SPEAK WEEK

Speak to us! Now is the time 14th to 18th Nov

← SCAN ME!

RAISE YOUR VOICE! FILL IN OUR SURVEY FOR A CHANCE TO WIN ONE OF OUR 20 GIVEAWAYS!

PRIZES

AFTER 1000 FORMS
For every 100 voices raised we will do prize draws for 1 £20 vouchers at a grocery store of your choice

For every 100 voices raised using our speak week survey we will do a prize draw for 1 £10 voucher at a grocery store of your choice

1000

2000

WHEN WE REACH 2000 FORMS
We will do a large prize draw for a £50 Voucher at a grocery store of your choice

Contents:

Introduction

The Speak Week Survey was carried out by the Aston SU Vice President of Education 2022 - 2023. The survey consisted of a range of questions that uncover the student body's academic experience at Aston University. The survey was carried out for 2 weeks and the average length to complete the survey was 5 minutes. The survey was completed by 572 Aston students including a range of undergraduate, postgraduate taught and postgraduate research students.

This survey was carried out to find out how students feel about the teaching they receive and the academic support services provided by the university.

This report encloses the results of the survey. The report consists of various analyses on student responses regarding:

- Blackboard

- Online learning

- Support services at Aston University

Speak to us! Now is the time 14th to 18th Nov

Go to astonsu.com to fill the survey

Speak Week – 14th November – 29th November 2022

Aim this year:
- Give students an opportunity to provide feedback in a simple and informal way
- To give us a better idea of what students want and their priorities
- Gain an insight into how students feel about university services.

Questions:

Blackboard and Online Learning
- Do you still benefit from online teaching? (100% Online, for example, online lectures and/or tutorials/seminars, live or recorded)
- Do you find your online teaching useful and/or insightful?
- Do you find blended learning useful and/or insightful?
- Do you have access to lecture recordings on Blackboard, when these sessions took place in person and offline?
- Is the information available on you module pages on Blackboard useful?
- Are your module pages on Blackboard easy to understand and user friendly?
- What do you think makes a module page on Blackboard easy to understand and user friendly?

Student Support
- Are you aware that the University have several types of support services available to you?
- Have you ever used any kind of support services provided by the University?
- Are you aware that Students' Union have several types of support services available to you?
- Have you ever used any kind of support services provided by the Students' Union?
- What support services have you accessed or are aware of?
  - The Hub (Student Engagement Team, International Student Advice and VISA Compliance)
  - Library
  - Learning Development Centre (Academic Writing Development, Maths Support and Studies Management Advice)
  - Careers and Placement Team (CV and Cover Letter Advice, Interview Practice)
  - Aston Students' Union (Academic Advice and Representation Centre, Student Reps, ASU Student Homes and Student Officers)
  - Martin Luther-King Building - Multi-Faith Centre Chaplaincy (Pastoral and Spiritual Support/Guidance)
  - Counselling & Mental Wellbeing Team Disability & Academic Support Team
  - Aston Campus Safety Team
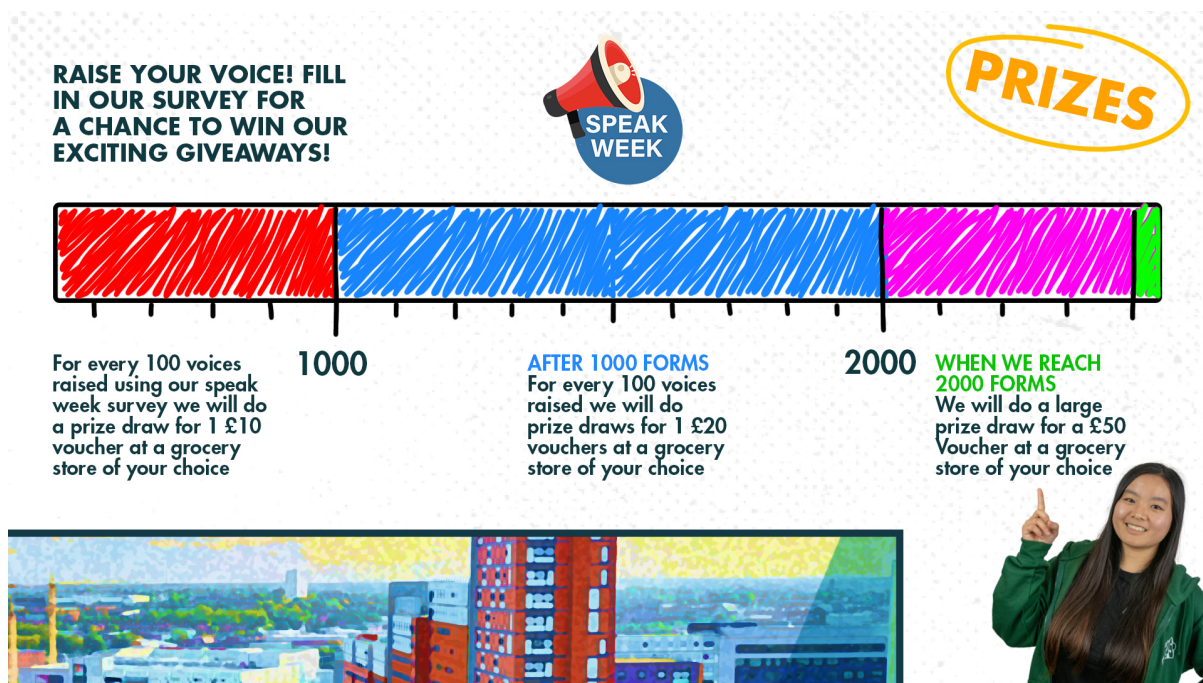 - IT Helpdesk
  - Other

