STUDENT VOICE REPORT: ONLINE EDUCATIONAL EXPERIENCE

HASU

Contents.

Foreword.

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As an organisation, Harper Adams Students' Union priorities academic representation as one of our core values. It is something that influences our discussions with the university, and the decisions that we make, the behavior we champion of your behalf, and ultimately the information that we take the university on your behalf. Harper Adams Students' Union prides itself as a developing Students' Union and the collective voice for students at Harper Adams University. Founded on the principles of an education for all through a practical nature, Harper Adams University opened in 1901 as Harper Adams College as a specialist provider of higher education for the agricultural and rural sector. The university now provides more than 50 foundation, undergraduate and postgraduate degree programs to students from over 30 countries and holds the status as the best modern university.

This report focuses on the issues faced by students at Harper Adams due to the global pandemic of the Coronavirus (2020). The move to online teaching in for term 3 of the 2019/2020 academic year was a unprecedent move for the University, and its staff which forced a quick response to ensure teaching excellence was maintained whilst complying to the UK governments enforced lockdown of the United Kingdom and HEI. This report sets out a series of recommendations in the hope that we can better support all students from all backgrounds in keeping with the spirit of our founders. We are aware for our own shortcomings, particularly lack of historical academic engagement from the students' union in the past. We are concerned that we may not have supported students as much as we could. We hope that this report and the recommendations proposed will change the way that we, and the University, function and will help to make the academic experience of our students in 2020/21 an enjoyable one. While it will not be able to fix everything – is the first step in the right direction. We will continue to prioritize engaging education and academic representation for all of Harper Adams University students for many more years to come.

We hope that the engagement that has begun through this research, and indeed this paper itself, is a sign of things to come in our work here at Harper Adams. Thanks to all those that have engaged in creating this, and we hope it enables more to engagement and collaborative work in the future.

Executive Summary.

This Student Voice Report presents our work since the end of teaching in term two of the 2019/2020 academic year. This report marks the culmination of our student feedback regarding their experiences during the last term of the academic year.

The report examines the issues which have been negatively, and positively impacting the higher education experience of students at Harper Adams University. The report concentrates on the experiences of students through online delivery and alternative assessments, whilst discussing the various ways we engaged with the student community. The proposed recommendations we hope will have a substantial and long-lasting positive impact on the planned teaching experience for students, until the university can return to a familiar delivery method for teaching without restrictions.

Below is a summarised list of recommendations which we are presenting to the University and asking for adoption for the next academic year. A full list of recommendations can be found in full at the end of the document.

1.1	The Students' Union endorses the decision to move lectures online at the start of the new academic year.
1.2	The University should avoid live online large-scale lectures where possible.
1.3	Academics should provide clear guidance on how students can ask questions in sessions to ensure access.
1.4	The University should introduce a wide range of training for online lecture delivery ahead of 2020/21.
1.5	The POP scheme should focus on online observation for 2020/21 for ensure consistency and standards.
1.6	The University should ensure all lectures must include clear voice over notes, and if there are exceptional circumstance, full notes may be an option.
2.1	The University should ensure transcripts of lectures are generated for students who face access difficulties.
2.2	The University to investigate alternative platforms for larger group delivery.
2.3	The University should adopt asynchronous delivery for online lectures next academic year.
2.4	An alert system for new content on the VLE to be introduced.
3.1	Lectures should follow up lectures with various methods of interactive activity which increase peer to peer interaction, and staff to student interaction.
3.2	All modules to publish weekly activity lists to provide structure and routine for students.

3.3	The University and Students' Union to work together to introduce relevant student training on how to best engage with online lectures.
3.4	The University should ensure that all academic departments to publish how they will be available to students, during any period of online learning.
3.5	The University and Students' Union to work together to establish best practice in communicating with staff and publish response expectations to students.
4.1	The University are asked to consider the comments on the library experience and consider ways to improve remote library experience.
5.1	In the event of future lockdown, the University should consider recording all live sessions to improve accessibility in the event of remote learning.

Section A - The Context.

The University is not the only one responsible for undertaking work to try and improve the academic experience of students at Harper Adams. The Students' Union also has a responsibility through its elected full-time and part time officers to improve the overall student experience and to amplify their collective voice to promote change. While we work with students involved in direct feedback of academic issues through the course representative structures, and course committees we can do more for all students on campus. As an organisation, our ability to act as a platform for change and project the collective voice of students is our most valuable contribution to the student body, and we were not providing this level of service consistently to our undergraduate and postgraduate students. This was the very reason we joined up with the Director of Learning and Teaching, Head of Educational Development and Quality Enhancement, the Educational Developer, and the E-Learning Department to better understand the experiences of students during term 3 of the COVID-19 delivery on online academics and assessments.

