirations and only referred to the other years and moving through.

As the sector started introducing end of course surveys, I started to realise that they were only completed by those who got to the end, and if we wanted more students to get to the end, we had to go back to the start to understand their experiences on entry. So I developed the Pre-arrival academic questionnaire. I first formalised it via the Postgraduate Experience HEFCE funded project in 2014. I then extended it to undergraduates.

The PAQ has 7 sections with a maximum of 50 ques depending on how they are answered. The aim behind the questionnaire is to:

- Understand the prior learning experience
- Understand current expectations and engagement
- Reflective learning journey questionnaire

- appropriate and meaningful pre-arrival
- Staff get headline findings by end of week
- Feeds into development of initiatives
- Helps manage new student concerns

UG student concerns about starting university

Pre-Covid19 University 1 2019/20		During Covid19 University 2 2020/21	
Concern	n=1104	Concern	n=341
Coping with the level of study	54.4%	Concerns about Covid19 and potential lockdowns	53.5%
Fitting in with new class mates	45.2%	Studying online to start with	52.9%
Lack of confidence about ability to study	40.9%	Lack of information about how to study at university	44.2%
Getting used to moving away from home for the first time	39.3%	Coping with the level of study	37.1%
Lack of information about how to study at university	36.1%	Fitting in with new class mates	33.0%
Getting on with fellow students	33.2%	Lack of confidence about ability to study	30.4%
Concerns about getting into debt	28.4%	Getting used to moving away from home for the first time	26.3%
Sufficient funding	23.6%	Concerns about getting into debt	22.2%
		Getting on with fellow students	21.9%
		Sufficient funding	15.8%

The findings on this slide tells us that coping with the level of study is a major issue both pre-covid and during covid. The first table of findings is from University 1 in 2019 which is a post 92 institution. . There were 22 options to select from. As you can see, Confidence about study and fitting in with class mates were top of the list.

In 20/21 in University 2 which was a similar post 92 university, student concerns are clearly covid19 related, but after those two, the others are similar. It is important to acknowledge that even during lockdown, in schools and colleges learning was still delivered in a traditional way through taking handwritten notes and reading a course handbook even though classes may have been online for many.

The data also highlights the differences in concerns between those who identified as male and female. Across both universities, females were more likely to be concerned than males in all the areas. There were also other differences in terms of entry qualification, age and domiciled status. In the Sept 2021 PAQ, we added mental health and wellbeing to the options respondents could select.

UG student concerns about starting university

University 2 September 2021/22		University 3 September 2021/22	
Concern	n=888	Concern	n=484
Coping with the level of study	48.0%	Coping with the level of study	53.3%
Lack of information about how to study at university	38.0%	Mental health and wellbeing	43.4%
Mental health and wellbeing	37.0%	Fitting in with new class mates	37.0%
Fitting in with new class mates	37.0%	Lack of confidence about ability to study	34.5%
Having to potentially start online	33.6%	Lack of information about how to study at university	34.0%
Lack of confidence about ability to study	33.0%	Concerns about Covid19 and potential lockdowns	30.8%
Concerns about Covid19 and potential lockdowns	30.8%	Concerns about knowledge gaps	30.2%
Sufficient funding	28.0%	Having to potentially start online	25.5%
Concerns about knowledge gaps	28.0%	Sufficient funding	19.5%

Uni 2 37% expressed Mental Health and Wellbeing as a concern. 'Very anxious' = F 39.3% M=27.7%
'Anxious' = F 44.7% M = 45.0%

What is starting to come from the pre-arrival data collected in September 2021 from the 2 universities undertaking the PAQ is that starting online and concerns about covid19 are still worries but you can see are much lower down the scale this academic year. And I suppose this is not a surprise as a degree of normality starts to come back.


This finding can be due to a range of reasons including learning to live with Covid19, and time to provide better management of expectations that this is how learning will take place. There were notable differences in level of concern across the 'concerns' of those who identified as male or female.

I want to highlight one area of importance which is mental health and wellbeing by focusing on university 2. Similar findings were found in University 3 though. Of the 37% who expressed this as a concern, more females than males were 'very anxious' but there was similarity with being 'anxious'. This is important as when we look at expectation of use of university services, there is quite a dramatic difference in males and females expecting to use health and wellbeing.

University 1 2019/20		UG Confidence levels			
	Very confident	Confident	Not confident	Not confident at all	Unsure
Coping with the standard of work	5.0%	58.0%	21.6%	2.7%	12.8%
Getting involved in university life	13.8%	62.2%	17.4%	2.2%	4.4%
Making friends	13.3%	58.7%	18.6%	3.6%	5.8%
Managing money	11.1%	55.9%	21.4%	3.7%	8.0%
Looking for suitable accommodation (note half the sample completed after enrolment)	37.2%	51.0%	5.4%	0.5%	5.9%
Looking after my health and welfare	21.2%	60.0%	12.2%	2.9%	3.7%
Coping with travelling to university	28.5%	58.2%	9.3%	1.0%	2.9%
Coping with balancing life demands and study	8.0%	53.2%	27.4%	2.6%	8.8%

Top 3 areas lacking confidence
Coping with the standard of work
Managing money
Coping with balancing life demands and study

- No notable generational differences
- Females noticeably less confident *coping with the standard of work*
- Males 'more confident' *looking after their health and welfare*.



Where a respondent had selected their concerns, they were then asked to then state what their confidence level.

When we look at the top concerns by confidence level, few respondents were 'very confident', those who were confident ranged between 50-60%

However, a substantial number of respondents were 'not confident'. The top 3 areas where students said they were not confident were:

- Coping with balancing life and work demands
- Coping with the standard of work
- Managing money.

There is substantial number of students who are not confident. How does this relate to early WD? We can summarise this could impact on retention but without accurate data across the sector, we cannot determine the impact.

