

## Meeting of the Student Experience Committee

2.00 pm on Wednesday, 14 October 2020  
in MS Teams

### Agenda

<i>No.</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
4.	Student Union Annual Engagement Plans 2020/21	111 - 134	JF, MR
11.	Student Voice Report	135 - 186	HT

### Date of next meeting

**2.00 pm on Wednesday, 27 January 2021**

**Members:** Deborah Johnston (Chair), Nicole Louis (Chair), Karen McLernon, Peter Harrison, Md Fazle Rabbi, Alison Chojna, Vanessa Beever, Angela Dalrymple, Mahmood Dato, Jannatul Ferdous, Rosie Holden, Jamie Jones, Antony Moss, Jenny Owen, Shushma Patel and Noreen Sinclair

**Apologies:**

**In attendance:** Dominique Phipp (Secretary), Alex Steeden, Jonny Chambers, Harriet Tollerson and Joel Langston

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	INTERNAL
Paper title:	Student Engagement Plan
Board/Committee:	Student Experience Committee
Date of meeting:	14 October 2020
Author(s):	Jonny Chambers, Acting Operations Director, Students' Union
Sponsor(s):	Md Rabbi Fazle, Students' Union Vice President Education Jannatul Ferdous, Students' Union Vice President Welfare
Purpose:	For Discussion
Recommendation:	Student Experience Committee is recommended to note this report and discuss its contents

## Executive summary

The students' union has redeveloped its strategy for student engagement for this academic year and this paper provides an update into the new union strategy including performance metrics.

- The students' union strategy is now built around two key drivers of student engagement and student satisfaction
- This draws on a detailed analysis of NSS scores and a 360-degree view of student feedback and issues
- Targeted and segmented activities based on a course-based approach are being designed and will be rolled out in partnership with course staff
- The students' union has key performance metrics for the 2020-21 year which is part of a new five-year strategy for the union
- Championing student leadership remains a vital focus for the students' union and ensuring the union properly represents and reflects the student body is a key priority for the union
- A key dependent for the students' union's student engagement plan is its reliance on strong relationships with course and university staff and the union seeks to develop these more strongly throughout the next year

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# STUDENT ENGAGEMENT PLAN

October 2020

# BACKGROUND

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- We recognise that in previous years the students' union has not measured student engagement in any joined up or strategic way, with reported figures relating only to individual activities - meaning the students' union did not have an accurate picture or understanding of the students engaging with it and its opportunities and services
- In building the union's new 2025 strategy we have therefore based the outcomes of its plan on drivers that can be measured and tracked
- This performance-driven approach is fundamentally about increasing **student engagement** and improving **student satisfaction**

- These two outcomes are the 'magic ingredients' which have seen other students' unions in London and around the country become more much more responsive and relevant to their students, and fundamentally shift their operations from being transactional, to highly strategic & impactful
- As a result, any student engagement from the union should no longer be seen through the eyes of individual activities or in isolation from the student accessing other services across the university, but as joined up, student focused interventions based around the needs and priorities of the students themselves
- For the students' union this means switching to an approach where student engagement is fundamentally driven by a course-based approach and meeting students where they are rather than expecting them to interact with the union off of their own accord

# WHAT DOES THIS MEAN IN PRACTICE?

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- At its heart, this means, the union's Student Engagement Plan will now be led by a 360 understanding of our students and use data and evidence to drive its priorities and be driven by both officers and staff
- The National Student Survey (NSS) is a key tool we are using to underpin this - ruthlessly developing and targeting courses with bespoke, course-based responses and offers, and working in partnership with course and university staff to give a rounded programme of support to students throughout the year
- This includes Course Reps and academic societies but goes further in creating other specific course and community based interventions



- This work will be thread through the students' union - from the Trustee Board, student officers, senior staff and includes new staff centred on driving this activity including two new Engagement Coordinators
- The Student Engagement Plan therefore goes hand in hand with the Student Voice and Insight Report and brings together student voice and student opportunities and activities as two sides of the same coin
- Most importantly, this stems from our knowledge that education and employment are the reason students come to South Bank, and recognises that every student and their journey is different, creating a radically personal approach which supports success in every course and community
- This new approach to engagement will mean we can offer better support and opportunities to help students reach their full potential

# NSS DRIVEN STUDENT ENGAGEMENT

# USING ANALYSIS TO DRIVE PERFORMANCE

- The students' union has now undertaken a detailed analysis of the 2019 and 2020 National Student Survey results and identified priority courses
- Staff and officers are now part of a programme of work in developing a bespoke offer and package of support to courses in partnership with academic and university staff this includes:
  - Ensuring that specific action plans are identified for each of these courses in collaboration with University colleagues and student representatives and ensuring that the 'fundamental' elements of student engagement are in place; including the election of Course Reps, the completion of the students' union onboarding survey & an academic society
  - Identify and take action on student issues within the course; ensuring student voice structures speed up the response to dealing with issues and feedback (including 'hygiene' issues) using a 'Track and Chace' approach
  - Deliver a communications plan to maximise student knowledge of the students' union and the offer
  - Work with student representatives to understand and respond to students' needs and experiences

- Complementary to this course based approach the students' union will undertake specific community-based interventions - including:
  - Developing in-depth research to help respond to the needs of specific groups of students; including an immediate priority in understanding the 'part-time student deficit' where part-time students are on average 10% more dissatisfied with their university and union experience and the experience of nursing students
  - Working with the full-time and part-time student officers to develop action plans for each area of student engagement including Black, BME and BAME students, mature students, student parents, estranged and students from care backgrounds, student carers, international students, students living/studying with a disability, postgraduate students, LGBTQ+ students, working class students, women students and other communities
  - Deliver bespoke communications and engagement plans to maximise student knowledge of the students' union to students within these communities
  
- To support the delivery of this work in partnership with the institution the students' union will seek to build and strengthen relationships with senior, course and university staff at the university - fundamentally understanding and recognising that high student engagement and satisfaction of students and the union is linked to staff attitudes

# MAKING THIS A REALITY

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- As mentioned within the Student Voice and Insight Report, the students' union has immediately deployed a course, issue and engagement tracker which records students' involvement through the union's programmes and interventions
- A major input into the design and delivery of this work is the union's onboarding survey which seeks to build a much wider, 360 view understanding of students and the student body
- We also want to work with the university to understand the profile of students at a localised course and school level to help segment and target activities

- Student engagement is also a key result for all staff and the officer team - with the students' union working towards 65% engagement and satisfaction by the end of the 2020/21 academic year
- From our overall analysis, significant focus will be directed towards schools that have a lower satisfaction scores including Health and Social Care, Built Environment & Architecture and Arts and Creative Industries
- Central to this work is continuing to roll-out the union's new action and campaign focused brand. This has been designed to simplify messaging to students and drive students towards engagement - this includes work to better define the purpose, outcomes and benefits of students' union services, speed up the feedback loop and reflect their own interests, needs and priorities using segmentation and targeting

# SATISFACTION SNAPSHOT

Bottom SU scores		Bottom LSBU scores	
Course	Score	Course	Score
BSc (Hons) Therapeutic Radiography	27%	BSc (Hons) Human Nutrition	30%
BSc (Hons) Physiotherapy	27%	BSc (Hons) Physiotherapy	35%
BEng (Hons) Building Services Engineering	29%	BSc (Hons) Therapeutic Radiography	45%
BSc (Hons) Building Surveying	30%	BSc(Hons) Health and Social Care: Administration and Management	50%
BEng(Hons) Building Services Engineering (TAC Design Apprenticeship)	31%	HND Electrical And Electronic Engineering	55%

# NSS SCORE ANALYSIS SNAPSHOT

Top 5 SU negative impact		Top 5 LSBU negative impact	
Course	Estimated impact	Course	Estimated impact
BA (Hons) Drama and Performance	-0.55%	FdSc Nursing Associate (Apprenticeship)	-0.67%
BSc (Hons) Physiotherapy	-0.42%	BSc (Hons) Children's Nursing	-0.6%
BA(Hons) Film Practice	-0.38%	BSc (Hons) Physiotherapy	-0.59%
BSc (Hons) Construction Management	-0.35%	BA (Hons) Social Work	-0.35%
BSc (Hons) Criminology	-0.33%	BSc (Hons) Occupational Therapy	-0.33%



# KEY RESULTS

- Driven by the union's new strategy, a key set of results and outcomes have been agreed for the 2020/21 academic year and are being operationalised across the organisation sponsored by staff and officers together

Key Engagement Results	
65% students are engaged in at least one union activity	CEO, all union staff & officers
95% courses have an elected Course Rep, 30% individual student views collected	Deputy CEO, Rabbi
60% of new students engaged in a welcome campaign activity	Deputy CEO, Hattie
70% knowledge of the union advice service	Deputy CEO, Ferdous
30% of courses have a tailored union extracurricular programme, 3000 students engaged in extracurricular activities and opportunities	Head of Opportunities, Joel
25% university staff engaged in partnership programme, 65% university staff recognise union's contribution to university mission	CEO, all union staff & officers
Union present at 100% university open days	Deputy CEO, Hattie and all officers