In March 2020, Harper Adams University had to take an unprecedented decision to lockdown its campus, and stop face-to-face delivery for the first time in its 119 years of delivering education. The decision to stop face-to-face delivery was due to the seriousness of the coronavirus disease that shook the world in 2020[1]. To abide by the UK government lockdown regulations Harper Adams University moved all teaching and assessments to online at the end of term two. The only thing we know for certain that that there is currently a huge level of uncertainty across the Higher Education sector about what September will look like for students. Many universities appear to be planning to create coherent student bubbles, and reduce mixing, which would involve major changes to the curriculum, whilst adhering to whatever social distancing requirements are in place come the start of the academic year. It is expected that almost all universities will use more technology in the student experience.

We needed to consider the experience our students have had during the last few months of term, and consider the challenges and opportunities before the University finalises it planning for next year. We are grateful and wanted to record our thanks to the University for all of the work that has gone in to this work.

As HASU have been heavily involved in this planning and development, we will continue to lobby for an educational experience that best supports our students. In our survey we asked 15 questions on the student experience of their digital educational experience in the last academic term. 562 (19%) students participated in our online survey. Alongside the survey all course representatives were invited to various 'student academic group' coffee mornings which lasted 30 minutes on average and revealed a candid and thoughtful insight into the student experience.
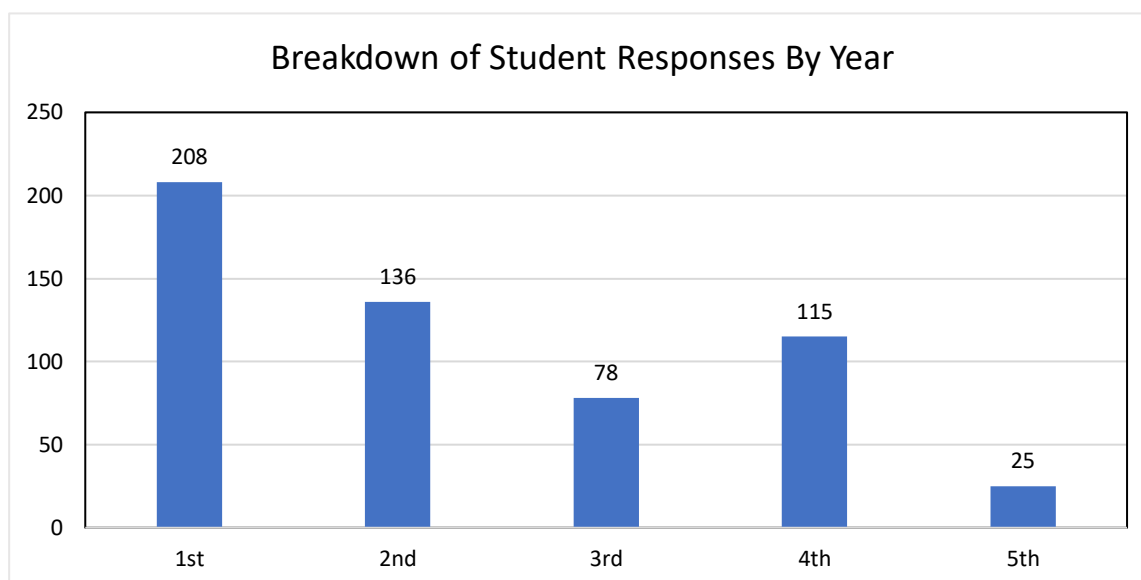
Breakdown of Student Responses By Year

Chart 1: Breakdown of student responses to the HASU survey by year group.

Through the survey and focus groups a representative sample of student from across all year groups was achieved, including home/EU and overseas students. Promotion of the survey was conducted through the various Students' Union social media channels and emails. It was launched during the examination weeks at the end of term 3, to ensure students had experienced a range of online teaching since the lockdown of campus in mid-march.