- If you were aware that support is available and needed it, but have not accessed it yet, could you explain why?

This year Speak week has been extended into 2 weeks due to multiple surveys that were launched at the same period.

<u>**Theme**</u>

Animated recreation of promotional poster:
- Primary use to inform/ empower students during speak week
- Capture a moving audience with a message- "Click to raise your voice now"- which in this case is encouraging students to speak up on any issues through this platform

RAISE YOUR VOICE! FILL IN OUR SURVEY FOR A CHANCE TO WIN OUR EXCITING GIVEAWAYS!

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For every 100 voices raised using our speak week survey we will do a prize draw for 1 £10 voucher at a grocery store of your choice

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The survey incorporated various options for students to identify themselves including their current stage and year of study i.e. Apprenticeship, Foundation, Undergraduate (Year 1, Year 2, Placement, Final Year) Postgraduate Taught, Postgraduate Research category, whether they are home or international students, and which college are enrolled in.

This question allowed us to gain an insight into the profile of respondents and an understanding of how many students from each year group were willing to feedback on their academic experience.

Through this, we received a total of 572 responses in total from students:

- 6 (1.049%) were Apprenticeship
- 10 (1.748%) were Foundation
- 135 (23.601%) were Undergraduate Year 1
- 93 (16.259%) were Undergraduate Year 2
- 21 (3.671%) were Undergraduate Placement
- 90 (15.734%) were Undergraduate Final Year
- 194 (33.916%) were Postgraduate Taught
- 23 (4.021%) were Postgraduate Research
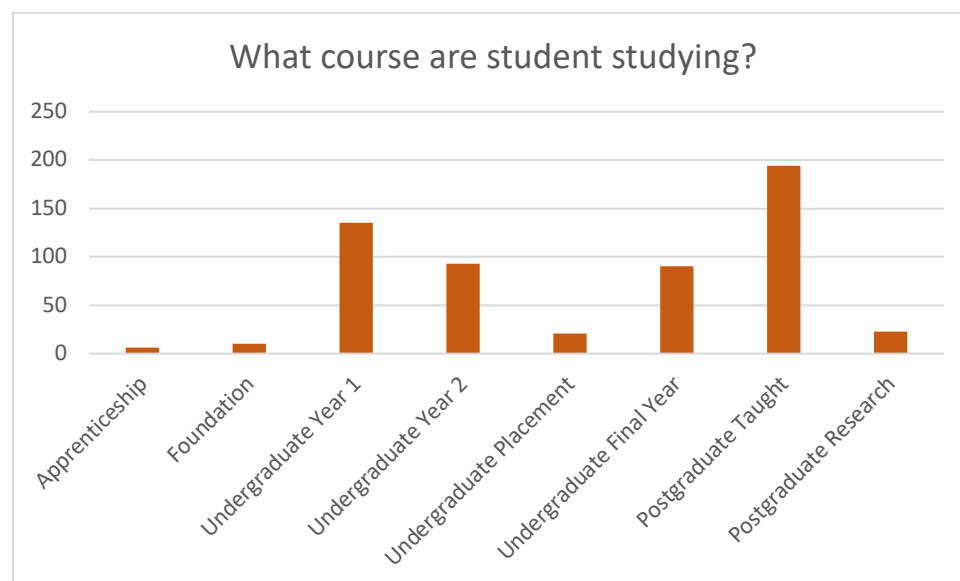
It also allowed us to gain an understanding of how many respondents are UK (Home) Students and how many are International Students (Including EU students)

