

INTRODUCTION: TIME TO GET REAL

JIM DICKINSON, WONKHE

I feel part of a community of students and staff

		Strongly agree	Agree	Disagree	Strongly disagree
How fair has the marking and assessment been on your course?	Very fair	46% ↑	21% ↓	15% ↓	10% ↓
	Fair	49% ↓	67% ↑	61%	52%
	Not very fair	5% ↓	11%	20% ↑	22% ↑
	Not at all fair	0% ↓	1% ↓	5% ↑	16% ↑



By Cibyl & Wonkhe

What matters?

- Continuation
 - Getting to the second year
 - Belonging
- Completion
 - Confidence
 - Getting to the end of the course
- Progression
 - Getting a graduate job
 - Skills
- Plus awarding (gaps), NSS teaching, NSS A&F, NSS AS, NSS Feedback, NSS Learning resources

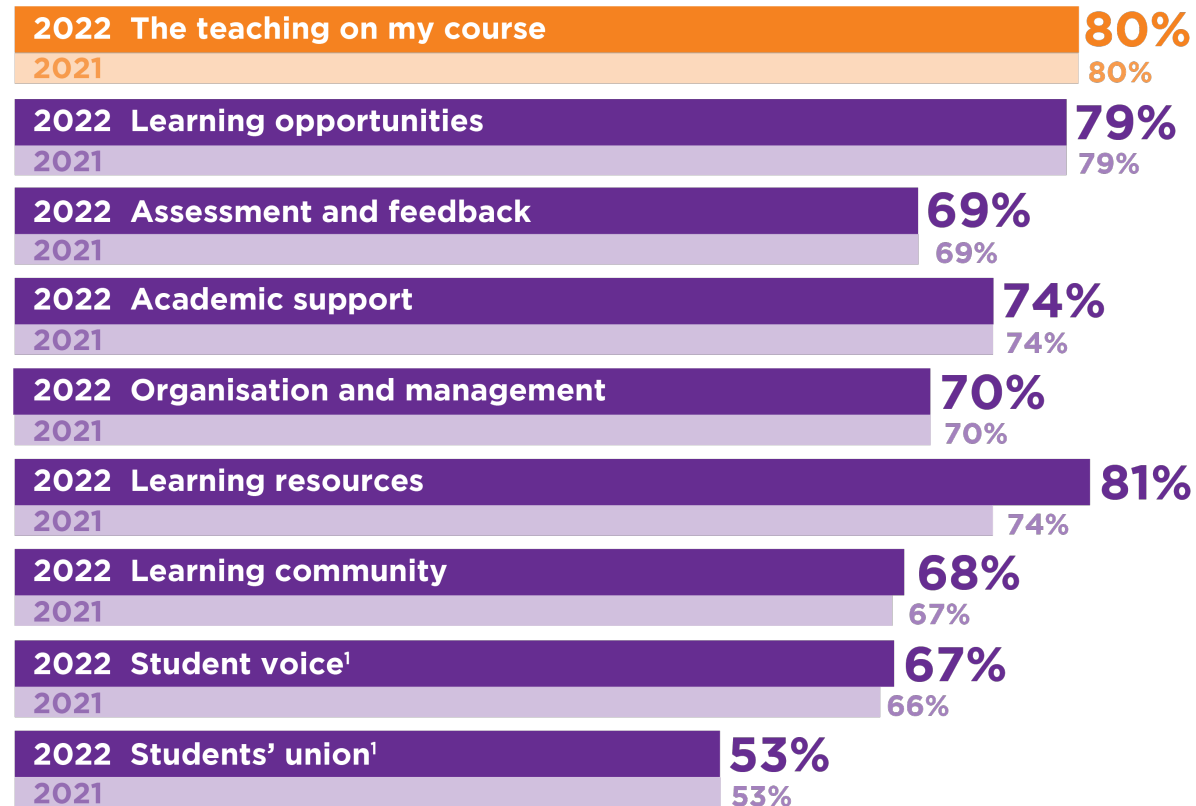


By Cibyl & Wonkhe



2022 National Student Survey

Percentage of respondents who gave the two most positive answers ('definitely' or 'mostly' agree) on:



¹ The data for the 'student voice' scale does not include responses to Q26 on the students' union, which is reported separately in this table.