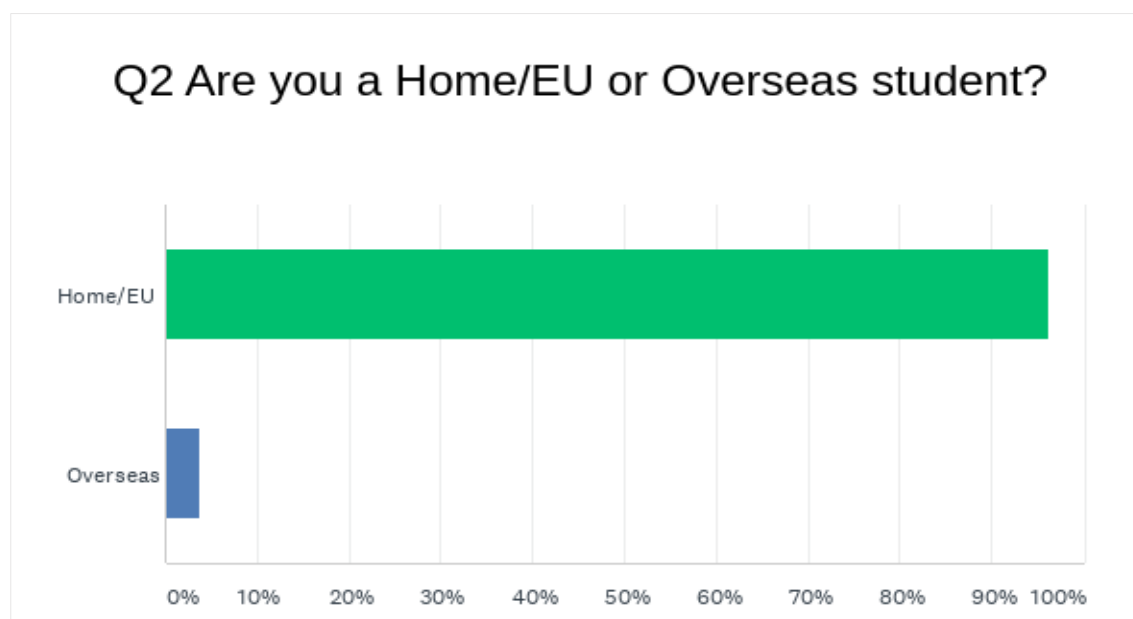**Q2 Are you a Home/EU or Overseas student?**

Chart 2: Breakdown of student responses to the HASU survey by home status.

Student responses about their experiences have formed our recommendations to the Learning and Teaching Student Experience Committee, Academic Board and Board of Governors.

The ultimate goal of the survey and this report is to produce a range of recommendations that the Students' Union will present to the University which inform the planning of the next academic year and look to enhance to student experience and ensures that "A high quality online learning experience is one that safeguards peer to peer conversations, meets students where they are, and changes the face of traditional learning methods as well know it" (Alcock, 2020).

For a full breakdown of the questions we asked in the survey, please see **Appendix A**. The next section will discuss in greater detail our findings from both the survey and in-person focus groups.

Section B - The Findings.

B1. Overview:

The data we have collected is really important in understanding what Harper Adams students need from their flexible education. The qualitative comments have been systematically, thematically analysed. We have separated our findings into separate sections based around themes. We found this was the most coherent way to present the qualitative data from the focus groups help with course representatives and the online survey. As mentioned in the previous section, all responses have been anonymised and any language which might identify a student/staff member has been removed.

The survey showed that students have had a mixed experience of online teaching. Clearly some students value and preferred face-to-face delivery and did not enjoy the move to online, others benefitted for the experience, suggesting it gave welcome flexibility and an opportunity to work with tools that they found useful. For the majority of students there were some good aspects and some difficulties. All students appeared to recognise that we needed to make the most of the situation as a community and there were many compliments offered to the way that staff had pulled together with students to make learning happen and keep things moving forward.

The feedback summary below should be seen in that context – there are many areas for improvement but these are offered in a constructive spirit to make sure that we use the online environment in a way that optimizes the student experience.

All student quotes are bullet pointed verbatim

B2. PowerPoint/Online Lectures:

Feedback on the use of PowerPoint was specifically explored. This was prioritised in the analysis as online lectures have been selected as a way forward in the university's plans for 2021.

2.1 Most students found PowerPoint lectures 'good' or 'ok' when voiceovers were given and sometimes students recognised that recorded lectures really helped them to use their study skills.

- They are good, some lecturers have gone the extra mile and added recorded audio of the slides being commented just like a lecture which makes the information easier to understand and process.
- Useful, especially with the voice recordings explaining the presentations.

- The PowerPoints worked well with added voice overs.
- I found online pre-recorded voices over to PowerPoints helpful as I could paise these and make my own notes.

2.2 Some students reported a poor experience but this was mainly due to a lack of detail or narration, and especially a lack of updated material (references, data, legislation)

- Bit boring and the PowerPoints often don't give all the information the lecturer would normally say.
- My course is different from the previous year, so it is a bit disappointing that the slides aren't updated.
- Poor effort for 9.5K continuously updates is expected.

2.3 Some students found the experience a poor substitute for the lecture, but understood that this was due to the current context.

- Okay but nowhere near as effective as face to face teaching.
- In the circumstances okay but not nearly as useful as face to face teaching.

2.4 By contrast other students recognised the unique benefits of learning online in an asynchronous way.

- I like this as I have time to read over it and digest it in my own time.
- Good – more time to pause and take the info in to make good notes
- Works well and lets students go over notes easily.
- Yes pre-recorded lectures where you can see the PowerPoint are ideal, felt like I was back in a lecture and I could pause things and make notes easier.

2.5 Some students reported the need to change their study habits for online learning – which raises questions about what support may be needed to help students to effectively learn online.

- Fine once you get the hang of it
- Although it was not natural and hard to get used to, all the lectures made a good effort delivering remainder of the teaching.