- 287 (50.175%) were UK (Home) Students
- 285 (49.825%) were International Students (Including EU Students)

Home or International (including EU) Students?
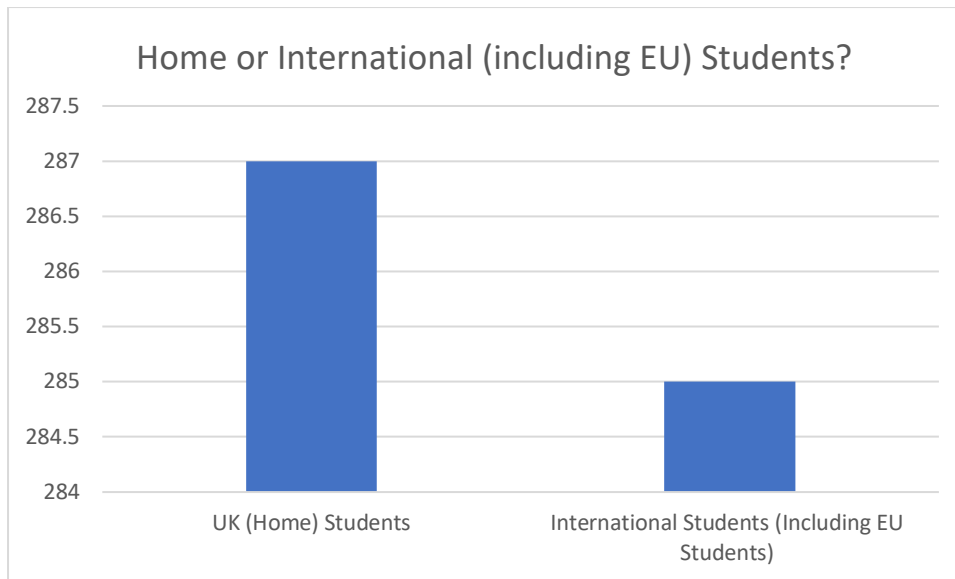
The following question showed how many students from each college were willing to feedback on their academic experience.

- 264 (46.154%) were Business and Social Science (BSS) Students
- 171 (29.895%) were Engineering and Physical Sciences (EPS) Students
- 137 (23.951%) were Health and Life Sciences (HLS) Students

Which College does student belongs to?
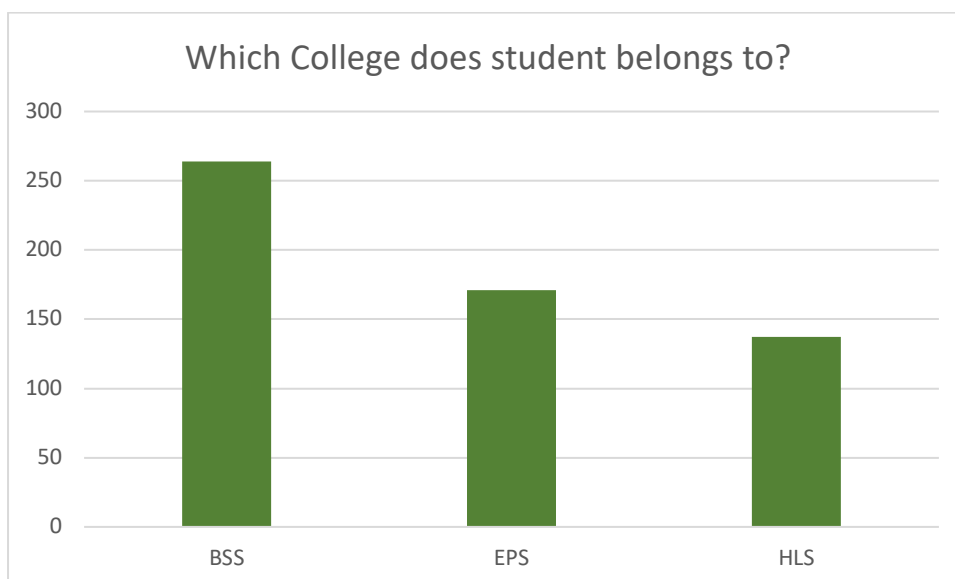
Part 1: Blackboard and Online Learning analysed by college

Due to COVID-19, in 2020 Aston University introduced and implemented online learning.. After the COVID-19 pandemic, Aston University implemented a policy of blended learning. This was based on feedback survey results showing that students preferred to keep some aspects of online learning. Therefore, a significant proportion of Aston students have blended learning as part of their courses.

