

**GLASGOW KELVIN COLLEGE**

**Learning and Teaching Committee – 22 September 2021**

**Review of Learner Feedback 2020-21**

**Report by Quality Enhancement Manager**

**1. Introduction**

This report is intended to apprise members of the feedback that students provided to the College during session 2020-21, and to outline the actions that the College will take as a result of that feedback.

**2. Student Feedback Processes**

The College sought student feedback via three main processes. The results of each of these are summarised in the following sub-sections of this report.

**2.1 Stop and Check**

In Block 1, the College's Learner Engagement Officer implemented a 'Stop and Check' Student Satisfaction Survey. Due to Coronavirus related restrictions, the Stop and Check responses were collected using Microsoft Forms instead of the usual paper format and just over 1,000 College students completed the short survey.

Feedback from learners was extremely positive, particularly in the context of the very restricted operational environment and very limited face to face teaching. Overall, 96% of respondents reported that they were satisfied with their college experience to date. This compares favourably to results from previous years.

Of the 44 learners not satisfied with their learning experience, there were a variety of reasons listed, such as learners feeling stressed and anxious about learning online, not being able to motivate themselves or having a poor internet connection.

The tables below provide a summary of more detailed responses:

	Yes	Not Sure	No
Do you feel that you are on the right course?	93.4%	6.2%	0.4%
Do you understand what you will have to do on the course?	95.6%	3.9%	0.5%
Do you know how to get support?	87.7%	10.6%	1.7%
Do you have access to appropriate digital resources? (e.g. laptop, WiFi, etc.)	95.1%		4.9%

	Very well	Quite well	Not well
How are coping with online learning?	30.4%	59.7%	9.9%

Some positive comments from learners were:

*“The College has made me feel very safe, they have provided me with so much confidence that I don’t feel worried about attending my classes.”*

*“Lectures are making online learning experience more relaxed so students are not stressing over assessments and provide excellent support.”*

*“I think the staff and my fellow students have approached the change to online learning with huge amounts of enthusiasm, skill and patience. While it would of course be preferable to be in the classrooms for all concerned, I feel like the staff are making every effort to ensure we are supported and I am really enjoying the course.”*

Overall, although the current pandemic has been extremely challenging for both learners and staff, learners responding to this survey seem to have generally adapted well, with 95% having access to appropriate resources and 90% coping with online learning.

## **2.2 Student Satisfaction Survey Results**

The College implemented the national student satisfaction survey in April and May 2021. Participation levels were slightly lower than usual, as a result of Covid-related disruption. However, over 800 students completed the survey with a large number providing comments on their feelings towards their year at college.

As might be expected, students’ experience of online learning dominated the comments provided. Whilst the majority of learners were positive about their experience, there were a significant number who felt that the large amount of online and remote learning provided was not as effective as face-to-face learning. This is echoed in the lower than previous overall satisfaction level reported. Going forwards, as Covid restrictions are hopefully relaxed, it should be possible to take a more balanced approach to online delivery to support more effective and inclusive learning.

More positively, a number of other prompts show higher than previous levels of agreement, for example the percentage of students agreeing that their suggestions are taken seriously, or they felt they were treated fairly. The proportion of students who would recommend Glasgow Kelvin College has also remained relatively stable at 91%

Results for the SFC prescribed questions are set out below, with those ratings lower than in the previous survey highlighted in red.

Prompt:	2020-21 Strongly Agree/ Agree %	2018-19 Strongly Agree/ Agree %
Overall, I am satisfied with my college experience	83	90
Staff regularly discuss my progress with me	85	85
Staff encourage students to take responsibility for their learning	96	95
I am able to influence learning on my course	88	87
I receive useful feedback which informs my future learning	87	85
The way I'm taught helps me learn	80	87
My time at college has helped me develop knowledge and skills for the workplace	85	90
I believe students suggestions are taken seriously	87	76
I believe all students are treated equally and fairly by staff	93	83
Overall, I would recommend Glasgow Kelvin College to a friend/family member	91	92
The College Students' Association influences change for the better	42	49
Any changes in my course or teaching has been communicated well	85	(new question)
The online learning materials for my course have helped me learn	83	(new question)
I feel that I am part of the college community	71	(new question)

The College also set the following additional questions related to college services:

Prompt:	Strongly Agree/Agree %
My online experience met my needs	73
I had access to sufficient ICT resources for my learning	91
My experience for applying for a course was positive	97
When I needed Advice & Guidance, this was available	95
When I needed Learner Support, this was available	92
College Library and Flexible Learning Centre services met my needs	89
Student Funding services (e.g. bursary, childcare, etc. met my needs)	88
College Finance services (fees etc.) met my needs	92

Comments from students provided with their survey responses also highlighted the following aspects:

- Students were extremely appreciative of the efforts of teaching staff and college support provided at a very difficult time. Many students also recognised that we were using online methods to keep staff and students safe, even if this meant that online learning reduced the quality of their learning experience.
- Some students felt that there was an inconsistency of approach to online course delivery from different lecturers and this made the course more challenging.
- There were also a number of comments from students feeling that they weren't given assessment feedback quickly enough or weren't fully aware of course arrangements.
- In a small number of subject areas, students expressed dissatisfaction with the quality of specialist equipment that was available to prepare them for working in industry.