2.6 The strongest feedback was the need for voice overs on all lecture slides.

- PowerPoints are useful to learn from however without verbal explanation from a teacher I find it harder to understand.
- PowerPoints without lecture explanations are pretty useless.
- Would be 1000 times better with a voice over for extra detail and clarification.
- Ones which are narrated are pretty similar to ordinary lectures.

2.7 Students noticed the need for 'extra' detail in the PowerPoint presentations that they receive – they require notes, full explanations and/or audio.

- I found this useful although only if they have extra notes under the slides surrounding explanation, as some slides required explaining if scientific theories etc.
- Useful but the PowerPoints alone usually lack enough detail.
- The PowerPoints need more of an explanation with them.

2.8 Students widely recognised that the value of PowerPoint lectures was limited when there was no opportunity for interaction and/or for questions to be asked.

- It works but doesn't allow for questions.
- It limited the interaction with the lecturer and the extra comment on the information written on the presentation.
- Good but lacks the face-to-face nature of lectures. Harder to ask questions.
- Spending time reading non-interactive slides is difficult and content does not always stick.
- When material was provided it was boring.

2.9 Students noticed that the provision of PowerPoint lectures has been inconsistent – not all staff were providing regular resources and sometimes they were variable in quality.

> As we have missed out on revision sessions, some lecturers have uploaded great content … other lecturers haven't provided much content.

2.10 A specific challenge for this mode of learning is that students may not notice new content being posted. Staff may therefore need to ensure a clear routine of releasing content and/or a way of alerting students to new content.

2.11 There have been some students with difficulties in accessing material; this appears to be associated with large downloads.

- I live out in the sticks with 1mps internet speed. Downloading PowerPoints and opening them online had been virtually impossible to access them.
- I have got my class mates to send me photos of the PowerPoint through snapchat on my phone as I can't link 4G to my laptop.

B3. Accessibility and experience of online study:

3.1 The biggest accessibility challenges for students in the COVID-19 lockdown were a lack of consistently good internet connection and the lack of an appropriate place to study. Over 170 comments of this type were received. Students said how much they value to the campus study space. A selection of illustrative comments shows the scope of these problems and their impact on study.

- I had WiFi problems for a few days which made the work impossible.
- I'm on dial up internet so getting anything to lead is a miracle.

- Currently everyone is working from home which means the strain on the Wi-Fi is difficult where it would of taken seconds to open a journal article it now takes up to ten minutes.
- Couldn't watch video just hear audio because WiFi not good enough for teams meeting.
- I have literally no internet at home. I live in the middle of nowhere and internet is very slow on a good day and some days I have no internet.
- My study space was not ideal. I live in the middle of nowhere and internet is very slow on a good day and some days I have no internet.
- My study space was not ideal. I live in a busy farmhouse with a baby so the house is rarely quiet. Being in a rural area also means that internet is slow.
- Finding the time during the pandemic when I am the carer for a number of people and initially the only one buying things. It takes me a while to let go of that mental load and switch onto study.
- I am a farmer so when at home I am expected to help not to be sat inside on a lecture was not very practical with me. And not useful unless the notes were emailed or put on the LH.

With the start of the new term, and the ease on movement restrictions during this COVID-19 pandemic. We predict that the vast majority of the home Wi-Fi problems will be resolved. Due to students returning to either University accommodation or private rental accommodation. However, this problem will still be present for some of our students who may live off campus. Our research into the average internet speed in high student residential areas in Newport shows below average standard download speeds.

"The annual home broadband report says the average home speed is now 64 megabits per second (Mbps), up from 54.2Mbps the year before. The 18% boost is in line with growth in previous years. Data for the report was gathered in November 2019, but updated with changes during the coronavirus lockdown, when speeds fell by 2%." (Ofcom, 2020)

AVERAGE INTERNET SPEED IN HIGH STUDENT RESIDENTIAL AREAS									
Address	Postcode		Standard Download	Standard Upload		Superfast Download	Superfast Upload		Ultrafast Download	Ultrafast Upload
Boughey Road	TF10 7PY		17 Mbps	1 Mbps		80 Mbps	20 Mbps		500 Mbps	35 Mbps
Ford Road	TF10 7QG		16 Mbps	1 Mbps		80 Mbps	20 Mbps		500 Mbps	35 Mbps
Beaumaris Road	TF10 7BN		15 Mbps	1 Mbps		77 Mbps	20 Mbps		500 Mbps	35 Mbps
Greenacres Way	TF10 7PH		17 Mbps	1 Mbps		130 Mbps	20 Mbps		500 Mbps	35 Mbps
Broomfield Road	TF10 7PL		16 Mbps	1 Mbps		61 Mbps	20 Mbps		500 Mbps	35 Mbps
Vineyard Road	TF10 7HZ		19 Mbps	1 Mbps		80 Mbps	20 Mbps		500 Mbps	35 Mbps
Fishers Lock	TF10 7BY		16 Mbps	1 Mbps		48 Mbps	9 Mbps		500 Mbps	35 Mbps
Hampton Drive	TF10 7RE		16 Mbps	1 Mbps		188 Mbps	26 Mbps		500 Mbps	35 Mbps

Table 1: Broadband speeds for a sample areas of Newport. Roads chosen due to multiple residences occupied by HA students. Provided by Airband Community Internet Ltd taken from the Ofcom website.