Part 1 of the survey is aimed to find out how students feel about blended learning, and how useful they think the current Blackboard system is.

College of Health and Life Science

There are 137 respondents are from HLS College, 105 (76.642%) are Home Students and 32 (23.358%) International Students. 133 (97.080%) respondents courses have blended learning and 4 (2.920%) respondents courses have 100% online learning.

108 (78.832%) respondents said that they still benefit from online teaching. 128 (93.430%) respondents said that the information available on their module pages on blackboard are useful. 127 (92.700%) respondents said that their module pages on blackboard are easy to understand and user friendly. Also, 100 (72.992%) respondents found their online teaching useful and/ or insightful. However only 15 (10.948%) respondents found blended learning useful and/ or insightful. And 4 (2.919%) respondents said they do not have access to lecture recordings on Blackboard when these sessions took place in person and offline.

An optional open question was asked about what students think makes a module page on Blackboard easy to understand and user friendly. And answers were divided into 7 categories.
- 15 (10.948%) respondents mentioned Clear Titles/Labels (not acronyms)
- 8 (5.839%) respondents mentioned Use of clear subheadings
- 1 (0.073%) respondent mentioned Use of links/ hyperlinks
- 43 (31.386%) respondents mentioned Different Folders and Subfolders for different things, i.e., teaching materials, reading materials, assessment, submissions, and results
- 2 (1.459%) respondents mentioned Standardisation of Module Presentation on Blackboard
- 5 (3.649%) respondents mentioned Module Calendar and General Layout
- 0 respondents mentioned Menu on Blackboard/ Table of Contents

College of Business and Social Science

There were 264 respondents from BSS College. 89 (33.712%)were Home Students and 175 (66.288%)) International Students. 249 (94.318%) of the respondents from the college had courses with blended learning and 15 (5.682%) had 100% online learning.

Th185 (70.075%) respondents said that they still benefit from online teaching. 255 (96.590%) respondents said that the information available on their module pages on blackboard are useful. 226 (85.606%) respondents said that their module pages on blackboard are easy to understand and user friendly. Also, 177 (67.045%) respondents found their online teaching useful and/ or insightful. However only 48 (18.181%) respondents find blended learning useful and/ or insightful. And 6 (2.272%) respondents said they do not have access to lecture recordings on Blackboard when these sessions took place in person and offline.

An optional open question was asked about what students think makes a module page on Blackboard easy to understand and user friendly. Answers were divided into 7 categories.
- 12 (4.545%) respondents mentioned Clear Titles/Labels (not acronyms)
- 4 (0.015%) respondents mentioned Use of clear subheadings
- 3 (0.011%) respondent mentioned Use of links/ hyperlinks
- 54 (20.454%) respondents mentioned Different Folders and Subfolders for different things, i.e., teaching materials, reading materials, assessment, submissions, and results
- 9 (6.569%) respondents mentioned Standardisation of Module Presentation on Blackboard
- 16 (11.678%) respondents mentioned Module Calendar and General Layout
- 11 (8.029%) respondents mentioned Menu on Blackboard/ Table of Contents

College of Engineering and Physical Sciences

There were 171 respondents from EPS College. 93 (54.386%) were Home Students and 78 (45.614%)) International Students. 169 (98.830%) of the respondents from the college had courses with blended learning and 2 (1.170%) had courses with 100% online learning.

124 (72.514%) respondents said that they still benefit from online teaching. 162 (94.736%%) respondents said that the information available on their module pages on blackboard are useful. 143 (83.625%) respondents said that their module pages on blackboard were easy to understand and user friendly. Also, 108 (63.157%) respondents found their online teaching useful and/ or insightful. However only 27 (15.789%) respondents find blended learning useful and/ or insightful. And 8 (5.263%) respondents said they do not have access to lecture recordings on Blackboard when these sessions took place in person and offline.