# CHAMPIONING STUDENT LEADERSHIP

# REPRESENTING STUDENTS

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- Our Student Engagement Plan also drives from the union's role in championing and developing student leadership and representation
- Following a governance review of the union's processes, we are working this year to redevelop our democratic and engagement processes to make it simpler and easier for students to engage with the union itself and to reshape these mechanisms around the priorities and interests of the student body
- This includes recognising that the traditional model of a students' union does not necessarily work for the vast majority of our students and does not enable us to represent the true diversity of students at LSBU

- As this review is ongoing throughout the year, and the union continues its deep organisational development following its period of internal transformation, the student leadership team, made up of both our full-time and volunteer student officers are continuing to receive support in playing a central role in shaping the union's activities and offer and ensuring that students themselves remain front and centre of the demand, design and delivery of the union's work
- The ongoing findings of the Student Voice and Insight report will be shared with student leaders to help drive engagement and responses, including shared action and campaign plans on persistent, long-term or deeper issues that can't be resolved at a local or even institutional level
- These ongoing action and campaign plans include the manifesto commitments of officers and respond to the live learning environment

# OFFICER PRIORITIES

- The full-time elected student officer team of Hattie (President), Rabbi (VP Education and Deputy President), Ferdous (VP Welfare and Equality) and Joel (VP Activities and Employability) will also oversee and lead on key areas of student interests most relevant to their portfolio in partnership with staff and university colleagues
- This includes specific pockets of activity such as Hattie leading on Welcome, Induction and Enrolment from a students' union perspective, Ferdous on students in university accommodation, mental health and wellbeing, Rabbi on learning and teaching and quality and Joel on student employability and skills.

- The officer team also continues to hold their own manifesto commitments, and these are being operationalised through the Student Voice and Insight report and activities related to these as part of the Student Engagement Plan and communications strategies
- With COVID19 shifting the learning environment and issues students are facing, the officers have also recognised that some of their priorities have adjusted and changed, to ensure that the students' union is most relevant to student needs within the current environment
- These priorities are captured within the Student Voice and Insight Report as are fundamentally part of recognising the role of student leaders in championing students' academic interests and engaging and mobilising students around feedback and being part of co-designing and being part of building coherent and impactful responses to issues

# BUILDING BETTER RELATIONSHIPS WITH LSBU

# RELATIONSHIPS DRIVING ENGAGEMENT

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- Fundamentally, the Student Engagement Plan relies on building and strengthening relationships with LSBU course and other staff teams and having a better understanding and a comprehensive picture of actors, departments and committees across the institution
- We are putting in place processes which means we can hold and track these interactions and maximise our engagement with staff across the university to focus on and drive our impact for students
- As part of this the whole officer and staff team are constantly horizon scanning to pick up on changes or issues both internal and external to LSBU and harnessing and sharing information and insight



- As part of this the students' union is also seeking to work with the university to increase its knowledge about the student body - and over the course of the first year of this new strategy, negotiate its data sharing agreement, as part of the ongoing LEAP transformation work, to access vital information that can shape and drive student engagement
- This work is vital for the students' union to be able to ensure that it is directing its capacity and programmes in the right places, in real time, and also ensure that student issues and priorities can be acted on swiftly and to minimise repetition or delay between the students' union and the institution, trying to create as seamless and easy experience for students as possible
- All of this work will ensure the union can meet its student engagement plan and outcomes over the course of the year and the strategic term.



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Student Centre  
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Charity Number: 1158441

	INTERNAL
Paper title:	Student Voice and Insight Report
Board/Committee:	Student Experience Committee
Date of meeting:	14 October 2020
Author(s):	Jonny Chambers, Acting Operations Director, Students' Union
Sponsor(s):	Md Rabbi Fazle, Students' Union Vice President Education Jannatul Ferdous, Students' Union Vice President Welfare
Purpose:	For Information
Recommendation:	Student Experience Committee is recommended to note this report

## Executive summary

The students' union regularly provides a report into feedback and issues as raised with it for a specific period – this paper seeks to introduce the Student Voice and Insight Report for 2020 with some additional background about the changes taking place in the students' union for this academic year.

- The Student Voice and Insight Report has been restructured to include feedback from all students' union channels rather than just the Course Rep programme
- The Course Rep programme has been relaunched including new tools and resources for course staff
- The union has launched a new membership onboarding survey which includes much wider and deeper information about the student cohort which will be used to plan and target activity and segment communications
- Initial report into early themes from September and October includes enrolment and induction, the impact of COVID19, academic appeals and delayed cases and graduation
- Findings from the survey at this stage are shared
- Details of the student officer priorities are also shared for information
- The Committee is recommended to note this report and utilise its information
- Feedback and discussion is welcomed

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# STUDENT VOICE AND INSIGHT REPORT

October 2020

# BACKGROUND

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- The students' union has provided regular reporting related to student feedback to Student Experience Committee previously
- In the past this insight has come solely from a 'Student Voice Report' made up of feedback raised through the Course Rep programme, and more specifically monthly Course Rep forums attended by Course Reps
- In order to build a greater and more informed set of strategic insights, the students' unions new Student Voice and Insight report draws on feedback and information from across the *whole* union - including its Advice Service, student enquiries and all our forums and committees

- This refreshed approach will bring a far greater level of insight within our reports to Student Experience Committee and will ensure that input and feedback from students *themselves* is also directly incorporated, not just information shared *through* our reps and student officers
- Driving this insight is a new student issues and engagement tracker which is being implemented by the students' union
- This new tracker means that every single individual issue, and groups of issues, are tracked and recorded - and updates and outcomes can be communicated back to the students or group of students' that raised the feedback, rather than just a collated report
- We will also be incorporating feedback collected through the students' union and university Awards programmes to highlight successes

# ACTION AND OUTCOMES

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- Fundamentally, the Student Voice and Insight Report should exist to highlight issues and feedback and be used to develop action plans and responses to drive change and outcomes which are communicated back to reps, students and staff closing the feedback loop
- At the heart of this, is our new strategy and the two key drivers within this of student engagement and student satisfaction. This work is critical to supporting shared outcomes of retention, progression and attainment across the university and will drive a new approach to NSS by the students' union, drawing on course-based targeting and segmentation to drive up engagement, satisfaction and scores



- Most importantly, these changes recognise the higher level of ambition that the students' union has for our members
- Student feedback is central to developing a high support, high challenge learning environment that is co-created and led in partnership between students and staff
- An outcome of this work means that reports presented by the students' union to Student Experience Committee will therefore now be more strategic - and we believe as a result more useful to all partners
- The Student Voice and Insight Report should be used to drive knowledge and action at this strategic level, with the information underpinning it supporting localised responses, whether that be on an individual, class, course, school or university wide basis