Students *may* choose the cheapest contract to reduce overheads in private accommodation. We are also seeing the growing trend of internet provided as part of their rental contracts, which provides little or no opportunity for tenants to upgrade to 'superfast' or 'ultrafast' broadband. There are some providers out there that provide student friendly and shorter agreement length contracts, but these usually consist of the lower bandwidth options and not the 'superfast' or 'ultrafast' speeds. We therefore still anticipate some continuation of the accessibility challenges of online study when students are able to freely access campus facilities.

3.2 A smaller number of comments showed that sometimes staff Wi-Fi impacted the quality of live sessions. Depending on the government restrictions and the Harper Adams guidelines on staff returning to work there may still be the possibility that staff working from home, could suffer from reduced quality of internet at their home address which will affect the quality of live/recorded sessions.

3.3 Students often highlighted their difficulties in accessing library resources at a distance. The availability of books was noted as a specific challenge.

- The online library content needs to be improved; the majority of books I tried to access were not available.
- Not all texts supplied by the library are available online when it says that they are.
- There is an additional resource where only 5 students can access it at a time - considering the amount of students on my course and in Harper Adams as a whole, this is pretty unacceptable.
- Poor interface between library access via OpenAthens and home IP address blocking access to full text resources.

3.4 Students sometimes highlighted that their accessibility issues may be related to their own lack of familiarity with different environments and tools e.g. Microsoft Teams.

- Unfamiliar with Microsoft Teams
- I found it quite daunting having to work out how to use Zoom, Microsoft Teams etc., without any guidance. Maybe in future video or instructions to students who have never used these platforms before, would be beneficial.

3.5 Students identified that accessibility issues were made worse when resources were not clearly signposted correctly.

- Also resources (such as links to YouTube) uploaded onto the hub from lecturers, were often incorrect link, meaning that students had to follow this up and email the lecture for the correct content!
- Certain PowerPoints not being available when lectures emailed to say they should be.
- Wasn't aware when session were on, and what resources were available.

3.6 Students have sometimes struggled to stay motivated online. Particularly they struggled to interact with tutors and peers as they would normally do.

- Hard to ask questions than normal on class
- Struggled with getting answers to question and accessing lectures, poor internet makes it difficult to interact as can cause delays in speaking.
- Found that I've been lacking motivation due to not being surrounded by fellow students.

3.7 Feedback on live lectures was very mixed. Some students sometimes struggled to access live events due to internet access issues and, some students felt uncomfortable to ask questions in the online live situation. This was exacerbated by bigger groups on Teams. Other students 'loved' the live lecture and really valued the interaction.

- My Wi-Fi doesn't work well at all! Kept breaking up on calls and videos and when doing work – was so challenging.
- The groups for videos calls would need to be smaller when working online.
- Struggled with getting answers to questions and accessing lectures, poor internet makes it difficult to interact as can cause delays in speaking.
- Live stream video was perfect for interaction. As students we made a Facebook chat and communicated a loth through there. More than we have ever done in class.
- Opportunities to engage have been the best via Microsoft Teams meetings. I feel as though I would be more inclined to ask a question (probably on the chat/messenger option) than in a lecture.

3.8 There were few issues relating to equipment access or lack of devices raised by students – difficulties were more about connectivity. A small number of students did or have working audio in, or sound outputs.
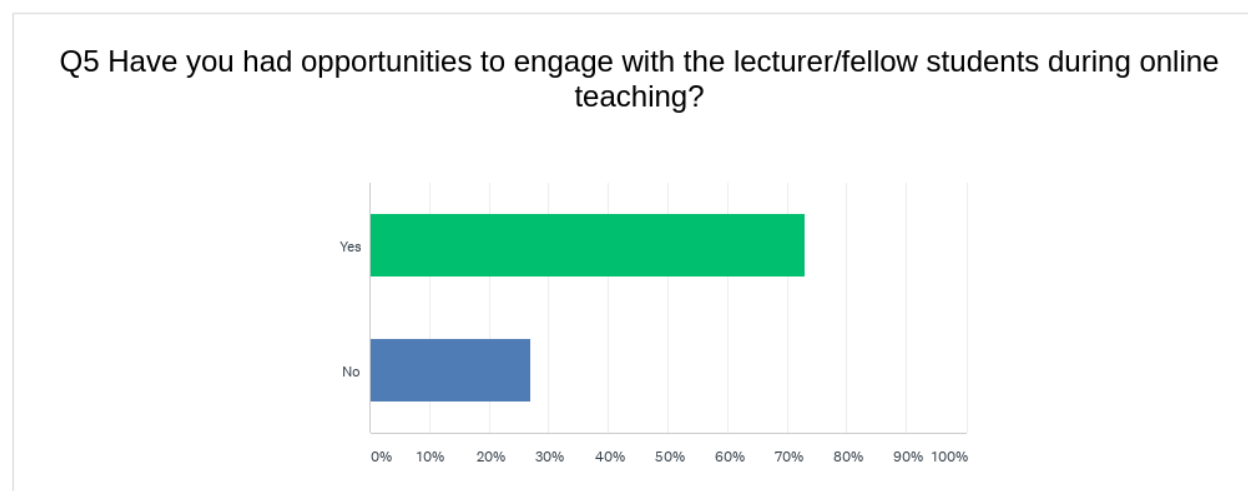
B4. Engagement:

Chart 3: Breakdown of student responses to question 5 of the HASU survey. "Have you had the opportunity to engage with lecture/fellow students during online teaching?"

4.1 73% of students said that they did have an opportunity to engage with lecturers or/and students, while 23% did not. Of the 73% who did have opportunity it is clear from the comments that the levels and quality of engagement were highly variable.

- Although this has only be offered by one lecturer throughout the whole process which is disappointing when other lessons it would have been beneficial for.
- Only 1 lecturer has bothered. The other have pretty much abandoned us to cope for ourselves unless there were specific questions you emailed.
- Group work worked surprisingly well on Microsoft Teams. Was nice to be able to do group work whilst still being at home instead of just listening to a lecturer.
- As students we made a Facebook chat and commutated a lot through there…More than we have ever done in class.
- Good but we have only one live lesson and it wasn't a lecture, only a session to ask questions about the assignments so would have liked more contact time with lecturers.

4.2 For some students, engagement came through the form of email. This led to frustration as response times were sometimes longer than for on-campus communication and it was seen as a limited form of engagement. A small number of students felt that they did not get emails returned at all, whereas other felt that lecturers were especially supportive engaged and responsive. It is fair to say the picture with email communication for student engagement is mixed.

- Most teachers have been quick to respond to emails.

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- Lectures are still more than happy to help you any way they can over email and all of the information was easy to access.
- Lectures have been more alert with responding to questions
- If I am stuck on a really small task, it could take a day for me to email my tutor then get a reply, when the problem could be solved in less than 5 minutes in person which is time consuming and stressful.
- Haven't had any live sessions so there was no engagement initially but all lectures have been good at dealing with queries through email.
- Some lectures are slow at replying to emails, no video calling is offered.

4.3 Some comments showed the levels of interaction experienced were good and 'fine' but other answers were helpful in making detailed making recommendations. We concluded that

- ✓ Teams was highly valued for example, but for smaller groups only.
- ✓ At scale students reported connectivity difficulties, a reluctance to ask questions and engage with peers through embarrassment and nervousness.
- ✓ Larger groups were noticeably more difficult for tutors to manage which gave a less favorable experience.

These observations on Teams mirror those highlighted in an earlier part of the survey.

Students also noted they valued the live chat facility in Teams, and also asynchronous (Moodle) forums as well as the opportunity to engage by voice (phone, one-to-one, Teams calls).

- We have had some video calls but it is still hard to full engage in a large group.
- Opportunities to engage have been the best via Microsoft Teams meetings. I feel as though I would be more inclined to ask questions (probably on the chat/messenger option) than in a lecture.
- Lectures should make use of the fact that people can type answers and questions rather than speaking out loud.
- I think the chat is very useful on teams as it offers everyone to see the question and answers.
- Big groups were difficult.
- Not had much opportunity to engage with other students in a teaching scenario because the bigger groups make it difficult.
- People don't like to speak on video lecture as it can be embarrassing etc.
- Being in tutorial groups may be less daunting for some students rather than being in front of the entire year.

4.4 A small number of students highlighted the effective use of forums to make questions and answers clear to all. Others highlighted that students used their own channels of communication with each other e.g. group chat platforms to stay in touch or overcome technology problems.

B5. Areas for improvement:

Students were invited to leave comments about the ways their student experience of learning remotely online may have been improved. While we hope not to return to a 'lockdown' again but these suggestions remain relevant in a blended arrangement. The top three areas mentioned were:

1. More communication and interactivity online (>50 comments detailed this point).
2. Greater structure and consistency of online learning
3. Changes to library arrangements (>50 comments detailed this point).