Achillies heel of NSS...

Assessment and feedback:

- 8. The criteria used in marking have been clear in advance. **73%**
- 9. Marking and assessment has been fair. **68%**
- 10. Feedback on my work has been timely. **84%**
- 11. I have received helpful comments on my work. **91%**
- **Also highest active disagree (14%)**
- **(SU NAND was 19%)**



By Cibyl & Wonkhe

Achillies heel of NSS...

Three themes:

1. Link to criteria being clear in advance
2. Demonstrable application of that criteria
3. Consistency of marking



By Cibyl & Wonkhe

I feel part of a community of students and staff

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How fair has the marking and assessment been on your course?	Very fair	46% ↑	21% ↓	15% ↓	10% ↓
	Fair	49% ↓	67% ↑	61%	52%
	Not very fair	5% ↓	11%	20% ↑	22% ↑
	Not at all fair	0% ↓	1% ↓	5% ↑	16% ↑



By Cibyl & Wonkhe

Achillies heel of NSS...

Five themes:

1. Link to criteria being clear in advance
2. Demonstrable application of that criteria
3. Consistency of marking
4. Hadn't taken into account their circumstances fairly (best of ability)
5. They have personal connections, I don't



By Cibyl & Wonkhe

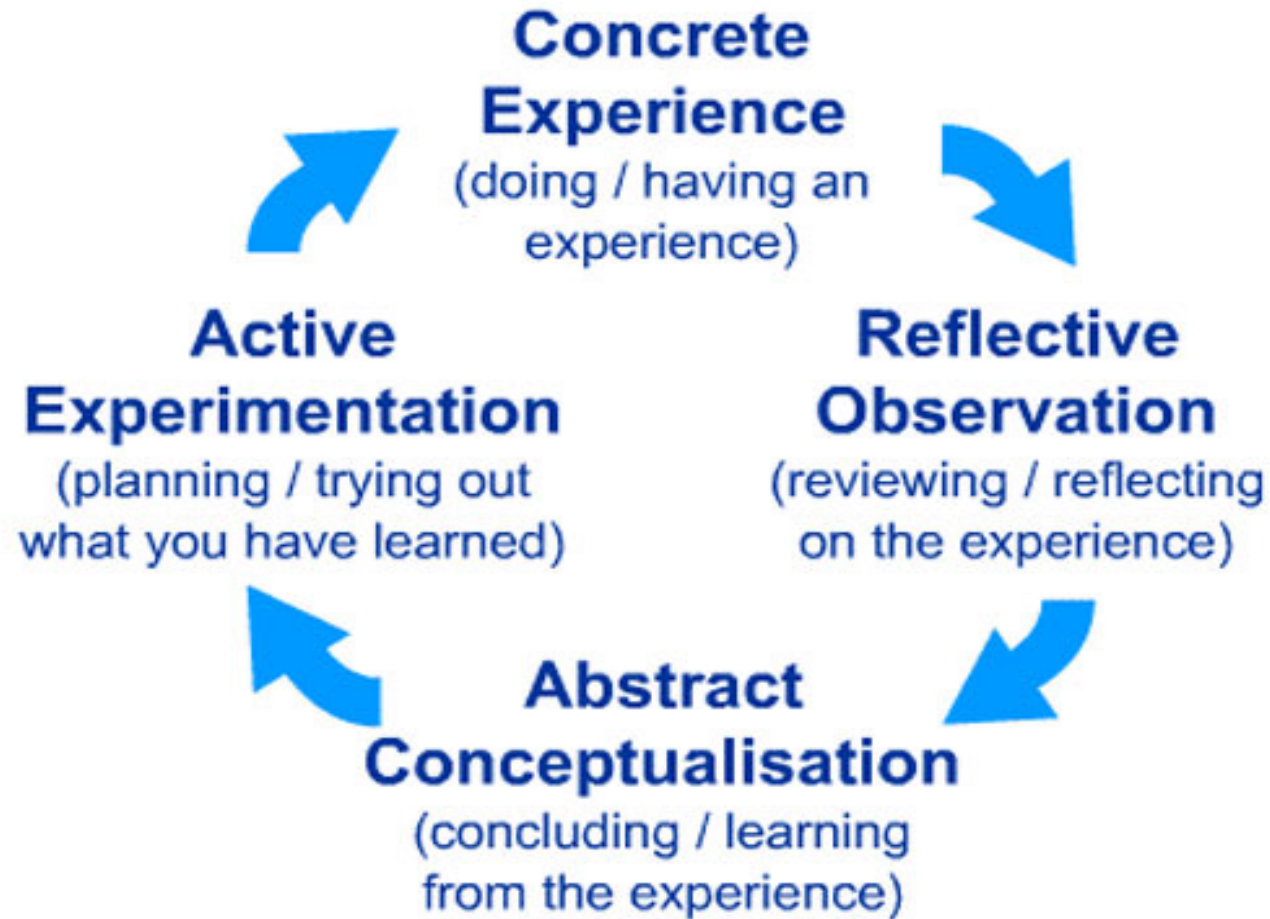
Why is assessment unfair?