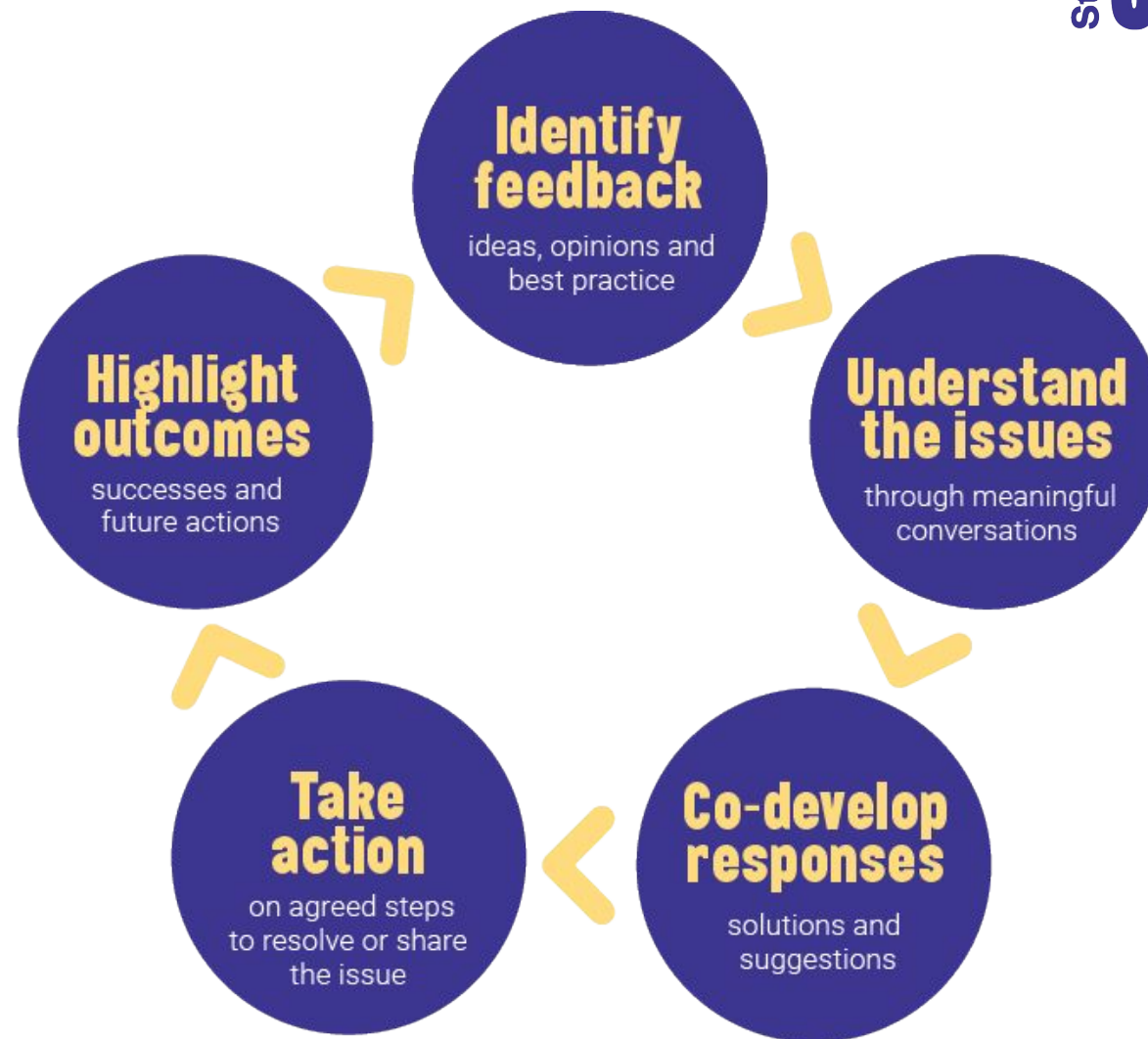
# COURSE REP PROGRAMME UPDATE

# A WAVE OF STUDENT VOICE

- The Course Rep programme remains central to the Student Voice and Insight report and we therefore wanted to give a brief update about the programme for this academic year to the Committee
- We are currently working with Course Directors, Directors of Education and Student Experience and administrative staff to register Course Reps for every course across the university
- To support with this we have re-launched the programme; with new resources including a Course Rep Handbook for students, Course Rep Guide for course staff, an explainer video and updated training and tools

- We have simplified the registration process, meaning we can maximise the number of Course Reps elected and ensure they are sufficiently supported and engaged through the programme throughout the year
- We are also providing a greater level of staff support for both students and course staff and updated tools and resources to help Course Reps and course staff collate, report and take action on student feedback
- Course Reps will also be complemented by new School Reps by January 2021 which will provide a greater level of student leadership at the School level, and help engage and support Course Reps within their individual schools and drive course-based activity such as academic societies and other forums including school meets and networking
- Monthly Course Rep surveys and forums will continue as planned

- At the heart of the Course Rep programme this year is also an updated Student Voice process - designed to help ensure action is taken on feedback and that the communication loop is closed, quickly.
- Issues and feedback logged and raised through the programme will be tracked based on these stages to maximise action & outcomes:



# STUDENTS' UNION ONBOARDING SURVEY

# ONBOARDING SURVEY

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- The students' union has also launched a new membership 'onboarding' survey which is designed to drive greater understanding of LSBU students, and help us segment, target and direct our support and help directly to students based on their preferences and needs
- This survey is being scaled out across all our communication and will be open all year-round and is marketed as a 'first step' for students in terms of their students' union membership or as a follow-on activity from any engagement with the students' union
- We hope this will become a staple part of being a student at LSBU

- Resources about the survey will be provided to Course Reps when elected, so they can act as ambassadors for student voice and insight and encourage students to know about and complete their answers, with results being segmented and reported on a course by course basis
- The insights from the survey are being used alongside our NSS analysis to drive segmented action plans and targeted course-based activity and this analysis will also be provided to Course Reps and course staff at a local level, as well as strategically to Student Experience Committee
- The purpose of this is to put more of the insight raised through the Course Rep programme into context, and to help deepen our understanding of students across all courses, schools and communities at the university as a whole. Most importantly, it also enables us to capture individual, micro and macro issues, from students themselves



- As part of the onboarding survey, students have also been asked if they would like to opt-in to being part of a wider community of students who take regular surveys and polls and give feedback about issues and ideas
- We want to work together with the university's research team, course staff, Deans and Directors of Education and Student Experience to shape this community and regular pulse surveys to help extend and deepen the information and insight available to Course Reps and other student leaders and staff throughout the year
- This should include themed questions around different topics such as assessment, teaching quality, 'hygiene factor' issues such as estates and timetabling/ resourcing feedback and enable follow up and deep-dive reports into specific student issues raised, as commissioned by student reps, and in partnership with the university

# OCTOBER 2020 INSIGHT REPORT

# OVERVIEW

- Major themes of the insight collected this month from the students' union onboarding survey, student enquiries, the union's Advice Service, issues raised with the student leaders and our other channels include:
  - **Enrolment and induction** - students have raised significant challenges in completing induction and accessing student finance
  - **The impact of COVID19** - and its impact on studies, online learning, value for money of the course and quality of teaching/facilities
  - **Academic appeals and delayed cases** - some students have been waiting for up to six month for appeals or complaints to be resolved
  - **Graduation** - what happened, what is planned to happen

# ENROLMENT AND INDUCTION

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- A large number of students raised concerns related to enrolment and induction and a number of students remain 'unenrolled' which has caused them significant stress, particularly related to student finance
- Within this students have said that responses from LSBU has been slow, or difficult, with no updates or ability to 'see' where there case was in the queue adding to the frustration
- Students commented that information had been 'overwhelming' and difficult to find between the VLE and website and there was feedback which suggested students were told provision was available, such as hardships grants and dyslexia support, but it was difficult to find how to apply or what the timescales were as it was "just an email address"

- Perennial issues such as timetabling (missing classes and seminars, or lecturers telling them this was due to enrolment when the student was already fully enrolled), not being able to access or being confused by the VLE, being overwhelmed by the volume of information and slow response times to questions and issues were reported
- Whilst many students did not report any issues and felt that the enrolment process was smooth and that they had all the information they needed, others reported a much more stressful experience and periods where they 'did not know what was happening'
- The financial impact of delayed enrolment was by far the issue that saw students looking for additional support from the university and the union, and which has seemed to have caused the most frustration

# THE IMPACT OF COVID19

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- Overwhelmingly where students raised any issues they were facing beyond enrolment/reinduction, they mentioned the impact of COVID19 - either personally, their education or educational experience
- There were issues of access reported, where students don't have good enough IT skills or technology and are struggling with the impact of all their studies being online and this not being a conducive or accessible learning environment for them
- An ongoing question is also that of tuition fees and the value for money aspects where courses are online, or where students are accessing pre-recorded classes and they feel this is very different than what was advertised by the institution upon entry or what they pay for

- Students on more practical based courses mentioned that they were worried they weren't going to learn 'enough' and that the learning environment was particularly difficult for their curriculum. Within this was an issue of placements and being worried they weren't going to be able to 'fully' experience the course they had signed up to
- Financial issues are also a worry here, with many students saying they are worried about rising costs, and the inability to get part-time jobs alongside their study as planned due to COVID19
- A number of students said they were overwhelmed by the impact of COVID on their studies and the online nature of learning and teaching
- Students reported worries about meeting people and making friends, and the impact of this on their mental health and educational attainment

- Access to student facilities, events and networking was also shared by students as a concern - and feeling worried about approaching other students online in certain circumstances
- Estates based questions were also raised including if and when the Bar and coffee shops/ catering would be open on campus
- Students also raised questions as to how the students' union was operating student activities and clubs and societies during the pandemic and what the Academy of Sport was planning in relation to its facilities and services
- Students commented on wanting to know what the university's policy was about being on campus and what they should do if they have to self-isolate or if they are shielding



# APPEALS AND DELAYED CASES

- There have been an increasing number of academic appeals raised with us, including an increasing number (including Fitness to Practice cases) within the School of Health and Social Care
- Issues reported here include inconsistency of process and in particular large delays in the processing and resolution of cases. Some students' cases have only just progressed to panel stage where they have been suspended since late 2019 or the beginning of the year, with confirmation and response letters taking almost double the amount of time as usual
- Access issues have also been reported, where students can't sufficiently join appeals panels due to technological challenges

# GRADUATION

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- The students' union received a large number of enquiries about graduation and the impact of COVID19
- These enquiries largely focused on trying to understand what was happening with graduation, when students would hear about it and some confusion about whether graduation had been cancelled or postponed
- Students seemed to receive conflicting information about this, and were confused about the outcome and what they should expect
- Others raised concerns that again fed into a 'value for money' argument about not being able to take part in the 'usual' university experience(s)

# ONBOARDING SURVEY RESPONSES

# ONBOARDING SURVEY

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- Nearly 300 students have so far completed the student's union onboarding survey
- The survey is being extended across all student communities and as part of all students' union marketing and communications, and nearly 50% of these responses have been received in the last 3 days alone
- As mentioned earlier in this report, the findings of the survey will form an ongoing project to form a greater understanding of student issues and to give additional context to feedback received through individual students, their representatives and courses throughout the year

- The survey contains several submission questions such as name and Student ID, so that responses will be able to be analysed on a course by course and school basis to provide additional insight, and 22 themed questions about the student and their experiences/ expectations
- The students' union is also collecting ethnicity profile to seek to ensure that the responses and reach of the union is improving and becoming more representative of the student body - we expect to see this increase as responses increase throughout the year
- Deeper analysis, including looking at student by student results to develop student journey profiles is being conducted, but an initial snapshot of results is included in the following slides so that the Committee can understand the type of insight that will be available and being built through this exercise