PGT student concerns about starting university

Pre-Covid19 11 University 2014		Pre-Covid19 University 1 2019	
Concern	n=1226	Concern	n=336
Coping with the level of study	44.2%	Coping with the level of study	27.1%
Difficulties in fitting study around existing work commitments	24.1%	Lack of confidence about ability to study	22.9%
Lack of confidence about ability to study	24.0%	Getting on with fellow students	19.3%
Lack of sufficient funding	23.7%	Concerns about getting into debt	16.4%
Concerns about committing more time to study	23.2%	Getting used to living in a new country	16.4%
Concerns about getting into debt	20.5%	Fitting in with the university culture	15.2%
Concerns about increasing my levels of debt	17.3%	Lack of sufficient funding	12.8%
Lack of information about study opportunities	16.2%	Concerns about committing more time to study	12.2%

http://www.improvingthestudentexperience.com/library/PG_documents/Postgraduate_Experience_Report_Final.pdf

The first table is taken from the Postgraduate experience Project undertaken across 11 universities looking at the expectations of Science, technology, engineering and mathematic students in 2014 that was funded by HEFCE. The link to that report is on the slide. You can see the concerns are similar to undergraduate in terms of study related issues. Coping with the level of study was similar on 2019.

Table from 2014 was prior to the introduction of the Postgraduate loan scheme which was introduced in 2016.

Sufficient funding and debt levels were high in 2014, but 8 years on from that study and 5 years on from the introduction of the loan scheme you can see that debt and funding are still major concerns for postgraduate students. This is not a surprise as the loan was intended to pay for the fees and living expenses. From the moment the loan was introduced, fees immediately increased. In the last year, they have increased by 15% across the sector. For many students it only covers the fees. We are almost returning to the situation pre-loan in term of the financial challenges faced by students.

Let's go to 2021.

PGT student concerns about start university

University 2 September 2021		University 3 September 2021	
Concern	n=190	Concern	n=171
Coping with the level of study	42.9%	Coping with the level of study	42.5%
Lack of information about study at this level	33.2%	Lack of information about study at this level	37.4%
Difficulties in fitting study around existing work commitments	26.6%	Difficulties in fitting study around existing work commitments	30.2%
Concerns about Covid19 and potential lockdowns	23.9%	Concerns about Covid19 and potential lockdowns	28.8%
Having to potentially start online	23.4%	Lack of confidence about ability to study	26.6%
Getting used to living in a new country	19.0%	Having to potentially start online	22.3%
Lack of confidence about ability to study	17.9%	Concerns about committing more time to study	20.1%
Fitting in with the university culture	14.1%	Having a long commute to attend the course	17.3%

The survey wasn't run in 2020 for postgraduates so we have no comparison. Also, in the survey in 2021, we did not explicitly list mental health and wellbeing as an option as we did at undergraduate.

However, as you saw with undergraduates, Covid19 is an issue for postgraduate taught respondents but again lower down the list top concerns. Interestingly, in the PGCE version of the survey undertaken at university 3, concerns about Covid 19 and potential lockdowns was an issue for 39% of respondents so much higher than for these cohorts. This may well be due to PGCE students being required to be in schools.

Again, there were notable differences by gender.

In my own institution, we did the survey across UG PGT and PGCE new entrants in Sept 2021 . I am currently completing the analysis and what I am doing is comparing the findings where possible alongside one another to show the differences between the different levels of study. This is why lifting and shift from one level to the next the same approach is not a good

idea.

Although we did not explicitly list mental health and wellbeing as an option for PGT, we did ask what services they might use. Let's look at UG first.

UG Expectation of use of support services

Pre-arrival Academic Questionnaire (PAQ)
Expectation of using university services
11 offerings



	Pre-pandemic 2019/20 University 1	During pandemic 2020/21 University 2	After lockdown 2021/22 University 2
Academic	49.0%	41.8%	45.3%
Careers and employability	47.0%	49.1%	34.5%
Sports facilities	46.4%	43.6%	44.7%
Health and wellbeing	43.7%	30.4%	42.4%
Financial advice	28.5%	26.6%	26.0%
IT	-	17.8%	16.9%
Housing advice	11.4%	9.9%	7.7%

Students don't know what they don't know and they base their assumptions on what they have experienced at school or college. University offers a multitude of experiences.

This slide shows the top 6 services students on entry thought they might use pre-covid and during the pandemic. What slightly shocked me, although the sample size was different and the universities were different although similar in type, was the difference in expected use of health and wellbeing support during the pandemic (middle column). This was a surprise considering the topic during the pandemic about health and wellbeing was quite prominent.

However, you can see that a year on, at university 2, expected usage in September 2021 is very similar to pre-pandemic levels.

Let's look at the gender differences.

Expectation of use of support services

Expectation of using university services

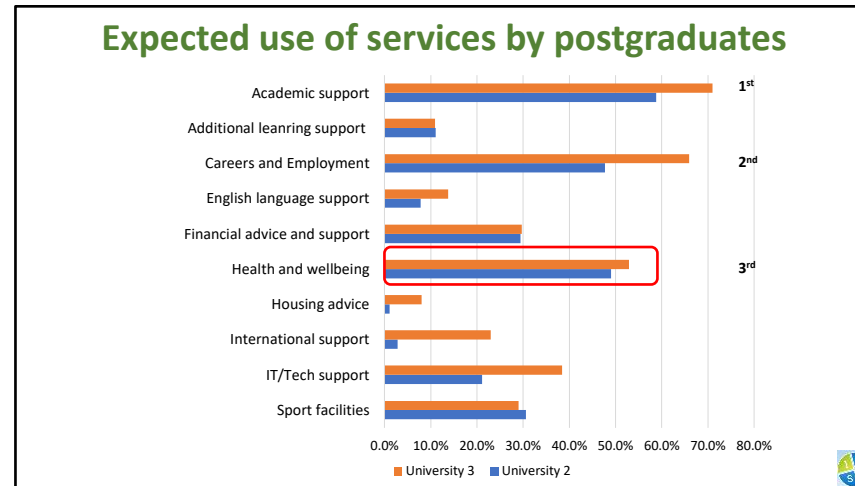
11 offerings

	Pre-pandemic 2019/20 University 1 n=1104		During pandemic 2020/21 University 2 n=341		During pandemic 2021/22 University 2 n=888	
	F n=655	M n=431	F n=188	M n=153	F n=523	M n=351
Health and wellbeing	51.7%	31.7%	39.4%	19.6%	49.3%	28.2%
Academic support	54.3%	41.5%	44.6%	38.6%	47.8%	41.3%
Housing	11.7%	11.6%	8.5%	11.1%	6.3%	9.1%
Financial support	30.8%	25.3%	25.0%	28.8%	26.6%	23.6%
Sports facilities	38.6%	59.0%	30.8%	59.5%	31.0%	70.6%
Careers and employment	48.8%	44.7%	52.1%	45.1%	33.6%	38.2%

However, when looked at by gender, pre and during the pandemic, of those that said they expected to use the services, females at both universities were noticeably most likely to expect to use the top 6 compared to males.