- I had to take the first half of my course online due to visa issues which caused a huge gap in my experience and relation to the material in comparison to my class.
- Poor brief and not a good idea of what they want.
- I'm not one of the favourites.
- Often feels like a score for participation mark – very unfair as not all of us can be there all of the time.
- We've been told that multiple lectures go over to confirm the results. Nobody believes this.
- I feel like for some people it is harder to get higher scores due to the differences in age (work experience, other further studies).
- I think I was severely under marked for an essay that I don't think was that bad, and others agree.
- It can sometimes feel as though we are thrown into the deep end with assessment. We have no exemplar work to study and understand, therefore it feels as though we're being graded on a skill that we haven't properly developed or understood.



By Cibyl & Wonkhe

Do we ever learn?



Secret lives

- Metrics tell you what's going on – but why?
- Role of SUs and representatives as building and generating understanding on what leads to outcomes (and satisfaction)
 - Belonging in a cost of living crisis
 - The real risks to equality of opportunity
 - How to (re)calibrate the needle of trust
 - Cracking the code
 - Why are students so left wing?
 - Secrets of the student experience
 - How to become a perfect student



By Cibyl & Wonkhe





By Cibyl & Wonkhe

Questions

- What matters most to the uni and to us?
- Why are the scores the way they are? What leads to...
- How are we doing against national or benchmark group?
- What characteristics or contexts lead to...
- Where are we on key contemporary issues?
- Can we influence what is asked?



By Cibyl & Wonkhe



Belong

By Cibyl & Wonkhe

Belong

By Cibyl & Wonkhe



**Student
voice
matters
more
than ever**

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By Cibyl & Wonkhe



**Find out
more the
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student
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research
platform.**

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A student research platform

- Monthly pulse – measure over time
- Key NSS questions
- Outcomes confidence and SU satisfaction/awareness
- Qual (lots of qual)
- Compare with national picture
- Analyse relationships – characteristics and other
- Monthly themes and national policy write ups
- Free (if you subscribe to Wonkhe SUs)



By Cibyl & Wonkhe

What about the SU?



By Cibyl & Wonkhe

What about the SU?