# Ethnicity profile

Question:

**“How would you define your ethnicity?”**

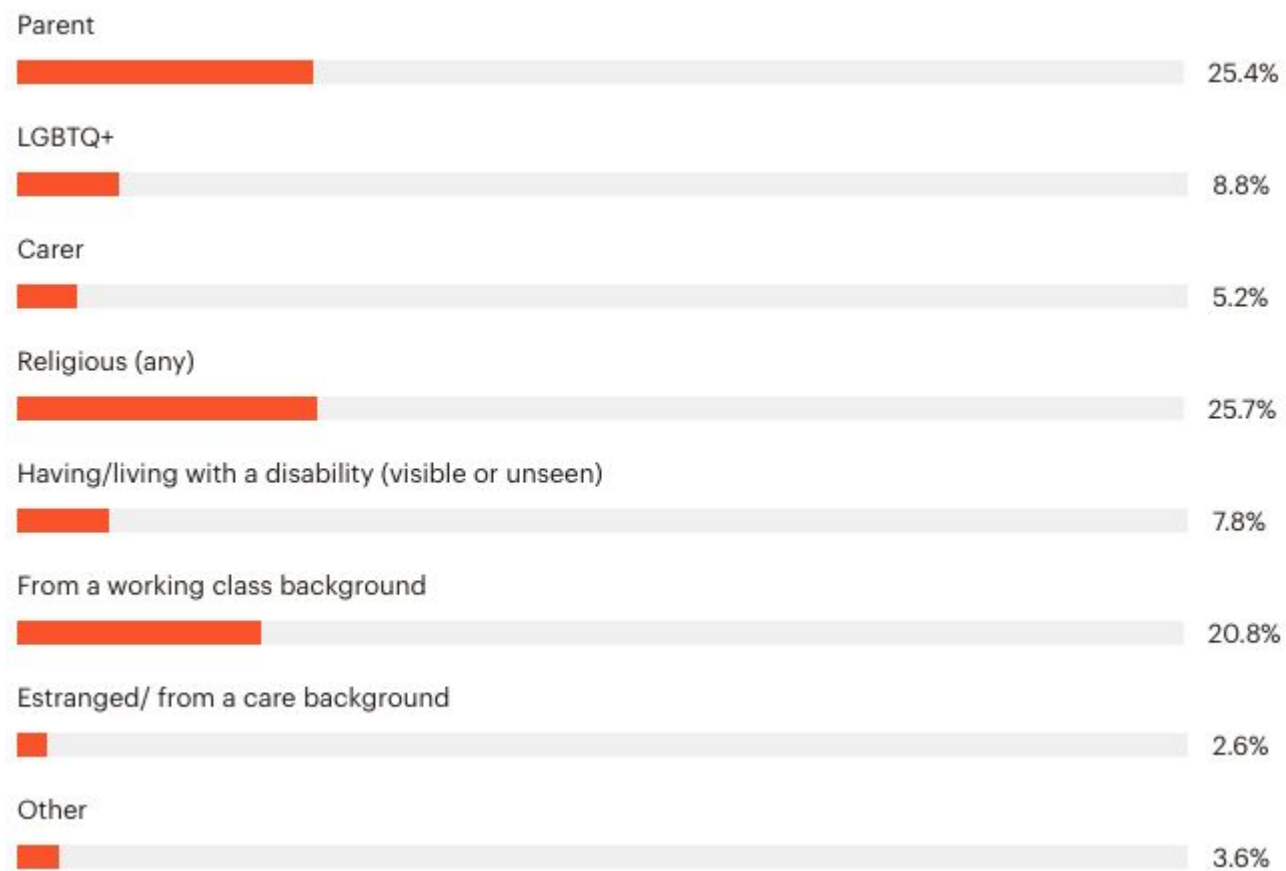
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# Self-definition profile

Question:

**“Do you consider yourself any of the following?”**



# Accommodation

Question:

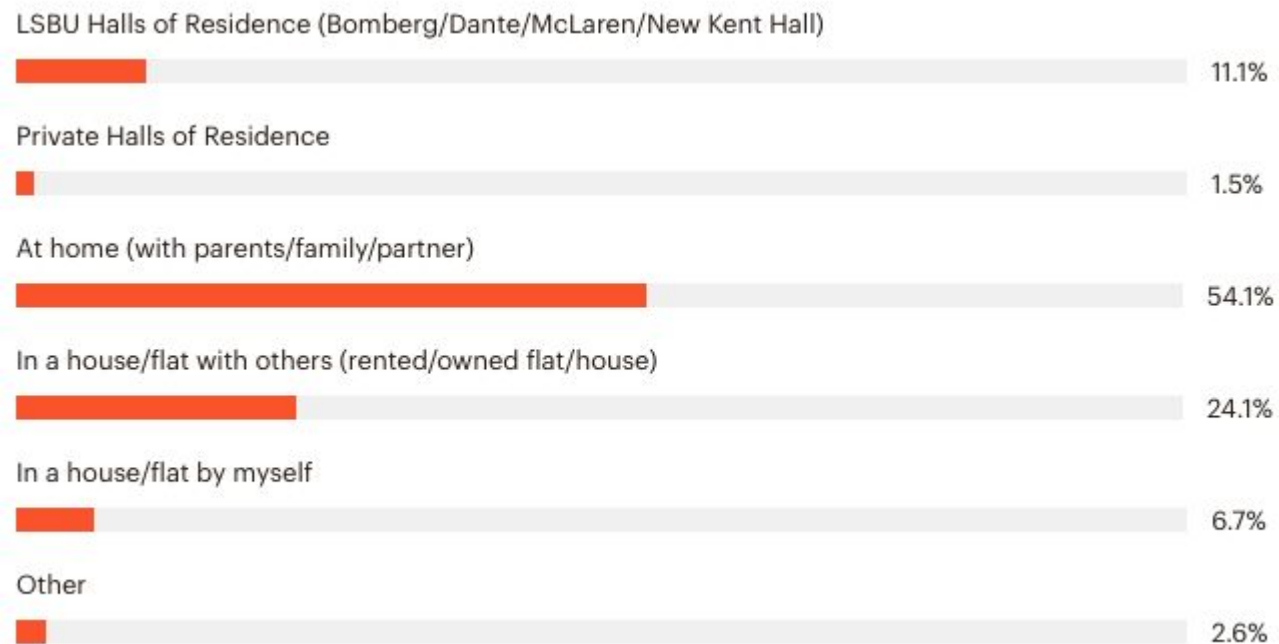
**“Where do you / will you live during term time?”**

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*“Currently living at home but planning to move out when COVID gets better”*

*“I live with my children”*

*“My house with my four kids”*





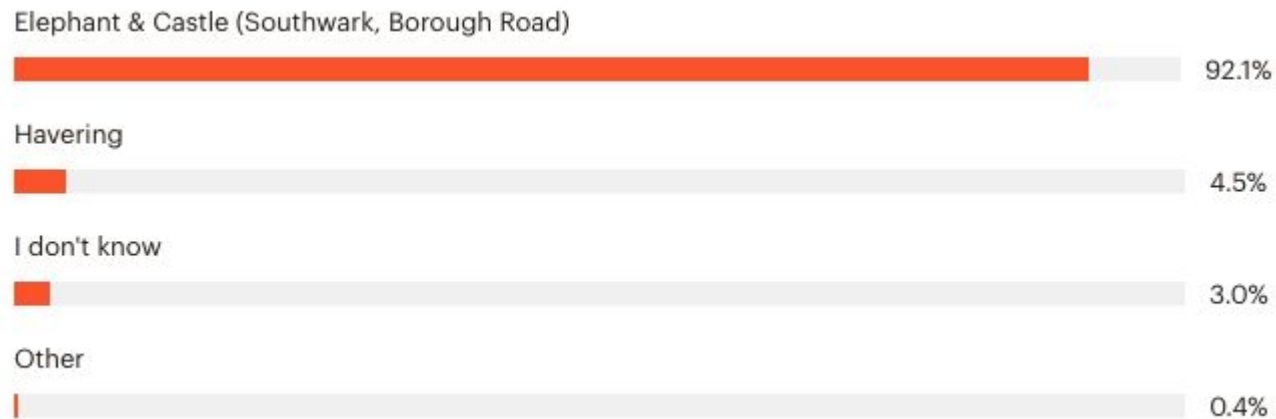
# Campus (location)

Question:

**“Which LSBU campus do you/ will you study at?”**

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*“All online for now”*



# Campus (expected time)

Question:

**“How often are you/  
do you plan to be on  
campus?”**

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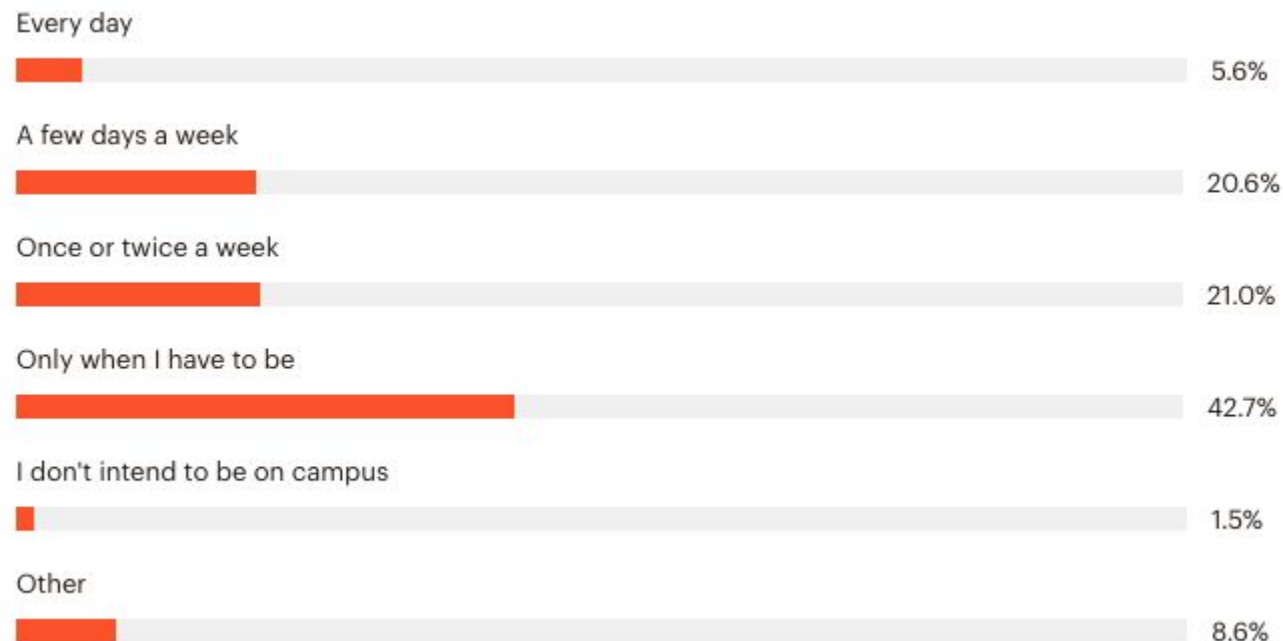
*“Whenever there are lectures”*

*“All online due to COVID”*

*“Unknown because of coronavirus”*

*“Everything is being delivered virtually”*

*“We are still having lectures at home”*

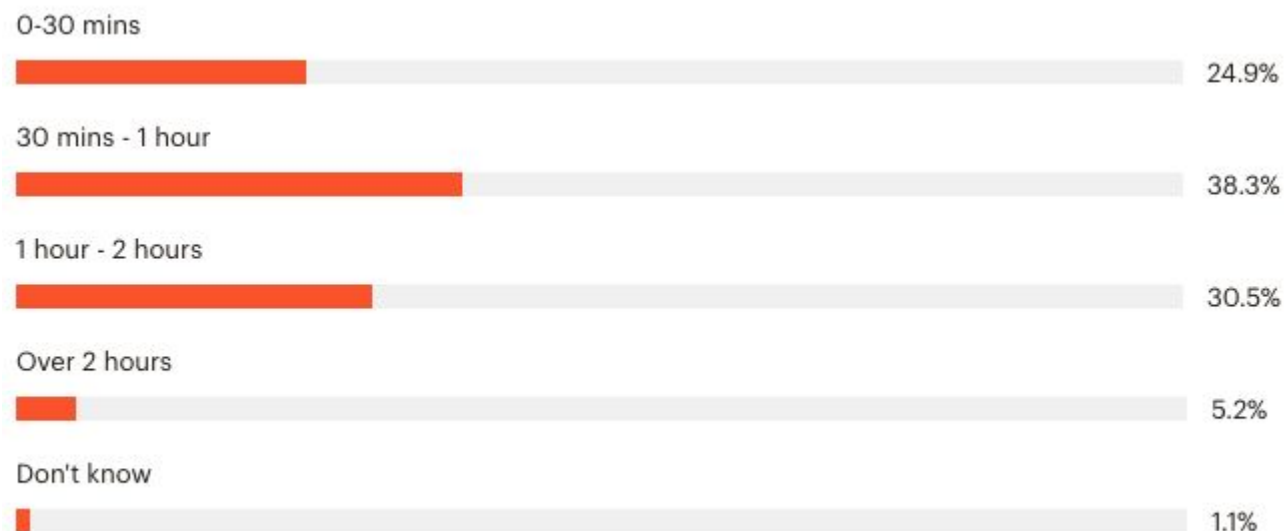


# Campus (commute time)

Question:

**“How long does it take you / do you think it will take you to travel to your campus?”**

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# Campus (commute form)

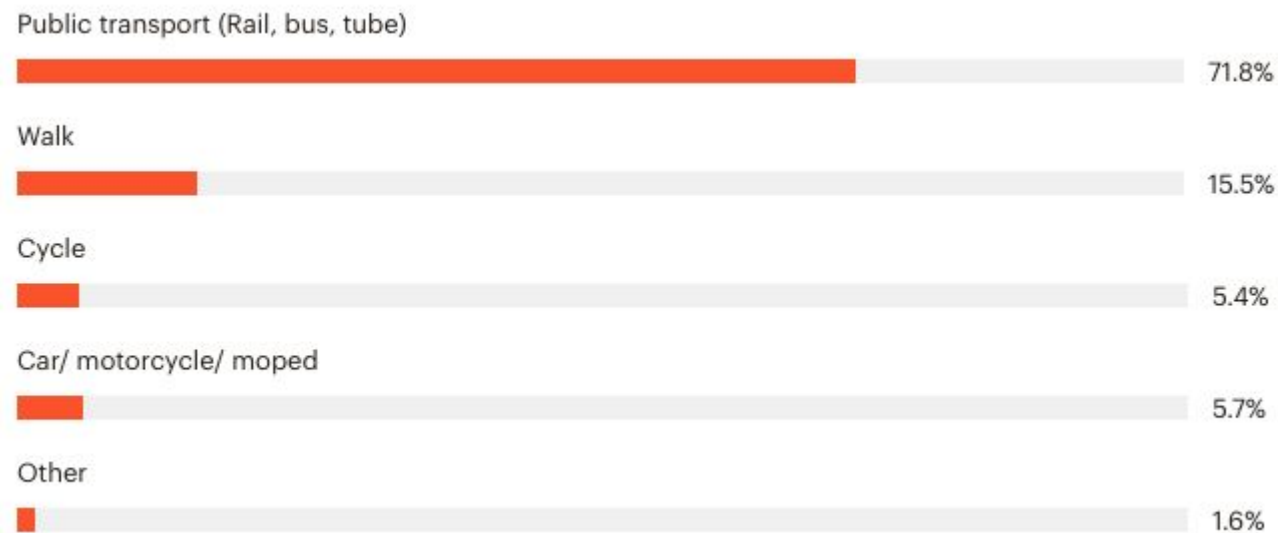
Question:

**“How do you or plan to commute to your campus?”**

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*“I have to use an electric wheelchair or taxis”*

*“Tube!”*



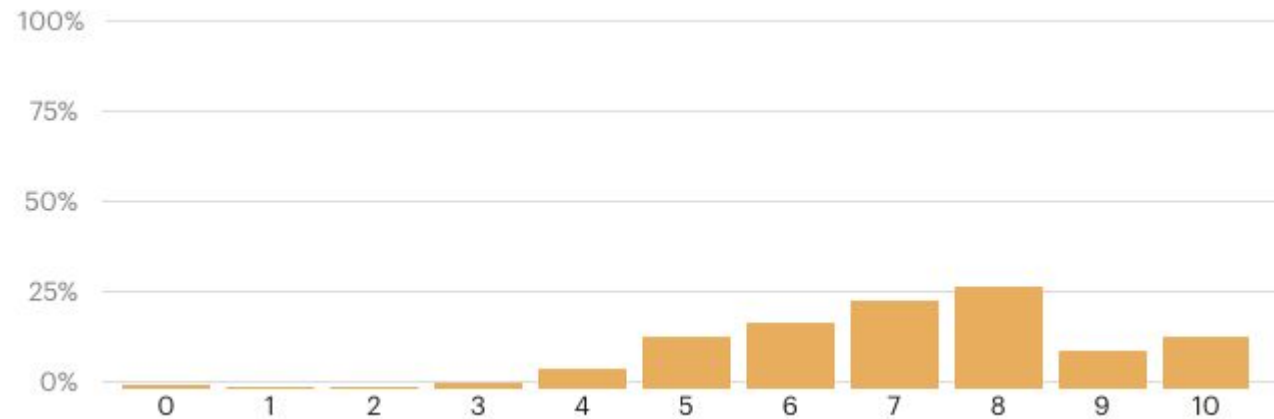
# Managing study & course

Question:

**“How confident do you feel about managing your studies and your course?”**

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Average score: 7.0



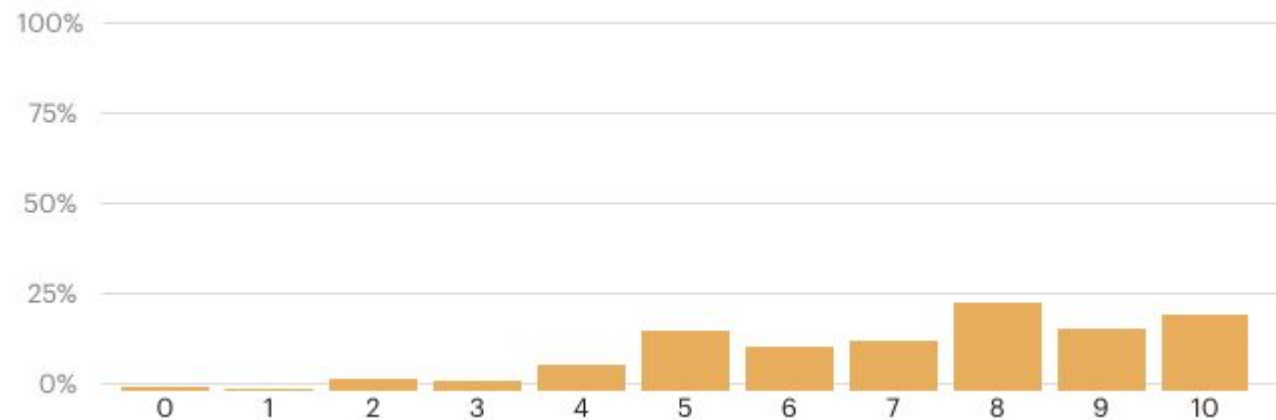
# Managing money & finances

Question:

**“How confident do you feel about managing your money/ financial position?”**

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Average score: 7.1



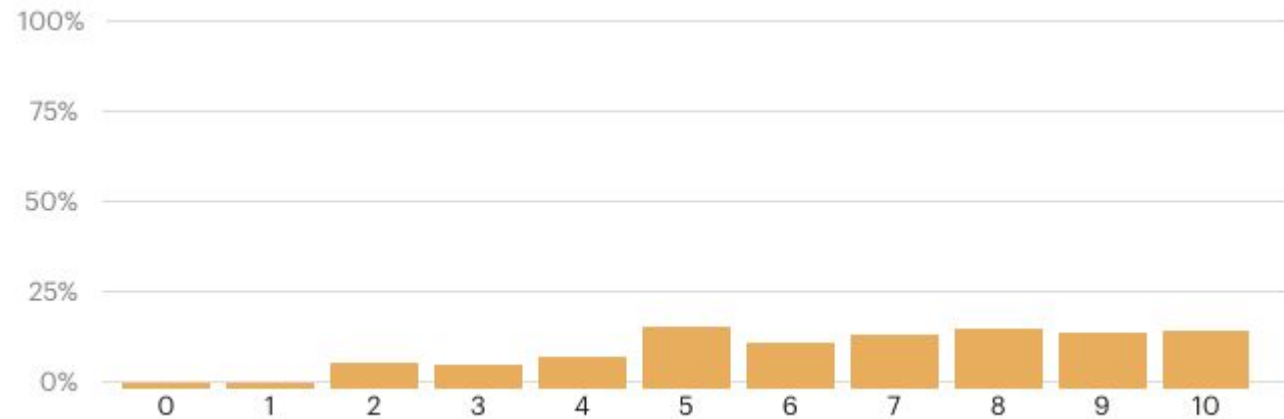
# Making friends & networking

Question:

**“How confident do you feel about making friends and being part of activities/networks?”**

Page 171

Average score: 6.5

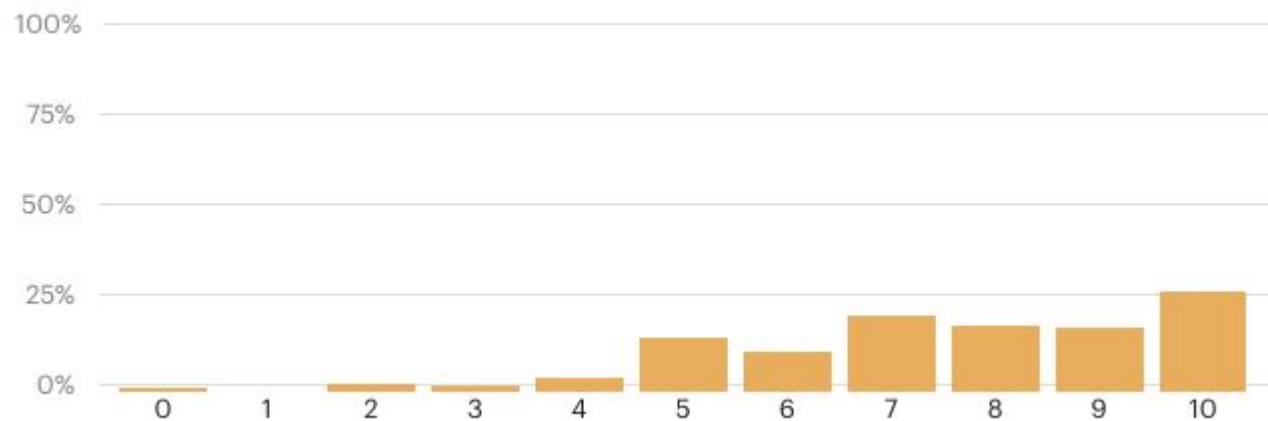


# Filling time & things to do

Question:

**“How confident do you feel about filling your time/ finding things to do?”**

Page 172



Average score: 7.4



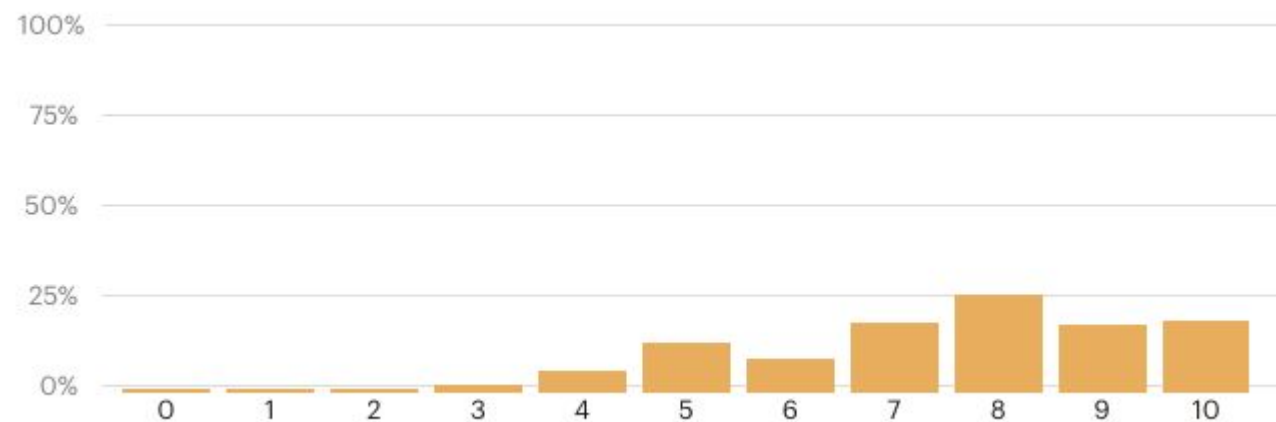
# Physical health

Question:

**“How confident do you feel about your physical health?”**

Page 173

Average score: 7.3



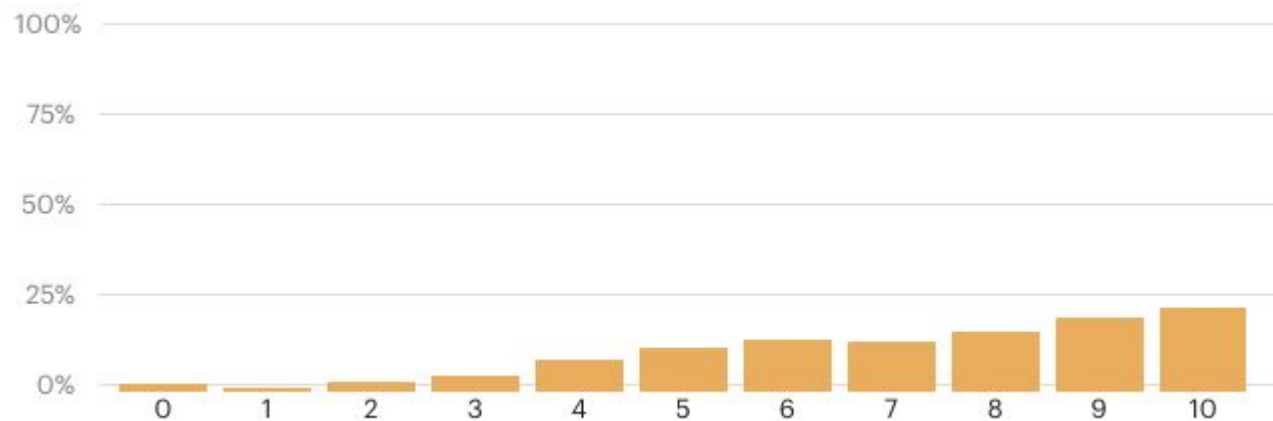
# Mental health

Question:

**“How confident do you feel about your mental health?”**

Page 174

Average score: 7.0



# Concerns and worries

Question:

**“Are you concerned/  
worried about any of  
these things at the  
moment?”**

Page 175

*Meeting the deadlines for submission because the time we are given is not enough and the technical difficulties we are facing”*

*“My ability to learn online because I find it very difficult sometimes”*

*“My writing skills in English and understanding academic english”*

*“I struggle to make new friends”*

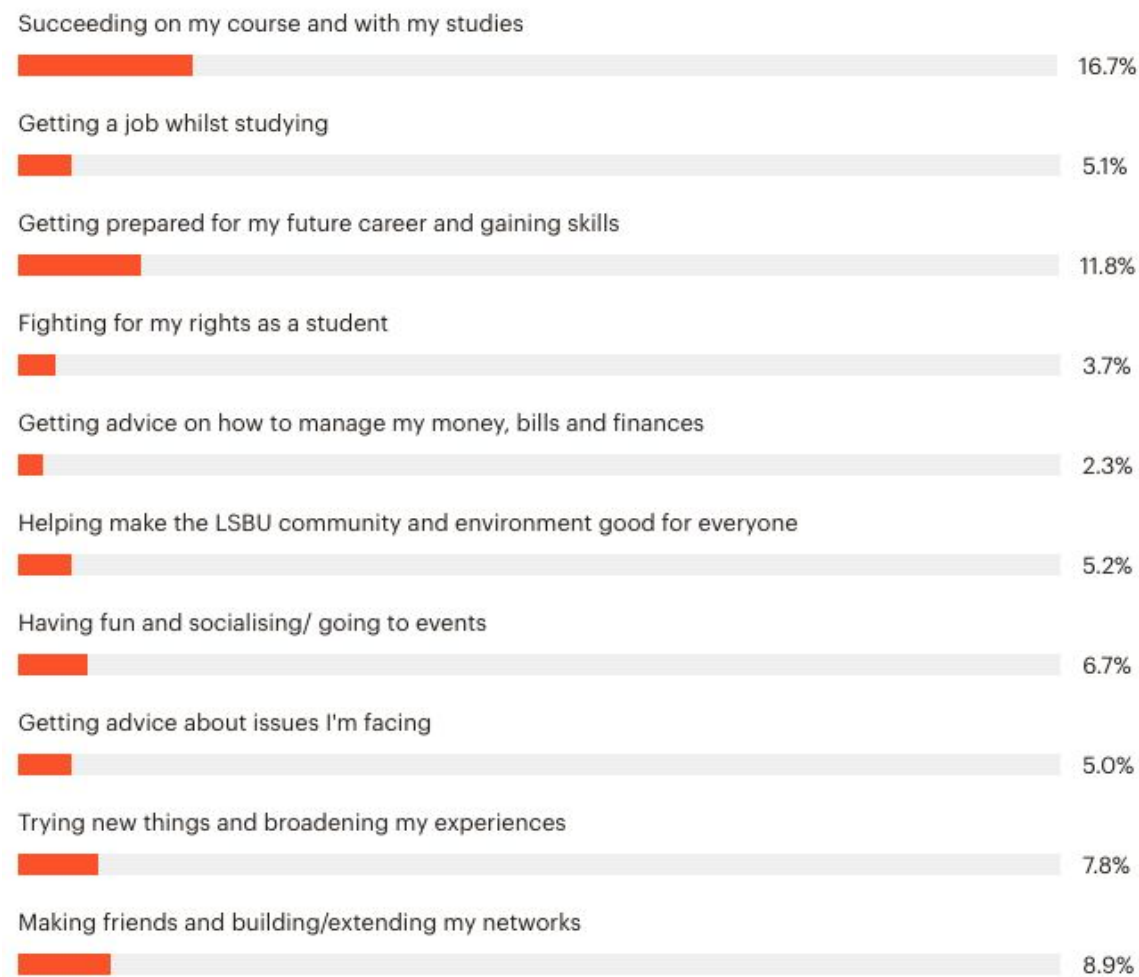
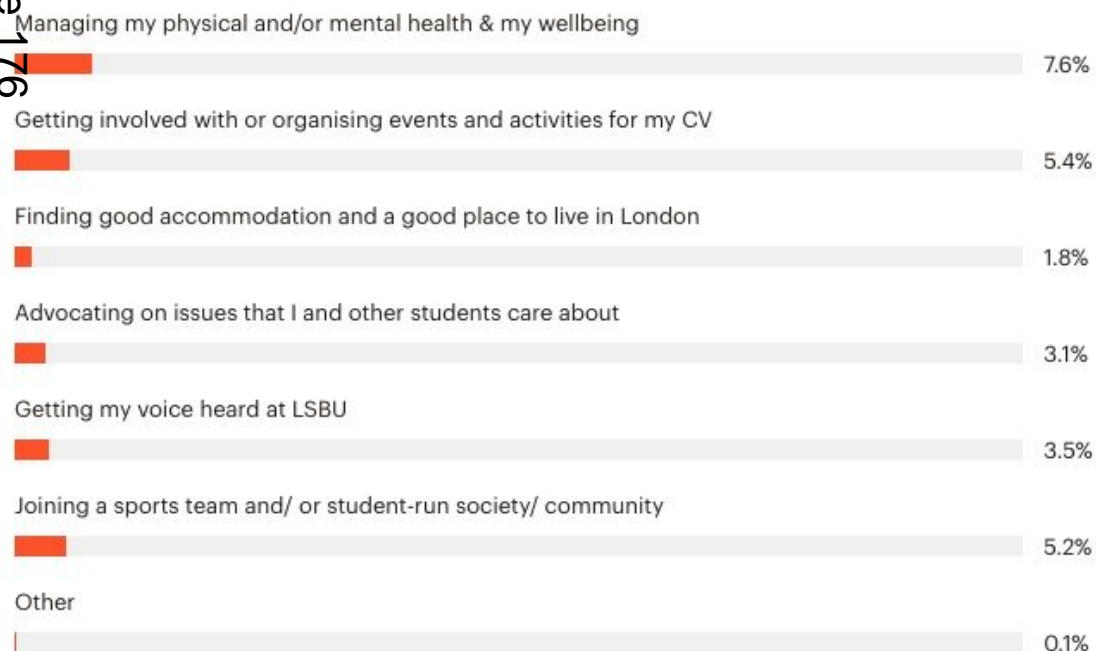


# Most important this year

Question:

**“Which of these things are most important to you in the year ahead?”**

Page 176



# Get out of the year

Question:

**“What do you most want to get out of the year ahead?”**

Page 177

*“I want to get the best grades I can, get a house and a job”*

*“Get a good education”*

*“Enhance my knowledge and skills in my chosen career”*

*“Learn something new and succeed on my course”*

*“Enjoy studying and find a job”*

*“Take my academic learnings into the workplace”*

*“Meet new people from different backgrounds”*

*“Explore London, make new friends and connections”*

- **Success on the course and qualification** - the vast majority of students responded saying that succeeding on their course and achieving their grades was their first priority for the year
- **Professional skills and networking/ deeper knowledge** - many students commented on wanting to develop and deepen their own skills, make themselves more employable and wanting to professionally network
- **Making the most out of the year** - a lot of responses focused on trying to learn and get the most out of the year as they could, and for first year students being “well prepared” for their second and third years
- **Make friends and try new things/experiences** - meeting new people, trying new skills or getting a job were mentioned a lot by students as well as connecting with others from outside of their own background

# Issues and concerns

Question:

**“Are you currently facing any issues or have any concerns about your course or your time at LSBU?”**

Page 178

*“I can't access one of my seminars and my timetable is wrong”*

*“Enrolment hasn't gone through, I can't do anything and I have no money”*

*“Webinars aren't recorded and my internet is bad”*

*“I don't know when my student finance is going to come through and the university won't tell me”*

*“I'm annoyed the course is online and still full price”*

- **Access and COVID19** - students stated they can't access lectures or induction due to a number of factors including not being enrolled, waiting for dyslexia support, their technology or the LSBU technology was not working properly or issues such as their timetable and the VLE
- **COVID19 impact** - where students noted concerns over value for money, technical challenges, the impact of online learning particularly on practical courses, their worry about not being able to meet people and make friends or fully take part in the university experience. Others noted the personal 'overwhelming' nature of trying to return/start university during the pandemic and difficult personal circumstances
- **Funding and financial stress** - students reported being worried about not accessing scholarships, can't afford their fees or accomodation payments due to no student finance or not being able to access hardship grants or support
- **Educational issues** - there were comments about the stress of coursework, lectures, deadlines and placement, with particular reference to COVID19

# Know more about

Question:

**“Is there anything you currently want to know more or find out about?”**

Page 179

*“I’d like to know more about the shielding guidelines and what it means for students who can’t come on to campus”*

*“I’d like extra help and support but I don’t know where to start”*

*“I’d like to apply for a job and register for a doctor”*

*“I’ve been told about the hardship fund but I don’t know where to apply - it’s hard!”*