Males significantly less likely to use health and wellbeing services but more than double to use sport. We know the advantages of sport in helping mental health and wellbeing and maybe this is the route for males. However, how can we use this provide support via this avenue. At UEL, we have hard copies of the Who's Who Guide to support in the sports centre.

Let's look at PGT.



As you can see health and wellbeing for respondents at both institutions is the 3rd most expected service to be used. After Academic support and careers and employment. It is 49% at university 2 and 53% at university 3.

In previous surveys, expected use amongst PGT students has been much lower and around 30%. So has the pandemic heightened awareness about the importance of looking after health and wellbeing? If it has, that is no bad thing.

What is clearly of concern for staff and students is mental health and wellbeing as the last few slides have highlighted.

Again, there were gender differences in terms of use. Let's quickly touch upon learning and accessing materials.

Accessing learning material 2019/20 Undergraduate entrants

University 1 2019/20

Access to learning materials by qualification -all sources

Main source of learning material

Type of material	All	Access to learning materials by qualification -all sources		Type of material	A Level n=640	BTEC/ Level 3 n=206
		A Level n=640	BTEC/ Level 3 n=206			
Handwritten notes from classes	82.7%	89.8%	68.7%	Handwritten notes from classes	26.7%	17.4%
A course text book	79.2%	91.3%	52.9%	A course text book	51.2%	23.9%
Accessing information from electronic sources outside a VLE	55.8%	57.7%	54.4%	Accessing information from electronic sources outside a VLE	8.1%	23.9%
Handout of book chapters and information	55.4%	63.4%	38.2%	Handout of book chapters and information	47.7%	3.9%
Information on the school/college VLE	52.9%	49.2%	64.5%	Information on the school/college VLE	8.0%	20.8%
Books in the school/college library	36.9%	35.3%	38.6%	Books in the school/college library	0.8%	8.1%

http://www.improvingthestudentexperience.com/library/covid19/Financial_concerns_and_working_intentions_of_incoming_Level_4_university_students-_implications_of_C19.pdf
http://www.improvingthestudentexperience.com/library/covid19/Bridging_the_gap_between_secondary_and_tertiary_education-Morgan_2020.pdf



The low use of the library may surprise you but not all schools have libraries. Two reasons include needing extra space for the increasing number of students in the past few years and cost. Lack of library use has been exacerbated by the fact that the UK has lost over 1000 public libraries in the past 10 years.

Understanding the changed landscape 2020/21

<https://wonke.com/blogs/our-students-will-never-be-normal-again/>

Accessing learning materials in previous study University 2 2020/21

54% were not required to continue studying after March lockdown (62.3% A Level and 36.2% BTEC/Lev 3)

Undergraduate	Prior to lockdown <i>All sources</i>	Prior to lockdown <i>Main source</i>	Post lockdown <i>All sources</i>	Post lockdown <i>All sources</i>
Handwritten notes	74.3%	27.6%	64.5%	20.3%
Course handbook	65.3%	27.6%	54.8%	16.5%
Info outside of VLE	54.7%	18.7%	66.1%	24.5%
Handouts from books	45.3%	5.0%	30.6%	4.9%
Info on the school VLE	46.2%	18.5%	79.0%	32.6%
Books in the library	27.8%	2.6%	8.1%	1.2%

<https://wonke.com/wp-content/wonke-uploads/2021/02/LBU-PAQversion-final-160221.pdf>



These findings are from Uni 2. Although post lockdown respondents stated they continued to access materials in a variety of ways, look at the use of the library. What is a key resource for students at university?

Will schools revert to pre-covid19 learning ways as normality resumes? E.g. A-Level exams are resuming.

It is important to remember that incoming cohorts are diverse in terms of when entry qualifications were achieved.

UG study expectations

Aggregate sample		University 1 2019/20						
Contact hours per week		5-10						
		31.7%						
11-20		31.2%						
Independent study hours per week								
5-10		26.0%						
11-20		41.3%						
Hours	Contact hours			Independent hours				
	UK	EU	OS	UK	EU	OS		
1-4	6.2%	11.3%	6.3%	1.7%	1.9%	2.1%		
5-10	31.8%	18.9%	45.8%	25.7%	28.3%	29.2%		
11-20	31.5%	41.5%	14.6%	41.8%	32.1%	41.7%		
21 +	2.3%	1.9%	-	12.3%	17.9%	12.5%		
Unsure	28.4%	26.4%	33.3%	18.5%	20.8%	14.6%		
Aggregate sample		University 2 2021/22						
Contact hours per week		5-10						
		33.3%						
11-20		24.1%						
Independent study hours per week								
5-10		32.7%						
11-20		35.1%						
Hours	Contact hours			Independent hours				
	UK	EU	OS	UK	EU	OS		
1-4	7.1%	25.0%	0.0%	3.7%	12.5%	12.5%		
5-10	33.8%	12.5%	25.0%	32.7%	37.5%	29.2%		
11-20	23.8%	25.0%	33.3%	35.3%	37.5%	29.2%		
21 +	4.0%	0.0%	12.5%	8.6%	0.0%	12.5%		
Unsure	31.3%	37.5%	29.2%	19.4%	12.5%	16.6%		

OS domiciled respondents were less sure of the contact hours, but EU respondents were less sure about the independent study hours expected. OS respondents were noticeably less likely to expect to have over 20 hours contact a week compared to UK and EU respondents.

Setting expectations about contact and independent study hours is essential especially as it can vary by discipline.