- Awareness of and satisfaction with opportunities
- Awareness of and satisfaction with what's said on students' behalf

Order of importance to SU question:

- Awareness of activities (0.57)
- Satisfaction with activities (0.61)
- Awareness of what is said on students' behalf (0.65)
- Satisfaction with what's said on students' behalf (0.70)



Qual

- I only hear how there is drama behind doors and how everything is very poorly organised. Nothing targeted at preparation for work/career life.
- They have recently been working hard to achieve a big win in terms of self-cert for assessments and they were very transparent about what they were doing with it
- I still don't know how to be a part of student union.
- They have helped in securing cheap food for students
- we get no information on what they have done to make changes in the university. They ask for feedback but i feel unheard as nothing ever changes.
- Doesn't have the students best interests at heart. Controls activities especially freshers as to gain the most amount of money.



By Cibyl & Wonkhe

Power of community

		I feel part of a community of students and staff			
		Strongly agree	Agree	Disagree	Strongly disagree
I am good enough to be here	Strongly agree	41% ↑	18% ↓	14% ↓	24%
	Agree	45% ↓	64% ↑	49%	32% ↓
	Disagree	11% ↓	14%	29% ↑	20%
	Strongly disagree	3% ↓	4% ↓	8%	24% ↑



By Cibyl & Wonkhe

Power of community

		I feel part of a community of students and staff			
		Strongly agree	Agree	Disagree	Strongly disagree
How easy was it to contact staff when you needed to?	Very easy	70% ↑	35% ↓	21% ↓	17% ↓
	Easy	28% ↓	55% ↑	56% ↑	53%
	Not very easy	1% ↓	9%	19% ↑	15%
	Not at all easy	1% ↓	2% ↓	5%	16% ↑



By Cibyl & Wonkhe

Which of the following best describes your gender identity?

	Man	Woman
I feel part of a community of students and staff	Strongly agree	30% ↑ 20% ↓
	Agree	51% 54%
	Disagree	15% 19%
	Strongly disagree	4% 7%



By Cibyl & Wonkhe

Disability/long term condition etc

I feel part of a community of students and staff

	Yes	No
Strongly agree	18% ↓	26% ↑
Agree	43% ↓	55% ↑
Disagree	26% ↑	15% ↓
Strongly disagree	13% ↑	4% ↓



By Cibyl & Wonkhe

Prior schooling

I feel part of a community of students and staff

	Private/independent education	State education	School outside UK/Ireland
Strongly agree	32% ↑	20% ↓	27%
Agree	48%	52%	57% ↑
Disagree	15%	21% ↑	13% ↓
Strongly disagree	5%	8% ↑	2% ↓



By Cibyl & Wonkhe

Home domicile

I feel part of a community of students and staff	Home domicile		
	UK	EU/EEA	Outside EU/EEA
Strongly agree	21% ↓	11% ↓	31% ↑
Agree	50% ↓	60%	55%
Disagree	21% ↑	22%	11% ↓
Strongly disagree	8% ↑	8%	2% ↓



By Cibyl & Wonkhe

Community and time

		I am able to devote most of my time to being a student		
		Totally	Mostly	Not really
I feel part of a community of students and staff	Strongly agree	41% ↑	19% ↓	13% ↓
	Agree	48% ↓	59% ↑	44% ↓
	Disagree	9% ↓	17%	32% ↑
	Strongly disagree	2% ↓	5%	11% ↑



By Cibyl & Wonkhe

Distance...

		Round trip to campus in minutes					
		0	1-15	16-30	31-45	46-60	60+
I am able to devote most of my time to being a student	Totally	35%	35% ↑	27%	30%	22%	18% ↓
	Mostly	48%	55%	61%	55%	56%	55%
	Not really	17%	11% ↓	12%	15%	21% ↑	27% ↑



By Cibyl & Wonkhe

Burdens

		Term time part time work					
		0	1-5	6-10	11-15	16-20	21+
I am able to devote most of my time to being a student	Totally	34% ↑	30%	25%	26%	25%	15% ↓
	Mostly	57%	60%	54%	58%	54%	37% ↓
	Not really	9% ↓	11%	21% ↑	16%	20% ↑	48% ↑