An optional open question was asked about what students think makes a module page on Blackboard easy to understand and user friendly. Answers were divided into 7 categories.
- 8 (4.624%) respondents mentioned Clear Titles/Labels (not acronyms)
- 7 (4.046%) respondents mentioned Use of clear subheadings
- 6 (3.468%) respondent mentioned Use of links/ hyperlinks
- 36 (20.809%) respondents mentioned Different Folders and Subfolders for different things, i.e., teaching materials, reading materials, assessment, submissions, and results
- 15 (8.671%) respondents mentioned Standardisation of Module Presentation on Blackboard
- 4 (2.919%) respondents mentioned Module Calendar and General Layout
- 16 (11.678%) respondents mentioned Menu on Blackboard/ Table of Contents

Summary of Part 1
Overall, the survey data for part 1 shows that the majority of students benefit from blended learning, and that information available on Blackboard is useful for students. Also, the majority of respondents found that online learning is useful. However, it should be noted that only a very small number of students find blended learning useful and /or insightful and a very small number of respondents said that recordings of lectures that took place in person and offline were not available on Blackboard. Almost half of the respondents to the optional open question said that the way to make a module page on Blackboard more understandable and user-friendly is using different Folders and Subfolders for different things, i.e., teaching materials, reading materials, assessments, submissions, and results.

Part 2: Support Available to students analysed by Domicile

In Aston University and Aston Students' Union there are a number of different academic support services for students. On University side, there are The Hub, Library, Learning Development Centre, Careers and Placement Team, MLK (Chaplaincy), Counselling & Mental Wellbeing Team, Disability & Academic Support Team, Campus Safety, and IT Helpdesk. Aston Students' Union has services such as Advice Centre, Student Voice, Student Homes, Student Officers etc.

The aim of part 2 survey is to find out if students were aware or have accessed these services? If they were aware but had not accessed them, we wanted to find out why not?

UK (Home) Students

287 of the respondents are UK (Home) Students. There are 89 (31.010%) from College of Business and Social Sciences (BSS), 93 (32.404%) from College of Engineering and Physical Sciences (EPS) and 105 (36.585%) from College of Health and Life Sciences (HLS).

Among the UK (Home) respondents, 253 (88.153%) respondents are aware that university have several types of support services available, but only 134 (46.689%) respondents have used any kind of support services provided by the university. On the other hand, 176 (61.324%) respondents are aware that Students' Union and only 42 (14.634%) used any kind of support service provided from the Students' Union.

Moreover, this survey looked at what support services respondents have accessed or were aware of, and this it breaks down into 10 different departments. The Hub, Library, Learning Development Centre, Careers and Placement Team, MLK (Chaplaincy), Counselling & Mental Wellbeing Team, Disability & Academic Support Team, Campus Safety, IT Helpdesk and Aston Students' Union. Respondents could select more than one option.
- 160 (55.749%) respondents selected The Hub
- 257 (89.547%) respondents selected Library
- 171 (59.581%) respondents selected Learning Development Centre
- 169 (58.188%) respondents selected Careers and Placement Team
- 79 (27.526%) respondents selected MLK, Chaplaincy
- 101 (35.191%) respondents selected Counselling & Mental Wellbeing Team
- 61 (21.254%) respondents selected Disability & Academic Support Team
- 78 (27.177%) respondents selected Campus Safety
- 152 (52.961%) respondents selected IT Helpdesk
- 129 (44.947%) respondents selected Aston Students' Union

Furthermore, this survey would like to find out if respondents are aware that support is available and needed it, why have they not accessed it yet. This was an optional

question which allowed respondents to skip if they wished to. The answers are divided into 6 categories.

- 6 (2.090%) respondents mentioned Lack of time
- 15 (5.226%) respondents mentioned Shyness
- 15 (5.226%) respondents mentioned Fear of Stigma
- 6 (2.090%) respondents mentioned Service not available when needed
- 12 (4.181%) respondents mentioned Difficulty accessing the service
- 7 (2.439%) respondents mentioned Don't think they will get the support needed

International Student (Including EU Students)

285 respondents were International Student (Including EU Students). 175 (61.404%) were from the College of Business and Social Sciences (BSS), 78 (27.368%) from the College of Engineering and Physical Sciences (EPS) and 32 (11.228%) from the College of Health and Life Sciences (HLS).