UG study and assessment preferences

	University 1 2019/20 n=1104	University 2 2020/21	University 2 2021/22	University 3 2021/22
I prefer undertaking group based assessments	13.2%	17.0%	10.3%	8.7%
I prefer undertaking individual assessments	34.8%	31.0%	35.6%	37.5%
I prefer exams	2.5%	1.8%	3.1%	1.6%
I prefer a mix of exams and individual/group assessments	42.1%	41.8%	40.8%	41.9%
Unsure	7.0%	8.5%	10.3%	10.3%



When we look at study preferences, A-Level's, across all universities preferred a *mix of assessments* followed by *individual assessments* 32.5%. It is important to remember that since 2016, A level's returned to mainly exam as the method of assessment for most subjects meaning the result is down to them. This experience maybe throws light on why students don't like group work assessment.

For BTEC/Lev 3 respondents, it was the reverse with assessment preference for *individual assessments* followed by a *mix of assessments*.

Just understanding these differences helps the way we manage the learning journey.

Accommodation

University 1 2019/20

Type of accommodation	Male	Female	A-level	BTEC/ Lev 3
Staying at home and attending University	12.8%	22.3%	13.2%	29.9%
Staying local but moving into university accommodation	11.9%	5.9%	9.7%	6.8%
Staying local and moving into private rented accommodation	2.9%	2.2%	1.7%	2.0%
Moving into the area and into university accommodation	64.7%	62.3%	70.4%	54.6%
Moving to the area and into private rented accommodation	7.2%	6.4%	5.1%	6.0%



It is important to remember uni location and student body will impact on commuter levels. For this post 92 university, as expected, the majority of respondents at university 1 were moving to the area and into university accommodation due to its location.

In terms of domiciled status there were some differences. Just under a fifth of all UK domiciled respondents intended staying at home, and around one fifth of EU and OS respondents were moving to the area and going into private accommodation.

At university 1, Females (22.3%) are noticeably more likely to stay at home than males (12.8%) This is partly explained by 50.3% of Faculty of Health respondents who are mostly female. When examined by highest qualification, more than twice as many BTEC/Lev 3 respondents (29.9%) compared to A-Level respondents intended staying at home and attending university (13.2%). It is essential to remember the commuter student especially when using metrics to look at engagement across all offerings.

Accommodation

University 1 2019/20

Type of accommodation	Aggregate	UK n=1003	EU n=53	OS n=48
Staying at home and attending University	19.3% 213	19.7% 198	3.8% 2	8.3% 4
Staying local but moving into university accommodation	8.2% 91	8.5% 85	5.7% 3	6.3% 3
Staying local and moving into private rented accommodation	2.4% 27	2.0% 2	9.4% 5	4.2% 2
Moving into the area and into university accommodation	63.2% 698	63.8% 640	60.4% 32	54.2% 26
Moving to the area and into private rented accommodation	6.8% 75	5.5% 55	18.9% 10	20.8% 10
Other	0.8% 9	0.5% 5	1.9% 1	6.3% 3

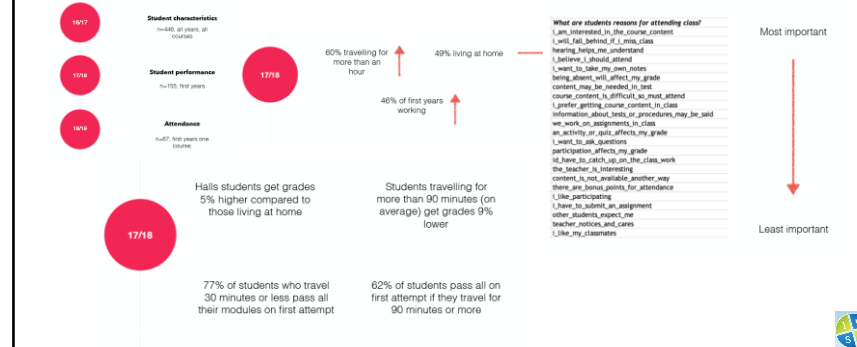
Remember- it's 'time' travelled not 'distance' travelled that is important when defining a commuter student



In terms of domiciled status there were some differences. Just under a fifth of all UK domiciled respondents intended staying at home, and around one fifth of EU and OS respondents were moving to the area and going into private accommodation.

Impact on engagement and attainment

- Avery et al., 2019 (B.Avery@kingston.ac.uk)



My colleagues Barry Avery and Becky Lees at Kingston University did a piece of research into commuter students. They tracked a cohort through the study journey.

This slide highlights reasons for attendance and the impact on attainment. The longer time you travel, the more likely you are to get lower grades. It is quite a stark piece of research.

Final exercise

“Becoming a student”

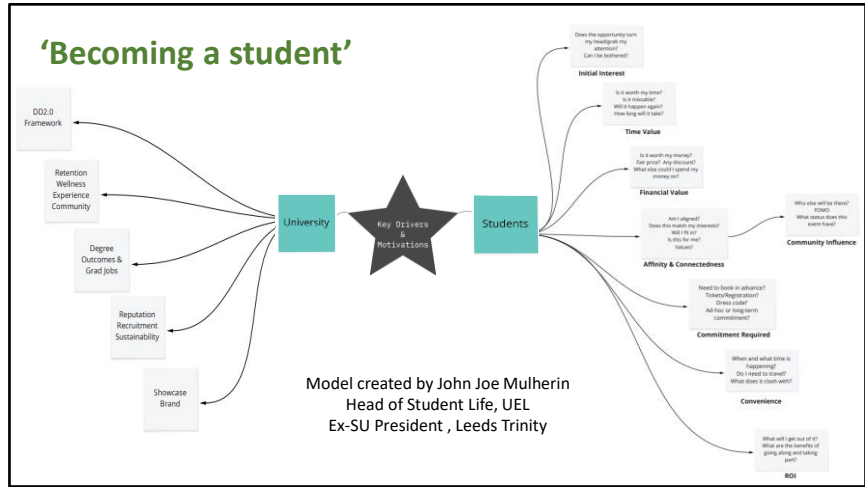
Expectations and engagement
are shaped by:

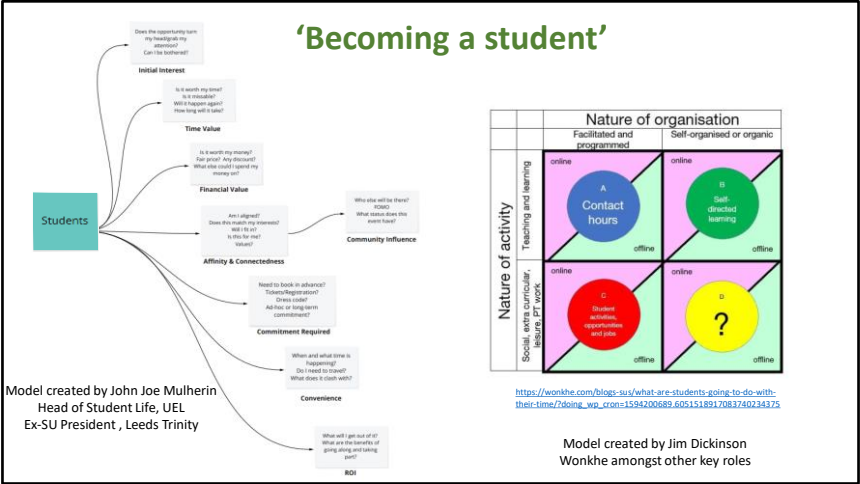
- Previous experiences
- Background
- Personal circumstances

**YOU DON'T
KNOW WHAT YOU
DON'T KNOW**

SOCRATES

'Becoming a student'





We need a model to help students navigate their personal higher education journey and help us deliver.

John Joe has highlighted drivers and motivations for students and Jim’s model looks at the different aspects that will remain in HE moving forward.

What else needs to be added? What do you think could go in box D of Jim’s model?

Becoming a student

See if you can identify:

- What do you need to know
- What do you need to be able to do
- Who do you need to know

- To what extent do you think all UC students meet the criteria by Week 2?
- How about by Year 2?
- Are some students left behind on your model?
- https://docs.google.com/document/d/1WFtm2me4AdwZ-gm6O06RzJfpBHq_175FFqo39AwlvCo/edit?usp=sharing

WONKHE

See https://docs.google.com/document/d/1WFtm2me4AdwZ-gm6O06RzJfpBHq_175FFqo39AwlvCo/edit?usp=sharing

Supporting the progression, retention, and success of students

- **Identify the prior learning experiences** of our students, whether new or returning to inform planning and support.
- **Recognise how pre-university qualifications were achieved** and summatively assessed during this period and bridge any gaps in students' assessment experiences accordingly.
- Provide targeted and scaffolded support to **bridge the skill differences** for all students.
- **Avoid a one-size-fits-all approach** to learning and support, acknowledging diverse experiences.
- **Avoid overwhelming new and returning students** within the first two weeks with excessive information. Returners may feel like new students all over again when they return to campus.
- **Build in an effective introduction (for new students) and reinduction (for returners)** across the first semester or term on how to practice being effective students at their new level of study.
- Think about **the 3 Ts of student information**: Type of information needed, appropriate Targeting and Timeliness.
- At all times, remember the **importance of compassion for students and colleagues** for whom this episode has been gruelling and challenging, making allowances for honourable exceptions from time to time, while still maintaining standards.



To support the progression, retention, and success of our students, it is essential to think about things that include:

Avoiding a one size fits all approach, Thinking about the 3 Ts of type of information, targeting and timelines of information and compassion and kindness,

Real stories, real lives, real student role models

Ambassador (International Master's student)

I am a masters student studying Engineering management . I am an international student. I am the first person in my family to go to university. My parents were really supportive in encouraging me to go. I am their only child so they really miss me. I am paying £12K in fees and I got a £2k scholarship. However, I couldn't afford to stay in accommodation close to the university so I went to live with my cousin who lives in Wembley. When I came in September, I had to stay for 10 days in isolation. I had to book a £100 C19 test kit on day 2 and 8. Being in isolation I felt very alone. I regularly called them to make me happy and not lonely. Before this, I had never been to the UK or anyone else. It was exciting but also scary for the first couple of weeks. I didn't know anyone apart from my cousin. I am naturally a shy person when not talking in my first language. I left isolation and went to live with my cousin who is single and lives by himself. I used google to get to the university.



Understanding the complex journey of our students helps provide real models who can act as role models. Here is a typical story of a student ambassador.

When I got to the uni, I was really confused because I didn't know where to go. I had attended an online welcome week webinar but that really didn't help me with getting to the university. I really struggled with enrolment so went to the Hub who really helped. It took me 1 month to finally fully enrol. I applied to be an ambassador before I even started the course in September. I really wanted to improve my English and get my confidence up speaking in a second language. It has really helped and I have made friends. When I had to come to the UK, I had to arrive within a certain period. The air fares during this period substantially increased so this is money I had to find on top of everything. When I was in Covid19 isolation, I was just thinking about getting through the period and how I would cope. So I had to be careful and take actions to not get sick.



My studies are going well. When I arrived on the first day, I went to the wrong room. So it wasn't the best start. On my course, there are many Indian students so I can socialise easily and make friends. They are living with family near where I live. It is the cheapest way to do it. The challenge is that it takes 1.5 hours to travel to the university from home. As an ambassador, I need to get onto campus at 8am which means I have to be up at 5.30am and on the train by 6.30 to get here in time. I don't like being late and I try to be on time but it isn't always possible. I see the challenges facing other new students so if I can help them in anyway I will. The worry about not fully enrolling, getting the status letter to allow us to get a job and open a bank account in the UK is really stressful. It took 1 month to open a bank account in the UK. And you cant find a job without the status letter. I am really excited to visiting the UK because it is a different atmosphere and environment, I am looking for a new opportunity here. I might stay if I get a good opportunity here.

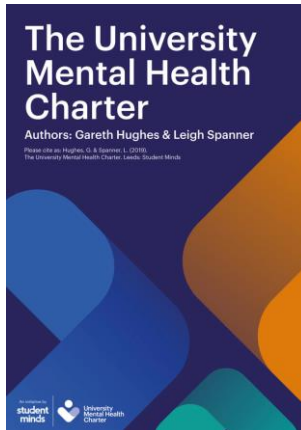


Resources

<https://studentspace.org.uk/>

<https://www.advance-he.ac.uk/teaching-and-learning/curricula-development/education-mental-health-toolkit#ToolkitOverview>

There are a lot of resources available as the next few slides show.