5.1 Students highlighted that they would benefit from more opportunities to engage with lectures and peers:

- Increase the lecturer-student interaction for better understanding of the topics.
- Staff offering more opportunities for student to ask questions such as a drop-in session on Teams.
- The teaching contact needs to be interactive in real time. There needs to be a process where you still feel connected to your fellow students.

5.2 Students highlighted that different approaches by different lecturers could be confusing. They also widely recognised the crisis situation may have led to this, but going forward, the would appreciate more consistency in module expectations from online learning, the way that content is give out (e.g. PowerPoint or Stream), they strongly highlighted the need for all PowerPoints to be voiced when they replace a live lecture, and they highlighted the need for some form of alert system for new content.

- There needs to be more alignment between different modules. Some lecturers provide way more than others. Revising the lecture slides isn't always helpful if there are just pictures of example. Recordings with slides are much more helpful. I have recorded a lot of lectures myself, but they can be hard to hear due to any background noise.
- I feel as though there should have been a blanket rule for all courses. As some courses have had additional lectures/ teams meetings where others have had nothing which provides an unfair advantage.
- Some form of alert system to notify whether our lecture will be live or uploaded etc.

5.3 Students highlighted difficulties with the library provision at a distance. This was a theme throughout the survey but over 50 students made this their specific recommendation going forward. The problems identified were: the need for a wider range of online books; confusing information about sources being available (students thought things were available to them, but they then couldn't access them); a change in service with the systems has been perceived by some as resulting in a poorer choice of books (though we understand this may be as students were not use to the new system); and, sometimes there was a perceived gap between what was being asked for the alternative assessment and the resources that we available to support the task. These issues are raised constructively and students have historically received an excellent level of service from the library.

- Not sure what can be done about it but access to library resources has been a challenge, not many books are e-book so I have struggled to access them for the alternative assignments.
- Better access to online books. For exams I have needed access to books in the library. As I obviously couldn't use these I had to look online-nearly everything you either had to pay for or couldn't see the whole text.
- There are not enough veterinary nursing resources available online for us to use in our exams. There needs to be a way to allow students to access more material online, either by buying access for the student or providing a reasonable group discount to the students so we can subscribe to something ourselves. It's unrealistic to expect students to produce quality well researched work if half of the online resources are too costly and the library doesn't offer the online resources we need.
- Make more books available online as the library is unavailable. Some of the books which should be available online are marked as broken and do not work.
- Improvements to learning hub and library HOLLY systems, increased online access to books and journals, increased guidance for final year students over specific essay questions and content.
- Better library resources for course specific. Very limited journal access for physiotherapy courses and lack of up to date text books online.

After further analysis of the data set, the comments relating to the library have been heavily provided by students from the Food Technology courses, Veterinary Nursing, Veterinary Physiotherapy, and Rural Enterprise and Land Management.

5.4 The fourth recommendation from students was about ensuring lecturers are consistently engaged in supporting students, and particularly that they are providing equal levels of support. In the survey support levels varied from 24/7 (obviously not an expectation) to a perception of total disengagement. This creates stress for students and we would welcome some guidance for the expected levels of contact.

5.5 Students valued different pro-active approaches to assessment support-particularly recognised online videos, revision sessions and live small sessions to discuss the assessment brief.

B6. Further Positive Comments:

Students were asked in the survey to highlight where things have worked well for them. Comments were grouped into the following four main areas:

1. Students valued the different ways that many staff had tried to keep groups motivated, to keep them informed and to provide support and opportunity for questions and engagement.
2. Pre-recorded lectures were widely valued as a good approach, with the caveats outlined in the feedback.
3. Lecturers often providing care and support was also highlighted by students as being good.
4. Academic guidance support was seen as going 'above and beyond' for those who have one to one weekly sessions with students.

Students were aked in the survey to highlight any specific positive expeirences that they have experienced. Complements of staff were offered by a number of students for example:

- Lecturers have put a lot of effort into lectures and one to one sessions on Microsoft Teams.
- Lecturers are still more than happy to help you any way they can over email and all of the information needed was easy to access.
- Lecturers are very engaging.
- The lecturers were constantly available to assist during my final year project and lecturers.
- I really liked the engagement on teams and think this should be used more widely as it can be easier than email
- Staff have been extremely supportive and offered different methods of communication at different times to support learning.

Recommendations.

1. Online Lectures

1.1 Students have a strong preference for lectures to be online and recorded, so we would endorse the decision to move lectures online at the start of the new academic year until safe to resume full face-to-face teaching without social distancing.

1.2 Microsoft Teams has good value and accessibility for small group support and tutor and peer interaction, but students have clearly fed back that the use of this platform for large group delivery is often a less than positive experience. Live lectures should be avoided where possible.

1.3 Live Microsoft Teams sessions are recommended smaller group sessions e.g. for assessment work live Q&A, for social peer to peer sharing or for lecture follow up. Lecturers should provide some clear guidance on how students can ask questions and interact in their session to help everyone to access sessions.