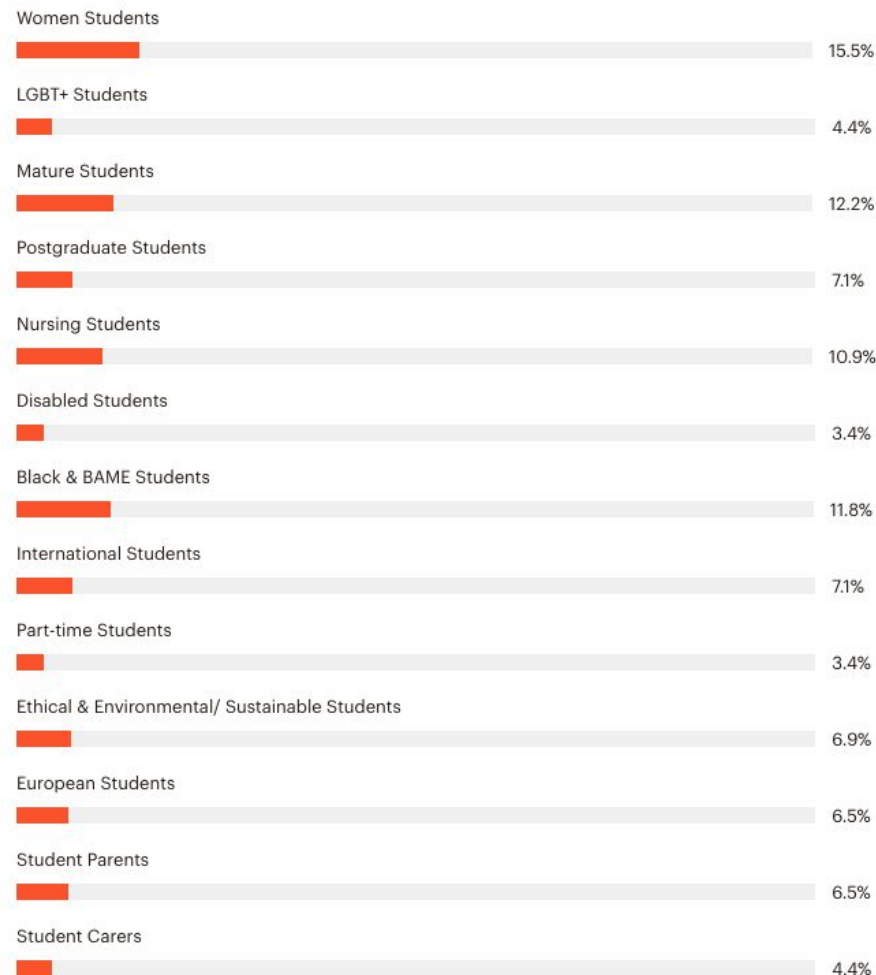
- **Student support** - students say they want to know more about financial support, scholarships, welfare support, how to access the library and study support. A number of comments said that it was difficult to get in touch with a ‘real person’ and that the university support is “just a load of emails”
- **Student activities** - how to get more involved in sports, societies, how to access and when the bar is open, volunteering and getting more involved in the students’ union
- **Jobs and careers** - students say they want to access careers advice, they want to be able to apply for and have jobs and part time opportunities
- **Tuition fees and value for money** - there were a number of comments about tuition fees and the cost of the course in the context of COVID19 and being frustrated there was no discount when they couldn’t access a “full university experience” or paying for halls unnecessarily

# Student communities & campaigns

Question:

**“Would you be interested in joining any of the following student communities and campaigns?”**

Page 180



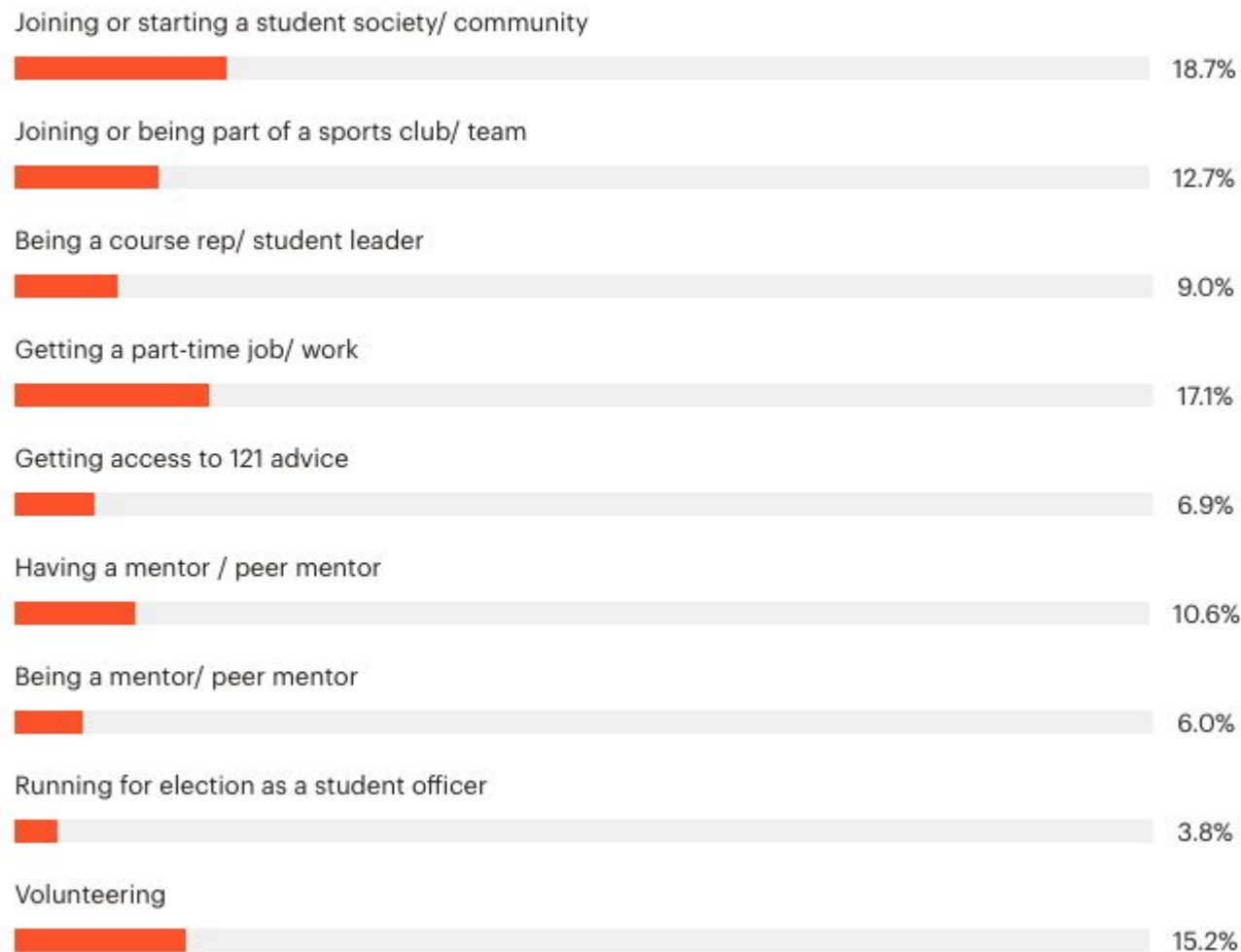


# Student activities & opportunities

Question:

**“Are you interested in doing any of the following?”**

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# Be part of feedback community

Question:

**“Would you be interested in being part of our community of students who take regular surveys and polls and give feedback about issues and ideas throughout the year? You could win prizes and help make change happen!”**

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# STUDENT OFFICER CAMPAIGNS

# OFFICER PRIORITIES

Page 184

- The students' union officers are continuing to work on their priorities which they set out as part of their election - but also on areas that have emerged since taking office
- The students' union staff team is also working to engage volunteer and community officers and chairs and will be convening forums for student leaders to connect and engage on issues as emerging through this report and elsewhere
- A number of student officer priorities were related to the estate, and officers recognise that some of these issues will have changed or adapted due to the ongoing Coronavirus pandemic

# HIGHLIGHTS

- The officers are working across a number of different areas and issues including issues that have consistently been brought up through previous Student Voice Reports including:
  - Decolonising the curriculum and promoting diversity & inclusivity across the university
  - Increasing feedback and action on academic issues and closing the attainment gap and increasing retention
  - Improving the learning environment including free printing, timetabling breaks, lecture capture improvements
  - Expanding the use of mentoring and personal tutoring and making it a part of every course for every student
  - Securing 'free time' on the timetable for extended extracurricular activities and events and professional development including careers fairs
  - Increasing the provision of part-time student roles and jobs for students and recognising & celebrating engagement with the students' union
  - Taking action to eliminate hate crime and harassment on campus and at the university including improving reporting
  - Securing free sanitary products on campus for students and staff and making the estate better; more locker space, fix issues quicker, bar open longer
  - Specifically improving prayer spaces on campus as raised by ISOC & Muslim students
  - Improving the provision of food on campus and negotiating cheaper prices for students with Chartwells

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