Domain 1 Learn

Transition into university Learning, teaching and assessment.
Progression

Domain 2 Support

Support services Risk External partnerships and pathways.
Information sharin.

Domain 3 Work

Staff wellbeing Staff development.

Domain 4 Live

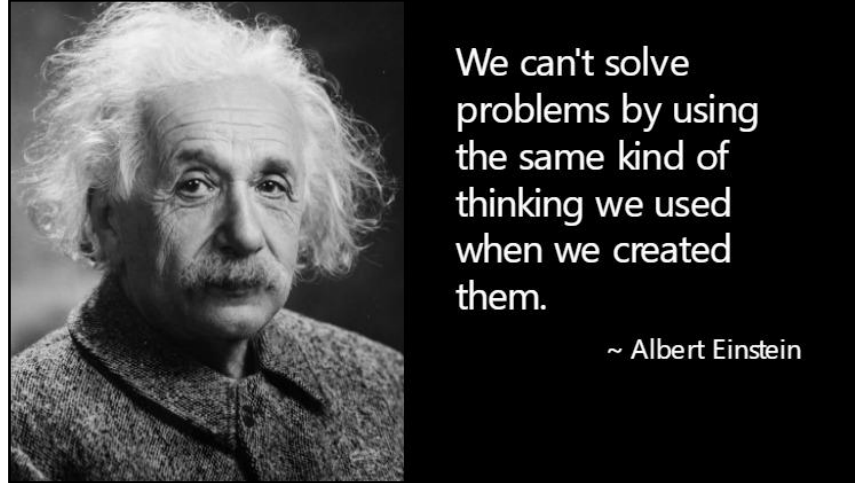
Proactive interventions and a mentally healthy environment.
Residential accommodation. Social integration and belonging.
Physical environment .

Enabling Themes

Leadership, strategy and policy student voice and
participation. Cohesiveness of support across the provider.
Inclusivity and intersectional mental health research,
innovation and dissemination.

We need to know what worked well and what didn't.

There are numerous websites offering pragmatic offering advice or collating advice on the student experience and developing learning in a post pandemic world. Some of them are listed here with links.



So Keeping building on the amazing work you have achieved
Keep reflecting and evolving

And as Einstein said.....

CLICK

Thank you for listening Any questions?

Dr Michelle Morgan

mgmorgan8@hotmail.com

Author and Editor of www.improvingthestudentexperience.com
Creator of the Student Experience Transitions Model

Editor and Contributor to *Improving the Student Experience-A practical guide for universities and colleges* (Routledge, 2012) and *Supporting Student Diversity in Higher Education* (Routledge, 2013)

Most recent publications:

Morgan, M. (2020) *Financial concerns and working intentions of incoming Level 4 students -The potential implications for applicants and students in 2020/21 due to Covid19.* Available online at: http://www.improvingthestudentexperience.com/library/covid19/Financial_concerns_and_working_intentions_of_incoming_Level_4_university_students_implications_of_C19.pdf

Morgan, M. (2020) *Bridging the gap between secondary and tertiary education.* Available online at: http://www.improvingthestudentexperience.com/library/UG_documents/Bridging_the_gap_between_secondary_and_tertiary_education-Morgan_2020.pdf

Morgan, M. (2018) *Fostering engagement in higher education of all stakeholders in the delivery of a high quality student experience: PhD by Publication*, Bournemouth: Bournemouth University

Morgan, M. and Direito, I. (2016) *Widening and sustaining postgraduate taught (PGT) STEM study in the UK: a collaborative project. Creating change through understanding expectations and attitudes towards PGT study, experiences and post-study outcomes from the perspective of applicants, students, universities and employers.* Available at: http://www.improvingthestudentexperience.com/library/PG_documents/Postgraduate_Experience_Report_Final.pdf



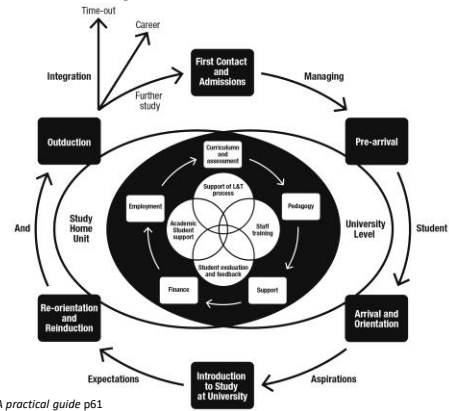
Thank you listening

Stay well

Stay safe

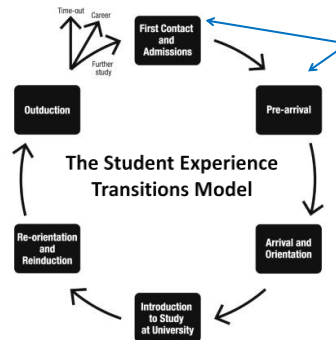
And take care

The Student Experience Transitions Model



Source: *Supporting Student Diversity- A practical guide* p61

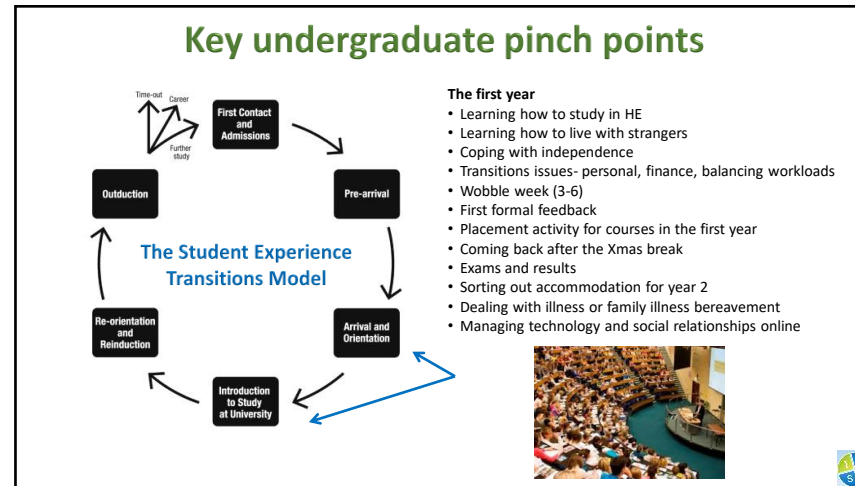
What are the key pinch points for an undergraduate student?



