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Why a pre-arrival survey?

Programme Teams' Requests:

- Demographic profile
- Past experiences and skill sets

Improving student engagement in surveys:

- Encourage students to share their voice
- Help them see the value of doing so

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Why a pre-arrival survey?

Overall Goals

- Provide programme teams with student information at the start of the academic year, to enhance induction and transition

- Encourage students to share their voice through surveys and feedback mechanisms

- Foster early engagement with university support services

- Empower students to use student-facing reports as springboards for personal tutoring conversations

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Why Blue, and why 360?

Why Blue?

- Report distribution direct to programme teams

- Allows pre-loaded samples

Why 360?

- Provide individualised reports to students

- Include targeted report blocks based on responses
  - springboard for Personal Tutoring conversations

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Survey Development

Survey Design:

- Consultation – programme leaders, professional services, student union

- Short and focused

- Careful wording of questions – clarity and terminology

Timing Constraints:

- Data sources are updated manually

- Could only contact students after registration

- Unable to capture the entire cohort (most but not all)

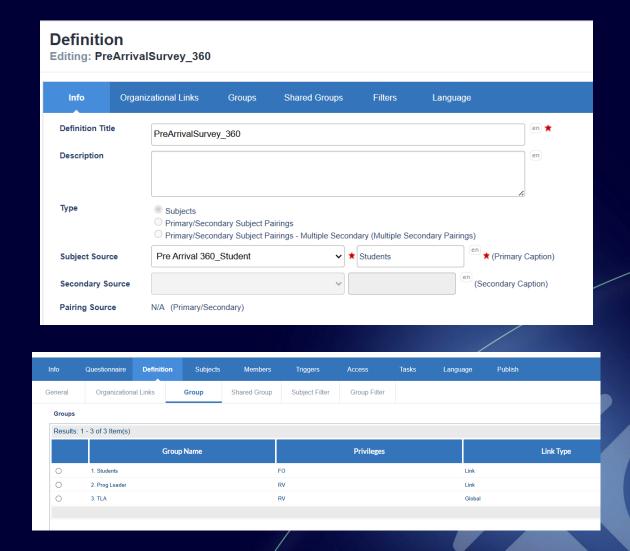Final Population = All new Level 3 and Level 4 students who completed online registration by 2nd September

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360 Set-up

- Very simple set-up
  - Only students as raters

- One additional datasource
  - Contained all student data
  - Programme Leader username
  - Linked to existing Staff datasource

- Only 3 groups
  - No dynamic viewers

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Using Blue to achieve our goals:

Provide programme teams with information at the start of the academic year, to enhance induction and transition

Blue Reports:

- Programme level reports circulated on the day the survey closes
- School, Faculty, and Institutional reports for senior leaders and professional services
  - Overall demographics of respondents
  - Aggregated survey results by programme, school, institution

Manual Institutional Report:

- Reporting using SPSS and R to look at responses by demographic groups
- Important at institutional level to ensure equity of experience and early identification of any differences.

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Examples of reports/findings

Demographics of Respondents

This section summarises the demographics of the students who responded to the pre-arrival survey.

Age group

	Count	Percentage
20 and under	2282	84.2%
21 - 24	201	7.4%
30+	158	5.8%
25 - 29	70	2.6%

Sex

	Count	Percentage
Male	866	31.9%
Female	1841	67.9%
Other	4	0.1%

Declared disability

	Count	Percentage
Yes	694	25.6%
No	2017	74.4%

Prior Learning

This section summarises responses from students regarding the learning materials and forms of assessment they experienced at their previous school or college.

How often did you use the following learning materials at school/college:

	Respondents (n)	Never (%)	Rarely (%)	Sometimes (%)	Often (%)	Always (%)
Resources from a school/college virtual learning environment (for example Google Classroom, Blackboard, Moodle, ClassDojo)	2702	14.1%	15.8%	22.3%	29.5%	18.4%
A course textbook	2704	5.6%	17.4%	26.3%	33.8%	16.9%
Handwritten notes from class	2708	1.7%	6.1%	16.7%	39.6%	35.9%
Handouts from teachers	2706	1.3%	6.6%	24.2%	43.1%	24.7%
Information you have found during internet searches	2707	0.8%	7.5%	27.5%	44.7%	19.5%
Books or other learning materials from the library	2704	18.4%	32.3%	28.7%	15.0%	5.7%
Your own books	2704	19.7%	27.7%	28.3%	16.2%	8.0%

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Using Blue to achieve our goals:

Encourage students to share their voice through surveys and feedback mechanisms

- Achieved a 56% response rate with a representative sample of the final eligible cohort
- Student-facing report currently on hold pending student consultation

Foster early engagement with university support services

- Student-facing report will help us to achieve this
- For now, we listed useful support in the completion/thank you e-mail

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Staff feedback – positive aspects

"The questions provided a lot of information that helped plan early seminar activities & approaches from personal tutors"

"We will add Clarity on use of AI. Clarity on number of hours of independent working."

"included advice and support that addressed some of the issues flagged in the reports - eg worries about making friends. MLs ensured assignments were clearly scaffolding"

"Students' prior learning was an opportunity to see how student received notes in the past and helped to prepare for IT access and use of software and library skills"

" …to know about care leavers/estranged students on the programme – I've been after that information for years (not even to know who they are, just whether we have any so I can add things in"

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Staff feedback – future developments

"[results were] for the cohort in general. I could not identify those that may have problems when they arrive"

"Lots of data in there. Not clear how I could transfer over to a customised induction"

"This would be more useful if it was available earlier"

"We have a relatively small cohort and of that cohort not all responded, so it is difficult get any meaningful data from the survey."

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Next step: Pilot student reports with March starts

Design Considerations

- Consultation with students to ensure reports are:
  - Helpful and reassuring
  - Not confusing or overwhelming

- Functionality in Blue to make reports student-friendly is limited
  - Partly due to our use of 360 functionality

Evaluation plan to be implemented once a full cycle is completed