By Cibyl & Wonkhe

Doing our best

		I am performing to the best of my ability on this course			
		Totally	Mostly	Not really	Not at all
I am able to devote most of my time to being a student	Totally	62% ↑	17% ↓	15% ↓	7% ↓
	Mostly	31% ↓	72% ↑	58%	45%
	Not really	7% ↓	11% ↓	27% ↑	48% ↑



By Cibyl & Wonkhe

Best of my ability		
	Man	Woman
Totally	30%	27%
Mostly	46%	46%
Not really	15%	19%
Not at all	5%	4%

Best of my ability		
	Disabled	Not
Totally	18% ↓	31% ↑
Mostly	42%	48%
Not really	26% ↑	15% ↓
Not at all	10% ↑	3% ↓



By Cibyl & Wonkhe

Over the last month, how often have you felt lonely?

Daily	19%
Weekly	31% ↑
Monthly	22%
Once/twice	12% ↓
Never	16% ↓



By Cibyl & Wonkhe

Community and loneliness

Over the last month, how often have you felt lonely?

		Daily	Weekly	Monthly	Once or twice	Never
I feel part of a community of students and staff	Strongly agree	23%	18% ↓	22%	33% ↑	36% ↑
	Agree	33% ↓	60% ↑	61% ↑	56%	47%
	Disagree	31% ↑	17%	13% ↓	9% ↓	14%
	Strongly disagree	14% ↑	5%	3%	2%	2% ↓



By Cibyl & Wonkhe

Why aren't students attending?

- 1. Health (esp mental health)
- 2. Paid employment
- 3. Public transport and/or long journey
- 4. Teaching quality/format
- 5. Busy with assignments/independent study

Time is more precious now – students are weighing up best use of their time, and that is often not coming to campus



By Cibyl & Wonkhe

Why not (last 3)

- Combination of a waste of time, depression hitting hard, my physical state being ignored by the university with regards to walking back and forth from campus (it's too painful sometimes).
- Because the other lectures by that staff member had been very dull and about very simple concepts, so I felt I would be better served by just reading the content in my own time.
- Work, I'm come from a low social economic family and therefore have to work to afford living in Brighton (expensive city without the London maintenance loan).
- I either felt unmotivated, depressed, unprepared or anxious – scared to be asked questions and have to speak
- Sometimes staff are funny about lateness – I commute an hour by car and occasionally would be 10 minutes late , if they were rude in class about it I just wouldn't turn up next time I was late because I don't see the point when it's our money paying them they shouldn't really care.



By Cibyl & Wonkhe

How good are staff at explaining things and making the subject engaging?

I am performing to the best of my ability on this course	How good are staff at explaining things and making the subject engaging?			
	Very good	Good	Not very good	Not at all good
Totally	48% ↑	19% ↓	17% ↓	27%
Mostly	41% ↓	53% ↑	33% ↓	16% ↓
Not really	8% ↓	20% ↑	31% ↑	23%
Not at all	1% ↓	4%	13% ↑	31% ↑



By Cibyl & Wonkhe

How easy was it to contact teaching staff when you needed to?

		Very good	Good	Not very good	Not at all good
I am performing to the best of my ability on this course	Totally	44% ↑	18% ↓	16% ↓	31%
	Mostly	40% ↓	54% ↑	44%	20% ↓
	Not really	11% ↓	20% ↑	27% ↑	19%
	Not at all	3%	4%	8%	28% ↑



By Cibyl & Wonkhe

What we're learning

- NSS (TEF)
- NSS New (Free speech and Student Support Services)
- Mental health self-perception
- Q26
- Outcomes confidence
- Engagement and burdens
- Loneliness
- Value of participation



By Cibyl & Wonkhe

Belong – ing

- Listening is often about asking the right questions (laterally)
- Theorising is often about understanding lives rather than opinions
- Planning is often about experimenting – course reps, officers and committers as social entrepreneurs
- Helping universities to learn is the ultimate gift of student representation