Start preparing

- Unsure what to expect
- Knowing what questions to ask
- Worrying about not fitting in
- Finding accommodation
- Sorting out financial issues
- Undertaking pre-enrolment
- Will applicants want to come in a Covid19 world?
- Will they want to defer?
- Retake pre-entry exams?

Managing expectations with clear advice and support is critical to prevent or minimise the impact. Identify where they could get anxious and stressed, and equip them with the skills to deal with it.



The pressure of moving away from home and settling in at university can be immense, yet there is a tendency to throw lots of information at students in the first couple of weeks. The first 2 weeks is arrival and orientation. Induction to study starts when teaching starts and it takes a least 1 academic cycle for a student to experience and understand the rules.

Also avoid the approach that once a student gets through their first year they should know how to study at university because every year has different rules of engagement. And this will be especially critical this year.

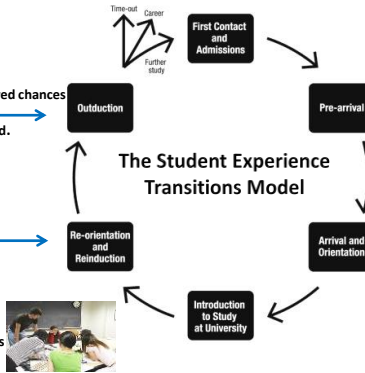
Key UG study pinch points

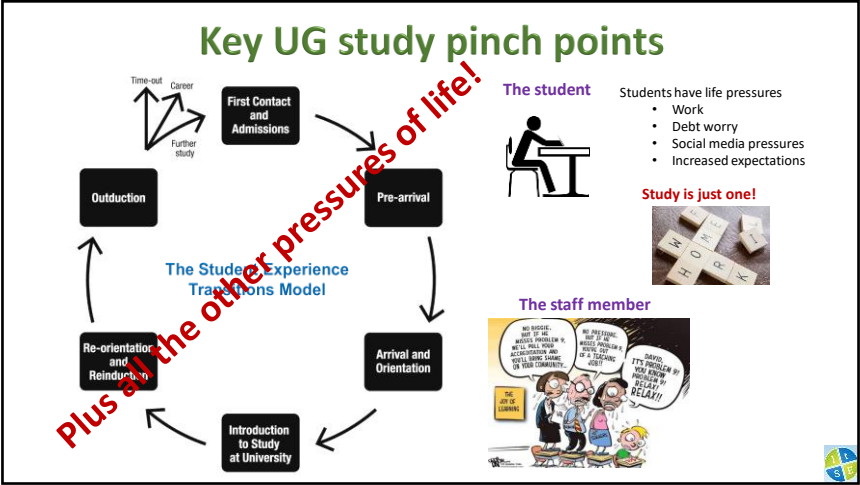
Preparing to leave

- Worried about results
- Sense of loss
- Not sure if an in-person graduation will take place
- Issues of moving from a structured, safe place to the unknown
- Loss of direction
- Challenges with the employment market
- **Family expectations that a university degree will lead to improved chances**
- **Uncertainty about how employers will view a Covid19 degree?**
- **Concern that that teaching wasn't able to cover everything need.**

Later years

- Reduction in structured learning and scaffolding
- Increase in independent learning and group assessment
- Mid-term blues
- End of year exhaustion
- **Coping with workload and assessment that 'counts'**
- **University life being different to expectations**
- **Timing of activities disrupted**
- **Relationships with fellow students and staff challenged by blended learning**
- **Anxiety about alternative assessments and the impact on marks**
- **Impact on placement availability**





It is easy to view students as just a student with no other pressure. If we want to increase 'belonging', simple things such as having a uni email address using the student's name can help and contribute.

Key PGT study pinch points

Preparing to leave

- Worried about results
- Concern about employment
- Will a PG qualification really make a difference?
- Not sure if an in-person graduation will take place
- Issues of moving from a structured, safe place to the unknown
- Loss of direction
- Challenges with the employment market

Semester 2

- Group assessment frustrations
- Transitions issues- personal, finance, balancing workloads
- PGT study being different to expectations
- Timing of activities disrupted
- Relationships with fellow students and staff challenged by blended learning
- Anxiety about alternative assessments and the impact on marks

Time-out
Career
Further study

First Contact and Admissions

Pre-arrival

Outduction

Arrival and Orientation

Introduction to Study at University



Start preparing

- Unsure what to expect
- Knowing what questions to ask
- Obtaining funding
- Consideration of value vs cost
- Finding appropriate /affordable accommodation