Among the International respondents, 248 (87.017%) respondents are aware that university have several types of support services available, but only 166 (58.245%) respondents have used any kind of support services provided by the university. On the other hand, 204 (71.578%) respondents are aware that Students' Union and only 97 (34.035%) respondents used any kind of support service provided from Students' Union.

Moreover, this survey looked at what support services respondents have accessed or are aware of, this breaks down into 10 different departments. The Hub, Library, Learning Development Centre, Careers and Placement Team, MLK (Chaplaincy), Counselling & Mental Wellbeing Team, Disability & Academic Support Team, Campus Safety, IT Helpdesk and Aston Students' Union. Respondents could select more than one option.

- 222 (77.894%) respondents selected The Hub
- 256 (89.824%) respondents selected Library
- 147 (51.578%) respondents selected Learning Development Centre
- 169 (59.298%) respondents selected Careers and Placement Team
- 46 (16.140%) respondents selected MLK, Chaplaincy
- 64 (22.456%) respondents selected Counselling & Mental Wellbeing Team
- 36 (12.631%) respondents selected Disability & Academic Support Team
- 43 (15.087%) respondents selected Campus Safety
- 131 (45.964%) respondents selected IT Helpdesk
- 131 (45.964%) respondents selected Aston Students' Union

Furthermore, this survey aimed to find out if respondents are aware that support is available and needed it, why have they not accessed it yet. This was an optional question which allow respondents to skip if they wished to. The answers are divided into 6 categories.

- 7 (2.456%) respondents mentioned Lack of time
- 4 (1.403%) respondents mentioned Shyness
- 4 (1.403%) respondents mentioned Service not available when needed
- 7 (2.456%) respondents mentioned Difficulty accessing the service
- 2 (0.070%) respondents mentioned Don't think they will get the support needed
- 6 (2.105%) respondents mentioned Language Barrier

Summary of Part 2

Based on part 2 survey data, it shows that almost 90% of respondents (both UK and International students) are aware of the support service provided by the university. But less than 60% of respondents have used any University support. On the other hand, more than 60% of respondents (both UK and International students) are aware of the support services provided by Aston Students' Union (ASU). But only less than 15% of UK (Home) respondents have used ASU services and less than 35% of international respondents have used ASU services.

Based on this data, it shows that lots of respondents were not aware of ASU services and not many of them used the services before, even though Speak week was created by the Vice President Education from ASU.

Although we have a specific building for a library on Campus, not all respondents (both UK and International students) have access to or are aware of Library Services. Overall, more UK (Home) respondents have access to or are aware of all support services compared to international respondents except The Hub and Aston Students' Union.

Moreover, one of the reasons why UK respondents were not accessing the service is because of 'fear of stigma' which is not mentioned by international respondents. In addition, international respondents mentioned the language barrier as a reason why they were not accessing the service, which is not mentioned by UK respondents.

Comments from Vice President Education

My main objective when carrying out this survey was to ensure that student feedback is fairly collected and represented to the university. The focus of this survey is on the academic support and experience of the student body to allow students to share how they feel about the changes and the new style of teaching that the university has adopted after the pandemic.

The survey was only conducted for 14 days during the Speak Week campaign. This means the number of students that completed the survey is low. However, the results show that there are responses from a wide range of the student body including undergraduate, postgraduate and PGR students. Also, it has a balance of responses from International and Home students.

As expected, the report analysis of student responses clearly demonstrates a lack of awareness of academic support, and the frustrations of continued blended learning approach. It shows that the continued changes have highly affected student satisfaction with their academic experience. And a very low amount of respondents find blended learning useful.

However, I am very glad to share that students find Blackboard information useful. And with the upgrade of the Blackboard system, it is likely we will be able to achieve higher satisfaction next year along with more respondents finding online learning useful and insightful.

My expectations are that the university carefully considers this student feedback and prioritises student voice by making and considering appropriate changes to give students the best possible academic experience and support.

This report will allow the university and the students' union to work on their priorities to consider what is in the best interest of students.

Overall, the survey clearly demonstrates a lack of awareness of academic support amongst the student body. Students might feel that blended learning is not as useful/insightful compared to the previous year. This is might be due to insufficient information about the services reaching students and students also expecting to be back on campus.

I believed that students' voice is very important and should be taken into consideration when any relevant and significant changes are made. It is also essential that both the university and students' union continue raising the awareness of academic support available to students by increasing the visibility of the services to students through better promotion and accessibility.

Kwan Yuet Adora Wong