Some examples of the feedback provided from the Student Satisfaction Survey are as follows:

The college has been excellent through tough times.

*"Having been a student just before the pandemic and during it I feel the College has done its best."*

*"Amazing college experience, sad to have had my last year in quarantine but a fantastic year of learning, nonetheless."*

*"I have thoroughly enjoyed my Glasgow Kelvin experience. Even in the midst of a pandemic I felt supported and taught to a high standard to continue with my learning and complete the course."*

*"Online learning has sometimes been a struggle and a learning curve but in the situation we are in I appreciate the work done by everyone in the college to make sure students were the least effected."*

*"Online learning isn't the same as being in class and this hindered some parts for example group tasks."*

The overall satisfaction level dropped last session from 90%, in 2019-20, to 83% for 2020-21. This was coupled with a reduction, over the same period, in satisfaction in the way that students were taught from 87% to 80%, and a reduction in the perception that the College has helped to prepare students to develop the knowledge and skills for the workplace from 90% to 85%. There is a number of factors that are likely to have had an impact on these figures:

- Due to the restrictions in place at the start of the session, it was necessary to trial new approaches to learning, teaching and assessment.

- All programmes were delivered online from day one, with limited opportunity to attend in person, which was largely concentrated towards the end of the session.
- There was a considerable degree of uncertainty regarding permissible assessment arrangements until the second half of the session.
- In courses with mandatory work placements, these were either reduced in duration or replaced by alternative learning activities and assessments.

There was an increased satisfaction in both the belief that suggestions are taken seriously and that all students are treated equally and fairly by staff. Factors that are likely to have impacted upon this are:

- Teaching staff reported that they asked for more feedback from the class during online lessons.
- The online teaching platform was perceived to be more democratic whereby digital hands were used by students who wanted to contribute. This reduced the possibility of individual students dominating a lesson and made it easier for staff to monitor activity.

### **2.3 Student Focus Groups**

A number of focus groups were also facilitated by the Learner Engagement Officer which raised the following points:

- Some learners were unfamiliar with the Microsoft Teams software and this adversely affected their ability to participate fully in learning activities, particularly at the start of their programmes.
- Students identified many benefits of blended learning, including reduction in travel and childcare arrangements, whilst at the same time recognising the need for face-to-face learning and teaching when needed.
- Students preferred when cameras were on so that they could see their classmates and get to know them better.
- Students asked that the College considers supporting a student-student mentoring scheme.

### **2.4 Action Plan**

As a result of the feedback provided by learners last session, the following action points will be taken forward by the Quality Senior Curriculum Managers' Forum in conjunction with faculty staff:

1. Faculties will review their experience of remote learning in session 2020-21 to (i) identify areas of good practice which can be built upon and shared with colleagues, and (ii) highlight challenges to delivering effective learning and teaching online and consider how they might be overcome.
2. Teaching teams will consider an appropriate balance of remote learning and face-to-face learning for each of their programmes to ensure that students are provided with a flexible delivery model which meets their

needs, whilst at the same time, ensuring that a high-quality learning, teaching and assessment experience is maintained.

3. Teaching teams will ensure that students are provided with feedback on assessments in a timely manner and students know which communications channels will be used for important course information.
4. The College will continue to enhance support for students using College digital platforms, including training, skills development and provision of ICT resources.
5. Faculties will review their specialist equipment in teaching areas to ensure that it is fit-for-purpose.
6. The College will continue to provide a professional development programme for teaching staff which enhances their digital capacity and promotes reflection and continuous improvement in the professional practice.

### **3. Resource Implications**

The action plan will be completed by utilising existing resources.

### **4. Equalities**

The College will ensure that all of our students are provided with the necessary ICT resources and support that they require to participate fully in remote learning activities

### **5. Risk and Assurance**

There is a risk that students, especially those on entry-level programmes, will continue to experience difficulties with remote learning. College staff are closely monitoring participation levels in all programmes to ensure that early intervention measures can be put in place as soon as the need is identified.

### **6. Data Protection**

There are no specific data protection issues arising in this report.

### **7. Recommendations**

Members are recommended to note the contents of the report.

### **8. Further Information**

Members can obtain additional information on the contents of this report from John Gallagher, Quality Enhancement Manager ([jgallagher@glasgowkelvin.ac.uk](mailto:jgallagher@glasgowkelvin.ac.uk)) or Robin Ashton, Vice Principal Curriculum and Quality Enhancement ([rashton@glasgowkelvin.ac.uk](mailto:rashton@glasgowkelvin.ac.uk))

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