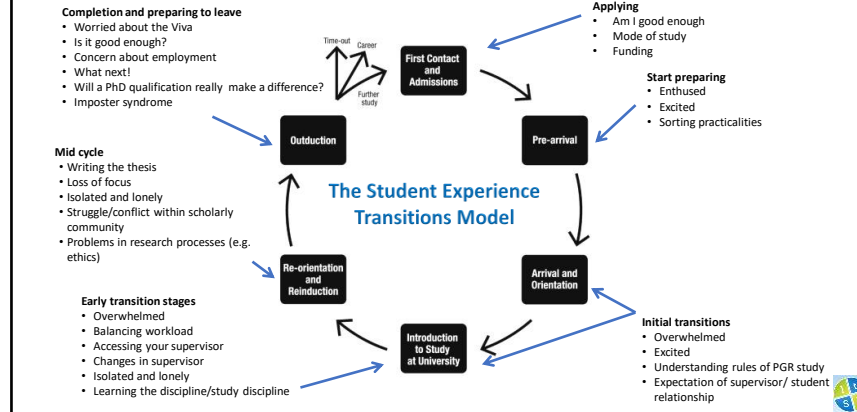
Semester 1

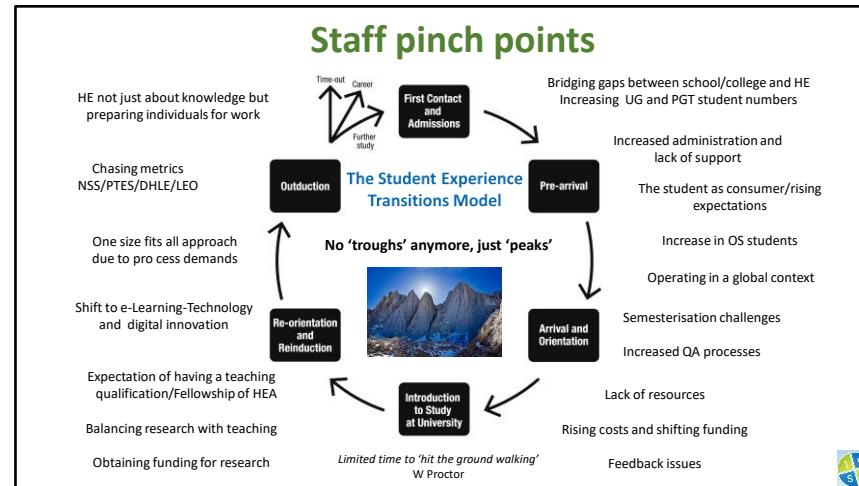
- Learning how to study at PG level
- Transitions issues- personal, finance, balancing workloads
- First assessment at PG level
- Identifying skill ability and gaps
- Expectations not met
- Realisation of choosing wrong course
- Dealing with illness or family illness bereavement
- Managing technology and social relationships online

The Student Experience
Transitions Model



Key PGR study pinch points

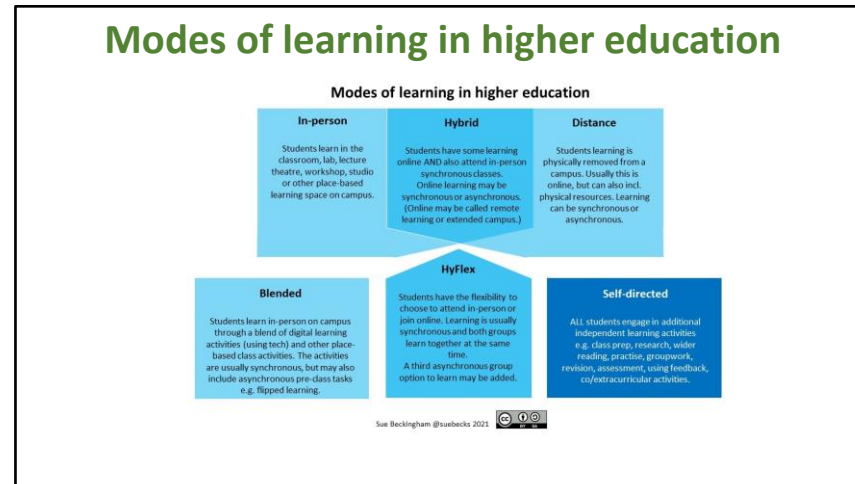




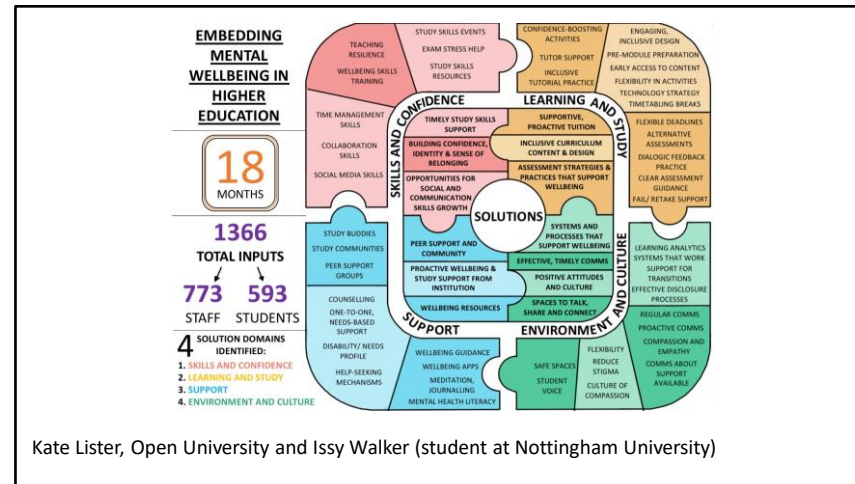
Life in academia for all staff is highly pressurized. There are no troughs anymore just peaks and as a colleagues says, there is limited time to hit the ground walking.

So please take time to look after yourselves.

Modes of learning in higher education



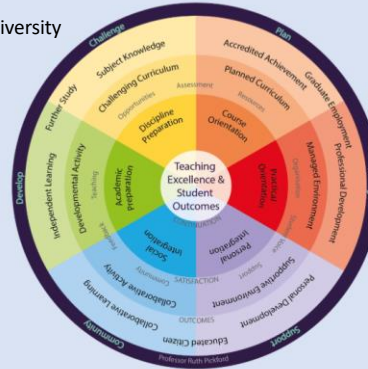
Sue Beckingham has very usefully created this lovely graphic regarding modes of learning in higher education.



This model by Kate Lister and Issy Walker takes a social model approach to mental health seeking to identify barriers and solutions to these, rather than looking for ‘problems’ in students. It provides a useable framework. The students were both with and without MH diagnoses (roughly even split), and the staff came from different units across the OU (academics, curriculum managers, tutors, learning technologists, student support, Access & Participation, Library, Careers, leadership, etc.).

The Inclusive Course Design Tool

Ruth Pickford
Leeds Beckett University



Ruth Pickford from Leeds Beckett has also designed this 'inclusive course design tool wheel' which is excellent because it focuses on ensuring behavioural, conceptual and emotional engagement opportunities at every stage of a course.. This wheel will help focus on how to support learning during and post covid19 because it contains all the aspects that need to be considered.