1.4 All staff should be trained in online lecture deliver ahead of 2020/21 covering the best possible technology, sound quality, updating of materials, making materials accessible, and in presentation tips.

1.5 The University currently runs a peer observation pairs scheme (POP), which looks to ensure teaching standards across the University. The POP scheme should continue with focus on observation of online delivery for 2020/21 academic year to ensure standards and recommendations from this report are delivered consistently across teaching at HAU.

1.6 Students have a strongly indicated that lecture slides without voice notes or transcripts are less than desirable. All lectures must include a clear voice over, and if there are exceptional circumstances, full notes/transcripts may be an option.

2. Digital Accessibility

2.1 Transcripts of lectures should be generated for when students have access difficulties; this is recommended to assist those who have technology problems, and ensures the University is adhering to its responsibility of The Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018.

2.2 Microsoft Teams has good value and accessibility for small group support and tutor and peer interaction, but students have clearly fed back that the use of this

platform for large group delivery is less than positive experience. Live lectures should be avoided where possible.

2.3 64% of students surveyed experienced problems engaging with online study. Due to the number of highlighted issues from WIFI access to study environment we strongly recommend the University should adopt asynchronous delivery for online lectures next academic year.

2.4 It was widely recognised that different approaches and timelines by different lectures causes confusion. An alert system for new content will reduce student anxiety and stress and ensure all students are aware of new content and expectations.

3. Online Engagement

3.1 Students have really valued the online interactions that have taken different forms: Going forward lectures should come with a follow up activity to increase interactivity and peer interaction e.g. discussion, quiz or an online Q&A with tutor.

3.2 All modules should have a weekly activity list to say what materials should be accessed – this to help students engage with everything that they need. It avoids the problem of students misunderstanding or having to search out new resources and expectations.

3.3 The University and Students' Union should provide advice and training to students through induction/welcome activity on how to best engage with online lectures. This training and advice should be rolled out to all students to ensure students have the best possible experience and techniques to cope during the new delivery model.

3.4 All lectures should publish how they will be available to students, during any period of online learning e.g. office hours, forums, phone, Microsoft Teams hours. It would be incredibly useful to have these in a centrally published list.

3.5 Students have been well supported by email in many cases, but less so in other. The experience has been very mixed. We understand that email may not be the best form of communication and can be very intense for staff. We therefore welcome a conversation about when students should use email, what alternatives they should expect and what the response expectations are. Response expectations when a reduced access to face-to-face interaction is available is essential in ensuring students are heard and responded to in a timely manner to ensure they have information on time precious situations such as assessments.

4. Library

4.1 The University are asked to consider the comments on the library experience and consider any ways that might help students. If remote library access can't be improved then perhaps different expectations in the alternative assessments would further support students.

5. Further Considerations

5.1 In the event of future lockdown/ micro lockdowns/self-isolating, students would value a more consistent level of interactivity and engagement with peers and especially tutors, though with more clear scheduling and considering the varied home circumstances of students. Recording all live online sessions is a recommended minimum way to improve accessibility of remote learning.

Appendacies.

Appendix A: Online Survey

Below are the set questions our survey asked current Harper Adams students in May 2020. 449 students filled out this survey. We asked students to provide their student ID number to verify they were currently enrolled at the University. All answers were anonymized following verification for this report.

1) Are you a Home/EU or Overseas student?
2) How has your online teaching been delivered (if yes, what are your thoughts on this method of delivery?)
   - Uploaded PowerPoint Presentations (new)
   - Uploaded PowerPoint Presentations (reused previous years)
   - Live Streamed Online Lectures (recorded)
   - Live Stream Online Lectures (not recorded)
   - Microsoft Teams
   - Zoom
   - YouTube
   - Moodle
   - Other
3) What alternative resources and support were offered?
4) Have you had opportunities to engage with the lecturer/fellow students during online teaching.
5) Did you experience any problems engaging with online study (Consider your study environment, connectivity problems, specific issues with content, etc.)
6) Please detail any difficulties you had engaging with online study?
7) Do you have any comments on the accessibility of online study?
8) How satisfied are you with online teaching? (Very Satisfied/Satisfied/Neutral/Unsatisfied/Very Unsatisfied/NA)
9) How satisfied are you with the online resources available to you? (Consider library resources, academic support, lectures slides, revision aids etc.)((Very Satisfied/Satisfied/Neutral/Unsatisfied/Very Unsatisfied/NA)
10) How satisfied are you with your overall experience of online study? (Consider online teaching resources, contact with academics/personal tutors, etc.)
11) Please detail any improvements that are needed to support your digital educational experience.
12) Please details any good experiences you have had with online study you feel would be beneficial if shared further.
13) What educational resources and materials would you like to see in a future digital educational experience?

14) What support and extra-curricular activities would you like to see in a future digital educational experience?

15) Do you have any further comments?

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